

Research Article

The Relationship of Principal Supervision, Achievement Motivation, and Job Satisfaction to Teacher Performance

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ABSTRACT

This study aims to determine the relationship of principal school supervision (X1), achievement motivation (X2), and job satisfaction (Z) to teacher performance (Y) in SMPN (Public Junior High School) in Dusun Timur Subdistrict, East Barito Regency. This study used a quantitative descriptive method, with a total sample of 91 teachers. The data collection technique used observation and questionnaire distribution. The researcher used multiple correlations and path diagrams to show the relationship between variables according to the assumptions to analyze the data. The calculation and analysis results indicate all statistical hypotheses, where r at the 5% significance level. The study results show that there is a very small sign and a positive effect on the relationship between variables. Suggestions: School principals' supervision should be more planned and done regularly, at least once every semester. Schools need to give awards to teachers who have achievement motivation and high teaching performance. Teachers' perception regarding principal supervision is defined as the teacher's control in teaching and learning activities. It needs to increase motivation to get more achievement in all fields.

Keywords: Principal supervision, achievement motivation, job satisfaction, teacher performance

Introduction

Teachers are the spearhead of an educational organization at the school level. This is since teachers' quality will affect the quality of implementation and education results in schools (Bakar, 2018; Gherasim et al., 2012). Educational organizations in schools always need to be developed, not just as a learning platform for students to face changes in the era of uncertainty in modern life recently (Schratz & Schle, 2014; Walker & Vogt, 1987). Characteristics needed in an educational organization today must observe the demands for change both internally and externally to align itself in meeting society's needs along with the times. Teacher duty will face various problems. Therefore, teachers must create and maintain conditions for the teaching and learning process that are conducive, comfortable, and safe

optimally. Besides, one thing that needs to be considered to achieve high teacher performance is motivation from teachers to improve their performance as a whole (Tastan et al., 2018; Blaskova et al., 2015).

Based on the preliminary observations at several public junior high schools in Dusun Timur Sub-district, East Barito Regency in February 2020, it shows that teachers' performance is still felt not satisfying. In everyday reality, there are still facts, among others: The making of teaching and learning framework is not optimal, even last year's instruments only change the writing of the year; the lack of teacher willingness to create varied learning; low ability to conduct and utilize classroom action research; there are still few students who pay attention to the explanation/ lecture by the teacher, so they do not absorb the lessons learned, and

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some students have not achieved satisfying score. Besides, one thing that is often becoming a problem in the current learning process is to activate students to be involved in the teaching and learning process (Hubackova, 2015; Lile & Kelemen, 2014).

Considering these facts, a teacher should understand the components of teacher work assessment by supervision in measuring the level of performance. These components are used as control tools to achieve teacher performance satisfaction, including; quality of work, work speed, work skills, initiative in working, workability, and ways of communicating (Kelimeda et al., 2018).

The Job satisfaction of SMPN teachers in the Dusun Timur Subdistrict is not yet optimal. The temporary conclusion is seen from teacher discipline in school attendance. According to the preliminary observations, it can be seen that some teachers will attend or be at school when there is teaching time or come when the lesson time is approaching. The rest, if there are no teaching hours, they prefer not to go to teach but do other things that generate economic value. One of the reasons often used is the distance between home and workplace.

Motivation is the driving force within a person to do an activity or job, manifested in the form of concrete actions (Yunus et al., 2011; Poernamawijaya et al., 2018). When teachers have high work motivation, they will be motivated and improve their ability to plan, implement, and evaluate the school's applicable curriculum to get maximum work results (Lourmpas & Dakopoulou, 2014; Bentea & Anghelache, 2012). The work motivation of SMPN teachers in the Dusun Timur Subdistrict is not optimal yet. The temporary conclusion is seen from teacher discipline in utilizing the significant time of the learning process. According to the preliminary observations, it can be seen that some SMPN teachers work only to fulfill obligations, not responsibility. This situation indicates that a teacher's motivation needs to be supported by tools that lead to the need to increase achievement to affect the teacher's performance, which is qualified (Claudia, 2015; Kandemira & Gür, 2009; Luskova & Hudakova,

2006). Another influencing factor is work pattern, which supports each other among fellow teachers and other school members (Bush & Grothjohann, 2020; Liu & Tsai, 2017; Van-grieken et al., 2015).

