



## The Effect of Supervision and Work Discipline on Teacher Performance (Study of Teachers at SMPN 18 Bandung)

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**Abstract:** The aim of this research is to determine and analyze: (1) Supervision (2) Work Discipline; (3) Teacher Performance; and (4) The influence of supervision and work discipline on teacher performance at SMPN 18 Bandung City, both simultaneously and partially. The research method used in this research is a descriptive survey and an explanatory survey, the unit of analysis in this research is employees in the teacher environment at SMPN 18 Bandung City with a sample of 44 people. The type of investigation is causality, and the time horizon in this research is cross-sectional. Based on the research results, it was found that supervision of teachers at SMPN 18 Bandung City was good, work discipline among SMPN 18 Bandung City teachers could generally be said to be good, the performance of SMPN 18 Bandung City teachers was currently considered good. Supervision and Work Discipline simultaneously influence Teacher Performance at SMPN 18 Bandung City. However, work discipline partially influences performance rather than supervision. Because work discipline predominantly influences performance, being the first priority in improving performance, teachers at SMPN 18 Bandung City are expected to consistently maintain existing conditions, so that they are able to work more professionally.

**Keywords:** Supervision, Work Discipline, Performance.

### INTRODUCTION

School is a place where the educational process takes place, both formal and informal. School can also be said to be a place where conscious effort is made in the learning process. Activities that occur in schools are under the rules of law, government regulations, ministerial regulations or other regulations.

In a deeper sense, school is not just a room or building that functions as a place where children gather to learn knowledge. Schools are educational institutions that are bound by norms and culture that support them to become a valuable system. A school is also an organizational system in which there are a number of people who work together to achieve school goals which are usually known as instructional goals.

Teachers are the main component as teaching staff in managing school organizations. Article 1 Paragraph 1 Law no. 14 of 2005 states that,

"Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education and secondary education."

Mulyasa (2003) said that only 43% of teachers in Indonesia meet the requirements, meaning that the majority of teachers (57%) do not or have not met the requirements, are incompetent and unprofessional. The low quality of human resources in Indonesia also influences this. On the Human Resources Development Index (HDI), Indonesia only ranks 109th out of 174 countries measured.

Teachers as implementers who have direct contact with students have an important role in improving the quality of education and determining whether or not educational goals are achieved. This is in accordance with Henderson (2000) who said that teachers are an important factor in achieving goals. The importance of the teacher's role in achieving goals was stated by Ahmadi (2000) stating that no matter how good and complete the curriculum, methods, media, sources of facilities and infrastructure are, the success of education lies in the teacher's performance. Therefore, improving the quality of education and teacher abilities as well as teacher performance in teaching needs to be abandoned.

Teachers become officers in the educational profession. According to Udin S (2008:7), "refers to a job or position that demands expertise, responsibility and loyalty to the profession". Article 1 Paragraph 4 of the National Education System Law states that "professional teacher means work or activities carried out by someone and is a source of livelihood income that requires expertise. Skills or abilities that meet certain quality standards or norms, and require professional education.

The description of the duties and functions of teachers above refers to the specialization of educational staff in the formal school environment, starting from early childhood education, basic education, secondary education and tertiary education or what is usually referred to as lecturers. One of the teacher's duties is teaching, which means the task of conveying knowledge in the form of science and technology. Then, the task of guiding and directing, which means paying attention to the student's own attitude in interacting and communicating with the surrounding environment. Next, the task of training, which means the main focus is on what students already know, which is knowing which students have skills and life skills. Then, the final task, namely assessing and evaluating, is a task carried out to obtain information about the extent of the success of the efforts that a teacher has made, so that the teacher is able to get feedback to address his or her weaknesses or strengths.

In general, the quality of education in Indonesia has improved a lot from year to year, although there have been several changes in student graduation standards. One indicator that shows the success of the education system is the level of participation of school-age children in education.

