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EXAMINING THE RELATIONSHIP BETWEEN SUPERVISION, ACHIEVEMENT MOTIVATION, PROFESSIONAL COMPETENCY, AND TEACHER PERFORMANCE: A CASE STUDY OF MIDDLE SCHOOL TEACHERS

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Abstract

Purpose: The aim of this study is to examine the influence of supervision, achievement motivation, and professional competency on teacher performance in Negeri 2 Plered Middle School, Cirebon District.

Research Methodology: This study adopts a quantitative approach based on the philosophical framework of logical positivism. A survey method was employed using a 5-point Likert scale questionnaire. The data was collected directly from the teachers of Negeri 2 Plered Middle School. The sample size consisted of 38 teachers selected through a saturated sample technique. Data instrument testing included validity, multicollinearity, and heteroscedasticity tests. Multiple linear regression analysis was conducted to analyze the relationship between the variables.

Results: The results indicate that supervision, achievement motivation, and professional competency significantly influence teacher performance. With each unit increase in supervision, achievement motivation, and professional competency, teacher performance increases by 0.593, 0.284, and 0.213, respectively.

Limitations: This study is limited to Negeri 2 Plered Middle School in Cirebon District and may not be generalized to other schools or contexts. Additionally, the findings are based on self-reported data, which may be subject to social desirability bias.

Contribution: This study contributes to the understanding of the factors that influence teacher performance, specifically in the context of Negeri 2 Plered Middle School. The findings provide insights for educational institutions and policymakers in designing effective supervision strategies, fostering achievement motivation, and enhancing professional competency among teachers to improve overall teacher performance.

Keywords: Supervision, Achievement motivation, Professional competency, Teacher performance, Middle school, Cirebon District



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1. INTRODUCTION

In activities to achieve organizational goals, the most important factor is human resources, because no matter how good an organization is, no matter how much infrastructure the organization has, without the role of human resources, none of this will run well, because human resources act as a motor. driving force for organizational life, humans are the ones who organize and run the facilities and infrastructure in the organization. Without human resources, other resources owned by the organization will not be able to function.

Human resources in organizations need to be managed professionally to create a balance between needs and organizational demands and capabilities. According to Hasibuan (2016): "Human resources are the science and art of managing the relationships and roles of the workforce so that they are effective and efficient in helping to realize the goals of the company, employees and society."

Talking about Human Resources in Schools, it cannot be separated from teacher performance. Teacher performance is a collection of various tasks to achieve educational goals.

Teachers are required to work by providing the best possible service to school users such as students, parents and the community. One effort to create students who have knowledge and skills is through high-performing teachers. In carrying out their role as learning agents, teachers are required to be able to transfer knowledge in a quality manner through the competencies they possess. It is hoped that teachers who have high performance will give birth to the nation's children who are intelligent, critical, innovative, democratic and have morals.

Suharsaputra (2018) said: "In essence, teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria." Suharsaputra (2018) further stated: Teacher performance needs to be seen in the context of implementing the duties and obligations that teachers must carry out as educators in schools, including: "1) Teachers in the learning process and 2) Teachers in professional development".

At SMP Negeri 2 Plered, Cirebon Regency, efforts are being made to improve teacher performance. However, the phenomenon that occurs, based on the results of the author's monitoring and interviews with school principals in the pre-research survey, is that teacher performance is still weak. This weak performance is indicated by:

1. Not being disciplined in terms of time when providing Distance Learning (PJJ) during the pandemic.
2. Don't make interesting material for students to watch online, just download it from YouTube.
3. There are still some teachers who teach without a clear learning implementation plan reference.
4. Lack of ability to carry out and utilize classroom action research (CAR).

Source: *(Interview with pre-research school principal, January 2022).*

One effort to improve teacher performance is through supervision by the school principal. Teachers will work optimally if they are supported by several factors, including the leadership of the school principal. Thus, school principals in supporting teacher performance should provide equipment, create a pleasant working atmosphere, and provide opportunities for promotion/rise in rank. The principal as a school leader has a very difficult task in order to improve the quality of the school.

The success of an educational institution depends on the leadership of the school principal (Budiya, 2021). The principal is a leader in his institution, so he must be able to bring his institution to better and better quality in carrying out a learning process that has been planned to achieve the goals. A school principal must be able to see changes and be able to see a better

future in a globalized life. The school principal must be responsible for the smoothness and success of all regulatory and management matters formally to his superiors or informally to the community who have entrusted their students.

