

The role of supervisors' supervision in moderating the effect of professionalism and creativity on the performance of public high school teachers in pekanbaru

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ABSTRACT

This study took the Human Capital Theory as a theoretical perspective to empirically investigate the role of supervisors' supervision in moderating the effect of professionalism and creativity on the performance of public high school teachers in Pekanbaru. The research respondents were 144 teachers, the data were processed using the PLS Structural Equation Modeling (SEM). The study proposed supervisors' supervision as a strategy to improve teacher performance. The results of the study show that professionalism and creativity affect teacher performance—supervisors' supervision plays a role in strengthening teacher performance. These results strengthen the Human Capital Theory stating that a combination of knowledge, skills, innovation, and a person's ability to carry out their duties can create value to achieve goals.

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1. Introduction

Previous studies show that professionalism affects performance (Basri et al., 2019; Davik et al., 2020; Eye & Adam, 2022; Ishola et al., 2018, Kukurova et al., 2000; Pertiwi et al., 2019; Pradhana & Rasmini, 2020; Prambowo & Riharjo, 2020; Serang & Wiwik 2020; Sunarsih., 2019). On the other hand, several studies show that professionalism has no effect on performance (Hadiansanto et al., 2020; Karen et al., 2022; and Susilo et al., 2020). Then previous studies show that creativity affects performance (Adisaksana, 2022; Baqal & Surarchith, 2018; Deborah et al., 2019; Farida & Jamilah., 2020; Ferreira et al., 2020; Hamonangan et al., 2022; Hankir & Berberoglu, 2020; Kalil & Aenurohman, 2020; Kimathi, 2021; Okolocha & Bon-aventure, 2020; Pratikno, 2020; Sukmajati & Suharnomo, 2020; Sunarsih, 2019; Yahya & Suharno, 2021). On the other hand, several studies show that creativity has no effect on performance (Karen et al., 2022; Khedhaouria et al., 2014; and Kusdiarni et al., 2019).

Based on these previous studies, the researchers concluded that there were still inconsistencies in the results regarding the effect of professionalism and creativity on performance. As a solution to these inconsistency problems of the research results mentioned, the researchers proposed a moderation concept with a supervisors' supervision variable. Teachers who work professionally and creatively—strengthened by supervisors' supervision, are expected to improve performance. This study will support the Human Capital Theory related to teacher performance, professionalism, creativity, and supervisors' supervision variables.

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2. Literature Review

2.1 *The Effect of Professionalism on Teacher Performance*

Suprihatiningrum (2013) states that professionalism is a behavior, a goal, or a series of qualities that characterize or describe the style of a profession. Purwanto (2002) states that professional teachers have commendable attitudes and characteristics, including 1) being fair; 2) trusting and liking their students; 3) being patient and willing to sacrifice; 4) having authority in front of their students; 5) being cheerleaders; 6) being kind to other teachers; 7) being kind to society 8) mastering the subject; 9) liking the subject given; and 10) being knowledgeable. Glickman (1981) and Kunandar (2007), state that indicators of teacher professionalism, include 1) Pre-service education, with educational qualifications that are in accordance with the requirements and are able to support their lives, 2) In-service education, related to the opportunities and chances given to teachers to improve their profession according to the field of study, and 3) In-service training related to teacher activities to improve their professionalism through research, seminars, workshops, and others so they (teachers) can increase their knowledge. Previous studies show that professionalism affects performance (Basri et al., 2019; Davik et al., 2020; Eye and Adam, 2022; Ishola et al., 2018, Kukurova et al., 2000; Pertiwi et al., 2019; Pradhana and Rasmini, 2020; Prambowo and Riharjo, 2020; Serang and Wiwik 2020; Sunarsih., 2019). On the other hand, several studies show that professionalism has no effect on performance (Hadisantoso et al., 2020; Karen et al., 2022; and Susilo et al., 2020), therefore the following hypothesis is proposed.

