

## **The Effect of Principal Academic Supervision, Teacher Self-Efficacy and Teacher Discipline on Teacher Performance at SDN Kecamatan Martapura Kabupaten Banjar**



**Nurul Hidayah<sup>1</sup>, M. Saleh<sup>2</sup>, Suhaimi<sup>3</sup>**

<sup>1,2,3</sup>Master of Education Administration Program, Lambung Mangkurat University, Banjarmasin 70123, Indonesia

**ABSTRACT:** The purpose of this study is to determine the effect of the principal academic supervision on performance; the principal academic supervision of the teacher work discipline; the teacher self-efficacy of performance; self-efficacy of teachers towards teacher work discipline; teacher work discipline towards performance; academic supervision of the principal through the discipline of the teacher work towards performance; academic supervision of the principal through the discipline of the teacher work towards teacher performance; academic supervision of the principal through work discipline. The research sample was 157 teachers in 25 schools selected by probability simple random selection from a population of 258 teachers scattered across 25 public elementary schools in Martapura District, Banjar Regency, using a quantitative approach to the coronation technique. The instruments that have been validated for validity and reliability were used to gather data. The research data were analyzed descriptively and path analysis. The results of the study found that the principal's academic supervision has an effect on performance, the principal's academic supervision has an effect on teacher work discipline, self-efficacy (self-efficacy) of teachers has an effect on performance, self-efficacy (self-efficacy) of teachers has an effect on teacher work discipline, teacher work discipline has an effect on performance, discipline is an intermediary the effect of the principal's academic supervision on teacher performance and efficacy self-efficacy of the teacher towards teacher performance.

**KEYWORDS:** Academic Supervision, Self-Efficacy, Discipline, Teacher Performance

### **INTRODUCTION**

The problem of education in Indonesia still requires extra attention, both in terms of government and personal internal policies at the school level. The quality of education in Indonesia until now has not shown any indication of improvement. The results of research by the United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that the quality of Indonesian teachers was ranked 14th out of 14 countries studied and surveyed by PERC (Politik and Economic Risk Consultant), the quality of education in Indonesia was in last place, which was 12th out of 12 countries in Asia (Angrayni, 2019).

The results of preliminary observations on teachers in SDN (*Sekolah Dasar Negeri* or Elementary Schools) in Martapura Subdistrict, Banjar Regency, showed that there are still many teachers who have a low level of discipline and *self-efficacy* so that most teachers do not have the motivation to expend the ability, expertise and skills of teachers to complete tasks or jobs to produce good performance.

There are several factors that affect teacher performance, namely: interest, motivation, supervision of the principal, understanding of the curriculum, self-efficacy and work discipline. One of the factors that affect teacher performance is coaching by the principal through supervision. According to the results of Mark's research (Fauzi, 2021) stated that one of the extrinsic factors that contribute significantly to the performance and professionalism of teachers is the principal's supervision service.

Academic supervision by the principal is the ability to foster teacher performance to improve the quality of the learning process, guidance, learning media, assessment and professional development (Sohiron, 2018). In accordance with Permendikbud No.15 of 2018 concerning the fulfillment of the workload of teachers, principals and supervisors in article 9 paragraph (1), it is stated that the workload of the principal is entirely to carry out managerial duties, develop entrepreneurship and supervise teachers and education personnel. The implementation of academic supervision of the principal is very influential with the improvement of teacher performance according to the results of the research (Esisna and Karnedi, 2017) stated that, there is an effect of Academic Supervision by the Principal and the Educator Development Program on the Performance of Kindergarten Teachers Cluster V, Harau District, Fifty Cities District

Academic supervision according to Glickman (Sohiron, 2018) is a series of activities that help teachers develop their abilities in managing the learning process for the achievement of learning objectives. Academic supervision by the principal is the ability to

## **The Effect of Principal Academic Supervision, Teacher Self-Efficacy and Teacher Discipline on Teacher Performance at SDN Kecamatan Martapura Kabupaten Banjar**

foster teacher performance to improve the quality of the learning process, guidance, learning media, assessment and professional development (Rindaningsih, 2018).

In essence, academic supervision is not at all assessing the performance of teachers in managing the learning process, but rather helping teachers develop their professional abilities (Kompri, 2016). Therefore, supervision activities should be routinely carried out by the principal towards teachers as one of the activities that are viewed positively in improving the quality of the learning process and efforts to improve teacher teaching performance. This is in accordance with the results of the study (Susilo and Sutoyo, 2019) stated that the principal's supervision to teachers is useful for improving personal abilities and teacher performance. (Susanti, 2019) stated that the principal's supervision activities aim to be a medium of communication between teachers and principals, especially when teachers need help in overcoming difficulties and obstacles faced in carrying out their duties.

The effect of the principal's academic supervision in supervising and fostering high teacher work discipline is seen if the teacher follows all the provisions imposed in the school, for example, entering teaching on time, and having complete learning tools, mastering teaching materials, being able to choose and use various approaches, models, methods, and learning strategies. In accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 13 of 2007 concerning School Principal/ Madrasa Standards, the indicators of the principal's supervision duties include planning an academic supervision program for teachers, implementing academic supervision of teachers and follow-up of the results of academic supervision of teachers.

