



THE EFFECT OF PERSONALITY TYPE AND CLINICAL SUPERVISION TOWARD TEACHERS PERFORMANCE

Raudhatul Husna¹, Nizwardi Jalinus²

^{1,2}Pendidikan Teknik dan Kejuruan, Technic Faculty, Padang State University, Jl. Prof. Dr. Hamka, Air Tawar Bar., Kec. Padang Utara, Kota Padang, Sumatera Barat, 25171, Indonesia

E-mail: husnaers@gmail.com

ARTICLE INFO

Article history:
Received: Jun 15, 2022
Revised: Jul 25, 2022
Accepted: Aug 30, 2022

Keywords:
Personality Type
Clinical Supervision
Teachers Performance

ABSTRACT

The purpose of this research was to analyze the effect of personality type and clinical supervision conducted by the principal on teacher performance partially and simultaneously. This research was a quantitative research using a descriptive design. The participants in this study were all civil servant teachers at SMKN 3 Batam during the 2021/2022 academic year. This study's sample size was 50 PNS teachers. A questionnaire was used to collect data for this study. The selection saturated carried out the technique Technique of sampling. The data was obtained by using a description test instrument and a questionnaire instrument that had been tested for validity and reliability. The results of the research concluded that personality type had a partially significant effect toward teacher performance and clinical supervision had a partially significant effect on teacher performance. Personality type and clinical supervision together affect teacher performance.

Copyright © 2022 Jurnal Mantik.
All rights reserved.

1. Introduction

Education is essentially an attempt to civilize or humanize humans. Education is very strategic for the intellectual life of the nation and is needed to improve the quality of the generation as a whole. The primary goal of education is to develop good character and optimize teachers' personalities. Factually, educational process are crossing land between humans that are given or held in order to develop all their potential and natural talents so that they become relatively good, more cultured and more human beings.

The success of curriculum development in schools is very dependent on teachers and principals because these two figures are the key that determines and drives various other components and dimensions of the school. In this position, the good or bad of other school components is largely determined by the quality of teachers and principals without reducing the importance of other education personnel. Teachers are critical to the success of the educational system. This is evidenced by qualified and competent teachers in their fields of knowledge at every level of education. The potential of teachers must continue to be developed in order to carry out their functions professionally, because teachers are the spearhead in improving the quality of education. In carrying out their functions and duties, teachers are professions that have certain requirements as stated in the Law Article 39 paragraph (2) of the National Education System Number 20 of 2003 states: "Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, mentoring and training, as well as conducting research and community service, particularly for educators in higher education."

Therefore, professional teachers are a positive result of one of the factors of a well-developed school system by a visionary and competent principal. By routinely monitoring each teacher and the obstacles that occur, so that learning continues to be improved regularly so that the problems faced by teachers do not gradually become the scourge of big problems.

Teachers are an important part of education's human resources (HR). Teachers are assigned roles based on their primary duties and functions as professional educators. Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education, according to Law of the Republic of Indonesia Number 14 of 2005 Article 1 concerning Teachers and Lecturers. Teachers are responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students in



accordance with these regulations. The implementation of the teacher's duties aims to equip students to have knowledge and skills in accordance with national education goals.

According to Rivolan (2013) there is a direct and significant influence of personality on teacher achievement motivation at the Medan Business Management private vocational school, a direct and significant influence of personality on teacher abilities and a positive impact on teacher performance. Jurana (2017) The findings indicate a positive relationship between emotional character and the performance of PPKn teachers in Soppeng Regency State Senior High Schools.. The Wisdom research (2021) as the results show that personality affects teacher performance as evidenced by the $t_{count} 3,129 > t_{table} 2,000$ or sig of $0.003 < 0.05$ with a positive coefficient value which means that the better the teacher's performance, the better the performance. It can be seen that the results of research on the influence of personality type and supervision on teacher performance give different results. Therefore, further research is needed in the hope of further clarifying the overall relationship of all variables related to teacher performance. Rifaldi (2014) stated in his research that the supervision of the principal has a positive and significant effect on teacher performance with a score of 4,461. Head supervision school and teacher works' character can have a positive and significant effect on teacher performance with a total score of 53,593.

Teachers, as educators, are one of the determining factors in the achievement of these educational objectives. Teachers who deal directly with students to provide guidance that will produce the expected output. Teachers are human resources who become planners, actors and determinants of achieving national education goals as mandated by law. In supporting these teacher activities, a conducive school climate is needed and good relations between elements in the school, with parents, the community, fellow teachers, the government and other stakeholders. In this regard, teacher performance has a strong influence in the world of education to produce quality human resources that are able to compete in an increasingly tight global era. Teacher performance (performance) is the outcome of the teacher's performance in carrying out the tasks assigned to him, which is based on skills, experience and sincerity as well as the use of time. Sumarsono (2012) explains that teacher performance is how far the tasks that have been described and can be carried out in relation to obligations and responsibilities in learning planning activities, learning implementation, and evaluating learning implementation as well as carrying out learning / improvement and enrichment.

