

The Effect of Academic Supervision and Achievement Motivation to the Teachers' Performance of Senior High School

¹ Lindra, ² Rusdinal, ³ Ahmad Sabandi.

¹ Student of Magister Educational Administration Universitas Negeri Padang

² Lecturer of Educational Administration Department Universitas Negeri Padang

³ Lecturer of Educational Administration Department Universitas Negeri Padang



Abstract – The purpose of this study was to determine (1) the effect of academic supervision (X_1) on teacher performance (Y), (2) the effect of achievement motivation (X_2) on teacher performance (Y); (3) the effect of academic supervision (X_1) and achievement motivation (X_2) together on teacher performance (Y). This research is correlational research that uses quantitative data. The population is 459 teachers and the sample is 209 teachers taken by using the proportional stratified random sampling. Data is gotten from questionnaire in Likert Scale form. The data analysis technique uses bivariate correlation and multiple correlational, with requirement analysis test that is normality, Homogeneity, and linearity and regression.

Data analysis shows that variable distributes normally, homogeny, and gives the effect significantly and linear. The results showed that academic supervision had an influence on teacher performance by 22.4%, then achievement motivation had an effect on teacher performance by 33.4%, and both variables X_1 and X_2 had an effect on teacher performance (Y) by 38.44%. It can be concluded that (1) there is significant effects between academic supervision and teachers' performance of senior high school. (2) There is significant effects between achievement motivation and teachers' performance of senior High School, (3) there is the significant effects between academic supervision and achievement motivation to the teachers' performance of Senior high school.

Keywords -Teachers' Performance, Academic Supervision, and Achievement Motivation.

I. INTRODUCTION

A teacher is a determiner in learning and teaching process at school. It is based on Statute of Republik Indonesia is UU No. 14 of 2005 concerning Teachers and Lecturers that stated a teacher is a professional educator with the main works are educating, teaching, guiding, leading, training, assessing, and evaluating of students from low level in formal education,

elementary, junior, and high school, hired based on the principal rules.

Hasibuan said that performance is a result of someone' work that wants to be achieved in doing works that given to him based on the ability, initiative, experience and seriousness, also the time. It means that he teachers' performance is the teachers' ability and success in doing teaching works (Hasibuan, 2014).

Every teacher will have a different style in doing learning and teaching process. It is effected by his achievement motivation. Actually, someone' behaviour is determined by his desire or need. A desire or a need will motivate someone to do something and this motivation is called as motivation. Motivation is a key to establish individual's behaviour in an organization. An individual works in an organization is to fulfil his needs (Gistituati, 2017)

Besides achievement motivation, teachers' performances are determined by their academic supervision. The headmaster has the main task as the responsible person of school activities, a leader of the school and a supervisor for his teachers and his staffs. The headmaster can do controlling through academic supervision. As Masaong explained that the function of academic supervisions are to improve the learning and teaching process through teachers' guiding (Masaong, 2012).

Based on the teachers and lectures principle, number 14 ,20 05, one of the indicators in assessing the teachers can be seen on Teachers Competence Test. Based on data of the grade of Teachers Competence Test, which followed by 500 Senior High School teachers , show that the ability of Senior High School teachers are still low. It can be concluded that most of the competence have not been mastered by the teachers. This indicates that teachers' performance of Senior High School still low and needs to be improved.

The aims of this research is to know : 1) the effects of academic supervision to the Senior High School teachers' performance , 2) the effects of achievement motivation to the Senior High School teachers' performance , 3) the effects of academic supervision and achievement motivation to the Senior High School Teachers ' performance .

Performance, according to Jones, Jenkin and Lord is behavior and results (Jones et al., 2006). Tobin states the dimensions of teacher performance are usually assessed in assessment instruments with indicators of preparation and planning; knowledge of subject matter; class management; enrichment techniques; assessment techniques; teacher and student relations; and professional responsibility (Tobin, 1984). The results of teacher quality research are the most important determinant of the school quality incorporated in the National Center for Educational Statistics in the United States (NCES) reported that the quality standards that

must be met by teachers are: 1) the academic skills of teachers, 2) teacher assignment , 3) teacher experience, and 4) professional development (Supardi, 2013). Supardi From this opinion it is known that teachers must have adequate academic abilities through mastery of academic study materials, in line with that states academic ability is related to mastering the level of education and mastering pedagogical competencies.

