SUPERVISION PRINCIPAL AND ACHIEVEMENT MOTIVATION TEACHERS ON THE PERFORMANCE OF TEACHERS IN SMA SATYA DHARMA

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Abstract

The purpose of this study is to analyze and test the effect of supervision of the school principal and achievement motivation of teachers on teacher performance in high school Satya Dharma Balung, either simultaneously or partially. This research was explanatory research survey. The location of this research is the location of this research is in high school Satya Dharma Balung. The independent variable in this study is the supervision of the principal and teacher achievement motivation (X) while the bound variables in this study, the performance of teachers (Y). The population in this study are all Satya Dharma Teachers at the high school that once a sample Balung. data collection methods used in this research is observation, interviews, questionnaires, and through documentation. While the analysis of data using multiple linear regression. Based on the survey results revealed that the effect of the supervision of the principal and teacher achievement motivation signnifikan affect the performance of teachers in high school Balung Satya Dharma either partially or simultaneously. Test results partially evidenced by the t-test: 1). T-count value variable supervision of the principal amounts to 2,054 with a probability value of 0.048, while the t-table value is equal to 2.035, so t count> t-table (2.054> 2.035). 2). T-count value achievement motivation of teachers amounted to 3.863 with a probability value of 0.000, while the t-table value is equal to 2.035, so t count> t-table (3.863> 2.035). Effective contribution supervision of the school principal and teacher achievement motivation on the performance of teachers in high school Satya Dharma Balung is 71.4% achievement motivation of teachers as the most dominant variable (47.8%). The final results of this research to be improving performance, which in turn can improve the performance and commitment of teachers.

Keywords: Supervision Principal, Motivation, Achievement, Performance

1. **Introduction**

1.1. Background

The teacher is an educator who must be able to work optimally because the teacher is a key element of education. Teachers can work optimally when four competencies, namely (1) the pedagogic; (2) personality; (3) social and (4) professional. The fourth competence is expected to be implemented by all teachers so that performance becomes a good teacher.

Job satisfaction for teachers as educators needed to improve its performance. Job satisfaction in respect of conformity between one's expectations in return provided. Teacher job satisfaction impact on work performance, discipline, quality of work. On teachers satisfied with the job it will increase its performance is likely to have positive impact on improving the quality of education.

Teacher's performance or work performance is a result of work achieved in executing the tasks assigned to them based on skills, experience, and determination as well as the time (Hasibuan, 2007: 94). Teacher performance would be good if the teacher has done the elements consisting of loyalty and commitment to the task of teaching, master and develop learning materials, discipline in teaching and other duties, creativity in the implementation of teaching, cooperation with all of the school community, leadership becomes a model student, a good personality, honest and objective in guiding students, as well as responsibility towards their duties. Hence the principal task as manager is to assess the performance of teachers.

The phenomenon is a problem in high school Satya Dharma is not all teachers have performed as expected, both from the quality, quantity, time efficiency work in realizing the vision and mission. Factors affecting the performance leadership enough in this school. Lack of rewards for teachers who excel, have a good performance and integration of good work culture. Vice versa, less expressly provides punishment for teachers who have a poor performance and integration of the poor work culture. This can be seen when it will be carried out supervision, the teacher will make the device as possible with a good variety of teaching methods in order to see when the class is much better than everyday teaching and learning conditions.

This assessment is important to remember its function as a motivational tool for the leadership of the teachers and for teachers it sendiri.Temuan while the author may put forward on this occasion is that it official, in the sense according to his duties as principal. High School Principal Balung Satya Dharma has or always carry out his duties in supervising the teachers. But according to the teachers, the supervision activities at the level of implementation of the new up their duties, have not yet reached what is expected of supervision itself functions that help teachers to solve various problems in the implementation of learning.

Satya Dharma School teacher performance Balung seems terms official, in a sense as a teacher when viewed from the level of teaching is good enough presence. But on the other hand, the authors also found that almost every school does not prepare teachers to complete teaching device.

1.2. Research purposes

The general objective of this study was to analyze and test the effect of supervision of the principal on the performance of a high school teacher Satya Dharma Balung, either simultaneously or partially; To analyze and test the effect of supervision of the principal on the performance of a high school teacher Satya Dharma Balung, either simultaneously or partially;

2. Literature Review

2.1. Definition of Supervision

supervisiongeneral terms known to those engaged in education. The term was born because of the demands of repair areas of learning, as an attempt meperlancar achievement of educational goals. The improvement effort directed by leaders, coaches education or those who are responsible for it. In the concept of school systems, supervisory tasks are automatically attached to the principal, so that is the principal supervisor.

