

**THE RELATIONSHIP OF TEACHER'S PERCEPTION TO THE PRINCIPAL'S
CLINICAL SUPERVISION AND TEACHER'S PROFESSIONAL COMPETENCE
WITH WORK ETHICS STATE ELEMENTARY SCHOOL TEACHERS IN THE
SUB-DISTRICT MUSTIKAJAYA BEKASI CITY**

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Abstracts

This study aims to determine 1) the relationship between teachers' perceptions of the principal's clinical supervision (X1) and the teacher's work ethic (Y), 2) the relationship between the teacher's professional competence (X2) and the teacher's work ethic (Y) 3) the relationship between teachers' perceptions of supervision principal clinical (X1) and teacher professional competence (X2) together with the teacher's work ethic (Y). The method used is quantitative-descriptive research. This research is correlational. The results of this study 1) there is a relationship between the teacher's perception of the principal's clinical supervision and the teacher's work ethic with a correlation coefficient of 8.2%, 2) there is a relationship between the teacher's professional competence and the teacher's work ethic with a correlation coefficient of 3.2%, 3) there is a relationship between the Teacher's Perception of the Principal's Clinical Supervision and the Teacher's Professional Competence together with the Teacher's Work Ethics with a correlation coefficient of 8.6%.

Keyword:

Clinical Supervision, Teacher Professional Competence, Teacher Work Ethic

Introduction

Work ethic refers more to the quality of personality that is reflected through work from all aspects of life. Thus, the work ethic is more of an internal condition that encourages and controls behavior that leads to the desired quality of work. A high teacher work ethic will affect the quality of education and professional behavior. In order to develop a work ethic, there must be an attitude that values hard work and seriousness. Because the right motivation needs to be found to encourage a teacher's work ethic. With a good and strong work ethic, it is expected that teachers can work effectively and productively at all times in a healthy and developing personal condition.

Teachers are required to have a high work ethic, namely the distinctive characteristics shown by a teacher regarding enthusiasm, and his performance at work (teaching), as well as

his attitudes and views on work. The teacher's work ethic in another sense is that teachers who have a good work ethic can usually be more responsible for completing their work more effectively. The higher a person's work ethic, the intensity of completing tasks in work is relatively higher. The quality of the implementation of education in schools is highly dependent on how high the work ethic of the teachers is. Through a high work ethic, it will enable a teacher to be motivated and able to develop himself, develop and carry out the main tasks and functions as a professional educator. The characteristics of people who have a work ethic have a view of life that: 1) Work is a blessing; 2) Work is a trust; 3) Work is a calling; 4) Work is worship; 5) Work is art; 6) Work is honor; 7) always participate; and 8) Work is service (Suyitno,2021).

One of the efforts made by educational institutions to improve the professional competence of teachers is to carry out clinical supervision through the school principal. However, according to researchers, in reality there are still many educational institutions that only carry out this program as a formality, without touching reality. The nature of the problem helps teachers to improve and overcome problems encountered in the learning process, so as to improve the quality of learning services provided to students.

This condition can be seen when the principal or teacher who has been authorized to carry out clinical supervision only conducts assessments on administration such as syllabus, lesson plan, annual program (PROTA), semester program (PROMES), teaching agenda, attendance list, list of grades and others. At the implementation stage, class observations were not carried out in full according to the observed lesson hours so that the supervision process carried out did not lead to efforts to solve learning conflicts because it only carried out administrative supervision. The supervision carried out should include administrative supervision which includes the administration of learning and clinical supervision which can help teachers to improve their pedagogical and professional competence by using a humanist, democratic and collegial approach in order to improve the quality of learning in the classroom which has implications for increasing the quality of graduates.

The role of the school principal in the implementation of clinical supervision is very important, bearing in mind that as a leader he should protect the teacher with affection in solving the learning problems they face. Principals must make clinical supervision the main agenda in order to solve very complex learning problems faced by teachers (Fathul, 2020).

