

Teacher Performance Model Development: Empirical Study on Public Senior High School in Karo District

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Abstract: The purpose of this study is the first to examine the effect of transformational leadership of principal on self-reflection behavior and performance of teachers, the effect of empowering teachers by the principal on the behavior and performance of teachers, the influence of teachers supervision by the principal on self-reflection behavior and performance of teacher, and influence the self-reflection behavior of the teacher on his/her performance; and, secondly, to determine the model of the development of teacher performance. The study design was correlational explanatory using the ex post facto research method, and implemented in the Public High School of Karo District. The sample consisted of 240 teachers was determined using the formula Slovin, with proportional random sampling technique. Data on exogenous variable was collected by closed questionnaire, and data on the endogenous variable, namely the performance of teachers, collected by observation. Data analysis conducted is descriptive analysis and path analysis. The findings of this study is that there is a direct effect of (1) transformational leadership of principal on self-reflection behavior and performance of teachers, (2) empowering teachers by the principal on the behavior and performance of teachers, (3) teachers supervision by the principal on self-reflection behavior and performance of teacher, (4) the self-reflection behavior of the teacher on his/her performance, and (5) discovery of teacher performance development model, namely an increase in teacher performance can be done in two phases, the first phase by increasing the ability of principal on three areas: transformational leadership, teacher empowerment and teachers supervision and, second phase, together with improving the ability of principals in these areas, and enhance the ability of self-reflection of teachers.

Keywords- Transformational leadership, empowerment, supervision, self-reflection behavior, and performance.

I. INTRODUCTION

1.1 Background

Discussions of educational issues, especially in Indonesia, are always faced with the eye-chain of problems which are not clearly tip base and from where to start. Teachers most often blamed as the party most responsible for the quality of education. Gibson [1] describes three groups of variables that affect the performance of the individual, is the individual variables, organizational variables and psychological variables. Individual variables consist of abilities and skills, personal background, and demographics. Organizational variables consist of a leadership resource, rewards, structure, and work design variables. Psychological variables consist of perceptions, attitude of personality, and motivation. Furthermore, Spencer and Spencer in Idawati [2], suggests that the performance is determined by thought, and competencies possessed by a person. Based on the opinions suggested of Gibson as well as Spencer and Spencer, it can be concluded that the performance of teachers is not only determined by of teachers themselves, but also determined by factors external to the teachers themselves, especially the factor of leadership resources.

With regard to the ability of teachers, empirical studies show that the ability or competence of teachers in Indonesia is still low. This is evident from the Report of Teacher Competency Test (TCT) Online First Stage in 2012 delivered by the Agency for Human Resources Development in Education and Culture and Quality Assurance of Education, Ministry of Education and Culture [3] that the highest average value of Teacher Competency Test in Indonesia is 51.45 achieved by the province of Yogyakarta Special Region, and the lowest was 36.70 for the province of North Maluku, while the province of North Sumatra with an average value of 40.84 is ranked 19th of the 33 provinces in Indonesia. The report also put Karo District ranks 11th of 30 districts/municipalities in North Sumatra with an average value of 41.35. The Ministry of Education and Culture reported that the ability of teachers in Indonesia, particularly Karo District, is still low, and also to be expected that the performance of teachers in Karo District still low.

Meanwhile, researches by Arifin [4] and Indrawati [5] concluded that teacher certification, which is identical to an increase in income and welfare of teachers; do not have a significant influence on the performance of teachers. It shows that the allegation has been that the poor performance of the teacher is due to lack of teacher's income seems indisputable. In connection to the phenomenon of teacher performance that has not been in line with expectations, as noted above, and if associated to Gibson's theory proposed that the merits of the individual's

performance is determined by three factors, namely individual, organizational and psychology, then the question arises: How is the performance of teachers in Karo District? What factors are affecting the performance of teachers in Karo District?

Therefore, in order to improve the performance of teachers of Public High School in Karo District, research on the development of theoretical models of teacher performance, was conducted. To that end, please be aware that management functions are not optimal in improving teacher performance. This study was conducted to assess the effect of transformational leadership of principal on self-reflection behavior and performance of teachers, the effect of empowering teachers by the principal on the behavior and performance of teachers, the influence of teachers supervision by the principal on self-reflection behavior and performance of teacher, and influence the self-reflection behavior of the teacher on his/her performance; and to determine the model of the development of teacher performance.

