The Influence of Supervision and Motivation on Teacher Performance (Case Study at Smpn 40 Bandung City)

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Abstract: Supervision and motivation are factors that affect a person's performance. Based on observations in the field, the researchers found that there were several indications that were considered less than optimal both in terms of supervision and motivation which were feared to affect teacher performance which could have a bad impact on the organization itself. The low teacher performance is thought to be caused by inappropriate supervision of the principal, apart from supervision problems, it is also suspected to be due to motivational problems. Motivation can also be seen as an integral part of the teaching and learning process that is less than optimal. The purpose of this research is to describe supervision, work motivation and performance of SMPN 40 Bandung City and to examine the influence of supervision and motivation on performance (a study at SMPN 40 Bandung City). The method used is descriptive survey method and explanatory survey. The type of investigation in this study is causality. The unit of analysis is the teachers of SMPN 40 Bandung City with a population of 56 teachers. The time horizon in this study is cross sectional and the analytical methods used are frequency distribution and path analysis The findings of this study are the principal of SMPN 40 Bandung City has appropriate supervision, high motivation of SMPN 40 Bandung City teachers and high performance SMPN 40 Bandung City teachers. Supervision and motivation affect teacher performance. However, when viewed partially, it turns out that motivation is more dominant in influencing performance than supervision, therefore motivation is a priority in improving teacher performance

Keyword: Supervision, Motivation, Performance

INTRODUCTION

Good quality education will produce good human resources. human resources as well. The purpose of education and teaching is inseparable from the existence of teachers who have optimal competence in education. who have optimal competence in the world of education. Teachers do not only only educate, but also teach and train. Teachers are requir`ed to have

ability and competence so that their duties and responsibilities can be carried out well. tasks and responsibilities can be carried out properly as well.

Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Chapter II on Competence and Certification article 2 states that things that are mandatory for teachers are having academic qualifications, having competence, certified educator, physically and mentally healthy, and have the ability to realize the goals of national education. ability to realize the goals of national education, so that it is expected teachers can be optimal in carrying out their duties and responsibilities. Explained hat the competencies that must be possessed by a good teacher are pedagogic competence, personality competence, social competence, and professional competence. professional competence, where these competencies are a set of knowledge, skills, and behaviors that must be possessed, possessed, and carried out optimally. a set of knowledge, skills, and behaviors that must be owned, lived, mastered and then actualized by the teacher in his duties.

Teachers who can carry out their duties and responsibilities well, It can be interpreted that teachers have good performance too. This is in accordance with Saondi's (2010: 20) opinion regarding performance which states that performance is the level of success of a person or group of people in carry out their duties and responsibilities and the ability to achieve set goals and standards. goals and standards that have been set.

Teacher performance influences the success of learning objectives, where it consists of three aspects, namely the clarity of tasks or work responsibilities; clarity of the results expected from a job or function; and clarity of the time required to complete a job or function. expected results from a job or function; and the clarity of the time required to complete the task. Optimal teacher performance begins with the teacher's mastery of the basic competencies that must be possessed by a teacher in general. competencies that must be possessed by a teacher in general, which is then armed with teaching and learning experience. teaching and learning experience will make a teacher mature in mastering these competencies. these competencies. So that optimizing teacher performance in learning can certainly support and have a big influence on the success of learning.

Initial observations carried out in 2021 with the media questionnaire to see the level of teacher performance, especially work motivation, carried out by involving 56 teachers of SMPN 40 Bandung City. teachers, it can be described that what is still needed is to optimize teachers' abilities in lesson planning, understanding of the educational foundation, as well as teaching development related to teaching methods and materials. teaching methods and materials. The achievement of optimal competence will have an impact on optimal teacher performance as well.

Achieving optimal teacher performance is influenced by internal and external factors. internal and external factors. Internal factors are the drive to work, responsibility for the task, interest in the task. While external factors external factors, namely appreciation of the task, opportunities to develop, attention from the principal, interpersonal relationships with fellow teachers, training, discussion groups, and discussion groups. attention from the school principal, interpersonal relationships among teachers, training, discussion group guided, and library services (Mulyasa, 2007: 227). Internal factors in Performance used is motivation because it is related to the encouragement of the teacher to carry out the task, while the existence of supervision. from within the teacher to carry out the task, while the principal's supervision is an external factor of teacher performance. supervision is an external factor of teacher performance. This relates to the appreciation of the task, group discussions, the principal's attention, and the trainings fostered by the principal. the existence of trainings fostered by the principal.Another factor that affects teacher performance is work motivation. The need that drives action towards a certain goal that creates a motive or gives a motive, makes work motivation a factor that affects teacher performance, namely work motivation. giving rise to motives or giving motives, making work motivation is something that creates