The logical consequence of the state of teacher professional competence will have an impact on the increasingly difficult image of professional teachers who can carry out their duties with adequate responsibility and provide quality learning services from planning, implementation to evaluation. Based on observations on March 21, 2023 in the field, when researchers visited several schools, it appeared that many teachers had been supervised but had not carried out their duties as professional teachers should. They think that clinical supervision carried out by the school principal is only part of the school principal's routine. So this activity is just a formality activity. In addition, there are teachers who are irresponsible, come late, go home early, lack time discipline, and complain a lot about work at school. The researcher also tried to ask questions to several teachers regarding the clinical supervision carried out by the school principal but it turned out that there was no feedback and evaluation as well as follow-up from the school principal regarding the clinical supervision he was carrying out. Several school principals stated that the feedback provided was only in the form of notes in the supervision book, and evaluation and follow-up were rarely carried out so that the teacher prepared the completeness of supervision only in an instant.

Methods

The approach in this research is a quantitative-correlational approach. Correlational research is research that aims to determine the closeness of the relationship or influence between two or more variables. The method used in this study is a quantitative-descriptive research by identifying symptoms or problems in the field which are then defined by the achievement of research objectives, planning and data recapitulation as material for making reports (Sugiono, 2014).

This study was designed to obtain information about the relationship between 2 (two) independent variables, namely: X1 which is about the teacher's perception of the principal's superclinical and X2 about the teacher's professional competence with the dependent variable (the dependent variable), namely: Y about the teacher's work ethic.

The relationship between the two independent variables X1 the teacher's perception of the principal's superclinical and X2 the teacher's professional competence with the dependent variable Y teacher's work ethic, both individually and together

Results and Discussion

Results

1. Normality Test

The purpose of the normality test is to assess if the residual values follow a normal distribution. The Kolmogorov-Smirnov test was employed to perform the normality test within IBM SPSS 20, yielding the subsequent outcomes.:

- If the sig. > 0.05 then normally distributed
- If the sig. < 0.05 then the distribution is not normal

a. Teacher Work Ethic Normality Test (Y)

Tabel 1
Teacher's Work Ethic Normality Test
One-Sample Kolmogorov-Smirnov Test

		Etos Kerja Guru
		215
Normal Parameters ^{a,b}	Mean	158.78
	Std. Deviation	6.820
Most Extreme Differences	Absolute	.060
	Positive	.060
	Negative	-.045
Kolmogorov-Smirnov Z		.877
Asymp. Sig. (2-tailed)		.425

The table above shows the results of the teacher's work ethic normality test with Asymp. Sig. (2-tailed) of 0.425. The data shows that the sig. > 0.05 then the data is normally distributed.

b. Principal Clinical Supervision Normality Test (Superklin) (X1)

Table 2
Teacher's Perception Normality Test for Clinical Supervision (Superklin) Headmaster
One-Sample Kolmogorov-Smirnov Test

		Supervisi Klinis (Superklin) Kepala Sekolah
N		215
Normal Parameters ^{a,b}	Mean	168.94
	Std. Deviation	9.345
Most Extreme Differences	Absolute	.062
	Positive	.044
	Negative	-.062
Kolmogorov-Smirnov Z		.904

One-Sample Kolmogorov-Smirnov Test

	Supervisi Klinis (Superklin) Kepala Sekolah
Asymp. Sig. (2-tailed)	.387

The table above shows the normality test results of the Principal's Clinical Supervision (superclinical) with Asymp. Sig. (2-tailed) of 0.387. The data shows that the sig. > 0.05 then the data is normally distributed.

c. Teacher Professional Competency Normality Test (X2)

Table 3
Teacher Professional Competency Normality Test
One-Sample Kolmogorov-Smirnov Test

		Kompetensi Profesional Guru
		215
Normal Parameters ^{a,b}	Mean	160.67
	Std. Deviation	9.591
Most Extreme Differences	Absolute	.068
	Positive	.068
	Negative	-.048
Kolmogorov-Smirnov Z		.994
Asymp. Sig. (2-tailed)		.277

The table above shows the results of the normality test for Teacher Professional Competence with Asymp. Sig. (2-tailed) of 0.277. The data shows that the sig. > 0.05 then the data is **normally distributed**.