This can be realized through the activity of principal supervision. Supervision is a form of management implementation in teacher personnel training in the educational environment (Behroozi et al., 2014; Veloo et al., 2013). Permendiknas No.13 (2007) regarding Principal Standards have supervisory functions with the following competencies: a) Planning an academic supervision program to improve teacher professionalism; b) Conducting academic supervision to teachers by using the appropriate supervision approach and technique; c) Following up on the results of academic supervision to the teacher to improve teacher professionalism.

However, the implementation of supervision is still varied so that the results achieved from the supervision activities carried out by the principals on the teachers are not as expected. The problem that occurs in the field is some of the school principals have never supervised in the class so that they do not give maximum direction to teachers, especially the teachers who still have many shortcomings. Besides, the principal does not supervise his busy schedule, including meetings and activities outside of school.

Based on the explanation above, the researchers feel that teachers still face too many problems working well. Indeed, this is because of many factors that influence the principal's role as a supervisor, teacher achievement motivation, and teacher's job satisfaction. The objectives of this study are: (1) Describing principal supervision, achievement motivation, job satisfaction, and teacher performance; (2) Analyzing the relationship between principal supervision and teacher job satisfaction; (3) Analyzing the relationship between achievement motivation and teacher performance satisfaction; (4) Analyzing the relationship between principal supervision and teacher performance; (5) Analyzing the relationship between achievement motivation and teacher performance; (6) Analyzing the relationship between

job satisfaction and teacher performance; (7) Analyzing the relationship between principal supervision and job satisfaction with teacher performance; (8) Analyzing the relationship between achievement motivation and performance satisfaction with SMPN teachers' performance in Dusun Timur Subdistrict, East Barito Regency.

Material and Methods

The method used was the descriptive method with the correlation technique. The

correlation technique is a study that describes the relationship between two or more variables (Fraenkel et al., 2012). This study used four variables, referred to knowing the relationship between the principal supervision variable (X_1), achievement motivation variable (X_2), job satisfaction variable (Z) as the independent variable, and teacher performance variable (Y) as the dependent variable. The relationship between the variables in this study is described in Figure 1 below.

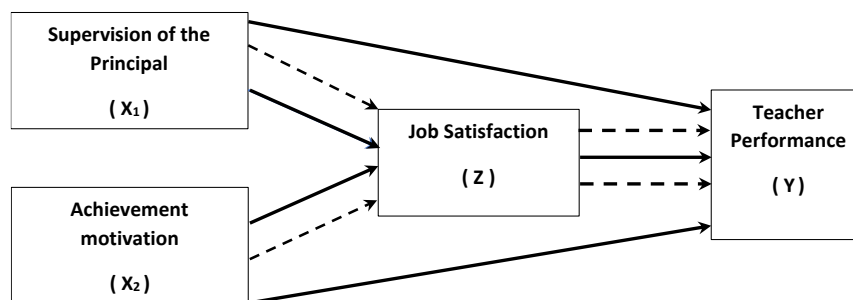


Figure 1. Research paradigm

Population and sample

In this study, the population in Table 1 was the teachers who have a minimum work period

of 5 years with undergraduate education (S1), which amounted to 117 people.

Table 1. The population of SMPN teacher

Calculation of SMPN population and samples	The population of SMPN teachers (people)
SMPN 1 Tamiang Layang	36
SMPN 2 Tamiang Layang	21
SMPN 3 Tamiang Layang	17
SMPN 4 Tamiang Layang	27
SMPN Satu Atap 1 Dusun Timur	16
	117

Source: Main Data of Primary and Secondary Education, Directorate General of Primary and Secondary Education, Ministry of Education and Culture 2019/2020

In this study, a random sampling or probability sampling technique was used. Based on the calculation result from the total population

of 117 teachers with a 5% level of distrust, this study's minimum sample size is 90.52, written in Table 2, which rounded to 91 teachers.

Table 2. The calculation of SMPN population and sample

The calculation of SMPN population and sample	Population (people)	Calculation	Sample (people)
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SMPN 1 Tamiang Layang	36	91/117x 36 = 28.00	28
SMPN 2 Tamiang Layang	21	91/117x 21= 16.33	16
SMPN 3 Tamiang Layang	17	91/117x 17= 13.22	13
SMPN 4 Tamiang Layang	27	91/117x 27 = 21.00	21
SMPN Satu Atap 1 Dusun Timur	16	91/117x 16 = 12.44	13
Total	117	90.99	91

Instruments

The general data needed in this research instrument was qualitative. A series of numbers describe the relationship between principal supervision and achievement motivation with SMPN teachers' performance in Dusun Timur Subdistrict, East Barito Regency. Analysis of the items in this research instrument examined by using the formula of product-moment as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \quad (1)$$

Explanation:

r_{xy} : The correlation coefficient between x and y (correlation coefficient of product-moment)

N: Total trial subjects

$\sum x^2$: Total x (item scores)

$\sum y$: Total x2

$\sum y$: Total y (factor scores)

$\sum y^2$: Total y2

\sum_{xy} : Total times x and y (Arikunto, 2009)

Next, the price of r_{xy} is consulted with an r_{table} of product-moment with a significant level of 5%. It is said valid if the price of $r_{count} >$ than r_{table} .

