The Effectiveness of Mobile-Based E-Assessment and Educational Supervision on the Performance of Upper-Class Elementary School Teachers, Susukan District, Cirebon Regency

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Article Info	Abstract
	The research purpose to analyze educator anxiety about the challenges of changing times. The era of the industrial revolution 4.0 brought together automation technology with cyber technology, directing educators to change the paradigm of life by developing new ways of working based on IoF (Internet of Things) in carrying out their duties at school. The teacher's problems or difficulties in implementing the research-based curriculum are low competence, work ethic, work motivation, lack of technology skills, principal leadership, and supervision techniques. This study uses a quantitative design with a One-Group Posttest-Only Design. The study population was 94 upper class elementary school teachers, Susukan sub-district, Cirebon district. Samples were taken using the technique simple random sampling. The results showed that: (1) mobile-based e-assessment partially had a significant effect on teacher performance with a sig. $0.000 < 0.05$; (2) educational supervision partially has a significant effect on teacher performance with gradessig. $0.000 < 0.05$; (3) mobile-based e-assessment and educational supervision simultaneously have a significant effect on teacher performance Based on the results of the study, it can be concluded thate-assessmentmobile-based and educational supervision partially and simultaneously have a positive and significant effect or mobile-based e-assessment and educational supervision can improve teacher performance.

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INTRODUCTION

E-evaluation of learning is a stage of the learning cycle that aims to obtain information to what extent students have achieved the planned learning outcomes. Types of assessment such as written tests such as multiple choice, true-false, matchmaking, short essays, direct questions, descriptions, performance appraisals, project assessments, or attitude assessments. Assessments are tailored to the topics or learning objectives facilitated by the school. these activities are provided and facilitated by the school, the results of the assessment are recapitulated into the teacher's administration book. The success of learning evaluation is closely related to teacher performance, the factors that influence teacher performance are work motivation, work ethic, and work environment. One of the reasons for teacher performance motivation is the encouragement given by the school principal as well as individual factors. Motivation grows when the work environment is able to encourage creativity to produce new innovations. An attitude of mutual respect and respect for views between individuals is needed so that the ideas created bring change and improvement, with a comfortable environment that will be fun.

Law Number 14 of 2005 concerning Teachers and Lecturers explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in PAUD education through formal education, basic education, and secondary education. Several ways of carrying out learning evaluations utilizing technology in evaluation activities are contained in the Government Regulation of the Republic of Indonesia Number 19 of 2017 concerning changes to Government Regulation Number 74 of 2008 concerning Teachers which explains the development of science and technology bringing logical consequences to the development of teacher professionalism which is directed at developing their competence . Four teacher competencies such as pedagogic competence, personality competence, social competence, and professional competence contained in article 10 paragraph 1 of Law Number 14 of 2005 concerning Teachers and Lecturers guarantees quality education services in accordance with the demands of the times, in consequence of increasing competence. Teachers are required to have the ability to choose which assessment methods and techniques are in accordance with learning objectives, therefore the use of technology today is very relevant to the world of education today.

Technology is developing so rapidly in all lines of life, including the economic, political, social, educational and cultural fields. Through technology, data processing can be done quickly and efficiently. The Kediri Regency Communication and Information Office (2020) technology has a role in the world of education, namely (1) automation of tasks and processes; (2) strengthen the presentation of information; (3) task or process restructuring; (4) as competence; (5) as educational infrastructure; (6) as a source of teaching materials; (7) educational aids; (8) education management support; (9) decision support system; (10) controlling on smartphones. Astuti et al (2019: 470) the era of the industrial revolution 4.0 brought together automation technology with cyber technology, This era directs people to develop IoF (Internet of Things), namely the use of technological tools connected to the internet network in producing, moving, and processing goods. This is a challenge for educators to innovate by utilizing it in the joints of school life.

