

The Effect of Clinical Supervision and Work Motivation on Teacher Performance

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Abstract: This study was aimed at examining the clinical supervision and work motivation towards teacher performance. This study was carried out in SMA Negeri 1 Banyuasin III, Banyuasin Regency, South Sumatra Province, and included three schools: SMA Negeri 1 Banyuasin III, SMA Negeri 2 Banyuasin III, and SMA Negeri 3 Banyuasin III. The sample size is 95 respondents. The questionnaire, observation and documentation were used as instruments. Data analysis is done in phases to guarantee that the methods are followed correctly and that the study outcomes can be scientifically validated. The results showed that clinician supervision and teacher work motivation have an influence on the performance of public high school teachers in Banyuasin III sub-district, either partially or jointly. This article provides insight to have clinical supervision and work motivation where the school will have good teacher performance.

Keyword: Clinical Supervision, Teacher Performance, Work Motivation

1. Introduction

The principal plays a key role in improving the quality of education. According to Sagala (2009), in order to create high performance and quality education, the principal as a manager in educational institutions must be able to plan, organize, lead, and monitor educational programs and activities.

Educational activities in schools will be successful if all of the connected parts in them can collaborate or form a strong work team to attain school learning

objectives. The professional quality of administrators' and teachers' performance has a substantial effect on the quality of this learning.

The teacher, as one of the key players in establishing and enhancing educational quality. Boosting educational quality might also imply improving teacher quality. This is consistent with Idris's (2007) belief that the higher the professional level of instructors, the greater the effect on enhancing the quality of teaching and learning. Teachers with strong teaching talents may maximize and utilize educational components such as curriculum, instructional media, and others to improve the teaching and learning process. According to Uno (2009), teacher competency is connected to professionalism, i.e., competent teachers are professional instructors. It needs supervision. Sahertian (2010) defines supervision as a program designed to improve teaching. In terms of teaching and learning, this program is essentially an upgrade. All help from school leaders aimed at enhancing the leadership of teachers and workers is referred to as supervision. Furthermore, according to Sagala (2009), education supervision is a service approach whose major goal is to investigate and improve jointly the elements that impact children's growth and development. Sagala (2009) states supervision is any service provided to teachers that strives to promote instructional improvements, learning services, and curriculum development.

Sutomo (2012) also underlined the need of educational monitoring, citing the following reasons: 1) the advancement of science and technology in the realm of education necessitates educators making modifications to the learning process; 2) Because not all educators who stand in front of the class meet the specified academic requirements, their professional abilities vary; 3) The diversity of degrees of professionalism of educators due to various reasons causes the performance of teachers to vary; and 4) The increasing demands from both students and parents cause educators to change learning strategies and techniques while increasing their knowledge and skills in the learning process.

Educator supervision encompasses not only the learning process, but also infrastructure, financing, labor, and the environment. Meanwhile, the scope of this study will be confined to academic supervision. Academic supervision refers to supervision provided expressly by other parties (teachers, administrators, and supervisors) in order to overcome challenges in the learning process encountered by educators (Sutomo, 2012). Furthermore, according to Mulyasa (2011), supervision can be defined as supervisors and principals monitoring activities on the implementation of assessment of teaching and learning activities in the

classroom, straightening deviations, improving conditions, improving programs, and developing professional abilities of educators.

According to Suhadi, et al, (2014), the following elements influence the quality of learning: 1) student motivation; 2) instructor motivation; 3) teacher ability; and 4) the school environment. Deming (2018) then adds that various elements impact learning quality, including systems, knowledge, variability, and all people engaged in the learning process.

The current scenario and conditions, particularly the breakout of the COVID-19 virus that has ravaged the world in general and Indonesia in particular, have prompted a shift in the teaching and learning process. Initially, the learning process was done in person, but during a pandemic, the learning process was done online.

The primary goal of academic supervision during the COVID-19 pandemic is the same as it is in normal times: to improve the teaching and learning process so that educators can improve the quality of the process and the quality of learning outcomes even when they use online teaching and learning processes. During this pandemic, the primary goal of academic supervision is to improve educators' ability to plan learning activities, carry out online learning activities, assess online learning outcomes, use online learning assessment results to improve learning services, create a pleasant learning environment, use available learning resources, and develop interactions appropriate for learning (strategy, method, technique). This supervision is aided by proper tools.