General fact that occurs in schools is related to the type of personality that the teacher has, namely the adaptability of each teacher is not the same from one another, depending on the type of personality he has. The final result of this adaptability will be seen in the teacher's performance as a form of responsibility. The personality of the teacher is shown by how the teacher behaves in dealing with various kinds of behavior and mindset of students, teachers with fellow teachers and teachers with principals and school staff are also good. A person's position to learn practical skills is determined by elements of self-awareness, self-motivation, selfcontrol, empathy, and relationship-building skills. Personality is a dynamic organization of psychological systems within an individual that determines an individual's ability to adapt to his environment in a unique way. In the other explanation to improve teacher performance requires personality in the form of responses and input from colleagues to improve teacher quality. However, based on initial observations at SMKN 3 Batam, it can be said that some teachers are less able to accept criticism from others.

Teachers, as professional educators, must improve their teachers' professionalism in their work. One of the efforts to improve the quality of teacher work is carried out through continuous and sustainable supervision and guidance. The supervisor and assessor activities are carried out by the school principal with the aim of providing guidance to teachers in harder working. Good supervision has the potential to improve teacher performance.

Supervision is often called supervision in the context of schooling. Supervision can be carried out by the principal or by supervisors who carry out their main duties and functions to foster and supervise educational units. Clinical supervision is guidance from school principals and/or supervisors to teachers to improve teaching and learning situations. If the supervision carried out by the principal or supervisor can improve teacher professionalism, it can increase and develop teacher performance. This results in teacher behavior that is afraid of superiors, does not dare to take the initiative, is waiting for instructions, and is bureaucratic. Based on this opinion, supervision activities do not increase teacher capacity, but instead create a burden for teachers while to improve teacher performance, teachers must have professionalism in working or teaching, of course, always increasing self-ability, giving rise to a lot of creativity for more advanced self-development.

Based on this description, it is possible to conclude that the teacher's attitudes at work are possible because the expectations of the teacher at work have not been fully met, so the teacher is not happy at work. Meanwhile, the lack of supervisor factors causes the guidance of teachers to be less than optimal. It is, however, supported by a harmonious working relationship between the teacher and the principal, as well as

other teachers and the principal and other teachers. Therefore, this researcher tries to see "The Influence of Personality Type and Clinical Supervision on Teacher Performance at SMKN 3 Batam".

This research is limited by focusing on finding the influence the personality type of the teacher with the performance built by the teacher and clinical supervision of the teacher's performance by the principal. Teacher performance is influenced by very broad factors, therefore the researcher limits the problems that will be studied in depth, namely analyzing problems related to teacher performance and exploring and analyzing the teacher's personality type during the teaching process and interactions within the school scope that affect teacher performance both in the social sphere and in the teaching process and also assessing the teacher's performance.

The research objectives are as follows:

1. To analyse the effect of personality type on teacher performance at SMKN 3 Batam.
2. To analyse the effect of principal's clinical supervision on teacher performance at SMKN 3 Batam.
3. To analyse the simultaneous influence of personality type and clinical supervision toward teacher performance at SMKN 3 Batam.

2. Methods

The type and research design used in this research is quantitative research using multiple regression analysis technique which is the source of data obtained from the research object. This research used a descriptive design that aims to describe the variables studied and their dependencies, thereby producing comprehensive information about the variables studied, Umar (2019).

This study, the population was all PNS teachers at SMKN 3 Batam as many as 50 teachers. Data was collected using a questionnaire, which is a method of collecting data by providing or distributing a list of statements to respondents. Each respondent was asked for his opinion by providing answers to the statements submitted. Based on the population of PNS teachers at SMKN 3 Batam, the sample used is a saturated sample or the entire population of 50 people.

The questionnaire instrument test tool used in this study was the validity and reliability test using SPSS 26 software. According to Sugiyono (2017), the requirements that must be met in this test must have criteria, namely:

- 1) If $r > 0.30$, then the questions from the questionnaire are valid.
- 2) If $r < 0.30$, then the question from the questionnaire is invalid.