### **Self-efficacy**

Teacher self-efficacy can affect teacher performance. According to (Mukti and Tentama, 2019) states that teacher self-efficacy is a belief possessed by a teacher as an individual in which they have the ability to plan, organize, and carry out the activities needed to achieve certain educational goals. So that they can complete tasks and demands as expected. Self-efficacy in a teacher is something that must exist when a teacher is carrying out learning, because teachers must feel confident about what has been planned before teaching, and carry out learning by believing that the learning will achieve its goals. The significance of the effect between self-efficacy and performance was put forward by Vroom and Strauss (Marhawati, 2019), saying that performance can be improved through increased efficacy, because self-efficacy motivates teachers to improve their performance.

A sign that an individual has high self-efficacy is believing in their ability to master various types of demands. They tend to interpret demands and problems as challenges rather than threats or uncontrollable events. Then high self-efficacy allows individuals to face stressful demands with confidence, feel motivated, and assess positive events caused by efforts and negative events that are mainly caused by external circumstances (Khotimatussannah et al., 2021). Research conducted by (Rahmadiyah et al., 2020) says that self-efficacy can be a predictor of teacher readiness in completing tasks as a teacher, because self-efficacy is able to provide self-perception in the skills you want to have in teaching. Teachers will be much better equipped to carry out their work and achieve their career goals.

Indicators of self-efficacy refer to the dimensions of self-efficacy proposed (Bandura, 2014) namely level, strength, and generality, by looking at these three dimensions, there are several indicators of self-efficacy, namely Level (Level of Task Difficulty), Generality (General Circumstances) and Strength (Level of Strength).

### **Teacher Work Discipline**

Prijodarminto (2014) stated that discipline is an attitude of respect, respect, obedience and obedience to applicable regulations, both written and unwritten and able to carry them out and not evade accepting his sanctions if the teacher violates the duties and authorities given to him. Related to the importance of teacher discipline in education, teachers are required to have high discipline, both discipline in carrying out duties as educators, discipline in social life, and personality discipline, all of which are mirrors of the competencies possessed by teachers. Discipline is the key to a teacher's success in educating, after all, the teacher is a role model for students, so that with the discipline that the teacher has means to have set an example and example for students.

Teacher discipline is closely related to teacher performance, a teacher will not be able to complete everything he has planned and will not be able to perform well to achieve learning goals if he does not have discipline. Discipline is what makes teachers perform well, because with good discipline the teacher will know what needs to be done and focus on it. So, discipline is an attitude that must be possessed by teachers because with high work discipline, it is hoped that the goals of education can be achieved as expected by a school (Daryanto, 2019).

The results of the study (Despari et al., 2021) in their conclusions stated that discipline does not only apply to students but discipline also applies to teachers, every teacher must comply with the regulations that have been made by the school and be responsible for their duties. In addition, (Harahap, 2018) mentioned that discipline is a potential tool in completing given tasks so as to form behaviors to increase awareness and willingness of a person to meet all regulations, with high work discipline, it is hoped that it will be able to help improve performance.

## The Effect of Principal Academic Supervision, Teacher Self-Efficacy and Teacher Discipline on Teacher Performance at SDN Kecamatan Martapura Kabupaten Banjar

These indicators regarding work discipline are based on Hodges' theory (Hasibuan, 2014): Regulatory Discipline; comply with all established company regulations, Time discipline; work time given is expected to be utilized as well as possible, Work Discipline or duty; responsibility in work and task and Absenteeism discipline, frequency of attendance or low level of absenteeism

### Teacher Performance

Tristina and Widagdo (2019) mentioned that teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities assigned to him. Rochman (2014: 36) defines teacher performance as the result of real work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him which include compiling learning programs, implementing learning, implementing evaluations, and evaluating analysis.

Factors that affect the performance of a teacher come from within (*internal*) such as motivation, self-efficacy, commitment and also education and external factors (*external*) such as work climate, infrastructure, leadership and so on (Kompri, 2016). The same opinion expressed by Suharsaputra (2013: 39) explains that factors that affect teacher performance can be classified into two types, namely factors from outside oneself (*external*) such as intelligence in the implementation of tasks and facing problems, skills in managing teaching, talent for choosing workers, work motivation and personality including attitudes and self-confidence. Meanwhile, external factors *include the* work environment, infrastructure and correlation with leadership. Another opinion based on Gibson's theory (Priansa and Euis, 2013) states that teacher performance is effected by three groups of variables, namely individual variables including: the teacher's ability and skills in understanding the curriculum, then organizational variables include: organizational climate and leadership.

With regard to efforts to improve teacher performance, it is necessary to have a form of assessment that aims to find out or understand the level of teacher performance one with the level of teacher performance of another teacher or compared to the standards that have been set. *Georgia department of education* has developed a *teacher performance assessment instrument* which was later modified by the Ministry of National Education to become a Teacher Ability Assessment Tool (APKG). Teacher ability assessment tools, including; 1) Lesson *plans and materials* or referred to as RPP (Learning Implementation Plan); 2) Learning procedures (*classroom procedures*); and 3) Interpersonal correlations (*interpersonal skills*). (Ministry of National Education, 2018). In accordance with Law No. 14 of 2005 concerning Teachers and Lecturers (Article 10) and Regulation of the State Minister of State Apparatus Empowerment and bureaucratic reform number 16 of 2009, teacher performance appraisal indicators are contained in 3 aspects of teacher performance appraisal, namely; Learning Planning, Implementation of Active and Effective Learning Activities and Assessment/ Evaluation of Learning.

