The Correlations Between Academic Supervision Using Zoom Meeting Technology with Teacher Job Satisfaction

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Abstract. The research objective was to determine empirically the relationship between academic supervision of school supervisors and teacher job satisfaction. This study used a quantitative approach to survey method with the independent variable (X) academic supervision of school supervisors and the tied variable (Y) teacher job satisfaction. The research was conducted in public elementary schools in Bae District, Kudus Regency, with a purposive sampling technique of 50 teachers. Data collection through the online questioner whatsapp application. Data analysis method Product Moment correlation. The results showed that the rxy coefficient value was 0.868 at the p significance level of 0.000 (p <0.00), indicating that there is a very significant positive relationship between the academic supervision of school supervisors and teacher job satisfaction with an effective contribution of 75.4% the rest 24.6% Teacher job satisfaction is influenced by other factors

1. Introduction

Teacher work satisfaction is one of the main concerns in educational institutions, because teachers are the main figures in educational institutions that must be considered properly by educational institutions in order to carry out their duties to educate students optimally. If at work the teacher does not feel comfortable, is not appreciated, cannot develop all his potential, then automatically the teacher cannot focus fully on his profession.

States that job satisfaction is an individual's perspective both positively and negatively related to his job. Individuals who have high job satisfaction will have a positive attitude towards their work, while individuals who are not satisfied with their work have the opposite attitude [1].

Teacher job satisfaction can be influenced by several factors, one of which is the academic supervision factor of school supervisors. The underlying assumption is that teachers work in addition to getting material and non-material rewards, teachers also want openness in the organization, comfortable working conditions, support, appreciation, opportunities to develop careers, because not all leaders give awards to teachers who have achieved or demonstrated good performance, and teachers also lack the opportunity to develop themselves. This has a bad impact on teachers such as behaving in arriving late, sometimes not going to school, being less responsible, having no enthusiasm and motivation to work. If this is left unchecked, it will have an impact on the work behavior of teachers in educating students in schools which in turn will lead to a decline in the overall quality of education.
The activity of supervising school supervisors is a form of guidance to increase the capacity of teachers. School supervisors provide guidance to teachers regarding the problems experienced by these teachers. Good coaching by school supervisors is by not looking for mistakes by subordinates. Attention and good relations by school supervisors with teachers in supervision activities will affect the success of supervision activities which in turn will affect teacher job satisfaction. The teacher's hope is that supervision by school supervisors is not too looking for mistakes, but there is two-way communication between the teacher and the supervisor, so that the teacher will be open about the problems faced at work. On the other hand, if the supervisor finds fault, thinks that he is the most capable, and the supervision activities are only administration-oriented, then teachers who are unable will feel worried, afraid, and burdened. So that the teacher shows attitudes such as lazy to work, low morale, teacher indiscipline.

Supported by the results of research conducted by Fitrawati that these studies indicate that the implementation of academic supervision by school supervisors has a positive and significant effect on teacher job satisfaction. Teacher satisfaction with the consultation / guidance / direction of school supervisors can lead to a positive perception or image of school supervisors for teachers [2]. Research by Qureshi (2017), which shows the results that support for supervisory supervision can effectively increase employee job satisfaction. Supervision from the leadership that is carried out effectively makes a person feel satisfied with his job [3].

In the covid-19 pandemic situation, the implementation of academic supervision cannot be carried out directly face to face with the teacher. One of the efforts to make academic supervision activities continue is by utilizing internet meeting zoom technology. The meeting zoom application is an option for researchers to complete their work at home due to the Covid-19 outbreak. Meeting zoom is a communication application using video. These applications can be used in a variety of mobile devices, desktop, to telephone and space systems. In general, users use this application for meetings to video and audio conferences.

Starting from the above background, the author is motivated to test empirically there is a significant positive correlations between academic supervision of school supervisors using internet technology meeting zoom on teacher job satisfaction.

2. Literature Review

2.1. Teacher Job Satisfaction

Explains that job satisfaction is a pleasant emotional attitude and loves work that can be enjoyed at work, outside work, and a combination of inside and outside work. Job satisfaction at work is job satisfaction that is enjoyed at work by getting praise for work results, placement, treatment, equipment, and a good working environment [4].

Job satisfaction is influenced by several factors, namely: salary, job security, opportunities to advance, management and company, supervisors and superiors. Poor supervision can result in absenteeism and turnover, an intrinsic factor to work. Difficulty or ease and also pride in the task can improve or reduce work, working conditions that include canteens, ventilation, parking lots and broadcasting, social aspects of work, communication, and company facilities [5].

