

The Relationship among the Leadership Style, Supervision, Self-regulation against the Ability of Teachers to Teach Indonesian Language Grade 1 Primary School Students at District Area in Cirebon

Leriwarti Sutarna, Syarief Sumantri, Nurhattati
Graduate School of Education, Universitas Negeri Jakarta

Keywords: Leadership Style, Supervision, Self-Regulation, Relationship

Abstract: The ability of teachers, especially primary school teachers to teach Indonesian language, plays an important role in fostering a positive attitude towards the Indonesian language early on because at this level is the first time teaching Indonesian language to students and can improve their students' skills. On the other hand Leadership of School Principals is an important component in the development of quality education. Supervision of learning methods, teacher pedagogy in language learning also influences learning objectives. Self-regulation in displaying performance ineffective Indonesian language learning. The purpose of this research is to find out and examine the direct influence of Leadership style, supervision, self-regulation and the ability of Indonesia Language teachers to teach language in grade 1 primary school district area in Cirebon. The research method uses quantitative research by using a survey with a correlation approach. This research will examine or analyze the relationship between research variables, and measure the effect of one independent variable on other variables. Relationship between the three independent variables studied consisted of three variables, namely: Influence of Leadership style (X_1), Supervision (X_2), Self-regulation (X_3), and one dependent variable, is the ability of the teacher to teach Indonesian language (Y). The result of the hypotheses testing revealed that: (1) the higher of leadership style is higher significantly on the ability of the teacher to teach Indonesian language (2) the higher formal of Supervision is higher significantly on the ability of the teacher to teach Indonesian language. (3) the higher of Self-regulation is higher significantly on the ability of the teacher to teach Indonesian language. Further analysis using the one way ANOVA revealed that those independent variables, correlation index of self-regulation are higher than correlation index of leadership style and supervision. Therefore the skill of the teacher to teach the Indonesian language can be improved by enhancing self-regulation, leadership, and supervision.

1 INTRODUCTION

Quality of learning is one of the important things in education to plan human resources to the nation. Competence of qualified teachers will ensure the quality of process education fit with the aim of education. The teacher is work to dominate various method learning with good for the education process to be fully meaningful and always relevant to the aim and ingredients his teachings (Haribowo, 2003). Leadership Head effective school is a one of the factor for could improve quality education (Fadlhi, 2017). Leadership and Teaching Journal Initiative University of Minnesota Research and Toronto by Louis, Keithwood, Wahlstrom, et. al. (2010), show

that the teachers appreciate the learning process in a climate that drives for creation learning effective, and more evaluation high be accepted by teachers who encourage and develop leadership. According to Honig, Copland, Rainey, et. al. (2010), researchers at the University of Washington, found that head effective school focusing on quality teaching by defining and promote high expectations on teacher's ability. Observation class is one the best way to give away supervision learning because could look at activities of teachers, pupils, and problems that arise. Bantu, Okello, & Kimathi, (2012) mention existence relationship between supervision and quality teaching at the level school the base. (Dunlap, Carroll, Collay, & Wilkes, 1989)

mention there is existence a close connection between supervision and the implication on quality learning.

Self Regulation is an effort individual for set self in something activity which includes ability metacognition, motivation, and behavior active. Self-regulation is not a mental ability or ability academic, but How individual process and change something form activity. According to Bandura (1991), the self-regulation is an ability set behavior action that is an as influential strategy to performance someone reaches aim or achievement. While Swider & Zimmerman (2010) stated self-regulation refers to thoughts, feelings, and activities planned by self personal in a manner continuous corresponding achievement aims his personality.

This research emphasizes and focusing on relationship style leadership, supervision and self-regulation to the ability of teachers to teach Indonesian in students school the base.

1. Is there a positive relationship between Leadership Styles against the ability of Indonesia language teachers to teach grade 1 primary school students at the district area in Cirebon district?
2. Is there a positive relationship between Supervision to the ability of Indonesia language teachers against teaching grade 1 primary school students at the district area in Cirebon district?
3. Is there a positive relationship between self-regulation against the ability of Indonesia language teachers to teach Grade 1 primary school students at the district area in Cirebon district?
4. Is there a positive relationship between third variable Leadership Style, Supervision and Self-regulation in a manner together against the ability of Indonesia language teachers to teach grade one primary school students at district area in Cirebon district?

The use of this research to gives a comprehensive perspective and factual about condition style Leadership head of school, Supervision, Self-regulation and the skill of teachers to teach Indonesian teacher as an expertise of teachers to teach Indonesian language students in grade one primary school Cirebon district, so it could be made into reference for leader education in more broad areas coverage.

2 VARIABLES

This research used three independent variables and one dependent variable as following Leadership Style, Supervision, Self-regulation and The skill of teachers to teach Indonesian teacher as expertise of teachers to teach Indonesian language students in grade 1 primary school Cirebon district.

2.1 Leadership

Waters, Marzano, and McNulty, (2003) emphasizing the high importance of effective leadership models related to the high complexity of these aspects that are interrelated with each other in a school. Bush & Middlewood (2005) states that leadership in education is the focus of leadership that should not shift from the goals and objectives of education. they observe leadership phenomena that tend to be subjective and strongly influenced by the system in which leadership is applied so that they form at least three dimensions of the definition of leadership that generally occur within educational institutions, namely:

- 1) The process to affect the process of influence
- 2) Based on personal and professional values
- 3) Development and articulation of a strong organizational vision

Regarding research conducted in the world of education Catherine Barrett and Robert Breyer (2014) in the *Journal of The Influence of Effective Leadership on Teaching and Learning*, mentions the influence of effective leadership in learning. Meanwhile, Muhammad Fadlhi (2017), in the article "Management of education quality", *the education management study journal vol 1, No 2, 2017*, mentions that effective management and strong leadership will underlie the quality-based learning process.