Data collection

This study used a questionnaire or attitude scale to collect data that was distributed to the

teacher. The questionnaire was compiled based on the variables that have been determined and developed into indicators. The instrument given was in the form of questions with four alternative answers, namely;

- 1) Strongly agree (SS) weight 4,
- 2) Agree (S) weight 3,
- 3) Less agree (KS) weight 2,
- 4) Disagree (TS) weight 1.

While the scores for the questions are:

SS = 1, S = 2, KS = 3, TS = 4.

Data analysis

Descriptive Analysis of Variable: The application of data description was the data that has been collected is described by tabulating according to each variable. The data description was by using the help of a computer program SPSS 22 for windows so that it is obtained mean (M), standard deviation (Sd), Mode (Mo), and Median (Me) of each variable.

The inferential analysis used inferential statistics. Therefore, it is needed normality, homogeneity, and linearity tests. After the data is normally distributed and linear, it is examined for correlation and regression. Hypothesis analyses used were simple regression analysis and multiple regression analysis techniques. Path analysis, the path analysis model in this study, was a mediated path model (Figure 2).

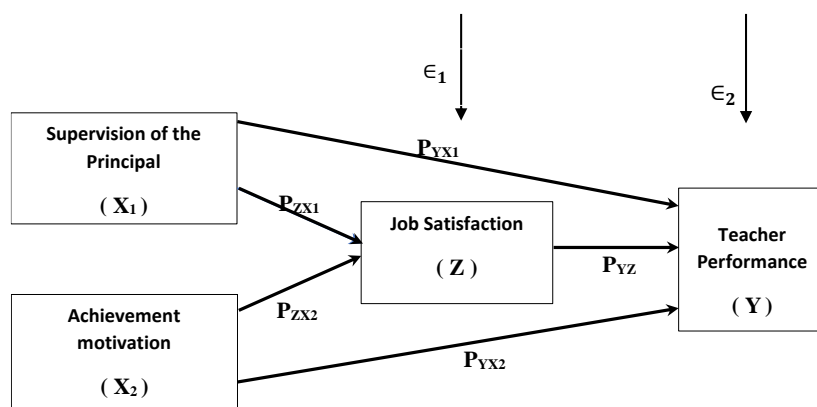


Figure 2. Path diagram

Explanation:

X1: Principal supervision

X2: Achievement motivation

Y: Teacher performance

Z: Teacher satisfaction

 ρ (rho): the coefficient of each variable ρ_{zx1} : Path coefficient of principal supervision with job satisfaction ρ_{zx2} : Path coefficient of achievement motivation with job satisfaction ρ_{yx1} : Path coefficient of principal supervision on teacher performance ρ_{yx2} : Path coefficient of achievement motivation on teacher performance ρ_{zy} : Path coefficient of teacher performance on teacher satisfaction ρ_{x1x2} : Correlation coefficient between independent variables ϵ (epsilon): other factors that affect the dependent variable (other than those affected which are not examined)

Based on the reliability test, it is known that school supervision) and job satisfaction (z) has a Cronbach Alpha coefficient of 0.762 and 0.761, respectively, which are greater than the standard Cronbach Alpha coefficient of 0.6. Thus, it can be said that the result of the reliability test for each variable is reliable.

The T-test is conducted to examine the hypothesis. The result indicates that: 0.753 and; 0.2061 in which $r\text{-count} > r\text{-table}$. Thus, this analysis concludes a significant correlation between School Supervision) and Job Satisfaction (Z). To determine the effect size of the independent variable (school supervision) with the dependent variable (job satisfaction), it can be seen from the value of the coefficient of determination. The result of is 0.568. This value means that a 56.8% change in the job satisfaction variable (Z) can be explained by the School Supervision variable. Meanwhile, 43.2% is explained by other variables, including job satisfaction (Z) and other variables not examined in this study. Furthermore, the test result of simple linear regression indicates that the coefficient of the effect of to Z is 0.005 or 0.5%, and it is obtained the equation $Y = 33.639 + 0.421$. The regression equation above indicates a positive direction. Therefore, there is a positive effect between School Supervision and Job Satisfaction (Z). If increases by 1 point, then (Z) will increase by 0.421 points.

