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Research Article

The Effect of Academic Supervision to School Supervisors and Teacher Motivation on Teacher Performance

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ABSTRACT

This study is to describe the influence of school supervisors' academic supervision and motivation teacher achievement on teacher performance at Senior high school. This type of research is research ex post facto using a quantitative approach. Sampling technique was carried out by using proportional random sampling. The total population in this study was 247 teachers, where exogenous variable in this study is supervision academic supervisor of the school, while the intervening variable is teacher achievement motivation and the endogenous variable is teacher performance. The research instrument used is a questionnaire, the data were analyzed using descriptive and inferential statistics, which are in the analysis the inferential use analysis track.. Study This aim (1) For get description about academic supervision of school supervisors, teacher achievement motivation and teacher performance at the District Public High School (2) to find out that empirically supervision academic supervisor school effect on teacher achievement motivation at Senior high school (3) for obtain information empirical that supervision academic supervisor school influential to performance Teacher on senior high school (4) For ensure that in a manner empirical motivation achievement Teacher influential to performance Teacher on senior high school (5) for confirms that empirically the academic supervision of school supervisors influences teacher performance through motivation achievement teacher on senior high school. Results study show that (1) supervision academic supervisor school with mark average as big 104.49 and generally in the good category, teacher achievement motivation with an average value of 111.20 And in general are in the very good category, while teacher performance with an average score of 129.23 and in general are in the very good category. (2) there is a direct influence from the supervisor's academic supervision school on teacher achievement motivation of 75.3% with a path coefficient of 0.868; (3) there is influence direct supervision academic supervisor school to performance Teacher as big 2,3 % with coefficient track 0.153; (4) there is a direct effect of

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teacher achievement motivation on teacher performance of 87.4% with a path coefficient 0.838; (5) there is an indirect effect of the school supervisor's academic supervision on teacher performance through motivation teacher achievement of 3,4 % with coefficients track 0, 111.

Keywords: *Motivation achievement teacher, Performance teacher, Supervision academic supervisor school*

Introduction

The problem of education is a problem that never stops being discussed aims to improve the quality of human resources as outlined in the Law on the National Education System No. 20 of 2003 which aims to develop the potential of students in order to become a human being who has faith and piety to God Almighty, has noble character, is healthy, knowledgeable, competent, independent creative, and become citizens of a democratic and responsible (Suchyadi et al., 2019). One form of business For increase quality source human power is through process learning in class. School is place implementing the learning process and character building for students, namely as Educational Institutions Formal Which its nature structured as well as tiered Which aim For educate life nation (Alam et al., 2021). In business improve the quality of educational resources, teachers are a component of human resources that must be fostered in form supervision academic Which can help develop ability manage process learning for the achievement of learning objectives (Murtiningsih et al., 2019). The implementation of the School Supervisor's academic supervision is activity supervision academic Which done by supervisor to Teacher by using the method descriptive with a qualitative approach carried out according to schedule which has been specified through the teacher meeting technique, class Observation, And private conversation between supervisors with Teacher Which under supervision (Habibi et al., 2019).

In the Law of the Republic of Indonesia number 14 article 8 of 2005 it is explained that there are four competencies that must be possessed by teachers, namely personality competence, pedagogical competence, social competence, professional competence (Comighud &

Arevalo, 2021). Of the four competencies possessed by the teacher can create students Which quality, Because Teacher Which competent is Teacher Which have ability adapt And communicate well with students, must evaluate learning methods and strategies as well as power support for learning (Engin, 2020). According to musfah (in Suratman et al., 2020) which is the essence say that competency Which possessed by the teacher is a collection of knowledge, behavior, and skills that must be owned by the teacher to achieve learning and educational goals (Saihu, 2020). This competence is obtained through education, training and learning independent with take advantage of sources Study (Ridwan, 2021).

