

The Influence Of School Principal Leadership And Teacher Work Transformation On Junior High School Teacher Performance

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Abstract

Principal leadership is a person's ability to influence, guide, encourage, mobilize and direct other people in terms of learning and can carry it out effectively. This research aims to examine the influence of the Principal's Transformational Leadership on teacher performance, the influence of work motivation on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency. This type of research is quantitative descriptive research and survey methods with correlational research techniques. The data collection technique used was a questionnaire with 62 junior high school respondents in Sinaboi subdistrict, Rokan Hilir Regency who were selected using a sampling technique using Total Sampling. The research method used is that respondents provide responses to the questionnaire in the form of a Likert scale consisting of five answer choices, namely Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The data analysis used is descriptive and inferential statistics. Based on data analysis, it was found that the positive influence of the Principal leadership variable on the Performance of Middle School Teachers in Sinaboi District, Rokan Hilir Regency was 34.4%, while the remaining 65.6% was determined by other factors which were not part of this research; Furthermore, it was found that the positive influence of the work motivation variable on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency was 21%, while the remaining 79% was determined by other factors which were not part of this research; and it was found

that the positive influence of the Principal leadership variable and Teacher Work Transformation on Middle School Teacher Performance in Sinaboi District, Rokan Hilir Regency was 44.6%, while the remaining 55.4% was determined by other factors which were not part of this research.

Keywords: Principal Leadership, Transformational Work, and Teacher Performance.

INTRODUCTION

An educational process, especially formal education, cannot be separated from several learning components to achieve learning goals. One component of learning is the teacher. In the learning process, a teacher has a very important role, because it can influence the learning process and outcomes. The quality of education itself will not be created if it is not balanced with the performance of professional and qualified teachers (Sudirman et al., 2021)

Teachers who can carry out their duties and responsibilities well can mean that the teacher has good performance too. This is in accordance with Saondi's (2019) opinion regarding performance which states that performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set. The teacher's ability is the starting point for a teacher to have good performance, so that performance can be interpreted as the level to which a teacher achieves job requirements (Kartini et al., 2020).

Rachmawati and Daryanto (in Murtiningsih, Kristiawan, & Lian, 2019) state "teacher performance is the ability demonstrated by teachers in carrying out their duties or work". Based on this opinion, it can be concluded that teacher performance is the teacher's ability to produce dynamic and effective learning activities. Teacher performance is said to be good and satisfactory, if the results achieved are in accordance with established standards (García Torres, 2018).

Teacher performance influences the success of learning objectives, which consists of three aspects, namely clarity of tasks or work that is their responsibility;

clarity of expected results from a job or function; and clarity on the time needed to complete a job so that the expected results can be realized (Sudirman et al., 2020).

Therefore, teachers as bearers of the duties and responsibilities for the success of learning objectives are required to have good and optimal performance so that the learning objectives can be fully achieved. Optimal teacher performance begins with the teacher's mastery of the basic competencies that a teacher in general must have, which then, armed with teaching and learning experience, will make a teacher mature in mastering these competencies. So that optimizing teacher performance in learning can certainly support and have a big influence on learning success.

Initial observations carried out in April 2020 using questionnaires to see the level of teacher performance, especially pedagogical competence and professional competence of teachers, were carried out involving junior high school teachers in Sinaboi District, consisting of public and private junior high schools. It can be seen that what is still needed is: (1) optimizing teacher abilities in planning lessons, (2) understanding the foundations of education, and (3) developing teaching related to teaching methods and materials (Liunokas, 2019). Achieving optimal competency will have an impact on increasing optimal teacher performance as well.

Achieving optimal teacher performance is influenced by internal and external factors. Internal factors are encouragement to work, responsibility for tasks, interest in tasks. Meanwhile, external factors are appreciation for assignments, opportunities to develop, attention from the principal, interpersonal relationships between teachers, training, guided discussion groups, and library services (Wiyono, 2017).