enthusiasm or encouragement for work (Anoraga, 2006: 34). something that raises the spirit or drive of work (Anoraga, 2006: 34). The existence of work motivation in teachers also influences the high or low performance of teachers. low performance possessed by the teacher, so that with high motivation, teacher performance can be achieved optimally. high motivation, teacher performance can be achieved optimally. Optimal motivation should also must pay attention to the function to: (1) encourage humans to do, as a driver or motor that releases energy. So motivation is as a driver of every activity that will be carried out; (2) determine the direction of action, namely towards the goal to be achieved. action, namely towards the goal to be achieved. Motivation provides direction and activities that must be done in accordance with the formulation of the goal; as well as (3) selecting actions, namely by setting aside actions that are not useful for these goals useful for these goals (Sardiman, 2011: 85), so that with high motivation, teachers will certainly have high achievement. With high motivation, teachers are certain to have good work performance.

Logically, the principal's supervision activities and teachers' work motivation will positively affect teacher performance. Teachers who are satisfied with the implementation of the principal's supervision and have high work motivation, they will work voluntarily, which in turn can make their work productivity more effective. will work voluntarily which in turn can make teacher productivity increase. teacher work productivity increases. But if the teacher is not satisfied with the implementation of supervision and have low work motivation, the teacher will work less passionately, resulting in decreased teacher productivity.

Teta (2011) showed that partially there was a significant positive effect of principal supervision on teacher performance of significant positive effect of principal supervision on teacher performance by 70.2% and partially there is a significant positive effect of principal supervision on teacher performance. Simutaneously there is a significant positive effect between the variables of supervision supervision variables and teaching facilities on the performance of teachers of SMA Negeri 2 Sukoharjo. Pertiwi (2012) showed that simultaneously there is a significant influence between teaching supervision and principal's leadership style. Between teaching supervision and principal's leadership style on teacher performance, and partially there is a significant effect of teaching supervision on teacher performance. Teaching supervision on the performance of public high school teachers in Lamongan Regency. Widodo (2006) also revealed that simultaneously the principal's supervision variables school supervision, infrastructure, and work environment have a significant effect of 42.8% on teacher performance. 42.8% on teacher performance, partially the principal's supervision variables has a significant effect of 10.17% on teacher performance.

Melita (2008) also added that there is a positive and significant effect simultaneously between the variables of cognitive leadership, supervision, and infrastructure on teacher performance. Cognitive leadership, supervision, and infrastructure on teacher performance, and partially the variable of supervision on the performance of teachers of SMA Negeri 11 Padang. The results of some of these studies show that supervision principal has a positive and significant effect on teacher performance.

Based on the above background, the authors are interested in conducting research on "The Effect of Principal Supervision and Teacher Work Motivation on Teacher Performance at SMPN 40 Bandung City".

METHOD

Based on the consideration of the study objectives, this research is descriptive and verification. Descriptive and verification. Descriptive research is research that aims to obtain a description of the characteristics of the variables. The nature of verification research basically wants to analyze the truth of a hypothesis implemented through data collection in the field. Implemented through data collection in the field.

In this study there are two exogenous variables (x), one endogenous variable (y). In path analysis, independent variables or independent variables are referred to as exogenous variables. In this study, there is one exogenous variable, namely as follows: Principal Supervision and Motivation. Endogenous variables in this study, namely dependent (bound). The explanation is teacher performance.

In this study, no sampling technique is used because the sample studied is the whole of the existing population or called a census. Population or called a census. Given the population employees are only 56 people, it is feasible to take the whole to be used as a sample without having to take a certain number of samples. Sample without having to take a certain number of samples. So that the sample of this study were all SMPN 40 Bandung City Teachers, namely 56 people. Data collection techniques in this study used three techniques, namely as follows: interviews, questionnaires, and observations.