1.2 Problems Formulation

The formulations of the problem in this study are as follows:

1. Is transformational leadership has a direct effect on the self-reflection behavior of the teacher?
2. Is empowerment has direct effect on the self-reflection behavior of the teacher?
3. Whether supervision has direct effect on the self-reflection behavior of the teacher?
4. Is transformational leadership has a direct effect on the performance of teachers?
5. Is empowerment has direct effect on the performance of teachers?
6. Whether supervision has direct effect on the performance of teachers?
7. Is the self-reflection behavior of teacher has direct effect on the performance of teachers?

1.3 Research Objectives

In accordance to formulation of the problem, the purpose of this study was to determine and assess:

1. The effect of transformational leadership of principal on self-reflection behavior of teachers;
2. The effect of empowering teachers by the principal on the self-reflection behavior of teachers;
3. The effect of teachers supervision by the principal on self-reflection behavior of teacher;
4. The effect of transformational leadership of principal on performance of teachers;
5. The effect of empowering teachers by the principal on performance of teachers;
6. The effect of teachers supervision by the principal on performance of teacher;
7. The effect of the self-reflection behavior on performance of teacher.

1.4 The Benefit of Research Results

1. It is expected that the results of this study can contribute to the development of the theory of organizational behavior, especially the performance theory, transformational leadership, empowerment, supervision, and self-reflection behavior.
2. The theoretical model developed through this research could provide a theoretical answer to the problems of performance, making it useful as a model in improving teacher performance of Public High School in Karo District.
3. The results of this study could be a material consideration in the improvement of teacher performance through increased ability of High School principals in terms of transformational leadership, teacher empowerment and teachers supervision, as well as an increase in self-reflection behavior of teacher.
4. These results can be used as a reference in the appointment of principals of High School.
5. The results of this study could be a feedback for High School teachers in order to understand and improve their performance through increased the self-reflection behavior of teacher.

II. LITERATURE STUDY

2.1 Teacher Performance

The basic theory is used to discuss the performance of this dissertation is a performance theory proposed by TR Mitchell in Robbins [6] who says that good performance is determined by two factors: the ability and motivation. A consideration in the use of this theory is that compliance to the teaching profession that requires the ability and willingness of high. This is in line with the opinion of Permadi and Arifin [7] which states that the teaching profession is a job that requires knowledge, skills, expertise and tenacity to make children behave as expected. Understanding the teaching profession suggests that a teacher's job is a tough job, so in addition to having a high ability, teachers also must have a high willingness, that aspired goals can be achieved.

Performance raised by Robbins, if linked to teacher performance can be measured based on the specification and competence criteria that must be possessed by every teacher in implementing learning activities, the learning plan, implementing learning and assessing learning outcomes. This is in line with the opinion of Rusman [8] which states that the form of the behavior of teacher performance is an activity in the learning process, it shows a teacher develops lesson plans, implementing learning activities, and assessing the student learning outcomes.

Teacher performance can be viewed as a general characteristic of the teacher, which is associated to knowledge, skills and the willingness of teachers in performing the task of teaching that is realized through acts of ability and willingness of teachers in preparing lesson plan, ability of teachers in implementing the learning, and the ability of teachers to implement assessment of learning. The form of teacher performance is measured through the look and the activities carried out by the teacher in the learning activities. It shows teachers prepare lesson plans, implement the learning and assess the learning outcomes, while the appreciation of the task, though it exists, is considered to have a less significant effect in the context of motivation work of teachers at this time. This is in line with the opinion of the Wina Sanjaya [9], who stated that the teacher's performance on the task of planning, learning management and assessment of student learning outcomes.

Performance of someone is always associated with the routine task she is performing. Likewise with the performance of teachers who have the certain specifications/criteria in carrying out its core functions, namely to implement the learning process. Teacher performance can be seen and measured based on competency specifications/criteria that must be possessed by every teacher. The realization of the performance of the teacher in the learning activities shows teachers prepare lesson plans, implement the learning and assess the learning outcomes.

The planning stage is the learning activities related to the ability of teachers to master the teaching material that is expressed in the ability to prepare lesson plans. Mulyasa [10] says that the plan is a central function of management of learning and should be oriented to the future. Stages of implement the learning activities in the classroom is the essence of education. Learning is essentially a transactional communication process, which is reciprocal, both between teachers and students and between students and students, and between students and the learning resource to achieve the goals set. While the learning assessment phase is the phase of activity or the way that is intended to determine whether or not the learning objectives achieved and the learning process has been conducted.