As is often found in various regions, children's participation in education often experiences obstacles due to economic factors, where these children are forced to help their parents in earning a living. However, these data show very good figures regarding children's participation as students. The more Indonesian people who receive education, it is hoped that there will be more quality Indonesian human resources. For this reason, the quality of education output in Indonesia must be guaranteed. This is something that should be of concern to education administrators, especially the role of teachers as the spearhead in the education system in this country.

One of the benchmarks for assessing the performance and quality of education is to look at the output (graduates) from the provision of education, both in terms of the quantity and quality of the graduates. In terms of quantity, basic education graduates, especially at junior high schools in West Java, have shown very good results, as can be seen in the following table.

**Table 1. Middle School Graduation Rate in West Java, 2018-2019**

No.	Region	2019	2020
1.	West Java	100%	99.78%
2.	Bandung	100%	99.2%

Source: West Java Province Education Office

From Table 1, it can be seen that West Java managed to achieve a 100% graduation rate in 2019 and this decreased slightly to 99.78% in 2020. This good result was also followed by the City of Bandung, which of course also achieved a 100% graduation rate in 2019. and in 2020 it decreased to 99.2%. This is the result of efforts to provide education by providing adequate educational facilities for students. It is also hoped that adequate facilities will not only produce a high quantity of graduates, but also produce good quality graduates.

The learning cycle is continuous improvement, which starts from planning learning activities, implementing teaching and learning activities, then evaluating the learning process and results in class and so on, so that the learning cycle in class continues continuously through continuous improvement.

It can be seen that the problem of learning quality concerns a very essential problem, namely the problem of the quality of teaching carried out by teachers which must receive continuous and ongoing supervision and guidance. This issue is closely related to professional supervision to improve learning. Teachers who have not received optimal assistance have caused the quality of education to be low.

Another factor that has an influence is work discipline. Work discipline is a form of good HR management that must be pursued to support the quality of HR which is oriented towards customer satisfaction and customer loyalty. In relation to this research, satisfaction is formed by students. If students start to feel satisfied with school services, then these students will be loyal in the future. Furthermore, discipline is the main asset that determines teacher performance in the school environment. Teachers who have a good level of discipline will perform well. Therefore, dedicated and highly disciplined teachers are needed in carrying out their main duties as teachers in the school environment.

Saydam (2000:284) explains that discipline is a person's willingness and willingness to obey and comply with all regulatory norms that apply around him, efficient work requires productive working hours for employees. In an effort to establish employee discipline which involves determining working hours, dress discipline, work implementation discipline and regulations regarding what can and cannot be done, employees must comply while in the agency or organization.

The company in relation to this research is a school, which requires high work discipline so that it can be consistent in the tasks given and there is no decline in performance. The need for potential human resources in modern work dynamics requires human resources as employees who have reliable, independent and professional abilities in carrying out their main duties and functions as civil servants, especially teachers in the school environment.

The theory above strengthens the opinion that teacher supervision and discipline has a close relationship with teacher teaching performance, especially at SMPN 18 Bandung. Therefore, the statement can be reversed, if teacher supervision and discipline do not meet expectations then the teacher's performance will not be good either. This assumption became the focus of further research at SMPN 18 Bandung.

From these descriptions, the less than optimal performance of SMPN 18 Bandung teachers is thought to be caused by low supervision of the principal and work discipline of SMPN 18 Bandung teachers. This is reinforced by the researchers' findings as follows:

- 1) As many as 53% of teachers admitted that they were not close enough and were not able to interact well with the school principal
- 2) As many as 25% do not directly get the attention of the school principal

There are several research findings that show a lack of teacher work discipline based on the indicators above. Some of these findings can be seen in the table below:

**Table 2. Initial Observation Results regarding Teacher Work Discipline at SMPN 18 Bandung**

No.	Indicator	Observation Findings	Reality Example
1.	Persistence on activity	Absenteeism rate too tall - 38% in 2018, And - 42% in year	There are quite a lot of teachers skipping class for teach and only give assignments.
2.	Grit, tenacity and abilities in facing the obstacles and difficulty	53% Teachers are lacking run the method PAIKEM	<ul style="list-style-type: none"> <li>• PAIKEM method rarely used in implementation of KBM</li> <li>• Teachers more often using the method traditional</li> </ul>
3.	Sacrifice for achieving goals	Preparation and planning KBM is not good	KBM preparation tends to be random so it is less effective in implementation
4.	Aspiration level to be achieved with that activity done	Teachers don't know much personal weakness	Some more Teachers still too much given direction by the Head School
5.	Qualification level achievements or products (output) achieved from that activity done	Teachers lack control situation in class	KBM evaluation results show value which is not good, however no attempt yet improvements that significant.