The school principal as a supervisor must be manifested in the ability to prepare and implement educational supervision programs, as well as utilize the results (Andriani, Kesumawati, & Kristiawan, 2018). Principal supervision is a process specifically designed to help teachers and supervisors use their knowledge and skills in providing services to parents of students and schools. Therefore, the school principal as supervisor becomes the starting point where teacher performance increases by paying attention to the functions of supervision, namely: (1) improving the quality of learning;

(2) trigger elements related to learning; and (3) developing and leading, so that providing effective and efficient supervision will have an impact on optimal teacher performance.

Rachmawati and Daryanto (2018), "one of the strategic steps in an effort to improve teacher performance can be carried out by implementing appropriate supervision techniques and in accordance with the abilities and wishes of teachers on an ongoing basis in an effort to improve and enhance teachers' abilities in the learning process."

The concept of supervision used by scientific supervision is: 1) systematic, meaning it is carried out regularly, planned and continuously, 2) objective, meaning there is data obtained based on real observations, not based on personal interpretation, 3) using recording tools that can provide information as feedback to conduct an assessment of the learning process in class.

In the description above, it can be concluded that principal supervision is an effort to provide services to teachers both individually and in groups as an effort to improve the teaching process. Principal supervision needs to be directed at efforts that provide opportunities for teachers to develop professionally, so that they are better able to carry out their main tasks, namely improving and enhancing learning processes and outcomes (Mwesiga & Okendo, 2018b).

Good supervision is very effective in improving the quality of schools which is reflected, among other things, including: 1) the quality of school management, 2) the leadership of the school principal, 3) learning management, 4) availability of advice and necessary infrastructure, 5) student learning outcomes (Kagama & Irungu, 2018). School principal supervision has an important role in efforts to improve the professional abilities of teachers, which will have an impact on improving the quality of learning processes and outcomes or the quality of education.

The definition above implies that teachers are expected to play an active role as organizers in learning activities, and should also be able to utilize the environment, both in the classroom and outside the classroom, which supports school learning activities.

So that supervision activities can run effectively and optimally, certain tips are needed, including: 1) principal supervision must be socialized to all teachers, 2) principal supervision is carried out effectively, 3) optimizing principal supervision to improve the quality of education, namely by carry out through the stages of planning, implementation, control/supervision and follow-up.

Based on interviews conducted by researchers with school principals and several junior high school teachers in Sinaboi sub-district, Roka Hilir Regency which was conducted on April 1 2020, information was obtained that supervision carried out by school principals was not optimal. This can be seen from the fact that 75% of school principals have implemented academic supervision in a programmed manner, but have not been able to improve the learning process carried out by teachers in accordance with predetermined standards. 25% of junior high school principals in Sinaboi District have not even carried out programmatic supervision. In terms of supervision competence, junior high school principals in Sinaboi sub-district are still low. 75% of school principals do not yet have a principal certificate (NRKS) because they were only appointed as principals in 2019 and have not yet taken training for prospective principals (Jatmiko et al., 2018).

Another factor that influences teacher performance is work motivation. Needs that encourage actions towards a certain goal that give rise to motives or giving motives, make work motivation something that creates enthusiasm or encouragement for work (Mutohar & Trisnantari, 2020). The presence of work motivation in teachers also influences the high or low performance of teachers, so that with high motivation, teacher performance can be achieved optimally. Optimal motivation must also pay attention to the function of: (1) encouraging humans to act, as a driver or motor that releases energy. So motivation is the driver of every activity that will be carried out; (2) determining the direction of action, namely towards the goal to be achieved. Motivation provides direction and activities that must be carried out in accordance with the stated goals; and (3) selecting actions, namely by setting aside actions that are not useful for these goals (Mwesiga & Okendo, 2018a), so that with high motivation, teachers are guaranteed to have good work performance/performance.

Logically, the principal's supervision activities and teacher work motivation will have a positive influence on teacher performance. Teachers who are satisfied with the implementation of the principal's supervision and have high work motivation will work voluntarily which can ultimately increase teacher work productivity (Rohma et al., 2020). However, if the teacher is not satisfied with the implementation of the principal's supervision and his work motivation is low, then the teacher will be less enthusiastic at work, this will result in teacher productivity decreasing. Increasing or decreasing these two things will have an impact on the teacher's performance achieved.