## II. METHOD

This study aims to describe the effect of: academic supervision of the principal on performance; the principal's academic supervision of the teacher's work discipline; the teacher's self-efficacy of performance; self-efficacy of teachers towards teacher work discipline; teacher labor discipline towards performance; academic supervision of the principal through the discipline of the teacher's work towards performance; self-efficacy of teachers through teacher work discipline on teacher performance. The research design used is coronation research, which is a study whose nature is to connect between two or more variables. The population in this study was 258 teachers from 25 schools and 157 teachers were presented with a research sample (respondent) with the Simple Proportionate Random Sampling technique. There were two research instruments, namely documentation of teacher performance assessment collected from their respective principals and 3 questionnaires with 4 scales passing validity and reliability tests including variability of principal academic supervision, teacher self-efficacy and work discipline, hypothesis testing using path analysis the results of the instrument trial found all items on each variable were declared valid and reliable.

## III. FINDINGS AND DISCUSSION

Descriptive statistics analyzing data on the results of questionnaires describing respondents' responses regarding variables of academic supervision, self-efficacy and teacher discipline can be seen in Table 1.

The pre-analysis testing stage is the normality test using the Kolmogorov-Smirnov non-parametric statistical test. As a result, all variables show a significance value (Sig.) of more than 0.05 (sig. > 0.05), meaning that the variables are normally distributed. in the results of linearity tests and multicollinearity tests all variables show a linear form and no multicollinearity occurs

After the prerequisite test is met, it is continued with hypothesis testing through path analysis. The summary results of the analysis are shown in Table 1.

**The Effect of Principal Academic Supervision, Teacher Self-Efficacy and Teacher Discipline on Teacher Performance at SDN Kecamatan Martapura Kabupaten Banjar**

**Table 1. Descriptive Statistics of Research Variables**

	Minimum Score	Maximum Score	Mean	Category
Academic Supervision	34,00	86,00	120,00	High
Self Efficacy	28,00	78,00	106,00	High
Teacher Work Discipline	39,00	96,00	135,00	High
Teacher Performance	33,00	52,00	42,6561	High

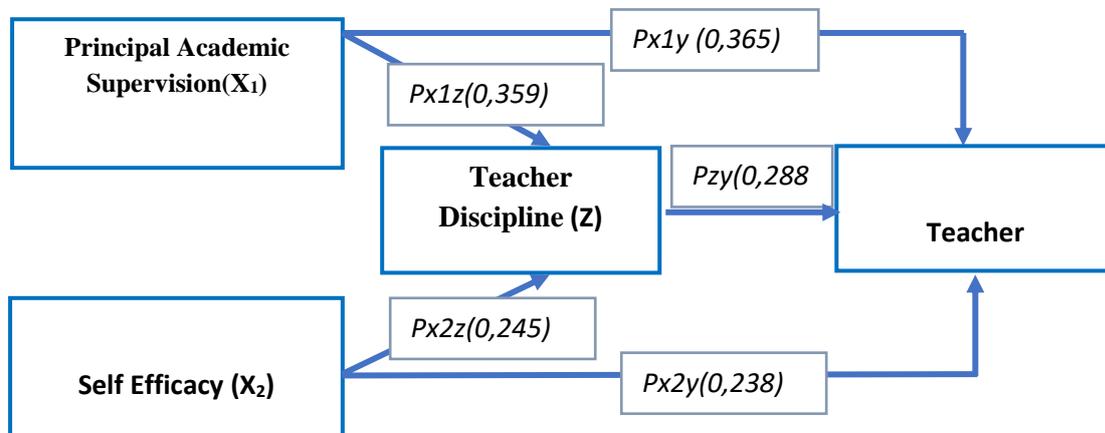
Table 1 shows that academic supervision has an effect on teacher performance.

**Table 2. Summary of Pathway Analysis Results**

Academic Supervision, Self-Efficacy, Teacher Discipline on Teacher Performance					
Variable	Path coefficient	Parsial Test (t-Test)		Termination Test	
		Sig.	t-count	SE	SR
Academic Supervision	0,365	0,000	5,389	21,94%	43,88%
Self Efficacy	0,238	0,000	3,637	12,12%	24,24%
Teacher Discipline	0,288	0,000	4,321	15,93	31,86%

Academic Supervision, Self-Efficacy of Teacher Discipline					
Variable	Path coefficient	Parsial Test (t-Test)		Termination Test	
		Sig.	t-count	SE	SR
Academic Supervision	0,359	0,000	4,699	16,69%	63%
Self Efficacy	0,245	0,002	3,205	9,78%	37%



**Figure: Path analysis on a direct correlation**

**Table 3. Summary of Direct Effect Hypothesis Test Results**

Hypothesis		Sig.	Decision
Px1y	: There is a direct effect of the principal's academic supervision on teacher performance	0,000	Accepted
Px1z	: There is a direct effect of the principal's academic supervision on the teacher's work discipline	0,000	Accepted
Px2y	: There is a direct effect of teacher self-efficacy on teacher performance	0,000	Accepted
Px2z	: There is a direct effect of teacher self-efficacy on teacher work discipline	0,002	Accepted
Pzy	: There is a direct effect of teacher work discipline on teacher performance	0,000	Accepted

# The Effect of Principal Academic Supervision, Teacher Self-Efficacy and Teacher Discipline on Teacher Performance at SDN Kecamatan Martapura Kabupaten Banjar

**Table 4. Summary of Indirect Effect Hypothesis Test Results**

Hypothesis	Coefficient correlation		Sobel Test	Decision
	Direct	Indirect	t-count	
Px1zy : There is an indirect effect of the principal's academic supervision through teacher work discipline on teacher performance.	0,365	0,103	5,831	Diterima
Px2zy : There is a direct effect of teacher self-efficacy through teacher work discipline on teacher performance	0,238	0,071	4,167	Diterima