Furthermore, the supervisory role of school supervisors is also very necessary in efforts to carry out coaching And guidance to Teacher, beside For control, evaluate And evaluate the way process education so that teacher performance increases, the supervisor will also take full responsibility for making the school more advanced and quality (Meyer et al., 2022; Ogunode & Musa, 2020). Supervisor school is position functional Which apply in environment education formal from level pre-school education, elementary school to school medium (Charles & Mkulu, 2020). conceptually ie supervision academic help Teacher develop ability manage process learning by achievement objective learning, thus the essence of academic supervision is not merely assessing teacher performance but rather help Teacher so that the more capable facilitate Study for participant he taught, help Teacher in develop their professionalism abilities and in turn it is hoped that the quality of the academic work will be carried out by teacher is getting increase through academic supervision (Owan & Agunwa, 2019; Weiner et al., 2021).

Another thing that should not escape our attention in improving teacher performance is that teachers must have the motivation to excel at work, both motivation from within the teacher itself, or because exists stimulus from outside (Saleem et al., 2020). Motivation That No can observed in a manner direct will but can interpreted in behavior in the form of encouragement that transforms the energy in a person into the form of real activity for achieve a certain goal (Osman, 2020). Therefore motivation is a change energy within yourself somebody Which be marked with onset affective (feeling) And reaction For reach objective (Hamzah et al., 2021; Mahaputra & Saputra, 2021).

High achievement motivation will have enthusiasm, desire and great energy within individual For Work optimally Possible. Achievement motivation Which tall on Teacher will bring impact positive for the teaching and learning process in schools and improve the competitiveness of teachers. According to Mangkunegara (in Naidoo, 2019) which the bottom line say that There is connection Which positive between motivation achievement with achievement performance (Gordon, 2019). That is, leaders, managers and employees who have high achievement motivation will achieve performance tall, And on the contrary they Which performance low caused Because work motivation low.

Based on results observation beginning researcher on Senior High School Country in Sub-district Mamajang city Makassar, researcher found several teachers conducting online learning due to the conditions of the Covid 19 pandemic, facts what happened when researchers observed 5 teachers who were teaching online which showed that performance Teacher Still Not yet optimal that is moment start learning No appropriate time so as moment end learning, the teacher teaches not according to what has been planned in the learning program, besides there are also teachers who only give assignments by showing their learning resources without any interaction, only the teacher teach sober because limitations quota Internet as facility support Which resulted decreased learning achievement (Normianti et al., 2019). Furthermore, the

researcher shifted to another public high school but still in progress in the Mamajang sub-district, it was found that the teacher was teaching using one of the interactive media namely power point with a variety of visual aids in explaining the material. it is illustrated that the teacher motivated to excel, even though there are still some other teachers who do not use visual aids in explain the material, tone his voice flat And Enough Relax in teach, process learning monotone (Komalasari et al., 2020; Kadiyono et al., 2020). Matter This is because the academic supervision of school supervisors has not been carried out effectively and efficiently, based on An interview conducted with one of the teachers explained that during the Covid 19 pandemic conditions occurred academic supervision activities have not been carried out well, especially for public high school teachers in Mamajang sub-district so that the teachers are not yet at a better stage to optimize everything source Power as well as ability in reach objective learning Which has designed far away day before learning process takes place (Bellibaş et al., 2022; Hartiwi et al., 2020).

based on description in on so writer inspired For study more in to do study with the title "The Influence of School Supervision Academic Supervision and Teacher Achievement Motivation on Performance Teacher On Senior High School Country Mamajang District City Macassar".

Methods

Ex post facto research. Where is the data collected on each variable are the facts that have occurred and then examined the facts that have occurred, which ever experienced, which has been done by teachers of public high schools in the Mamajang sub-district with a population of 247 people while the sample is 75 teachers. The sampling technique was carried out by proportional random sampling (Shin & Hur, 2020). The research instrument used was a questionnaire. The data analysis technique used is descriptive analysis And analysis inferential where analysis inferential using path analysis (Sunaengsih et al., 2019).