According to B. Adams and Frank G.Dickney wrote: "Supervision is a planned program for the improvement off instruction". (HM, Daryanto, 2001: 170). This means that as a program that is planned to improve penngajaran.

Supervision of the various terms mentioned above it seems there is a difference, it can be understood because it depends on the angle pandangya. Therefore, to bring the perception of supervision, we should put forward the notion of supervision presented by Tim Dikdasmen (1994: 2) that defines supervision as assistance provided to all school staff to develop teaching and learning situation better.

2.2 Definition of Achievement Motivation

David Mc. Clelland in Siagian (2004: 167), a psychologist from Harvard University, in his motivation theory suggests that the productivity of a person is determined 3 types of needs. The three types of requirements, namely: Need of achievement (need for achievement), need of affiliatiation (need to master something), and the need of power.

Achievement motivation can be interpreted as a boost in a person to do a particular task or activity or task as well as possible in order to achieve the laudable title. This is in accordance with the opinion of Johnson (1984: 101) in Mangkunagara (2005: 103) who argued that "Achievement motive is empetus to do well relative to some standard of excellence".

Third-recognized scientists have made important contributions in understanding the motivation Herzberg. He developed the theory known as the "Two-Factor Model" of motivation, the motivational factors and hygiene factors or "maintenance".

According to this theory is the motivational factor are the things that drive achievement is intrinsic, meaning comes in a person, while the meaning of hygiene factors or maintenance are factors

that are extrinsic meaning comes from outside ourselves that determines the behavior a person in one's life.

2.3 Research Hypothesis

1. There is a positive and significant impact on the performance of the principal supervision of teachers to teach.

2. There is a positive and significant impact on the performance achievement motivation of teachers teaching teachers.

3. There is a positive and significant impact supervision of the school principal and teacher achievement motivation together against teachers' teaching performance.

3. Methods

This study included a survey research including research while based on the objective explanation (explanatory research). The location of this research is in high school Satya Dharma Balung. The independent variable in this study is the Supervising Principal (X1), achievement motivation of teachers (X2) Meanwhile, bound variables in this study, the performance of teachers (Y). The population in this study are all teachers at the high school Balung Satya Dharma that once a sample. data collection methods used in this research is observation, interviews, questionnaires, and through documentation. At this stage of data processing, which uses SPSS Ver.13.0 do measures such as checking the data (editing), the provision of the Code (coding), and tabulation. While the methods of data analysis are as follows:

Test Validity Each item in the instrument that is valid or not, can be determined by the score grain correlate with a total score. When the price correlation below 0.30, it can be concluded that the clause is not valid instrument, so it must be repaired or discarded.

Test Reliability namely According Ghozali (2005) in Dimyati (2009), stating the value of which is used to assess the level of reliability that can be accepted is 0.70, when the study was ekploratori then the value below 0.70 would still be acceptable if accompanied by reasons empiric seen in the exploration process.

Normality Test is to determine whether the data taken from the population and a normal distribution it is necessary to test for normality. There are several techniques that can be used to test the normality of the data, among others: the norm opportunities paper, chi-square test, Liliefors test and Kolmogorov-Smirnov techniques, and SPSS.

Linearity test the linearity test is done by using visual techniques. If the chart looks a straight line pattern, it can be said that both the data than is linear. Here is the result of a plot between data supervision of the school principal (X1) with teachers 'teaching performance (Y) and achievement motivation of teachers (X2) with teachers' teaching performance (Y).

Heterokedastisitas test to determine whether the test heterokedastisitas penganggu variable in the regression equation have the same variant or not. Heterokedastisitas symptoms occur as a result of the inequality of the data, so the variation of the value of the data studied. Detection to determine whether there heterocedastity case or not. Basis for decision making based on the opinions Kuncoro (2007) as follows:

If a particular pattern, such as dots that form a particular pattern, mak has happened heterokedastisitas;

If there is no clear pattern, as well as the points spread above and below the number 0 on the Y axis, then there heterokedastisitas.

Multiple linear regression analysis is used to determine the effect of the independent variable on the dependent variable. Analysis of articles used by the researchers in this study are multiple regression analysis If researchers intend predict how the situation (rise and fall) the dependent variable (criterion), when two or more independent variables as a factor predicting manipulated (dinaik lower value). Serhingga multiple regression analysis will be carried out if the amount of at least two independent variables (Sugiyono, 2012).

