

The Effect of Principal Supervision on Teacher Performance through Work Discipline and Work Motivation of Elementary School Teachers in Batumandi Sub District



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ABSTRACT: Performance is the achievement of teachers in carrying out their duties based on the criteria and standards that have been set. Performance issues are very important to pay attention to because they are related to the organization's continuity. Performance is related to the principal's supervision, discipline, and motivation. This study uses a quantitative approach with a descriptive method that focuses on the presentation of data in the form of numbers using statistics. The population in this study were all SDN teachers in Batumandi district, with as many as 160 teachers. The research sample was 115 people chosen by proportional random sampling determined by Cronbach's Alpha. Data was collected using instruments consisting of principal supervision (24 items), work discipline (30 items), work motivation (26 items), and teacher performance (51 items) which have been tested for validity and reliability. The research data were analyzed using path analysis. The results of the study found that the principal's supervision had a direct Effect on teacher performance, work discipline had a direct Effect on teacher performance, work motivation had a direct Effect on teacher performance, and principal's supervision had a direct Effect on teacher work discipline, principal's supervision had a direct Effect on teacher performance, principal supervision has an indirect effect on teacher performance through teacher work discipline, and principal supervision has an indirect effect on teacher performance through teacher work motivation.

KEYWORDS: Principal supervision, work motivation, work discipline, teacher performance.

I. INTRODUCTION

Teachers are one of the human resources that determine the implementation of the educational process and become one of the determining factors for the high and low quality of educational outcomes, so teachers must be professional and understand their performance very well. According to (Priyanto, 2016), teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students, both in formal education and at various levels of student education. The multiple tasks carried out by the teacher need to be supported by concepts, theories, actual research, and a proper understanding of the performance and professionalism of teachers so that the existence of teachers will always be "actual."

The quality of education obtained from good quality learning reflects school achievement in preparing human resources to face the global challenges of the world of education. The high and low quality of education is much Effectd by the quality of the learning process carried out by the teacher because the teacher directly provides guidance and assistance to students to achieve educational goals. Teachers are at the forefront of creating quality education. The teacher deals directly with students in the classroom through teaching and learning. It is in the hands of the teacher that quality students will be produced academically, skillfully, emotionally, morally, and spiritually. In other words, the quality of learning is Effectd by the teacher's performance, so the quality of good education reflects the good performance of the teacher as well (Mulyasa, 2009).

Performance is the result or output of a process (Kailola, 2016). (Martoyoo, 2000) argues that: "performance is a description of the achievement of organizational goals or objectives as an elaboration of the organization's vision, mission and strategic plans that indicate the success and failure of implementing activities following established programs and policies."

Performance is the achievement of teachers in carrying out their duties based on predetermined criteria and standards. The criteria for good performance for a teacher are reflected in their skills and abilities in making and compiling learning programs, implementing learning, carrying out evaluations, analyzing evaluation results, and carrying out improvements and enrichments. (Barnawi, 2012) explains that performance is a real work achievement displayed by a person after carrying out his duties and roles in the organization. Good teacher performance cannot be separated from the principal's leadership role as a driver of increasing motivation, discipline, and teacher performance. (Suhaimi & Efendi, 2018) defines performance as the result of implementing a job, both physical/material and non-physical/non-material, within a certain grace period. Furthermore, (Robbins,

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2007) states that performance is a state in which individuals or groups function to carry out tasks. Performance can be interpreted as the importance of a job, required skill level, progress, and level of completion of a job.

Based on the results of field observations, it is known that the performance of SDN teachers in Batumandi District is known to be not optimal. This condition is marked by several things, including many teachers who use conventional learning methods and do not provide guidance to students so that students are active in following lessons. Many teachers still teach to carry out their duties, marked by not preparing and conducting learning optimally and lacking self-development in the mastery of ICT. Only a few teachers are willing to do it by reflecting, evaluating, making documentation, and drawing learning conclusions.

