

THE RELATIONSHIP BETWEEN THE ACADEMIC SUPERVISION OF THE SCHOOL PRINCIPAL AND THE CREATIVITY OF ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

The purpose of this study was to determine the relationship between principals' academic supervision and teachers' creativity in Gugus Dua, Balaraja sub-district. The sample of this study consisted of 66 public elementary school teachers from Gugus Dua village in Tangerang province. Sampling was conducted using a proportional random sampling technique, and the methodology of this study used a survey approach adjusted to the research design of Product moment correlation and T-test. Data collection was done with the help of a research database and analyzed with the help of product-moment correlation and test tools. The findings of this study indicate that there is a positive correlation between academic leadership in SD Negeri Gugus Dua Balaraja District and teacher inventiveness. The findings of this study indicate that academic leadership supervision is a priority for educational institutions. Principals should implement academic supervision to encourage and develop teacher creativity.

Keywords: *Academic supervision, Creativity, Teacher, Principal*

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INTRODUCTION

The personnel at a school provide a level of quality to the institution. The human resources in question range from school principals, who are at the highest level of leadership, to janitors. Success in developing quality educational institutions will advance the profile of human resources, which will be the main capital to be able to compete in the era of globalization. The norms and culture that support it as a value system are tied to schools as educational institutions (Priansa & Euis, 2013). This indicates that the implementation of education carried out in a structure known as a school, both at the basic and higher education levels, from general and special education types in formal, non-formal, and informal education units, must uphold the legal norms or rules that apply in the Unitary State of the Republic of Indonesia. Therefore, the principles of education must be taken into account in developing quality schools and resources. As stated in Article 4 paragraph (4) of the National Education System Law no. 20 of 2003, "Education is carried out by providing an example, cultivating the will, and developing students' creativity in the learning process."

What needs to be emphasized, concerning Article 4 concerning the implementation of the educational principles above is who is tasked with providing role models, encouraging progress, and fostering student creativity in the learning process in each school. Teaching staff in schools is the solution. However, this group of educators cannot work alone. Teachers need a leader to guide their institution to achieve national education goals while still paying attention to the educational principles outlined in Article 4.

In other words, the principal as the highest official in the school is also responsible for the role of teachers in the classroom in terms of providing examples, encouraging participation, and fostering student creativity in the learning process. The principal must fulfill his role as a

leader. According to Priansa & Euis (2013), there are four different categories of principal roles: coordinator, consultant, group leader, and evaluator. To maximize the quality of superior teachers, the four roles of school principals must be put into practice (Lawrence, 2020).

All school principals in Indonesia carry out the duties of school principals as group leaders and coordinators. However, not all school principals carry out their role as consultants and evaluators. A school principal must provide supervision to be an effective evaluator. According to Minister of National Education Regulation Number 12 of 2007 concerning Supervisory Competency Standards, school principals as supervisors are required to have the following competency standards: (1) assist teachers in compiling the syllabus for each subject based on the Education Unit Level Curriculum (KTSP); (2) assist teachers in preparing Learning Implementation Plans (RPP); (3) assist teachers in carrying out learning/guidance activities; and (4) assist teachers in managing

In 2008, the Ministry of National Education estimated that 250,000 school principals in Indonesia, or 70%, lacked competency. Every school principal must meet the five competency requirements set by the Ministry of National Education, namely personality, social, managerial, supervision, and entrepreneurship. However, the majority of school principals do not have adequate managerial and leadership skills. Apart from that, teaching staff (teachers) whose competencies still do not meet the four teacher competency standards are also a weakness of school principals. National Education System Law no. 20/2003 states that teachers are required to be able to foster student creativity, so teachers must be creative to do so (Peraturan Pemerintah RI, 2017).