From the explanation above, all problems that arise in all their complexity need to be followed up with further research, so that we can find out the influence of principal supervision and teacher work motivation on the performance of Sinaboi District Middle School teachers.

METHOD

Types of research

This type of research is correlational studies with a quantitative research approach. Correlational research is research that is intended to determine whether there is a relationship between two or several variables.

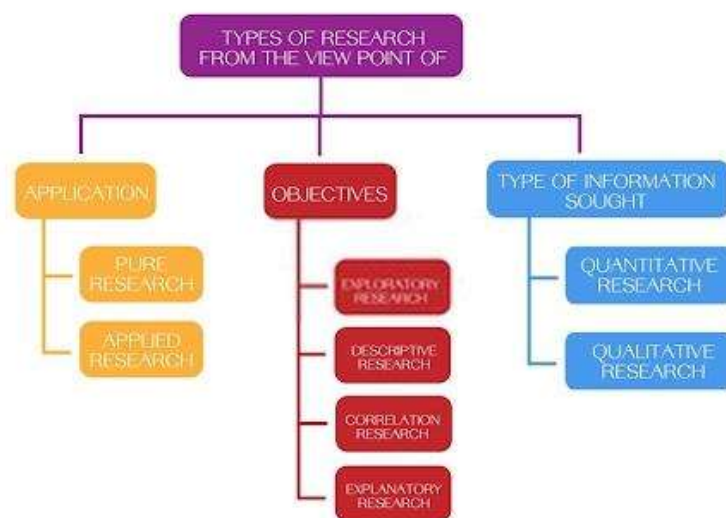


Figure 1. Correlational Research Designing from answers to questionnaires (questions/statements) or questionnaires using a Likert scale. The Likert scale is used to measure the attitudes, opinions and perceptions of a

person or group about social events or phenomena (Riduwan & Engkos, 2019).

Data analysis technique

The data analysis techniques used in this research are descriptive statistical analysis and inferential statistical analysis. Data processing for descriptive statistical analysis in this research used Microsoft Excel and SPSS version 23 for Windows. Descriptive statistical analysis was carried out to present respondent profile data in the form of means from the questionnaire results, based on respondent demographics, variables and indicators. Inferential statistical analysis is used to test previously formulated hypotheses. However, before testing the hypothesis, the analysis requirements must first be tested (Astuti, et al.,2020). Data processing for both tests was carried out with the help of the SPSS program.

RESULTS AND DISCUSSION

Sinaboi District is one of the Districts in Rokan Hilir. Directly adjacent to Dumai City. The natural landscape in Sinaboi District is coastal. The rare area is peat swamp land which is widely used for agriculture and plantations.

The majority of the population are fishermen, farmers and traders. They use the sea as a source of their livelihood. The fertile land is also used by residents to grow rice and palm oil. The population is very homogeneous because many immigrants from North Sumatra and even Sulawesi live in Sinaboi. The economic level of the population is middle to lower. In Sinaboi District itself there are four junior high schools, consisting of three public junior high schools and one private junior high school. Most of the teachers there are also immigrants who come from outside Sinaboi. The number of ASN teachers is also very limited, the majority of teachers are NON ASN teachers.

Descriptive analysis

Descriptive statistical analysis includes analysis of respondent profiles based on mean values of respondent demographics, indicators and research variables. Respondent demographics include age and length of service. This analysis is needed to explain the general description of research respondents before inferential statistical analysis is carried out for hypothesis testing.

Based on the data, it explains that there are three demographics of respondents based on teacher performance variables. The assessment of teacher performance variables is seen in terms of gender, so men have a mean value of 3.83 whose performance is higher than women. Next, teacher performance is seen based on length of service, so it is obtained that those with <10 years of service have a mean value of 3.86, which is higher in teacher performance compared to teachers whose service period is 11 years or more, which has a mean value of 3.78. Next, teacher performance is seen based on employment status, so it is obtained that employees with ASN have a mean value of 3.83, which is higher in performance compared to teachers whose employment status is NON ASN, which has a mean value of 3.79.