Teachers also feel that they are not optimal in compiling learning tools and are not well organized. In the teaching and learning process, it was found that there was still a lack of desire for teachers to carry out varied learning regarding the use of media and learning resources. Teachers have not been creative and are still conventional in delivering learning material, so students feel bored and pay less attention to what is conveyed. One factor that affects teacher performance is the supervision of the principal. The principal is the leader who regulates and manages activities to be directed, focused, and experience a significant improvement. (Sujarweni, V., 2014) stated that supervision is a process specifically designed to assist teachers and supervisors in learning various daily tasks at school to use their knowledge and abilities to provide better services to parents of students and the school as an effective learning community. Another factor that affects performance is motivation. In general, the purpose of motivation is to move or inspire people so that their desire and willingness to do something arise and they can obtain results or achieve certain goals. According to (Azwar, 2012), Motivation is a stimulus, encouragement, or power generator owned by a person or group of people who want to act and cooperate optimally in carrying out something that has been planned to achieve the goals that have been set. Furthermore, another factor that can affect performance is work discipline. Teacher work discipline is a mental attitude formed through a behavioral process for individuals and groups. The discipline is related to rules and regulations, or applicable ethics and rules, upholding initiatives and responsibilities in implementing duties and authorities. According to (Rivai, V., & Sagala, 2013), work discipline affects employee performance. Discipline is important for the organization because most employees will obey it, and it is expected that the work will be carried out effectively.

II. METHODOLOGY

This study uses a quantitative approach with a descriptive method that focuses on the presentation of data in the form of numbers using statistics. The population in this study were all SDN teachers in Batumandi District, with as many as 160 teachers. The research sample was 115 people chosen by proportional random sampling determined by Cronbach's Alpha. Data collection was carried out using an instrument consisting of 24 items of principal supervision (planning, implementing, following up), 30 work discipline items (official assignments, time, work atmosphere, community service, behavior), work motivation 26 items (pushing factors and health factors) and teacher performance of 51 items using PKG which have been tested for validity and reliability. The questionnaire was compiled with a Likert scale tested for validity and reliability using correlation. The instrument was analyzed for validity and reliability using Pearson's Product Moment Correlation. Data were collected and analyzed using path analysis to determine the correlation between variables by first conducting prerequisite tests, namely the normality test, linearity test, and homogeneity test.

III. RESULTS AND DISCUSSION

Table 1. Summary of path analysis results

Principal Supervision, Work Discipline, and Work Motivation on Teacher Performance

| Variable | Path Coefficient | T | P | R ² |
|-----------------------|------------------|--------|-------|----------------|
| Principal Supervision | 0,630 | 7,793 | 0,000 | 0,767 |
| Work Discipline | 0,440 | 3,585 | 0,001 | |
| Work motivation | 0,870 | 10,936 | 0,000 | |

The table above shows that the principal's supervision, work discipline, and teacher work motivation greatly Effect teacher performance. The results of linear regression analysis show a model of the correlation between principal supervision (X), work discipline (Z1), and work motivation (Z2) with teacher performance (Y), as presented in the following description:

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Table 2. Regression Analysis X, Z1, and Z2 against Y

| Model | | Coefficients ^a | | | | |
|-------|---------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 48.423 | 6.154 | | 7.868 | .000 |
| | Principal Supervision (X) | .630 | .094 | .265 | 7.793 | .000 |
| | Work Discipline (Z1) | .440 | .095 | .306 | 3.585 | .001 |
| | Work motivation (Z2) | .870 | .071 | .276 | 10.936 | .000 |

a. Dependent Variable: Teacher Performance (Y)

Table 3. Summary of path analysis results

Principal Supervision, Work Discipline, and Work Motivation on Teacher Performance

| Variable | Path Coefficient | T | P | R ² |
|-----------------------|------------------|--------|-------|----------------|
| Principal Supervision | 0.630 | 7,793 | 0.000 | 0,767 |
| Work Discipline | 0,440 | 3,585 | 0,001 | |
| Work motivation | 0,870 | 10,936 | 0,000 | |

| Variable | Path Coefficient | T | P |
|--|------------------|-------|-------|
| Principal Supervision of Work Discipline | 0,299 | 3,542 | 0.001 |
| Principal Supervision of Work Motivation | 0,446 | 3,569 | 0.001 |