Based on the analysis above, it can be concluded that there is a very small positive and significant effect between and Job Satisfaction (Z). This research is supported by the research result conducted by Sarjana (2012), which also finds that principals' supervision affects

Result and Discussion

This study uses a descriptive correlational design and path diagrams. The data analysis process uses SPSS 22 software tool. The study results show that all statistical hypotheses were $r\text{-count} > r\text{-table}$, at the 5% significance level. This means the explanation regarding:

The relationship between principal supervision (X₁) and job satisfaction (z)

Based on the validity test results, it is seen that the value of $r\text{-count}$ is greater than the value of $r\text{-table}$ due to the result $> 0,3$, so it can be understood that all statement items included in this study are valid.

teacher job satisfaction. Another research that also supports the result is research conducted by Hadi (2007), which also finds a similar result. That is, well-done supervision can make workers feel satisfied with the work done.

The relationship between achievement motivation (X_2) and job satisfaction (Z)

Based on the validity test result, it is known that the value of r_{count} is greater than the value of r_{table} since the result is > 0.3 so it can be said that all statement items used in this study are valid.

Based on the reliability test, it is known that Achievement Motivation (X_2) and Job Satisfaction (Z) have Cronbach Alpha coefficients of 0.760 and 0.761 consecutively greater than the standard Cronbach Alpha coefficient of 0.6. Thus, it can be said that the result of the reliability test for each variable is reliable. To test the hypothesis, it is done by using a t-test. The result is known that r_{count} : 0.165 and r_{table} : 0.2061 in which $r_{count} < r_{table}$. Thus, it can be concluded that there is an insignificant correlation between Achievement Motivation (X_2) and Job Satisfaction (Z).

To determine the effect size of the independent variable (achievement motivation) with the dependent variable (job satisfaction), it can be seen from the value of the coefficient of determination. The result of R^2 is 0.027. This value means that a 2.7% change in the job satisfaction variable (Z) can be explained by the achievement motivation variable (X_2). Meanwhile, 97.3% is explained by other variables, including job satisfaction (Z) and other variables not examined in this study. Furthermore, the test result of simple linear regression shows that the coefficient of the effect of (X_2) with (Z) is 0.005 or 0.5%, and it is obtained the equation $Y = 62.994 + 0.132 X_2$. The regression equation above indicates a positive direction. Thus, there is a positive effect between (X_2) and (Z). This means if X_2 increases by 1 point, then (Z) will increase by 0.132 points.

Based on the analysis above, it can be concluded that there is a very small positive and insignificant effect between Achievement Motivation (X_2) and Job Satisfaction (Z). The result contradicts the results of the previous studies,

such as research conducted by Ahmadiansah (2016), Tukiyo (2015), and Juniari & I Gede Riana (2015), which find that motivation affects job satisfaction.

The relationship between school supervision (X_1) and teacher performance (Y)

Based on the result of the validity test, it is known that the value of r_{count} is greater than the value of r_{table} as a result > 0.3 , so it can be said that all statement items used in this study are valid.

Based on the reliability test, it is known that School Supervision (X_1) and Teacher Performance (Y) have Cronbach Alpha coefficients of 0.762 and 0.754, respectively, which are greater than the standard Cronbach Alpha coefficient of 0.6. Thus, it can be said that the result of the reliability test for each variable is reliable. To test the hypothesis, it is done by using the t-test. The result is known that r_{count} : 0.677 and r_{table} : 0.2061 in which $r_{count} > r_{table}$. Thus, it can be concluded that there is a significant correlation between School Supervision (X_1) and teacher Performance (Y).

To determine the effect size of the independent variable (school supervision) with the dependent variable (teacher performance), it can be seen from the value of the coefficient of determination. The result of R^2 is 0.458. This value means that a 45.8% change in the teacher performance variable (Y) can be explained by the School Supervision variable (X_1). Meanwhile, 54.2% is explained by other variables, including teacher performance (Y) and other variables not examined in this study. Furthermore, the test result of simple linear regression shows that the coefficient of the effect of (X_1) with (Y) is 0.005 or 0.5%, and it is obtained the equation $Y = 53.040 + 0.493 X_1$. The regression equation above shows a positive direction. Thus, there is a positive effect between (X_1) and (Y). This means if X_1 increases by 1 point, then (Y) will increase by 0.493 points. The analysis above shows a very small significant and positive effect between the effect of School Supervision (X_1) and Teacher Performance (Y). The result of this study is similar to the research conducted by Imah (2018), Rismawan (2015), Supardi (2017), and

Lastriyani & Herawan (2013), which find that supervision has a positive effect on teacher performance.