2.2 Transformational Leadership of Principal

Hall, Johnson, Wysocki, and Karl Kepner [11], Hesselbein and Cohen [12] agreed that a leader who applies transformational leadership can be an effective leader. It shows also that if the principal can implement transformational leadership well it stands to reason that the principal will be able to change the behavior of teachers towards the positive and, subsequently, the performance of teachers will increase. This is in line with the opinion of Northouse [13] who says that effective transformational leadership will result in performance that exceeds the expectations of the organization, because the leaders should work with all components to achieve these goals.

Indeed, the leadership dimensions vary according to the experts, as presented by Gibson et al. [14] which states that the dimensions of leadership include: (1) Charisma, (2) Attention to the individual, (3) Encourage by knowledge, (4) Give a gift; (5) Management of exception. Lunenburg et al. [15] says that the leadership dimensions are (1) Contrast, (2) Motivate the subordinate to do more than they originally; (3) Raising followers need level to the higher-order needs such as self-actualization, or by expanding their portfolio of needs. Meanwhile, according to Bass and Avolio [16] (2005: 367) transformational leadership dimensions are (1) Charisma; (2) Encouraging through inspiration, (3) Encourage by increase of knowledge, (4) Consideration of the individual.

Based on the dimensions of transformational leadership presented above, the theoretical basis that is used as a tool of analysis in this dissertation is referring to the theory of transformational leadership that was created by Bernard Bass. The basic considerations in the use of the theory is due to the match on the field, where the school as an institution of human resource development requires that the principal has strong leadership to produce a wide range of policy and operational work is based on the vision that formed the basis of the achievement of school goals, and leadership of principals are also expected to inspire teachers and education staff to excel in school.

2.3 Teacher Empowerment

In educational reform in Indonesia, the empowerment of teachers have been believed as an important component in improving quality of education, so was born the law of the Republic of Indonesia number 14 of 2005 teachers and lecturers. When reviewing the opinion of expert on empowerment such as Luthans [17] and Schermerhorn et al. [18], they basically said that empowerment gives power to people who need it, so that the employee more efficient and more professional in carrying out their duties.

Managing the teacher is not an easy job, because according to the adherents of the theory view of human resources, namely Douglas McGregor in Nelson and Quick [19] states that to understand human or human behavior there is an assumption that must be understood, the theory Y. Assumptions of Theory Y states that humans love to work. Based on the theory of Y, if in a school organization there are teachers who embrace the theory of Y, then there needs to be empowering. Principals should create a climate that provides opportunities for personal development teacher.

Based on the theory of empowerment of Luthans [20], Clutterbuck and Kernaghan [21], and McShane and Glinow [22], the empowerment theory used in this study as the basis of the theory is a theory of empowerment created by Clutterbuck and Kernaghan. Considerations in the use of this theory are, first, Clutterbuck and Kernaghan using dimensions of education and development in an effort to empower members of the

organization. While other experts did not include development as one dimension of empowerment, in terms of the development is an integral part of the life of an employee (a person) to achieve career advancement. Secondly, there is a match with the phenomena encountered in the field, although employees have been empowered but have not demonstrated an optimal performance. Therefore, Clutterbuck and Kernaghan argue that there are 5 (five) dimensions that determine the success of an organization that has empowered, namely: (a) the objectives, (b) management attitudes, (c) training and development, (d) selection and recruitment of employees, (e) structure and systems.

2.4 Teacher Supervision

Managing the teacher is not an easy job, because according to the adherents of the theory view of human resources, namely Douglas McGregor in Nelson and Quick [23] states that to understand human or human behavior there is an assumption that must be understood, the theory X. Based on the theory of X, if in a school, it was found that teachers are lazy to work, then the required supervision. Supervision is intended in this study, was supervision conducted by principal to teachers in the form of academic supervision and administrative supervision. Academic supervision is supervision that focuses observations on the problem of learning activities that teachers do to help students when it is in the process of learning, and administrative supervision is supervision that focuses observation on the administrative aspects that support the implementation of learning.

Based on the supervision of theories put forward by the experts, namely Robbins and Coulter [24], Winardi [25], and Handoko [26], then the basic theory of supervision used in this study is the theory of supervision described by Robbins and Coulter [27] that surveillance is a systematic attempt by the principal to the teacher's performance which includes academic supervision and administrative supervision, to ensure that the execution of work in accordance with the objectives of the organization, with dimensions of (1) establish standards, (2) measuring / carry out an assessment to classroom, (3) compare the plan with results that have been achieved, and (4) implementing corrective action and improvement. A consideration in the use of this theory is due to the dimensions of a standard-setting in this theory. This is also in line with the implementation of the school, where the government sets 8 national standards that must be implemented in each year of education. This standard were used to measure the achievement of the implementation of education, and subsequently this standard is also used in carrying out supervision functions are carried out either by the principal or school superintendent.