Based on the summary of the results of the analysis in Tables 2, 3 and 4, in this study, intervariable correlations were found which can be explained as follows;

## **A. There is a direct effect of the Principal's Academic Supervision on Teacher Performance at SDN Martapura District, Banjar Regency**

The results of the regression test and the path of analysis for the effect of the principal academic supervision variable ( $X_1$ ) on teacher performance at SDN Martapura District, Banjar Regency of 0.365, the value showed a positive effect (unidirectional). This means that the principal's academic supervision variable increases by 1 point, it will affect or improve teacher performance by 0.365 points, areason there is an effect of the principal's academic supervision variable on teacher performance. Therefore, the better the academic supervision carried out by the principal, the better the performance of the teachers produced.

The direct effect of the principal's academic supervision activities on teacher performance at SDN Martapura District, Banjar Regency, can be seen from the results of the t-test which has a significance value of  $0.000 < 0.05$  and a Calculated T value of  $5.389 > 1.655$  (Tabel). The results of this study are supported by previous studies such as (Labadjo, 2018) and (Hadi, 2019) which both concluded the effect of the implementation of academic supervision by the principal on teacher performance. other studies (Esisna and Karnedi, 2017) the results of the study found that the t value of the principal supervision variable calculation was 2.207 at a significant level (sig.) of 0.035. Then it can be known that the t-count value is greater than that of the t-table ( $2.207 > 2.042$ ) and the significance is below 5% ( $0.035 < 0.05$ ). This means that principal supervision has a significant effect on teacher performance in SMP Citta Subdistrict, Soppeng Regency.

Academic supervision by the principal is the ability to foster teacher performance to improve the quality of the learning process, guidance, learning media, assessment and professional development (practical research). Based on Government Regulation (PP) Number 13 of 2007 concerning principal competency standards, it is explained that the competence of principal supervision is skilled in planning academic supervision programs in order to improve teacher professionalism, carry out academic supervision of teachers using appropriate supervision approaches and techniques and follow up on the results of academic supervision of teachers in order to improve teacher performance (Susanto, 2018).

The role of the principal as a supervisor is one of the factors that affect teacher performance. A principal must have the ability to lead, so that his role as a principal can run effectively, good behavior and ability to lead a school organization. In his role as a supervisor of an institution / school, the principal must be able to effect and direct everyone involved in the educational process, namely teachers. Academic supervision is a function of supervision related to aspects of developing and fostering the professional abilities of teachers in an effort to improve the quality of learning and guidance activities in schools.

The principal's academic supervision has a dominant effect compared to other factors in influencing teacher performance. based on the results of the study, the effect of academic supervision variables on teacher performance in SDN Martapura District, Banjar Regency, the amount of the effective contribution coefficient of 21.94% and the relative contribution of 43.88% of academic supervision can affect the improvement of teacher performance. The principal as the implementer of academic supervision is considered to be able to guide teachers efficiently who can instill trust, by showing his ability to help teachers to solve the problems they face and be able to hold studies and coaching in order to improve the quality of teaching and the quality of good learning. These results support previous research, including findings by (Nadeak, 2021), (Aprianis, 2021) and (Munawaroh, 2022) concluding that principal supervision can affect teacher performance. This means that the increasing performance of teachers is due to the supervision of a good principal. This research is in line with the opinion of Cameron and Quinn (Kompri, 2016) said supervision has a very strong effect on the performance and effectiveness of long-term organizations.

## **B. There is a direct effect of the Principal's Academic Supervision on Teacher Discipline at SDN Martapura District, Banjar Regency**

The result of this study showed that there is a direct effect of academic supervision on the work discipline of teachers. This is evidenced by the partial test of the principal's academic supervision variabel on teacher performance obtained a significance value of  $0.000 < 0.05$  and a calculated T Value of  $4.699 > 1,655$  (Ttabel), meaning that there is a direct effect of the principal's academic supervision variable on teacher discipline at SDN Martapura District, Banjar Regency.

## **The Effect of Principal Academic Supervision, Teacher Self-Efficacy and Teacher Discipline on Teacher Performance at SDN Kecamatan Martapura Kabupaten Banjar**

The large role of the principal's academic supervision of teacher discipline can be seen from the effective contribution of 16.69% and the relative contribution of 63%. This shows that the principal's academic supervision of performance has a big and positive effect. Meanwhile, the remaining 39% is effected by matters outside the supervision of the principal. Therefore, the principal's academic supervision activities should receive the most serious attention compared to other free variables. This result is supported by research (Suriansyah and Rismawan, 2020) and (Despari et al., 2021) in their conclusions that Principal Academic Supervision can affect teacher discipline. That is, the increasing teacher discipline is due to academic supervision by a good principal

According to the questionnaire of respondents, the average score of the teacher's answers to disciplinary problems was 3.10, this figure indicates a high category value. The highest aspect of teacher discipline is the aspect of discipline related to compliance with applicable regulations, the average score is 3.11, followed by the aspect of obedience to the use of working time with an average of 3.10, then the discipline aspect in tasks is an average of 3.08 and the lowest aspect is the discipline aspect in absenteeism issues with an average score of 3.05. The level of teacher work discipline is effected by many factors, including supervision carried out by the Principal on teachers through academic supervision activities, where the head supervises the completeness of learning tools, supervises the learning process by visiting or observing in class, coaching teacher discipline attendance problems and efficient use of time in conducting teaching in schools. In addition, with supervision activities, the principal provides guidance and direction so that teachers realize the importance of discipline in work. According to the results of the study (Neli and Karsadi, 2018) stated that there is an effect of academic supervision on the level of teacher discipline.