The relationship between achievement motivation (X_2) and teacher performance (Y)

Based on the result of the validity test, it is known that the value of r_{count} is greater than the value of the r_{table} since the result > 0.3 , so it can be said that all statement items used in this study are valid.

Based on the reliability test, it is known that Achievement Motivation (X_2) and Teacher Performance (Y) have Cronbach Alpha coefficients of 0.760 and 0.754, respectively, which are greater than the standard Cronbach Alpha coefficient of 0.6. Thus, it can be said that the result of the reliability test for each variable is reliable.

To test the hypothesis, it is done by using the t-test. The result is known that r_{count} : 0.677 and r_{table} : 0.2061 in which $r_{count} > r_{table}$. Thus, it can be concluded that there is a significant correlation between Achievement Motivation (X_2) and teacher Performance (Y). To determine the effect size of the independent variable (achievement motivation) with the dependent variable (teacher performance), it can be seen from the value of the coefficient of determination. The result of R^2 is 0.049. This value means that a 4.9% change in the teacher performance variable (Y) can be explained by the Achievement Motivation variable (X_2). Meanwhile, 95.1% is explained by other variables, including teacher performance (Y) and other variables not examined in this study.

Furthermore, the test result of simple linear regression shows that the coefficient of the effect of (X_2) with (Y) is 0.005 or 0.5%, and it is obtained the equation $Y = 79.998 + 0.232 X_2$. The regression equation above indicates a positive direction. Thus, there is a positive effect between (X_2) and (Y). This means if X_2 increases by 1 point, then (Y) will increase by 0.232 points.

Based on the analysis above, it can be concluded that there is a very small significant and positive effect between the effect of Achievement Motivation (X_2) and Teacher Performance (Y). This study supports the result of previous studies conducted by Sumarni (2016)

and Wibowo (2017), which find that achievement motivation positively affects teacher performance.

The relationship between job satisfaction (Z) and teacher performance (Y)

Based on the result of the validity test, it is known that the value of r_{count} is greater than the value of the r_{table} due to the result > 0.3 , so it can be said that all statement items used in this study are valid. Based on the reliability test, it is known that Job Satisfaction (Z) and Teacher Performance (Y) have Cronbach Alpha coefficients of 0.761 and 0.754, respectively, which are greater than the standard Cronbach Alpha coefficient of 0.6. Thus, it can be said that the result of the reliability test for each variable is reliable.

The T-test is conducted to examine the hypothesis. The result shows that r_{count} : 0.872 and r_{table} : 0.2061 in which $r_{count} > r_{table}$. Thus, the analysis above shows that the result has a significant correlation between Job Satisfaction (Z) and Teacher Performance (Y). This result is supported by Lismida & Meilani's (2017) research, which finds that job satisfaction affects Vocational School teachers' performance positively. To determine the effect size of the independent variable (job satisfaction) with the dependent variable (teacher performance), it can be seen from the value of the coefficient of determination. The result of R^2 is 0.760. This value means that a 76% change in the teacher performance variable (Y) can be explained by the job satisfaction variable (Z). Meanwhile, 24% is explained by other variables, including teacher performance (Y) and other variables not examined in this study.

Furthermore, the test result of simple linear regression indicates that the coefficient of the effect of (Z) with (Y) is 0.005 or 0.5%, and it is obtained the equation $Y = 16.278 + 1.136 Z$. The regression equation above shows a positive direction. Thus, there is a positive effect between (Z) and (Y). If Z increases by 1 point, then (Y) will increase by 1.136 points.

The relationship between school supervision (X_1) and achievement motivation (X_2) with job satisfaction (Z)

Based on the validity test result, it is known that the value of r_{count} is greater than the value of r_{table} since the result > 0.3 . Thus, it can be said that all statement items used in this study are valid.

Based on the reliability test, it is known that School Supervision (X_1) And Achievement Motivation (X_2) With Job Satisfaction (Z) have Cronbach Alpha coefficients of 0.762, 0.760, and 0.761, respectively, greater than the standard Cronbach Alpha coefficient of 0.6. Thus, it can be said that the result of the reliability test for each variable is reliable. To test the hypothesis, it is done by using the t-test. The result is known that r_{count} : 0.766 and r_{table} : 0.2061 in which $r_{count} > r_{table}$. Thus, it can be concluded that there is a significant correlation between School Supervision (X_1) And Achievement Motivation (X_2) With Job Satisfaction (Z).

