

The effect of Headmaster's supervision, Work Satisfaction, Work Motivation Again Teacher Performance in Private Junior High School at Medan Perjuangan sub-district Medan City.

Hansen Gunawan Gultom¹, Paningkat Siburian², Sukarman Purba³

¹Teaher in Private SMP Nasional Gultom Medan, North Sumatra, Indonesia

^{2,3}Lectures in State University of Medan, North Sumatra Indonesia

Corresponding Author: Hansen Gunawan Gultom

Abstract: This research was conducted on private teachers Medan City which aims to determine the direct effect of academic supervision conducted principals to job satisfaction and work motivation teacher performance. The sample is 144 people. Using proportional random sampling technique. The data were collected by questionnaire and observation sheet. Data analysis technique and hypothesis test using inversional analysis with path analysis approach. The results showed that there was a direct and significant influence of academic supervision of principal, job satisfaction and work motivation on teacher performance. The results of this research indicate the principal academic supervision has a direct effect of 0.327% on job satisfaction. This illustrates that the principal's academic supervision affects the teacher's job satisfaction. While for the results of this research shows the principal academic supervision directly influential by 0.429 to teacher's work motivation. This illustrates that the principal's academic supervision influences teacher work motivation. This illustrates that the principal's academic supervision influences teacher performance. And the results of this research showed that job satisfaction directly affects teacher performance by 0.321%. This illustrates that job satisfaction affects teacher performance. If seen from the level of job satisfaction tendency is still low as much as 47.917%. Recommendations of research results, to improve teacher performance is done to improve the implementation of academic supervision, job satisfaction and work motivation.

Keywords: academic supervision, job satisfaction, working motivation, performance.

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I. Introduction

Education is the most important element in the intellectual life of the nation. No one nation or country can advance without first advancing the world of education. The progress of the world of education will have a positive impact in efforts to improve human resources. Thus the effort to improve the quality of education is to improve the ability of human resources educators, in this case the teacher. In terms of performance of a teacher to his school is very determine the continuity and success of achieving school goals. Saydam suggests a person performing well to show behavior: (1) disliking to see what is likely to be detrimental to the school, (2) being willing to sacrifice things to the detriment of the school, (3) willing to sacrifice his personal interests, his time, his energy for school progress; (4) do not do things that lead to the disappearance of school; (5) hard work, creative, and always want to do the best for the school; And (6) feel proud of the achievements of the school. [1]

Mehta, et al suggests performance has two dimensions, namely: internal dimensions and external dimensions. Performance is basically an emotional attachment. The internal dimension is an emotional component, which includes feelings of care, affiliation, and commitment. The external dimension must be done by manifesting itself. This dimension consists of behaviors that feature an emotional component and are part of a performance that alters one's first steps. [2]

In general, the performance of teacher can be depicted in terms of process, where certain attitudes cause certain behaviors. In the era of globalization, the image of work performance gradually changes as teachers begin to face restructuring, school relocation, and teacher downsizing. The school owner changes the agreed rules, taking into account the mutual benefits, the mutual obligations between the teacher and the principal, and the teacher's desire to ask for a better salary and school conditions. The lack of work and the laziness to carry out the tasks the school specifies one proof that teacher performance should be questioned. Under these conditions, teacher performance can no longer be expected to improve for the better. Teachers just come and give the subject matter without any desire to improve the quality of learning in the classroom. Teachers only come in order to receive full monthly salary from school. If these conditions continue to be

tolerated, the school will experience a decrease in quality and decrease in the number of students so that the increase of the business (economic) of the school becomes weak.

A professional teacher is a person who has special skills and expertise in the field of teacher training so that he is able to perform duties and functions as a teacher with maximum ability [3]. Meanwhile, according to Rice and Bishoprick, professional teachers are teachers who are able to manage themselves in carrying out daily tasks [4]. The same idea comes from Tilaar that a professional teacher should have several competencies, namely: intellectual competence, physical competence, personal competence, social competence and spiritual competence [5]. Ideally teachers are expected to have teachers who have the ability to realize performance in performing their functions and roles professionally [6]. The embodiment is primarily reflected through its performance in teaching, relationships with students, relationships with fellow teachers, relationships with others, attitudes and professional skills. Atuthor in the [3] a thor states the performance is always a sign of success of an organization and the people who exist within the organization. If that is the performance of teachers in teaching, then the performance is seen in the work of teachers who reflected in how to plan, implement, and assess the teaching and learning process (PBM) intensity based on work ethics, and professional discipline of teachers in the learning process [7]. Monitoring results of Junior High School supervisors are also a consideration of the Education Office of Medan City in improving the performance of teachers. Several efforts of Education Office of Medan City in improving the performance of innovative teachers conducted by conducting training to improve teacher performance, conduct regular academic supervision to each teacher to see the development of teaching ability of teachers, and educational assistance for outstanding teachers.