2.5 Self-Reflection Behavior of Teacher

Kemmis [28] describes the behavior of self-reflection is a process that involves the examination of conscience and thought process, and beyond consideration of the situation in which the individual finds himself. Thus, reflection is a mirror to practice for open-mindedness and responsibility. Kobuchi in Asep [29] describe the awareness of teachers in Japan about the importance of self-reflection behavior that resulted in a change to a better direction in learning, because of previous errors can be fixed in the next lesson. Furthermore, Wiggins [30] in his book *Student Teacher in Action* wrote about the self-portrait as an educator, he wrote that a teacher should be able to look in the mirror at him-self. While Boud, Keogh and Walker in Diantha Soemantri [31] says that the process of self-reflection is starting from asking and dialogue with oneself through three questions, namely: (1) *what happened?*, (2) *how did happen?*, and (3) *what has been learned?, what changed or what has to be done?*. This opinion explains that in order to make changes to the teaching behavior for the better in efforts to improve its performance, a teacher needs to have a dialogue with himself and asked what he had done in the classroom, how he did it, and what changes in his students, and what changes should be done to improve the implementation of learning.

Korthagen et al. [32] argues ALACT models, which describe structured reflection process, and if the teacher implementing this model in the implementation of any learning, then the teacher will be able to independently increase teacher professionalism so that the performance will increase. While learning model reflection of Zeichner and Liston stressed the importance of teacher self-reflection, to ask your-self back to what teachers teach, and subsequently in the presence of self-reflection will be able to improve the performance of teachers. Therefore, the model of Boud, Keogh & Walker, as well as the model proposed Karthagen Zeichner & Liston have a common view of the behavior of self-reflection, is the activity of thinking and ask your-self what has been, is and will be implemented in order to improve the quality of learning.

Of the various models of the behavior of self-reflection mentioned above, it is used as a theoretical basis in this study is a modification of the model presented Boud, Keogh & Walker, Karthagen, and Zeichner & Liston, and the behavior theory described by Robbins with the dimensions of self-reflection behavior include: (1) attitude, (2) personality, (3) perception, (4) learning, and (5) are always thinking and dialogue to himself, about his work (ask yourself). A consideration in using a modification of this theory is as follows. First, the theory of behavior Robbins created containing the attitude and personality, where attitudes are showing the consistency of the behavior of individuals that must be owned by a teacher, because the teacher is not merely a

profession, but also a humanitarian duty calls. Therefore, the philosophy in understanding human behavior framework should include elements of attitude as pillars, or without understanding the attitudes element for understanding individual behavior is wrong (not quite right). Second, the most important part of the behavior of self-reflection is always thinking and dialogue about the work yourself or, in other words, have an attitude that is always asked about what has been, is being and will be done.

Based on theoretical studies, and the thinking framework outlined above, a theoretical model of the study variables was formed as in Figure 1 below.

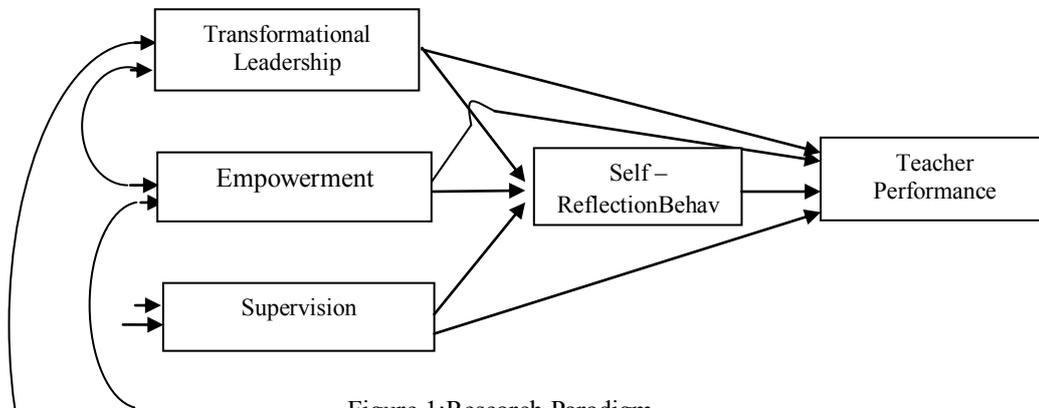


Figure 1: Research Paradigm

III. METHODOLOGY

3.1 Sample

The study sample consisted of 240 respondents, which is obtained by using the formula of Slovin, then the number of samples specified in each High School which is spread over thirteen (13) the location of the school according to the latest education and gender based on the proportional random sampling.