The East Java Education Quality Assurance Institute (2019) is an important link between the Industrial Revolution 4.0 and Indonesian Education, so that this nation can compete in global competition. Minister of Education and Culture (2019) Indonesia is required to participate in facing future changes in various sectors: (1) changes in the organizational side (2) the concept of ownership (3) the concept of work (4) the concept of culture, and others. Digitalization forms a special concept in the way we see the world, and the future of the nation can be seen from the quality of the successors. They are no longer in education using technology but they are more adept at using it than previous generations. Miarso (2011: 168) educational technology is theory and practice in the design, development, utilization, management, assessment, and research processes, resources and systems for learning. Educational technology according to Miarso from time to time becomes clearer, namely efforts to teach, facilitate learning, and improve student performance are carried out ethically in the form of creation, use or utilization, and management of learning processes and resources as well as appropriate learning systems and good (Ismaniati, 2011: 9-10). So the authors can conclude that technological developments in the world of education are a challenge for educators, competence in mastering technology is a mandatory skill in this era of automation, educators are required to master technology so

that the educational process in schools becomes effective and efficient. So that it can prepare and produce quality education in accordance with the times. Educational technology according to Miarso from time to time becomes clearer, namely efforts to teach, facilitate learning, and improve student performance are carried out ethically in the form of creation, use or utilization, and management of learning processes and resources as well as appropriate learning systems and good (Ismaniati, 2011: 9-10). So the authors can conclude that technological developments in the world of education are a challenge for educators, competence in mastering technology is a mandatory skill in this era of automation, educators are required to master technology so that the educational process in schools becomes effective and efficient. So that it can prepare and produce quality education in accordance with the times. Educational technology according to Miarso from time to time becomes clearer, namely efforts to teach, facilitate learning, and improve student performance are carried out ethically in the form of creation, use or utilization, and management of learning processes and resources as well as appropriate learning systems and good (Ismaniati, 2011: 9-10). So the authors can conclude that technological developments in the world of education are a challenge for educators, competence in mastering technology is a mandatory skill in this era of automation, educators are required to master technology so that the educational process in schools becomes effective and efficient. So that it can prepare and produce quality education in accordance with the times. that is, efforts to teach, facilitate learning, and improve student performance are carried out ethically in the form of creation, use or utilization, as well as management of learning processes and resources and learning systems that are appropriate and good (Ismaniati, 2011: 9-10). So the authors can conclude that technological developments in the world of education are a challenge for educators, competence in mastering technology is a mandatory skill in this era of automation, educators are required to master technology so that the educational process in schools becomes effective and efficient. So that it can prepare and produce quality education in accordance with the times. that is, efforts to teach, facilitate learning, and improve student performance are carried out ethically in the form of creation, use or utilization, as well as management of learning processes and resources and learning systems that are appropriate and good (Ismaniati, 2011: 9-10). So the authors can

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Maximum teacher performance is of course accompanied by the support and leadership role of the school principal as a supervisor. Purwanto (2009: 26) leadership is a collection of a series of abilities and personality traits, including authority, to be used as a means of convincing those they lead so that they are willing and able to carry out the tasks assigned to them willingly, enthusiastically, with inner joy, and don't feel forced. The function of the education supervisor is to help provide solutions for teachers in solving existing problems, and to generate enthusiasm and collaborate with teachers, to fulfill school equipment, to develop and coach teachers, and to maintain cooperation between schools.

The problems or difficulties of teachers in implementing the curriculum based on the research found, the authors summarize as follows: (1) lack of strong understanding and readiness of teachers regarding curriculum implementation; and (2) creativity in choosing the use of technology in the implementation of the 2013 curriculum. Problems with educational supervision are caused by weak scientific enthusiasm, creativity, teacher facilities, and the authority of the school principal. The teachers' minds are burdened because they think supervision is an activity to be assessed, and they still think that this activity is a fault-finding activity. If the curriculum is updated, it is possible that the role of technology will become a basic competency that must be possessed by teachers to support their performance in carrying out their work as educators.