Academic supervision was provided at State High Schools in Banyuasin III District during the COVID-19 epidemic using a clinical supervision technique. This clinical supervision is an attempt to improve the learning process through a systematic cycle beginning with the planning, observation, and intensive intellectual analysis stages, which in the implementation process can use various approaches to conduct coaching face-to-face with the fostered party or with program implementers, in this case the teacher. This can be accomplished through conversations, meetings, questions and answers, class visits, home visits, and other means. The direct method seeks to assess the adequacy of implementing a preset program in order to discover deviations, issues, or impediments that may arise, as well as to identify alternative approaches to improve learning activities.

Academic supervision includes clinical supervision. Clinical supervision is employed because the implementation approach is primarily focused on identifying the reasons or flaws that arise throughout the teaching and learning

process and then immediately attempting to correct such weaknesses or shortcomings. As a result, it is envisaged that data on the strengths, shortcomings, and challenges encountered by teachers in creating, executing, assessing, and following-up programs during the COVID-19 epidemic would be gathered.

The researchers investigated the influence of clinical supervision and work motivation on the performance of public high school teachers in Banyuasin III District, Banyuasin Regency, based on the description above. The researcher purposefully sought research studies from prior researchers that had parallels to the factors analyzed when doing this investigation. Looking through the outcomes of past academics' study may teach you a lot of things, such as how to gather data, evaluate data, and make conclusions. According to Lian, et al, (2020), principal supervision and organizational atmosphere have an impact on teacher performance. Furthermore, Aprida et al. (2020) stated that principal supervision and teacher work motivation had an impact on teacher performance, stating that there was an impact of principal supervision and teacher work motivation. Raberi et al. (2020) discovered an influence of principal supervision and the participation of school committees on teacher performance in their study. Arlita et al. (2020) said that his study looked at the impact of academic competency on teacher performance. Daliah (2020) indicates in his research that academic supervision and teacher job motivation have an impact on teacher performance. Finally, according to Palupiningsih (2020), academic supervision and teacher job motivation have a substantial impact on increasing teacher performance.

2. Methods

This study was carried out in SMA Negeri 1 Banyuasin III, Banyuasin Regency, South Sumatra Province, and included three schools: SMA Negeri 1 Banyuasin III, SMA Negeri 2 Banyuasin III, and SMA Negeri 3 Banyuasin III. The research was carried out over a six-month period. This quantitative study examines the impact of clinical supervision and work motivation on the performance of State Senior High School teachers in the Banyuasin III District. According to Sugiyono (2013), quantitative research is so named because the study data is numerical and the analysis is statistical. Wirawan (2012) offered a similar viewpoint, stating that quantitative research strives to collect quantitative data in the form of numerical data utilizing approved instruments. Thus, a quantitative research approach is one in which data is collected in the form of numbers and examined statistically. This study included 124 persons, all of whom

were state high school teachers in Banyuasin III District, Banyuasin Regency. The number of samples is determined by computation using the Slovin formula. The formula is used to calculate sample size at a rate of 5%. The following is the Slovin formula:

$$n = \frac{N}{1 + Ne^2}$$

Note:

n = Sample size

N = population size

e = Allowance for inaccuracy due to tolerable sampling error, then squared (Noor, 2011).

Based on the Slovin formula, the number of research samples is:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{124}{1 + 124 \cdot 0,05^2}$$

$$n = 94,66 \text{ rounded to } 95$$

According to the foregoing computation, the sample size is 95 respondents. According to Widoyoko (2012), a questionnaire is a data gathering tool that gives a sequence of questions or written comments to respondents by reacting to user requests. The Likert scale was employed to collect data. The researcher personally witnessed the second observation, which was clinical monitoring by the principal, teacher work motivation, and teacher performance.