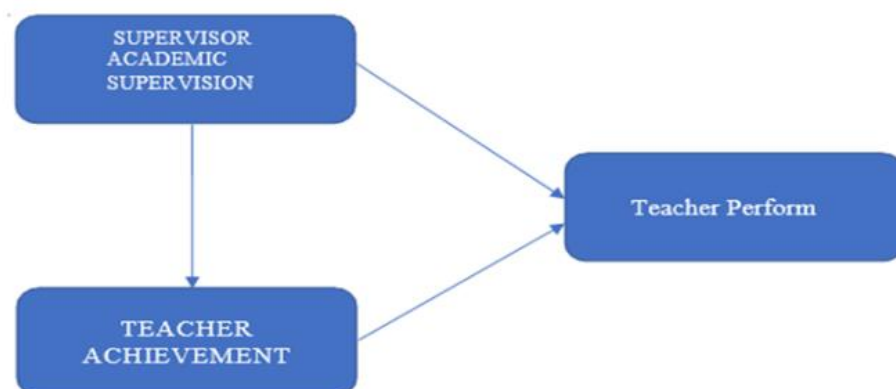


Figure 1. Path Analysis

Result and Discussion

Analysis descriptive

Supervision Academic Supervisor School

Table 1. Results Analysis Descriptive Supervision Academic Supervisor School

aaaa	Statistics	Mark
1	Amount Respondents	75
2	Average	104.49
3	mode	104
4	SD	8.40
5	Variation	70.60
6	Mark max	128
7	Mark Min	90
8	range	38

Table 2. Distribution Frequency score Supervision Academic Supervisor School

No	Kelas Interval			Frekuensi			Kualifikasi
				Absolut	Relatif (%)	Kumulatif	
1	0	-	80	0	0%	0	Bad
2	81	-	96	10	37%	10	Enough
3	97	-	112	49	44%	59	good
4	113	-	128	16	19%	75	Very Good
				75	100%		

Based on the table above, the School Supervisor's Academic Supervision score with frequency or number the most respondents ranged from 97 - 112 namely the third interval class with a frequency of 44%. Whereas second the most is range between 113 – 128 that is class intervals to four with frequency 19 %. Based on the average score of the school supervisor's academic supervision, which is 104.49,

which means being in the range of scores 97 – 112 with a percentage of 44% indicating the average respondent argue that supervision academic supervisor school is at on category Good. kindly visual distribution frequency score supervision academic supervisor school shown in histogram shape on picture following (Ford et al., 2020).

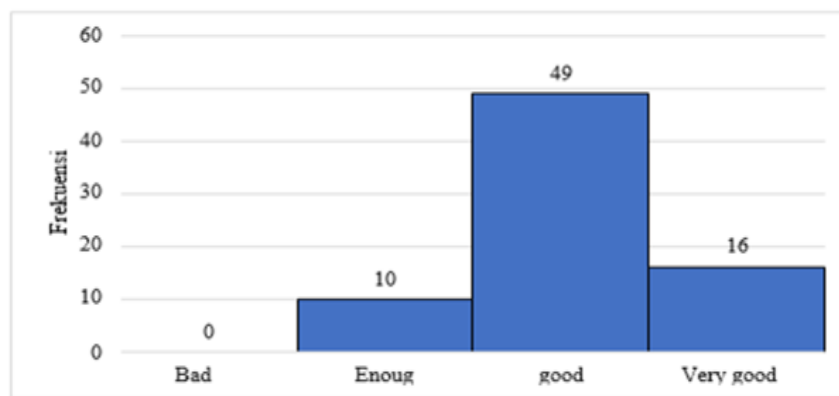


Figure 2. histogram Supervision Academic Supervisor School

Motivation Achievement Teacher

Table 3. Results Analysis Descriptive Motivation Achievement Teacher

No.	Statistics	Mark
1	Amount Respondents	75
2	Average	111.20
3	mode	118
4	SD	10.87
5	Variation	118.08
6	Mark max	130
7	Mark Min	90
8	range	40

Table 4. Distribution Frequency Score Motivation Achievement Teacher

No	Class intervals			Frequency			Qualification
				Absolute	Relatively (%)	Cumulative	
1	0	-	58	0	0%	0	Not enough
2	59	-	84	0	0%	0	Enough
3	85	-	110	30	40%	30	Good
4	111	-	136	45	60%	75	Very Good
Amount				75	100%		

Based on the table above it can be seen that the teacher's achievement motivation scores with the frequency or number of respondents most are between 111-136, namely the fourth class interval of 45 or 60%. Medium second the most is ranged from 85-110 with frequency 30 or 40 %. Based on score average motivation achievement Teacher ie as big 111,20 Which

means is at on range score 111-136 with percentage 60 %, Which signify that average respondent argue that motivation achievement Teacher is at on category very Good. Furthermore in a manner visual distribution frequency score motivation achievement Teacher displayed in form histogram on picture following.