Teacher job satisfaction is influenced by various factors, including supervision or supervision and leadership. Supervision or supervision has an important role in improving teacher performance and can affect teacher job satisfaction and affect teacher attitudes at work. If the supervision carried out by supervisors can increase teacher professionalism, the teacher will feel happy at work. Therefore, supervisors need to create attention and good relations with the teacher. Transformational leadership will have the consequence that every leader is obliged to pay serious attention to fostering, mobilizing, and having strong self-motivation which is expected to direct all the potential of teachers in their environment so that the volume and workload is directed towards goals.

Several aspects in measuring job satisfaction: namely; psychological aspects, physical aspects, social aspects, and financial aspects, which are explained as follows. (1) Psychological aspects, related to
employee psychology include interests, work tranquility, attitudes towards work, talents and skills. (2) Physical aspects, relating to the physical conditions of the work environment and the physical conditions of employees, including types of work, work time arrangements, rest time arrangements, room conditions, air temperature, lighting, air exchange, employee health conditions and age. (3) Social aspects, relating to social interactions, both among employees and superiors and between employees of different types of work and relationships with family members. (4) Financial aspects, related to employee security and welfare, which includes the system and amount of salary, social security, benefits, facilities and promotions [6]. Furthermore, the aspects used as measurement indicators in the job satisfaction scale are; psychological aspects, physical aspects, social aspects, and financial aspects.

2.2. Academic Supervision

supervision is "Supervision carried out by experts / professionals in their fields so that they can provide improvements and enhancements / coaching so that learning can be carried out properly and with quality." [7]. The essence of supervision according to Pidarta (2010: 5) is "a process of mentoring from superiors to teachers and other school personnel who directly handle student learning, to improve teaching and learning situations, so that students can learn effectively with good learning achievements, more increasing." [8].

The profile of professional teacher supervisors carried out by supervisors can be seen from several dimensions, namely: face-to-face intensity, the supervision technique used, the procedure for implementing supervision. Furthermore, indicators of supervisor supervision in this study were measured by (1) face-to-face intensity: visit intensity, form of visit activity; (2) supervision techniques: variation of techniques used, suitability of techniques used with teacher problems; (3) supervision procedures: providing feedback; (4) the attitude of the supervisor: providing motivation, established cooperation, the ability to appreciate, and the attention of the supervisor [9].

2.3. Internet Technology Meeting Zoom's

Currently, various agencies in carrying out their work activities from home often use video conferencing to stay connected with colleagues or other members. The media that can be used to hold meetings or video conferences, one of which is Zoom Meeting.

Zoom is an application made by billionaire Eric Yuan, which was released in January 2013. In addition to applications, Zoom can also be accessed through the website, both for Mac OS, Windows, Linux, iOS, and Android. Some of the benefits of zoom, such as: 1) Can hold meetings for up to 100 participants, 2) Free 40 minutes of video conference for group meetings, you can repeat again if the duration is up. 3) HD sound and picture quality. 4) Screen-sharing. 6) Access to virtual background. 7) Schedule to record the entire meeting. 8) Divide participants into several "rooms" with the Breakout Rooms feature [10]

2.4. Relationship Between Variables

States that the purpose of supervision is the improvement and development of the teaching-learning process in total. This means that the aim of supervision is not only to improve the quality of teaching of teachers, but also to foster the growth of the teaching profession in a broad sense including the provision of facilities that support the smooth teaching-learning process, increase the quality of teachers' knowledge and skills, provide guidance and guidance in terms of curriculum implementation, selection and use of teaching methods, learning tools, procedures and teaching evaluation techniques. Through the implementation of proper supervision, will increase teacher job satisfaction [8]