Thus Conceptual definition of the leadership style is the style used by the school principal in managing to achieve the goal.

In this research operational definition of Leadership style is the style used by someone who can influence, motivate, develop, build relationships and be able to process input and situations from followers to make decisions that can be used for the success of organizational goals. operational definitions are translated into indicators involving subordinates in making decisions, giving guidance, empowering subordinates, supervising subordinates' work, caring for subordinate careers and building a positive working atmosphere.

2.2 Supervision

The term supervision is similar to inspection or surveillance. In the context of the school as an educational organization, supervision is for the administrative and management processes. Supervision activities complement the existing administrative functions in the school as the last function, namely the assessment of all activities in achieving the objectives.

Good Carter (1959) provides an understanding of supervision is the effort of school officers in leading teachers and other officers, in improving teaching, including stimulating, selecting the growth of positions and the development of teachers and revising educational goals, teaching materials, and teaching and evaluation methods of teaching.

Charles Willis Boardman, et al. (1961) mentions supervision is an effort to provide stimulation, coordination and continuous guidance for the growth of teachers in schools both individually and collectively, to be more effective in realizing all the functions of teaching and fostering the growth of each student continuous.

The definition of Supervision described above, it can be understood the supervision of a review that is different. There are those who see it as an effort to lead teachers in teaching positions, some see it as part of the activity of participation in modern society. Mulyasa (2006) states that real supervision can be carried out by the principal who acts as a supervisor, but in a modern organizational system special supervisors are needed who are more independent and can increase objectivity in the development and implementation of tasks.

If supervision is carried out by the principal, then he must be able to handle various supervision and controls to improve the performance of the education staff. This supervision is kind of control so that the education activities in the school are directed at the intended goals. Supervision and control is also a preventive measure to prevent education staff from making irregularities and be more careful in carrying out their work.

The general purpose of supervision is to provide technical assistance and guidance to teachers and staff so that this personnel is able to improve their quality of performance, in carrying out their duties and carrying out the teaching and learning process.

The principles of supervision simply provide a sense of security to the supervised party. Supervision should be constructive and creative, supervision should be based on reality and actual reality. Supervision activities should be

carried out simply. In carrying out supervision, professional relationships should be established, not based on personal relationships. Supervision should be based on the ability, ability, condition and attitude of the supervised party to help the teacher to continue to grow on his own, not dependent on the principal.

The principle of supervision is to provide guidance and provide assistance to teachers and school staff to overcome problems and overcome difficulties. The provision of assistance and guidance is carried out directly, meaning that the party who receives the assistance and guidance without being forced or opened to his heart can feel alone and commensurate with the ability to be able to overcome it himself. If the supervisor plans to give advice or feedback, it should be delivered as soon as possible so as not to forget. It is best for supervisors to provide opportunities for supervised parties to raise questions or responses. Supervision activities should be carried out periodically, for example, the third month is not according to the interests and opportunities of the supervisor.

The principles of supervision above are the rules that must be guided or used as the basis for supervision, so that they receive serious attention from the supervisor, both in the context of supervisory relations with the teacher and in the process of implementing supervision.

Suryaman dan Hari Karyono (2016) state that supervision will increase the quality of learning in a narrow scope, only focused on academic aspects, especially those that occur in the classroom when the teacher is providing assistance and direction to students.

The attitude of observation in the classroom, greeting the teacher who teaches looking for an inconspicuous place of worship is unable to reprimand the teacher's mistakes in the classroom, noting every activity if there is using an electronic device such as a tape recorder, camera, preparing a checklist. Discussion of recorded observation results is discussed with the teacher and several things that need to be raised by the principal to prepare the time for conversation, place of conversation, sympathetic friendly attitude not to buy conversations should not come out of observation data teachers are given the opportunity to dialogue and issue opinions of teacher weaknesses should be motivated by teachers in correcting the weaknesses of suggestions for improvement are given easy and practical. The repair agreement was agreed together pleasantly.

Supervision closely related to that which had been done, among others, Bantu, Edward, Okwara et al (2012) in "The Reliance between Teacher Supervision and Quality of Teaching in Primary Schools" mentioned the relationship between the two. As well as research conducted by Diane M Dunlap, Burce Carroll, Michelle Collay and Paula Wilkes in the South Pacific Journal of Teacher Education Vol. 17, 1989, Three Studies of Supervision and Implications for Teacher Education, mention the close link between supervision and its implications for quality learning.

The principle of supervision is to provide guidance and provide assistance to teachers and school staff to overcome problems and overcome difficulties.

Based on the description above, Conceptual Definition of Supervision is the professional observation in the academic field which is run based on scientific rules about the field of work to achieve the learning objectives that have been set. And the Operational definition of supervision is defined as the act of inspection to carried out periodically aim for supervising, directing, giving guidance, which is the nature of prevention of irregularities, so that the organization's shared goals are achieved. Supervision in this case education supervision is elaborated in the study and improvement of teaching and learning situations, deceiving teachers and enhancing teaching quality in Perceptions and Motivation indicators, Delivering Competency plans and Activity Plans, Mastery of Learning Materials, Application of Educating Learning Strategies, Application of Scientific Approaches.