### **C. There is a direct effect of self-efficacy on teacher performance at SDN Martapura District, Banjar Regency**

Interpreted the regression analysis test of self-efficacy variables on teacher performance at SDN Martapura District, Banjar district by 0.238, the value showed a positive effect (unidirectional). This means that the variable self-efficacy variable increases by 1 point, which will affect or improve teacher performance by 0.238 points. In conclusion, there is an effect of variable self-efficacy variables on teacher performance, the better the teacher's self-efficacy, the better the teacher's performance produced.

Regarding the effect of *self-efficacy* on teacher performance at SDN Martapura District, Banjar Regency, seen from the results of the partial test of self-efficacy variables on teacher performance, a significance value of  $0.000 < 0.05$  and a calculated t-count value of  $3.637 > 1.655$  (Ttabel), based on hypothesis guidelines, it can be concluded that  $H_0$  was rejected, meaning that there is a direct effect of self-efficacy variables on teacher performance at SDN Martapura District, Regency. Banjar.

These results support previous research, including findings by (Lidya, 2019) and (Aslamiah and Kurniawan, 2019) that *self-efficacy* can affect teacher performance. Teachers who have high self-efficacy have a high fighting spirit in exerting all the potential that exists in him to achieve the success of his task. It is better for a teacher / educator who has low self-efficacy, it is easy to give up to the situation in school. This is in accordance with the results of the teacher self-efficacy questionnaire at SDN Martapura District, Banjar Regency, descriptive results are included in the high category of 125 respondents or 79.62% and the average results of teacher answers about self-efficacy of 3.26. The average self-efficacy of elementary school teachers in Martapura District, Banjar Regency, has a high optimistic attitude such as high confidence in solving problems in various situations or conditions, multitasking in doing tasks and having high motivation. According to the results of the study (Aslamiah and Syahidah, 2020) concluded that self-efication can have a very significant effect on learning and performance in organizations and research (Rohman Hidayatul, 2019) mentioned the direct effect of self-efficacy on performance, the value of the path coefficient of 0.280 and the calculated value of 3.11. The ttable value for  $\alpha = 0.01$  is 2.62. Because the calculated value is greater than the ttable value, thus  $H_0$  is rejected and  $H_1$  is accepted, namely that self-efficacy has a direct positive effect on performance can be accepted

### **There is a Direct Effect of Self Efficacy on Teacher Discipline at SDN Martapura District, Banjar Regency**

Interpreted the hypothesis test, it was seen that there was a significant effect of self-efficacy variables on teacher discipline (SDN in Martapura District, Banjar Regency. This can be seen from the value of the coefficient of regression of the variable self-efficacy variable on teacher discipline of 0.245, the value shows a positive effect (unidirectional). This means that the variable self-efficacy variable increases by 1 point, which will affect or increase the teacher's discipline variable by 0.245 points. In accordance with the basis of the hypothesis decision, it can be concluded that  $H_0$  was rejected, meaning that there was an effect of the self-efficacy variable on the teacher's discipline variable. So the better the efficacy of a teacher, the better the level of teacher discipline.

The results of the partial test of self-efficacy on teacher performance obtained a significance value of  $0.000 < 0.05$  and a calculated T Value of  $3.205 > 1.655$  (Ttabel), based on hypothesis guidelines it can be concluded that  $H_0$  was rejected meaning that there was a direct effect of self-efficacy variables on teacher discipline at SDN Martapura District, Banjar Regency. This result is in accordance with the opinion of Sutrisno (2017: 47) states that self-efficacy also affects work discipline in an organization or company. self-efficacy is Self-efficacy refers to the perception of an individual's ability to organize and implement the actions necessary to display certain skills further intrinsic factors in an employee related to the employee's self-confidence in completing his or her duties. High self-efficacy can have an effect on improving high work discipline in employees.

Self-efficacy in teachers can affect teacher discipline at SDN Martapura District, Banjar Regency. This self-efficacy also determines the individual to be willing to accept, feel, and respond to himself in his workplace environment so that punctuality, compliance with

## The Effect of Principal Academic Supervision, Teacher Self-Efficacy and Teacher Discipline on Teacher Performance at SDN Kecamatan Martapura Kabupaten Banjar

regulations, and responsibility have a positive meaning for the individual. Looking at the phenomena that occur, the role of self-efficacy is also useful for improving teacher work discipline. This factor becomes useful, because the teacher with high self-efficacy will become convinced of the self's ability to carry out various tasks in various situations, and will perceive difficult tasks as challenges to overcome rather than as threats that should be avoided, thereby fostering a high sense of discipline in him.

Several supporting studies such as (Pratikayanti, 2021) there is a significant correlation between teacher discipline and teacher performance with a r hitung correlation coefficient = 0.858 > r tabel = 0.334. Research (Nadifah, 2019) partial t test results showed that the significance value of Self Efficacy (SE) was  $0.020 < 0.05$ . This proves that the hypothesis (H<sub>2</sub>) is accepted meaning that *Self Efficacy* affects teacher performance.