2.5. Framework of thinking

This research is based on the observations of researchers at the Education and Culture Office, Bae Kudus District, that there are still several teachers in the Bae District Education Unit who show a low level of job satisfaction. This is shown in the behavior of a disciplined work ethic such as arriving late,
delegating duties and responsibilities in learning to honorary teachers, carrying out learning monotone with the lecture learning method without learning media, and even some teachers who do not prepare learning plans in carrying out activities. learn to teach it. Some of the reasons underlying the teacher's dissatisfaction were expressed because the teacher's disappointment with the implementation of school supervisor supervision was not quite right on target. Pemgawas only makes visits to schools without providing guidance to teachers, According to the findings in the field, it encourages researchers to carry out research to reveal the relationship between academic supervision of school supervisors and teacher job satisfaction. In the atmosphere of the Covid-19 pandemic, the implementation of research cannot be carried out face-to-face with respondents, therefore the distribution of research instruments in the form of questionnaires to explore respondents' statements related to the level of teacher job satisfaction, perceptions of the implementation of school supervisor academic supervision, is carried out online using media applications. social WhatsApp (WA) group of school principals in Bae District Research implementation process; (1) Send softcopy of scale file / questioner related to teacher job satisfaction and school supervisor supervision, then the scale / questioner is filled in by the respondent and then the softcopy file is sent back to the researcher via the WhatsApp application group of school principals in Bae District. (2) To test the validity and reliability of the questionnaire items. (3) Analyzing data to test the significance of the relationship between variables X and Y, (4) Performing Product Moment correlation data analysis to determine whether there is a relationship between school supervisor academic supervision (X) and teacher job satisfaction (Y).
The results of this study reveal the level of job satisfaction of teachers and the implementation of academic supervision of school supervisors. In addition, it can also be seen the significance of the relationship between the academic supervision of school supervisors and teacher job satisfaction. The hope of the researchers, the results of this study can be useful for (1) school supervisors, this study is expected to be used as evaluation material in developing academic supervision in increasing job satisfaction of elementary school teachers. (2) Teachers, as input for teachers in efforts to improve and develop quality

3. Method

The method used in this study was a survey method, for teachers in Bae Kudus District, for 3 months, namely March 2020 to May 2020. Population in this research is 360 teachers, with purposive sampling, namely 50 teachers whose levels of job satisfaction low, like; often come late, delegate teaching assignments to honorary teachers, do not use varied learning methods in teaching, and do not compile lesson plans. Data collection through online questionnaires with WA application technology. Previous research instruments were tested for their validity and reliability to determine the feasibility of these instruments. Data analysis to determine the relationship between school supervisors and teacher job satisfaction, namely correlation analysis using SPSS Product Moment

4. Results And Discussion

4.1. Validity and Reliability Test
The instrument validity test was tested on 35 teachers in the research target area. The instrument questionnaire for the supervisory academic supervsi variable, there were 4 statements items nos. 4, 12, 13, and 25 were invalid because rcount is smaller than r table at N = 35 of 0.2746. The value of the alpha coefficient was 0.968. Instrument questionnaire variable teacher job satisfaction, there are 4 items nos. 1, 16, 17, and 29 invalid. because rcount is smaller than r table at N = 35 of 0.2746 and alpha coefficient value is 0.963.
4.2. Normality and Linearity Test
The results of the normality test of the supervisor's academic supervision instrument and teacher job satisfaction can be seen in the following table.

| No | Variable                  | N  | Significance (p) | Information           |
|----|---------------------------|----|------------------|-----------------------|
| 1  | Academic supervision      | 50 | 0.744            | Normal distribution   |
| 2  | Teachers job satisfaction | 50 | 0.226            | Normal distribution   |

Source: Primary data processed (2020).

The results of the linearity test of the supervisor's academic supervision instrument and teacher job satisfaction can be seen in the following table.

| No | Variable                              | F   | Significance (p) | Information |
|----|---------------------------------------|-----|------------------|-------------|
| 1  | Academic supervision with teachers job satisfaction | 1.125 | 0.434            | Linier      |

Source: Primary data processed (2020).

The supervisor's academic supervision variable (X) obtained p value = 0.744 (p> 0.05). The teacher job satisfaction variable obtained p value = 0.226 (p> 0.05). Based on the results of the data collection, it shows the variables are normally distributed. The relationship between the supervisor's academic supervision variable and teacher job satisfaction is stated to be linear, because the significance value is p = 0.434 or p> 0.05.

4.3. Hypothesis testing
The results of hypothesis testing on the relationship between academic supervision of supervisors and teacher job satisfaction are presented in the following table.

| Supervision | Pearson Correlation | Supervisi Kepuasan Kerja |
|-------------|---------------------|--------------------------|
| Sig. (2-tailed) |                     |                          |
| N           | 50                  | 50                       |
| Kepuasan Kerja | Pearson Correlation | .868**                   |
| Sig. (2-tailed) |                     | .000                     |
| N           | 50                  | 50                       |

**. Correlation is significant at the 0.01 level (2-tailed).

The results of hypothesis testing about a positive relationship between academic supervision of school supervisors and teacher job satisfaction were obtained (rxy = 0.868), p value = 0.000 or (p <0.00), indicating a very significant positive relationship between academic supervision of school supervisors and satisfaction, work with an effective contribution of 75.4%.
The results of the study obtained a correlation coefficient value, amounting to 0.868, which means that there is a significant positive relationship between academic supervision and job satisfaction of teachers in Bae District. The results of these studies indicate that the better the implementation of academic supervision carried out by school supervisors will have an impact on increasing teacher job satisfaction. Conversely, if the implementation of school supervisors' academic supervision is not good, the teacher's job satisfaction will decrease.