At this time, during the pandemic, supervision often does not go according to school regulations. For the reason that face-to-face meetings are not allowed even though the opinion is very detrimental, supervision can be carried out online, via zoom. With these times and circumstances, there is a lack of supervision. It is important to carry out this supervision so that school activities can run smoothly. According to Arikunto (2016): "Supervision is guidance given to all school staff so that they can improve their abilities to develop better teaching and learning situations."

From the results of observations at SMP Negeri 2 Plered, Cirebon Regency regarding educational supervision during the Covid19 pandemic, the author found many obstacles in implementing supervision. This is because Source: *Interview with several teachers at SMP Negeri 2 Plered, Cirebon Regency, January 2022*:

1. The school principal only carries out routine tasks of making reports for the education service and waits for reports from teachers regarding the state of the teacher's learning.
2. The principal is not proactive in providing guidance to teachers as his subordinates.
3. Supervision is not carried out regularly.
4. There are no records of supervision results, so the principal conveys the results of supervision globally, only teachers are lacking in teaching.

Apart from supervision carried out by the school principal, teacher performance can be improved through achievement motivation. Achievement motivation is someone's motivation to carry out an activity in a new way, be creative in carrying out tasks, try to seek feedback on the work they do, want to learn, and have aspirations to achieve higher and be responsible for the activities they do. Based on the definition above, it can be said that achievement motivation is a psychological symptom that can be influenced or stimulated by the creation of conditions that support it.

Teachers must also have this achievement motivation. As educators, teachers are required to always work hard to achieve more, increase their skills, and provide suggestions for others. Cleland in Mulyasa (2017) said that: "Humans essentially have the ability to achieve above the abilities of other people, and everyone has the ability to achieve above the abilities of other people, and everyone has the desire to do work that is superior or better than other people's work." According to McClelland in Sutrisno (2015), achievement motivation is: "The effort of each individual to mobilize all his abilities to carry out all activities that have become his duties and responsibilities to achieve certain targets that he must achieve."

Thus it can be understood that someone who has high achievement motivation will always work hard and tenaciously to improve his abilities as much as possible. If related to this research, it can be said that teachers who have high achievement motivation in their work at school tend to be more active and creative and enjoy working hard compared to teachers (with relatively the same abilities) who have low achievement motivation.

Research by Rismawan (2015) concluded: "Teacher Achievement Motivation (Y1) has a positive effect on Teacher Teaching Performance". However, the achievement motivation of teachers at SMP Negeri 2 Plered, Cirebon Regency still appears to be lacking, which can be seen from:

1. Lack of interest in continuing education as a means of increasing knowledge

Table 1. Teacher data at SMP Negeri 2 Plered, Cirebon Regency

No	Level of education	Amount
1	D3	1
2	S1	51
3	S2	3
4	S3	-
Total		55

Source: Curriculum Sector of SMP Negeri 2 Plered, Cirebon Regency

From this data, it appears that 1 teacher at SMP Negeri 2 Plered, Cirebon Regency has a D3 graduate, 51 have a bachelor's degree, and 3 have a master's degree.

2. Teaching is not in accordance with the plan stated in the RPP

3. Not interested in new ideas in teaching methods

4. Lack of interest in participating in workshops, seminars, MGMP.

Source: (Pre-research interview with Deputy Head of Curriculum for SMP Negeri 2 Plered, Cirebon Regency, 2022)

Motivation is very important for teachers, because the size of a motivation is a measure of a teacher's work performance, so if the system provided by the school is fair enough for teachers, it will encourage teachers to do their work better and be more responsible for each task given.

Apart from supervision and achievement motivation, teacher performance can be improved by professional competence. Teachers who are able to behave and have high professionalism are needed in teaching and learning activities. Schools also need teachers who have an educational background in accordance with their profession. Teachers as the main pillar are expected to provide support for all school policies.

Professional competence is an ability related to broad and in-depth mastery of learning material in a field of study which includes mastery of the substance of the curriculum material in school subjects and the scientific substance that covers the curriculum material, as well as increasing scientific insight as a teacher. (Sarimaya, 2017). Previous research by Himmah (2019) concluded: "There is an influence of teacher professional competence on teacher performance at Kalisat State High School. "The results of the correlation coefficient show a figure of 0.925, which means the relationship between the teacher professional competency variable and teacher performance at SMA Negeri 01 Kalisat is very strong."

