

Influence Supervision Head School, Neighborhood Work and Motivation Work Against Teacher Performance

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Abstract

Teacher performance is very decisive achievement results Study in the learning process, however the performance of Indonesian teachers especially in Demak district is necessary get attention special because teacher performance still low Where number of certified teachers only reached 33.2% with the average score of teacher competence is 61.19. Need effort For increase teacher performance with notice internal factors as well external. Study This reveal influence supervision head school, environment work and motivation Work to teacher performance through method quantitative with approach correlational. Questionnaire study shared to 88 SMP/MTs teachers in the District Mranggen, Demak district was selected with purposive sampling. Analysis results regression showing exists influence supervision head school to teacher performance with t- count value of 10.032 > 1.663. Teacher performance is also influenced by the environment Work with t- count of 10.195 > 1.663. No Far different, results calculation regression influence motivation Work with teacher performance shows t- count value 10.238 > 1.663 (t- table), so There is influence between both. Influence in a manner simultaneous based on analysis regression double showing mark F- count of 52.621 > 2.713, meaning all three give influence in a manner together to teacher performance. The implication enhancement teacher performance can done with notice various factor like implementation supervision by the head school, conditions environment work, and also encouragement / motivation For Work Good from motivation intrinsic nor extrinsic .

Keywords: supervision head school; environment work; motivation work; teacher performance

INTRODUCTION

Teacher performance is very decisive achievement results Study student in the learning process (Ensign et al., 2018) . Nurnaningsih & Sunarto (2022) teacher performance can rated based professional competence possessed, where the teacher is said have sufficient performance Good if own competence good professional too. Head school as leaders and supervisors have role important in develop teacher quality, giving encouragement, direction, and motivation, and doing ultimate coaching and supervision will increase performance they (Shulhan, 2018) . With Thus, performance is increased No can released from existence head running school supervision with ok .

Quality teacher performance is very decisive quality education because performance academic student determined by the teacher's performance in teach (Ubogu, 2020) . Environment Work including available facilities, conditions physique school, system management, and communication between teachers (Geiger & Pivovarova, 2018) become determinant teacher 's ability finish his job (Snoek et al., 2018) . Environment work in a good school Of course will help teachers to Work with more effective and efficient (Boz & Cetin-Dindar, 2021) . Productivity will increase when are in the environment good work (Hairo & Martono, 2019; Indraswari & Martono, 2020) . Environment Work must built in atmosphere conducive to comfort in the process of work felt by the teacher.

No only related with factor outside course, factor motivation also matters how can the teacher finish his job as educator (Bukhari et al., 2021) . Teacher motivation to be base domain components in do teaching process improvement (Aguilar-Mediavilla et al., 2021) . Motivation is one decisive aspect performance somebody (Hanafi & Shah, 2021) . Teacher will motivated For Work with Good when feel valued and appreciated on contribution (Amzat et al., 2017) , feel satisfied with results it works (Breauth et al., 2018) , as well own chance For increase his career (Lünne et al., 2021) . Work optimally is determined by

encouragement For can finish his job with ok .

Importance teacher performance in build quality education, no in line with the ability of teachers in Indonesia in finish his job as educator. Attention special about teacher performance in Indonesia is necessary given because from score average competence of Indonesian teachers only reached 50.64 points (JawaPos.com, 2021) . On the other hand, the number of certified teachers in Indonesia is also lacking of 50% of number of Indonesian teachers (MoEC, 2021b) . In more scope small, the condition of the teacher in some area is also necessary noticed, one of them in the area Demak Regency. Based on Teacher Competency Test scores, Demak District only reach average score of 61.19 more low from teacher competency test average score for Province Central Java that is of 63.30 (Ministry of Education and Culture, 2021a) . Viewed from the number of certified teachers, in Demak district is also only reached 33.2% (Ministry of Education and Culture, 2022) . Based on results observation, some teachers in Demak district still experience difficulty in develop the learning process with use of interactive media. So the learning process Still depend on gift material with method lecture. On the other hand, technology should can assist teachers in administrative processes nor learning Not yet fully mastered by the teacher there. it showing there is a relationship gap with teacher performance. Need exists effort special For do repair To use enhancement performance of one with know various influencing aspects performance from the teacher.

Study This study influence supervision head school, environment work and motivation Work to teacher performance. Studies on supervision, environment work, motivation, and performance has done Hidayati (2018) ; Hadi (2021) ; Irawati et al., (2019) However Not yet someone is studying How factors the influence teacher performance together or simultaneous. because that is, research This make an effort For reveal influence exerted by some factor in a manner together to teacher performance. Research This important For done because need assessment about various influencing things teacher 's ability finish his job so that will help in strategy determination increase teacher performance .