This validity test step calculates the correlation value between the data in each statement with a formula. According to Mahmuddin (2018), to calculate the correlation coefficient the following formula is used:

$$r_{xy} = \frac{n(\sum x_i y_i) - (\sum x_i)(\sum y_i)}{\sqrt{n(\sum x_i^2) - (\sum x_i)^2} \sqrt{n(\sum y_i^2) - (\sum y_i)^2}} \tag{1}$$

Content:

r : The coefficient of linear correlation of variables

x_1, x_2 individually on the variable y

n : Number of samples

x_i : Independent variable

y_i : dependent variable

According to Sugiyono (2017), to find out whether or not the validity of the questionnaire item is valid, it is done by consulting the critical price table r product moment, with a significant level of 5%, if $r_{count} > r_{table}$, then the item is valid, if $r_{count} < r_{table}$, so the item is not valid.

According to Umar (2019), the reliability test is useful for determining whether the questionnaire instrument can be used consistently or not. The reliability test uses Cronbach's Alpha with the following formula: The formula used is as follows:

$$r_{11} = \left(\frac{k}{k-1}\right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right) \tag{2}$$

Where:

r_{11} : Instrument reability

k : Question item

σ_t^2 : Total Varian



$\sum \sigma_b^2$: Total item varians

In the reliability test, this instrument must meet the minimum requirements if the Cronbach's Alpha coefficient obtained is 0.6. If the coefficient is less than 0.6 then the research instrument is not reliable, and if the coefficient is more than 0.6 then it can be used for measurement in order to collect data.

Analysis of the data used in this study using quantitative analysis. Data analysis techniques in quantitative research use inferential statistics.

1. Classic Assumption Test

Classical assumption test is carried out to provide certainty that the regression equation obtained has accuracy in estimation. This classical assumption test consists of normality test, multicollinearity test, heteroscedasticity test.

2. Multiple Linear Regression

According to Mahmuddin (2018), regression analysis is to determine the effect of the independent variable on the dependent variable. The data analysis of this research used a regression technique, namely multiple linear analysis. This study consisted of four independent variables, namely Personality Type (X1), Clinical Supervision (X2), and the dependent variable: Teacher Performance (Y). In general, the formulation of multiple linear regression can be written as follows:

$$Y = a + b_1X_1 + b_2X_2 + e \quad (3)$$

Content:

Y : Teacher Performance

a : Constant

X1 : Personality Type

X2 : Clinical Supervision

e : Error

3. Hipotesis Test

Partial hypothesis testing can be done using the t test, while simultaneous testing can be done using the F test.

The results of the reliability test calculation were carried out after all indicators were declared valid and the teacher performance variable obtained a Cronbach's Alpha value of 0.810, which was greater than the minimum requirement coefficient of 0.6 ($0.810 > 0.6$). Based on these results, it can be stated that the teacher's performance reliability test is declared reliable. Intelligence reliability test results show Cronbach's Alpha of 0.616 is greater than the minimum requirement coefficient of 0.6 ($0.616 > 0.6$). Based on these results, it can be stated that intelligence reliability testing is said to be reliable. The results of the personality type reliability test show that Cronbach's Alpha is 0.763, which is greater than the minimum requirement coefficient of 0.6 ($0.763 > 0.6$).

Based on these results, it can be stated that the personality type reliability test is said to be reliable. The results of the peer feedback reliability test show that Cronbach's Alpha is 0.618 which is greater than the minimum requirement coefficient of 0.6 ($0.618 > 0.6$). Based on these results, it can be stated that peer feedback reliability testing is said to be reliable. The results of the clinical supervision reliability test in Table 15, show Cronbach's Alpha of 0.738 greater than the minimum requirement coefficient of 0.6 ($0.738 > 0.6$). Based on these results, it can be stated that clinical supervision reliability testing is stated as reliable.

3. Result and Discussion

3.1 Results

Respondents in this study were all teachers at SMKN 1 Batam and SMKN 3 Batam with the status of 50 Civil Servants (PNS). Characteristics of respondents are grouped into three categories, namely, based on education level, gender, and years of service. Characteristics of respondents based on the level of teacher education consist of; 10 (ten) masters (S2) and 40 (forty) undergraduates (S1). Characteristics of respondents by gender, consist of; 22 (twenty two) men and 28 (twenty eight) women, while the characteristics based on years of service consist of; under (<) 5 (five) years as many as 20 (twenty) people, working period of 5 years to 10 years as many as 20 (twenty) people, and working period of over 10 (ten) years as many as 10 (ten) people.