These results found that the performance of junior high school teachers in Sinaboi District, Roka Hilir Regency was higher for male teachers with <10 years of service and ASN employment status. With these findings it is concluded that the performance of junior high school teachers in Sinaboi District, Roka Hilir Regency based on teacher performance variables is still in the high category with a mean value of 3.81 in terms of teacher performance as a teacher (Setyaningsih & Suchyadi, 2021).

The assessment of the principal supervision variable is seen in terms of gender, so males have a mean value of 4.13 which has higher supervision of principals compared to females. Next, the supervision of school principals is seen based on length of service, so it is obtained that those with <10 years of service have a mean value of 4.16, which is higher than the supervision of school principals compared to teachers whose service period is 11 years and above, which has a mean value of 3.96. Next, the supervision of school principals is seen based on employment status, so it is found that NON ASN have a mean value of 4.02, higher supervision of school principals compared to teachers whose employment status is ASN, which has a mean value of 3.98.

These results found that the principal supervision of junior high school teachers in Sinaboi District, Roka Hilir Regency was higher for male teachers with <10 years of service and NON ASN employment status. With these findings, it is concluded that the principal supervision of junior high school teachers in Sinaboi District, Roka Hilir

Regency based on the principal supervision variable is still in the very high category with a mean value of 4.03 in terms of principal supervision.

The assessment of the work motivation variable is seen from the gender side, so men have a mean value of 3.94 with higher work motivation compared to women. Next, work motivation is seen based on length of service, so it is obtained that those with <10 years of service have a mean value of 3.92, which is higher in work motivation compared to teachers whose work period is 11 years and above who have a mean value of 3.81. Next, work motivation is seen based on employment status, so it is obtained that employees with ASN have a mean value of 3.96, higher work motivation compared to teachers whose employment status is NON ASN, which has a mean value of 3.82.

These results found that the work motivation of junior high school teachers in Sinaboi District, Roka Hilir Regency was higher for male teachers with <10 years of service and ASN employment status. With these findings, it is concluded that the work motivation of junior high school teachers in Sinaboi District, Roka Hilir Regency based on the work motivation variable is still in the high category with a mean value of 3.87 in terms of having work motivation as a teacher.

Inferential Statistical Analysis

Inferential statistical analysis is a method related to making conclusions about a population based on sample behavior. This inferential statistical analysis is carried out to see the influence between variables in accordance with the problem formulation, research objectives and hypotheses. By first looking at the relationship between variables, it is also necessary to test the requirements for regression in the form of a classical assumption test.

Classic assumption test

Normality test

The normality test carried out in this research aims to find out whether in a regression model, the dependent variable, independent variable, or both have a normal distribution or not. This test was carried out using the Kolmogorov-Smirnov normality test which was carried out using SPSS version 17 software with the condition that if the significance value (Sig) was > 0.05 then the data was

normally distributed. Then, if a significance value (Sig) < 0.05 is obtained then the data is not normally distributed. In the teacher performance variable (Y) Sig 0.918 ($0.918 > 0.05$) this means the data is normally distributed. In the principal supervision variable (X1) with a sig value of 0.105 ($0.105 > 0.05$), this means the data is normally distributed. In the work motivation variable (X2) with a sig value of 0.633 ($0.633 > 0.05$), the data is normally distributed.

Linearity test

The linearity test aims to find out whether the variable data has a linear relationship or not significantly. This test is used as a prerequisite for parametric statistics, especially in correlation or linear regression analysis which is included in the associative hypothesis. Based on linearity testing using the SPSS version 17 for Windows program, principal supervision (X1), work motivation (X2) and teacher Y's performance were obtained as follows:

Based on table 4.12, the significance value (sig) of Deviation from Linearity of principal supervision (X1) and teacher performance (Y) is 0.597, greater than 0.05. So it can be concluded that there is a significant linear relationship between the principal supervision variable (X1) and teacher performance (Y). Furthermore, the significance value (sig) of Deviation from Linearity of work motivation (X2) and teacher performance (Y) is 0.747, greater than 0.05. So it can be concluded that there is a significant linear relationship between the work motivation variable (X2) and teacher performance (Y).