From the problems revealed above, the researchers suspect that the performance of teachers should continue to be a concern, if you want to improve the quality of education, especially at the State Junior High School in Medan.situation such, clearly requires teachers to continue to improve learning as a party involved in the education process In schools to always strive to perform their tasks dynamically and innovatively in accordance with the development and demands of change.

The author in [8] cite that in theory suggests that there are factors that affect the performance of leadership factors and motivation. While author in [9] states there are five factors that can affect the performance of teachers, namely: (1) ability; (2) motivation; (3) support received; (4) the existence of the work they do; and (5) their relationship with the organization. Thus, in order for teachers to perform well, the support of the principal in both guiding and directing them is necessary. In addition, the factors that play a role in improving teacher performance is encouragement of itself in the form of work motivation. With the support of principals and work motivation is expected teachers can improve its performance to a better direction?

Newstroom states the performance is the result obtained from the existence of job satisfaction, meeting and individual development. Performance results are influenced by motivation and quality of work directly influenced by leadership, communication, and group dynamics. In connection with the innovative performance of teachers [10]. And Suyatno explains that the sign of a teacher has done the following creative actions: openness to new experiences, flexibility in thinking, freedom in self-expression, appreciation of fantasy, interest in creative activities [11]. And independence in giving their own consideration.

The results of research presented of the author in [12, 13] revealed that job satisfaction affects the performance of a person. The results of this research indicate that job satisfaction can improve one's performance in work. Author [2] states job satisfaction is a positive attitude and can also be negative that belongs to the individual to various aspects of work, workplace and relationships with colleagues. In general, people are satisfied to work if he is happy to do the work faced and carried out every day. According to author [6] cite taht job satisfaction is a pleasant or unpleasant emotional state by which employees view their work. Thus, teachers who have satisfaction in work will increase its performance.

Samson said that improved teacher performance is influenced by the work motivation that is in the teacher. Motivation of a teacher's work will be realized on the behavior directed to the achievement of its purpose in work [14]. Work motivation becomes the driving force of a person to carry out an activity in order to get the best results. Siwantara stated that work motivation affects a person's performance [15]. And the same meaning form author in [16] suggests working motivation is a potential power that exists within a human being, which can be developed by a number of outside forces that are essentially. Ranging from monetary rewards, and non-monetary rewards that may affect the results of their performance in a positive or negative manner, depending on the situation and conditions of the person concerned. Thus, work motivation can influence teacher performance improvement. The principal as a leader should be able to direct and guide every teacher to work well. Frequent headmasters leave school on the grounds of the Education Deparment, attending training / workshops, and so can give negative results for the performance of their teachers at school. In addition, there is still going on a headmistress looks cruel and arrogant in giving duty to the teacher without seeing the teacher happy or not. The results of the [17] author's provide an illustration that the principal's leadership has a positive effect on teacher performance improvement. In addition, Yogaswara concluded that leadership application needs to be adjusted to the condition of ability and willingness of subordinates [18]. That is, if the teacher has been

able and willing to work in the completion of the task effectively then suggested that the necessary leadership is to maintain the task orientation and enlarge the orientation of the relationship. Author [14] suggests that the principal's leadership of teaching and learning brings positive and negative influences to teachers, counselors, and other educational professions. Based on the above description, it appears that the role of principal academic supervision factor and work motivation in improving teacher performance. This encourages the need for research by taking the title: The Influence of Academic Supervision Principal, Job Satisfaction, and Work Motivation on Teacher Performance at Private Junior High School Medan.

II. Research Method

This research is planned to be conducted by private junior high school teachers in Medan Perjuangan City North Sumatra, Indonesia. This research uses a quantitative approach with path analysis. In this research, the population is a private junior high school teacher in Medan Perjuangan City, with a total sample of 144 people. Teacher performance is the competence of teachers in working in schools according to the stipulated by the government, as measured by: the ability to prepare lesson plans, and the ability to assess students' learning outcomes. The principal's principal supervisor is the principal's supervisory actions in providing guidance and improvement to teachers in carrying out their teaching tasks at school, as measured by: supervision planning, supervision implementation, and follow-up of supervision result. Job satisfaction is the teacher's emotional state towards the performance of his duties and the rewards of the services he receives during schoolwork, as measured by: challenging work, a fair reward system, supportive conditions, and the nature of co-workers. Work motivation is something motivation and incentives to teachers to continue to work well in school, as measured by: physiological needs, security needs, social needs, reward needs, and self-actualization needs.