The equation of the regression is:

$$Y = a + b1x1 + b2X2 + e$$

Description:

Y	= Performance Teaching and Teacher
A	= Constant
b	= Coefficient of Linear Regression
X1	= Supervising Principal
X2	= Achievement Motivation Teacher
e	= *Error*

Hypothesis

    a.   Testing t (partial test)

t test is used to determine the effect of each independent variable on the dependent variations. Criteria value t test with significance level of 5%, as follows:

If $t>$ t *table,* then the hypothesis is accepted.

If $t <$t *table,* then the hypothesis is rejected

    b.   Test f (simultaneous test)

        Test F is used to determine the effect of independent variables together (simultaneously) to the dependent variable. Significant means that the relations can apply to the population. Use of the significance of the F test tingkan diverse, which is 0.01 (1%); 0.05 (5%); and 0.10 (10%). If the probability value <0.05, it can be said to be a significant influence jointly between independent variables on the dependent variable. However, if the significance value> 0.05, no significant effect jointly between independent variables on the dependent variable.

    c.   The coefficient of determination (R2)

        coefficient of determination (R2) was used to measure the contribution of several independent variables on the dependent variable variation downs. It is usually expressed in percentage.

4. Results and Discussion

        The results of the calculation of validity and reliability analysis in this study with the help of a computer calculation program Statistical Product and Service Solutions (SPSS) version 13.0 The recapitulation of the validity and reliability are presented in the following table:

Table 1. Summary of Data Validity of Test Results

Description	Sig.	Grain-countr		indicator	Variable
Valid	0.000	0.562	1	Attitude Teacher	Supervising
Valid	0.030	0.362	2		Principal(X1)
Valid	0.002	0.507	3		
Valid	0.012	0.416	4		
Valid	0.017	0.394	5		
Valid	0,000	0,624	6		
Valid	0.008	0.437	7		
Valid	0.000	0.780	1	Neatness Grade	
Invalid	0.000	0.741	2		
Valid	0.001	0.538	1	Management Class	
Valid	0.004	0.466	2		
Valid	0.000	0.756	3		
Valid	0.000	0.741	4		
Valid	0.001	0.537	5		
Valid	0.001	0.538	1	Implementation of Curriculum	
Valid	0.000	0.565	2		
Valid	0.013	0.412	3		
Valid	0.007	0.444	1	Connect yourself	Achievement

Valid	0.000	0.636	2		Motivation of
Valid	0.001	0.541	3		Teachers (X2)
Valid	0.039	0.346	4		
Valid	0.000	0.783	5		
Valid	0.000	0.682	6		
Valid	0.000	0.741	7		
Valid	0.004	0.466	8		
Valid	0.000	0.580	1	Connecting with others	
Valid	0.000	0.703	2		
Valid	0.000	0.658	3		
valid	0.007	0.444	1	Planning	performance
invalid	0.000	0.644	2		Teaching
invalid	0.031	0.360	3		Teachers (Y)
valid	0.028	0.366	4		
valid	0.005	0.454	1	Lesson	
valid	0.000	0.584	2		
valid	0.000	0.693	3		
invalid	0.011	0.417	4		
valid	0.003	0.485	5		
Valid	0.000	0.696	1	Pela ksanaan Evaluation of	
Valid	0.000	0.699	2	Learning Outcomes	
Valid	0.000	0.801	3		
Valid	0.000	0.843	4		
Valid	0.002	0.504	5		

Source: Data were analyzed

Based on Table 1, indicate that the obtained correlation (r-count) with a range of between 0.346 up to 0.843, while the value of r-table amounted to 0.329 (Appendix 9). This indicates that the value of r-count on all the questions is greater than the value of r-table. This means that all the questions are valid with the validity of a significant level at 5% level.

Table 2. Summary of Data Reliability Test Results

Alpha-Cronbach (α)	Variable
0,848	Supervising principals (X1)
0.825	Achievement motivation of teachers (X2)
0.850	Performance of teachers (Y)

Source: Data were analyzed

on the table above, shows that the value of Alpha Cronbach (α) of each -masing variable is the supervision of the school principal (X_1) amounted to 0,848, achievement motivation of teachers (X_2) of 0.825 and a teacher's performance (Y) of 0.850. Cronbach Alpha value of each variable is greater than 0.60, indicating that the research variables are reliable, in accordance with the opinion of Arikunto (2006), which states that the data is said to be reliable if the criteria correlation index (α) of more than 0,600.