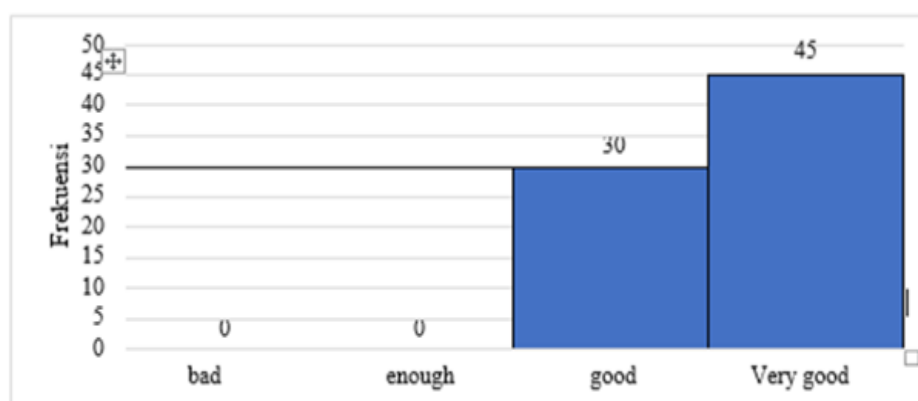


Figure 3. histogram Motivation Achievement Teacher

Performance Teacher

Table 5. Analysis Results Descriptive Performance Teacher

aaaa	Statistics	Mark
1	Amount Respondents	75
2	Average	129.23
3	mode	132
4	SD	10.55
5	Variation	111.39
6	Mark max	144
7	Mark Min	101
8	range	43

Table 6. Distribution Frequency Score Performance Teacher

No	Class intervals			Frequency			Qualification
				Absolute	Relatively (%)	Cumulative	
1	0	-	63	0	0%	0	Not enough
2	64	-	90	0	0%	0	Enough
3	91	-	117	14	19%	14	Good
4	118	-	144	61	81%	75	Very Good
Amount				75	100%		

Based on table in on seen that performance score Teacher with frequency or amount respondent the most is range between 118-144, that is class intervals to four as much 61 or 81 %. Whereas Which second the most is ranged from 91-117 with a frequency of 14 or 19%. Based on the average teacher performance

score of 129.23, which means it is in the range of scores 118-144 with a percentage of 81% indicating that the average respondent argues that teacher performance is in the very good category. Furthermore, visually the frequency distribution of scores performance teacher shown in histogram shape on picture in below.