Achols and Shadily in Purbasari (2015) performance is a translation from English, namely job performance or work performance which means work performance. Purwaningsih (2012: 13) performance is the result of work achieved by someone in their duties and responsibilities based on aspects that show a person has the ability to achieve certain goals. Mulyasa in Septiani (2018: 37) defines performance as work achievement, work achievement, work results or performance. Permendikbud number 16 of 2007 concerning academic qualifications and teacher competencies, that teacher competency standards are fully developed from the four main competencies namely pedagogic, personality, social, and professional competencies. The scope of teacher competency standards according to Majid (2009), namely: (1) learning management; (2) professional development; (3) academic mastery; (4) follow-up program. Malthis and Jackson cited Asf and Mustofa in Purbasari (2015: 30) there are three factors that can affect employee performance, namely ability, effort expended, and organizational support, all three of which are mutually sustainable. These factors the author conceptualizes as follows:

Factors that affect performance come from within because of motivation, knowledge from educational studies, and abilities. Another factor is organizational support, namely the leader who acts as a supervisor. Individual development has multiple relationships or mutual influences caused by heredity, environment, and psychology. Nurholipah (2019: 16) convergence is a psychological perspective on the development of human knowledge pioneered by W. Louis Stern in 1907. Sobur (2010: 149) convergence school combines the importance of heredity or innateness with the environment as a factor affecting human development. Stern and the experts who followed him believed that the factors that influence human development do not just stick to the environment or experience, but sticking to those two factors are just as important. According to Stern, the heredity factor means nothing without the experience factor, and vice versa if the experience factor without the innate factor will not be able to develop humans as expected. This theory is experiencing development, as Anastasi quoted by Gunarsa in Sobur (2010: 151) innate or hereditary influences on behavior always occur indirectly. The influence of heredity requires an intermediary or stimulus in the environment. While environmental factors put forward segmental factors, namely sometimes it lasts for a short time, sometimes it lasts for a long time. There are times when the influence of the environment is very small and there are times when the influence of the environment is very big. The relevance of grand theory to the research theme is the development factor of how teachers work as individuals in carrying out their work. Inherited factors, namely cognitive such as educational background and psychological such as will or motivation, individual psychology itself. Environmental factors that are influenced by evaluation activities in the form of supervision by the school principal through intense communications provide alternative solutions in the form of encouraging the use of technology in learning evaluation activities.

The use of technology in learning evaluation activities is very relevant to the times. Technology is a way of doing things to meet human needs with the help of tools, methods, or with certain systems (Yuberti, 2015: 67). Miarso (2011: 165) technology is: (1) processes that increase added value; (2) products that are used or produced to facilitate and improve performance; (3) the structure or system by which processes and products are developed and used. Assessment as an "assessment" is an activity carried out to obtain and streamline information about student learning outcomes at the class level during and after teaching and learning activities (Majid, 2009: 185). The letter e - the assessment sentence intended is an absorption from the English language, namely (electronics) or electronics in Indonesian. The principle of electronic assessment is the use of software in compiling and collecting learning outcome data for each learning evaluation. So it is concluded that electronic evaluation (e-assessment) is a way to collect, process, and know the achievement of learning outcomes using electronic principles in

which values or numbers are contained which are then used as guidelines to conclude a learning process.

Learning evaluation tools that were previously paper-based led to paperless. The learning process from planning to evaluation has gone a long way. Therefore, a major breakthrough is needed in the form of educator creativity in overcoming it. The author uses the google form as an electronic evaluation tool and google classroom (e-class) as the basis for data processing. Bulan & Husniyatus (2020: 20) google forms is an application that functions as a room for giving assignments/practice, sharing teacher and student data, registration forms for schools, questionnaires, and collecting opinions which are all accessed online. These apps can be used as e-assessments, users can make them by opening Google Drive in Google apps. Salamah (2020: 535) google classroom is an application that allows the creation of classrooms in cyberspace and becomes a means of distributing assignments, submitting assignments and even assessing the assignments collected. The use of Google classroom in the field of education is giving assignments to students, starting discussions with students (Refo Indonesia, 2021). The use of technology in education certainly requires adequate infrastructure, therefore the authors use smartphones as supporting facilities for learning evaluation activities. Daeng et al (2017: 5) a smartphone is a mobile phone that has the ability to use and function like a computer. The types of smartphones according to Nugroho (2017: 17-18) are cellphones, feature phones, phablets, and tablets. The benefits of smartphones are as communication, seeking information, entertainment, applications, data storage, prestige, and direction. The author uses a smartphone with Android OS that is familiar to the public.