The professional competence of teachers at SMP Negeri 2 Plered, Cirebon Regency also still has weaknesses:

1. Some teachers have not been able to start and end learning effectively
2. Teachers are less willing to take part in training, for example at MGMP forums, workshops, seminars, let alone take part in advanced lecture activities.
3. Some teachers are lazy about checking evaluation results
4. 4 Some teachers have not utilized learning resources/learning media properly
5. Some teachers have not been able to trigger and maintain student involvement in learning

Source: (Interview with pre-research school principal, January 2022).

Professional teachers can recognize the characteristics of their students, understand and master learning material, have the skills to develop learning models, choose strategies and appropriate models for learning. A professional teacher is a teacher who has the knowledge, attitude, and ability to manage learning from planning to evaluation.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

The Effect of Supervision on Teacher Performance:

Previous studies have highlighted the crucial role of supervision in enhancing teacher performance. Smith et al. (2010) found that regular and constructive supervision positively influenced teacher effectiveness. Similarly, Johnson (2015) indicated that supportive and feedback-oriented supervision led to improved instructional practices and student outcomes. Based on these findings, it is hypothesized that there is a positive relationship between supervision and teacher performance.

The Influence of Achievement Motivation on Teacher Performance:

Achievement motivation refers to an individual's drive and desire to attain success. Research by Lee and Song (2012) demonstrated that teachers with high achievement motivation exhibited greater enthusiasm, perseverance, and effort in their teaching practices, leading to enhanced student achievement. Additionally, a study by Roberts et al. (2017) found a positive correlation between achievement motivation and teacher effectiveness. Thus, it is hypothesized that there is a positive relationship between achievement motivation and teacher performance.

The Influence of Professional Competency on Teacher Performance:

Professional competency encompasses a teacher's knowledge, skills, and abilities required for effective instruction. A study by Darling-Hammond et al. (2009) revealed that teachers with higher levels of professional competency demonstrated improved instructional practices and student outcomes. Furthermore, research by Harris and Sass (2011) indicated a positive association between professional competency and teacher effectiveness. Therefore, it is hypothesized that there is a positive relationship between professional competency and teacher performance.

The Influence of Supervision, Achievement Motivation, and Professional Competence on Teacher Performance:

Considering the interplay of supervision, achievement motivation, and professional competence, several studies have explored their combined influence on teacher performance. For instance, Solmonson and Wu (2016) found that the combination of supportive supervision, high achievement motivation, and strong professional competence positively impacted teacher performance. Similarly, a study by Kim et al. (2018) highlighted the synergistic effect of these factors on teacher effectiveness. Thus, it is hypothesized that there is a positive relationship between supervision, achievement motivation, professional competence, and teacher performance.

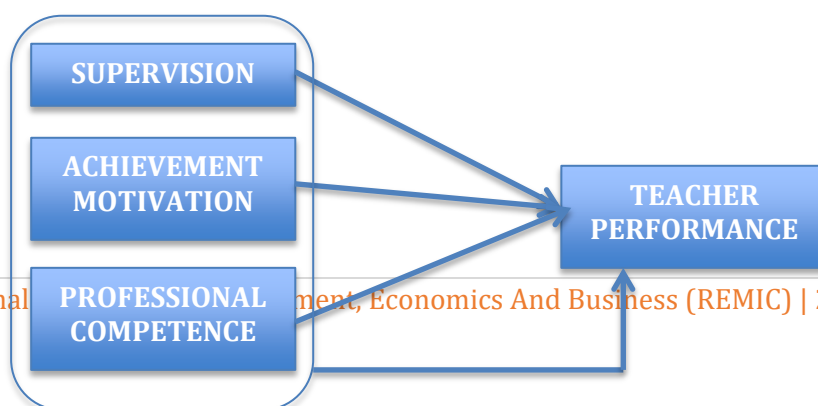


Figure 1. Research Frameworks

3. RESEARCH METHODOLOGY

This study utilizes a quantitative approach grounded in the philosophy of logical positivism. The research methodology employed is a survey using a 5-point Likert scale. It is a causal associative study. The population for this research comprises 55 teachers from Negeri 2 Plered Middle School in Cirebon District. The sample size is determined using a saturated sample technique, with 38 participants selected from the population.