2.3 Self Regulation

Self-regulation is an important aspect of determining one's behavior. Self-regulation is an individual's attempt to organize themselves in activity by including the ability of metacognition, motivation, and active behavior. Self-regulation is not a mental ability or academic ability, but rather how individuals process and change in a form of activity (SM Nur Ghufon, 2010).

The standards and goals that we set for ourselves, and the way we monitor and evaluate our own cognitive processes and behaviors, and the consequences we set ourselves for each success and failure are all aspects of self-regulation or self-regulated (Jeanne Ellis Ormrod, 2002).

According to Bandura, self-regulation is the ability to regulate behavior and carry out such behavior as a strategy that influences a person's

performance in achieving goals or achievements as evidence of improvement. Zimmerman (1990) states that self-regulation refers to thoughts, feelings, and actions planned by oneself and occur continuously in accordance with efforts to achieve personal goals.

The interaction between personal goals and external influences (motivational standards, social standards, and moral standards) is the beginning of self-regulation. It is this standard that will determine whether an individual will set a goal setting or reduce the distance by trying to achieve the expected goal. Three factors that influence a person's level of motivation, namely: a person's ability to judge himself objectively to achieve something. Recognizing one's abilities properly makes it easy for someone to achieve his goals. Second, there is feedback that plays an important role in increasing one's self-efficacy. The existence of feedback helps a person make an assessment, control and adjust the business and its purpose to be more realistic to achieve to anticipated time for achieving goals.

Aspects of self-regulation According to Zimmerman, self-regulation includes three aspects that are applied in learning, namely metacognitive, motivational, and behavioral.

According to Matlin, metacognition is an understanding and awareness of cognitive processes or thoughts about thinking, he said that metacognition is an important process. This is because a person's knowledge of his cognition can guide him to organize or organize events that will be faced and choose the appropriate strategy in order to improve his cognitive performance going forward. Flavell said that metacognition refers to one's knowledge of the cognition he possesses and the arrangement in that cognition. Schank added that knowledge about cognition includes planning, monitoring, and improvement of performance or behavior. Zimmerman and Pons added that metacognitive points for individuals who conduct self-regulation are individuals who plan, organize, measure themselves, and instruct themselves as needs during the behavior process, for example in terms of learning (Schunk, 2014).

Behavior according to Zimmerman and Schank is an individual effort to regulate themselves, select and utilize and create an environment that supports their activities. In this behavior, Zimmerman and Pons say that individuals choose, compile and create a balanced social and physical environment to optimize achievement of the activities carried out. The three aspects above when used individually

according to their needs and conditions will support optimal self-management abilities.

Bandura stated in this behavior, there are three stages related to self-management or self-regulation, including Self-observation which is related to the individual's response, namely the individual's stage of looking at him and his behavior (performance). Self Judgment is an individual stage to compare performance and standards that have been done with standards or goals that have been made and determined by individuals. Through efforts to compare performance with the standard goals that have been made and established, individuals can evaluate the information that has been done by knowing the location of weaknesses or lack of performance. The self reaction is a stage that includes individual processes in adjusting and plans to achieve goals or standards that have been made and set (Zimmerman & Martinez-Pons, 1988).

The environment of the cognitive social theory states special attention to social influence and experience in human function. This depends on how the environment supports or does not support. The medium according to Cobb, states that self-regulated learning is influenced by many factors, including self-efficacy, motivation, and goals. Based on the description above the conceptual definition of Self-regulation is the ability of self-management in determining a person's behavior to appear in an environment. And the Operational definition

of Self-regulation is the ability to regulate behavior and carry out such behavior as a strategy that influences performance to achieve goals, there are two factors in one's self-regulation, namely external and internal factors. External factors consist of motivational factors, social standards, and moral standards while internal factors consist of self-observation (self-observation), *judgmental process*, and *self reaction*.

2.4 Ability to Teach Indonesian Language Teachers

Indonesian language subjects are an important subject taught at the primary school level because of its use for the instruction of everyday learning. Thus mastery of the Indonesian language needs to be possessed by all students. "Indonesian language and literature learning in primary school is directed at improving students' ability to communicate in the Indonesian language properly and correctly, both verbally and in writing and fostering an appreciation of literary works" (Hernawan, 2007).

According to Indihadi (2009), "Teaching Indonesian is the process of teaching or teaching Indonesian". Based on these opinions, learning Indonesian primary school is to teach Indonesian process, which in the process is a reciprocal relationship between teachers and students, and students with a student.

Furthermore, Indihadi stated that "Indonesian language learning carried out in Primary School is to teach Indonesian which is domiciled as a national language and the language of the country" (Hernawan, 2007). So the Indonesian language learning in primary school emphasis on the student's ability to communicate and understand and be able to use the Indonesian language as the national language. To be able to communicate well in accordance with the rules of good and correct Indonesian, students need to be supported by the knowledge of Indonesian language skills and the ability to understand the meaning of Indonesian. One way to practice understanding Indonesian language, teachers can train students with reading activities, where students are required to understand the meaning of reading texts in Indonesian. So that Indonesian is also a means to gain knowledge and intellectual development. This is supported by the description of the Ministry of Education and Culture. Indihadi (2009) states that, in addition to improving students' communication skills, there are other functions, including: Improving knowledge and skills in the context of cultural preservation and development, a means of improving knowledge and development of science, technology, and art, a means of disseminating good use of Indonesian for various issues, a means of developing the reasoning of intellectual abilities.