METHOD

Method study quantitative with approach correlational chosen For reveal influence supervision head school, environment work and motivation Work to teacher performance. Study started with determination variable research, formulation problems and hypotheses that then next with drafting instrument based on theory certain For next instrument the spread to respondent with the results of the data were analyzed with calculation statistics. A total of 765 SMP/MTs teachers in the District Mranggen, Demak Regency became population later research taken as many as 88 teachers as sample study based on calculations with formula Slovin. Questionnaire with scale likert 1 to 4 developed based on adopted indicators from a number of theory related with variable you want exposed. Collected data from results charging distributed questionnaires to later respondents analyzed use multiple linear regression so that is known influence Good in a manner simultaneous nor in a manner Partial from supervision head school, environment work and motivation Work to teacher performance .

RESULTS AND DISCUSSION

Influence supervision head school to teacher performance

Is there or not influence supervision head school to teacher performance can seen from the calculation output regression with SPSS. Recap results calculation served in table following :

Table 1 Influence supervision academic to teacher performance

Influence	t- count	Sig.	R-Square	Coefficient track	Constant Value
Supervision head school to teacher performance	10.032	0.000	0.539	0.725	20,038

Table 1 shows mark significance of $0.00 < 0.05$ and t- count value of $10.032 > 1.663$ which means there is influence between variable supervision head school to teacher performance. Coefficient value determination (R Square) of 0.539 or 53.9% signifies that variable teacher performance that can explained by variables supervision head school is 53.9 % or 53.9% teacher performance is influenced by supervision academic. Equality possible regression formed based table 1 namely $Y = 20.038 + 0.725X1$.

Influence environment Work to teacher performance

Calculation results regression To use know influence environment Work to teacher performance can seen in the table following :

Table 2 Influence environment Work to teacher performance

Influence	t- count	Sig.	R-Square	Coefficient track	Constant Value
Environment Work to teacher performance	10.195	0.000	0.547	0.728	20.103

Influence positives are also given variable environment Work to teacher performance based on table 2 shows the t- count value is $10.195 > 1.663$ and the p-value is $0.00 < 0.05$. It means the more Good condition environment work, then the more good performance too from the teacher. The R-Square shown in table 2 is 0.547 or 54.7%. Amounting to 54.7% variance variable teacher performance can explained by the environment Work whereas the rest influenced by other variables outside research. Whereas equality possible regression formed ie $Y = 20.103 + 0.728 X_2$.

Influence motivation Work to teacher performance

Calculation results analysis regression For know influence motivation Work to teacher performance is presented in table following :

Table 3 Influence motivation Work to teacher performance

Influence	t- count	Sig.	R-Square	Coefficient track	Constant Value
Motivation Work to teacher performance	10,538	0.000	0.564	0.774	16,554

Linkages between motivation teacher work and performance based on table 1 shows t- count value $10.238 > 1.663$ (t- table) and sig value $0.00 < 0.05$. The magnitude t- value and sig. show exists influence motivation Work to teacher performance. It means high motivation determine teacher performance is increasing fine too. Influence of 56.4% given by motivation Work to teacher performance based on the R-Square value of 0.564. Equality possible regression formed based table 3 is $Y = 16.554 + 0.774X_3$.

Influence supervision head school, environment work and motivation Work to teacher performance

Influence in a manner simultaneous variable supervision head school, environment work, motivation Work to teacher performance can seen in the table following :

Table 4 Influence supervision, environment work and motivation Work to teacher performance

Influence	F- count	Sig.	R-Square
Supervision head school, environment work and motivation Work to to teacher performance	52,621	.000 ^b	653

F- count in table 2 of $52.621 > 2.713$ with sig. $0.00 < 0.05$ means supervision head school, environment work and motivation Work give influence in a manner together to teacher performance. The magnitude influence seen from R-square value of 0.653 or 65.3%. It means of 65.3% of the variance variable teacher performance that can explained by supervision head school, environment work and motivation Work in a manner together .

Supervision head school Lots discussed in study that matter the influence teacher performance direct. According to Pudjiarti et al. (2019) in carrying out his role as supervisor, head school role support teacher competence towards mastery material learning, curriculum, and methods learning through support For attend workshops or training. Head SMP / MTS schools in the District Mranggen give encouragement for teachers develop competence through gift information related with various training as well as workshops as well by involve teachers in training organized by the agency education nor party private. From p the Already can be simulated that theory Pudjiarti et al. (2019) support findings in the field in research this. Support impact on improvement mastery competence by useful teachers in settlement his job. As effort enhancement teacher performance, head school do technique supervision form visit class (Shulhan, 2018) and building interpersonal relationships with teachers as well employee Ubogu, (2020a) . Head SMP/MTs schools in the District Mranggen do communication with good teachers communication related with work nor communication everyday nature relax. Visit to class in period time certain things are also done For review the learning process teach in class. In matter this, can concluded that theory Shulhan (2018) & Ubogu (2020a) has support field findings. Research about supervision was also carried out by Vinal et al., (2020) with findings Where supervision by the head school impact significant to teacher performance. Hypothesis test results study this also shows same result with theory Vinal et al., (2020) Where supervision head school give influence to teacher performance .