"The results of my supervision at Balaraja District Elementary Schools from the four clusters where the number of teachers is around 800 public elementary school teachers in Balaraja District, only 30% of the teachers are creative. Each school has 18-20 teachers, and of that number, only 2-4 people are creative and show good performance, such as always taking the initiative to prepare learning plans for their class and teaching with various methods, there are variations in the way they teach that are not monotonous so that it can motivate children to create works. Well, usually these creative teachers are creative, aka their personalities are already creative. As for the others, some were less creative at first and are now creative because they are often motivated by the school principal and we always have regular supervision. But there are still many who are not creative, they just work like that, doing what they are told to do. Usually, our efforts to make teachers who are not creative yet creative are by collaborating with the principals in each state elementary school. School principals will meet intensively and better understand who their teachers are who are less creative or not yet creative. We usually follow up on the report from each school principal by giving the teacher the task of attending seminars, workshops, or training that hone the teacher's creativity. "However, sometimes it's difficult to change it, maybe it goes back to different people's personalities, so making it 100% creative seems to take a long time" (Fauzi & Hamdu, 2021).

Based on the description above, researchers believe that it is very important to specifically investigate the relationship between principal supervision and the creative abilities of public elementary school teachers (Armanjaya et al., 2023). It is hoped that this research will provide a realistic picture of how elementary school principal supervision affects teacher creativity and whether there is a correlation between the two. The final aim of this research is that this research can become useful reflection material for the Education Office in Balaraja District, Tangerang

Regency, especially for educators and education staff there, and in general for educators and education staff in Tangerang Regency. This research can be developed by the description above with the problem formulation "Is there a relationship between the principal's academic supervision and the creativity of Gugus Dua state elementary school teachers, Balaraja District?"

METHOD

Research Methods and Design

The place chosen by the researcher to conduct research was the State Elementary School located in Gugus Dua, Balaraja District, Tangerang Regency with the research period starting from August 2015 to January 2016. The research method used in this research was a survey method using a correlational approach. In survey design, researchers describe quantitatively (numbers) the tendencies, behaviors, or opinions of a population by examining a sample of that population (Creswell, 2020). Meanwhile, the correlational approach aims to detect the extent of variations. variations in sectors are related to variations in one or more other factors based on correlation coefficients (Arikunto, 2010). This research takes two variables, namely supervision as variable X, and creativity as variable Y.

Population and Sample

In research that uses survey methods, the researcher must determine the population and sample that will be the research subject. Population is a collection of individuals with predetermined qualities and characteristics (Waruwu, 2023). The population is referred to as all values, both the results of calculations and measurements, both quantitative and qualitative, rather than certain characteristics regarding a group of objects that are complete and clear (Zakaria Bahari, 2014). The target population in this research is all state elementary school teachers in Cluster Two, Balaraja District. Based on this population, samples can be taken.

The sample is a part or representative of the population studied. Thus, the sample is a part (subset) of the population that is considered capable of representing the population to be studied. To determine the sample size, researchers used the Slovin formula as follows (Umar, 2011):

$$n = \frac{N}{1 + Ne^2}$$

Information :

n : sample size

N : population size

e: percentage of allowance for inaccuracy due to sampling error that can still be tolerated, for example, 2%, 5%, 10%.

From the formula above with a population of 191 teachers, the sample size in this study is 66 teachers. The sampling technique used in this research is Proportional Random Sampling. Proportional sampling was carried out by taking subjects from each stratum or each region, determined by discussion with the number of subjects in each stratum or region. The following is a research sample table:

Data collection technique

Variable measurement in this research uses a questionnaire or questionnaire technique. A questionnaire is a series or list of questions that are arranged systematically and then sent to be filled in by the respondent (Wahid & Konvensional, 2004). A questionnaire was sent to gather information regarding the relationship between the two variables. In this research, especially the academic supervision variable and the creativity variable.

Definition of Operational Variables

The operational research variables in this research are as follows.

1. Academic Supervision (X): Academic supervision is a coaching effort carried out by the principal for teachers in developing teaching and learning situations to achieve learning objectives which include (1) coordination, (2) consultation, (3) leading groups, and (4) evaluation.
2. Creativity (Y): Creativity is an individual mental process that gives birth to effective ideas, processes, methods, or new products that are imaginative, flexible, successive, and discontinuous, which are useful in various fields for solving a problem. Creative teachers have characteristics: (1) able to come up with ideas smoothly, (2) flexible, and (3) original, (4) committed to his duties as a teacher, (5) not easily given up, (6) interested in tasks that challenging, (7) have great curiosity and (8) dare to take risks.

