THE EFFECT OF PRINCIPAL SUPERVISION AND BURNOUT ON TEACHER WORK ETHICS AT RITA KAKA PUBLIC ELEMENTARY SCHOOL

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Abstract

This research begins with the author's anxiety about the decline in the teacher's work ethic. Many factors affect the decline in work ethic. One of them is Burnout. Due to poor collaboration between superiors and subordinates, teacher incompetence is increasing, and teacher interruption rates are high. This is reflected in the work ethic of SD Negeri Rita-Kaka teachers. The teacher's work ethic still needs to be revised. The type of quantitative research used is descriptive regression, characterized by analyzing interactions between endogenous variables consisting of central school control, teacher burnout, and work ethic as exogenous variables. Regarding the impact of the principal's leadership and Burnout on the morale of SD Rita-Kaka Elementary teachers, it was found that, first, the contribution of the principal's leadership to teacher morale was less impressive. Second, Burnout's contribution to teacher morale is quite impressive. Third, the principal's supervision and burnout contribution are very influential.

Keywors: *Burnout, Curriculum, Learning, Supervision*

INTRODUCTION

Supervision is the activity of checking, supervising, and inspecting all actions performed by subordinates (Setiyadi, 2020). The principal is in charge of teacher supervision in the school setting. This activity is carried out to provide professional aid and guidance in the application of learning. (Sitorus & Kholipah, 2018). According to Briggs, "supervision is a technique for coordinating, smoothing, directing, and directing the evolution of instructors." (Marmoah, 2018).

The primary goal of supervision is to organize, stimulate, and support the growth of the teaching profession, not merely to improve and learn (Suchyadi et al., 2019). Supervision includes ensuring that instructors/employees do their jobs as best as possible, following the instructions or provisions stated, and determining ways to improve the teaching-learning process in collaboration with the teachers (Maisaroh & Danuri, 2020). Supervision enables instructors to flourish independently without relying on the administrator (Hendrowati, 2015).

Previous research discovered that the academic supervision of school supervisors and principal supervision, when combined, had a substantial effect on teacher performance (A. Ramadhan, 2017), (Raberi et al., 2020), (Aprida et al., 2020), (Niswah, 2020), (Irianisyah et al., 2020), (Zuldesiah et al., 2021). Competence and views of learning supervision are critical in boosting teacher work productivity. (Hamdani & Krismadinata, 2017), (Ramdaniah, 2017) (Sanuri, 2019). Improving instructors' pedagogical competency through

academic supervision from supervisors using class observation techniques has been shown to be successful (Sirait, 2021). The principal's efforts, including providing inspiration and input to teachers, can impact teachers in developing work enthusiasm and solving problems at work, and work discipline causes teachers to be very effective in their work (R. F. Ramadhan & Karwanto, 2020). The administrative success of school principals has a direct positive effect on teacher performance (Waang et al., 2019). Burnout is one of the issues that principals and teachers encounter.

Burnout is a term used to describe an extreme state associated with the chronic depressive syndrome (Schaufeli et al., 2018). Burnout is a state of emotional, mental, and physical weariness brought on by continuous and severe stress (Jeung et al., 2018).

Burnout has a negative impact on performance (Solatiah et al., 2019). Burnout is a dangerous disorder that requires immediate intervention (Mikolajczak et al., 2019). Teachers, in general, need to gain experience communicating with colleagues and feel confident carrying out their responsibilities. The teacher's absent during the allotted lesson hours is a frequent stumbling block (Shulhan, 2012). This has something to do with work ethic.

Work ethic is a person's or group's work spirit founded on work ethics and worldview as manifested via concrete action (Ginting, 2016). As a result, the work ethic emphasizes attitudes, behavior, and character founded on spiritual character and ideals (Santoso, 2012).

Based on the description above, the gap phenomenon in research is based on the observation results that the implementation of school principal supervision at SD Negeri Rina Kaka has not been carried out properly due to several factors, such as the principal's knowledge of the importance of supervision is still low and also the level of the principal's discipline schools in carrying out their duties as supervisors are still minimal. There needs to be higher cooperation between components in schools. So that with these various factors foster a higher teacher burnout attitude at work. The teacher burnout rate is getting higher because of the poor cooperative relationship between superiors and subordinates, and the teacher's level of truancy in teaching is high. This can be seen in the work ethic of the teachers at Rita Kaka Public Elementary School. The work ethic of the teachers at SD Negeri Rina Kaka is still far from expectations. There is still indiscipline in work and low work productivity due to the low reward given by the institution. Based on the background of this problem, the researcher is interested in researching "Analysis of the Implementation of Principal Supervision and Teacher Burnout on Teacher Work Ethics at Rita Kaka Public Elementary School."