Finally, documentation is derived from word documents, which are written stuff (Arikunto, 2013). The documentation in this study strives to strengthen the validity of the data gathered using various data gathering technologies. Physical data, such as the results of the principal's academic supervision document in the form of evaluations based on academic supervision tools, photos of academic supervision activities, educational interaction activities carried out by teachers and students, and documents related to this research, were used in the recording process. The research instrument was created by consulting current theories and then determining indicators of each variable to be researched, and so on, based on indicators formed into statement sentences. The validator verified the research instrument, which was in the form of statement sentences. Data analysis is done in phases to guarantee that the methods are followed correctly and that the study outcomes can be scientifically validated. We first checked the data requirements before testing the hypothesis. This is a required test before performing parametric statistical analysis.

3. Results and Discussion

First Hypothesis

A hypothesis can be defined as a tentative assumption about an unformulated problem. The regression analysis formula is used in this study to evaluate the hypothesis. The authors of this study performed a partial hypothesis test to examine the influence of the independent variable on the dependent variable. The author also used simultaneous hypothesis testing to examine the influence of the independent factors (clinical supervision (X1) and work motivation (X2)) on the dependent variable (Teacher Performance) (Y). Hypothesis testing is done statistically using SPSS version 26.0 software, testing partially (t-test) and concurrently (f-test).

The first hypothesis tested in this study is that clinical supervision has an influence on the performance of public high school teachers in the Banyuasin III District, with the fundamental requirements for making judgments based on the significance value (sig) and comparing the t-count value with the t-table. If the significance value (sig) is less than 0.05 and the t-count value is more than the t-table, the hypothesis is accepted. The following information is acquired by processing SPSS 26 statistical application data:

Table 1. Significance Value and T-Test Effect of Clinical Supervision on the Performance of State Senior High School Teachers in Banyuasin III District

Model		Coefficients ^a		Standardized	t	Sig.
		Unstandardized Coefficients	Std. Error	Coefficients		
		B		Beta		
1	(Constant)	44.898	5.337		8.413	.000
	Clinical Supervision	.448	.064	.587	6.999	.000

a. Dependent Variable: Teacher Performance

According to table 1 of the SPSS "Coefficients" output above, the significance value (sig) of the clinical supervision variable (X1) is 0.000 < 0.05, implying that the first hypothesis is accepted. Furthermore, the t-count is 6.999 > t-table 1.985, indicating that the initial hypothesis is accepted. As a result, clinical supervision has an influence on the performance of public high school teachers in Banyuasin III District.

Table 2. Analysis of the Coefficient of Determination of the Effect of Clinical Supervision on Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.587 ^a	.345	.338	7.94507

a. Predictors: (Constant), Clinical Supervision
 b. Dependent Variable: Teacher Performance

The result of R Square (determinant coefficient) from the output above is 0.345, indicating that the clinical supervision variable (X1) has a 34.5 percent effect on the teacher performance variable (Y).

Second Hypothesis Test

The second hypothesis in this study is that there is an influence of teacher work motivation on the performance of Banyuasin III District State Senior High School instructors, with the same fundamental conditions for making the same conclusion as the first hypothesis test. The provisions are based on the sig value and compare the t-count value to the t-table. If the significance value (sig) is less than 0.05 and the t-count value is more than the t-table, the hypothesis is accepted. The following information is acquired by processing SPSS 26 statistical application data:

Table 3. Significance Value and t-Test Effect of Work Motivation on the Performance of State Senior High School Teachers in Banyuasin III District

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.563	4.221		4.161	.000
	Work Motivation	.751	.049	.847	15.346	.000

a. Dependent Variable: Teacher Performance

According to table 3 of the SPSS "Coefficients" output above, the significance value (sig) of the work incentive variable (X1) is 0.000 0.05, implying that the second hypothesis is accepted. Furthermore, the t-count is 15.346 > t-table 1.985, indicating that the second hypothesis is supported. As a

result, it can be inferred that work motivation has an influence on the performance of State Senior High School instructors in Banyuasin III District.

Table 4. Analysis of the Coefficient of Determination of the Effect of Work Motivation on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.717	.714	5.22335

a. Predictors: (Constant), Work Motivation

The result of R Square (determinant coefficient) from the output above is 0.717, indicating that the influence of work motivation variable (X2) on teacher performance variable (Y) is 71.7 percent.