Teachers' performance are the quality of teachers which can be seen from how capable the teachers in performing or doing an activity in their work environment. It also can be seen from how success they do the task and how good they achieve their task in the limitation of time. Variable indicators of teachers' performance in this research are 1) Arranging of lesson plan, 2) Implementing of learning and teaching process, 3) Assessing of the students' learning achievement, 3) Implementing of remedial program, 5) Mastering academic competence.

An academic supervision is focused on supervision by observing learning and teaching activities or academic activities. This is lesson plan supervision, the implementation of lesson plan supervision, and teachers' evaluation in the classroom. These activities are conducted by first is individual technique like classroom visiting, individual meeting, class to class visiting, school visiting and self-assessment. Second is by group technique like school to school visiting, teachers' meeting, training and meeting in Teachers Performance Group (KKG). The According to Arikunto, there are three scopes of supervision implemented in schools, namely; a) Academic supervision, emphasizing supervision observing matters relating to learning or academic, b) Administrative supervision; supervision that emphasizes observations on administrative management, c) Institutional supervision, strengthening in supervision covering all management of school administration (Arikunto, 2012).

The target of academic supervision is the teacher, along with the learning tools (ranging from planning to assessment) where the activity is not an inspection activity, but a continuous and continuous activity so that teachers develop in carrying out tasks and solving problems in learning effectively and efficiently which in essence fosters teachers in improving the quality of the learning process (Mulyadi & Fahriana, 2018). Indicator of academic supervision are: 1) Monitoring, 2)

Assessment, 3) evaluation 4) Giving a help and guiding to the teachers, 5) Follow up.

Based on the research of Rifma say although the principal had supervised programly and scheduly it was found that it had not had a significant impact on improving and improving the ability of teachers to manage learning. The results show that learning is still carried out conventionally and the learning situation is still dominated by the teacher (Rifma et al., 2019).

Based on the research of Akinfolarin comfort Ayandoja, Babalola Caroline Aina and Aladetan Femi Idowu in Nigeria, stated that teachers' academic supervision have the positive correlation with students' academic achievement (Ayandoja et al., 2017). Adewele emphasized that academic supervision and teaching in the classroom are two activities in teaching that closed with the a desire to develop the teachers to the high level of instructional competence (Adewale, 2014). Meanwhile, Rabi'atul Awaliyah, Rusdinal, and Yahya found that the implementation of supervision contributes with teachers' performances. The contribution is 12,9 % in their researches (Awaliyah et al., 2019).

In this research, achievement motivation means a motivation that teacher has in doing the work's activities in order to achieve the goals, how much the motivation that someone's has can be seen in need and a want that are fulfil. The indicator of achievement motivation are 1) Working hard to finish the works that have been given, 2) Hoping to be success, 3) Having a worry to be a failure, 4) Enjoying and liking the challenge works.

Based on Edi Rismawan (2015) research concluded that teachers' achievement motivation effect to the teaching performance teachers: headmaster supervision effect to teaching performance teachers; headmaster supervision and teachers achievement motivation effect to teachers' performance (Rismawan, 2015). Similarly, Renata's et. al. research, concluded there is significant effects from headmaster supervision to the teachers effectively, there is significant effects achievement motivation to the teachers effectively, there is significant effects from headmaster supervision and achievement motivation to the teachers effectively (Renata et al., 2018).

As well, Dr. R Sivakumar that conducted the research with the title is Achievement motivation of teacher trainees in colleges of education, he got the conclusion that there is a correlation between

achievement motivation of teacher trainees in colleges based on the colleges, the gender, and the group of subjects (Sivakumar, 2016). While Sudarjat, et al state motivation is the strength or energy from within itself (intrinsic) or from outside (extrinsic) in maintaining, arousing and mobilizing efforts and behavior to achieve goals or job satisfaction (Sudarjat et al., 2015).

Based on the explanation above, the researcher is interested to analyze the effects Academic Supervision (X1) and Achievement Motivation (X2) to the teachers' performance (Y) of SMAN West Pasaman. In this research, the hypothesis is: 1. Academic Supervision effects to Teachers' performance. 2. Achievement Motivation effects to Teachers' performance. And 3. Both Academic Supervision and achievement motivation effect to teachers' performance.