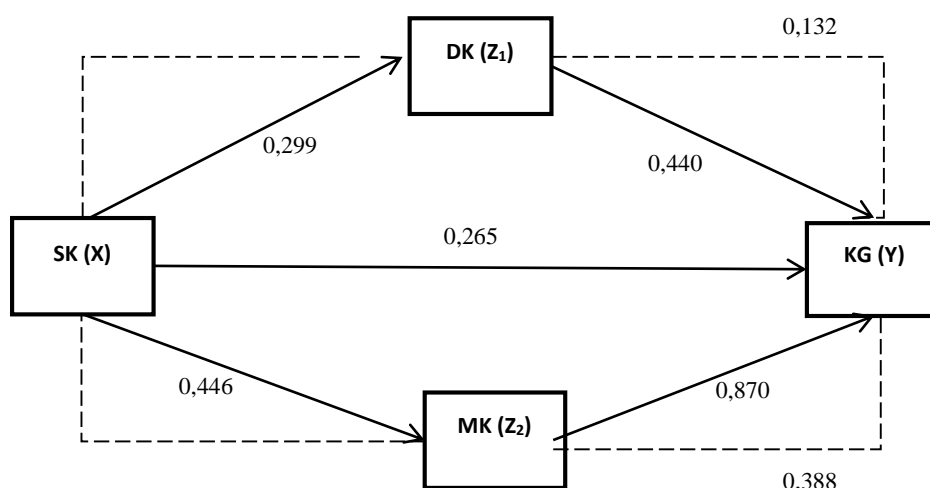


Figure 1: Results of the analysis of the correlation between variables

Based on table 3 and figure 1 above, the hypothesis rejection in this study can be seen in tables 4 and 5 below.

Table 4. Summary of Hypothesis Testing Decisions H1 H2 H3 H4 H5

| | Hypothesis | P | Decision |
|----------------|--|-------|----------|
| H ₁ | There is a direct Effect between the supervision of the principal on teacher performance | 0,000 | Accept |
| H ₂ | There is a direct Effect between work discipline on teacher performance | 0,001 | Accept |
| H ₃ | There is a direct Effect between work motivation on teacher performance | 0,000 | Accept |
| H ₄ | There is a direct Effect between the supervision of the principal on work discipline | 0,001 | Accept |
| H ₅ | There is a direct Effect between the supervision of the principal on work motivation | 0,001 | Accept |

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Table 5. Summary of Hypothesis Testing Decisions H6 and H7

| Hypothesis | | Direct | Indirect | Decision |
|----------------|---|----------------|---|----------|
| | | H ₆ | There is an indirect Effect between the supervision of the principal on teacher performance through work discipline | 0,265 |
| H ₇ | There is an indirect effect between the supervision of the principal on teacher performance through work motivation | 0,265 | 0,388 | Accept |

The path analysis results in Table 1 are used to answer the seven research hypotheses formulated, and the decisions are given in Tables 2 and 3. Furthermore, Table 2 summarizes the decisions H1, H2, H3, H4, and H5 with a significance value criterion of less than 0.05; the hypothesis is accepted. Table 3 summarizes of the decisions for testing the H6 and H7 hypotheses, provided that if the indirect correlation coefficient is smaller than the direct correlation coefficient, then the hypothesis is accepted. Based on the analysis results in Tables 1, 2, and 3 above, this study found a correlation between variables which can be explained as follows:

There is a direct correlation between the supervision of the principal, work motivation, and work discipline on teacher performance. Furthermore, there is an indirect correlation between the supervision of the principal on performance through work discipline and there is an indirect correlation between work motivation and performance through work discipline.

A. The Effect of Principal Supervision on Teacher Performance

The results of the analysis of this study indicate that there is a direct Effect of the principal's supervision on teacher performance. These results can be interpreted as a direct Effect of Principal Supervision on teacher performance.

Teachers feel the principal's supervision because the principal gives trust so that teachers can innovate in carrying out their duties. This trust creates admiration and loyalty to their respective principals. The principal always motivates the teachers, in the form of material rewards or through praise; with this, the teachers become enthusiastic about doing their best in pursuing careers and school goals. Principal supervision is a leader who prioritizes providing opportunities for all elements or elements in the school to work based on noble values and character. The elements in question are teachers, staff, students, parents of students, and the surrounding community. It is intended that all elements or elements in the school are willing to participate actively in achieving the school's mission.