Learning Indonesian in Primary Schools refers to the objectives set by the Ministry of Education in Resmini et al (2009), namely: students are able to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing; students are able to appreciate and be proud of using Indonesian as the language of the unity and language of the country; students are able to understand Indonesian correctly and creatively for various purposes; students are able to use Indonesian to improve their intellectual abilities and emotional and social maturity; students are able to enjoy and make use of literary works to broaden their horizons, expand character, and improve their knowledge and language skills; students are able to appreciate and boast Indonesian literature as a treasure of

Indonesian human culture and intellectuals (Resmini et al., 2009) .

Indonesian language learning directed to improve the ability of students to communicate in Indonesian with well and right, well in a manner oral or write, and grow appreciation to results creation literature, Indonesian people. Indonesian language learning develops four basic skills, namely listening skills, speaking skills, reading skills, and writing skills.

Listening skills are activities to listen or pay close attention to what people say, capture and understand the meaning of what is heard. Listening is different from listening, hearing only receives information that is heard without going through the absorption and selection of information in brain performance so that it is only stored in short term memory. Hearing is identical to entering the right ear out the left ear while listening to a process of absorption and selection of information in the brain so that it is stored in the long term memory, this is where the brain's performance works and develops well.

Speaking skills is one component in Indonesian language learning that must be owned by educators and students in schools. Speaking skill requires students to communicate with other students. As expressed by Supriyadi (2005: 179) that most students have not spoken fluently in Indonesian. Students who have not spoken fluently can be accompanied by the attitude of students who are passive, lazy to talk, so they feel afraid of being wrong and embarrassed, or even less interested in practicing speaking in front of the classroom.

Reading skills as well as skills to obtain information, what we know is what we read. Stauffer (Petty & Jensen, 1980) considers that reading is a thought transmission in relation to channeling ideas or ideas. In addition, reading can be used to build concepts, develop vocabulary, provide knowledge, add a process of personal enrichment, develop intellectuality, help understand and understand the problems of others, develop self-concepts and as a pleasure. Reading has an influence on the development of our lives, but the large collection of books does not mean he likes to read. Reading fondness will appear if someone is able to express various knowledge, ideas, and creative ideas.

Writing skills are the implementation of various knowledge that has been obtained from listening, reading, and speaking activities and then diverting it into a series of words and languages that have meaning and purpose. Pranoto (2004: 9) argues that

writing means pouring thoughts into writing or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings as outlined in writing.

In the development of these four aspects of skills, (Bredkamp, 2004) states that children develop in all aspects of their development both physically, emotionally, socially, and cognitively. There is no other way unless the teacher must have a responsibility and full attention to the integrity of the child's development. In connection with that, Goodman (2012) states that: Learning languages is more, easy to occur if the language is presented holistic real, relevant, meaningful, and functional if the language is presented in the context and chosen by students to be used, language learning is learning how to express intentions in the context of the environment of parents, relatives, and culture. the mind depends on language and language depending on the mind (Akhadiah, 1991). It is also stated that according to the theory of learning, cognitive development and language development in children aged five to eight years or early primary school children have the following characteristics: the cognitive and language abilities of these children are sufficient to learn in more formal situations, children of that age still see things more as a whole, something they understand more easily if obtained through the interaction of social experience in a manner real in pleasant situations, familiar situations, based on appreciation, understanding, and affection, and a conducive and planned learning environment that is very helpful for effective learning (Akhadiah, 1991) .

Related to that, Suriasumantri (2014) states that language learning will be easier if learning is holistic, realistic, relevant, meaningful, and functional, and cannot be separated from the context of the conversation. Process learning teacher's holistic language to be reading language models and write, and Act as a facilitator and provide feedback that positive. The thing this in line with the opinions expressed by Gunarsa that the child's learning process through conditioning and through observation there are models of behavior outside of him. Integrated learning is an application of one learning strategy based on an integrated curriculum approach that aims to create or make the learning process relevant and meaningful for children (Atkinson, 1995).

In learning the Indonesian language, vocabulary size is an important factor that influences the ability listener's comprehensive of language vocabulary size. The number of vocabulary is an important

variable in the listener's understanding. In our role as communicators, we have four types of functional vocabulary that vary greatly in syllable size, the type of vocabulary is distinguished based on the number of words that can be had at the age level, and the condition of someone communicating.

Vocabulary and language appreciation can be done by improving the reading culture. Reading culture is a very important and fundamental requirement that must be owned by every citizen if they want to become a developed nation. Through reading culture, the quality of education can be improved so that in turn it can improve the quality of human resources. The purpose of fostering reading interest is to create a *reading society* (*learning society*), a *learning society* in order to educate the nation's life which is characterized by the creation of quality human resources as a tool for national development towards a prosperous society (Idris Kamah, 2002). The target of the intended development is the community as a whole in the various layers that exist, covering all ages, sexes, types, and levels of education, types of work or profession, and so on. According to Frans M. Parera (in Idris Kamah, 2002), the policy of fostering public reading interest was directed through five paths, namely: coaching through household and family channels; coaching through the path of society and the external environment; coaching through education (school); guidance through institutional channels; and guidance through functional agency channels (national libraries, provincial libraries and district/city libraries).