II. METHOD

This research is descriptive research that uses quantitative data and correlational research. The population is the teachers of SMAN, that teach in 12 SMAN that consist of 459 teachers. The collecting data technique uses stratified random sampling which is 209 teachers. There are two variables that are two independent variables (X) and one dependent variable (Y) that are Academic supervision (X1), Achievement Motivation (X2), and Teachers' performance (Y). The instrument that is used in collecting data is questionnaire in Scale Likert form. The steps of research instrument's preparations are 1) Preparing the instrument's key, 2) Arranging the key of instruments' statement based on indicators, 3) Doing the rational analysis to see the appropriate with the indicators and the correctness of questionnaire preparing in language form and other terms that will be measured.

After trying out the instruments testing, the calibration is done, that are validity test and reliability measuring. To make easy in measuring of data analysis is used SPSS 20 application. For window, it begins validity and reliability test to the hypothesis test. In testing the validity of each part, the score of each parts are correlated with total score. The correlation product moment test is used in measuring in this research. To find the instruments reliability, the researcher uses Alpha cronbachs. The analysis of quantitative data is used parametric statistic in simple linear regression and multiple regression are measured determination coefficient variable in multiply the correlation coefficients that have been gotten before.

III. RESULTS AND DISCUSSION

Table 1. Descriptive data design results

Statistics		Academic Supervision	Achievement motivation	Teacher Performance
N	Valid	209	209	209
	Missing	0	0	0
Mean		180.00	155.76	155.27
Median		182.00	155.00	154.00
Mode		192	138 ^a	138 ^a
Std. Deviation		25.899	18.421	17.110
Variance		670.755	339.339	292.764
Range		142	110	99
Minimum		100	110	99
Maximum		242	220	198
Sum		37621	32553	32451

a. Multiple modes exist. The smallest value is shown

In the descriptive statistic result in this research will be explained the frequency from the data and respondent total each of indicators in research variable

. Testing data analysis requirements

3.1 Normality Data test

Table 2. Summary of Research Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Academic Supervision	Achievement motivation	Teachers ' performance
N		209	209	209
Normal Parameters ^a	Mean	180.00	155.76	155.27
	Std. Deviation	25.899	18.421	17.110
Most Extreme Differences	Absolute	.061	.059	.052
	Positive	.048	.059	.052
	Negative	-.061	-.038	-.030
Kolmogorov-Smirnov Z		.884	.854	.756
Asymp. Sig. (2-tailed)		.415	.460	.617

a. Test distribution is Normal.

Based on the result of measuring test normality data that consists of 209 respondent of academic supervision variable, achievement motivation and teachers'

performance and it is gotten the result of measuring normality test. It can be seen from Asymp value. Sig (2-tailed) academic supervision 0,415 > 0,05, Achievement

motivation $0,460 > 0,05$, and teachers' performance $0,617 > 0,05$. The value Asymp. Sig (2- tailed) is higher than the value $\alpha = 0,05$. It can be concluded that H_0 is rejected and the data is gotten from the population which the distribution is normal, so it can be used and continued to the hypothesis research.

3.2 Test of Homogeneity

Based on table 26, the measuring of Homogeneity test Levene Statistic Test (test L-s) is gotten the result that the value sig $0,507 > 0,05$. The value Levene Statistic Test (L-s) is higher than the value $\alpha = 0,05$. It can be concluded that the data is gotten from the homogeneous population, and it can be used and continued as the research hypotheses test.

Table 3. Summary of Research Data Homogeneity Test Results

Test of Homogeneity of Variances Data

Levene Statistic	df1	df2	Sig.
.681	2	624	.507

Table 4. Significance Test Results and Simple Regression Linearity of Teacher Performance Variables (Y) on Academic Supervision (X1) and Achievement Motivation (X2)

Jalur	Regression equation		Test of Significance		A	Test of Linier		Conclusion
	$\hat{Y} = a + bx$		F Calculate	Sig		F Calculate	Sig	
X ₁ to Y	$\hat{Y} = a + bx$	(98,986 + 0,313 X ₁)	59,747	0,000	0.05	1,401	0,051	Significant and Linier
X ₂ to Y	$\hat{Y} = a + bx$	(71,645 + 0,547 X ₂)	103,858			0,826	0,800	Significant and Linier

Based on the table, the value of simple linear regression of X to Y with $Y = a + bx = (98,986 + 0,313 X_1)$ $F_{\text{calculate}} 59,747 > F_{\text{table}} 3,04$ with its significant $0,000 > \alpha 0.05$ and $F_{\text{calculate}}$ in Anova Table 3,04 with its significant $0.051 > \alpha 0.05$. It explains that there is the linier correlation and significant between academic supervision variable (X₁) and SMA teachers' performances (Y). Then, the data of X₂ and Y, It is gotten the significant value of simple linear regression in $Y = a + bx = (71,645 + 0,547 X_2)$ with the value of F calculate $103,858 > F_{\text{table}} 3,04$ with its significant $0,000 < \alpha 0,05$ and the value of F calculate in

Linnean Anova table $0,826 < F_{\text{table}} 3,04$ the significant is $0,800 > \alpha 0.05$.