The calculation result of multiple linear regression analysis in this study with the help of a computer calculation program Statistical Product and Service Solutions (SPSS) version 13.0 The recapitulation of the results of multiple linear regression are presented in the following table:

Table 3 Summary of Results of Multiple Linear Regression Analysis

Sign.	hypothesis Presentation		The regression coefficient	Variables	No.
	t-table	t count			
0.048	2.035	1)	0.394	Supervising principals (X$_{2.054}$	1.
0.000		3.863	0.555	Achievement motivation of teachers (X2)	2.
= 0.205				Constant	
= 0.714				R ^{2}	
= 0.696				AdjustedR^2	
= 41.116				F-count	
= 3.285				F-table $_{(5\%; 2,33)}$	
= 0,000				Significance	

Source: Data were analyzed

By multiple linear regression analysis, result obtained the following regression equation:

$Y = 0.205 + 0.394X_1 + 0.555X_2$

From the multiple linear regression equation above can be seen the influence of independent variables (supervising principals and achievement motivation of teachers) on the dependent variable (performance of teachers), while the meaning of the multiple linear regression equation above can be explained as follows:

Constants regression equation (b$_0$)positive value of 0.205, meaning that if there are no values on the independent variables or independent variables equal to zero, then the teacher's performance is equal to 0.205.

Variable regression coefficient supervision of the school principal (b$_1$)positive value of 0.394, meaning that the increased supervision of the headmaster of one unit, there will be an increase of 0.394 units of teacher performance with the assumption that other independent variables constant.

The regression coefficient achievement motivation of teachers (b$_2$)positive value of 0.555, meaning that an increase in achievement motivation of teachers by one unit, there will be an increase of 0.555 units of teacher performance with the assumption that other independent variables constant.

4.1 Hypothesis Testing Regression Coefficients Simultaneous with F Test

This test is intended to determine the effect of independent variables (supervision of the school principal and teacher achievement motivation) to the dependent variable (performance of teachers) simultaneously (together).

The test steps are as follows:

1. $H_{0:}$ $b_j = 0$,   means simultaneously no significant influence of the variables X_1, X_2 against Y.

   $H_{1:}$ $b_j \neq 0$,   meaning there is simultaneously a significant influence of the variables X_1, X_2 against Y.

2. $\alpha = 0.05$

3. Criteria testing:

   - H_0 is received, if the F-count <F-table, means simultaneously no effect significant variables X_1, X_2 against Y.

   - $H_{0\,is}$ rejected, if the F-count ≥ F-table, means there is simultaneously a significant influence of the variables X_1, X_2 to Y.

4. F-table   = 3,285

   F-count   = 41.116

   F-count equal to 41.116 (p = 0.000) and the F-table amounted to 3.285, then the F-count> F-table (41.116> 3.285), mean that the independent variables (supervision principals and teachers achievement motivation) simultaneously have a significant influence on the dependent variable (performance of teachers).

4.2 Hypothesis Testing Regression Coefficients Partial with t tests

To determine the effect of independent variables on the dependent variable partially used t test, where this test comparing the t-test with a t-table results of tests on each variable supervision of the school principal and achievement motivation teachers on teacher performance.

The test steps are as follows:

1. $H_{0:}$ $b_j = 0$,   meaning partially no significant influence of the variables X_1, X_2 against Y.

   $H_{1:}$ $b_j \neq 0$,   meaning partially found influence significant of variables X_1, X_2 to Y.

2. $\alpha = 0.05$

3. Criteria testing:

   - H_0 is received, if the t-table <t <t-table, means partially no significant influence of variable X_1, X_2 against Y.

   - $H_{0\,is}$ rejected ift count <t-table or t count ≥ t-table, meaning partially significant influence of variable X_1, X_2 to Y.

Table 4. Summary of Test Results

Sig.	tcount-table	t	variable
0,048	2,035	2,054	Supervising principals (X1)
0.000		3.863	Achievement motivation of teachers (X2)

Source: Data were analyzed

by measures t test and the table above, the hypothesis testing for each independent variable supervision of the school principal and achievement motivation teachers on teacher performance are as follows:

1. Variable supervising Principal (X1)

Based on the above table unknown variable value t count supervision of the principal amounts to 2,054 with a probability value of 0.048, while the t-table value amounted to 2,035 (Appendix 11), so that t count> t-table (2.054> 2.035). This indicates that the variable partial supervision of the school principal has a significant influence on the performance of teachers.