Indonesian language material subject also undergoes changes in various subject areas such as those found in national's curriculum 2013. This also signifies the importance of mastery and skills of teachers in providing Indonesian language teaching so students can have competence in Indonesian language (Mahsun, 2014).

From the description above what is meant by Indonesian language teaching skills is the teacher's professional skills in teaching students about good and correct Indonesian language skills, especially including listening skills, speaking skills, reading skills and writing skills both verbal and nonverbal so that students are easily understood according to learning objectives and the function of language.

Based on description above conceptual definition is the ability of the teachers teaching Indonesia to the students in grade 1 primary school is the ability of teachers to teach Indonesian in the 2013 national curriculum by emphasizing them to develop competencies in the attitude domain (KI-1) and (KI-

2), knowledge (KI-3), (KI-4) skills. In term of Indonesian language related to listening, speaking, reading, and writing skills. And the operational definition is teachers' ability to teach in Indonesian is the teacher's professional skills in teaching students about good and correct Indonesian language skills, especially including listening skills, speaking skills, reading skills and writing skills both verbal and nonverbal so that students are easily understood according to learning objectives and language functions.

3 THE RESEARCH METHOD

The method used in this research is a quantitative method. The sampling method with surveys and correlation statistics is used to find the relationship among the effect of the three independent variables with the dependent variable, separately and combined. The variables studied consisted of four variables, namely: The relation of Leadership Style (X_1), Supervision (X_2), Self Regulation (X_3), and The Ability of Teachers to teach Indonesian language (Y).

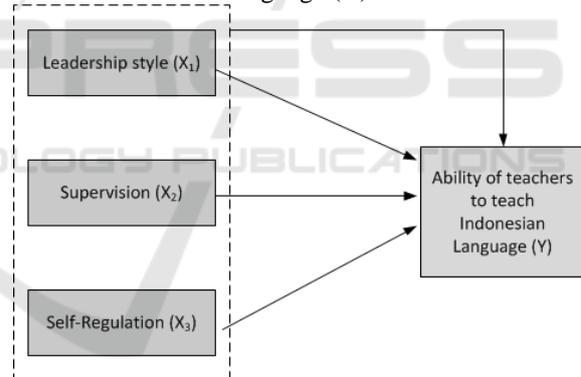


Figure 1: Model of Research Variables

3.1 Population and Sampling

The population in the research were all teachers at the primary school grade 1 in the region of Cirebon district education department with as many as 100 people. The sample in the study is part of the population. The sampling technique used is purposive random sampling. The technique of determining the number of samples taken 70 people. As a trial instrument, 30 people were taken from the sample.

3.2 Research Instrument

The instrument of research data was carried out using a Likert scale questionnaire. The instrument of questionnaires is prepared and based on the theories used. Questions or statements on the questionnaire consist of positive or negative questions or statements. The items of the statement or question on the questionnaire from the instruments of Leadership Style (X_1), Supervision (X_2), Self-Regulation (X_3), and the Ability of Teaching Teachers in Indonesian (Y) are arranged using a scale of five.

Questioners are used to obtaining research data condition such as validity test and reliability test. The validity test of the instrument is made to ensure the validity of the instrument by means of correlating the point score of each item with the total score result by using product moment correlation analysis. Valid criteria whether or not the item is consulted with a table of r, namely, $r_{count} > r_{table}$, then the item is said to be valid, but if $r_{count} < r_{table}$, items are declared invalid or fall.

Reliability test is done to find out where the measurement results can be trusted or reliable. Reliability is defined as the free size of the random error variant. Random errors reduce the reliability of measurement results. To test the reliability of the instrument using the Alpha coefficient formula from Cronbach. After the calculation of the items of the working instrument (X_1) is obtained, the reliability coefficient is obtained for the value of the reliability coefficient above the critical value of 0,70 so that the performance of instrument has high reliability.

3.3 Data Analysis Technique

The data collected in this study is processed by stages and each variable is displayed to answer the research objectives.

First, processing raw data is done by research using descriptive statistics. From the data processing, the concentration measures such as mean, median, mode, maximum and minimum values are presented. In addition, it will be presented by looking for variance and standard deviation. Distribution frequency data will be presented in tables and graphs.

Second, testing the analysis requirements. First, the normality test was carried out by the Kolmogorov Smirnov normality test, with SPSS application. The test is done by looking for an

estimated estimate of \hat{Y} for X_1 , X_2 , and X_3 then looking for L_{count} for comparison with L_{table} . If $L_{count} < L_{table}$ then the distribution $Y - \hat{Y}$ for regression Y for X_1 , X_2 , and X_3 are normally distributed.

The normality is carried out the statistic test is done testing the hypothesis by using inferential statistics (Cresswell, 2003). This analysis is intended to test whether there is a relationship between the independent variables Leadership Style (X_1), Supervision (X_2) and Self Regulation (X_3) individually or together with the dependent variable Ability to Teach Indonesian Teachers to Grade 1 primary students (Y)

The analysis begins with a regression equation, both simple regression and multiple regression. Against the regression equation, the linear equation regression test is done by using the F Anova test table. There is no regression equation if $F_{count} > F_{table}$ and there is a linear regression equation when $F_{count} < F_{table}$.

Correlation analysis is done to determine the level of the relationship between variables. For this reason, Pearson *Product Moment* correlation formula (r) is used and the coefficient of determination is calculated (r^2) which shows the level of relationship for each independent variable X_1 , X_2 and X_3 on the dependent variable of data processing skills (Y). Correlation analysis was carried out in the form of simple correlation, multiple correlation, and partial correlation.