2. Linearity Test

The linearity test's objective is to ascertain the presence of a substantial linear association between two variables. An effective correlation hinges on a linear connection between the independent variable (X) and the dependent variable (Y). The rationale for decision-making is straightforward in the linearity test, which can be accomplished in two distinct manners:

- One approach involves comparing the Significance Value (Sig.) with a threshold of 0.05. If the Deviation from Linearity Sig. > 0.05, it indicates a significant linear relationship between the independent and dependent variables.
- Conversely, if the Deviation from Linearity Sig. < 0.05, it suggests there is no significant linear relationship between the independent and dependent variables. For instance, let's consider the Linearity Test of Teachers' Perceptions of Clinical Supervision (Superklin) Principals (X1) with Teacher Work Ethics (Y).

Table 4
Teacher Perception Linearity Test Clinical Supervision (Superklin) School Principal (X1)
with Teacher Work Ethics (Y)
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			6279.891	39	161.023	.828	.753
Etos Kerja Guru * Supervisi Klinis (Superklin) Kepala Sekolah	Between	Linearity	3289.250	1	3289.250	16.906	.000
	Groups	Deviation from Linearity	2990.641	38	78.701	.404	.999
	Groups		34048.834	175	194.565		
			40328.726	214			

The table presented above displays the outcomes of the linearity test conducted between Clinical Supervision (Superklin) by Principals (X1) and Teacher Work Ethics (Y). The Deviation from Linearity value is reported as having a significance (sig.) of 0.999. These findings indicate that the significance value for Deviation from Linearity exceeds 0.05, confirming the presence of a noteworthy linear association between the variables, namely, teachers' perceptions of Principal's Clinical Supervision (X1) and Teacher's Work Ethic (Y).

3. Teacher Professional Competency Linearity Test (X2) with Teacher Work Ethics (Y)

Table 5
Teacher Professional Competency Linearity Test (X2) with Teacher Work Ethics (Y)
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			10009.792	46	217.604	1.206	.197
Etos Kerja Guru * Kompetensi Profesional Guru	Between Groups	Linearity	1284.724	1	1284.724	7.119	.008
		Deviation from Linearity	8725.068	45	193.890	1.074	.363
	Within Groups		30318.934	168	180.470		
Total			40328.726	214			

The displayed table provides the outcomes of the linearity assessment between Teacher Professional Competence (X2) and Teacher Work Ethics (Y). The Deviation from Linearity value is reported as having a significance (sig.) of 0.363. These results indicate that the significance value for Deviation from Linearity exceeds 0.05, signifying a meaningful linear connection between the Teacher Professional Competence (X2) and Teacher Work Ethics (Y) variables.

4. Multicollinearity Test

Multicollinearity refers to a scenario where there is a correlation between two independent variables, leading to instability in the predictive power of a regression model. The purpose of a multicollinearity test is to determine if the regression model has identified such a correlation among independent variables. An ideal regression model should be free from multicollinearity. To assess the presence of multicollinearity in the model, we can examine the tolerance value and its reciprocal, known as the Variance Inflation Factor (VIF). Typically, a tolerance value < 0.10 or a VIF > 10 is considered a general threshold to signal the existence of multicollinearity.

This test was conducted to ascertain whether the regression model has indeed identified a correlation among the independent variables and make the following determination:

- If Tolerance > 0.10 and VIF < 10 , then the null hypothesis (H_0) is accepted, indicating the absence of multicollinearity.
- Conversely, if Tolerance < 0.10 and VIF > 10 , then the null hypothesis (H_0) is rejected, signifying the presence of multicollinearity

Table 6.
Multicollinearity Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	135.583	11.088		12.228	.000		

Teacher's Perception of Principal's Clinical Supervision (Superklin).	.167	.047	.255	3.549	.000	.833	1.200
Teacher Professional Competence	.067	.065	.074	1.032	.303	.833	1.200

Referring to the table provided, it's evident that the Teacher Perception variable for Clinical Supervision (Superclinic) of Principals and Teacher Professional Competence exhibits a tolerance value of 0.833, which is greater than 0.10. Additionally, the VIF value stands at 1.200, which is less than 10. In simpler terms, the tolerance value exceeds 0.10, and the VIF is below 10, indicating an absence of multicollinearity in the data. This result underscores that the multicollinearity test did not identify any issues with multicollinearity.