Principal supervision is a leadership model that provides subordinates opportunities to achieve certain organizational goals. (Wahjosumidjo, 2013) interpreting the principal's supervision is a leader who can bring about change in a person and is involved in an organization to achieve better results. Teacher performance is the ability of a teacher to carry out actions following the objectives to be achieved, including aspects of learning planning, learning implementation, and learning assessment. The factor that Effects the improvement of teacher performance is the activeness of a leader or principal in carrying out their duties and obligations.

The results of this study support and strengthen research (Normianti, 2019), (Mubarak, 2021), (Aslamiah., 2019), (Kimani, 2021), (Suhaimi & Efendi, 2018) found that there was a correlation between principal supervision and teacher performance.

B. The Effect of Work Discipline on Teacher Performance

The results of the analysis of this study are that there is a direct Effect between work discipline on teacher performance. With this value, it can be concluded that there is a direct Effect between work discipline on teacher performance.

(Saleh, 2019) reveals that performance is the work achieved by a person in an organization following each authority and responsibility to achieve organizational goals legally, following morals and ethics. Performance is the level of achievement in the fulfillment of one's work. Good performance will be shown through good work behavior as well. Management will then assess and evaluate this performance; the results will be used to make managerial decisions related to compensation, employee transfers, and promotions for the employees concerned. Path analysis shows a moderate correlation between job satisfaction and teacher performance, indicated by an R-value of 0.486.

Performance is the result of the teacher carrying out tasks based on trickery, experience, sincerity, and use of time. Good teacher performance reflects professional teacher performance; related to teacher competence. Teacher performance competencies (generic teaching competencies) in displaying the actual teaching and learning process have at least four abilities: planning, implementing, and managing the teaching and learning process, then assessing the students' learning progress.

Employee performance can be measured by how good the quality of the work is, the level of honesty in various situations, initiative and the emergence of new ideas in carrying out tasks, employee attitudes towards work, cooperation and reliability, knowledge and skills about work, implementation of responsibilities and utilization of time effectively (Suhaimi, 2018).

The results of this study support and strengthen research (Wulan, 2013), (Suhaimi, 2018), (Syarwani, 2018), (Syamsudin, 2019) found that there is a correlation between work discipline and teacher performance.

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C. The Effect of Work Motivation on Teacher Performance

The results of the analysis of this study are that there is a direct Effect of work motivation on teacher performance. Based on this, it is concluded that there is a direct Effect between work motivation on teacher performance.

Work motivation has a great Effect on a person's performance. A teacher will work optimally, mobilizing all abilities and skills when he has great work motivation. Work motivation will be seen clearly in the form of work involvement. Those with high work motivation will participate more than those with low work. Many opinions explain the correlation between work motivation and performance, including (Winardi, 2014) states that motivation has a basic motive which means encouragement, cause, or reason for someone to do something. So motivation is a condition that encourages or becomes because someone does an action or activity that takes place consciously.

Teachers with high work discipline will work and be responsible for their duties to organize and discipline themselves. The higher the level of work discipline, the better time management can be so that the planned targets can be completed as expected. The fulfillment of targets impacts on a good performance so that organizational goals are achieved.

This research supports previous research, namely: (Suriyanti, 2015), (Wulan, 2013), (Kailola, 2016), and (Syamsudin, 2019) shows that there is a correlation between work motivation and teacher performance.

D. The Effect of Principal Supervision on Teacher Work Motivation

The study analysis shows a direct Effect between the supervision of the principal and work motivation. With this value, it can be concluded that the principal's supervision directly Effects teachers' work motivation.

According to (Aslamiah., 2019), one of the important competencies that a leader must possess is the ability can motivate his subordinates. The principal acts as a motivator for both subordinates and the surrounding environment. (Rivai, V., & Sagala, 2013) a leader must have motivational inspiration where the leader has time to communicate with employees and can motivate subordinates to do their job fully. Leaders also encourage teachers to improve teacher competence and careers by providing teachers with opportunities to participate in various training or develop higher education.

Leaders have the task of directing, mobilizing, influencing, and empowering members (4 M). Thus leadership in schools can be interpreted as a person's ability to move, direct, Effect, and empower the mindset and workings of teachers and school staff to be independent in their work. (Suhaimi, 2018).

A leader's Effect determines what and how a job is carried out in an organization he leads. Principal supervision is a type of leadership that is considered capable of growing the work motivation of his followers because the principal's supervision not only pays attention to the needs of self-actualization and appreciation but also raises awareness for leaders to do their best by paying more attention to human factors, performance, and organizational growth.