The data analysis that will be used consists of two types, namely (1) descriptive analysis, especially for qualitative variables and (2) data analysis, especially for qualitative variables and, (2) quantitative analysis in the form of hypothesis testing using statistical tests. Based on the method used in data collection, the variables that have ordinal sizes are then transformed into interval form using the Method of Successive Intervals. Before distribution of the instrument, first the validity and instrument reliability Testing the validity of the instrument is done by using the Corelation Product Moment formula (Sugiyono, 2006: 182). Before the data is analyzed, data processing is carried out first. The processing of data collected from interviews and questionnaires can be grouped into 3 steps, namely: preparation, tabulation and application of data to the research approach.

The analysis used consists of two types, namely: (1) descriptive analysis especially for variables that are qualitative in nature and (2) quantitative analysis, in the form of obtained the path coefficient and determination which states the magnitude of the influence of the independent variable on the influence of the independent variable on the independent variable. Quantitative analysis analysis is emphasized to reveal the behavior of research variables, while descriptive/qualitative analysis is used to explore the behavior of causal factors. Descriptive/qualitative analysis is used to explore the behavior of causal factors. The analysis method used was cross-sectional analysis. By using combination of these analytical methods can obtain generalizations that are comprehensive.

As designed in the operationalization of variables from the questionnaire, then the values of the variables: principal supervision, motivation and performance are ordinal scale data. are ordinal scale data. By using closed-end questions (closed-end questions), each item is ranked with five alternative answers. The respondent's answer choice is the answer score value, so that the variable value is obtained from the total answer score of each item. The research that will be tested in this study is how much influence the supervision of principal supervision and motivation both simultaneously and partially on performance. By paying attention to the characteristics of the variables to be tested, the statistical test used is path analysis. The test conducted is to determine the effect of independent variables X1 and X2 on Y, both directly and indirectly.

RESULTS AND DISCUSSION

Summary of principal supervision variables at SMPN 40 Bandung City, 2021 (n=56):

No	Indicator	Skor	Kriteria
1	The Principal conducts classroom visits to observe a teacher who is teaching	221	Agree
2	Classroom visits by the principal can help improve teaching methods	191	Moderately Agree

3	The principal encourages teachers to work on tasks to teachers who are having difficulty in work	188	Moderately Agree
4	The principal helps the problems faced by teachers in private meetings	192	Moderately Agree
5	Principals make contact with teachers for a personal meeting	223	Agree
6	The principal held a coordination meeting with teachers	225	Agree
7	The principal regularly holds meetings periodically with teachers regarding KBM at school	248	Strongly Agree
8	The principal reviews the teachers' lesson plans	234	Agree
9	The principal helps provide direction about understanding the curriculum to teach	223	Agree
10	The principal supervises the development of learning methods	234	Agree
11	The principal conducts a review of the suitability of learning methods with the implementation of learning	233	Agree
12	The principal supervises the development of teaching materials	212	Agree
13	Kepala sekolah mensupervisi guru dalam melaksanakan strategi pembelajaran dalam pengembangan bahan ajar	229	Agree
14	Kepala sekolah melakukan peninjauan terhadap kesesuaian pengembangan bahan ajar dengan pelaksanaan pembelajaran	254	Strongly Agree
15	Kepala sekolah mensupervisi guru dalam melaksanakan kegiatan pembelajaran	207	Agree
16	Kepala sekolah memotivasi guru untuk memanfaatkan teknologi informasi di dalam pembelajaran	192	Agree
17	Kepala sekolah melaksanakan program evaluasi pendidikan dengan baik	214	Agree
18	Kepala sekolah melakukan supervsi tentang teknik teknik evaluasi pembelajaran	108	Disagree
19	Kepala sekolah memberikan evaluasi terhadap proses KBM untuk memotivasi semangat kerja guru	230	Agree
20	Kepala sekolah membimbing pelaksanaan penataran guru	205	Agree

21	Kepala sekolah membentuk diskusi kelompok guru	237	Strongly Agree
22	Kepala sekolah mengarahkan guru berperan sertamenjadi pembina dalam kegiatan ekstrakurikuler	225	Agree
	Total	4725	
	Average Score	214,77	

Based on the weighted score of the supervision variable above, it turns out that the supervision of the principal of SMPN 40 Bandung City is good. This condition explains that the principal school has been able to provide good supervision or direction to the teachers of SMPN 40 Bandung City.