METHODS

The research method used in this study is a quantitative approach. The quantitative approach is used in research by measuring the variables in the study (Variable X1, Variable X2, and Variable Y) to look for differences between these variables. This type of research is descriptive regression, characterized by an analysis of the influence between endogenous variables consisting of the supervision of the school principal, teacher burnout, and work

ethic exogenous variables. Moreover, this study used a quantitative approach with descriptive correlational analysis through SPSS 21. Researchers took a sample of 40 people because this research was population research. After all, the number was under 100 respondents.

This study collected data through questionnaires, observation, and documentation. Questionnaires are an effective data collection strategy when the researcher knows exactly what variable is to be assessed and what the respondent is expected to do (Sugiyono, 2006). For the following reasons, the type of questionnaire used in this study was a closed questionnaire:1).The data obtained from a closed questionnaire is simple to analyze statistically. 2) The respondent must select one of the available replies based on his or her opinion. Where each question item is given a scale of 5-1 with the extreme angles SA (strongly agree) and SD (strongly disagree).

The scale of measurement as follows:

Strongly agree | 5 | 4 | 3 | 2 | 1 | strongly disagree

a. A checklist to observe the teacher's work ethic is the observation technique used to collect data relevant to work ethic.
b. Documentation is accomplished by gathering data from documents about the teacher's work ethic.

The indicators used to measure research variables are drawn from prior studies relevant to research variables. As a result, statistical tests are required to demonstrate that the indicators used are appropriate as measuring instruments and can give consistent or trustworthy measurement findings. This is known as the validity and reliability test. The test is described in detail below. A validity test is used to determine whether or not an indication is suitable for use as a measurement tool. Product Moment Correlation is used for validity testing, given the following requirements:

a. The indicators are valid if the association between item indicator scores and overall variable scores is significant < 0.05.
b. If the correlation between the item indicator score and the overall variable score is more than >0.05, the indicator set is invalid.

According to the SPSS 25 test findings, of all instruments with a total of 21 items, 20 were valid with a validity value of more than 0.3, and one was invalid, item 21, with a value of 0.17 (Table 1). According to the SPSS 25 test findings, of all instruments with a total of 9 items, 6 legitimate items with a validity value greater than 0.30 and three invalid items, namely items 22, 28, and 29, with discounts less than 0.30 (Tabel 2).

Table 1. Test the Validity of Principal Supervision Variables (X1)

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B11	36.76	73.357	.830	.894
B12	36.48	75.593	.873	.892
B13	37.56	82.923	.458	.916
B14	36.28	77.043	.788	.897
B15	36.76	76.607	.760	.898
B16	36.60	74.583	.861	.893
B17	37.24	79.523	.582	.909
B18	36.32	76.310	.816	.896
B19	36.96	77.873	.677	.903
B20	35.52	92.427	.366	.916
B21	35.52	94.177	.173	.920

Table 2. Test the Validity of the Burn Out Variable (X2)

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B22	17.12	25.860	.239	.701
B23	16.64	21.323	.576	.634
B24	16.96	23.540	.445	.665
B25	17.48	22.177	.806	.616
B26	17.00	22.333	.388	.677
B27	17.04	22.457	.474	.657
B28	17.44	28.757	-.070	.752
B29	17.48	26.343	.151	.717
B30	17.08	21.410	.520	.646

Table 3. Work Ethic Validity Test (Y)

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	35.56	11.340	.380	.411
B2	35.32	12.393	.141	.460
B3	35.96	9.957	.515	.343

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B4	36.00	9.500	.650	.303
B5	36.00	12.250	.037	.480
B6	35.72	10.793	.223	.429
B7	37.60	7.667	.305	.400
B8	38.36	12.907	-.182	.612
B9	35.72	11.793	.173	.448
B10	35.56	11.507	.176	.446

Based on the SPSS 25 test findings, it was indicated that of all instruments with a total of ten items, four were valid with a validity value greater than 0.30, and six were invalid, namely items 2, 5, 6, 8, 9, and 10. The reliability test is used to verify the consistency or dependability of the indicators' measurement results. The Alpha Cronbach technique was used for reliability testing, with the following test conditions:

a. If Cronbach's Alpha > 0.7, the measurement results carried out by the indicators produce consistent measurement results.
b. If Alpha Cronbach < 0.7, it means that the results of measurements carried out by indicators produce inconsistent measurement results.