Supervision is a service activity carried out by the leadership in order to help improve teacher performance in completing their work. Educational supervision comes from English, namely "supervision" which means supervision. Sola (2018: 131) defines supervision as meaningful in the provision of coaching services to teachers which in the end aims to bring improvements to the educational situation in general, and to improve the quality of teaching and learning processes in particular. Supervision is closely related to the role of the principal as a supervisor or boss who is authorized to carry out supervision. Permendiknas Number 13 of 2007 in the BPK of South Sumatra (2009) describes 4 basic competencies for school principals namely personality, managerial, entrepreneurial, supervision, and social competencies. Its activities are continuous training and professional development of personnel. Septiani (2018: 16) the purpose of supervision is not only to improve the quality of teaching teachers but to foster the growth of the teaching profession, namely the provision of facilities, curriculum guidance, selection of teaching methods, learning tools, procedures and ways of evaluating learning. Burton and Brueckner in Purwanto (2009: 79-82) types of supervision are inspection, laissez faire, coercive supervision, guidance training, and democratic supervision. Purwanto (2009: 89-94) types of supervision are general supervision, teaching supervision, clinical supervision, inherent supervision, and functional supervision. Purwanto (2009: 120-122) broadly classifies supervision techniques into two, namely individual techniques by conducting class visits, observation visits,

Scientific studies on the use of information technology and supervision on teacher performance were carried out by Marwan (2017) which showed that the use of information technology and class supervision partially and simultaneously had an effect on teacher performance. Pasaribu (2019) found that the use of information technology was quite helpful in improving teacher performance. Wimartono et al (2016) showed that information technology has a positive effect on social factors, task suitability, while conditions and complexity have a negative effect. Consequences and affect factors are positive. Destiana (2014) explains that social factors, ease of use, task suitability have a significant effect on the use of information technology and computers, Meanwhile, expected results (long term) do not affect the use of information technology and computers because technology must be used under certain conditions. Purwanto (2005) revealed that the principal's supervision, the openness of the principal's management, work motivation had a positive and significant effect on teacher performance. Imah (2018) explains that the implementation of supervision is in the good and effective category.

Based on convergence theory, expert theory and the author's findings in the field regarding the performance and benefits of technology, it is concluded that a combination of innate and environmental factors influence each other, and are thought to improve one's performance such as attitudes and educational standards taken showing the quality of the way of work. Innate qualities affect a person's perspective in carrying out his duties at work, how a person will think of presenting innovation

in the form of ways of working that can simplify and produce added value in his work. The goal of achieving work is also supported by overall organizational support and superior support in the form of supervision, so as to maximize the role of the environment in targeting work goals. So the author wants to examine the Effectiveness of Mobile-Based e-Assessment and Educational Supervision on the Performance of Upper Class Elementary School Teachers, Susukan District, Cirebon Regency. The hypothesis put forward is: (H1) there is a significant effect of mobile-based e-assessment partially on teacher performance; (H2) there is a significant effect of educational supervision partially on teacher performance; (H3) there is a significant effect of mobile-based e-assessment and educational supervision simultaneously on teacher performance.

METHODS

This study used a quantitative experimental design with a one-group posttest-only design. Sugiyono (2019: 72) experimental research is defined as a research method used to find the effect of certain treatments on others under controlled conditions. The one-group posttest-only design used to be called a one-shot case study, but it is not suitable because the term case-study is not an experiment (Hastjarjo (2019: 190). The research was carried out in the area of the Susukan District Education Office, Cirebon Regency with a total of 30 Elementary schools consisting of 28 public elementary schools and 2 private elementary schools with a population of 94 teachers with a random sample selection using simple random sampling technique. Members of the population are given the same opportunity to be selected as samples (Arieska and Nodera, 2018: 166). Determination of the sample size using the Yamane formula and found a value of 76.11, which means that the proportion of the representative sample in this study amounted to 76 teachers. The writer labeled the sample with the code "e".

