

The Influence of Academic Supervision and Interpersonal Communication of School Principals on Middle School Productivity in Rayon 4 Tangerang City



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ABSTRACT: This research aims to analyze, test and determine the influence of the principal's academic supervision and the principal's interpersonal communication on school productivity. The research method used is quantitative, with a causal approach using path analysis which detects variations in a factor related to variations in one or more other factors. The population in this study were junior high school teachers in rayon 4 of Tangerang City, totaling 272 people. Teacher. The sampling technique used in the research uses a simple random technique, namely that each member of the population has the same opportunity to be sampled and represented and the sampling in this research is based on a formula developed by Slovin with an error margin of 5% (0.05). The results of the research can be concluded that there is a positive and significant influence of Principal Academic Supervision (X1) on Junior High School Productivity (X3) in Rayon 4 Tangerang City, amounting to 43.8%. There is a positive and significant influence of Principal Interpersonal Communication (X2) on Junior High School Productivity (X3) in Rayon 4 Tangerang City, amounting to 42.8%. There is a positive and significant influence of Principal Academic Supervision (X1) on Middle School Principal Interpersonal Communication (X2) in Rayon 4 Tangerang City, amounting to 83.6%. Based on these conclusions and implications, the following researchers can provide suggestions for school principals to improve the quality of Academic Supervision and Interpersonal Communication towards their school community so as to increase productivity.

KEYWORDS: Academic Supervision, Interpersonal Communication, and Productivity

INTRODUCTION

Schools as institutions that produce quality human resources must work effectively and efficiently as a criterion for the productivity of an organization. School productivity is related to how it produces graduates, both qualitatively and quantitatively. In the end, it is hoped that the school will obtain quality graduates in accordance with the needs of society and current developments. School productivity is vital because it is the main requirement for a qualified education (Sobandi et al., 2020). School productivity is a manifestation of educational productivity on a school scale. The aim of organizing education institutionally is to increase educational productivity.

To produce good school productivity, of course there are many factors that influence schools, including the availability of learning facilities and infrastructure, teacher work motivation, a conducive school environment, the implementation of routine principal supervision, school accreditation, communication between school members, and so on (Asopwan, 2018). Low school productivity is caused by many factors. One of the main factors identified by the Ministry of National Education together with UNESCO and the World Bank is that national education policies and implementation use an education production function or input-output analysis approach which is not implemented consistently (Komariah, 2014). The provision of education so far has placed too much emphasis on input, and has not paid serious attention to the process. The reality is that in schools there is a quality gap between input and output. School productivity is not something that stands alone, school productivity is influenced by several factors, both internal and external factors (Dimmera et al., 2018). External factors relate to the school system, namely the authority that is hierarchically above it, as well as the conditions of the schools surrounding it. The linkage of this system will clearly influence the quality of teacher performance. while internal factors relate to the teacher's personal characteristics in carrying out their role as a teacher, their interaction with the school environment, such as the principal's leadership and school systems and policies. Meanwhile, internal factors include academic supervision and communication activities that arise in the daily life of the school community. Supervision carried out in schools includes aspects of supervision planning, implementation of supervision and evaluation and feedback. Supervision is the process of involving teachers in learning dialogue with the aim of improving teaching and increasing student achievement. In the supervision process, of course, the role of the Principal is very important, where there is a two-way

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communication process so that goals can be achieved. In reality, in the field, especially in junior high schools in Tangerang City, there are still problems with the academic supervision of school principals regarding efforts to increase school productivity. Based on the results of the researcher's observations, there are several things that are not appropriate in the implementation of academic supervision. Academic supervision activities by some school principals are still focused on administrative supervision. This means that academic supervision activities are still administrative in nature or do not refer to the need to improve the quality of learning. On the other hand, not all teachers understand the purpose of academic supervision. Some teachers feel that academic supervision activities are a burden or something unpleasant. In carrying out his duties as a leader, a school principal has a dual role as an administrator and as an educational supervisor. This requires good communication in all elements of the school so that goals can be achieved effectively and efficiently. Communication skills are very important for a leader, in this case the school principal, who should be competent in using all media.