3.2 Data Analysis

The design of this study is correlational explanatory with ex post facto research method. Data collection techniques used are non-test technique that consists of a closed questionnaire that followed the pattern of the 5-choice Likert scale adapted to the content of the statement set out to collect data on the variables of transformational leadership (34 items), empowerment (34 items), supervision (35 items), and self-reflection behavior (35 items). Data on transformational leadership, empowerment and supervision are describe teachers' perceptions of what is seen, felt and experienced by teachers on transformational leadership, empowerment and supervision conducted by the principal. Data on the self-reflection behavior of the teacher is obtained through a closed questionnaire filled out by the teacher about the behavior that they do in performing everyday tasks. Furthermore, to obtain data on the performance of teachers, observation sheets were used (50 items). This technique is used to obtain primary data, is data obtained directly from research subjects.

There are two techniques of data analysis used in this study, namely the descriptive analysis and inferential analysis. Descriptive analysis is used to interpret the data picture of the variables that represent the answer to the research question. Inferential analysis is used to analyze the sample data to generalize the population, and hypothesis testing is done by using path analysis. As research tool for data analysis SPSS for Windows version 21 software is used for this research.

IV. RESULTS OF THE STUDY

Table 1: Summary of Results of the Descriptive Analysis Data Research Variable

Factors	Respondent (N)	Mean	Std Deviation	Minimum	Maximum	Minimum Ideal	Maximum Ideal
Transformational Leadership	240	3.04	0.28	2.47	3.76	1	5
Empowerment	240	3.02	0.30	2.41	3.79	1	5
Supervision	240	2.89	0.28	2.29	3.71	1	5
Self – Reflection Behavior	240	2.74	0.25	2.20	3.40	1	5

Teacher Performance	240	2.38	0.17	1.96	2.90	1	4
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Based on Table 1 was obtained that there are two variables have a mean enough, is the principal transformational leadership, and empowerment of teachers by principals, while the other three variables are included in the unfavorable category, namely the supervision of teachers by principals, self-reflection behavior of the teacher, and teacher performance. Variable with the highest mean is transformational leadership, while the lowest is the variable of teacher performance.

Table 2: Summary of Results of the Correlation Coefficient and Significance

Exogenous Variable	Endogenous Variable		Self - Reflection Behavior		Teacher Performance	
	Pearson Correlation	Significance	Pearson Correlation	Significance	Pearson Correlation	Significance
Transformational Leadership	.743**	.000	.806**	.000		
Empowerment	.609**	.000	.692**	.000		
Supervision	.632**	.000	.763**	.000		
Self – Reflection Behavior			.853**	.000		

**Correlation is significant at the 0.01 level (2-tailed)

Table 2 shows that the exogenous variables have a positive relationship (strong) and significant with the endogenous variable (the self-reflection behavior of the teacher). The most powerful relationships in the model 1 is shown by transformational leadership variable (0.743). As for model 2 is obtained that the exogenous variables have a positive relationship (strong) and significant with the endogenous variable (teacher performance). Having the strongest relationship with the teacher's performance is variable self-reflection behavior of teacher (0.853).

Table 3: Total Effect, Indirect Effect, and Direct Effect

Exogenous Variable	Endogenous Variable			Teacher Performance		
	TE	IE	DE	TE	IE	DE
Transformational Leadership	0.507	-	0.507	0.427	0.239	0.188
Empowerment	0.141	-	0.141	0.186	0.067	0.119
Supervision	0.199	-	0.199	0.360	0.094	0.266
Self - Reflection Behavior	-	-	-	0.472	-	0.472
R ²	0.589			0.840		

Note. TE = Total effect, IE = Indirect effect, DE = Direct effect; All direct effects were significant at .01 level.