It contributes that there is linear correlation and significant between variable Achievement motivation (X₂) and SMA teachers' performance (Y). Next, seeing the value of multiple regression from academic supervision and achievement motivation that uses SPSS. It can be seen in appendix 6 and the manual result can be seen in appendix 7. The conclusion can be seen in the table below.

Table 5. Multiple regression test of Academic Supervision and achievement motivation toward SMA N teachers' performance

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	23378.848	2	11689.424	64.186	.000 ^a
Residual	37516.147	206	182.117		

Total	60894.995	208		
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a. Predictors: (Constant), Achievement motivation, Academic Supervision

b. Dependent Variable: Teachers ' Performance

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	59.057	8.543		6.913	.000
Academic supervision	.168	.041	.254	4.081	.000
Achievement motivation	.423	.058	.456	7.313	.000

a. Dependent Variable: teachers' performance

Based on the regression analysis test, it can be gotten that $Y = a + bx = 59,057 + 0,168 + 0,423$. F calculate is $64,186 > F$ table 3,04 . And the value of significant is $0,000 < 0,05$. It means that there is linear correlation and significant between Academic Supervision variable (X_1) and Achievement Motivation (X_2) toward the ability of SMAN teachers' performance (Y).

3.3 The test of Hypothesis

3.3.1 Academic Supervision gives the significant effects to SMAN teachers' performance.

Table 6. Simple Correlation Hypothesis Test Academic Supervision on Teacher Performance

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	98.986	7.356		13.457	.000
Academic Supervision	.313	.040	.473	7.730	.000

a. Dependent Variable: Teachers' performance

The value of table is seen in the table with t is t table, dk 209-2 207 as numerator and denominator. 0,95 (alfa - 1) and the result is t table = 1,65. That analysis shows that the value of t calculate is higher than the value of t table, the value is $7.730 > 1,65$. It means H alfa is

accepted, and H_0 is rejected by sig alfa = 0,05. So, the first hypotheses is accepted its truth, there % of the effects, that is given, can be seen ($r \times 100 \% = 0,473 \times 100 \%$) is 22,4 %. It can be concluded that academic supervision gives the significant effects to SMA teachers' performance is 22,4 %.

3.3.2 The achievement Motivation gives significant effects to SMAN teachers' performance

Table 7. Hypothesis Test Simple Correlation of Achievement Motivation On Teacher Performance

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	71.645	8.262		8.671	.000
Achievement motivation	.537	.053	.578	10.191	.000

a. Dependent Variable: Teachers' performance

And the value of t table is seen in table with the t, as criteria, dk 209-2= 207 as numerator and denominator 0,95 (alfa -1). So t table is 1,65. The analysis is the value of t calculate is higher than t table, the value 10.191 > 1,65 . It means that H alfa is accepted and Ho is rejected with the significant alfa = 0,05. The second

3.3.3 Both Academic Supervision and achievement motivation give the significant effects to the SMAN teachers' performance in West Pasaman.

Table 8. The value of multiple regression with 2 predictor that will be done in X1, dan X2, to Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620 ^a	.384	.378	13.495

a. Predictors: (Constant), achievement motivation, academic supervision,

Based on the table above is gotten $Y = a + bx = 59,057 + 0,168 X1 + 0,423 X2$. The analysis uses the multiple regression that shows both Academic supervision and Achievement Motivation give the significant effects to SMAN teachers' performance. Based on significant value in Anova table 0,000 , 0,05. Then, Multiple correlation test with 2 predictors that are done to X1, and X2, to Y , is gotten that correlation coefficient in model summary table with R = 0,620. And it will be done the test of significant correlation, the analysis is seen as below.