Based on the definition above, an instrument like this can be created:

Table 2. Instrument grid after trial

Research Variable	Indicator	Item
Academic Supervision	Coordination	1, 3, 4, 5, 6, 7, 8
	Leading Groups	9, 11, 12, 14, 15, 16
	Consultations	18, 19, 20, 22, 23, 24
	Evaluation	25, 26, 28, 29, 30, 31, 32
Creativity	Thinking fluently	1, 2, 3
	Flexible thinking	6, 7, 8
	Original thinking	9, 10
	Commitment to task	13, 14, 15, 16, 17, 18, 20
	Great curiosity	21, 22, 23
	Don't give up easily	24
	Interested in challenging tasks	26, 27
	Dare to take risks	28, 29, 30, 31

The questionnaire is prepared based on the indicators of the variables studied and then expressed in the form of statements with alternative answers used for positive item answers with the alternatives Always (SL, weight 5), Often (SR, weight 4), Rarely (JR, weight 3), Very Rarely (SJ, weight 2), Never (TP, weight 1), while for negative item answers with the alternatives Always (SL, weight 1), Often (SR, weight 2), Rarely (JR, weight 3), Very Rarely (SJ, weight 4), Never (TP, weight 5).

Data analysis

The data analysis carried out in this research is the product moment correlation technique to obtain the correlation coefficient (r). After that, correlation is used in statistical hypothesis testing. The correlation coefficient formula (r) is as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X) (\sum Y)}{\sqrt{n \sum X^2 - (\sum X)^2 (n \sum Y^2 - (\sum Y)^2)}}$$

Information :

r_{xy} = Correlation coefficient between X and Y

n = Number of research subjects

X = Academic Supervision

Y = Creativity

The next step is to determine statistical hypothesis testing, with the following conditions:

$H_0 : r_{xy} = 0$

$H_a : r_{xy} > 0$

Hypothetical decision:

H_0 : there is no positive relationship between academic supervision and creativity

H_a : there is a positive relationship between academic supervision and creativity.

After knowing the value of "r" product moment, continue by looking for the coefficient of determination, namely r_{xy}^2 . The coefficient of determination is used to find out how much the presentation of variable Y is influenced by variable X. The formula used is:

$$Kd = (r_{xy}^2 \times 100\%)$$

Information :

Kd = Coefficient of Determination

r_{xy}^2 = Product moment correlation coefficient

To calculate the significance level, use the transformational test formula (T-test) as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Information :

t or t-count = Correlation coefficient significance score

r = Product Moment correlation coefficient

n = Number of samples

From the resulting table at $dk = n - 2$ with a significance level of $\alpha = 0.05$, the criteria for acceptance and rejection of the hypothesis are that if $t\text{-count} > t\text{-table}$ then H_0 is rejected. If $t\text{-count} < t\text{-table}$ then H_0 is accepted. The t-table is produced at $dk = n - 2$ and the significance level is $\alpha = 0.05$, so if the t-count is greater than the t-table then the criterion is that H_0 is

rejected or in other words the correlation coefficient is significant, this shows that there is a relationship between variables X and Y.

RESULTS AND DISCUSSION

The alternative hypothesis (H_a) in this study states that there is a relationship between the principal's academic supervision and the creativity of elementary school teachers in Cluster Two of Balaraja District.

The correlation coefficient (r) of 0.6713 was obtained after processing the data obtained through calculations using the product moment correlation formula, and the results of hypothesis validity testing using the t-transformation test produced a t-count value of 7.245. Based on the significance list, $t(n-k) = t(64, 0.05)$ for a one-tailed test with $dk = 64$ and a significance level of 0.05 is 1.67. In other words, the t table is smaller than the t count.