H₁: *It is suspected that professionalism has a positive and significant effect on teacher performance.*

2.2 *The Effect of Creativity on Teacher Performance*

Pamungkas and Jabar (2014) state that job satisfaction is a set of employee feelings about whether or not their job is enjoyable. According to Judge and Robbins, (2017), job satisfaction is “a general attitude toward one's job that shows the difference between the actual amount of rewards employees receive and the amount of rewards they believe they should receive. Luthans and Doh, (2018), explains that job satisfaction is an effect or result of an employee's perception of how well their job can provide something that is considered important to them. According to Kinickhi and Kreitner, (2010), job satisfaction is correlated with motivation, work involvement, organizational citizenship behavior, organizational commitment, absenteeism, employee turnover and feelings of stress, and work performance. According to Kinickhi and Kreitner, (2010), indicators of measuring job satisfaction include fulfillment of needs; distinction; value achievement; justice; and genetic component. Previous studies show that creativity affects performance (Adisaksana, 2022; Baqal and Surarchith, 2018; Deborah et al., 2019; Farida and Jamilah., 2020; Ferreira et al., 2020; Hamonangan et al., 2022; Hankir and Berberoglu, 2020; Kalil and Aenurohman, 2020; Kimathi, 2021; Okolocha and Bonaventure, 2020; Pratikno, 2020; Sukmajati and Suharnomo, 2020; Sunarsih, 2019; and Yahya and Suharno, 2021). On the other hand, several studies show that creativity has no effect on performance (Eyes & Adams, 2022; Kinicki & Kreitner, 2009; Karen et al., 2022; Khedhaouria et al., 2014; and Kusdia et al., 2019), therefore the following hypothesis is proposed.

H₂: *It is suspected that creativity has a positive and significant effect on teacher performance.*

2.3 *The Role of Supervisors' Supervision in Moderating the Effect of Professionalism on Teacher Performance*

Arikunto (2021) states that supervision is an activity carried out by school supervisors and principals who have a higher position than the teacher, to see or supervise the teacher's work. According to Sudiyono and Prasajo, (2011), supervision is part of educational administration which needs to be discussed, so it becomes clear in reviewing it. Educational administration is a part of the education system which has a very important position in the implementation of education and the management functions of an organization, in this case a school, so that organizational goals can be achieved. In this study, the supervisors' supervision indicator used refers to the statement of Olivia (1984); Gwynn (1964); and Danim and Khairil (2010), namely assisting teachers in making lesson plans; implementing learning; monitoring learning; assessing teacher performance; evaluating the implementation of learning; and developing training and mentoring programs. There have not been found studies on the moderating role of supervisors' supervision in strengthening the effect of professionalism on teacher performance. Logically, if supervisors' supervision is good, it has the potential to improve teacher performance, therefore the following hypothesis is proposed.

H₃: *It is suspected that supervisors' supervision moderates the effect of professionalism on teacher performance.*

2.4 *The Role of Supervisors' Supervision in Moderating the Effect of Creativity on Teacher Performance*

Regulation of the Ministry of National Education No. 12 of 2007 states that school supervisors are teachers who are appointed and given full duties, responsibilities, and authority by authorized officials to supervise education in schools by carrying out assessments and coaching (mentoring) from a technical and administrative perspective in education units of preschool, elementary school, and high school. Danim and Khairil (2010), state that specifically the purpose of learning supervision is to improve teacher performance through improving strategy, quality, and use of technology in teaching; improve the implementation of curriculum effectively and efficiently for the progress of students and future generations; increase the effectiveness and efficiency of the use of facilities and infrastructure; improve the quality of school management; and create a calm, peaceful, conducive situation so as to improve the quality of learning which shows the success of graduates. In this study, the supervisors' supervision indicator used refers to the statement of Olivia (1984); Gwynn (1964); and Danim and

Khairil (2010), namely assisting teachers in making lesson plans; implementing learning; monitoring learning; assessing teacher performance; evaluating the implementation of learning; and developing training and mentoring programs. There have not been found studies on the moderating role of supervisors' supervision in strengthening the effect of creativity on teacher performance. Logically, if supervisors' supervision is good, it has the potential to improve teacher performance, therefore the following hypothesis is proposed.