Discussion

Definition of Work Ethic

Ethics is the same as ethics, namely the sources of values that are used as references in the selection and decisions of behaviour. Ethics involves a structured examination of the essence of concepts like value, goodness, badness, necessity, rightness, wrongness, and similar principles, as well as the fundamental guidelines that enable their application to various situations. Ethics is the basis of one's morality as a philosopher in behaving. Ethos is defined as a general rule, a way of life, an order of behavior or as a way of life and a set of rules of behavior that strive to achieve the most perfect quality possible (Sanabil, 2021).

A work ethic primarily pertains to the character and demeanor displayed in one's overall performance across various aspects of life. Therefore, work ethic can be understood as an inner disposition that motivates and regulates one's actions aimed at achieving high-quality work. The excellence of performance and the outcomes of one's work are significantly influenced by the strength and caliber of this work ethic (Suci, 2017).

The ethos reflects the level of a person's behavior related to generally accepted moral norms as well as the work ethic related to the character and values held by the person manifested in carrying out his work. Hard work and dedication in his work will give the doer social status and material benefits. working hard is a noble value, people hold this value of course like working hard.

Some of the opinions above illustrate that the work ethic is a behavior or attitude that shows seriousness, is truly responsible, joyful, has total behavior, sincere and commendable and authoritative performance, and is full of humility and generosity, is not arrogant, and can place oneself in a humane, wise, and appropriate manner, is careful in behaving, acting, and speaking, has a commitment to continue to improve oneself and produce this educational task to become self-controlled, a brake to stay on the right track, serve and give wholeheartedly .

Definition of Perception

Perception is the process of assessing a person against a particular object or event. Perception begins with stimuli such as phenomena that occur in the social environment, then attention arises so as to form different perceptions in each individual, Perception is shaped by both structural factors, which arise from the characteristics of physical stimuli and the impact they have on an individual's nervous system, and functional factors, which stem from requirements, past experiences, and various elements, including personal attributes (Jalaludi, 2007).

Perception is the process of deriving knowledge and making sense of objects, events, or connections by deducing information and decoding messages. These messages essentially assign significance to sensory inputs or stimuli. On the other hand, the Big Psychology

Dictionary characterizes perception as the act of scrutinizing one's surroundings through the use of their sensory faculties, thereby enabling them to become conscious of their environment (Dzul, 2021). Perception is closely related to communication as a process of interaction between individuals.

In a limited context, perception refers specifically to vision, the manner in which something is visually perceived. In a broader context, it encompasses a viewpoint or comprehension, essentially how one perceives or comprehends something. In a limited context, perception refers specifically to vision, the manner in which something is visually perceived. In a broader context, it encompasses a viewpoint or comprehension, essentially how one perceives or comprehends something. Perception is a process that begins with the introduction of objects around the perceiver's environment to the process of translation or retrieval (Irmawati, 2009).

Definition of Clinical Supervision

Etymologically, supervision comes from the word "super" which means above and "vision" which means vision. So, supervision is seeing from above. This is described as a person who sees has a higher position than what is seen. The point is that a supervisor has a higher position than the person being supervised. Whereas in terminology supervision is a series of processes specifically designed to provide assistance to educators and education staff to gain knowledge and skills that function to provide services to parents of students and schools.

“Supervision is a structured procedure intended to facilitate the mutual learning of both teachers and supervisors, enabling them to enhance their proficiency in utilizing their expertise and abilities to serve students and schools more effectively, thus fostering a more productive learning environment within the school.” (Sulistyorini, 2021).

Supervision is part of management, especially with regard to leadership and controlling, which is often translated as supervision. However, supervision has a special meaning, namely to assist and participate in efforts to improve and improve the quality of both personnel and institutions. Supervision activities carried out by supervisors as part of institutional management play an important role in achieving institutional goals. Viewed from the concept of management, supervision applied in the world of education views teachers as an important part of management who are expected to carry out tasks according to management functions properly and measurably.