Based on the analysis data above it can be determined whether the hypothesis proposed in this study can be accepted or must be rejected. And the statistical hypothesis in this study research are:

- a. $H_o : \rho_{y1} = 0 \quad H_1 : \rho_{y1} > 0$
- b. $H_o : \rho_{y2} = 0 \quad H_1 : \rho_{y2} > 0$
- c. $H_o : \rho_{y3} = 0 \quad H_1 : \rho_{y3} > 0$
- d. $H_o : \rho_{y.123} = 0 \quad H_1 : \rho_{y.123} > 0$

where

H_o = null hypothesis

H_1 = Alternative hypothesis

ρ_{y1} = Correlation between X_1 and Y

ρ_{y2} = Correlation between X_2 and Y

ρ_{y3} = Correlation between X_3 and Y

$\rho_{y.123}$ = Correlation between X_1 , X_2 , X_3 , and Y

4 RESULT AND ANALYSIS

The research method is a correlation study with the treatment of basic statistical learning. The questionnaire used to collect data was an instrument in the form of a scale questionnaire (Likert scale) of leadership style variable (X_1), supervision (X_2) and self-regulation (X_3) and the ability of teachers to teach Indonesian (Y). Instruments calibrated with item validity with product moment coefficient and alpha Cronbach reliability. After fulfilling the reliability calibration, validity, the Kolmogorov-Smirnov KS normality test is carried out (residual $L_{count} = 0.185 > L_{table} = 0.05$ and this means that all data are normally distributed because of $L_{count} > L_{table}$), after that Levene homogeneity test (variable between independent variables with significance 0.404 which means this value is greater than 0.05).

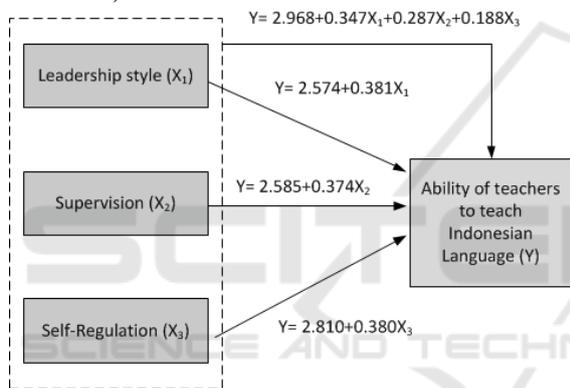


Figure: The Relationship Among Variables

The results of the study are as follows: First, testing has proven that independent variables have a linear relationship with the ability of teachers to teach Indonesian language (Y).

Relationships leadership styles on the ability of teachers to teach Indonesian language ($y = 2.574 + 0.381 X_1$, $F_h = 14,345$

$> F_t (\alpha = 0.01) = 6,96$), supervision (X_2) the ability of teachers to teach the Indonesian language to ($y = 2.585 + 0.374X_2$, $F_h = 11,354$

$> F_t (\alpha = 0.01) = 6,96$) self-regulation (X_3) and the ability of teachers to teach Indonesian ($y = 2.810 + 0.380 X_3$, $F_h = 14,040 > F_t (\alpha = 0.01) = 6.96$). This means that the analysis of regression variance shows a linear correlation.

Second, testing has proven that independent variables individually have a significant correlation with the dependent variable of the teacher's ability to teach Indonesian (Y). correlation of leadership

style (X_1) on the ability of teachers to teach Indonesian ($r_{y1} = 0.347$, $t = 0.947$). The correlation of supervision (X_2) on the ability of teachers to teach Indonesian with ($r_{y2} = 0.287$) and self-regulation (X_3) on the ability of the teacher to teach Indonesian ($r_{y3} = 0.188$).

Third, tests performed to prove there is a relationship between the pair correlation between leadership styles and supervision variables (X_1 and X_2) on the ability of teachers to teach Indonesian (Y) ($r_{y12} = 0.661$ $F_o = 30,262 > F_t (\alpha = 0.01) = 4.88$), and the both of relationship between leadership

style and self-regulation variables (X_1 and X_3) on the teacher's ability to teach Indonesian (Y) ($r_{y13} = 0.773$ $F_o = 115.8 > F_t (\alpha = 0.01) = 4.88$), the pair relationship between the variables of supervision and self regulation (X_2 and X_3) on the teacher's ability to teach Indonesian (Y) and we get ($r_{y23} = 0.709$ $F_o = 78.84 > F_t (\alpha = 0.01) = 4.88$).

Fourth, the tests conducted to prove that there are relations between the three variable pairs together between the leadership styles (X_1), the supervision (X_2) and the self-regulation (X_3) on the ability of teachers to teach Indonesian (Y) with the equation $Y = 2.968 + 0.347X_1 + 0.287X_2 + 0.188 X_3$, with $F_h = 48.415 > F_t (\alpha = 0.01) = 6.96$.

Fifth, the tests conducted to prove that there is a correlation between the three variable pairs together between leadership style (X_1) (supervision (X_2)) and self-regulation (X_3) on the ability of teachers to teach Indonesian (Y) ($r_{y123} = 0.808$, $F_o = 59.74 > F_t (\alpha = 0.01) = 4.01$).