H₄: *It is suspected that supervisors' supervision moderates the effect of creativity on teacher performance.*

In the following, the researchers presents the conceptual framework for this study:

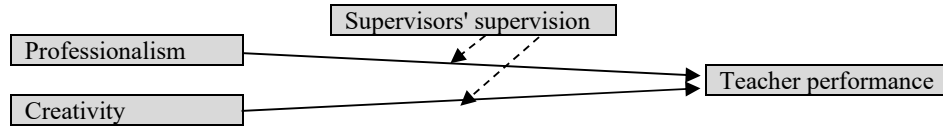


Fig. 1. Conceptual Framework

3. Method

To test the model, the researchers took teachers from public high schools in Pekanbaru as samples. This study recognizes the role of supervisors' supervision in improving teacher performance according to the Human Capital Theory. The reason the researchers tested this model on teachers was because the researchers assessed teachers to have behavioral characteristics as people who will educate prospective future generations—leaders, so of course they must have skills, competence, and innovation in carrying out tasks. There are 718 public high school teachers in Pekanbaru. Data collection was carried out through a survey questionnaire instrument, with 144 respondents. The researchers analyzed the data using Structural Equation Modeling (SEM) using SMARTPLS 3.0 to test the proposed hypotheses. In this study, to measure teacher performance, the indicators used were taken from the Regulation of the Ministry of State Apparatus Utilization and Bureaucratic Reform No. 35 of 2010 which consists of pedagogic competence; personality competence; social competence; and professional competence. Next, for supervisors' supervision, the indicators used were developed from Neagley and Evans, (1980); Arikunto, (2004); Oliva, (1984) namely preparing a planning program; implementing teacher development programs; monitoring teacher development; implementing teacher performance assessments; evaluating the implementation results; preparing teacher professional mentoring and training programs. Then, for professionalism, the indicators used were developed from Kunandar, (2007) and Glickman, (1981) namely pre-service education; in-service education; and in-service training. Finally, for creativity, the indicators used were taken from Munandar, (2009) and Rhodes, (1961) namely creative; effective; and flexible.

4. Results and discussion

There were 144 teachers with undergraduate educational background. The majority of the respondents (85.4%) are married. Furthermore, the majority of the respondents have more than 25 years of working experience and are 50-60 years old. Respondents' responses to the teacher performance variable are in the high category, the highest achievement indicator is personality competence while the lowest achievement indicator is professional competence. Respondents' responses to the professionalism variable are in the high category, the highest achievement indicator is pre-service education while the lowest achievement indicator is in-service training. Respondents' responses to the creativity variable are in the high category, the highest achievement indicator is flexibility while the lowest achievement indicator is creativity. Respondents' responses to the supervisors' supervision variable are in the high category, the highest achievement indicator is implementing teacher development programs while the lowest achievement indicator is monitoring teacher development. The following is the research model path:

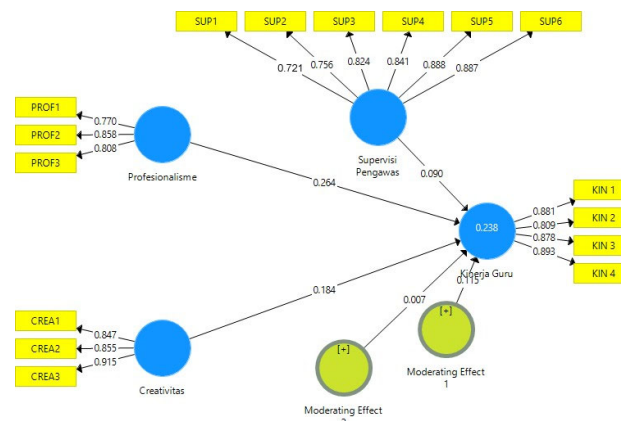


Fig. 2. Research Model Path

4.1 Measurement Model Analysis (Outer Model)

Convergent Validity Test

The results of the convergent validity test of the data in this study are presented in the following Table 1.