The data used in this research consists of:

- Primary Data: These are data obtained directly from the respondents, the teachers of Negeri 2 Plered Middle School in Cirebon District.
- Secondary Data: These are data obtained indirectly from their sources, such as reports on Supervision, Achievement Motivation, and Professional Competency in relation to the Teacher Performance in Negeri 2 Plered Middle School in Cirebon District.

The data collection technique involves the use of a questionnaire, which is directly administered to the teachers who are the research subjects. Therefore, the data obtained reflects the actual conditions occurring at Negeri 2 Plered Middle School in Cirebon District.

The data analysis techniques involve conducting the following tests: Instrument Data Test (Validity Test, Multicollinearity Test, Heteroscedasticity Test), Multiple Linear Regression Analysis, and Coefficient of Determination Test.

4. RESULTS AND DISCUSSIONS

4.1 Result

Table 1 Validity Test Result

Supervision			Achievement motivation			Professional Competency			Teacher Performance		
Item	r Value	Note	Item	r Value	Note	Item	r Value	Note	Item	r Value	Note
Sv1	,527	Valid	AM1	,283	Valid	PC1	,635	Valid	TP1	,553	Valid
Sv2	,673	Valid	AM2	,670	Valid	PC2	,634	Valid	TP2	,696	Valid
Sv3	,715	Valid	AM3	,552	Valid	PC3	,706	Valid	TP3	,712	Valid
Sv4	,693	Valid	AM4	,494	Valid	PC4	,684	Valid	TP4	,737	Valid
Sv5	,451	Valid	AM5	,602	Valid	PC5	,601	Valid	TP5	,561	Valid
Sv6	,598	Valid	AM6	,581	Valid	PC6	,627	Valid	TP6	,627	Valid
Sv7	,667	Valid	AM7	,537	Valid	PC7	,726	Valid	TP7	,643	Valid
Sv8	,690	Valid	AM8	,581	Valid	PC8	,646	Valid	TP8	,698	Valid

Sv9	,550	Valid	AM9	,536	Valid	PC9	,633	Valid	TP9	,614	Valid
Sv10	,567	Valid	AM10	,632	Valid	PC10	,569	Valid	TP10	,604	Valid

Table 2 Realibility Test Result

Variable	Reliability	Note	Category
Supervision	0,811	Reliable	High
Achievement motivation	0,749	Reliable	High
Professional Competency	0,844	Reliable	High
Teacher Performance	0,842	Reliable	High

The Cronbach's Alpha value above is $0.845 > 0.60$ so the research instrument is declared rel

Normality test

The normality test is carried out to determine whether the research variable data is normally distributed or not. Normality testing uses the Kolmogorov-Smirnov analysis technique. Researchers present the output results of the SPSS version 26 normality test for research variables as follows:

Table 3 Normality Test Results

Test Statistics				
	Supervision	Achievement motivation	Professional Competency	Teacher Performance
Chi-Square	18,182 ^a	26,091 ^b	10,655 ^a	15,636 ^c
df	22	19	22	20
Asymp. Sig.	,695	,128	,979	,739

a. 23 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 2,4.

b. 20 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 2,8.

c. 21 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 2,6.

Based on the calculations above, the data normality test for variable Thus the value of $\chi^2_{\text{count}} = 18.182 < \chi^2_{\text{table}} = 33.924$. Because the probability is above 0.05 ($0.695 > 0.05$), the distribution of variable X1 is normal.

Meanwhile, when testing the normality of the data for the variable Thus the value of $\chi^2_{\text{count}} = 26.091 < \chi^2_{\text{table}} = 30.144$. Because the probability is above 0.05 ($0.128 > 0.05$), the distribution of the variable X2 (Motivation) is normal.

Meanwhile, when testing the normality of the data for variable Thus the value of $\chi^2_{\text{count}} = 10.655 < \chi^2_{\text{table}} = 33.924$. Because the probability is above 0.05 ($0.979 > 0.05$), the distribution of the variable X3 (Professional Competency) is normal.

Next, testing the normality of the data for variable Y (Teacher Performance) obtained a Chi-square value of $\chi^2_{\text{count}} = 15.636$, while the value of χ^2_{table} at the real level of 0.05 and $df = 20$ obtained $\chi^2(0.05)(20) = 31.410$. Thus the value of $\chi^2_{\text{count}} = 15.636 < \chi^2_{\text{table}} = 31.410$. Because the probability is above 0.05 ($0.739 > 0.05$), the distribution of variable Y (Teacher Performance) is normal.