III. Result And Discussion

3.1 Result

The description analysis result of date each variable is presented in Table 1. And from the table concluded that the result of calculation of trend test gives conclusion: (1) academic supervise of principal at SMP in subdistrict Medan Perjuangan generally in medium category; (2) Job satisfaction at private junior high school in Medan Perjuangan sub-district generally is in low category; (3) work motivation in private junior high school in Medan Perjuangan sub-district generally in medium category; And (4) the performance of private junior high schools in Medan Perjuangan sub-district is generally in the sufficient category.

While the results of the path coefficient estimation of the research variables presented in Table 2, shows all significant path coefficients. And than based on the price of the path coefficient we can illustrate the path diagram as shown in Figure 1. From the Figure 1 conclude that the goodness-of-fit test performed shows the proposed model has a fit (fit) with the data. The calculation results obtained $\chi^2_{\text{count}} = 0$. Result $\chi^2_{\text{count}} = 0$ is consulted with χ^2_{table} for $d = 1$ i.e 3.84. Thus $\chi^2_{\text{count}} < \chi^2_{\text{table}} (0 > 3.84)$, it is concluded that the overall path analysis model is significant. This indicates the proposed model is suitable (acceptable).

3.2 Discussion

3.2.1 Effect of Principal Academic Supervision on Job Satisfaction

The results of this research indicate the principal academic supervision has a direct effect of 0.327% on job satisfaction. This illustrates that the principal academic supervision affects the teacher's job satisfaction. If seen from the level of the academic supervision of the principal is still relatively moderate as much as 47.917%. The results of this research support the theory put forward in [5] author who suggests supervision by the leadership can affect the sense of satisfaction of subordinates. In addition, the results of this research support research conducted which the [9] author mention that supervision affects the level of job satisfaction in the organization. This shows that teacher work satisfaction can be optimized by improving the academic supervision of the principal.

The principal's academic supervision is the principal's supervisory action in providing guidance and improvement to the teacher in carrying out her teaching assignments at school. While job satisfaction is the emotional state of teachers on the implementation of duties and reward the services it gained during carrying out the task in school. Head of school should be able to improve the performance of teachers through the fulfillment of teacher satisfaction work in school. When teachers are faced with problems at school, the principal must meet the needs of the teacher in such a way. This will bring teachers to a sense of satisfaction in work that will improve teacher performance. The principal can be said to be unsuccessful if he/she cannot give satisfaction to teachers in working at school.

3.2.2 Effect of Principal Academic Supervision on Work Motivation

The results of this research indicate the principal academic supervision has a direct effect of 0.429 on teacher work motivation. This illustrates that the principal's academic supervision influences teacher work motivation. If

seen from the level of the academic supervision of the principal is still relatively moderate as much as 47.917%. The results of this research support the theory put forward the [16] author hat supervision by the leadership can motivate subordinates to work better. This shows the teacher work motivation can be optimized by improving academic supervision conducted principals.

The principal's academic supervision is the principal's supervisory action in providing guidance and improvement to the teacher in carrying out her teaching assignments at school. While the motivation of work is a motivator to teachers to continue willing to work well in school. The principal in carrying out his duties should be able to improve the performance of teachers, either through encouragement (motivation) or by meeting the needs of teachers. When teachers get encouraged and fulfilled their needs then the teacher will do his job as well as possible. The principal is said to be unsuccessful if it cannot motivate, mobilize, and satisfy the teacher in working in the organization. The teacher feels comfortable and eager to work because of the encouragement or motivation given by the Principal.

3.2.3 Effect of Principal Academic Supervision on Teacher Performance

The findings of this research indicate that the principal's academic supervision directly affects the teacher's performance of 0.321. This illustrates that the principal's academic supervision influences teacher performance. If seen from the level of the academic supervision of the principal is still relatively moderate as much as 47.917%. Furthermore, the results of this research support the proposed theories of author [9], and author in [5, 7, and 12] said that supervision by principals can affect teacher performance levels in schools. This shows that teacher performance can be optimized by improving the principal's academic supervision. In addition, the results of this research support research conducted author [14] which concluded that the supervision of principals affect the performance of teachers in schools.