Hypothesis test

From the results of testing the analysis requirements, it shows that the scores for each research variable have met the requirements for use in subsequent statistical analysis, namely hypothesis testing. Hypothesis testing in this research aims to test the three hypotheses that were formulated in the previous chapter (Wolomasi, Asaloei, & Werang, 2019).

Here, we test hypothesis 0 (H0) which states that there is no significant influence between the principal's supervision on the performance of Sinaboi District Middle School teachers, Rokan Hilir Regency, in contrast to hypothesis 1 (H1) which states that there is a significant influence between the principal's supervision on the

performance of Subdistrict Middle School teachers. Sinaboi, Roka Hilir Regency. Hypothesis testing is carried out using the Coefficients t-test steps, influence testing using a significance test (hypothesis testing whether there is an influence), and testing the magnitude of the influence using the Summary Model.

Table 1. T-Calculated Coefficients Test Results For Principal Supervision Variables (X1) On Teacher Performance (Y)

Variable	Regression Coefficients B	t _{count}	Sig	Information
(Constant)	2,475	10,405	0,000	
Principal supervision X ₁	0.330	5,606	0,000	Significant

Based on the table regarding the Coefficients t-test for the principal's supervision variable (X1) on teacher performance (Y), the values obtained are $a = 2.475$ and $b = 0.330$ so that the regression equation becomes $\hat{Y} = 2.475 + 0.330 X_1$. The principal's supervision coefficient value (X1) is 0.330. This means that for every increase in the principal's supervision by one unit, the teacher performance variable (Y) will increase by 0.330 one unit.

From the t-Test Coefficients table for principal supervision (X1) on teacher performance (Y), a probability value is also obtained, which value is used to determine whether the hypothesis is accepted or rejected. The principal's supervision (X1) on teacher performance (Y) can be seen in the Coefficients model 1 table with a sig value of 0.000. The sig value is smaller than the probability value of 0.05, or the value $0.000 < 0.05$, then H1 is accepted and H0 is rejected.

Testing the hypothesis which turns out to be accepted, it is also necessary to know the magnitude of the influence of the principal's supervision variable (X1) on teacher performance (Y). This can be explained in the following table.

Table 2. Influence Of Principal Supervision Variables (X1) On Teacher Performance (Y)

R	R Square	Sig, F Change	Influence (%)	Interpretation
0.586 ^a	0,344 ^a	0,000	34.4	Low

a. Predictors: (Constant), (X₁) principal supervision

b. Dependent Variable: (Y) teacher performance

From the table above, it can be seen that the magnitude of the relationship between the principal's supervision variable and teacher performance is 0.586 with a moderate interpretation. Next, we get R Square (r^2) = 0.344. By using the coefficient of determination, the magnitude of the influence is 34.40%, meaning that the influence of the principal's supervision variable on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency is 34.4%, while the remaining 65.6% is determined by other factors that are not part of this research. It can be concluded that the influence of the principal's supervision variable on teacher performance is interpreted as low or the influence is relatively low (Hoque et al., 2020).

Here, we test hypothesis 0 (H_0) which states that there is no significant influence between work motivation on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency, in contrast to hypothesis 1 (H_1) which states that there is a significant influence between work motivation on the performance of junior high school teachers in Sinaboi District, Regency. Lower Rokan. Hypothesis testing is carried out using the Coefficients t-test steps, influence testing using a significance test (hypothesis testing whether there is an influence), and testing the magnitude of the influence using the Summary Model.

Table 3. T-Calculated Coefficients Test Results For Work Motivation Variables (X2) On Teacher Performance (Y)

Variable	Regression Coefficients B	t _{count}	Sig	Information
(Constant)	2,627	8,899	0,000	
Work motivation	0.305	3,994	0,000	Significant

Based on the table regarding the Coefficients t-test for work motivation variables (X2) on teacher performance (Y), the values obtained are $a = 2.627$ and $b = 0.305$ so that the regression equation becomes $\hat{Y} = 2.627 + 0.305 X_2$. The work motivation coefficient value (X2) is 0.305. This means that for every one unit increase in work motivation, the teacher performance variable (Y) will increase by 0.305 one unit.