Summary of Teacher Motivation Variables of SMPN 40 Bandung City, 2021 (n=56)

No	Indicator	Scor	Criteria
1	Completion of work/teaching is not always on time The important thing is that the target is achieved	142	Low
2	Participate in training for self-development	207	High
3	Work seriously despite lack of attention from Principal	214	High
4	Not satisfied if work/teaching has not been completed	226	High
5	Completing work/teaching without consultation with the Principal or other teachers	192	High
	Total	981	
	Average Score	196,2	

Based on the weighted score of the work motivation variable above, it turns out that the teachers ofSMPN 40 Bandung City, have a high level of motivation, in the sense that the current working conditions meet their needs in terms of work motivation. working conditions that exist at this time meet their needs in terms of motivation. Having responsibility, having an interest in the task and perseverance in completing tasks so that it supports teacher work motivation. completing tasks so that it supports teacher work motivation, but there are still teachers who have less motivation. However, there are still teachers who have less than optimal motivation, in terms of completing their work/teaching. About completing work/teaching is not always on time, the important thing is that the target is achieved. This states that there is no structuring of work/teaching properly in carrying out their duties and functions.

Summary of Teacher performance variables of SMPN 40 Bandung City, 2021 (n=56)

No	Indicator	Score	Criteria
1	The methods taught to students have satisfied students	224	High
2	The material presented can be understood and understood by students	248	High

3	The material taught can be of interest to students	234	High
4	Mastering the material to be taught and can absorbed by students	226	High
5	Methods to be taught and absorbed by students	177	High enough
6	Teachers can control students in class	233	High
7	Making teaching materials as an obligation for teachers	168	High enough
8	Knowing students understand the subject matter taught	248	High
9	Teaching materials delivered to students are always modified so that students understand	228	High
	Total	1986	
	Average Score	220,67	

Based on the total score weight of the performance variable above, it turns out that the SMPN Teacher 40 Bandung City, has a high performance, but there are things that need to be considered, namely the method that will be taught is less absorbed by students and the to be considered, namely the method that will be taught is less absorbed by students and the less optimal teachers in making teaching materials as an obligation for teachers, so that the teaching and learning process is not optimal and learning objectives are not achieved.

Teacher performance itself can be influenced by supervision and work motivation factors. Work motivation, and therefore the size of the teacher's performance in an individual or group depends on the efficient and effective work motivation. Individual or group depends on the efficiency and effectiveness of work motivation and according to the supervision of the principal. and according to the principal's supervision, so the better the supervision, and work motivation, then teacher performance will improve. This provides indication that in an effort to improve performance, it is necessary to improve and increase the work motivation and supervision factors. Improvement and improvement of work motivation and supervision factors, because work motivation and supervision are closely related to performance improvement. Supervision are closely related to improving performance.

CONCLUSION

Based on the results of research that has been conducted to determine Effect of Supervision and Work motivation on teacher performance (A study on Teachers of SMPN 40 Bandung City), the following conclusions can be drawn:1. The Principal of SMPN 40 Bandung City has been able to provide supervisionor good direction for the teachers of SMPN 40 Bandung City. 2. Supervision and motivation simultaneously affect teacher performance. SMPN 40 Bandung City. Partially, motivation is more dominant affect teacher performance than competence. Partially, the effect of supervision and motivation on teacher performance is as follows:a. supervision affects teacher performance, so that if supervision is appropriate, teacher performance will also improve. Teachers are appropriate, then teacher performance will also improve. b. Motivation affects teacher performance, so the higher the teacher motivation, the higher the teacher performance will be. 3. The motivation of teachers at SMPN 40 Bandung City is high, in the sense that the current working conditions meet their needs. Working conditions that currently meet their needs in terms of having responsibility, interest in the task and perseverance in completing the task. Completing tasks, but there are still

teachers who have less than optimal motivation in terms of teaching motivation in terms of teaching is not always on time as long as the target is achieved. 4. Teachers of SMPN 40 Bandung City have high performance, but there are things that need to be considered, namely the method to be taught is not absorbed by the teacher. Needs to be considered, namely the method to be taught is less absorbed by students and the lack of optimal students and the teacher's lack of optimization in making teaching materials as an obligation for teachers, so that the teaching and learning process is not optimal and learning objectives are not achieved. Learning objectives are not achieved.

The conclusion must be linked to the title and answer the research formulation or objectives. Do not make statements that are not adequately supported by your findings. Write down improvements made to industrial engineering or science in general. Don't create further discussion, repeat abstracts, or simply list research findings. Don't use bullet points, use paragraph sentences instead.

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