The principal's academic supervision is the principal's supervisory action in providing guidance and improvement to the teacher in carrying out her teaching assignments at school. While the performance of teachers is the competence of teachers in teaching in schools in accordance with the provisions set by the government include: preparing lesson plans, implement learning, and assess learning outcomes. Supervision of the principal can be done by performing various actions such as: conduct control activities, lead, influence the mind, feelings or behavior of subordinates. If it is related to the performance of its subordinates, then when the leader sets the goal to be achieved is the improvement of performance, then the leadership will use his leadership to control, lead, and influence the mind, feelings or behavior of his subordinates to lead to improved performance. As a result, through good leadership, the organization will achieve the desired level of performance.

3.2.4. Effect of Job Satisfaction on Teacher Performance

The results of this research indicate that job satisfaction directly affects teacher performance by 0.321%. This illustrates that job satisfaction affects teacher performance. If seen from the level of job satisfaction tendency is still low as much as 47.917%. Further research results support the proposed theories in authors [6, 8, 14, 17, and 18] that job satisfaction influences one's performance achievement in His organization. The results of this research also support research conducted in authors [5] who concluded job satisfaction affect the performance of teachers in schools.

Job satisfaction is the teacher's emotional state towards the performance of his duties and the rewards of the services he receives during his school duties. While the performance of teachers is the work achieved by the teacher in carrying out the tasks assigned to him in school. Teacher satisfaction is important in determining the behavior and response to the job. Teachers who are satisfied, committed and well-adjusted to risk more work to meet school goals and provide whole-hearted service to schools by improving performance that will support the achievement of school goals. With a sense of satisfaction, the teacher will work as well as possible in the achievement of school goals as well as possible. Based on the above description alleged that job satisfaction has a direct positive effect on teacher performance.

3.2.4 Effect of Work Motivation on Teacher Performance

The results of this research indicate the work motivation directly affects the performance of teachers by 0.353. This illustrates that job motivation affects teacher performance. If seen from the level of tendency work motivation was still moderate that was as many as 63,89%. Further, the results of this research support the proposed theories in authors [14, 17, and 18] that work motivation affects the performance achievement of a person in his organization.

IV. Figures And Tables

Table 1: Data Distribution Summary

No	Statistic	Data Variable			
		X ₁	X ₂	X ₃	X ₄
1	Sample (n)	144	144	144	144
2	Score Max	108	106	110	90
3	Score Min	56	46	54	50
4	Average	52	60	56	40
5	Interval class	6	7	7	5
6	Modus	96,227	67,137	86,569	72,658
7	Median	95,356	67,019	5,857	74,353
8	Mean	93,806	68,285	85,326	74,931
9	Deviation Standar	10,089	15,859	11,467	8,124

Note:

X₁ = Teacher Performance
 X₂ = Principal Suvervision Academic
 X₃ = Job Satisfaction
 X₄ = Work Motivation

Table 2: Path Coefficient Summary

Variables	Coefficient	t-count	t-table	Result
p ₂₁	0,327	4,212	1,645	Significant
p ₃₁	0,420	5,745	1,645	Significant
p ₄₁	0,321	5,430	1,645	Significant
p ₄₂	0,101	1,708	1,645	Significant
p ₄₃	0,353	5,971	1,645	Significant

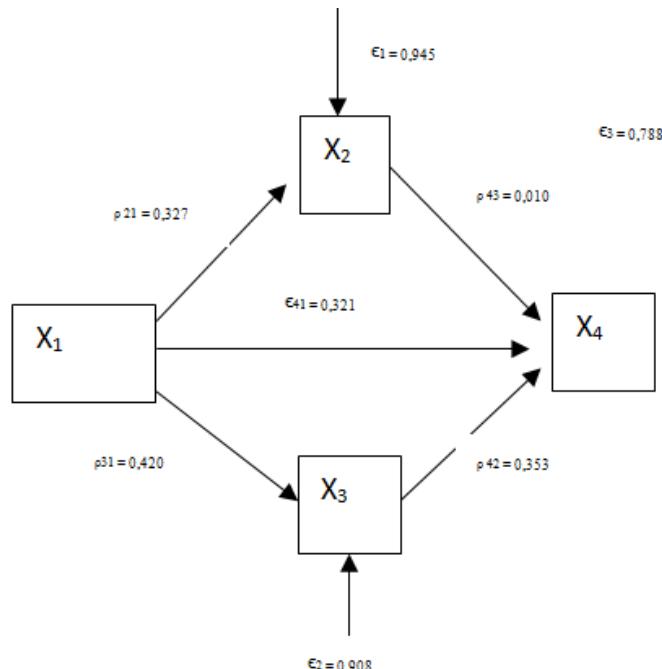


Figure 1: Path diagram of the research

V. Conclution And Implication

5.1 Conclusion

- The academic supervision of the principal has a direct positive effect on the job satisfaction of private junior high school teachers in the in Medan Perjuangan sub-district Medan City. The better the academic supervision of the principal, the better the job satisfaction of the private junior high school teachers in Medan Perjuangan sub-district Medan City.
- The academic supervision of the principal has a direct influence on the motivation of private junior high school teachers in the in Medan Perjuangan sub-district Medan City, the better the academic supervision of the principal, the better is the motivation of the private junior high school teacher in in Medan Perjuangan sub-district Medan City.