Sixth, among the three independent variables, separately show the teacher's ability to teach Indonesian, acquisition of leadership style variable correlation ($r_{y1} = 0.381$) was the highest although the correlation is not too much different from self-regulation variables ($r_{y3} = 0.380$). and the smallest correlation sequence is with the supervision variable ($r_{y2} = 0.374$) either on its own variable or when paired with other variables which are quite dominant variables. These two variables (X_3 and X_1) are very strategic to improve the ability of teachers to teach Indonesian language.

5 CONCLUSIONS

The three hypotheses reject H_o meaning the relationship between the three independent variables and the dependent variable are positive.(1) the higher of leadership style is higher significantly on

the ability of the teacher to teach Indonesian language (2) the higher formal of Supervision is higher significantly on the ability of the teacher to teach Indonesian language. (3) the higher of Self-regulation is higher significantly on the ability of the teacher to teach Indonesian language. (4). The relationship between third variable Leadership Style, Supervision and Self-regulation in a manner together against the ability of Indonesia language teachers to teach grade one primary school students at district area in Cirebon is positive

The use and result of this research could give a suggested action to increase the skill of teachers to teach Indonesian language students in grade one primary school, so it could be made into a reference for leader education in more broad areas coverage.

REFERENCES

- Akhadiah, S. dkk. (1991). *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta: Erlangga.
- Ara Hidayat, I. M. (2010). *Pengelolaan Pendidikan Konsep dan Aplikasi Dalam Mengelola Sekolah dan Madrasah*. Bandung: Penerbit Pustaka Educa.
- Atkinson, J. W. (1995). *Pengantar Psikologi (terjemahan Nurdjanah dan Rukmini)*. (Erlangga, ed.). Jakarta.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*. [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L)
- Bantu, E., Okello, O. M., & Kimathi, K. M. (2012). The Relationship Between Teacher Supervision and Quality of Teaching in Primary Schools. *Educational Sciences*.
- Barrett, C., & Breyer, R. (2014). The Influence of Effective Leadership on Teaching and Learning. *Journal of Research Initiatives*. <https://doi.org/10.2139/ssrn.2541105>
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*. [https://doi.org/10.1016/0090-2616\(90\)90061-S](https://doi.org/10.1016/0090-2616(90)90061-S)
- Baumeister, R. F., Gailliot, M., DeWall, C. N., & Oaten, M. (2006). Self-regulation and personality: how interventions increase regulatory success, and how depletion moderates the effects of traits on behavior. *Journal of Personality*. <https://doi.org/10.1111/j.1467-6494.2006.00428.x>
- Barrett, C., & Breyer, R. (2014). The Influence of Effective Leadership on Teaching and Learning. *Journal of Research Initiatives*. <https://doi.org/10.2139/ssrn.2541105>
- Budiasih dan Zuchdi, D. (1997). Pendidikan Bahasa dan Sastra Indonesia di Kelas Rendah. *Jurnal Pendidikan, Depdikbud.Bredokamp*, S. (2004). Play and School Readiness. *Children's Play: The Roots of Reading*.
- Bush, T., & Middlewood, D. (2005). Leading and managing people in education. In *Leading and Managing People in Education*. <https://doi.org/10.4135/9781446215753>
- Carver, C. S., & Scheier, M. F. (2010). Self-regulation of action and effect. In *Handbook of self-regulation: Research, theory, and applications*. <https://doi.org/10.5194/acp-11-11657-2011>
- Charles Willis Boardman, Harl Roy Douglass, R. K. B. (1961). *Democratic Supervision in Secondary Schools*. Harcourt: Houghton Mifflin.
- Cresswell, J. W. (2003). Qualitative, Quantitative, and Mixed Methods Approaches. In *Research Design, Second Edition*. <https://doi.org/10.3109/08941939.2012.723954>
- Dirjen PMPTK. 2008. (n.d.). *Metode dan Teknik Supervisi*. Jakarta.
- Dunlap, D. M., Carroll, B., Collay, Mi., & Wilkes, P. (1989). Three Studies of Supervision and Implications for Teacher Education. *South Pacific Journal of Teacher Education*. <https://doi.org/10.1080/0311213890170104>
- Evans, L. (2014). Leadership for professional development and learning: Enhancing our understanding of how teachers develop. *Cambridge Journal of Education*. <https://doi.org/10.1080/0305764X.2013.860083>
- Fachrudin, S. I. (1989). *Administrasi Pendidikan*. Malang: Tim Publikasi, FIB IKIP Malang.
- Fadlhi, M. (2017). Manajemen mutu pendidikan. *Jurnal Studi Manajemen Pendidikan*, vol 1(No.2).Fadlhi, M. (2017). Manajemen mutu pendidikan. *Jurnal Studi Manajemen Pendidikan*, vol 1(No.2).
- Good, C. V. (1959). *Dictionary of Education*. New York: McGraw- Hill Book Company.
- Goodman, N. D. (2012). *Learning and the language of thought*. <https://doi.org/10.1109/iccvw.2011.6130313>
- Hallinger, P. (2003). Leading Educational Change: reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*. <https://doi.org/10.1080/0305764032000122005>
- Haribowo, H. (2003). Pengkajian Proses Belajar Mengajar pada Berbagai Jenjang Pendidikan Studi Kemampuan Guru SD/MI (Penguasaan mata pelajaran Matematika dan Bahasa Indonesia). In *Jurnal Badan Penelitian dan Pengembangan, Departemen Pendidikan Nasional*.
- Hernawan, A. H. dkk. (2007). *Belajar dan pembelajaran di Sekolah Dasar*. Bandung: UPI Press.
- Hersey, P., & Blanchard, K. (1982). Leadership Style: Attitudes and Behaviors. *Training & Development Journal*. <https://doi.org/Article>
- Ike Ratanasari, Sumarwati, S. S. (2016). Peningkatan Kemampuan Menulis Narasi dengan Teknik Parafrase Wacana Dialog. *Jurnal Basastra, Universitas Sebelas Maret*, 2.Indihadi, D. dkk. (2009). *Pembinaan bahasa Indonesia sebagai bahasa kedua*. Bandung: UPI Press.
- Jeanne Ellis Ormrod, A. K. (2002). *Psikologi Pendidikan Membantu Siswa Tumbuh dan Berkembang Jiid 2*. Jakarta: Erlangga.