From the t-calculated Coefficients test table for work motivation (X2) on teacher performance (Y), a

probability value is also obtained, which value is used to determine whether the hypothesis is accepted or rejected. Work motivation (X₂) on teacher performance (Y) can be seen in the Coefficients model 1 table with a sig value of 0.000. The sig value is smaller than the probability value of 0.05, or the value $0.000 < 0.05$, then H₁ is accepted and H₀ is rejected.

Testing the hypothesis which turns out to be accepted, it is also necessary to know how much influence the work motivation variable (X₂) has on teacher performance (Y). This can be explained in the following table.

Table 4. Influence Of Work Motivation Variables (X₂) On Teacher Performance (Y)

R	R Square	Sig, F Change	Influence (%)	Interpretation
0.458 ^a	0.210 ^a	0,000	21.0	Low
c. Predictors: (Constant), (X ₂) work motivation				
d. Dependent Variable: (Y) teacher performance				

From the table above, it can be seen that the magnitude of the relationship between work motivation variables and teacher performance is 0.458 with a moderate interpretation. Next, we get R Square (r^2) = 0.21. By using the coefficient of determination, the magnitude of the influence is 21.0%, meaning that the influence of the work motivation variable on the performance of junior high school teachers in Sinaboi District, Roka Hilir Regency is 21%, while the remaining 79% is determined by other factors which are not part of this research. It can be concluded that the influence of work motivation variables on teacher performance is interpreted as low or the influence is relatively low.

Here, we test hypothesis 0 (H₀) which states that there is no significant influence between school principal supervision and work motivation together on the performance of SMP teachers in Sinaboi District, Roka Hilir Regency, in contrast to hypothesis 3 (H₁) which states that there is a significant influence between supervision. principal and work motivation together on the performance of junior high school teachers in Sinaboi District, Roka Hilir Regency. Hypothesis testing is carried out using the Coefficients t-test test steps, influence testing using significance testing (hypothesis testing

whether there is an influence or not) through the Summary Model.

Table 5. Correlation Test Of Principal Supervision Variables (X1) And Work Motivation (X2) Together On Teacher Performance (Y)

Variable	N	Correlation	Sig (2-tailed)
X ₁ – Y	62	0.458 **	0,000
X ₂ – Y	62	0.586 **	0,000
X ₁ – X ₂	62	0.255 **	0,000

Based on the table regarding the correlation between principal supervision (X1) and work motivation (X2) together on teacher performance (Y) which is calculated using the correlation coefficient, a multiple correlation is obtained of 0.668. This shows that there is a very strong relationship between principal supervision (X1) and work motivation (X2) together with teacher performance (Y) with a P value/sig of 0.000 < 0.05, so it can be concluded that the relationship which is very significant between the three variables.

Table 6. Coefficient T-Test For Principal Supervision Variables (X1) And Work Motivation (X2) Together On Teacher Performance (Y)

Variable	Regression Coefficients B	t _{count}	Sig	Information
(Constant)	1,820	6,131	0,000	
Principal Supervision X1	0.283	5,011	0,000	Very Significant
Work Motivation X2	0.220	3,298	0.002	Very Significant

Based on the table regarding the t-test Coefficients for principal supervision variables (X1) and work motivation (X2) on teacher performance (Y), the values obtained are a= 1.820, b= 0.283, c= 0.220 so that the regression equation becomes $\hat{Y} = 1.820 + 0.283 X_1 + 0.220 X_2$. The principal's supervision coefficient value (X1) is 0.283. This means that for every one unit increase in principal supervision, the teacher performance variable (Y) will increase by 0.283 with the assumption that the other independent variables from the regression model are constant. Furthermore, the value of work motivation coefficient (X2) is 0.220. This means that for every one unit increase in work motivation, the teacher performance variable (Y) will increase by 0.220 with the assumption that the other independent variables from

the regression model are fixed. If the regression coefficients for principal supervision (b1) and work motivation (b2) each have a value of one unit.