Definition of Teacher Professional Competence

Competence is an ability to carry out something that is obtained through education and training that is cognitive, affective, and performant (Arif, 2021). Competence as a combination of knowledge, skills, values and attitudes that are blended into one's habits of thinking and acting at work.

The term "profession" has its roots in the word "profession" in English, derived from the Latin "profesus," which signifies being proficient or skilled in a particular line of work. A profession can be defined as a vocation or role that necessitates expertise, acquired through specific education and training, adhering to particular qualifications, encompassing distinct responsibilities, and guided by a code of ethics. What sets professional work apart from other occupations is the requirement for specialized skills and competence within the given field. Essentially, a profession denotes a role or occupation that demands specialized knowledge and abilities, typically gained through intensive academic education, thus characterizing it as a job or position that mandates particular skills (Heri, 2020).

Based on some of the criteria above, the profession is a certain field of work that is considered to have met the criteria. In other words, not all jobs can be called professions because there are specific requirements that must be met as a result of which a field of work can be considered a profession.

Analysis

The objective of this study is to investigate the connection between teachers' views of clinical supervision conducted by school principals (referred to as "superclinical") and the professional competence of teachers in conjunction with the work ethic of public-school educators in the Mustikajaya District of Bekasi City. Based on the results of the analysis of the data obtained, the following research discussions can be carried out:

The relationship between teachers' perceptions of the Principal's Clinical Supervision (Superklin) with the Teacher's Work Ethics

One of the roles of the principal in the world of education is the implementation of clinical supervision. Clinical supervision is very important for school principals considering that as a leader they should protect teachers with affection in solving learning problems they face. Principals must make clinical supervision the main agenda in order to solve very complex learning problems faced by teachers (Fathul, 2020).

When clinical supervision is carried out well in terms of preparation and implementation, of course it will also have a good perceptual impact on the performance of clinical supervision carried out by the school principal. However, if it is not properly prepared and implemented, it will have an impact on perceptions that are not good so that it results in a teacher's work ethic that is original work.

Clinical supervision involves an educational guidance process intended to support the professional growth of teachers as they transition into the field of education. This process entails the systematic observation and data analysis of teaching practices in an objective and comprehensive manner, serving as a foundation for modifying a teacher's instructional behaviors (Inom, 2022).

Through clinical supervision carried out in accordance with the problems being faced by the teacher, it is hoped that there will be changes in the teacher's teaching appearance such as strategies, methods, models and the provision of learning media. Of course this is very closely related to the work ethic as a teacher.

Someone who has a work ethic will have the view that his work is a gift, a mandate that must be carried out with full responsibility, as a calling, as a means of worship, as art, as well as an honor, always participates in improving quality, and considers that his work is a service (Suyitno, 2021).

If the teacher already has a good view of the supervision carried out by the principal, of course this will make a correction to the teacher's work ethic that has been carried out so far. Because in clinical supervision activities the school principal will find and provide positive suggestions for the development of a work ethic which is encouraged by the follow-up of good suggestions during clinical supervision that has been carried out so that it becomes material for correction for the teacher if it is not implemented.

A good perception of the principal's clinical supervision shows that the principal has carried out his duties and functions properly at school. Because this is already a task that must be carried out as a leader in guiding and directing his subordinates in improving work ethics.

Based on this theory, the results of the study show that the R result in calculating the relationship between teacher perceptions of the Principal's Clinical Supervision (Superclinic) and the Teacher's Work Ethics is 0.286. The value of 0.286 is in the interval 0.200 – 0.399 with a low relationship level. This relationship is also strengthened by the results of R square showing the number 0.082. This shows that the teacher's perception variable of the Principal's Clinical Supervision (Superclinic) has an effect of 8.2%.

The results of this study show that a good perception of the school principal's clinical supervision will provide a positive boost to the teacher's work ethic even though it is in the low category, which is only 8.2%. However, this shows that a perception of an object, in this case

what is perceived is that clinical supervision carried out by the school principal has been carried out according to procedures or does not still have an impact on the teacher's work ethic.