Table 4. Principal Supervision Reality Test (X1)

Reliability Statistics

Cronbach's Alpha	N of Items
.912	11

The principal's supervision reliability test (X1) shows that there is reliability above 0.70, where the Cronbach Alpha is 0.912, meaning that 11 items are declared reliable.

Table 5. Burn Out Reliability Test (X2)

Reliability Statistics

Cronbach's Alpha	N of Items
.703	9

The burnout reliability test (X2) shows that there is reliability above 0.70, where the Cronbach Alpha is 0.703, meaning that 9 items are declared reliable.

Table 6. Work Ethic Reliability Test (Y)

Reliability Statistics

Cronbach's Alpha	N of Items
.467	10

The reliability test of Work Ethics (Y) shows that there is no reliability where the Cronbach Alpha is 0.467, meaning that 10 items are declared unreliable. The normality test aims to test whether the confounding or residual variables have a normal distribution in the

regression model. In this study, the method used is to look at the probability plot that compares the cumulative distribution with the normal distribution. The normal distribution will determine the straight diagonal line, and plotting the residual data will be compared with the diagonal line. If the residual data distribution is expected, the line describing the actual data will follow the diagonal line.

The normal distribution will determine the straight diagonal line, and plotting the residual data will be compared with the diagonal line. If the residual data distribution is expected, the line describing the actual data will follow the diagonal line.

Table 7. Principal Supervision Normality Test (X1)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Principal Supervision	.173	25	.053	.916	25	.042

a. Lilliefors Significance Correction
(Source: Test results using SPSS 25, 2022)

Based on the Tests of Normality for principal school supervision, there is a Kolmogorov-Smirnova value = in statistics of 0.173 with a significant value > 0.05, namely 0.053, so that the normality test for principal school supervision seen from the Tests of Normality has the overall result that the data tends to be normally distributed.

Table 8. Tes Normalitas *Burn Out* (X2)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Burnout	.129	25	.200[*]	.958	25	.372

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the Tests of Normality burnout, there is a Kolmogorov-Smirnova value = in statistics of 0.129 with a significant value > 0.05, namely 0.200, so the normality test for burnout can be seen from the Tests of Normality as a whole that the data tends to be normally distributed.

Table 9. Work Ethic Normality Test (Y)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher Work Ethic	.132	25	.200[*]	.966	25	.536

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the Tests of Normality of Work Ethics, there is a Kolmogorov-Smirnova value = in statistics of 0.132 with a significant value > 0.05, namely 0.200, so that the normality test on work ethic is seen from the Tests of Normality as a whole that the data tends to be normally distributed. The Linearity test was conducted to determine whether

the independent variables (X1, X2) and the dependent variable (Y) have a linear relationship. Test linaerlitas using the following formula:

$$F_{reg} = \frac{R_{kreg}}{R_{kres}}$$

Information :

F_{reg} : The value of F numbers for the regression line

R_{kreg} : Mean squared regression line

Table 10. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Work Ethic* Principal Supervision	Between Groups	(Combined)	245.333	16	15.333	1.957	.169
		Linearity	2.250	1	2.250	.287	.607
		Deviation from Linearity	243.083	15	16.206	2.069	.150
	Within Groups		62.667	8	7.833		
	Total		308.000	24			

R_{kres} : Residual mean squared

The significance is set at 5% so that if Fhit < Ftab it is considered that the influence between each independent variable and the dependent variable is linaer. Conversely, if Fhit > Ftab then it is not linear (Sutrisno Hadi, 2004:13). The F test shows whether all the independent variables included in the model have a joint effect on the dependent variable, (Ghozali, 2012). F statistics is employed with the following decision-making criteria to evaluate this hypothesis:

1. By comparing the value of the F table with F count, if F table > Fcount, then Ho is accepted and Ha is rejected; if Ftable < Fcount, then Ho is rejected and Ha is accepted.

2. By using significant probability numbers. If the significance probability is > 0.05, then Ho is accepted, and Ha is rejected, and if the significance is <0.05, then Ho is rejected, and Ha is accepted, (Ghozali, 2012).