Table 1

Factor Loading		
Variable	Indicator	Factor Loading
Teacher Performance (KIN)	KIN 1-Pedagogic competence	0.881
	KIN 2-Personality competence	0.809
	KIN 3-Social competence	0.878
	KIN 4-Professional competence	0.893
Supervisors' Supervision (SUP)	SUP 1-Preparing a planning program	0.721
	SUP 2-Implementing teacher development programs	0.756
	SUP 3-Monitoring teacher development	0.824
	SUP 4-Implementing teacher performance assessments	0.841
	SUP 5-Evaluating the implementation results	0.888
	SUP 6-Preparing teacher professional mentoring and training programs	0.887
Professionalism (PROF)	PROF 1- Pre-service education	0.770
	PROF 2- In-service education	0.858
	PROF 3- In-service training	0.808
Creativity (CREA)	CREA 1- Creative (Aptitude)	0.847
	CREA 2- Affective (Non-Aptitude)	0.855
	CREA 3- Flexibility	0.915

Based on the results of the convergent validity test in Table 1, if the factor loading value is <0.5 , it must be removed from the model then the factor loading value must be re-estimated. By removing several factor loadings of <0.5 , all indicators are used to continue the analysis to the next stage. The convergent validity is met if all factor loadings are >0.5 . Because all factor loadings in this study are >0.5 , meaning that all indicators are valid to form a variable construct.

Discriminant Validity Test

The results of the discriminant validity test of the data in this study are presented in the following Table 2.

Table 2

Cross Loading Value				
Indicator	KIN	SUP	PROF	CREA
KIN 1-Pedagogic competence	0.881	0.134	0.397	0.353
KIN 2-Personality competence	0.809	0.270	0.368	0.347
KIN 3-Social competence	0.878	0.289	0.348	0.305
KIN 4-Professional competence	0.893	0.204	0.410	0.420
SUP 1-Preparing a planning program	0.069	0.608	0.059	0.001
SUP 2-Implementing teacher development programs	0.142	0.756	0.148	0.211
SUP 3-Monitoring teacher development	0.158	0.824	0.336	0.288
SUP 4-Implementing teacher performance assessments	0.273	0.841	0.377	0.344
SUP 5-Evaluating the implementation results	0.222	0.888	0.291	0.394
SUP 6-Preparing teacher professional mentoring and training programs	0.260	0.887	0.390	0.391
PROF 1- Pre-service education	0.340	0.386	0.770	0.362
PROF 2- In-service education	0.379	0.287	0.858	0.616
PROF 3- In-service training	0.356	0.215	0.808	0.616
CREA 1- Creative (Aptitude)	0.387	0.276	0.532	0.847
CREA 2- Affective (Non-Aptitude)	0.308	0.328	0.568	0.855
CREA 3- Flexibility	0.380	0.398	0.624	0.915

Based on the results of the discriminant validity test in Table 2, the model has good discriminant validity if each indicator loading value of a latent variable is greater than other correlated variables. The cross loading value in this study for each indicator is greater than the other latent variables. This shows that each variable has good discriminant validity.

Construct Reliability Test

Average Variance Extracted (AVE) has a value of >0.5 and Composite Reliability (CR) has a value of >0.7 , meaning that the construct is well-built or is reliable (Hair et al., 2019). The results of the construct reliability test of the data in this study are presented in the following Table 3.

Table 3**Construct Reliability**

Variable	Average Variances	Composite
Teacher Performance	0.750	0.923
Supervisors' Supervision	0.651	0.917
Professionalism	0.661	0.854
Creativity	0.762	0.905

*Structural Model Analysis (Inner Model)**Coefficient of Determination (R²)*

The R-Square values in this study are presented in the following Table 4.

Table 4**R-Square**

Variable	R Square
Teacher Performance	0.688
Supervisors' Supervision	-
Professionalism	-
Creativity	-

The results of R² of 0.67; 0.33; and 0.19 indicates that the model is "good", "moderate", and "weak" respectively (Hair et al., 2019). Based on Table 4, the adjusted R-Square value for the teacher performance variable is 0.688, meaning that the percentage of professionalism, creativity and supervisors' supervision is 68.8% and the model is categorized as good.

Predictive Relevance (Q²)

The Q² value has the same meaning as the coefficient of determination (R-Square). A Q Square (Q²) value of 0 indicates the model has predictive relevance; conversely, a Q² value of less than 0 indicates that the model has less predictive relevance; or in other words, if all the Q² values are higher, the model can be considered more fit to the data (Hair et al., 2019). The Q² values in this study are presented in the following.

