THE ANALYSIS OF RESULTS PRINCIPAL SUPERVISION AND ACHIEVEMENT MOTIVATION FOR TEACHER PERFORMANCE IN SMA SATYA DHARMA BALUNG

Arief Rahmat Hidayat[1]
Gatot Sugeng Purwono[2]
Hary Sulaksono[3]

High School of Economics of Mandala
Email: rfhdyt.imoetz@gmail.com

ABSTRACT

The purpose of this research is to analyze and test the effect of principal supervision and teacher achievement motivation on teacher performance in SMA Satya Dharma Balung, either simultaneously or partially. This research includes explanatory research survey. The location of this research is at SMA Satya Dharma Balung. The independent variable of this research were the principal supervision and teacher achievement motivation (X) while the dependent variable of this research was the teacher performance (Y). The subject of this research was all of the teachers at SMA Satya Dharma Balung which also became the sample. Data collection methods used in this study were observation, direct interview, questionnaire, and documentation. While the data analysis used was multiple linear regression. Based on the results of the research noted that the influence of the principal supervision and teacher achievement motivation had a significant effect on the teacher performance at SMA Satya Dharma Balung either partially or simultaneously. Partial test result proved by t -count value: 1). The t -count value of the principal's supervision variable is 2.054 with the probability value of 0.048, while the t - table value was 2.035. Therefore t-count > t-table (2.054 > 2.035). 2). The value of t-count of the teacher achievement motivation is 3.863 with the probability value 0.000, while t-table value was 2.035, so t-count > t-table (3,863 > 2,035). The effective contribution of principal supervision and teacher achievement motivation toward teacher performance at SMA Satya Dharma Balung was 71,4% of teacher achievement motivation variable as the most dominant variable (47,8%). The final result of this research was to improve the performance of the achievement which could also improve the teacher's performance and commitment.

Keywords: *Supervision Principal, Motivation, Achievement, Performance*

INTRODUCTION

Teacher is an educator who must be able to work optimally because 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.

This phenomenon becomes a problem in SMA Satya Dharma Balung, that 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 the 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.

Supervision general terms known to those engaged in education. The term was born because of the demands of repair areas of learning, as an attempt to strengthen the 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.

According to B. Adams and Frank G.Dickney wrote: "Supervision is a planned program for the improvement of instruction". (HM, Daryanto, 2001: 170).

Supervision of the various terms mentioned above it seems there is a difference, it can be understood because it depends on the point of view. 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.

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 affiliation (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 an impetus 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.

The general objective of this study was to analyze and test the effect of supervision of the principal on the performance of SMA Satya Dharma Balung's teachers, either simultaneously or partially; To analyze and test the effect of supervision of the principal on the performance of SMA Satya Dharma Balung's teachers, either simultaneously or partially.

RESEARCH METHODS

This study included a survey research including research while based on the objective explanation (explanatory research). The location of this research is in SMA Satya Dharma Balung. The independent variable in this study is the Supervising Principal (X1), achievement motivation of teachers (X2) meanwhile, dependent variables in this study is the performance of teachers (Y). The population and sample in this study are all teachers at the SMA Satya Dharma Balung. 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 Validity Test, Reliability, Normality Test, Linearity Test, Heterocedasity Test and Multiple linear regression analysis.

The equation of this regression is:

$$Y = a + b1x1 + b2X2 + E$$

Description:
Y : Teaching Performance Master
a: Constant
b: Linear Regression coefficient
X1 : Supervising Principal
X2 : Teacher Achievement Motivation
E : *Error*

RESULTS ANALYSIS

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 1:

Table 1. Summary of Data Validity of Test Results

Variable	indicator		Grain count-r	Sig.	Description
Supervising Principal(X1)	Attitude Teacher	1	0,562	0,000	Valid
		2	0,362	0,030	Valid
		3	0,507	0,002	Valid
		4	0,416	0,012	Valid
		5	0,394	0,017	Valid
		6	0,624	0,000	Valid
		7	0,437	0,008	Valid
	Neatness Grade	1	0,780	0,000	Valid
		2	0,741	0,000	Valid
	Management Class	1	0,538	0,001	Valid
		2	0,466	0,004	Valid
		3	0,756	0,000	Valid
		4	0,741	0,000	Valid
		5	0,537	0,001	Valid
	Implementation of Curriculum	1	0,538	0,001	Valid
		2	0,565	0,000	Valid