### A. There is a direct effect of teacher discipline on teacher performance at SDN Martapura District, Banjar Regency

The results of the hypothesis test showed a significant correlation between the variables of work discipline and the performance of teachers at SMPN Pulang Pisau District. This is evidenced by several test results such as the value of the regression result coefficient of 0.216, which means that if the teacher discipline variable increases by 1 point, the teacher's performance will increase by 0.216 points. So the higher the teacher discipline will increase or improve the teacher's performance. In conclusion, there is a positive and significant correlation between teacher discipline variables (X) and teacher performance (Y).

Hasil t-test can be known significance value of  $0.001 < 0.05$  and t-count value of  $3.254 > 1.655$  (Ttable). Based on the basis of decision-making value Significance (Sig). < probability of 0.05 and the calculated t value > t table, there is a positive correlation directly between teacher discipline and teacher performance. while the close correlation between work discipline and performance is 12.10% effectively and 21.48% relatively. This correlation is quite good. Tu'u (2014:39) explains that discipline is one of the important factors in an organization. It is said to be an important factor because discipline will affect the performance of employees in the organization. The higher the discipline of the employee, the higher the work performance that can be achieved. Discipline is a reflection of the magnitude of a person's responsibility in performing the tasks assigned to him that encourage one's passion and morale.

The results of this research questionnaire are known that work discipline has a positive and significant effect on teacher performance. This means that changes in the improvement of work discipline have a significant effect on improving teacher performance. Changes in the improvement of work discipline reflected through compliance with applicable regulations, compliance with working hours, compliance with work standards, compliance with dress uniforms, compliance in the use of office facilities and infrastructure and working according to procedures (SOPs) have a positive and significant contribution to improving teacher performance which is reflected through aspects of employee work goals (quantity, quality, and time) and teacher work behavior (orientation) service, integrity, work commitment, cooperation and leadership). Thus, the findings of this study show that good teacher work discipline has a significant contribution to improving teacher performance in SDN Martapura District, Banjar Regency.

The results of this study are supported by previous research written by (Munawaroh, 2022) whose research results show that work discipline has a positive and significant effect on teacher performance. (Aslamiah and Syahidah, 2020) The results of the partial t-test showed the magnitude of the Significance value of Work Discipline of  $0.039 < 0.05$ . This proves that the hypothesis (H<sub>1</sub>) is accepted meaning that Work Discipline affects teacher performance.

### B. There is an Indirect Effect of Principal Academic Supervision on Teacher Performance through Teacher Discipline at SDN Martapura District, Banjar Regency

The calculation of the path analysis of the magnitude of the value The indirect effect of the principal's academic supervision variable on teacher performance through the teacher discipline variable is to look at the results of the multiplication of  $P_{x1z}$  with  $P_{zy}$  which is  $0.359 \times 0.288 = 0.103$ . In accordance with the hypothesis guidelines,  $H_0: \beta = 0$  is rejected, meaning that there is an indirect effect of the principal's academic supervision on teacher performance through teacher discipline at SDN Martapura District, Banjar Regency. This research is in line with Akbar's research (2021) which states that aspects of academic supervision carried out by school coconuts are able to improve teacher work discipline so that it has an impact on teacher performance. Other researches such as Ardiansyah and Sulaiman. (2020) concluded that principal supervision and work discipline have a simultaneous and significant effect on teacher performance and the results of Eros's research (2018) concluded that there is an indirect effect of academic supervision on teacher performance through intervening work discipline, meaning that work discipline is able to strengthen the results of the implementation of coaching on the needs of teachers to improve their performance.

The correlation between the effect of teacher work discipline in mediating the effect of the principal's academic supervision on teacher performance is evidenced by the calculation of the sobel test and the calculation results show that t count (5.8311) > t table (1.655). The results of the Sobel test show a calculated t value that is greater than the t table (5%), it can be concluded that the mediation variable of the teacher discipline variable is significant, so the  $H_0$  hypothesis guideline: t-count < Ttabel is rejected, meaning that there is a significant effect of the principal's academic supervision on teacher performance through teacher discipline at SDN Martapura District, Banjar Regency.

One of the factors that determine the success of education in an effort to improve the quality of human resources is work discipline. One of the indicators of professional teachers is high work discipline that gives birth to high performance, on the contrary, if the

## The Effect of Principal Academic Supervision, Teacher Self-Efficacy and Teacher Discipline on Teacher Performance at SDN Kecamatan Martapura Kabupaten Banjar

teacher's work discipline is low, it gives birth to low performance. If the teacher follows all the provisions imposed in the school, for example, enters teaching on time, and has complete learning tools, mastering teaching materials, organizing innovative, creative, and fun learning, it will produce quality students.

Some of the results of previous studies such as (Munawaroh, 2022) concluded that the implementation of academic supervision has a significant indirect effect on teacher performance through work discipline, in line with the results of research (Aslamiah and Syahidah, 2020) concluding that work discipline is able to mediate the effect of academic supervision on teacher performance.

### C. There is an indirect effect of self-efficacy on teacher performance through teacher discipline at SDN Martapura District, Banjar Regency

The calculation of the magnitude of the value of the indirect effect of the self-efficacy variable on teacher performance through the teacher discipline variable is to look at the result of the multiplication of  $P_{xz}$  with  $P_{zy}$  which is  $0.245 \times 0.288 = 0.071$ . In accordance with the hypothesis guidelines,  $H_0: \beta = 0$  is rejected, meaning that there is an indirect effect of self-efficacy on teacher performance through teacher discipline at SDN Martapura District, Banjar Regency.