Table 3 shows that all exogenous variables (the principal transformational leadership, empowerment of teachers by principals, and supervision of teachers by the principal) have a partial positive direct influence on the endogenous variable (the self-reflection behavior of the teacher). Similarly, exogenous variables (the principal transformational leadership, empowerment of teachers by principals, supervision of teachers by the principal, and self-reflection behavior of teacher) have a partial positive direct influence on the endogenous variable (the self-reflection behavior of the teacher). The most influential variable on teacher self-reflection behavior is transformational leadership 0.507, while the most influential variables on the performance of the teacher are a teacher self-reflection behavior of 0.472. Based on the total effect, is direct and indirect influence, it turns out the relationship between exogenous variables to endogenous variables found to support all of the hypotheses in the research model.

Based on the coefficient determinant of Model I, the combined effect of transformational leadership of principal, empowerment of teachers by principals, and teacher supervision by principals on teacher self-

reflection behavior was found to be 58.9%, while the remaining 41.1% is influenced by other factors. Furthermore, based on the determinant of the coefficients of Model II, the combined effect of transformational leadership, empowerment, supervision, and self-reflection behavior on teacher performance was found to be 84.0%, while the remaining 16.0% is influenced by other factors. So based on the results of the study found that the path diagram that describes the structure of a causal relationship between exogenous variables with endogenous variables are as depicted in Figure 2 below.

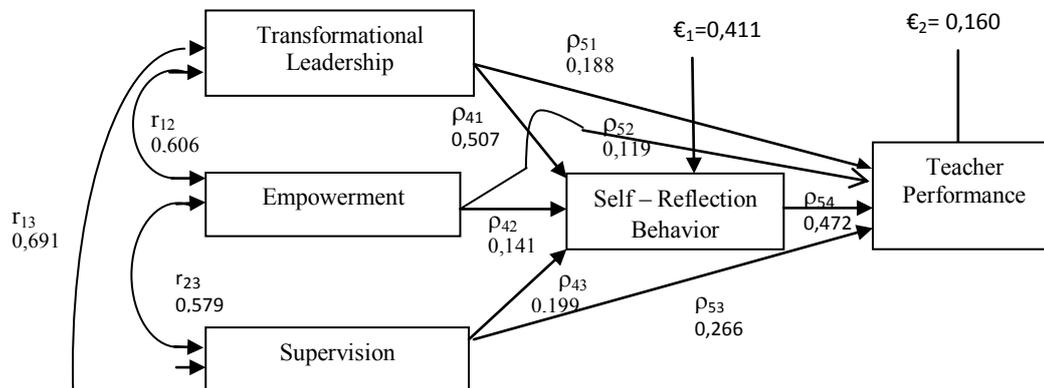


Figure 2: Path Diagram of Research Variables

V. DISCUSSION

Based on the first hypothesis test of the study's findings, a significant path coefficient between transformational leadership principals with self-reflection behavior of teacher self-reflection is 0.507. This finding is consistent with studies by Roger J. Givens who found that transformational leadership has a direct influence on the behavior of individuals within the organization, and also has a direct influence on performance, organizational culture, and vision of the organization. The findings of this study support the theory of the behavior and performance of Gibson, who explained that there are three groups of variables that affect work behavior and performance, namely: the individual variables, organizational variables and psychological variables. One of the variables that affect behavior and performance of individuals is leadership. Thus, the results of this study indicating that school leadership has a direct positive influence on teacher self-reflection behavior is consistent with the results of research and theoretical basis used.

Based on the second hypothesis test of the study's findings, a significant path coefficient between empowerment of teachers by principals with self-reflection behavior of teacher is 0.141. The findings of this study support the theory of Clutterbuck and Kernaghan who said that empowerment is characterized by the presence of (a) purpose, (b) the attitude of management, (c) training and development, (d) selection and recruitment of employees, and (e) structures and systems, which will increase a person's behavior and performance. Furthermore, the findings of this study also supports the theory Y of Douglas McGregor which assumes that man is happy to work, so if there is a school teacher who embraced the theory Y, then the empowerment needs to be done by the principal. The more powerful or more powerful teacher, the more adds to its ability to make improvements in their work through self-reflection. Thus, the results of this study indicating that the empowerment of teachers by principals has a direct positive effect on teacher self-reflection behavior are consistent with the results of research and theoretical basis used.