This research supports previous research, including: (Imron, 2005), (Rivai, V., & Sagala, 2013), (Normianti, 2019), (Agustina, 2019) found that there was a correlation between principal supervision and teacher work motivation.

E. The Effect of Principal Supervision on Teacher Work Discipline

The analysis result of this study indicates a direct Effect of Principal Supervision on teacher work discipline. These results can be interpreted that there is a direct Effect of the Principal's Supervision on the work discipline of the State Elementary School teachers in Baturajati District.

The results of this study align with Layton's opinion (Haj, 2016) that the principal's practice of principal supervision would achieve the work discipline of the teachers and motivate them to do their best in the workplace. The same thing was stated by Tucker & Russell (Dessler, 2015). Principal supervision improves the work discipline of organizational members by implementing innovation and encouraging others to pursue their roles in the organization. Next (Bozkus, K, 2018), As stated in the literature, professional leaders who lead individuals in the workplace can affect work discipline. Leaders have an important role in influencing the level of work discipline. The same opinion was also expressed (Lethwood, 2018) that when the principal's supervision is effectively applied to educational organizations, it has a positive impact on school conditions, as well as on the internal state and behavior of teachers, also contributing to their work discipline. Besides that, (Tesfaw, 2014) revealed that the lack of effective leadership skills negatively affects the work discipline of teachers.

This research supports and strengthens previous research, including: (Widayati, 2020), (Suriyanti, 2015), (Afifah, Thara, 2017) found that there was a correlation between principal supervision and teacher work discipline.

F. The Effect of Principal Supervision on Teacher Performance through Work Motivation

The analysis of this study indicates that principal supervision indirectly effects on teacher performance through work motivation.

Principal supervision and work motivation are closely related to performance productivity in an organization. This success cannot be separated from the behavior of leaders who can encourage and grow work motivation so that their followers work comfortably and feel calm; leaders are also able to foster intimacy and mutual respect between leaders and co-workers in the organization so that a strong desire to work arises and then it will have an effect to performance.

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discipline and can be accepted by everyone. Teachers with empathy can meet social needs and are more disciplined in carrying out their work. This situation means that empathy, as an indicator of spiritual intelligence and social needs as well as a dimension of teacher work motivation, can jointly improve teacher work discipline.

The results of this study support and strengthen research (Mubarak, 2021), (Priyanto, 2016), (Aslamiah., 2019) (Suhaimi, 2018) dan (Sundari, 2019) found that there is a correlation between principal supervision and teacher performance through teacher motivation.

G. The Effect of Principal Supervision on Teacher Performance through Work Discipline

The analysis of this study indicates that Principal Supervision has an indirect effect on teacher performance through work discipline. The results of this study prove that the principal's transformational leadership affects teacher performance through work discipline. Discipline and good performance cannot run optimally if the leader in a school does not have a good principal's transformational leadership.

(Sundari, 2019) reveals that performance is the work achieved by a person in an organization in line with each authority and responsibility to achieve organizational goals legally, following morals and ethics. Performance is the level of achievement in the fulfillment of one's work. Good performance will be shown through good work behavior as well. Managers will then assess and evaluate this performance; the results will be used to make managerial decisions related to compensation, employee transfers, and promotions for the concerned employees. (Suriansyah, 2015) explained that several factors affect one's work discipline, one of which is the presence or absence of a leadership model in an educational institution. It is in line with research (Normianti, 2019) which mentions the results of the research analysis indicate that the Principal Supervision is indirectly related to teacher performance through teacher discipline. This result is evidenced by the path coefficient value of 0.233, which means a weak indirect correlation between Principal Supervision and teacher performance through the work discipline of elementary school teachers in South Labuan Amas District. The results of this study strengthen and support research (Aslamiah., 2019), (Mubarak, 2021), (Ngadimun, 2019), (Saleh, 2019) found that there was a correlation between principal supervision and teacher performance through work discipline.

IV. CONCLUSION

There is a direct correlation between the supervision of the principal, work motivation, and work discipline on teacher performance. Furthermore, there is an indirect correlation between the supervision of the principal on performance through work discipline and there is an indirect correlation between work motivation and performance through work discipline.

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