The calculation results show that  $t$  count ( $4.1668$ )  $>$   $t$  table ( $1.654$ ). The results of the Sobel test showed a calculated  $t$  value that was greater than the  $t$  table (5%); therefore, it can be concluded that the mediation variable of the teacher discipline variable is significant, so the  $H_0$  hypothesis guideline:  $t$ -count  $<$   $T$ table is rejected, meaning that there is a significant effect of self-efficacy on teacher performance through teacher discipline at SDN Martapura District, Banjar Regency. The results of this study are supported by research study by (Aslamiah and Kurniawan, 2019) the results of their research state that a teacher who has a high level of efficacy will always try his best to devote his efforts and become motivated to be highly disciplined by doing accuracy and accuracy in order to produce high performance and research results (Aslamiah and Syahidah, 2020) the results of testing the self-efficacy hypothesis showed a calculated  $t$  value of  $2.166$  with a significance level of  $0.032$ . The significance level is less than  $0.05$ , which means that the hypothesis in this study rejects  $H_0$  and accepts  $H_a$ . Thus it can mean that the  $H_1$  hypothesis "Self-efficacy has a positive effect on teacher performance."

The field of teacher education has challenges to improve and improve the academic learning process that is carried out. Self-efficacy is a basic model of the teacher that affects his behavior in school both in his interactions with students and with the environment in which he teaches. the role of self-efficacy is also useful for the improvement of teacher labor discipline. This factor becomes useful, since individuals with high self-efficacy will become confident in the ability of the self to carry out various tasks in various situations, and will perceive difficult tasks as challenges to overcome rather than as threats to avoid.

## IV. CONCLUSION

Based on the results of the analysis in the study, it can be concluded that there is an effect of Academic Supervision of the Principal on Teacher Performance, academic supervision of the principal on teacher work discipline, teacher self-efficacy on Teacher performance, teacher self-efficacy on work discipline and there is an indirect effect of the principal's academic supervision through teacher work discipline, an indirect effect of teacher self-efficacy through teacher work discipline on teacher performance.

## REFERENCES

- 1) Angrayni, Afrita. (2019). Problematika pendidikan di Indonesia. Fakultas Ushuluddin Dan Dakwah IAIN Ambon [2].
- 2) Aprianis, D. (2021). Pengaruh Supervisi Akademik Kepala Sekolah dan Budaya Kerja terhadap Kinerja Guru Di SD Al Azhar 2DI SD AL-Kota Bandar Lampung. Jurnal Ilmu Manajemen Saburai (JIMS), 6(2). <https://doi.org/10.24967/jmb.v6i2.1104>
- 3) Aslamiah, and Kurniawan. (2019). Hubungan Efikasi Diri, terhadap Kinerja Guru melalui Disiplin Kerja dan Kepuasan Kerja di Sekolah Dasar Negeri Se-Kecamatan Labuan. Journal of Educational Psychology, 2(3), 211.
- 4) Aslamiah, and Syahidah. (2020). Pengaruh Supervisi Kepala Sekolah, Efikasi Diri (Self Efficacy) dan Disiplin Kerja terhadap Kinerja Guru Sekolah Dasar Negeri di Kecamatan Banjarmasin Utara. Jurnal Manajemen Pendidikan Indonesia, 3(1).
- 5) Bandura, A. (2014). Self-efficacy -Bandura. The Corsini Encyclopedia of Psychology.
- 6) Daryanto. (2019). pengertian disiplin. In Journal of Chemical Information and Modeling (Vol. 53, Issue 9).
- 7) Depdiknas. (2018). Permenneg PAN dan RB Nomor 16 Tahun 2009 tentang Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi tentang Jabatan Fungsional Guru dan Angka Kreditnya. Dirjen Peningkatan Mutu Pendidik Dan Tenaga Kependidikan Departemen Pendidikan Nasional.
- 8) Despari, R., Isjoni, I., and Azhar, A. (2021). Hubungan Antara Disiplin Kerja dan Motivasi Berprestasi dengan Kinerja Guru SMPN Di Kecamatan Bukit Raya Kota Pekanbaru. Jurnal JUMPED (Jurnal Manajemen Pendidikan), 9(1). <https://doi.org/10.31258/jmp.9.1.p.24-31>
- 9) Esisna, D., and Karnedi, A. (2017). Pengaruh Supervisi Akademik Oleh Kepala Sekolah Dan Program Pengembangan Tenaga Pendidik Terhadap Kinerja Guru Taman Kanak-Kanak Gugus V .... In Jurnal Menara Ekonomi: Penelitian dan ....

## The Effect of Principal Academic Supervision, Teacher Self-Efficacy and Teacher Discipline on Teacher Performance at SDN Kecamatan Martapura Kabupaten Banjar