- Jr. Cobb, R. (2003). The relationship between self-regulated learning behaviors and academic performance in web-based courses. *D*.
- Kayler, M., & Weller, K. (2007). Pedagogy, self-assessment, and online discussion groups. *Educational Technology and Society*.
- Kementerian Pendidikan dan Kebudayaan. (2014). Materi Pelatihan Implementasi Kurikulum 2013 Tahun 2014. In Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan. <https://doi.org/10.3406/arch.1977.1322>
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The Action Research Planner*. <https://doi.org/10.1007/978-981-4560-67-2>
- Kimball Wiles. (1967). *Introduction to Educational Administration* (I. Allyn and Bacon, ed.). Boston.
- Mitgang, L. (2012). The making of the principal: Five lessons in leadership training. Wallace Foundation.
- Mahsun. (2014). Teks dalam Pembelajaran Bahasa Indonesia Kurikulum 2013. In *Raja Grafindo Persada*. Jakarta.
- Mantja, W. (2010). *Profesionalisasi Tenaga Kependidikan: Manajemen Pendidikan dan Supervisi Pengajaran*. Malang: Elang Mas.
- McNamara, G., & O'Hara, J. (2008). The importance of the concept of self-evaluation in the changing landscape of education policy. *Studies in Educational Evaluation*. <https://doi.org/10.1016/j.stueduc.2008.08.001>
- Mudjiono, D. &. (2002). *Belajar dan Pembelajaran*. Jakarta: Rieneka Cipta.
- Mulyasa. (2006). *Kepala Sekolah Profesional*. Bandung: Remaja Rosdakarya.
- Nanda Amri Wardani, Sumarwati, P. (2016). Upaya Meningkatkan Keterampilan Berbicra Melalui Pembelajaran Berbasis Masalah pada Siswa sekolah. *Jurnal Penelitian Bahasa, Sastra Indonesia Dan Pengajarannya - Basastra*.
- Neagley, Ross L; Evans, N. D. (1980). *Handbook for Effective Supervision of Instruction* (third edit). New York: Pearson College Div.
- Oettingen, G., Hönig, G., & Gollwitzer, P. M. (2000). Effective self-regulation of goal attainment. *International Journal of Educational Research*. [https://doi.org/10.1016/S0883-0355\(00\)00046-X](https://doi.org/10.1016/S0883-0355(00)00046-X)
- PISA 2015 Results (Volume V). (2017). <https://doi.org/10.1787/9789264285521-en>
- Purwanto, N. (2003). *Administrasi dan supervisi pendidikan*. Bandung: PT Remaja Rosdakarya.
- Ratna, N. K. (2009). *Teori, Metode, dan Teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.
- Resmini, N. dkk. (2009). *Pembinaan dan pengembangan pembelajaran bahasa dan sastra Indonesia*. Bandung: UPI Press.
- S.M. Nur Ghufron, R. R. (2010). *Teori-teori Psikologi*. Yogyakarta: Ar-Ruzz Media.
- Suryaman, Karyono Hari (2016). *Leadership ans supervision*, Surabaya: Adi Buana University Press
- Sahertian, Mataheru, F. (1985). *Prinsip dan Teknik Supervisi Pendidikan*. Surabaya: Penerbit Usaha Nasional.
- Schunk, D. H. (2014). Handbook of Self-Regulation of Learning and Performance. In *Handbook of Self-Regulation of Learning and Performance*. <https://doi.org/10.4324/9780203839010>
- Starrat, R. J. (2001). Democratic leadership theory in late modernity: An oxymoron or ironic possibility? *International Journal of Leadership in Education*. <https://doi.org/10.1080/1360312011080978>
- Swider, B. W., & Zimmerman, R. D. (2010). Born to burnout: A meta-analytic path model of personality, job burnout, and work outcomes. *Journal of Vocational Behavior*. <https://doi.org/10.1016/j.jvb.2010.01.003>
- Waters, T., Marzano, R. J., & McNulty, B. (2003). Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement. *Mid-Continent Research for Education and Learning*.
- Wirawan. (2014). *Kepemimpinan : Teori, Psikologi, Perilaku Organisasi, Aplikasi dan Penelitian (2nd ed.)* (2 nd). Jakarta: Rajawali Press.
- Yukl, G. (2013). Leadership in organizations. In *Pearson Education, Inc.* <https://doi.org/10.1017/CBO9781107415324.004>
- Zimmerman, B. J. (1990). Self-Regulated Learning and Academic Achievement: An Overview. *Educational Psychologist*. https://doi.org/10.1207/s15326985ep2501_2
- Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct Validation of a Strategy Model of student Self-Regulated Learning. *Journal of Educational Psychology*. <https://doi.org/10.1037/0022-0663.80.3.284>