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,620 \sqrt{209-2}}{\sqrt{1-(0,620)^2}} = \frac{8,92025}{0,6156} = 11,37$$

And the value of t table is seen in table with the t, as criteria, dk 209-2= 207 as numerator and denominator 0,95 (alfa -1). So t table is 1,65. The analysis is the value of t calculate is higher than t table, the value 11,37 > 1,65 . It means that H alfa is accepted and Ho is rejected with the significant alfa = 0,05. The third hypothesis is accepted of its truth. The % of effects that is given, can be seen in $(r \times 100\% = 0,578 \times 100\%)$ that is 38,44 %. It can be concluded that achievement motivation give the significant effects to SMAN teachers' is 38,44 %.

hypothesis is accepted of its truth. The % of effects that is given, can be seen in $(r \times 100\% = 0,578 \times 100\%)$ that is 33,40 %. It can be concluded that achievement motivation give the significant effects to SMAN teachers' is 33,40 %.

IV.DISCUSSION

4.1 There is the significant effects of academic supervision to SMAN teachers' performance.

Based on the findings of the research, there is the significant contribution which academic supervision effects to teachers' performance. The contribution is 22,37 %. It means that it needs to improve the implementation of Academic Supervision in order to enhance the teachers' performance. For the teachers, Academic Supervision is to help them in knowing their lacks of performance and to get a guiding to solve the problems that they found in their work environments. If this academic supervision is always be done and be followed up, the teachers' performance will improve. This is based on Sumarni's research, concluded that academic supervision gives positive effects and significant as partial to Teachers' Performance that is shown by analysis statistic shows The value of R-Square is 0,248 that means academic supervision gives the effects 24,8 % to teachers' performances (Sumarni et al., 2017)

4.2 There is the significant effects of Achievement Motivation to SMAN teachers' performance in West Pasaman.

Based on research findings, there is significant contributions, which Achievement Motivation effects to teachers' performance with the contributions is 33,40 %. Based on the results, It show that high achievement motivation will enhance the teachers' performance. Achievement motivation is a factor of teachers' selves which gives motivation to do a work as a teacher and to

achieve the education's goals. How bigger the motivation that teachers have. It can be shown from their hard works to do the works, the high of hope from each work that has been done will be success, having the anxious feeling if they fail in achieving the education goals, and enjoying the challenge works or high thinking order. This refers to Sumarni's research concluded that achievement motivation gives positive effect and significant as partial to Teachers' performance with the contribution of achievement motivation variable to teachers' performance is 12,20 %, then the residue is 87,80 is decided by another variable (Sumarni, 2016).

4.3 There is the significant effects of both academic supervision and achievement motivation to SMAN teachers' performance

Both Academic Supervision and achievement motivation to teachers' performance give the contributions as 38,44 %. It means the variant of high or low that teachers have, depend on academic supervision and achievement motivation that is 38,44 %. This is based on Rismawan' research concluded that there is the effects of headmaster Supervision and teachers' Achievement motivation to the Teachers' performances that is signed with R value is 0.36. It means, both the headmaster supervision and teachers' achievement motivation effect to teachers' teaching performance is 0.36 (36%). So, the effects of another variable is $100\% - 36\% = 64\%$ (Rismawan, 2015)

V. CONCLUSION

Based on the data analysis and discussion that have been explained in the previous chapter, it can be concluded that:

1. There is the significant effect between academic supervision to teachers' performance. The result is shown by the value of personal correlation 0,473 and the significant value is (2-tailed) $0,000 < 0,05$ with the equation of regression $Y = (98,986 + 0,313 X1)$ and determination coefficient is 0,224. This shows that Academic supervision gives the significant effects to SMAN teachers' performance is 22,4 %
2. There is the significant effect between achievement motivations to teachers' performance. The result is shown by the value of personal correlation 0,578 and the significant value is (2-tailed) $0,000 < 0,05$ with the equation of regression $Y = (71,645 + 0,547 X2)$ and determination coefficient is 0,334. This

shows that Achievement motivation gives the significant effects to SMAN teachers' performance is 33,40 %

3. There is the significant effect between supervision and achievement motivation to teachers' performance. The result is shown by the value of personal correlation 0,620 and the significant value is (2-tailed) $0,000 < 0,05$ with the equation of regression $Y = 59,057 + 0,168 X1 + 0,423 X2$ and determination coefficient is 0,384. This shows that both Supervision Academic and Achievement motivation give the significant effects to SMAN teachers' performance is 38,44 %

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