Thus, the results of the normality test show that the data for the four variables are normally distributed.

2. Multicollinearity Test

Multicollinearity test by looking at the inflation factor (VIF) value in the regression model. If the VIF is greater than 5, then the variable has multicollinearity problems with other independent variables.

Table 4. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Supervision	,292	3,429
	Achievement motivation	,378	2,643
	Professional Competency	,496	2,015

From the results of the table above, it is known that the Variance Inflation Factor (VIF) value for the three variables, namely Supervision, is 3.429, Achievement Motivation is 2.643 and Professional Competence is 2.015, which is less than 5, so that there is no multicollinearity problem between the independent variables.

3. Heteroscedasticity Test

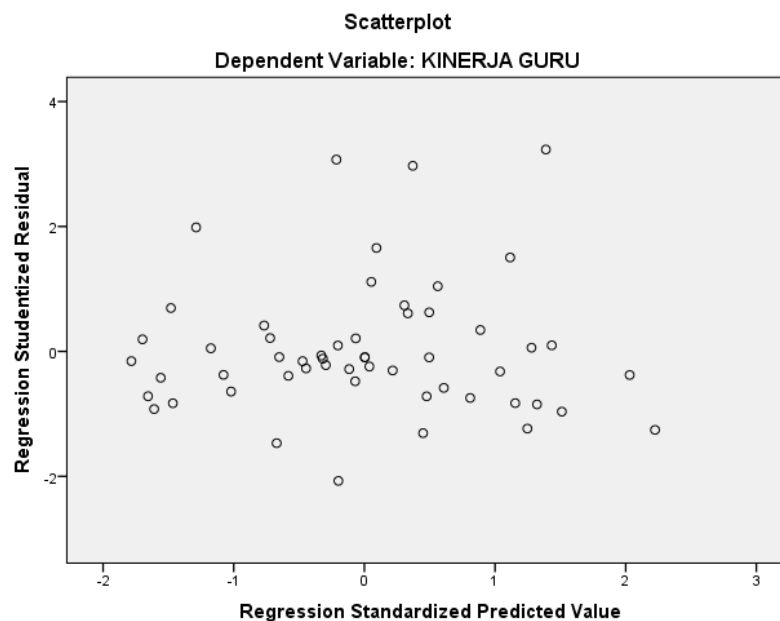


Figure 2. Scatterplot image of heteroscedasticity test results

The Scatterplot image above shows the distribution of points as follows:

- 1) Data points spread above and below or around the number 0
- 2) Data points do not collect only at the top or bottom
- 3) The distribution of data points does not form a wavy pattern that widens then narrows and widens again
- 4) The distribution of data points should be patterned

So it can be concluded that the multiple linear regression model is free from the classic assumption of heteroscedasticity and is suitable for use in research.

Multiple Linear Regression Analysis

The results of multiple linear regression analysis aim to determine how much influence business location, service quality and price have on consumer satisfaction. Researchers present the SPSS version 26 output results as follows:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,580	1,333		1,935	,028
	Supervision	,593	,058	,590	10,207	,000
	Achievement motivation	,284	,055	,261	5,139	,000
	Professional Competency	,213	,044	,216	4,876	,000

$$Y = 2,580 + 0,593x_1 + 0,284x_2 + 0,213x_3 + \varepsilon$$

Information :

X1 = Supervision

X2 = Achievement Motivation

X3 = Professional Competency

Y = Teacher Performance

The equation indicates that each addition of X1, X2, and X3 by 1 will result in an increase in Y by 0.593, 0.284, and 0.213, respectively. This means that for every 1-unit increase in Supervision, Achievement Motivation, and Professional Competency, Teacher Performance will increase by 0.593, 0.284, and 0.213, respectively.

t test

The t test aims to determine how far the influence of the independent variable partially on the dependent variable.

1. Effect of Supervision (X1) on Teacher Performance (Y)

Based on table 4.9, the results of the t test show that the t-value of the Supervision variable (X1) has a p-value of $0.000 < 0.05$, meaning it has a significant distribution, while the t-count of $10.207 >$ from t-table 2.006 means it is significant.

2. The Influence of Achievement Motivation (X2) on Teacher Performance (Y)

The results of the t test showed that the t-value of the Achievement Motivation variable (X2) had a p-value of $0.000 < 0.05$, meaning it was significant, while the t-value of $5.139 >$ from ttable 2.006 meant it was significant.