3.2 Discussion

Next, a normality test was conducted which aims to test whether in the regression model, the confounding or residual variables have a normal distribution (Ghozali, 2012). A good regression model has a normal or close

to normal data distribution. To make it easier to do statistical calculations, this analysis will be processed with the help of SPSS 26 statistical software. The heteroscedasticity test aims to test whether the regression model has an inequality of variance from the residuals or other observations. If the variance from the residual of one observation to another observation remains, it is called homoscedasticity (Ghozali, 2011). Heteroscedasticity test in this regression by looking at the distribution pattern of the residual scatter plot as shown in Figure 3 below:

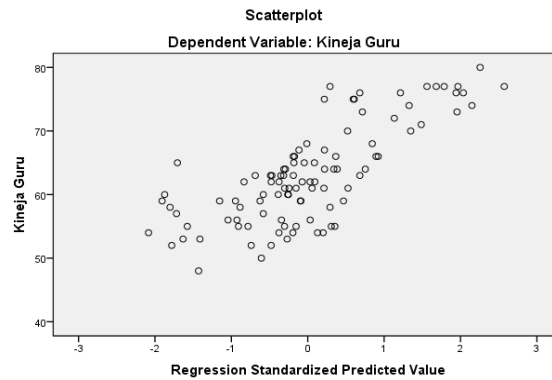


Figure 1. Uji Hetroskedastisitas
Source : Primer Data, 2021

From the output above, it can be seen that the dots do not form a clear pattern. The points spread above and below the number 0 on the Y axis. So it can be concluded that there is no heteroscedasticity problem in the regression model (Ghozali, 2011).

Table 1. Multiple Linear Regression of Equation and T test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.668	3.157		10.845	.040
Personality	1.217	.243	.912	5.002	.000
Clinical Supervision	.730	.291	.048	4.251	.033

Source : Data Primer, 2021

Based on table 1, the regression equation for the variables of intelligence, personality type, peer feedback and clinical supervision on teacher performance are:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 2,668+0,015+1,217+e$$

Model Interpretation:

- 1) Constant (a) = 2,668, show the constant score, if the value of independent variable = 0, so the score of teacher performance (Y) around 2,668.
- 2) The coefficient value of the personality type variable is 1.217, this means that for every increase in the personality type variable (X1) by one unit, the teacher performance variable will increase by 1.217 with the assumption that the other independent variables of the model are fixed.
- 3) The coefficient value of the clinical supervision variable is 0.730, this means that for every one unit increase in clinical supervision (X2), the teacher performance variable will increase by 0.730 with the assumption that the other independent variables of the model are fixed.

Based on table 1, the significant of the personality type variable (X1) has a t_{count} of 5,002 while a t_{table} of 1,661, which means that there is an influence of personality type on teacher performance. The significance value of the clinical supervision variable was 0.033 (<0.05). Thus, H1 is accepted, and H0 is rejected which means that there is an effect of clinical supervision on performance.



Table 2. Uji F Statistics Anova

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.649.403	3	662.351	179.339	.000b
Residual	365.635	35	3.693		
Total	3.015.038	50			

a. Dependent Variable: Kinerja 99Guru

b. Predictors: (Constant), Tipe Kepribadian, Supervisi Klinis

Based on Table 2 shows that the significance of F_{count} is $179.339 > F_{table}$ 2.46 and the significance of F is 0.000 (<0.05), which means that the four variables of personality type, and clinical supervision have a very significant effect on teacher performance in SMKN. 3 Batam.

Table 3. Coefficient of Determination Test Results (R²) Variable Type of Personality, and Clinical Supervision toward Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837b	.798	.785	1.913

a. Predictors: (Constant), Personality, Clinical Supervision

Source: Data Primer, 2021

Based on Table 2, it can be seen that the coefficient of determination (Adjusted R Square) obtained is 0.785 or 78.5%. This means that the dependent variable of teacher performance can be explained by 78.5%, while the remaining 21.5% is explained by other factors, outside of the variables of personality type and clinical supervision.

The results of this research indicate that there is a significant an influence between personality types on teacher performance. The results of the t test analysis obtained the value of t_{count} (5,002) $>$ t_{tabel} (1,661) and the significance value of t personality type 0.000 is smaller than $= 0.05$ ($0.000 < 0.05$). This is in accordance with the statement of Yusuf (2011) which states that the results of the study show that there is a significant influence between the extroverted personality type on career development and teacher performance. This can be seen from the flexibility of the teacher in acting and taking action and achieving the goals needed by students and the teaching environment. The findings in Rinaldi's research (2019) show that personality as measured by employee performance has a significant positive contribution to teacher performance which is obtained a positive value of 0.397 sig 0.018 <0.05 . This is in accordance with the theory. According to Robbins (2016), there is no doubt that the success of an organization and agency, or each group in a learning process is highly dependent on the personality of the teacher.