Linkages between motivation Work with teacher performance has discussed in a number of research.

A environment good work that is environment supportive work, have Effective leadership pays attention well-being personal as well as exists connection good interpersonal so that can reduce teacher stress (Abonyi et al., 2020; Carroll et al., 2020) . Findings in the field showing that teachers in the District Mranggen given freedom For develop self with use various source learn one of them via the internet. Head school in the District Mranggen also asked the teacher to Attend development seminars self Good offline or online. Between teachers, employees, and also the head school always stage meeting routine each month For intertwine good relationship between inhabitant school. Conditions described showing suitability with theory Abonyi et al., (2020) & Carroll et al., (2020) . Geiger & Pivovarova, (2018) reveal that provision facilities and/ or source more power Good for teachers (eg room class, computer, room physical education, teachers, staff, etc.) is urgently needed, because facilities and resources supplied power useful in give quality teaching. SMP/MTs in the District Mranggen provide room work, space classrooms, laboratories and equipment support learning with sufficient amount in clean and tidy conditions that make teachers feel comfortable be in place it works. Condition the has describe that field findings in line with theory Geiger & Pivovarova, (2018) . Even results testing hypothesis showing exists influence environment Work to teacher performance. Findings This is also supported by the findings Su'udiyah (2021) Where environment Work as well as commitment Work give influence positive and significant to enhancement teacher performance .

Various theory has discuss about motivation teacher work at school. Research by Palermo & Thomson, (2019) ; Appova & Arbaugh (2018) showing that the teacher has level high motivation generally own high interest related with development professional, and change positive on teaching and assessment where can the teacher get new ideas For teaching nor appraisal. Field findings showing that the teacher has want For Keep going learn and develop competence with willing follow good training and workshops when requested by the Chief School nor look for workshop activities independent. Some teachers also use various platforms such as youtube nor google for look for materials and references interesting learning. Theory Bektaş et al., (2020) state that motivation Work can seen from will For achievement, productivity in work, as well ambitious in his job. SMP/MTs teachers in the District Mranggen make an effort For do his job in a manner maximum, enjoy situation his work, liked challenging task For development self, as well make an effort For Keep going achievement. Based on condition the can concluded that theory Palermo & Thomson, (2019) ; Appova & Arbaugh (2018) ; Bektaş et al., (2020) support field findings in study this. Test results hypothesis also shows exists influence motivation Work to teacher performance. That thing in line with results findings Ilham et al., (2018) Where motivation relative teacher work height too influential to teacher performance is increasing fine too. With so, theory the support results study this.

Enhancement teacher performance based on results study influenced by supervision head school, conditions place work, as well motivation Work in a manner simultaneous. Findings the own relevance with Jihad et al., (2017) & Melianah et al., (2020) stated that motivation and supervision own linkages positive with teacher performance, and teacher performance is also not regardless from influence environment work. Condition environment Work determine teacher motivation for participate in development professional sustainable (Zhang et al., 2022) . stated conditions X. Zhang et al., (2022) own suitability with conditions on the ground where the teacher feels comfortable in place Work will motivated For finish her job and on Study For increase performance. Besides Therefore, the conditions found in the field also show head school as a supervisor trying give teacher support for develop yourself and build good relationship between inhabitant school so teachers are encouraged For increase skills and drive For finish his job optimally. it in line with Nielsen et al. (2017) which reveals that supervision head school support enhancement deep teacher motivation work that will implications for professional learning.

CONCLUSION

Supervision head school, environment work and motivation Work give influence to good teacher performance in a manner simultaneous nor partial. The support and supervision provided by the head school can increase development teacher performance in operate task them. Besides In addition, teacher performance is also related with environment where teachers work, where increasingly Good environment teacher work, increasingly good performance too. Environment good work can formed through condition Adequate infrastructure and established relationships in the process of work. Motivation work also has influence to teacher performance. Teacher performance tends increase when the teacher has motivation high work. With thus, for increase teacher performance optimally, can done with enhancement role head school in do supervision, build environment good job, as well increase motivation teacher work. So that all factor This need noticed in a manner comprehensive in effort increase teacher performance .

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