3. The Influence of Professional Competence (X3) on Teacher Performance (Y)

Based on table 4.9, the results of the t test show that the t-value of the Professional Competence variable (X3) has a p-value of $0.000 < 0.05$, meaning it is significant, while the t-count of $4.876 >$ from t-table 2.006 means it is significant.

Furthermore, to find out how much influence Professional Competency has on Teacher Performance, it can be seen from the results of calculating the coefficient of determination of the B value of 0.213, this means that 21.3% of Teacher Performance is influenced by Professional Competency, while the remaining 78.7% is influenced by other factors.

F Test

The Influence of Supervision, Achievement Motivation, Professional Competence on Teacher Performance. Next, to determine the joint influence of Supervision (X1), Achievement Motivation (X2) and Professional Competence (X3) on Teacher Performance (Y), tested using the F test, the test results can be seen in the table below:

Table 6. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2014,201	3	671,400	325,661	,000 ^b
	Residual	105,144	51	2,062		
	Total	2119,345	54			

a. Dependent Variable: TEACHER PERFORMANCE

b. Predictors: (Constant), SUPERVISION, ACHIEVEMENT MOTIVATION, PROFESSIONAL COMPETENCY

Based on the table of results of the anova test or F test, the F count is 325.661 with a significance level of 0.000. This means that the variables Supervision (X1), Achievement Motivation (X2) and Professional Competence (X3) have a joint (simultaneous) effect on Teacher Performance (Y).

The F test results have a p-value of $0.000 < 0.05$, meaning it is significant, while the fcount is $325.661 >$ from t table 2.786, meaning it is significant. (fttable 2,786 is obtained from $df1=k-1$ and $df2 = n-k$, k is the number of dependent and independent variables, then $df1=4-1$ and $df2=55-4=51$, with the formula in Microsoft Excel using $=finv(0.05 ;3;51)$. This means that Supervision (X1), Achievement Motivation (X2) and Professional Competence (X3) influence together (Simultaneously) on Teacher Performance (Y).

Coefficient of Determination

The Determination Coefficient is seen from the R2 value. The R2 value ranges from 0 to 1, meaning the independent variable's ability to explain fluctuations in the dependent variable is strong. On the other hand, if the R2 value is closer to 0, it means that the independent variable's ability to explain fluctuations in the dependent variable is getting weaker. (Ghozali, 2018). The results of calculating the coefficient of determination are obtained as in the table below:

Table 7 Coefficient Of Determination

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,975 ^a	,950	,947	1,43585	1,407

a. Predictors: (Constant), SUPERVISION, ACHIEVEMENT MOTIVATION, PROFESSIONAL COMPETENCY

b. Dependent Variable: KINERJA GURU

From the table 7 above, it can be seen that the adjusted R Square is 0.947, this means that 94.7% of Teacher Performance is influenced by Supervision, Achievement Motivation, Professional Competence, the remaining 5.3% is influenced by other factors.

2. Discussion

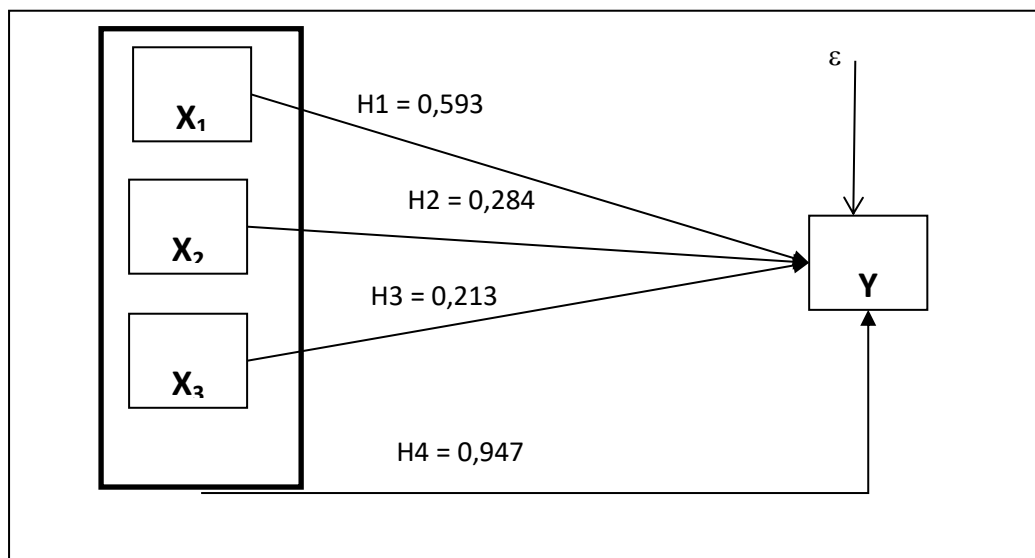


Figure 2. Diagram of the Influence of Research Variables

Information :