Source: preliminary observation results, 2019

## METHOD

The independent variables in this research are Work Supervision and Discipline. Meanwhile, the object of research which is the dependent variable (dependent variable) is Teacher Performance, this element is researched to find out more in depth about Teacher Performance.

Based on the study objectives, this research is descriptive and verification in nature. Descriptive research is research that aims to obtain a description of the characteristics of variables. The nature of verification research basically aims to analyze the truth of a hypothesis which is carried out through data collection in the field. Considering that the nature of this research is descriptive and the analysis is carried out through data collection in the field, the research methods used are the descriptive survey method and the explanatory survey method. The type of investigation used is causality, namely a type of research that states that there is a causal relationship between independent variables, in this case Supervision and Work Discipline on the dependent variable, namely Teacher Performance. The unit of analysis of this research is the individual teacher. Judging from the time horizon, this research is cross sectional in nature, that is, information from part of the population (sample respondents) is collected

directly at the scene empirically, with the aim of finding out the opinions of part of the population regarding the object being studied.

## RESULTS AND DISCUSSION

Supervision at SMPN 18 Bandung City. Herujito (2001) states that supervision is a systematic effort to establish standard performance in planning for designing information feedback systems, to compare actual performance with predetermined standards, to determine whether deviations have occurred, and to take necessary corrective action to ensure that all company or government resources are used as effectively and efficiently as possible to achieve company or government goals. From the opinions mentioned above, it can be concluded that supervision is important in carrying out a plan. With supervision, the planning expected by management can be fulfilled and run well.

Teachers at SMPN 18 Bandung City have a fairly high level of supervision, in the sense that there are still several factors that need to be improved, including the factor of timeliness in supervision, focus on efficiency (saving) in carrying out supervision, accuracy in providing exceptions in supervision, and accuracy in carrying out corrective action in supervision. The supervision factor is the most important factor in the teaching and learning process, so that high supervision can support teacher performance.

Teacher Work Discipline at SMPN 18 Bandung City. Work discipline is a form of good HR management that must be pursued to support the quality of HR which is oriented towards customer satisfaction and customer loyalty. In relation to this research, satisfaction is formed by students. If students start to feel satisfied with school services, then these students will be loyal in the future. Furthermore, discipline is the main asset that determines teacher performance in the school environment. Teachers who have a good level of discipline will perform well. Therefore, dedicated and highly disciplined teachers are needed in carrying out their main duties as teachers in the school environment.

The work discipline of teachers at SMPN 18 Bandung City is good. Of course this must be maintained and needs to be improved to be even better. Even though the level of teacher discipline at SMPN 18 Bandung City is good, it still needs to be improved, especially in the leadership example with the indicator that the principal always arrives on time in enforcing the rules, and the school's firmness in giving clear punishments to employees who violate discipline. This is in line with the definition of work discipline, which is a tool used by managers to communicate with employees so that they are willing to change behavior and as an effort to increase a person's awareness and willingness to comply with all company regulations and applicable norms (Rivai and Jauvani, 2009:825).

Teacher performance at SMPN 18 Bandung City. Performance is the result of work in terms of quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him." Meanwhile, Bernardin and Russel (2003:397), state that: "employee performance depends on ability, work effort and job opportunities which can be assessed from output", also that performance (work achievement) is: "The level of individual performance, namely the results desired individual behavior.