Variable	indicator		Grain count-r	Sig.	Description
		3	0,412	0,013	Valid
Achievement Motivation of Teachers (X2)	Connect yourself	1	0,444	0,007	Valid
		2	0,636	0,000	Valid
		3	0,541	0,001	Valid
		4	0,346	0,039	Valid
		5	0,783	0,000	Valid
		6	0,682	0,000	Valid
		7	0,741	0,000	Valid
		8	0,466	0,004	Valid
	Connecting with others	1	0,580	0,000	Valid
		2	0,703	0,000	Valid
		3	0,658	0,000	Valid
performance Teaching Teachers (Y)	Planning	1	0,444	0,007	Valid
		2	0,644	0,000	Valid
		3	0,360	0,031	Valid
		4	0,366	0,028	Valid
	Lesson	1	0,454	0,005	Valid
		2	0,584	0,000	Valid
		3	0,693	0,000	Valid
		4	0,417	0,011	Valid
		5	0,485	0,003	Valid
	Implementation Evaluation of Learning Outcomes	1	0,696	0,000	Valid
		2	0,699	0,000	Valid
		3	0,801	0,000	Valid
		4	0,843	0,000	Valid
		5	0,504	0,002	Valid

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.

Variable	Alpha-Cronbach (α)
Supervising principals (X1)	0,848
Achievement motivation of teachers (X2)	0,825
Performance of teachers (Y)	0,850

Source: Data were analyzed

On the table above, shows that the value of Alpha Cronbach (α) of each 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 uses 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 3:

Table 3 Summary of Results of Multiple Linear Regression Analysis

No.	Variables	The regression coefficient	Sig.
1.	Supervising principals ($X_{2.054}$	0,394	0,048
2.	Achievement motivation of teachers ($X2$)	0,555	0,000
Constant		= 0,205	
R ^{2}		= 0,714	
AdjustedR^2		= 0,696	
F-count		= 41,116	
F-table $_{(5\%;\,2,33)}$		= 3,285	
Significance		= 0,000	

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.

From the F test result it showed that the independent variables (supervising principals and motivation outstanding teacher) simultaneously have a significant influence on the dependent variable (performance of teachers). 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.

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:

Table 4. Summary of t-Test Results

Variable	t count-table	Sig.
Supervising principals (X1)	2,054	0,048
Achievement motivation of teachers (X2)	3,863	0,000

Source: Data were analyzed

Based on the above table unknown variable value t count supervision of the principal indicates that the variable partial supervision of the school principal has a significant influence on the performance of teachers. For achievement motivation of teachers indicates that the variable partial achievement motivation of teachers has a significant influence on the performance of teachers.

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

Variable	Coefficient Standardized	Correlation Zero Order	Donations Effective
Supervision principals (X1)	0,309	0,764	0,236
Achievement motivation of teachers (X2)	0,581	0,823	0,478
coefficient of determination (R ²)			0,714

Source: Data processed

Based on the above 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%.

INTERPRETATION

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 SMA Satya Dharma 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 improve the performance, which in turn can improve the performance and commitment of teachers. It can improve 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 SMA Satya Dharma Balung have to be prioritize. For the researchers it is 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 SMA Satya Dharma Balung. We hope this research can improve the knowledge about the supervision influence to the achievement motivation principals and teachers and for other researchers, it is 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.

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 SMA Satya Dharma Balung, it was concluded that: Supervision principal and teacher achievement motivation simultaneously significant effect on the performance of teachers in SMA Satya Dharma Balung. Principal's supervision and teacher achievement motivation is partially has significant effect on the performance of teachers in SMA Satya Dharma Balung. Effective contribution supervision of the school principal and teacher achievement motivation on the performance of teachers in SMA Satya Dharma Balung is 68.7% with achievement motivation of teachers as the most dominant variable.

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