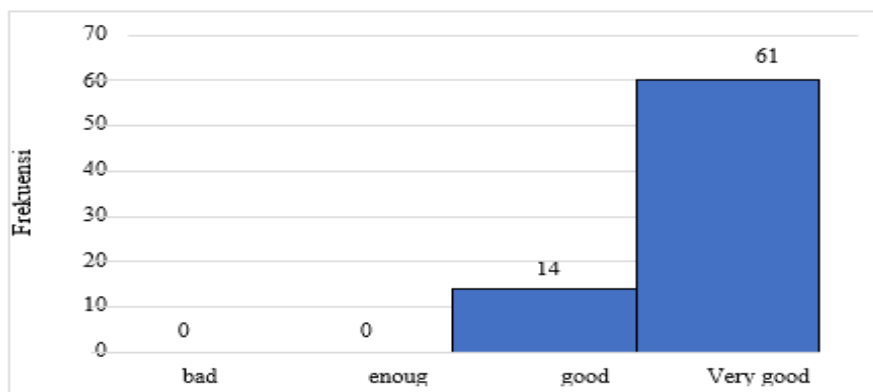


Figure 4. histogram performance Teacher

Inferential Analysis

Normality test

Table 7. Normality Test

		Supervision Academic	Motivation Achievement	Performance Teacher
N		75	75	75
Normal Parameters ^{a,b}	Means	104.4933	111.2000	129.2267
	std. Deviation	8.40266	10.86651	10.55433
Most extreme Differences	absolute	.037	.064	.081
	Positive	.037	.053	.081
	Negative	-.011	-.064	-.037
Test Statistics		.037	.064	.081
asympt. Sig. (2-tailed)		.112 ^c	.092 ^c	.084 ^c

Based on the results of the analysis, it was obtained that the normality value was obtained for the significance value for Academic Supervision (X 1) of 0.112; the significance value for Achievement Motivation (X 2) is 0.092; and a significance value for Performance Teacher (X

3) of 0.084. This value is greater than the alpha value (0.05). Thus it can be concluded that variable Academic Supervision (X 1); Achievement Motivation (X 2); Teacher performance (X 3) are all distributed normal.

Test Homogeneity

Table 8. Test Homogeneity

		Levene Statistics	df1	df2	Sig.
MARK	based on Means	4,440	2	222	.073
	Based on Median	2,783	2	222	.064
	Based on Median and withadjusted df	2,783	2	210,086	.064
	based on trimmed mean	4,376	2	222	.074

From mark alpha (0.05). With so can concluded that group data have variance Which homogeneous

Significance And Linearity**Table 9. Motivation Achievement (X 2) on Supervision Academic (X 1)**

Sum of Squares			df	Means Square	F	Sig.
Motivation	Between (Combined)	9,711,911	25	388,476	6,290	.000
Achievement	Groups Linearity	7,417,737	1	7,417,737	120,112	.000
*Supervision	Deviation from	1,294,174	24	53,924	0.873	.583
Academic	Linearity					
	within Groups	3,026,089	49	61,757		
	Total	11,738,000	74			

Based on the analysis results obtained a significance value of 0.583. This value is greater than the alpha value (0.05). With thereby there is connection linear between Motivation Achievement (X 2) on Supervision Academic (X 1) (Zulaiha et al., 2020).

Performance Teacher (X 3) on Supervision Academic (X 1)**Table 10. ANOVA table**

Sum of Squares			df	Means Square	F	Sig.
Performance	Between (Combined)	7,547,872	25	301915	4,956	.000
Teacher	Groups Linearity	6,206,736	1	6,206,736	101,877	.000
* Supervision	Deviation from	1,110,136	24	46,256	0.759	.672
Academic	Linearity					
	within Groups	2,985,275	49	60,924		
	Total	10,302,147	74			

Based on the results of the analysis obtained a significance value of 0.672. This value is greater than the alpha value (0.05) (Makgato & Mudzanani, 2019). With thereby there is connection linear between Performance Teacher (X 3) on Academic Supervision (X 1)

Table 11. Performance Teacher (X 3) on Motivation (X 2)

Sum of Squares			df	Means Square	F	Sig.
Performance	Between (Combined)	7905447	25	316,218	45,883	.000
Teacher	Groups Linearity	7677,492	1	7677,492	1113,998	.000
* Motivation	Deviation from	227,954	24	9,498	1,378	.169
Achievement	Linearity					
	within Groups	337,700	49	6,892		
	Total	8243.147	74			

Based on the analysis results obtained a significance value of 0.169. This value is greater than the alpha value (0.05). With so there is connection linear between Performance Teacher (X 3) on Motivation (X2)

Table 12. Matrix coefficient correlation between variables

	Supervision Academic	Motivation Achievement	Performance Teacher
Supervision Academic		0.857	0.868
Motivation Achievement	0.857		0.965
Performance Teacher	0.868	0.965	

Discussion

Is There Is Influence Direct Supervision Academic Supervisor School (X 1) To Motivation Achievement Teacher (X 2) On Senior High School Country In Subdistrict Mamajang City Makassar?