Table 7. Effect Of Principal Supervision Variables (X1) And Work Motivation (X2) Together On Teacher Performance (Y)

R	R Square	Sig, F Change	Influence (%)	Interpretation
0.668 ^a	0.446	0,000	44.6	Currently
<i>a.</i> Predictors: (Constant): principal supervision, work motivation				

From the table above, it can be seen that the magnitude of the relationship between the principal's supervision variables and work motivation on teacher performance is 0.668 with a moderate interpretation. Next, we get R Square (r^2) = 0.446. By using the coefficient of determination, the magnitude of the influence is 44.6%, meaning that the magnitude of the influence of the school principal supervision and work motivation variables together on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency is 44.6%, while the remaining 55.4% is again determined by other factors that were not part of this research. It can be concluded that the principal's supervision and work motivation together on teacher performance are interpreted as moderate or their influence is classified as moderate.

Discussion

The Effect of Principal Supervision on Teacher Performance

From the results of this research, it was found that the influence of the positive variable of principal supervision on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency was that the magnitude of the relationship between the variable of principal supervision and teacher performance was 0.586 with a moderate interpretation. Next, we get R Square (r^2) = 0.344. By using the coefficient of determination, the magnitude of the influence is 34.40%, meaning that the influence of the principal's supervision variable on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency is 34.4%, while the remaining 65.6% is determined by other factors that are not part of

this research. This effect is illustrated by every one unit increase in the principal's supervision variable which will be followed by an increase in teacher performance of 0.330 one unit.

The findings of this research are not much different from research conducted by Yoserizal Bermawi and Tati Fauziah (2017). The conclusion obtained is that by implementing supervision by the Principal regarding professional competence and being able to resolve the difficulties they face at school well, the teaching and learning process at school will be running smoothly so that the quality of education, especially at Banda Aceh State Elementary Schools, will increase as expected. This means that the principal's supervision variable influences the performance of junior high school teachers.

This finding is supported by the mean value of supervision of junior high school principals based on each indicator which is interpreted as very high (mean= 4.01), meaning that the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency based on each indicator is included in the high category. According to Jasmani and Mutofa (2017: 27) educational supervision is any assistance from supervisors and/or all school principal leaders to improve school management and improve the performance of staff/teachers in carrying out their duties, functions and obligations so that educational goals can be achieved optimally.

The performance of a junior high school teacher in Sinaboi Subdistrict, Rokan Hilir Regency will be better overall in the place where he works if the junior high school principal has a high sense of principal supervision. This is in accordance with what Prasajo and Sudiyono (2015:83) said: academic supervision is essentially coaching teachers to improve the quality of the learning process. Therefore, the target of academic supervision is the teacher in the learning process, which consists of the main material in the learning process, preparation of the syllabus and lesson plans, selection of learning strategies/methods/techniques, use of media and information technology in learning, assessing the learning process and outcomes and classroom action research. The higher the supervision of the junior high school principal in his organization, the better the teacher's sense of performance. The higher the supervision of a junior high

school principal in his organization, the better the performance of his teachers.

Results of research conducted by Ribka Ginting (2020) *The Function of School Principal Supervision on Teacher Performance*. Based on the research results, it can be seen the function of the principal's supervision on teacher performance. Efforts that can be made to improve teacher performance through supervision of the principal are that the principal can consider other alternatives such as providing coaching, training or upgrading outside of the teaching routine. Apart from that, the school principal carries out planning, organizing, implementing and evaluating carefully and involving other parties such as supervisors, deputy principals for curriculum, and teachers who have high competence. The better the supervision of junior high school principals in accepting the goals and values of their profession, the better the teacher's performance will be (Kusumaningrum, Sumarsono, & Gunawan, 2019).

The Influence of Work Motivation on Teacher Performance

As the results of this research, it was found that the influence of work motivation variables on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency, the magnitude of the relationship between work motivation variables and teacher performance was 0.458 with a moderate interpretation. Next, we get R Square (r^2) = 0.21. By using the coefficient of determination, the magnitude of the influence is 21.0%, meaning that the influence of the work motivation variable on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency is 21%, while the remaining 79% is determined by other factors which are not part of this research. This effect is illustrated by every one unit increase in work motivation followed by an increase in the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency by 0.305 one unit.