The results of this study indicate that there is an influence between clinical supervision on teacher performance. The results of the t test analysis obtained the value of t_{count} (4,251) $>$ t_{tabel} (1,661) and the clinical supervision t significance value of 0.033 is smaller than $= 0.05$ ($0.033 < 0.05$). This is in accordance with the statement of Anggrayni et al (2018) which states that there is a significant positive effect of work motivation on teacher performance as indicated by the value of $r_{hitung} > r_{tabel}$ namely $0.634 > 0,274$ with a significant level of 5%. In the research of Umairah and Zulfah (2020) stated that motivation is an internal and external drive that changes energy in individuals to move behavior and maintain it, resulting in changes in behavior that lead to teaching and learning activities. In the results of research on clinical supervision, where each teacher must prepare the completeness of learning administration before carrying out learning. It aims to improve the quality of teachers in carrying out a good teaching and learning process so that they can achieve optimal learning goals and supervision activities carried out by school principals have the aim of providing assistance to school personnel including teachers to improve their performance by correcting errors, deficiencies and helping solve problems so as to achieve the effectiveness and efficiency of teaching and learning so that student achievement increases.

The result of this research shows that f_{hitung} around 179,339 is higher than f_{tabel} 2,46 and significant level 0,000 is smaller than 0,05. Based on the results obtained, H_0 is rejected and H_5 is accepted, thus the variables of intelligence, personality type, peer feedback and clinical supervision variables simultaneously have a positive effect on teacher performance at SMKN 1 and SMKN 3 Batam. This is due to the continuity of the intelligence and responsibilities of the teacher, the attitudes and actions applied by the teacher in the interaction and teaching and learning process, responses and social actions between fellow teachers as well as clinical supervision carried out by the principal on a regular basis to optimize and control teacher performance so that all of these things are able to create good teacher performance in SMKN 1 and SMKN 3 Batam.

4. Conclusion

Based on the results and discussion above, it can be concluded as follows:

1. Personality type affects the performance of teachers in SMKN 3 Batam.
2. Clinical Supervision has an effect on teacher performance at SMKN 3 Batam.
3. Personality Type and Clinical Supervision together affect the performance of teachers at SMKN 3 Batam.

Reference

- Akhmad Sudrajat, 2011. *Kompetensi Guru dan Peran Kepala sekolah*. Jakarta: PT. Rineka Cipta.
- Ali. M. 2014. *Pengaruh Supervisi Kepala Sekolah dan Motivasi Kerja Guru terhadap Kinerja Guru di SMKADB Invest*. Surabaya : Unesa.
- Edwin Ghiseli, 2011. *Keterampilan Manajerial Kepala Sekolah*. Bandung: Bumi Aksara.
- Engkoswara & Aan Komariah. 2011. *Administrasi Pendidikan*. Bandung: Alfabeta.
- Jasmani Asf & Syaiful Mustofa. 2013. *Supervisi Pendidikan Terobosan Baru dalam Peningkatan Kinerja Pengawas Sekolah dan Guru*. Yogyakarta: Ar- Ruzz Media.
- M. Subana & Sudrajat. 2015. *Dasar-Dasar Penelitian Ilmiah*. Bandung: CV Pustaka Setia.
- [Permendikbud] Peraturan Menteri Pendidikan dan Kebudayaan. 2013. *Peraturan Menteri Pendidikan dan Kebudayaan nomor 65 tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah*. Jakarta:Kementrian Pendidikan dan Kebudayaan
- [Permendiknas] Peraturan Menteri Pendidikan Nasional. (2003). *Undang-undang No.20 Tahun 2003 tentang Sisdiknas*. Jakarta: Kementrian Pendidikan Nasional.
- _____. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- _____. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen.
- Priyanti. 2013. *Pengaruh Kepribadian, Stres Kerja, Kemampuan Dan Motivasi Berprestasi Terhadap Kinerja Guru Dalam Implementasi Ktsp Pada Smk Swasta Di Kota Medan*. Medan : Unimed Journal
- Rahman A.S, abdel. 2013. *Peer Response to L2 Student Writing: Patterns and Expectations*. Oman: Canadian Center of Science and Education.
- Rachmawati, Titik dan Daryanto. 2013. *Penilaian Kinerja Profesi Guru dan Angka Kreditnya*. Yogyakarta: Gava Media.
- Sugiyono. 2016. *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta
- Suharsimi Arikunto. 2012. *Dasar-Dasar Evaluasi Pendidikan*. Edisi 2. Jakarta: Bumi Aksara.
- Sumarsono, 2012. *Pengukuran kinerja Guru Dalam Perspektif Manajemen Perubahan*. Jakarta: Alphabeta.