This research, which focuses on perceptions, aligns with a study concerning teachers' perceptions of academic supervision by school principals and the social competence of teachers in relation to teacher performance within private elementary schools in the Rawalumbu sub-district of Bekasi City. The research employed a quantitative sampling method, involving 100 teachers from 29 schools who served as respondents for the questionnaire. The sampling technique utilized in this study was random sampling, with the survey instrument being a questionnaire. The findings from the three hypotheses collectively indicate a positive and statistically significant relationship between teachers' perceptions of principal supervision and teacher social competence with teacher performance. This relationship is evidenced by the substantial multiple correlation, where $r_{count} = 0.986$, compared to $r_{table} = 0.1654$, leading to the conclusion that $r_{count} > r_{table}$, i.e., $0.986 > 0.1654$, demonstrating a positive and significant connection between teachers' perceptions of principal supervision and teacher social competence concerning teacher performance (Rosmawati, 2020).

Considering the information provided, substantiated by prior research, one can infer that there exists a notable correlation between teachers' views of clinical supervision conducted by school principals and the work ethic of teachers. This conclusion is drawn from the outcomes of the regression analysis, where it's evident that the correlation coefficient between teachers' perceptions of school principals' clinical supervision and teacher work ethic is positively significant

Relationship between Teacher Professional Competence and Teacher Work Ethics

Professional teachers are a determining factor in the process of quality education. If you want to become a professional teacher, you must be able to find your identity and realize yourself in accordance with the abilities and principles of a professional teacher. Proficient educators are those capable of effectively organizing and executing their daily duties. The professional growth of teachers is regarded as an evolution that progresses from a state of unfamiliarity to expertise, from a stage of immaturity to maturity, and from being guided by external influences (other-directedness) to attaining self-direction (Tatang, 2020).

Professional teachers will have qualified abilities in carrying out the duties of a teacher's position. Teachers who are highly professional will be seen in the great desire of a teacher to always improve and maintain their attitude and behavior as a manifestation of their professionalism. This is closely related to the teacher's work ethic which is carried out in their daily work as a teacher. Teachers whose work ethic will have a view of life towards their work is as a gift, a mandate that must be carried out with full responsibility, a calling, as a means of worship, as art, as well as an honor, always participates in improving quality, and considers that their work is a service (Pupuh, 2015). So that a high teacher work ethic will create an effective and efficient learning process as a form of carrying out his work professionally.

Teachers who are professional about teacher professional competence which is the ability to carry out the learning process both in the classroom and outside the classroom in addition to carrying out other activities, such as doing school administration and learning administration, carrying out guidance and services to students, and carrying out assessments (Rosmawati, 2020).

When a teacher can carry out his work professionally, it will automatically have an impact on his work ethic as a teacher. The more professional he is, the better his work ethic will be. And vice versa if in carrying out his duties as a teacher he is negligent and unprofessional then his work ethic as a teacher will also be not positive. This shows that the teacher's professional competence is related to the teacher's work ethic.

This is in accordance with the results of research which show that the R about the relationship between Teacher Professional Competence and Teacher Work Ethics is 0.178

which is in the interval 0.00 - 0.199 with a very low level of relationship. This is supported by the acquisition of the R square which shows the number 0.032. This shows that the Teacher Professional Competency variable has an effect of only 3.2%.

The findings of this study also pertain to research on Teacher Professional Competence and its Impact on Teacher Performance through Work Ethic. The research outcomes reveal that teacher professional competence, work ethic, and teacher performance are generally in a positive state, but specific weaknesses exist in certain aspects. As indicated by the results of the verification analysis: a) teacher professional competence has a partial impact on teacher performance; b) work ethic also has a partial effect on teacher performance; c) when considered together, teacher professional competence and work ethic collectively influence teacher performance to the extent of 75.50%, with the remaining 29.50% influenced by other factors. In summary, both teacher professional competence and work ethic have distinct partial and combined impacts on teacher performance (Tatatmg,2020).

Based on the above description supported by previous research, it can be concluded that there is a significant relationship between teacher professional competence and teacher work ethic as evidenced by the results of the regression analysis that the correlation coefficient of teacher perceptions of the principal's clinical supervision and teacher work ethic is positive.