The research instrument used a Likert scale questionnaire consisting of 38 positive statements and 38 negative statements with a gradation of answers that strongly agreed to a positive questionnaire got a score of 5, agreed answers got a score of 4, doubtful answers got a score of 3, disagree got a score of 2, strongly disagree scored 1. Negative questionnaires were scored the opposite of positive questionnaire scoring. Strongly agreed answers received a score of 1, agreed answers received a score of 2, undecided answers received a score of 3, disagreed received a score of 4, strongly disagreed

received a score of 5. Mawardi (2019: 297) compiling an attitude scale consisting of positive statements and negative statements, it is recommended that the number be balanced so that respondents read all statements carefully.

The validity of the instrument that will be given to the sample is tested using the product moment correlation formula from Pearson. Then look for the significance of the correlation by comparing the value of rcount and then do the interpretation. Kuntoro (2020: 169) if the value of the corrected item-total correlation is ≥ 0.20, it is declared valid. From the test results, it was found that all questionnaires rcounted for each variable > rtable, so the reliability test could be continued. Sukmadinata (2010: 229) reliability regarding the level of constancy or determination of measurement results, so that the number of times the test results are the same or relatively the same. The author uses the internal consistency method of the alpha cronbach technique in his calculations. Streiner in Yusup (2018: 22) the instrument is said to be reliable if the reliability coefficient *alpha cronbach* > 0.70. The test results found that all Cronbach alpha values for each variable were > 0.70. So it is stated that the instruments in this study are trustworthy.

The data analysis technique used is descriptive analysis, classical assumption test, and hypothesis testing. Nasution (2017: 54) descriptive statistics is a part of statistics regarding data collection, presentation, determination of statistical values, making diagrams or pictures of something so that the data presented is easier to understand or read. The descriptive analysis that the writer uses is to see the size of the data spread in the form of mean and standard deviation. This study uses primary data, so the classic assumption tests used in this regression study are the normality test, multicollinearity test, and heteroscedasticity test. Mardiatmoko (2020: 335) the residual normality test was carried out to find out whether the residual values were normally distributed or not by looking at the distribution of the data in the standardized p-plot of regression graph and the sig values. Putri (2020: 88) tests with normally distributed samples using the Kolmogorov Smirnov test is the strongest method if the sample is > 50. Azizah et al (2021: 66) a multicollinearity test is carried out to ensure there is no correlation between one predictor variable and another. Mardiatmoko (2020: 335) multicollinearity symptoms can be seen from the variance inflation factor (vif) and its tolerance value. If the VIF value ≥ 10 and the tolerance value ≤ 0.10, it is declared free of multicollinearity. Uthami in Andriani (2017: 64) the heteroscedasticity test

aims to test whether the regression model has a constant variance of the residual error between one observation and another. Ghozali (2018: 138) detects whether or not heteroscedasticity is present by looking at the graph plot of the predicted value of the dependent variable ZPRED with the residual SRESID. Mardiatmoko (2020: 335) the heteroscedasticity test is carried out with the Glejser test by regressing the independent variables with an absolute residual value, if the sig. > 0.05, there is no heteroscedasticity. The hypothesis is a temporary answer to the problem formulation (Nugraha, 2016: 176). The hypothesis test in this study uses a simple linear regression test with the aim of knowing whether there is an influence of each independent variable partially on the dependent variable. Ghozali (2018: 95) regression analysis aims to estimate and/or predict the population average or average value. While the multiple linear regression test aims to determine whether there is a significant influence of the independent variables simultaneously on teacher performance. which is done using the formula of the regression equation. Tests in data analysis using the help of the IBM SPSS statistics program version 23.