Communication is a process that allows someone to convey their stimuli (usually using verbal symbols) to change other people's behavior (Mokalu et al., 2016). This communication concept is widely used as an object of study in communication science, namely the problem of how a person or a number of people behave in a certain way. Communication is also a bond of unity in organizations, for example in schools. Communication helps organizational members achieve individual and organizational goals, respond to and implement organizational changes, coordinate and play a role in almost all organizational actions. To understand the meaning of communication, we must know who is doing the communication, what message is being conveyed, by what channel, to whom the message is addressed and what effect it has. The key to communication is trust, and the key to trust is trustworthiness. The current change in educational paradigm requires school principals to adapt to new situations in order to determine the effectiveness of their performance. The principal must make contact and communicate to be able to get to know his subordinates because without effective communication, the shared goals aspired to will be difficult to achieve. Within the framework of developing teacher professional competence through academic supervision, it is necessary to note that these activities not only focus on increasing knowledge and skills in managing learning, but also encourage the development of motivation to improve the quality of professionalism. In academic supervision there must be a communication process between the principal as the supervisor and the teacher as the supervisee, but as far as the researcher's observations are concerned this is still not implemented optimally, after carrying out supervision the teacher should receive feedback on the progress of the learning process. Increasing school productivity is reflected in the high quality of graduates. In connection with the above, this research aims to reveal the influence of the principal's academic supervision and interpersonal communication on school productivity. Therefore, it is a very interesting topic for further research regarding the academic supervision of the Principal, the interpersonal communication of the Principal, and the productivity of State Middle Schools in Rayon 4, Tangerang City. Based on the researcher's observations and interactions with junior high school teachers in Tangerang City, information was obtained that: (1) There were complaints from teachers about how frightening the academic supervision activities carried out by school principals were, (2) School principals had not fully mastered managerial competence in managing schools through supervision program, giving rise to various things that hinder the implementation of the learning process, (3) Lack of communication between the Principal and teachers, teachers and teachers and even with other school members which results in a lack of harmony in the school environment which affects school productivity, (4) Not optimal school in utilizing its assets, (5) The quality of graduates produced by the school is still low compared to other rayons in Tangerang City.

METHODS

Quantitative research, with the aim of obtaining an overview of the principal's academic supervision variables (X1), interpersonal communication (X2), and productivity. Quantitative research is research using design. This research aims to collect quantitative data in numerical form using validated instruments that reflect the dimensions and indicators of variables and distribute them to certain populations or samples. (Wirawan, 2012). Based on the characteristics of the problem being studied, the research is causal research so that it can detect variations in a factor related to variations in one or more other factors (Suryabrata, 2013). The population in this study were junior high school teachers in Rayon 4 Tangerang City, totaling 272 teachers. The sampling technique used in the research uses a simple random technique, that is, each member of the population has the same opportunity to be sampled and represented. by means of a lottery. Sampling in this study was based on the Slovin Formula with a margin of error of 5%, and a sample size of 162 teachers was obtained. Data collection techniques using questionnaires. The operational definition of school productivity variables is measured through dimensions: 1. School Inputs dimensions: a. Facilities and infrastructure; b. Human Resources; c. Management; d. School structure, laws, quality policies, curriculum, job descriptions, etc.; e. Vision, mission, goals and objectives. 2. School Output Dimensions: a. Behavior change; b. Development of student potential; c. Academic achievement; d. Non-academic achievements. The operational definition of academic supervision variables is measured through dimensions: 1. Supervision planning, consisting of indicators: a) Supervision program; b) Supervision schedule; c) Frequency of supervision; d) Notebook and supervision instruments, 2. Implementation of supervision, consisting of indicators: a) Introduction and targets of supervision; b) Supervision techniques; c) Supervisory leadership. 3. Follow-up to the principal's supervision, consisting of indicators: a) Follow-up to the results of supervision; b) Coaching; c) Reward and punishment. The operational definition of

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interpersonal communication variables is measured through dimensions: 1. Openness consists of indicators: a) Honesty in providing information; b) Receive various input from other people. 2. Empathy includes indicators: a) Being a good listener; b) Show a sad expression when the other person talks about difficulties. 3. Supportiveness includes indicators: a) Giving a positive response; b) Do not interrupt other people's conversations. 4. Positive attitude includes indicators: a) Being polite; b) Respect other people's ideas. 5. Equality includes indicators: a) Willing to talk to all friends; b) Place the person you are talking to at the same level as yourself. Each questionnaire containing statement items on each variable was tested first to determine the validity and reliability of the instrument. The data analysis technique is to use the average score (data description), normality test, linearity test, multicollinearity test, hypothesis testing with regression analysis.