To determine the effect size of the independent variables (school supervision, achievement motivation) with the dependent variable (job satisfaction), it can be seen from the value of the coefficient of determination. The result of R^2 is 0.587. This value means that a 58.7% change in the Job satisfaction variable (Z) can be explained by the school supervision variable (X_1) and the achievement motivation variable (X_2). Meanwhile, 41.3% is explained by other variables not examined in this study.

Furthermore, the test result of simple linear regression indicates that the effective coefficient of X_1 and X_2 to Z is 0.005 or 0.5% and it is obtained the equation $Y = 4.469 + 0.418 X_1 + 0.111 X_2$. The regression equation above indicates a positive direction. Thus, there is a positive effect between X_1 and X_2 to Z . (X_1) of 0.418 means if school supervision (X_1) increases by 1 point. Job satisfaction (Z) will increase by 1 point, and the coefficient value is very small for (X_2) of 0.111, which means if achievement motivation (X_2) increases by 1 point, then job satisfaction (Z) will increase by 1 point. Based on the analysis above, it can be concluded that there is a very small significant and positive effect between the effect of School Supervision (X_1) and Achievement Motivation (X_2) on Job Satisfaction (Z).

The relationship of school supervision (X_1) and job satisfaction (Z) with teacher performance (Y)

Based on the validity test results, it is known that the value of r_{count} is greater than the value of r_{table} because the results > 0.3 , so it can be said that all statement items used in this study are valid.

Based on the reliability test, it is known that School Supervision (X_1) And Job Satisfaction (Z) With Teacher Performance (Y) have Cronbach Alpha coefficients of 0.762, 0.761, and 0.754, respectively, greater than the standard Cronbach Alpha coefficient of 0.6. Thus, it can be said that the result of the reliability test for each variable is reliable. To test the hypothesis, it is done by using the t-test. The result is known that r_{count} : 0.872 and r_{table} : 0.2061 in which $r_{count} > r_{table}$. Thus, it can be concluded that there is a significant correlation between School Supervision (X_1) And Job Satisfaction (Z) With Teacher Performance (Y).

To determine the effect size of the independent variables (school supervision, job satisfaction) with the dependent variable (teacher performance), it can be seen from the value of the coefficient of determination. The result of R^2 is 0.760. This value means that a 76% change in the teacher performance variable (Y) can be explained by the school supervision variable (X_1) and the job satisfaction variable (Z). Meanwhile, 24% is explained by other variables not examined in this study.

Furthermore, the test result of simple linear regression indicates that the coefficient of the effect of X_1 and Z to Y is 0.005 or 0.5%, and it is obtained the equation $Y = 16.355 + 0.034 X_1 + 1.091 Z$. The regression equation above indicates a positive direction. Thus, there is a positive effect between X_1 and Z to Y . (X_1) of 0.034 means if school supervision (X_1) increases by 1 point, then teacher performance (Y) will increase by 1 point. The coefficient value is very small for Z of 1.091, which means that if job satisfaction (Z) increases by 1 point, teacher performance (Y) will increase by 1 point.

Based on the analysis above, it can be concluded that there is a very small significant and

positive effect between the effect of School Supervision (X_1) and Job Satisfaction (Z) on Teacher Performance (Y).

The relationship between school supervision (X_1) and job satisfaction (Z) with teacher performance

Based on the result of the validity test, it is

Based on the validity test results, it is known that the value of r count is greater than the value of r table, as a result, is > 0.3 , so it can be said that all statement items used in this study are valid.

Based on the reliability test, it is known that School Supervision (X_1) And Job Satisfaction (Z) have Cronbach Alpha coefficients of 0.762 and 0.761, respectively, which are greater than the standard Cronbach Alpha coefficient of 0.6. Thus, it can be said that the result of the reliability test for each variable is reliable. To determine the effect size of the independent variables (achievement motivation and job satisfaction) with the dependent variable (teacher performance), it can be seen from the value of the coefficient of determination. The result of R^2 is 0.766. This value means that a 76% change in the teacher performance variable (Y) can be explained by the achievement motivation variable (X_2) and the job satisfaction variable (Z). Meanwhile, 24% is explained by other variables not examined in this study.