SMPN 18 Bandung City teachers agree that they have high performance, but there are things that need to be considered, namely how to control students in the classroom and less than optimal teachers in making teaching materials as an obligation for teachers, so that the teaching and learning process is not optimal and the learning objectives not achieved optimally. Because according to Mangkunegara (2005:67) he believes that performance is the result of work in terms of quality and quantity achieved by a respondent in carrying out his duties in accordance with the responsibilities given to him, while Siagian (2008:105) explains that performance is the achievement shown by the respondent, it is the result achieved in carrying out the tasks assigned to him based on skills, experience and sincerity as well as the time available.

The influence of supervision and work discipline on teacher performance at SMPN 18 Bandung City, both simultaneously and partially. The relationship between the supervision variable (X1) and the work discipline variable (X2), obtained a correlation coefficient value of 0.686. Thus, it can be said that supervision and discipline have a positive relationship with strong criteria. The variable relationship between supervision (X1) and the performance variable (Y), obtained a correlation coefficient value of 0.647. Thus, it can be said that supervision and teacher performance have a positive relationship with the criterion of Strong Relationship variable between work discipline (X2) and performance variable (Y), obtained a correlation coefficient value of 0.680. Thus, it can be said that work discipline and teacher performance have a positive relationship with the Strong criteria.

Correlation matrix between variables that shows the magnitude of the relationship between variables, both dependent and independent. The proportions for the path diagram are two independent variables (X1 and X2) and one dependent variable (Y). The steps for calculating path analysis are as follows. The influence of variables X1 and X2 together on variable Y is 0.681 or 68.1% of variables X1 and X2.

Supervision and work discipline together influence performance, namely 68.1%, while the remaining 31.9% is influenced by other factors not researched by the author, namely work culture, work environment, work climate, work attitudes which require further research. However, if viewed partially, discipline is more dominant in influencing performance than supervision. This can be understood because every indicator of supervision and work discipline is used as an aspect of performance measurement.

The direct contribution of supervision to performance is 17.26% with a tcount coefficient of 2.614, while for the ttable value at the significance level  $\alpha(0.05) = 0.012$ , because the tcount > ttable value, and indirectly through the work discipline variable is 10.43%. While the contribution of supervision to overall performance reached 27.69%, it can be concluded that supervision has a significant direct effect on performance. This empirical evidence provides an indication that in an effort to improve performance, it is necessary to improve supervision factors, because supervision factors are closely related to improving performance.

The contribution of work discipline to performance directly is 29.98%, with a tcount coefficient of 3.434, while for the ttable value at the significance level  $\alpha(0.05) = 0.001$ , because the tcount > ttable value, and indirectly through monitoring variables is 21.47%. Meanwhile, the contribution of work discipline to overall performance reached 51.45%. Thus it can be concluded that work discipline has a direct effect on performance. The path coefficient shows a positive and significant value, meaning that if work discipline increases, performance will also increase. This is in line with what is found in every individual, especially in teachers, in carrying out their duties and work as leaders in the school. If it is well developed, it can help them fulfill their shortcomings.

## CONCLUSION

Based on the results of research that has been carried out to determine the influence of supervision and work discipline on employee performance (a study on teachers at SMPN 18 Bandung City), the following conclusions can be drawn:

1. Supervision of teachers at SMPN 18 Bandung city as a whole is categorized as quite high. Almost all indicators used to measure the level of supervision at SMPN 18 Bandung City are appropriate.
2. Teachers at SMPN 18 Bandung City have high work discipline. Teachers who have a good level of discipline will perform well. Therefore, dedicated and highly disciplined teachers are needed in carrying out their main duties as teachers in the school environment. This will provide satisfaction for students and parents.
3. The performance of SMPN 18 Bandung City teachers is high. This is the result of the performance achieved by the teacher in carrying out the tasks assigned to the teacher based on skills, experience and seriousness as well as the time available.

4. Supervision and work discipline greatly influence the performance of teachers at SMPN 18 Bandung City. However, work discipline partially influences teacher performance more dominantly than supervision. Partially, the influence of supervision and work discipline on teacher performance is that supervision influences teacher performance, so that if the supervision carried out by the school principal is appropriate/appropriate, then teacher performance will also increase. Work discipline influences employee performance, so the higher the teacher's work discipline, the higher the teacher's performance will be.

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