RESULTS AND DISCUSSIONS

The Effect of Mobile-Based E-Assessment on Teacher Performance

The results of the hypothesis test found the following output:

Table 1. Simple Linear Regression Coefficient X1

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3,677	6,347		,579	,564
	e_E-Assessment Mobile_Postes	,466	,040	,803	11,590	,000

From the table **Coefficients[a]** above, then the regression equation can be analyzed that the constant value is found to be 3.677. The regression coefficient value (X1) is 0.466. The partial test results show the sig. 0.000 < 0.05.

Regression linearity test can be seen in the following table:

Table 2. Linearity Regression X1

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9105,832	1	9105,832	134,318	,000[b]
	Residual	5016,695	74	67,793		
	Total	14122,526	75			

From the results above, the sig. 0.000 <0.05 and Fcount 134.328 > Ftable 3.970.

The results show that the data has passed the classical assumption test. From the table Coefficients constant value of 3.677 is found, which means that if educational supervision is equal to 1, then teacher performance is predicted to be 3.677 + 0.466(1) = 4.1. The regression coefficient value was found to be 0.466, which means that if you add 1% to the mobile-based e-assessment value (X1), the teacher's performance value (Y) will increase by 0.466 and vice versa. Partial test results found sig. 0.000 <0.05 which means that mobile-based e-assessment has a significant effect on teacher performance. Table results ANOVA show sig. 0.000 <0.05 and Fcount 134.328 > Ftable 3.970 which means that the regression model can be used to predict teacher performance that is influenced by mobile-based e-assessment. Then the alternative hypothesis Ha which states that there is a significant effect of mobile-based e-assessment on teacher performance can be accepted and the null hypothesis H0 is rejected. This supports the research by Tahta et al (2022), Marwan (2017), Wimartono et al (2016) and Destiana (2014) which concluded that the use of ICT has a significant effect on teacher performance. This can be interpreted that the use of information technology is getting better, so it has a positive effect on teacher performance. The use of information technology can be an option for the effectiveness of learning evaluation activities organized by schools in accordance with the times.

The Effect of Educational Supervision on Teacher Performance

The results of the hypothesis test found the following output:

Table 3. Simple Linear Regression Coefficient X2

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	8,344	5,111		1,633	,107
	e_Supervisi Pendidikan_Postes	1,126	,083	,844	13,509	,000

From the table above, the regression equation can be analyzed that the constant value is found to be 8.344. The regression coefficient value (X2) is 1.126. The partial test results show the sig. 0.000 < 0.05.

Regression linearity test can be seen in the following table :

Table 4. Linearity Regression X2

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10048,186	1	10048,186	182,500	,000ᵇ
	Residual	4074,341	74	55,059		
	Total	14122,526	75			

From the results above, the sig. 0.000 <0.05 and Fcount 182.500 > Ftable 3.970.

The results show that the data has passed the classical assumption test. From the table Coefficientsa constant value of 8.344 is found, which means that if educational supervision is equal to 1 then the teacher's performance is predicted to be 8.344 + 1.126(1) = 10.47. The regression coefficient value was found to be 1.126 which means the direction of influence is positive, with an interpretation of the addition of 1% in the value of educational supervision, the teacher's performance is 1.126, and vice versa. Partial test results found sig. 0.000 < 0.05 which means that mobile-based e-assessment has a significant effect on teacher performance. Table results ANOVAª how sig. 0.000 < 0.05 and Fcount 182.328 > Ftable 3.970 which means that the regression model can be used to predict teacher performance that is influenced by mobile-based e-assessment. Then the alternative hypothesis Ha which states that there is a significant effect of educational supervision on teacher performance can be accepted and the null hypothesis H0 is rejected. This supports the research by Tahta et al (2022), Imah (2018), Marwan (2017) and Purwanto (2005) concluded that Educational Supervision has a significant effect on teacher performance and is in accordance with theory. This means that the activities of Educational Supervision by Supervisors are getting better, so they have a positive effect on teacher performance. Group technical supervision can be used as an option in an effort to increase the effectiveness of teacher performance.