Third Hypothesis Test

The third hypothesis in this study is that clinical supervision and teacher work motivation have a combined effect on the performance of State Senior High School teachers in the Banyuasin III District, with the basic provisions of making decisions on simultaneous influence testing (together) using the F test. 0,05 for parametric statistics If F-count F-table is used, H0 is rejected but Ha is approved. If F-count F-table, then H0 is accepted and Ha is refused. The following information is acquired by processing SPSS 26 statistical application data:

Table 5. Results of X1 and X2 Multiple Regression analysis against Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6572.442	2	3286.221	126.491	.000 ^b
	Residual	2390.148	92	25.980		
	Total	8962.589	94			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Work Motivation (X2), Clinical Supervision (X1)

The F-count is 126,491 with a significance level of 0.000 probability value 0.05 from the Anova test, whereas the F-table corresponds to a 0.05 significance level of 3.09, hence Ha is accepted. This suggests that clinician supervision and teacher work motivation have a mutually substantial impact on the performance of

State Senior High School instructors in Banyuasin III District, Banyuasin Regency.

Table 6. Coefficient Determination Analysis of the Effect of Clinical Supervision (X1) and Teacher Work Motivation (X2) on Teacher Performance (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856 ^a	.733	.728	5.09704

a. Predictors: (Constant), Teacher Motivation (X2), Clinical Supervision (X1)

The value of R Square (determinant coefficient) from the output above is 0.733, indicating that clinical supervision (X1) and teacher work motivation (X2) have a 73.3 percent effect on teacher performance (Y) at SMA Negeri in Banyuasin III District, Banyuasin Regency.

The Effect of Clinical Supervision on Teacher Performance

The study's findings indicate that clinical supervision has an influence on teacher performance. These findings confirm the hypothesized premise that clinical supervision improves the performance of public high school teachers in the Banyuasin III District. According to the results of calculations based on the regression equation guided by table 1 (coefficients), if the value of clinical supervision (X1) increases by 1 unit score, the teacher's performance (Y) will increase by 44,898, 1 unit score with the provisions of the value of clinical supervision (X1) constant. The size of the t-count value in table 4.8 indicates whether or not there is a substantial effect between clinical supervision (X1) and teacher performance (Y). The significance level is 0.000 0.05, and the t-count value for clinical supervision is 6.999 with a t-table of 1.985, indicating that t-count is greater than t-table. Then reject H0 and accept Ha, indicating that the clinical supervision variable (X1) has a substantial influence on teacher performance (Y).

The findings of this study are consistent with the findings of Aprida, et al, (2020), who discovered a favorable and substantial relationship between principal supervision and teacher performance in public junior high schools in the West

Prabumulih sub-district. Octarina's discoveries (2020) tested the hypothesis that clinical supervision of the principal has a substantial impact on teacher performance at SMP Negeri 3 Rambang Dangku. Implementing clinical supervision in schools can have a favorable impact on instructors' teaching abilities. Clinical supervision provides teachers with extra possibilities to develop their teaching skills. It is also reinforced by Daliah's (2020) research, which claims that the principal's teaching is supervised in the framework of coaching teachers to enhance teacher performance.

Recommendations based on research findings include the implementation of academic supervision, principals should pay more attention to aspects of supervision implementation, and teachers should improve their performance, particularly in aspects of learning evaluation and follow-up on student assessment results. These five findings confirm the study's conclusions, which are consistent with the presented hypothesis of an influence of principal supervision on teacher effectiveness. Supervision is a service and help effort by superiors (principals) to school workers (teachers) and other school authorities. Supervisors in education serve as motivators, mentors, and advisers to teachers in order to improve instruction and create positive teaching and learning environments.

The overarching goal of supervision is to improve the teaching and learning environment, both for students' learning and for the teacher's teaching environment. According to Sahertian (2000), the objective of educational supervision is to give services and aid to instructors in developing teaching and learning circumstances in the classroom. According to Burhanuddin (2007), the purpose of educational supervision is to help develop teaching and learning situations in a better direction through coaching and improving the teaching profession.