The relationship between teachers' perceptions of the Principal's Clinical Supervision (Superklin) and the Teacher's Professional Competence together with the Teacher's Work Ethics

The general goal of clinical supervision is to help teachers carry out and evaluate teaching and learning processes effectively and efficiently (Pupuh, 2015). Thus clinical supervision is very important for teachers in order to improve competence in order to create quality education because in this supervision teachers can get solutions to problems in the teaching process that they do, besides that teachers can also improve the quality of their work ethic properly and optimally.

Work ethic is a work spirit that is seen in the way an employee responds to work and the motivation behind why he wants to do a job.

Through the normality test on the hypothesis test of the relationship between teacher perceptions of the Principal's Clinical Supervision (Superclinic) and Teacher Professional Competence together with Teacher Work Ethics, it shows that sig. 0.000 or sig. <0.05 which means H_0 is rejected, which means that the Teacher's Perception of Clinical Supervision (Superklin) of Principals and Professional Teacher Competence together have a positive relationship with the Work Ethics of Public School Teachers in Mustikajaya District.

Based on the SPSS 20 output results in the "Coefficients" section, the calculated t-test values for significance (sig) are as follows: For the variable "Teacher Perceptions of School Principal's Clinical Supervision (Superklin) (X1)," the sig value is 0.000. Because this sig value (0.000) is less than the threshold probability of 0.05, we can conclude that the null hypothesis (H_0) is accepted. In simpler terms, it implies that Teacher's Perception of Clinical Supervision (Superclinic) by the Principal (X1) indeed influences Teacher's Work Ethics (Y). Similarly, for the variable "Teacher Professional Competency (X2)," the sig value is 0.003. With this sig value being less than the 0.05 probability threshold, we can also accept the null hypothesis (H_0) here. In other words, Teacher Professional Competence (X2) does have an influence on Teacher Work Ethics (Y). Regarding the regression analysis results, the coefficient of determination (R square) is 0.086, indicating a low level of relationship. This means that the combined effect of Teacher's Perception of Clinical Supervision (Superklin) by the Principal and Teacher's Professional Competence accounts for 8.6% of the variation in Teacher's Work Ethics. The SPSS 20 calculations reveal a regression equation represented by unstandardized coefficient values as follows: $\hat{Y} = 135.583 + 0.167X_1 + 0.157X_2$. This equation suggests a positive, significant, and partial relationship between teachers' perceptions of supervision

(Superclinic), teacher professional competence, and the work ethic of public elementary school teachers in the Mustikajaya District, Bekasi City. In summary, the study's results can be interpreted as follows: The positive constant (135.583) indicates that when both variables are absent, the teacher's work ethic is estimated at 135.583. When the Teacher's Perception of the Principal's Clinical Supervision (Superklin) variable increases by 1 point, the teacher's work ethic is predicted to increase by 0.167, assuming Teacher's Perception of the Principal's Clinical Supervision (Superklin) remains constant. Likewise, if the Teacher's Professional Competency variable increases by 1 point, the teacher's work ethic is predicted to increase by 0.157, assuming constant Teacher Professional Competence.

Conclusion

Based on the results of the study it can be concluded as follows:

1. There is a positive relationship between teachers' perceptions of the principal's superclinical and the work ethic of teachers of public elementary schools in Mustikajaya District, Bekasi City. This is evidenced by the results of the study that teachers who have a teacher's perception of a good superclinical principal, the work ethic as a teacher will increase.
2. There is a positive relationship between teacher professional competence and the work ethic of public elementary school teachers in Mustikajaya District, Bekasi City. This is evidenced by the results of the study that teachers who have good professional competence have a work ethic as a teacher, the work ethic as a teacher will increase.
3. There is a positive relationship between the teacher's perception of the principal's superclinical and the teacher's professional competence together with the work ethic of the Public Elementary School teacher in Mustikajaya District, Bekasi City. This is evidenced by the results of the study that teachers who have good teacher perceptions of superclinical principals and at the same time have good teacher professional competence, the work ethic as a teacher will increase.

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