2. Variable Achievement Motivation of Teachers (X2)

Based on the table above the known value of t-test achievement motivation of teachers amounted to 3.863 with a probability value of 0.000, while the t-table value is equal to 2.035, so t count> t-table (3.863> 2.035). This indicates that the variable partial achievement motivation of teachers has a significant influence on the performance of teachers.

4.3 The coefficient of determination (R ^{2})

Effective contribution is used to determine which variables that have the greatest contribution to the performance of teachers or in other words, is where the most dominant factor among the independent variables. Determination of the effective contribution of this is done by multiplying the value of the standardized coefficients with zero-order correlation of each independent variable. The results of the effective contribution are presented in the following table:

Table 5. Donations Effective Variables

Donations Effective	Correlation Zero Order	Coefficient Standardized	Variable
0.236 0.478	0.764 0.823	0.309 0.581	Supervision principals (X1) Achievement motivation of teachers (X2)
.714	coefficient of determination (R ^{2})		

Source: Data processed

Based on the above results, it is known that the coefficient of determination (R²) equal to 0.714, which means that the independent variable (the supervision of the school principal and teacher achievement motivation) effect on the dependent variable (performance of teachers) amounted to 71.4%, while the remaining 28.6% influenced by other factors outside the model.

The effective contribution of each independent variable is the principal supervision of 0.236 (23.6%) and achievement motivation of teachers for 0,478 (47.8%). Based on these results it can be concluded that the most dominant variables that affect the performance of the teacher is the achievement motivation of teachers with a contribution of 47.8%.

5. Conclusions, Implications and Recommendations

5.1. Conclusion

Based on the results and a discussion of the influence of supervision of the school principal and teacher achievement motivation on the performance of teachers in high school Satya Dharma Balung, it was concluded that:

Supervision principal and teacher achievement motivation simultaneously significant effect on the performance of teachers in high school with grades Satya Dharma Balung F- count equal to 41.116 (p = 0.000).

Supervising principals and teacher achievement motivation is partially significant effect on the performance of teachers in high school Satya Dharma Balung with t-count value is supervising principals of 2.054 (p = 0.048) and achievement motivation of teachers of 3.863 (p = 0.000).

Effective contribution supervision of the school principal and teacher achievement motivation on the performance of teachers in high school Satya Dharma Balung is 68.7% with achievement motivation of teachers as the most dominant variable (47.8%).

5.2. Implications

Based on the above results, indicating that the SMA Satya Dharma Balung in supervision to teachers, achievement motivation of teachers have been able to improve performance in Satya Dharma SMA Balung.

This implies that the effect of supervision, achievement motivation of teachers has an important role in improving teacher performance, due to the influence of supervision, achievement motivation of teachers given to improving performance, which in turn can improve the performance and commitment of teachers.

5.2. Recommendations

Based on the analysis of the research results, discussion and conclusions noted earlier, some suggestions that can be used for further research are:

1. For Development Studies

These results indicate that the effect of the supervision of the principal and achievement motivation of teachers on teacher performance in high school Satya Dharma Balung is a significant and positive, so hopefully this result can provide theoretical contribution to science, especially for educators.

2. For Decision Making

These results indicate that that influence supervision of school principals and achievement motivation of teachers on teacher performance in high school Satya Dharma Balung is a significant and positive, or in other words through that influence the supervision of the principal and achievement motivation of teachers on teacher performance in high school Satya Dharma Balung will appear. Based on this, to increase the commitment of educators, it is suggested that the effect of supervision of the principal and teacher achievement motivation on the performance of teachers in high school Satya Dharma Balung to prioritize the improvement of teacher performance.

3. For the researchers

expected that researchers were able to develop the scientific management in the field of human resource management, especially regarding supervision that influence achievement motivation principals and teachers on teacher performance in high school Satya Dharma Balung.

We hope this research can improve the knowledge of that supervision influence achievement motivation principals and teachers on teacher performance in high school Satya Dharma Balung.

4. For Other researchers

expected that the results of this study can be used as a reference for those parties who wish to undertake further studies in greater depth and more about that influence the supervision of the school principal and teacher achievement motivation on the performance of teachers in high school Satya Dharma Balung.

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