$H_0: \beta_{21} \leq 0$ $H_1: \beta_{21} > 0$

Based on the results of tests carried out through sub-structure I, the path coefficient is obtained $p_{21} = 0.868$ with a calculated t value of 14.946 with a significance value <0.001 where the value is smaller than the alpha value (0.05) so that H_0 is rejected. Thus it can be said that there is a direct influence of academic supervision school supervisor (X1) on teacher achievement motivation (X2) at a public high school in Mamajang Kota District Macassar.

Is There Is Influence Direct Supervision Academic Supervisor School (X 1) On Performance Teacher (X3) On Senior High School Country In Subdistrict Mamajang Makassar City?

$H_0: \beta_{31} \leq 0$ $H_1: \beta_{31} > 0$

Based on results testing Which done through sub-structure II obtained coefficient track $p_{31} = 0.153$. with mark t_{count} as big 2,680 with mark significance 0.009 in where mark the more small from mark alpha (0.05). so that H_0 is rejected. Thus it can be said that there is a direct influence of academic supervision supervisor school (X1) to performance Teacher (X3) on Senior High School State in the District Mamajang City Macassar (Forson et al., 2021).

Is there is influence direct achievement motivation (X 2) to performance Teacher (X 3) Teacher on SENIOR HIGH SCHOOL Country in Subdistrict Mamajang Makassar City?

$H_0: \beta_{32} \leq 0$ $H_1: \beta_{32} > 0$

Based on the results of tests carried out through sub-structure II, the path coefficient $p_{32} = 0.834$ is obtained with a calculated t value of 14.596 with a significance value <0.001 where the value is smaller than the alpha value (0.05) so that H_0 rejected. With thereby can said that there is influence direct supervision academic school supervisors, teacher achievement motivation (X2) on teacher performance (X3) at public high schools in the district Mamajang City Macassar.

Is There Is Influence No Direct Supervision Academic Supervisor School (X1) To Performance Teacher (X3) Through Motivation Achievement Teacher (X2) On Senior High School Neg In District Mamajang City Macassar?

$H_0: \beta_{321} \leq 0$ $H_1: \beta_{321} > 0$

Based on results testing Which done through *sobel test* obtained coefficient track $p_{321} = p_{31} \times p_{32} \times r_{21} = 0.153 \times 0.834 \times 0.868 = 0.111$ with a *Sobel test value* of 10,491 with a significance value < 0.001 where the value is smaller than the alpha value (0.05) so that H_0 is rejected. Thus it can be said that there is an Indirect influence of supervisory academic supervision (X1) on teacher performance (X3) through teacher achievement motivation (X2) on Senior High School Country in Subdistrict Mamajang City Macassar.

Table 13. Big Influence Straight away And No Direct

No	Variable	Coefficient Track	Big Influence		Influence Total
			Direct	No Direct	
1	X ₂ over X ₁	0.868	0.868 ² = 0.753	-	75.3%
2	X ₃ over X ₁	0.153	0.153 ² = 0.023	-	2.3%
2	X ₃ over X ₂	0.834	0.834 ² = 0.874	-	87.4%
3	X ₃ over X ₁ through X ₂		0.153 ² = 0.023	$(p_{31} \times p_{32} \times r_{21})^2$ = (0.153 x 0.834 x 0.868) ² = 0,111 ² = 0.012	2.3% + 1.2% = 3,4%

Conclusion

Based on the results and discussion, it can be concluded that the description of the school supervisor's academic supervision is in the good category, teacher achievement motivation is in the very good category, and the teacher's performance is in the very good category. each is at on category good Supervision academic supervisor school influential direct positive and significant to performance Teacher on Senior High School Country Subdistrict Mamajang City Macassar. Supervision academic supervisor school influential direct positive and significant to motivation achievement Teacher at SMA Country Subdistrict Mamajang City Macassar. Motivation achievement Teacher influential direct positive and significant to performance Teacher on Senior High School Country Subdistrict Mamajang City Macassar. Supervision academic supervisor school influential No direct positive and significant to performance Teacher through motivation achievement Teacher on Senior High School Country Subdistrict Mamajang City Macassar.

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