Furthermore, the test result of simple linear regression shows that the coefficient of the effect of X_2 and Z to Y is 0.005 or 0.5%, and it is obtained the equation $Y = 9.571 + 0.084 X_2 + 1.119 Z$. The regression equation above indicates a positive direction. Thus, there is a positive effect between X_2 and Z to Y . This means X_2 of 0.084, which means if achievement motivation (X_2) increases by 1 point, then teacher performance (Y) will increase by 1 point, and the coefficient value is very small for (X_2) of 1.119 which means if job satisfaction (Z) increases by 1 point, then teacher performance (Y) will increase by 1 point.

Based on the analysis above, it can be concluded that there is a very small positive and significant effect between Achievement Motivation (X_2) and Job Satisfaction (Z) on Teacher Performance (Y). Path Diagrams and their

shape are determined by theoretical propositions derived from a certain frame of thinking, which can be seen as follows.

This study uses two sub-structural equations, namely.

- a. Sub-Structure 1 School Supervision (X_1) And Achievement Motivation (X_2) With Job Satisfaction (Z) of SMPN In Dusun Timur Subdistrict, East Barito Regency.

$$Z = P_{ZX1}X_1 + P_{ZX2}X_2 + \epsilon_1 \quad (2)$$

Simultaneously, principal supervision and achievement motivation have positive and significant effects on job satisfaction. The simultaneous effect size, R Square of 0.587, or rounded to 58.7%, contributes to principal supervision and motivation variables on job satisfaction. Meanwhile, the remaining 41.3% is influenced by other factors outside the model. The simultaneous (overall) model occurs X_1 , X_2 , with Z significantly. However, individually the contribution of X_2 , with Z stated as significant, and the contribution of X_1 , with Z , stated as significant on job satisfaction (z). This can be seen below.

Path coefficient:

- 1) $P_{ZX1} = 0.748$, since the p -value = 0.000 smaller than $\alpha = 0.05$, this path coefficient is significant
- 2) $P_{ZX2} = 0.138$, since the p -value = 0.047 smaller than $\alpha = 0.05$, this path coefficient is significant

For empirical causal effect occurs in X_1 , X_2 , with Z can be illustrated by sub-structural equation $1Z = 0.748 X_1 + 0.138 X_2 + \epsilon_1$. Partially, principal supervision X_1 has a positive and significant effect on job satisfaction (z). The partial and direct effect size of principal supervision X_1 on job satisfaction (z) is 0.748 or rounded to 74.8%. Therefore, principal supervision's level of job satisfaction is 74.8%, while other factors outside the model explain the remaining 25.2%.

Partially, Achievement Motivation supervision (X_2) has a positive and significant effect on job satisfaction (z). The partial and direct effect size of Achievement Motivation (X_2) on job satisfaction (z) is 0.138 or rounded to 13.8

%. Thus, the level of job satisfaction influenced by principal supervision is 13.8%, while other factors outside the model explain the remaining 86.2%.

- Sub-Structure 2 School Supervision (X_1), Achievement Motivation (X_2), Job Satisfaction (Z) to Teacher Performance (Y) of SMPN In Dusun Timur Subdistrict, East Barito Regency.

$$Y = P_{YX1}X_1 + P_{YX2}X_2 + P_{YZ}Z + \epsilon_2 \dots \quad (3)$$

Simultaneously, School Supervision (X_1) Achievement Motivation (X_2) and Job Satisfaction (Z) have positive and significant effects on teacher performance. The simultaneous effect size, R Square of 0.768, or rounded to 76.8%, contributes to the principal supervision and motivation variables to job satisfaction. Meanwhile, the remaining 23.2% is influenced by other factors outside the model.

This simultaneous (overall) model occurs X_1 , X_2 , Z with Y significantly. However, individually the contribution of X_1 , with Y stated as insignificant, the contribution of X_2 , with Y stated as insignificant, and the contribution of Z with Y stated as significant to job satisfaction (z). This can be seen below.

Path Coefficient:

$$Y = P_{YX1}X_1 + P_{YX2}X_2 + P_{YZ}Z + \epsilon_2 \quad (4)$$

- 1) $P_{YX1} = 0.064$, since the p-value = 0.423 greater than $\alpha = 0.05$, this path coefficient is insignificant
- 2) $P_{YX2} = 0.086$, since the p-value = 0.108 greater than $\alpha = 0.05$, this path coefficient is insignificant
- 3) $P_{YZ} = 0.809$, since the p-value = 0.000 smaller than $\alpha = 0.05$, this path coefficient is significant

For empirical causal effect to occur X_1 , X_2 , Z with Y can be illustrated by sub structural equation $1Y = 0.064 X_1 + 0.086 X_2 + 0.809 Z + \epsilon_2$.