Descriptive analysis was performed to gain an overview of the patterns or tendencies in the respondents' impressions of the factors addressed in this study. Frequency analysis, mean (mean), and standard deviation were used in descriptive analysis. This work requires an analytical technique to test the models and linkages generated. SPSS 21 was utilized for analysis in this study.

RESULT AND DISCUSSION

Result

The descriptive statistics of the principal's supervision variable can be seen in the table 11.

Table 11. Descriptive Statistics of Principal Supervision (X1)

Descriptives			Statistic	Std. Error
Principal Supervision	Mean		40.20	1.960
	95% Confidence Interval for Mean	Lower Bound	36.16	
		Upper Bound	44.24	
	5% Trimmed Mean		40.60	
	Median		42.00	
	Variance		96.000	
	Std. Deviation		9.798	
	Minimum		19	
	Maximum		54	
	Range		35	
	Interquartile Range		14	
	Skewness		-.786	.464
	Kurtosis		-.269	.902

(Source: Test results using SPSS 25, 2022)

From the results of the descriptive analysis for the principal's supervision variable, it can be explained that the principal's supervision has the lowest (minimum) answer score of 19 and the highest (maximum) answer score of 54, with a range of 35. The average answer score of these variables is 40.20, with a standard deviation of 9,798 and also a variance of 96,000. This indicates that the distribution of data regarding respondents' perceptions of the supervision of the principal (X1) at Rita Kaka Public Elementary School Sumba Barat Daya is in the excellent category.

Burn Out

A As for the descriptive burn out statistics, we can see in the table 12. From the results of the descriptive analysis for the burnout variable, it can be explained that burnout has the lowest (minimum) answer score of 9, and the highest (maximum) answer score is 30, with a range of 21. The average answer score of these variables is 19.28, with a standard deviation of 5,389, and the standard variance is 29 043. This indicates that the data distribution regarding respondents' perceptions of burnout (X2) at Rita Kaka Public Elementary School, Southwest Sumba is in a suitable category.

Table 12. Burn Out Descriptive Statistics

Descriptives

			Statistic	Std. Error
Burnout	Mean		19.28	1.078
	95% Confidence Interval for Mean	Lower Bound	17.06	
		Upper Bound	21.50	
	5% Trimmed Mean		19.23	
	Median		19.00	
	Variance		29.043	
	Std. Deviation		5.389	
	Minimum		9	
	Maximum		30	
	Range		21	
	Interquartile Range		8	
	Skewness		.365	.464
	Kurtosis		-.488	.902

(Source: Test results using SPSS 25, 2022)

Work ethic

The descriptive work ethic data are shown in the table11..

Table 13. Description of Work Ethic

Descriptives

			Statistic	Std. Error
Teacher Work Ethic	Mean		40.20	.716
	95% Confidence Interval for Mean	Lower Bound	38.72	
		Upper Bound	41.68	
	5% Trimmed Mean		40.17	
	Median		40.00	
	Variance		12.833	
	Std. Deviation		3.582	
	Minimum		34	
	Maximum		47	
	Range		13	
	Interquartile Range		5	
	Skewness		.236	.464
	Kurtosis		-.648	.902

(Source: Test results using SPSS 25, 2022)

From the results of the descriptive analysis for the work ethic variable, it can be explained that burnout has the lowest (minimum) answer score of 34, and the highest (maximum) answer score is 47, with a range of 13. The average answer score of these variables is 40.20, with a standard deviation of 3,582 and a standard variance of 12833. This indicates that the distribution of data regarding respondents' perceptions of work ethic (Y) at Rita Kaka Public Elementary School, Sumba Barat Daya, is in a suitable category. Descriptive analysis is a type of forecasting or prediction statistical analysis often used on a quantitative scale. In the descriptive regression analysis, we saw the effect of each variable between the supervision of the school principal (X1) on work ethic (Y).

Effect of Principal Supervision (X1) on Work Ethics (Y)

The results of the partial regression test from the school principal's supervision variable (X1) to the teacher's work ethic variable (Y) at Rita Kaka Public Elementary School West Sumba can be seen in the table below:

Table. 14 Principal Supervision Regression Test (X1) on Work Ethics (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.085[a]	.007	-.036	3.646

a. Predictors: (Constant), Principal Supervision

(Source: Test results using SPSS 25, 2022)

Based on the results of research on the influence of the supervision of the school principal on the work ethic at Rita Kaka Public Elementary School, West Sumba, it has a less significant influence than the supervision of the principal on work ethic by 7% > 5%, which means that Ho is rejected. Ha is accepted so that the contribution of the principal's supervision to the teacher's work ethic is less influential.