The findings of this research are strengthened by research conducted by Titin Eka Ardiana (2018). The results of the research show that work motivation has a positive effect on accounting teacher performance with a contribution of 80.6%, the remaining 19.4% of accounting teacher performance is determined by factors other than

research. In line with this, Tukiyo, 2015. The results of this research can generally be said that the work motivation and job satisfaction of elementary school teachers in Klaten Regency are in the medium category.

This finding is supported by the mean value based on each indicator which is at a high interpretation (mean= 3.84), meaning that the work motivation of junior high school teachers in Sinaboi District, Rokan Hilir Regency is at a high interpretation. This is supported by the opinion of Sardiman (2018), stating that the function of motivation is to encourage humans to act, determine the direction of action, and select actions.

The Influence of Principal Supervision and Work Motivation on Teacher Performance

The results of this research show that there is an influence of the variables of principal supervision and work motivation together on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency. The magnitude of the relationship that occurs between the variables of principal supervision and work motivation on teacher performance is 0.668 with a moderate interpretation. Next, we get R Square (r^2) = 0.446. By using the coefficient of determination, the magnitude of the influence is 44.6%, meaning that the magnitude of the influence of the school principal supervision and work motivation variables together on the performance of junior high school teachers in Sinaboi District, Rokan Hilir Regency is 44.6%, while the remaining 55.4% is again determined by other factors that were not part of this research. This effect is illustrated by every one unit increase in principal supervision of 1.820 and one unit increase in work motivation of 0.283, which will be followed by an increase in junior high school teacher performance of 0.220 one unit (Purwanto, 2021).

The results of this research are supported by research conducted by Asep Habib Idrus Allawi, 2018. In general, I can summarize the various abilities possessed by teachers into three basic abilities of teachers, namely: (1) Ability to plan learning; (2) Ability to carry out learning; and (3) Ability to evaluate (supervise) learning. In line with research conducted by Koswara and Rasto, 2016. The research results show: (1) teacher competence and performance are in the high category; (2) competency has a positive effect on the level of teacher performance, both teachers who

have not taken professional certification and those who have taken professional certification; and (3) there are differences in the competence and performance of teachers who have not taken professional certification and those who have taken professional certification (Breevaart & Bakker, 2018).

Based on the research above, we can know and conclude that the supervision of school principals in the junior high school environment and the work motivation provided can have a positive influence on the performance of junior high school teachers in Sinaboi District, Roka Hilir Regency. The level of supervision provided by the principal can influence work motivation in increasing productivity which can be measured by indicators: achievement of curriculum targets, involvement in school activities, mastery of teaching methods, effective use of learning resources, and effectiveness of classroom management.

CONCLUSION

- a. It was found that the influence of the principal's supervision variable on the performance of junior high school teachers in Sinaboi District, Roka Hilir Regency was interpreted as low. Then there is a low correlation between principal supervision and junior high school teacher performance. The higher the supervision of the school principal, the higher the performance of junior high school teachers. This means that junior high school teachers are able to improve supervision program planning, supervision program implementation and supervision program evaluation and follow-up.
- b. It was found that the influence of work motivation variables on the performance of junior high school teachers in Sinaboi District, Roka Hilir Regency was interpreted as low. Then there is a low correlation between work motivation and teacher performance variables. The higher the work motivation of middle school teachers, the higher the performance of middle school teachers. This means that junior high school teachers are able to increase work motivation to achieve the desired goals, by making maximum effort, self-confidence, concern for achievement, and personal satisfaction.
- c. It was found that the influence of the variables of principal supervision and work motivation together on the performance of junior high school teachers in

Sinaboi District, Roka Hilir Regency with a moderate interpretation. Then there is a moderate relationship between principal supervision together with work motivation and teacher performance. The higher the principal's supervision and work motivation, the higher the performance of junior high school teachers. This means that junior high school teachers are able to improve the performance of junior high school teachers by achieving curriculum targets, involvement in school activities, mastery of teaching methods, effective use of learning resources, and effective classroom management.

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