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_n^2) = 1 - (1 - 0.688) = 1 - 0.312 = 0.688.$$

The calculation results show a Q² value of 0.688, meaning that the variables studied can be explained by this model and the remaining 0.312 are affected by other variables that are not examined.

Table 5**Hypothesis Test Results**

	Original Sample (O)	T Statistics (O/STDEV)	P Value	Information
Professionalism (PROF) → Performance Teacher (KIN)	0.264	2.285	0.023	Accepted
Creativity (CREA) → Teacher Performance (KIN)	0.184	2.542	0.024	Accepted
Teacher Professionalism (PROF) → Supervisors' Supervision (SUP) → Teacher Performance (KIN)	0.115	2.135	0.028	Accepted
Teacher Creativity (CREA) → Supervisors' Supervision (SUP) → Teacher Performance (KIN)	0.007	1.997	0.033	Accepted

Hypothesis 1

The first hypothesis that reads professionalism has a positive and significant effect on teacher performance is accepted because p-value < 0.05 and t-statistic value > 1.96, meaning that professionalism has an effect on improving teacher performance. These results support the human capital theory where teachers who have competence, skills, and innovation are capital for improving the quality of students. The results of this study are in line with studies by Basri et al., (2019); Daville et al., (2020); Eye and Adam (2022); Isola et al., (2018); Kukurova et al., (2000); Pertiwi et al., (2019); Pradhana and Rasmini, (2020); Prambowo and Riharjo, (2020); Serang and wiwik, (2020); Sunarsih., (2019) stating that professionalism has a positive and significant effect on teacher performance.

Hypothesis 2

The second hypothesis that reads creativity has a positive and significant effect on teacher performance is accepted because p-value < 0.05 and t-statistic value > 1.96, meaning that creativity has an effect on improving teacher performance. These results support the human capital theory where teachers who have competence, skills, and innovation are capital for improving the quality of students. The results of this study are in line with studies by Adisaksana, (2022); Baqal and Surarchith,

(2018); Deborah et al., (2019); Farida and Jamilah, (2020); Ferreira et al., (2020); Hamonangan et al., (2022); Hankir and Berberoglu, (2020); Kalil and Aenurohman, (2020); Kimathi (2021); Okolocha and Bonaventure, (2020); Pratikno, (2020); Sukmajati and Suharnomo (2020); d Sunarsih, (2019); and Yahya and Suharno, (2021) stating that creativity has a positive and significant effect on teacher performance.

Hypothesis 3

The third hypothesis that reads supervisors' supervision moderates the effect of professionalism on teacher performance is accepted because p-value <0.05 and t-statistic value >1.96, meaning that supervisors' supervision strengthens the effect of professionalism on teacher performance. These results support the human capital theory where teachers who have competence, skills, and innovation are capital for improving the quality of students. As professionalism directly affects teacher performance and, in moderation, supervision strengthens the effect of professionalism on teacher performance, supervisors' supervision is quasi-moderate in nature.

Hypothesis 4

The fourth hypothesis that reads supervisors' supervision moderates the effect of creativity on teacher performance is accepted because p-value <0.05 and t-statistic value >1.96, meaning that supervisors' supervision strengthens the effect of professionalism on teacher performance. These results support the human capital theory where teachers who have competence, skills, and innovation are capital for improving the quality of students. As creativity directly affects teacher performance and, in moderation, supervision strengthens the effect of creativity on teacher performance, supervisors' supervision is quasi-moderate in nature.

5. Conclusions

This study aimed to develop the human capital theory through a conceptual model of professionalism, creativity, supervisors' supervision, and teacher performance variables. The results show that the four hypotheses proposed are accepted. The most effective path in improving teacher performance is the moderation path of supervisors' supervision on the effect of professionalism on teacher performance because it gives the total effect or the greatest total effect compared to other relationship paths in this study. These results allow a conclusion that this model can strengthen/support the human capital theory. Managerially, one of the strategies for improving teacher performance is to strengthen the supervisors' supervision. Therefore the Educational Office needs to carry out/implement teacher development programs, assess teacher performance, and evaluate the implementation results. Future studies are suggested to carry out reinvestigation with the focus on the supervisors' supervision.

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