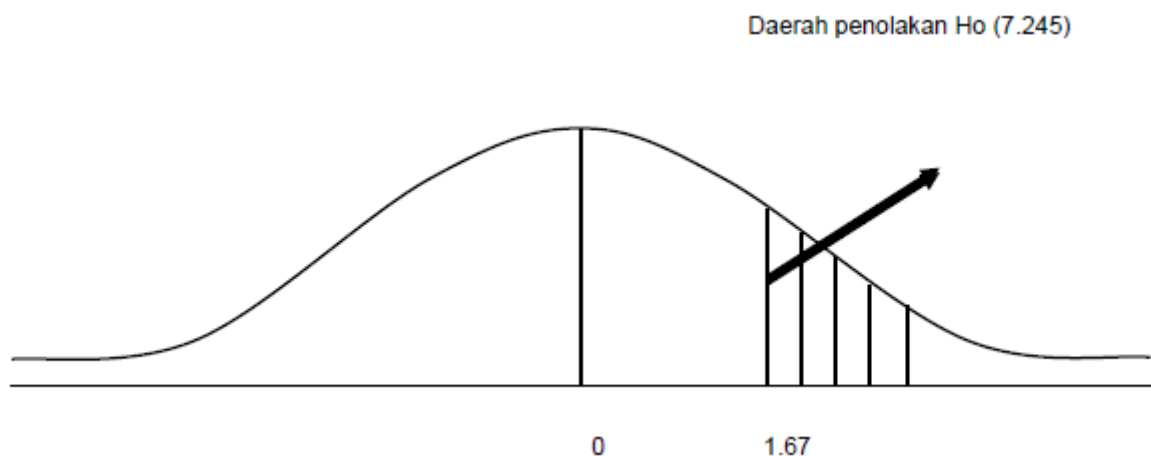


Figure 3. T-test curve for Correlation Coefficient Hypothesis Testing

Considering that the curve above shows that the t-count is in the H_0 rejection area, it can be said that:

1. The null hypothesis (H_0) states that there is no relationship between the creativity of elementary school teachers and the academic supervision of school principals in Cluster Two, Balaraja District.
2. Alternative hypothesis (H_a), which states that in Cluster Two of Balaraja District, there is a positive relationship between Principal Academic Supervision and Elementary School Teacher Creativity.

The conclusion that can be drawn is that there is a relationship between Academic Supervision and Teacher Creativity based on the finding that the t-count value is greater than the t-table. Teacher creativity often increases with the level of academic supervision provided by the principal. The coefficient of determination value for these two variables is 0.451. This shows that the academic supervision of school principals in Cluster Two, Balaraja District, contributes 45.1% to the creativity of elementary school teachers. The remaining 54.9% was influenced by factors that were not under the academic control of the principal.

Discussion

The purpose of this research is to show that there is a beneficial relationship between teacher creativity as variable Y and the principal's academic supervision as variable X.

Hypothesis H₀ is rejected, and hypothesis H_a is accepted, by research findings. Thus, it can be said that in Cluster Two of Balaraja District, there is a positive relationship between Principal Academic Supervision and Elementary School Teacher Creativity based on the results of the hypothesis test findings. Based on the calculation of the Product Moment correlation coefficient between academic supervision provided by the principal and teacher creativity, an r-value of 0.671 was obtained, and the t-test result for hypothesis testing was 7.245.

The proposed research hypothesis (H_a) can be accepted because based on the t-test table, the t-count is greater than the t-table in the one-party test with dk = 64 and the significance level set at 0.05. T-table is 1.998 and t-count is 7.245. In addition to other factors that influence both those originating from within and outside the individual teacher, the contribution given after calculating the coefficient of determination (Kd) test, which is 45.1%, can indicate that the higher the academic supervision of the school principal, the more teacher creativity is also high.

Research findings regarding academic supervision in elementary schools in Gugus Dua, Balaraja District, and Tangerang Regency show that the overall level of academic supervision is quite high. On the other hand, it can be said that it is still lacking in terms of maximizing the potential of teachers in the classroom. This can be seen from the lowest item score on the teacher creativity variable, namely 242, which is found in item number 8. In the leadership indicator, this item is. The statement that the principal supports teachers in realizing their potential is contained in number. This low score reflects the teacher's perception that the principal's leadership principles in academic supervision are ineffective and the principal has not guided teachers to reach their maximum potential.

Meanwhile, instrument item number 23, with a score of 285, has the highest item score for the academic supervision variable. The statement that the principal provides feedback to teachers regarding student learning outcomes is the location of this item in the evaluation indicators. This high score shows that teachers value evaluation, in this case, the principal's comments regarding student learning outcomes, and this will help them achieve the educational goals that have been set (Briliandona et al., 2022).

Overall, the data obtained is in the medium category or the same as the average, namely the majority of teachers scored between 90-112, 45 teachers or 68%, according to research findings regarding the academic supervision of school principals. From these findings, it is clear that principals' academic supervision, which includes coordination, leadership, consultation, and evaluation, is of a high standard among teachers.