Based on the third hypothesis test of the study's findings, a significant path coefficient between supervision of teachers by principals with self-reflection behavior of teacher is 0.141. The study's findings are in line with study by Galvin stated that the leaders will spend 50% of their time handling quality control. This means that in order to change the behavior of the teacher from waiting for orders to active implement improvements to learning through self-reflection behavior, then increased supervision needs to be done by the principal. The findings of this study also supports the theory X of Douglas McGregor stated that the man was not going to work even always avoid it. From the research findings it appears that there is a significant effect of supervision on the behavior of self-reflection, therefore, it can be said that there are still teachers who embraced the theory of X, so that the role of supervision by the principal needs to be improved. Thus, the results of this study indicating that the supervision of teachers by principals has an influence on the self-reflection behavior of the teacher is in accordance with the results of research and theoretical basis used.

Based on the fourth hypothesis test of the study's findings, a significant path coefficient between transformational leadership of principal with performance of teacher is 0.188. The findings of this study are consistent with the studies of Roger J. Givens who found that transformational leadership has a direct influence on the behavior of individuals within the organization, and also has a direct influence on performance,

organizational culture and vision of the organization. These findings also support the Model of Organizational Behavior Systems of Newstrom who explaining that the leadership has a direct effect on performance, and supports the Components of Individual Performance of Mathis and Jackson explaining that one of the factors that affect the performance of the individual is the support of organization, which among others, is leadership, and supports the theory of Behavior and Performance of Gibson who explaining that there are three groups of variables that affect work behavior, and performance, namely: the individual variables, organizational variables, and psychological variables. Thus, this study found that the principal transformational leadership has a direct positive effect on teacher performance is in accordance with the results of research and theoretical basis used.

Based on the fifth hypothesis test of the study's findings, a significant path coefficient between empowerment of teachers by principal with performance of teacher is 0.119. The findings of this study are consistent with the research of Djonni Bangun which found that there was a significant effect of simultaneous empowerment and motivation of teachers on the performance of professional teachers. This finding is also in line with studies by Gaspersz stating that employee's feel empowered when they are: (1) their work is their own, (2) they are responsible, (3) they know where they are, and (4) they have some control over their work, which thereby will improve their performance. Furthermore, the research findings also support the theory Y of Douglas McGregor which assumes that man is happy to work, so if there is a teacher at the school who holds this theory Y, the empowerment of teachers needs to be done by the principal. Thus, the results of this study indicate that the empowerment of teachers by principal has a direct positive effect on the performance of teachers in accordance with the results of research and theoretical basis used.

Based on the sixth hypothesis test of the study's findings, a significant path coefficient between supervision of teachers by principal with performance of teacher is 0.119. The study's findings are consistent with the results of Eliezer Yariv research that shows that there are three main sources that cause poor teacher performance, namely: (1) poor management and supervision, this is indicated to 20 percent of respondents stated that the poor performance of teachers, is due to management that the principal does not run right, and poor supervision by the principal, (2) weakness of teachers, the lack of knowledge and experience, disparities in ability to perform the work in accordance with the demands of work, decreased motivation, and personality disorders (stress and fatigue), and (3) external influences or non-work related to the teacher, which is associated with a teacher's personal life factors (financial, divorce, etc.). The findings of this study support the theory X of Douglas McGregor respect to those who embraced the theory of X, which in this case would be required to increase supervision. Based on the research findings, it is known that there is a significant effect of supervision on the self-reflection behavior, thus it can be said that there are still teachers who embraced the theory of X, so that the role of supervision by the principal would need to be improved. Thus, the results of this study indicate that the supervision of teachers by principal has an influence on the self-reflection behavior of teacher in accordance with the results of research and theoretical basis used.

Based on the seventh hypothesis test of the study's findings, a significant path coefficient between the self-reflection behavior of teacher with performance of teacher is found, which is 0.472. The findings of this study are consistent with the research of Navaneethan which indicates that the self-reflection behavior of teacher in teaching has to do with the continuous professional growth of teachers, teacher self-reflection behavior in developing critical thinking and enhance the learning experience of teachers, and self-reflection behavior of teacher in enhancing personal growth teacher. This finding is in line with empirical experience in developing Kobuchi Lesson Study in Japan, where there is a high awareness of the behavior of teacher self-reflection will encourage teacher performance to a better direction, especially in learning, because of previous errors can be fixed in the next lesson. The findings of this study also support the study by Clarke & Croft who showed that the practice of self-reflection behavior can develop and improve the professionalism of teachers. Thus, the results of this study indicate that teacher self-reflection behavior has a direct influence on the performance of teachers is consistent with the results of research and theoretical basis used.