In the world of education, the implementation of supervision not only improves the quality of teacher teaching, but also fosters the growth of the teaching profession in a broad sense, including the provision of facilities that support smooth learning, improving the quality of teacher knowledge and skills, providing guidance and coaching in curriculum implementation, selecting and using teaching methods, and teaching evaluation techniques. According to this explanation, clinical supervision implementation at SMA Negeri in Banyuasin III sub-district stresses and covers numerous areas of clinical supervision. This is required so that teacher performance in the teaching and learning process may meet common expectations.

The Effect of Work Motivation on Teacher Performance

According to the study's findings, teacher work motivation has a 71.7 percent influence on teacher effectiveness. These findings also provide credence to the stated notion that teacher work motivation has a major impact on teacher performance. Table 3 shows that if the value of the teacher's work motivation (X2) grows by one unit score, the teacher's performance (Y) increases by 17,563 unit scores, assuming that the value of the teacher's work motivation (X2) remains constant. In terms of the existence or lack of a significant impact, the table shows a significance value of 0.000 0.05 and a t-count value of work motivation (X2) of $15.346 > t\text{-table } 1.985$, implying that rejecting H0 accepts Ha. This demonstrates that teacher work motivation (X2) has an influence on teacher performance (Y).

This is consistent with the findings of Suprpto (2020), who found that there is a 61.8 percent effect of teacher work motivation on the performance of elementary school teachers in Sungai Lilin District. Hidayat's (2010) findings indicate that the influence of work motivation on teacher performance is fairly considerable. As a result, teacher competency will eventually go hand in hand. If the teacher performs his obligations and responsibilities to the best of his ability, then his competence is the finest competence in him. Some of these research' findings suggest that work motivation has a substantial impact on teacher performance. This indicates that the better and higher the work motivation, the better and higher the performance of teachers in SMA Negeri in Banyuasin III District, and vice versa, a fall in motivation would result in a decrease in teacher performance.

According to Bafadal (2014), a person will work professionally if they have the capacity and drive. The argument is that if someone has strong work capacity and drive to accomplish their best, they will work professionally. A person, on the other hand, will not work professionally if he just meets one of the standards listed above. So, no matter how talented a guy is, he will not work professionally if he lacks job drive. In other words, the most significant and influential factor in one's success is motivation. Meanwhile, Sardiman (2011) defines motivation as a driving force for someone to accomplish something/learn such that it becomes active at specific periods, especially when the need to attain objectives is felt or wanted.

To achieve success, instructors must be encouraged to succeed, in the sense that the desire to work hard will remain in their minds and must be used by

boosting teachers' competency. Those that are driven by the desire to succeed will always seek out new experiences, resulting in a high level of originality and creativity.

The interpretation of past study results demonstrates that teacher work motivation has an influence on teacher performance, as seen by the high value of both teacher work motivation and teacher performance. However, this differs from past research in the characteristics analyzed, where teacher work motivation and teacher performance are separate variables or are not evaluated under the same research title.

The Effect of Clinical Supervision and Work Motivation on Teacher Performance

The study's findings indicate that clinical supervision and job motivation both have an impact on teacher effectiveness. The F-count is 126,491 with a significance level of 0.000 probability value 0.05 from the ANOVA test, whereas the F-table corresponds to a 0.05 significance level of 3.09, hence H_a is accepted. This suggests that clinician supervision and teacher work motivation have a mutually substantial impact on the performance of State Senior High School instructors in Banyuasin III District, Banyuasin Regency. This is a 73.3 percent impact.

These findings confirm the hypothesized theory that clinician supervision and teacher job motivation influence teacher performance. Supervision must be carried out optimally in fostering teachers through the implementation of clinical academic supervision and more correcting transformational leadership in schools in an effort to improve teacher performance so that the quality of learning can be realized within the framework of improving education quality.

Teachers must also enhance their performance in the classroom by developing strong cooperation with all components of the school, particularly the principal, in the execution of academic monitoring and transformational leadership. To improve the quality of national education, the implementation of classroom learning must receive special attention because that is where the interaction of knowledge transfer to students occurs. To support this process, clinical supervision that can touch directly on teachers is required, as well as support from transformational leadership. Principals who can encourage and inspire teachers to achieve at their best.