- c. The academic supervision of the principal has a direct influence on the performance of private junior high school teachers in Medan Perjuangan sub-district Medan City, the better the academic supervision of the principal, the better is the performance of private junior high school teachers in Medan Perjuangan sub-district Medan City.
- d. Job satisfaction has a direct effect on the performance of private junior high school teachers in Medan Perjuangan sub-district Medan City, meaning that the better the job satisfaction, the better the performance of private junior high school teachers in Medan Perjuangan sub-district Medan City.
- e. Work motivation directly affects the performance of private junior high school teachers in Medan Perjuangan sub-district Medan City, meaning the better the motivation of work the better the performance of private junior high school teachers in Medan Perjuangan sub-district Medan City.

5.2 Implication

- a. With the acceptance of the first research hypothesis that there is a direct influence between the principal's academic supervision of the job satisfaction of private junior high school teachers in Medan Perjuangan sub-district Medan City. In this case the principal must make certain efforts in improving teacher work satisfaction. Efforts that can be done principals include by following up the results of supervision. With the follow-up of the results of supervision, teachers can feel satisfied with the achievements of his work in school. This satisfaction is evident in the presence of teachers who are on time at school and the teacher's desire to change his teaching patterns in the classroom. Another thing the principal needs to do is to give the teacher an opportunity to explain the findings of supervision in the class, and how the form of assistance it needs to address the problem. With this effort, the teacher will feel satisfied to continue working in school according to the ability he has.
- b. With the acceptance of the second research hypothesis that there is a direct influence between the principal's academic supervision on the motivation of private junior high school teachers in Medan Perjuangan sub-district Medan City. In this case the principal must make certain efforts in improving teacher work motivation. Efforts that can be done principals include by following up the results of supervision. With the follow-up of the results of supervision, teachers can feel satisfied with the achievements of his work in school. Motivation work is seen from the desire of teachers to spend their best ability in providing teaching in school. Another thing the principal needs to do is to give the teacher an opportunity to explain the findings of supervision in the class, and how the form of assistance it needs to address the problem. With this effort, teachers will get encouragement to always work well in school.
- c. With the acceptance of the third research hypothesis that there is a direct influence between the principal's academic supervision on the performance of private junior high school teachers in Medan Perjuangan sub-district Medan City. In this case the principal must make certain efforts in improving teacher performance. Efforts that can be done principals include by following up the results of supervision. With the follow-up of the results of supervision, teachers get information related skills in teaching in the classroom. These performance improvements are evident from the efforts of teachers using the latest methods of teaching in schools. Another thing the principal needs to do is to give the teacher an opportunity to explain the findings of supervision in the class, and how the form of assistance it needs to address the problem. With this effort, the teacher will know what things need to be improved in order to improve the teaching patterns in the classroom.
- d. With the acceptance of the fourth research hypothesis that there is a direct influence between job satisfactions on the performance of private junior high school teachers in Medan Perjuangan sub-district Medan City. In this case increased teacher job satisfaction in schools can be improved by providing the school conditions that support each teacher's work. Support from the school to the teacher will make it easier for the teacher to do the job well according to her responsibilities. In addition, other efforts that can be done is to improve the nature of cooperation among teachers at school. Peer support teachers in the work is absolutely necessary every teacher to be able to do a good job at school. This effort is expected to improve work motivation in a better direction in supporting the improvement of teacher teaching performance.
- e. With the acceptance of the fifth research hypothesis that there is a direct influence between work motivations on the performance of private junior high school teachers in Medan Perjuangan sub-district Medan City. In this case the increase in teacher work satisfaction in schools can be improved by giving an appreciation / award to every teacher who has demonstrated his work performance. The awards received by a teacher will certainly spur the desire to continue to perform well in school. Besides other efforts that can be done is to give teachers the freedom to actualize themselves in work. Freedom in self-actualizing, teachers can give all their ability to teach in school. This effort is expected to improve job satisfaction in a better direction in supporting the improvement of teacher teaching performance

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