Thus, according to the results of research through the seventh test of the hypothesis of the proposed research, was found a Theoretical Model of Teacher Performance of High School that describes the structure of a causal relationship between the variables of the principal transformational leadership, empowerment of teachers by principals, supervision teacher by the principal, teacher self-reflection behavior, and High School teacher performance. Furthermore, based on the research findings, it can be proposed a "Model of the Development of Teacher Performance of High School" as shown in Figure 3.

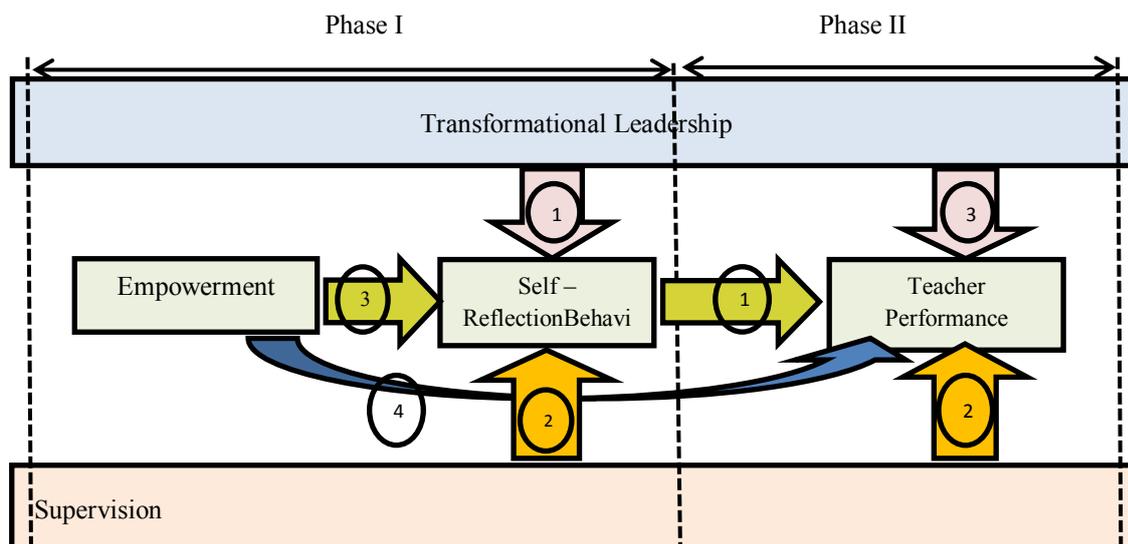


Figure 3: Model of the Development of Teacher Performance of High School

Figure 3 shows Model of the Development of Teacher Performance of High School is composed of two stages in the application process. Phase I explains how the influence of the three variables that come from outside the teachers themselves, the school principal, in improving the self-reflection behavior of teacher, because research findings indicate that self-reflection behavior of teachers is the most influential variable on improving teacher performance. Thus it can be said that if you want to improve the performance of the teacher, then the teacher self-reflection behavior needs to be improved first. Increasing teacher self-reflection behavior characterized by increased right attitude towards work, display a steady personality, positive perceptions, and their willingness to learn, and always thinking and dialogue with oneself about his/her job. The three variables that influence the increase of self-reflection behavior of teachers, from the largest to the smallest, respectively are: (1) the principal transformational leadership, (2) supervision of teachers by principals, academic and administrative, and (3) empowerment of teachers by principals.

Subsequently, Phase II explains how the influence of the four variables in Phase I on the variables of teacher performance. The second phase shows that the improvement of teacher performance can be carried out simultaneously among the factors that originate outside the teacher's own (principal), and factors that originate from teachers themselves. In other words, an increase in teacher performance can be done by increasing the capacity of school principals in the field of transformational leadership, teacher empowerment, and teacher supervision, as well as the efforts of the teachers themselves to improve their self-reflection. Four variables that affect the improvement of teacher performance, from the largest to the smallest, respectively are: self-reflection behavior of teachers, (2) supervision of teachers by principals, academic and administrative, (3) the principal transformational leadership, and (4) empowerment of teachers by principals.

VI. CONCLUSION

Improved teacher performance can be done in two stages, the first stage through increasing the capacity of school principals in the field of transformational leadership, supervision of teachers, and teacher development. Increasing the capacity of principals has an influence on the improvement of teacher self-reflection behavior. The second stage is through increased teacher self-reflection itself. Increasing teacher self-reflection behavior has an impact on increasing the activity of the thinking and dialogue with oneself by teachers about teaching activity has been, is, and will be implemented in order to improve the quality of learning.

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