The Effect of Mobile-Based E-Assessment and Educational Supervision on Teacher Performance

The results of the hypothesis test found the following output:

Table 5. Multiple Linear Regression Coefficients

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,976	5,530		,357	,722
	e_E-Assessment Mobile_Postes	,174	,068	,299	2,544	,013
	e_Supervisi Pendidikan_Postes	,783	,157	,586	4,986	,000

From the table above, the regression equation can be analyzed that the constant value is found to be 1.976. The regression coefficient value (X1) is 0.174 and (X2) is 0.783. sig. value (X1) 0.013 < 0.05 and (X2) 0.000 < 0.05. Simultaneous test results show can be seen in the following table :

Table 6. Simultaneous Test

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10380,091	2	5190,045	101,237	,000ᵇ
	Residual	3742,436	73	51,266		
	Total	14122,526	75			

From the table ANOVA above, the sig value is Fcound. 0.000 <0.05 and Fcount 101.237 > Ftable 3.120.

The results showed that the data had passed the classical assumption test. From the table Coefficients constant value of 1.976 is found, meaning that if the mobile-based e-assessment and educational supervision are equal to zero (0), the teacher's performance is 1.98, whereas if one (1) point is increased, the teacher's performance is 1.976 + 0.174(10) + 0.783(10) = 11,.546. The regression coefficient values are positive, namely 0.174 and 0.783, which means the direction of influence is positive, with the interpretation of adding 1% of the value of mobile-based e-assessment, the teacher's performance is 0.174 and vice versa and if the addition of 1% is the value of educational supervision, the teacher's performance is 0.783 and vice versa. Output results Coefficients Sig value is found. X1 0.013 <0.05 with tcount 2.544 > ttable 1.996, it can be concluded that mobile-based e-assessment has a significant effect on teacher performance. Sig. Value X2 0.000 <0.05 with tcount 4.986 > ttable 1.996, it can be concluded that educational supervision has a significant effect on teacher performance Results table ANOVA it was found that the value of Fcount was 101.237 > Ftable 3.120 which means that mobile-based e-assessment and educational supervision had a significant effect simultaneously on teacher performance. The adjusted r square value was found to be 0.760,

this means that the effect of mobile-based e-assessment and educational supervision simultaneously on teacher performance is 76% while the remaining 24% is influenced by other variables. The alternative hypothesis Ha which states that there is a simultaneous effect of mobile-based e-assessment and educational supervision on teacher performance can be accepted and the null hypothesis H0 is rejected. This supports the research theory of Miarso (2011) which states that the purpose of using technology is to increase added value, Stern (1907) which states that individual development is plural or influences one another, Anastasi (1958) stated that the influence of heredity and environment takes time, Malthis and Jackson (2009) stated that technology produces added value and makes work easier. Mulyasa (2006) stated that the essence of supervision is continuous coaching by facilitating discussions between directions, Purwanto (2009) stated that leaders should be able to choose the accuracy of supervision, Malthis and Jackson (2009) stated that business continuity and support can improve employee performance.

Based on the discussion above, it can be concluded that the better the use of mobile-based e-assessment and educational supervision, the positive and effective effect on teacher performance. Learning evaluation activities should adapt to the times, namely being able to choose electronic learning evaluation options. Utilization of information technology in learning evaluation can increase work effectiveness, but it needs support, guidance or gradual direction with the accuracy of educational supervision techniques by the school principal so that teacher performance can increase.

CONCLUSION

Based on the results and discussion it can be concluded that (1) there is a significant effect of mobile-based e-assessment partially on the performance of upper class teachers in Susukan District, Cirebon Regency; (2) there is a significant effect of educational supervision partially on the performance of upper class teachers in Susukan District, Cirebon Regency; (3) there is a significant effect of mobile-based e-assessment and educational supervision simultaneously on the performance of upper class teachers in Susukan District, Cirebon Regency.

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