RESULTS AND DISCUSSION

Description of Research Variables

The description of research data is intended to provide a general overview of the spread or distribution of data, both in the form of central symptom size, location size, frequency distribution, and respondent responses to research variables. The values will be presented after processing the raw data using descriptive statistical methods, namely average price, standard deviation, median, mode, frequency distribution, continuum line, and histogram graph. The summary of the results of descriptive statistical calculations using SPSS version 26 is as follows:

Table 1. Descriptive statistics calculations

		Statistics		
		Academic supervision	Interpersonal communication	School productivity
N	Valid	162	162	162
	Missing	0	0	0
Mean		149,54	151,48	157,99
Std, Error of Means		1,545	1,778	1,646
Median		153,00	153,00	160,00
Mode		170	175	180
Std, Deviation		19,659	22,637	20,946
Variance		386,486	512,412	438,745
Range		135	140	137
Minimum		34	35	43
Maximum		170	175	180
Sum		24226	24539	25594

Analysis Results

Data Normality Test

Testing the Normality of Productivity Data (X3) on the Academic Supervision Variable (X1), the calculated Z value from this research was 0.186 with a significance value of 0.061 which was greater than the significance level of 0.05. So it can be concluded that all variables are normally distributed so that they fulfill the requirements for the parametric statistical method of multiple linear regression analysis. The Normality Test of Productivity Data (X3) on the Interpersonal Communication Variable (X2) obtained a calculated Z value from this research of 0.180 with a significance value of 0.054 which is greater than the significance level of 0.05. So it can be concluded that all variables are normally distributed so that they fulfill the requirements for the parametric statistical method of multiple linear regression analysis. And from the Normality Test of Interpersonal Communication Data (X2) on the Academic Supervision Variable (X1), the calculated Z value from this research was 0.115 with a significance value of 0.054 which was greater than the significance level of 0.56. So it can be concluded that all variables are normally distributed so that they fulfill the requirements for the parametric statistical method of multiple linear regression analysis.

Data Homogeneity Test

The homogeneity test of the productivity variable (X3) on the academic supervision variable (X1) is a homogeneity significance of 0.096 (≥ 0.05) indicating that the independent and dependent variables are homogeneous, with a statistical value of 2.782. The homogeneity test of the productivity variable (X3) on the interpersonal communication variable (X2) is a homogeneity significance of 0.762 (≥ 0.05) indicating that the independent and dependent variables are homogeneous, with a statistical value of 0.092. The homogeneity test of the interpersonal communication variable (X2) on the academic supervision variable (X1) is a homogeneity

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significance of 0.063 (≥ 0.05) indicating that the independent and dependent variables are homogeneous, with a statistical value of 3.470.

Data Linearity Test

The Linearity Test X1 with X3 obtained a linearity significance value of 0.000. This means that the significance value is less than 0.05, so it can be concluded that there is a linear relationship between the two variables. The linearity test of X2 with X3 is to obtain a linearity significance value of 0.000. This means that the significance value is less than 0.05, so it can be concluded that there is a linear relationship between the two variables. The linearity test of X1 with X2 is to obtain a linearity significance value of 0.000. This means that the significance value is less than 0.05, so it can be concluded that there is a linear relationship between the two variables.

Data Hypothesis Testing

Hypothesis testing uses path analysis with regression analysis to estimate the causal relationship between variables (causal model) which has been previously determined based on theory. The results of hypothesis testing are explained in the following table:

Table 2. Hypothesis Testing Results

No.	Hypothesis	Influence coefficient	Critical value	Information
1.	X1 to X3	0,438	0,05	Positive and significant. Hypothesis proven
2.	X2 to X3	0,428	0,05	Positive and significant. Hypothesis proven
3.	X1 to X2	0,836	0,05	Positive and significant. Hypothesis proven

Based on the table above, it can be explained as follows: At the significance level $\alpha = 0.05$, the coefficient of Academic Supervision (X1) on Productivity (X3) At the significance level $\alpha = 0.05$, the coefficient of Interpersonal Communication (X2) on Productivity (X3) $\rho_{3.2} = 0.428 > 0.05$, which means the coefficient of Interpersonal Communication on Productivity is significant, meaning hypothesis 2 is proven. i statistical test results of the r test for Academic Supervision with a value of $\rho = 0.428$ and a value of $t = 5.310$ with a significant value of 0.000 which is smaller than 0.05. This means that the Principal's Interpersonal Communication has a direct positive effect on Productivity. The results of this research provide implications for school principals to continue to carry out interpersonal communication with school residents in order to increase productivity. This result is in accordance with the theory put forward by Romadona and Setiawan, that the positive impact of good and sufficient communication in an organization is that it can increase individual and organizational productivity, because the flow of information and ideas flows quite well and smoothly, as well as the existence of managers who can accommodate ideas and proceed with proposed strategies that are beneficial to the organization. (Romadona & Setiawan, 2020) Productivity will not increase if interpersonal communication between the principal and the school community is not created. This is so because; poor communication skills will ultimately hinder the process of sending, receiving, processing and retrieving information between superior and subordinates in their attempt to drive organizational productivity effectively (Solaja et al., 2016). This happens because, poor communication skills will ultimately hinder the process of sending, receiving, processing and retrieving information between superiors and subordinates in their efforts to drive organizational productivity effectively. $\rho_{3.1} = 0.438 > 0.05$, which means the coefficient of Academic Supervision on Productivity is significant, meaning hypothesis 1 proven. The Academic Supervision variable (X1) has a direct positive effect on junior high school productivity in Rayon 4 Tangerang City. This is proven by the results of the r test statistical test for Academic Supervision with a value of $\rho = 0.438$ and a value of $t = 5.426$ with a significant value of 0.000 which is smaller than 0.05. This means that Academic Supervision has a direct positive effect on Productivity. The results of this research provide implications for school principals to carry out good Academic Supervision activities in order to increase productivity. These results are in accordance with the theory put forward by Engkoswara that the essence of school productivity is student achievement both academically and nonacademically which is supported by a quality system with all elements of education, especially the eight standards that show their respective achievements (Zulfikar & Afian, 2019). School productivity is measured by the learning achievements of its students, so this will really depend on the process, namely the process which contains a series of actions of teachers and students based on reciprocal relationships that take place in educational situations to achieve certain goals. In order to create a good teaching and