School supervisors in carrying out supervision try to help teachers improve themselves in their professional fields. For example, observing the class to help teachers find solutions in the teaching and learning process that is lacking, supporting teachers to continue their studies in order to improve their competence.

School supervisors as supervisors must know, understand and master the educational goals that have been set together. The activities of school supervisors as supervisors are shown by overseeing the process of teaching and learning activities; provide input, suggestions or constructive criticism regarding teacher treatment of students; supervise and provide an assessment of the implementation of teaching and learning carried out by the teacher; provide an overview and input regarding teacher learning outcomes; give special time to teachers in making teaching program tools; provide freedom to teachers in the preparation of annual programs and provide space for teachers to hold discussions in order to increase professionalism.

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Strong management and leadership abilities, school supervisors as supervisors will have a strong impact or influence among teachers. This will be seen in the work of teachers in the field of lesson planning. The teacher's trust and recognition creates a willingness to contribute in the form of carrying out learning activities in line with what the school supervisor wants or expects to the teacher[11]. Teacher job satisfaction will increase along with the leadership and services provided by school supervisors. A harmonious relationship that is well established between school supervisors and teachers will create a conducive atmosphere in achieving the goals that are expected together. Careful and directed learning planning and neatly arranged so that teaching and learning activities will be better and develop which can achieve goals in learning.

Purpose of supervision is the improvement and development of the teaching-learning process in total. This means that the purpose of supervision is not only to improve the quality of teaching of teachers, but also to foster the growth of the teaching profession in a broad sense including the provision of facilities that support the smooth teaching-learning process, improve the quality of teachers' knowledge and skills, provide guidance and guidance in terms of curriculum implementation, selection and use of teaching methods, learning tools, teaching evaluation procedures and techniques. Through the implementation of proper supervision, will increase teacher job satisfaction[12]. There is a positive relationship between supervision and job satisfaction. Supervision forms an important role in job satisfaction. This role is evident in terms of the supervisor's ability to provide emotional and technical support and guidance with work-related assignments[13]. Supervisor support felt by subordinates had a statistically significant positive effect on their level of job satisfaction. The more employees view their superiors as supportive, the higher their job satisfaction will be [14].

Anoraga explains that the implementation of academic supervision by school supervisors has a positive and significant effect on teacher job satisfaction. Teacher satisfaction with consultation / guidance / direction from school supervisors can lead to positive perceptions or images of school supervisors for teachers. Workers are satisfied with the quality and style of the supervisors, prove greater overall job satisfaction and have specific preferences - differences between the four supervisory styles. Variables affecting the choice of supervision style include increased time in training and supervision than others [15]. The image of the school supervisor in the eyes of the teacher greatly influences the achievement of the mission and vision of academic supervision. A good and pleasant image will foster trust and recognition or a positive outlook on the implementation of academic supervision. Supervisor support has a greater influence on employee affective commitment. Supervisor support has a significant relationship with job satisfaction and affective commitment. This study suggests that supervisor support can increase employee affective commitment by presenting a
significant relationship between supervisor support and affective commitment through mediating job satisfaction [16].

The research that the researchers conducted is supported by previous research conducted by Qureshi and Hamid, the result is that supervisor support plays an important role in increasing employee job satisfaction. The purpose of this conceptual paper is to provide theoretical reasons of: a) the direct impact of support supervisors on job satisfaction; and b) the role of moderating perceptions of fairness for the positive relationship between supervisor support and job satisfaction [3]. There is a significant relationship between the supervision of principals and teacher job satisfaction. The principal is an official who is responsible for the success of education at the institution he leads. To achieve this success, the principal must carry out activities, one of which is continuous and good supervision of the teaching and learning activities carried out by teachers, because the teacher is the person who directly deals with students and at the same time determines the merits of learning outcomes. The well-executed supervision has a positive effect on teacher satisfaction [17].

5. Conclusion & Recommendation

5.1. Conclusion

In accordance with the results of data analysis, the rxy coefficient value is 0.868 at the p significance level of 0.000 (p <0.00), indicating that there is a very significant positive relationship between academic supervision of school supervisors and teacher job satisfaction with an effective contribution of 75.4% the rest 24.6% teacher job satisfaction is influenced by other factors.

5.2. Recommendation

Suggestions put forward (1) ASN teachers who have low job satisfaction can be open and cooperative with supervisors when coaching is held, and increase work motivation by developing competency as a teacher. (2) Supervisors should carry out supervision by communicating and having two-way discussions with the teacher, so that the problems faced by the teacher can be above.

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