Furthermore, the findings of this study support the viewpoint of Biehler and Snowman (2016), who claim that a variety of factors impact teachers' willingness to be active at work. Teachers will prefer to work in a nice and comfortable environment. Teachers who feel liked, respected, or appreciated by their peers will be more motivated to work than those who are ignored or shunned by their peers. The teacher's motivation to learn and comprehend something is not always consistent.

The findings of this study show that a teacher's job skill may be increased if there are influencing elements, both internal and external to the instructor. In this regard, Beck (2015) introduced the expectation theory, which states that the power that drives a person to work hard in accomplishing his job is dependent on the reciprocal link between what is wanted and needed from the results of the task. Educational supervision refers to a variety of actions conducted by the principal in the field of education for the development of school workers, including teachers and other staff. The terms supervision and coaching are frequently used interchangeably (Depdikbud, 2009). According to (Daliah, 2020), supervision is a series of attempts to support teachers, particularly assistance in the form of professional services provided by school administrators, school inspectors and supervisors, and other coaches to enhance learning processes and results.

These findings are confirmed by field observations, interviews with informants, and the extraction of documents demonstrating if the instructor has the strength or energy to sustain it from inside himself or from the outside, which will increase teacher performance abilities. Regular monitoring, school leadership, and motivation all had a very substantial beneficial influence on teacher performance when examined combined. According to table 6, the coefficient of determination of the impact of clinical supervision (X1) and teacher work motivation (X2) on teacher performance (Y) is 0.733. These three variables individually contribute 73.3 percent to teacher performance, whereas other variables or factors affect 26.7 percent of teacher performance. This demonstrates that job motivation is the most important factor influencing teacher performance, followed by clinical supervision characteristics.

In theory, all instructors are capable of carrying out their responsibilities. However, as the world of education evolves, educational challenges become increasingly complicated for instructors to address. Teachers, being individuals who are not perfect, have numerous competences that must be acquired. As a

result, instructors rely heavily on the assistance of others close to them, in this instance the principal.

A teacher's ability as a social person is impacted by the efficacy of academic supervision provided at school. The teacher's job motivation is an internal component, but the principal's administrative leadership and supervision are external variables to the teacher. Because teacher work motivation, managerial leadership, and academic supervision are three different things that can complement each other to improve teacher competence, the higher the teacher's work motivation and the better the managerial leadership and supervision of the principal, the greater the influence on teacher competence. Higher teacher competency may be gained by combining these three variables.

Based on the present curriculum, teacher performance in a teaching and learning activity has a target of teaching materials that must be met by every teacher in the school. The enormous quantity of instructional materials described in the curriculum is frequently insufficient in comparison to the amount of time available on the effective day. On the other hand, all instructors are expected to meet these goals. As a result, a teacher teaching effectiveness approach must be introduced in schools.

Given the breadth and importance of a teacher's obligations and functions in the area of education, a teacher must be able to position himself as a professional in line with the needs of a changing society. As an educator, the teacher is responsible for imparting values and attitudes in students. A teacher must have a variety of skills and an appealing personality to carry out this role.

A teacher must have a broad perspective and an accurate approach in applying his teaching and learning techniques when engaging in teaching and learning activities. Furthermore, professional instructors are subject matter experts with competence and abilities in carrying out teaching and learning activities. Professional instructors also discuss how they encourage pupils, connect with them, and relate to them effectively. They also understand how to use suitable technology in and out of the classroom. Because this may both boost the student's interest in the instructor and the subject matter offered by the teacher. So that pupils can benefit from the learning process.

According to the findings of the study, clinician supervision and teacher work motivation have a substantial influence on teacher teaching performance. This suggests that when clinical supervision improves and teachers' job

motivation improves, the performance of SMA Negeri teachers in Banyuasin III sub-district improves.

4. Conclusions

Based on data analysis and hypothesis testing, it is possible to infer that clinician supervision and teacher work motivation have an influence on the performance of public high school teachers in Banyuasin III sub-district, either partially or jointly.

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