Research findings show that teacher creativity is generally quite high in public elementary schools in Gugus Dua, Balaraja District, Tangerang Regency. This can be seen from the fact that instrument item number 1 of the 282 instrument items received the highest score for the creativity variable. This item is contained in the fluent thinking indicator, which includes statements. I provide easy-to-understand explanations for students. A score of 236 on item 10 with the statement "I enjoy my duties as a teacher" indicates that teachers' commitment to their

duties is still low. Therefore, it is the responsibility of the principal as a supervisor to increase the teacher's sense of responsibility (Oktavia, 2014; Wiles & Lovell, 1975).

Overall, data from studies on teacher creativity show that the majority of teachers have scores between 87 and 115, or 44 teachers, or 67%, fall into the medium or average category. These findings indicate that teachers usually demonstrate a high level of creativity, including fluency in thinking, flexibility in thinking, originality in thinking, dedication to tasks, great curiosity, not easily discouraged, interest in difficult tasks, and bravery to take risks.

From the discussion of the two variables above and the calculation of the hypothesis test and the coefficient of determination test, it can be concluded that the results of this research show that there is a positive correlation between teacher creativity and the academic supervision of the principal at SD Negeri Gugus Dua, Balaraja District, Tangerang Regency. Meanwhile, the principal's academic supervision contributed 45.1% to teacher creativity. These findings indicate that teachers' creativity increases in proportion to the level of academic supervision they receive. By the theory outlined by experts in Chapter 2, the findings of this study show the reality of the relationship between principals' academic supervision and teacher creativity (Briliandona et al., 2022).

According to Nasution et al. (2023), academic supervision carried out constructively and creatively supports teacher initiatives to actively create an environment that can foster creativity in providing learning services to students. The relationship between supervision activities and teacher competence is closely related to how well teachers' professionalism, or in this case, their creativity in work, is enhanced. Teachers and principals benefit from each other's professional abilities as leaders and as supervisors for the principal.

As a manager, the principal must continuously strive to improve student learning, teacher teaching, learning quality, and learning outcomes. All of this aims to improve and develop a better teaching and learning environment to improve the quality of learning and achieve academic goals in schools (Priansa & Euis, 2013).

According to (Fried et al., 2014), the following is the relationship between principal supervision and teacher creativity:

“Teaching creativity is not something that can be bought or ordered. You can only support it. Teaching creativity is aided by the nature of the supervisor, the elimination of useless constraints, the expression of trust in the teacher's judgment, the availability of a wide variety of materials and financial resources to secure materials that are not available, and the emphasis placed on showing why changes should not be made, rather than to justify the adoption of new practices.”

Teaching creativity is not something that can be bought or ordered. The only way to foster creativity is through the attitude of the supervisor, the elimination of useless restrictions, the expression of confidence in the teacher's ability to make wise decisions, the provision of a wide variety of materials, and the financial means to obtain materials that are not available, and an emphasis on showing why improvement is not possible. may be done rather than indicating why a new procedure should be tried. Teachers need new ideas, techniques, and skills. These abilities should be used by new employees who already have them or opportunities should be given to existing employees to develop them. Teachers who demonstrate creativity should be considered to have the skills, understanding, and knowledge necessary to plan the best

educational experience for their students. If educators are not valued in this way, creativity can easily be stifled.

By embracing innovative teaching theories, supervisors can encourage teachers to adopt new approaches and techniques. Teachers will stop trying to find solutions on their own if supervisors insist that their solution is the only valid solution. Instead, they will focus on finding out what the supervisor's solution is. Supervisors encourage teachers' independent thinking, experimentation, and evaluation by keeping personal responses out of the spotlight. Discussions that accept the opinions of supervisors and teachers equally encourage independence, which is the basis of creativity.

CONCLUSION

Based on the discussion and research findings, it can be said that this research has succeeded in testing the possibility of a beneficial relationship between academic supervision provided by the principal and the creativity of teachers in public elementary schools in Gugus Dua, Balaraja District. Academic supervision contributed 45.1% of the total contribution. The high percentage of contributions shows that apart from the principal's academic supervision, there are still other factors that influence teacher creativity.

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