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learning process, teacher competence is needed, in this case the competence that plays a role, one of which is professionalism competence.

At the significance level $\alpha = 0.05$, the coefficient of Interpersonal Communication (X2) on Productivity (X3) $\rho_{3.2} = 0.428 > 0.05$, which means the coefficient of Interpersonal Communication on Productivity is significant, meaning hypothesis 2 is proven. i statistical test results of the r test for Academic Supervision with a value of $\rho = 0.428$ and a value of $t = 5.310$ with a significant value of 0.000 which is smaller than 0.05. This means that the Principal's Interpersonal Communication has a direct positive effect on Productivity. The results of this research provide implications for school principals to continue to carry out interpersonal communication with school residents in order to increase productivity. This result is in accordance with the theory put forward by Romadona and Setiawan, that the positive impact of good and sufficient communication in an organization is that it can increase individual and organizational productivity, because the flow of information and ideas flows quite well and smoothly, as well as the existence of managers who can accommodate ideas and proceed with proposed strategies that are beneficial to the organization. (Romadona & Setiawan, 2020) Productivity will not increase if interpersonal communication between the principal and the school community is not created. This is so because; poor communication skills will ultimately hinder the process of sending, receiving, processing and retrieving information between superior and subordinates in their attempt to drive organizational productivity effectively (Solaja et al., 2016). This happens because, poor communication skills will ultimately hinder the process of sending, receiving, processing and retrieving information between superiors and subordinates in their efforts to drive organizational productivity effectively. Pada taraf signifikansi $\alpha = 0,05$, coefficient of Academic Supervision (X1) on Interpersonal Communication (X2) $\rho_{2.1} = 0.836 > 0.05$, which means the coefficient of Academic Supervision on Interpersonal Communication is significant, meaning hypothesis 3 is proven. The statistical test results of the r test for Academic Supervision obtained a value of $\rho = 0.838$ and a value of $t = 19.269$ with a significant value of 0.000 which is smaller than 0.05. This means that Academic Supervision has a direct positive effect on Interpersonal Communication. The results of this research provide implications for school principals to carry out good Academic Supervision activities in order to improve the Principal's Interpersonal Communication. These results are in accordance with the theory put forward by Citra and Ilmiah, that supervision activities are something that must be paid attention to because with this activity it will be seen between the principal and teachers that interpersonal communication is occurring. Communication or exchange of information occurs with certain meaning and significance due to the academic supervision process (Ilmiah & Citra, 2022). This study set out for the first time, to explore the impact of supervision on transfer of learning from workshop to workplace. It has provided clear evidence that despite effective learning, and motivation to change, improvements in communication skills are not automatically transferred back into the workplace, and are not maintained or generalised in a clinically meaningful way unless some kind of intervention is offered (Heaven et al., 2006).

This research aims for the first time to explore the impact of supervision on the transfer of learning from the workshop to the workplace. This provides clear evidence that despite effective learning and motivation to change improved communication skills do not automatically transfer back to the workplace, and are not maintained or generalized in a clinically meaningful way unless intervention is offered.

CONCLUSIONS

The principal's academic supervision shows an influence on junior high school productivity in Rayon 4 Tangerang City. It is important to implement Principal Academic Supervision by paying attention to supervision program indicators, supervision schedule, supervision frequency, notebooks and supervision instruments. The principal's interpersonal communication shows an influence on junior high school productivity in Rayon 4 Tangerang City. The principal's academic supervision shows an influence on the interpersonal communication of junior high school principals in Rayon 4, Tangerang City. It is important to implement Principal Academic Supervision by paying attention to the frequency of supervision, introduction and targets of supervision, supervision techniques, follow-up on supervision results, and coaching.

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