Effect of Burn Out (X2) on Teacher Work Ethics (Y)

The results of the partial regression test from the burn out variable (X2) to the teacher work ethic variable (Y) at Rita Kaka Public Elementary School West Sumba can be seen in the table below:

Table. 15 Burn Out Regression Test (X2) on Work Ethics (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480[a]	.230	.197	3.210

a. Predictors: (Constant), Burn Out

(Source: Test results using SPSS 25, 2022)

Based on the results of research on the effect of burnout on work ethic at Rita Kaka Public Elementary School, West Sumba, it has a significant influence from the principal's supervision on the work ethic of 23% > 5%, which means that Ho is rejected. Ha is accepted so that the contribution of burn out to the teacher's work ethic is quite influential.

The Effect of Principal Supervision (X1) and Burn Out (X2) on Work Ethics

The simultaneous regression test results from the school principal's supervision variable (X1) burn out variable (X2) to the teacher's work ethic variable (Y) at Rita Kaka Public Elementary School West Sumba can be seen in the table below:

Table 16. Principal Supervision Regression Test (X1) and Burn Out (X2)
on Work Ethics (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.524ᵃ	.274	.209	3.187

a. Predictors: (Constant), Burn Out, Principal Supervision

Based on the results of research on the effect of the supervision of the school principal (X1) and burnout (X2) on the work ethic at Rita Kaka Public Elementary School West Sumba, it has a significant influence from the supervision of the principal on the work ethic of 27% > 5%, which means Ho is rejected, and Ha is accepted. So, the contribution of the principal's supervision and burnout is quite influential.

Discussion

Effect of Principal Supervision (X1) on Work Ethics (Y)

Based on the results of research on the influence of the principal's supervision on work ethic at Rita Kaka Public Elementary School West Sumba, it has a less significant influence than the principal's supervision on work ethic. So that the contribution of the principal's supervision to the teacher's work ethic is less influential. The results of the researchers' findings differ from the opinion of Priansa et al. that the supervision of school principals helps teachers to be able to evaluate their activities in contact with students' development goals (Priansa, Donni Juni & Rismi, 2014). Sukatno and Juhri AM found differently that there was a positive and significant effect of academic supervision on teacher work ethic (Sukatno & AM, 2017). Principal leadership, discipline, and supervision significantly affect the teacher's work ethic. (Suyitno, 2021). Academic Supervision by the Principal has a favorable and significant impact on the Quality of Learning. (Tsurayya Syadza Afaf et al., 2022). The above shows that the principal plays a role in supervising.

Effect of Burnout Supervision (X2) on Work Ethics (Y)

Based on the results of research on the effect of burnout on work ethic at Rita Kaka Public Elementary School West Sumba, it has a significant influence on the supervision of the principal on work ethic. Teacher performance is negatively affected by burnout (Apriyanti et al., 2021). The wide range of jobs included in burnout cases confirms

that workload pressures and role conflicts that develop between home and work increasingly influence the threat of burnout (Muqorobin & Kusdiyanto, 2013). Teachers can boost students' self-esteem and accomplishment motivation, resulting in improved teacher performance (Yanditini & Wiyasa, 2021). The physical work environment has no positive or significant effect on teacher performance (Prasetyono & Ramdayana, 2020). The results of the research above show that supervision has a good influence.

Effect of Principal Supervision (X1) and Burnout (X2) on Work Ethics (Y)

The study's findings on the effect of principal school supervision (X1) and burnout (X2) on work ethic at Rita Kaka Public Elementary School West Sumba show that principal school supervision substantially influences work ethic. An upbeat leadership style influences job satisfaction and teacher work motivation. (Solihin et al., 2021). Healthy principals who prioritize health can support teachers, investigate discriminatory rules and practices that disadvantage students, and develop trusting relationships with families (DeMatthews et al., 2021). he above shows that supervision has a significant influence.

CONCLUSION

According to the researcher, the study's findings were related to the influence of the principal's supervision and burnout on the work ethic of teachers at Rita Kaka Public Elemen-tary School. Second, burnout has a significant impact on the work ethic of teachers. Third, the principal's supervision and burnout have a significant impact.

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