- 10) Fauzi, A. (2021). Manajemen Kepemimpinan Kepala Sekolah. *JIEM (Journal of Islamic Education Management)*, 5(2), 178. <https://doi.org/10.24235/jiem.v5i2.9107>
- 11) Hadi, S. (2019). Pengaruh Supervisi Akademik Kompetensi Guru dan Kedisiplinan terhadap Kinerja Guru. *Khazanah Pendidikan*, 2(1).
- 12) Harahap, A. S. (2018). Hubungan Disiplin Kerja dan Motivasi Kerja dengan Kinerja Guru di SMK AL-Habibi Sibuhuan, Padang Lawas. *Manajemen Pendidikan Islam*, 1.
- 13) Hasibuan, S. . (2014). Organisasi & Motivasi, Dasar Peningkatan Produktivitas. Bumi Aksara.
- 14) Khotimatussannah, N., Khairunisya, N., Pitaliki, T., and Anggraeni, A. (2021). Pengaruh Efikasi Diri terhadap Penyesuaian Akademik di Masa Pembelajaran. *Jurnal Sosial Dan Humaniora*, 3(1).
- 15) Kompri. (2016). Manajemen Pendidikan; Komponen-komponen Elementer Sekolah. Yogyakarta, Ar-Ruzz Media.
- 16) Labadjo, S. A. (2018). Pengaruh Supervisi Akademik kepala Sekolah terhadap Kinerja Guru Di SMA NEGERI 1 Paguat Kabupaten Pohuwato. *Jornal Manajemen Pendidikan Indonesia*.
- 17) Lidya, A. (2019). Pengaruh Supervisi Kepala Sekolah dan Efikasi Diri terhadap Kinerja Guru melalui Disiplin pada Guru Sekolah Dasar Negeri di Kota Banjarmasin No Title. *Jurnal Administrasi Pendidikan*, 5(1), 44.
- 18) Marhawati, B. (2019). Pelaksanaan Supervisi Akademik Kepala Sekolah Dasar: Studi Kualitatif. *Jurnal Manajemen Dan Supervisi Pendidikan*, 4(1). <https://doi.org/10.17977/um025v4i22020p071>
- 19) Mukti, B., and Tentama, F. (2019). Faktor-faktor yang mempengaruhi efikasi diri akademik. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 0(0).
- 20) Munawaroh, S. N. (2022). Peran Disiplin Kerja Sebagai variabel Mediasi terhadap Pengaruh Supervisi Akademik dengan Kinerja Guru. *POACE: Jurnal Program Studi Adminitrasi Pendidikan*, 2(1). <https://doi.org/10.24127/poace.v2i1.1765>
- 21) Nadeak, M. (2021). Pengaruh Kepemimpinan dan Supervisi Akademik Kepala Sekolah Terhadap Disiplin Kerja Guru di SMP Negeri 3 Harian. *Sang Pencerah: Jurnal Ilmiah Universitas Muhammadiyah Buton*, 8(1). <https://doi.org/10.35326/pencerah.v8i1.1916>
- 22) Nadifah, F. (2019). Pengaruh Disiplin Kerja, Self Efficacy, Lingkungan Kerja terhadap Kinerja Guru SMK Al-Irsyad Surabaya. *Jurnal Riset Ekonomi Dan Manajemen*, 4(3).
- 23) Neli, N., and Karsadi, K. (2018). Hubungan Disiplin Kerja Dan Supervisi Akademik Dengan Kinerja Guru Tersertifikasi Di Smp Negeri Kabupaten Konawe Utara. *Jurnal Wahana Kajian Pendidikan IPS*, 2.
- 24) Pratikayanti, P. A. A. (2021). Hubungan Efikasi Diri dengan Disiplin Kerja Guru. *Jurnal Mimbar Pendidikan Indonesia*, 2(1). <https://doi.org/10.23887/mpi.v2i1.33185>
- 25) Priansa, D. J., and Euis, K. (2013). Kinerja dan Profesionalisme Kepala Sekolah. In Bandung: Alfabeta.
- 26) Prijodarminto, S. (2014). Pendisiplinan dalam Belajar (1 (ed.)). Pradnya Paramita.
- 27) Rahmadiyah, S., Hariani, L. S., and Yudiono, U. (2020). Minat Menjadi Guru: Persepsi Profesi Guru, Pengenalan Lapangan Persekolahan (PLP) dan Efikasi Diri. *Jurnal Riset Pendidikan Ekonomi*, 5(1). <https://doi.org/10.21067/jrpe.v5i1.4304>
- 28) Rindaningsih, I. (2018). Buku Ajar Administrasi Dan Supervisi Pendidikan. In Buku Ajar Administrasi Dan Supervisi Pendidikan. <https://doi.org/10.21070/2018/978-602-5914-17-1>
- 29) Rohman Hidayatul. (2019). Pengaruh Efikasi Diri Terhadap Kinerja PNS Guru SMAN Wilayah II Jakarta Pusat. *Jurnal Mozaik Islam Nusantara*, 4(2).
- 30) Sohiron. (2018). Administrasi dan Supervisi Pendidikan Teori dan Praktek. In Deepublish.
- 31) Suriansyah, and Rismawan. (2020). Hubungan antara pelaksanaan supervisi akademik kepala sekolah, Self-Efficacy dan Motivasi terhadap kinerja guru di SDN di Kecamatan Karang Intan Kabupaten Cempaka. *Journal of K6 Education and Management*, 2(4).
- 32) susanti, sasma. (2019). Konsep Dasar, Fungsi Dan Peranan Supervisi Pendidikan. In CV. Adi Pratama.
- 33) Susanto, A. (2018). Konsep Strategi dan Implementasi Manajemen Peningkatan Kinerja Guru. Prenamedia Group.
- 34) Susilo, S., and Sutoyo, S. (2019). Pengaruh Supervisi Akademik Kepala Sekolah Terhadap Kinerja Guru. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 4(2). <https://doi.org/10.31851/jmksp.v4i2.2908>
- 35) Tristina, D. N., and Widagdo, S. (2019). KEPEMIMPINAN DAN KINERJA Seri Praktis Peningkatan Kinerja Guru. In Repo.Stie-Mandala.Ac.Id.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.