Partially, principal supervision X_1 has a positive and significant effect on teacher performance (Y). The partial and direct size of principal supervision X_1 on teacher performance (Y). Thus, the level of teacher performance (Y) is influenced by principal

supervision by 6.4%, while other factors outside the model explain the remaining 93.6%.

Partially, Achievement Motivation (X_2) has a positive and significant effect on teacher performance (Y). The partial and direct effect size of Achievement Motivation (X_2) on teacher performance (Y) is 0.086 or rounded to 8.6%. Thus, the level of teacher performance (Y) affected by Achievement Motivation is 8.6%, while other factors outside the model explain the remaining 91.4%.

Partially, Job Satisfaction (Z) has a positive and significant effect on teacher performance (Y). The partial and direct effect size of Job Satisfaction (Z) on teacher performance (Y) is 0.809 or rounded to 80.9%. Thus, the level of teacher performance (Y) affected by Job Satisfaction (Z) is 80.9%, while the remaining 91.4% is explained by other factors outside the model of Path Diagram Interpretation.

The direct and indirect causal effects can be described as follows:

- 1) The Effect of X_1 to Y
 - The direct effect of X_1 variable on Y is 0.064
 - The indirect effect of X_1 variable on Y (through Z) is 0.605
 - The Total effect of X_1 variable on Y (through Z) is 0.669
- 2) The Effect of X_2 to Y
 - The direct effect of X_2 variable on Y is 0.086
 - The indirect effect of X_2 variable on Y (through Z) is 0.111
 - The Total effect of X_2 variable on Y (through Z) is 0.197
- 3) The Effect of Z to Y
 - The direct effect of Z variable on Y is 0.809

Conclusion and Recommendation

Based on the results of the research and discussion, it can be concluded the following matters.

1. There is a very small positive and significant effect between School Supervision (X_1) and Job Satisfaction (Z).

2. There is a very small positive and insignificant effect between Achievement Motivation (X_2) and Job Satisfaction (Z).
3. There is a very small positive and significant effect between School Supervision (X_1) and teacher Performance (Y).
4. There is a very small positive and significant effect between achievement motivation (X_2) and teacher Performance (Y).
5. There is a very small positive and significant effect between Job Satisfaction (Z) and Teacher Performance (Y).
6. There is a very small positive and significant effect between the effect of School Supervision (X_1) and Achievement Motivation (X_2) on Job Satisfaction (Z).
7. There is a very small significant and positive effect between the effect of School Supervision (X_1) and Job Satisfaction (Z) on Teacher Performance (Y).
8. There is a very small significant and positive effect between achievement motivation (X_2) and Job Satisfaction (Z).

Based on the research results above, the authors propose the following suggestions:

1. To the principals of SMPN in Dusun Timur Subdistrict, East Barito Regency suggested that:
 - Principals can plan for supervision well, carry out supervision well, and follow up on supervision results effectively. These will encourage the increase of teacher job satisfaction in carrying out their duties in school.
 - The principal supervision activity should be conducted periodically minimal every semester once and more planned according to the existing procedures. This is important to improve teacher perception regarding principal supervision.
 - School should conduct workshops to improve teacher performance in managing the teaching and learning process, student learning evaluation, and mastering educational cornerstone.
 - Principals should encourage teachers to feel satisfied when they have

successfully passed risky work. Schools also need to reward teachers who have high achievement motivation and teaching performance.

2. To the teachers of SMPN in Dusun Timur Subdistrict, East Barito district.

- Teachers' perceptions regarding principal supervision need to be improved. This can be done by changing the teacher's perspective on the old meaning of supervision, namely that supervision is carried out to find teacher mistakes. Still, supervision here can be interpreted as a control for teachers in teaching and learning activities. This is evidenced by supervision activity as a coaching process and rewards and punishments as a follow-up to the supervision activity.
- It needs to improve motivation to get more achievement in all fields. The way to improve teacher achievement motivation can be by providing incentives for those who get an achievement and giving hope that teachers have high responsibility and competitiveness.
- It needs to feel satisfied if we have successfully passed a risky job to continue to be motivated to achieve our performance.
- It is necessary to improve teacher teaching performance so that the learning process's objectives can be achieved.

3. For researchers

- It is necessary to conduct further research on teacher perceptions regarding principal supervision, achievement motivation, and job satisfaction with broader teacher performance.
- Research needs to be conducted with a longer time and more respondents to obtain more objective data.
- It needs other variables that can contribute more to the variable of teacher teaching performance.

- Researchers can use this study's results with similar themes and further research variables with different themes for SMPN teachers in the Dusun Timur Subdistrict, East Barito district.

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