X1 = Supervision

X2 = Achievement Motivation

X3 = Professional Competency

Y = Teacher Performance

1. The Effect of Supervision on Teacher Performance

Partially testing the effect of Supervision on Teacher Performance showed that the Supervision variable could predict Teacher Performance. A significance value of $0.000 < 0.05$ means that the distribution is significant, while $t_{count} 10.207 > t_{table} 2.006$ means that it is significant and accepts the hypothesis "There is a positive and significant influence of partial supervision on the performance of teachers at SMP Negeri 2 Plered, Cirebon Regency". The magnitude of the positive influence of supervision on teacher performance is 59.3%, the remaining 40.7% is influenced by other factors.

The success of education in building quality human resources is largely determined by the quality of teachers. Basically, one's own quality must be one's personal responsibility. Therefore, efforts to improve teacher quality lie with teachers to always and continuously increase the knowledge and abilities needed to improve the quality of work as professionals. Another factor that is believed to influence teacher performance is the principal's supervision factor.

According to Arikunto (2016): "Supervision is guidance given to all school staff so that they can improve their abilities to develop better teaching and learning situations." Relevant research by Wijaya (2021) concluded: "School Principal supervision has a positive effect on Teacher Performance". The implementation of supervision by the school principal is expected to have an impact on the formation of teacher performance.

Good supervision at SMP Negeri 2 Plered Cirebon Regency is shown by the high level of question item number 7 of the dimension Carried out Regularly which shows that the Principal carries out supervision according to the situation and conditions at the school.

Meanwhile, the weakness of supervision at SMP Negeri 2 Plered, Cirebon Regency is demonstrated by the questionnaire item number 6 of the Providing Feedback dimension, which shows that the Principal and teachers do not always reformulate appropriate methods or techniques as a follow-up to be conveyed to students.

2. The Influence of Achievement Motivation on Teacher Performance

Partially testing the influence of the Achievement Motivation variable on Teacher Performance, the results showed that Achievement Motivation can predict Teacher Performance positively. A significance value of $0.000 < 0.05$ means significant, while $t_{count} 5.139 > t_{table} 2.006$ means significant. Thus accepting the hypothesis: "There is a partial positive and significant influence of Achievement Motivation on Teacher Performance at SMP Negeri 2 Plered, Cirebon Regency". The magnitude of the influence of Achievement Motivation on Teacher Performance is 28.4%, the remaining 71.6% is influenced by other factors.

Referring to the research hypothesis which reveals that "There is a partial positive and significant influence of Achievement Motivation on Teacher Performance at SMP Negeri 2 Plered, Cirebon Regency", which means that improving teacher performance can be done with Achievement Motivation.

Success and failure in improving the quality of education is largely determined by the seriousness and cooperation of all parties to build quality education, which means preparing human resources that are of higher quality and able to compete in the global era. According to McClelland in Sutrisno (2015), achievement motivation is: "Every individual's efforts to mobilize all his abilities to carry out all activities that have become his duties and responsibilities to achieve certain targets that he must achieve." Research by Rismawan (2015) concluded: "Teacher Achievement Motivation (Y1) has a positive effect on Teacher Teaching Performance."

The achievement motivation of the teachers at SMP Negeri 2 Plered, Cirebon Regency, which is good from the respondents' answers, is shown by the highest score in questionnaire number 1 of the dimension Taking personal responsibility for their actions, which shows that the teacher at SMP Negeri 2 Plered, Cirebon Regency makes every action taken is a personal responsibility.

Meanwhile, the weakness of Achievement Motivation is shown in item number 9 of the dimension. There is a tendency to choose moderate or moderate risks in carrying out their duties, which shows that not all teachers are able to consider the risks they will face before starting a job.

3. The Influence of Professional Competence on Teacher Performance

Partially testing the influence of Professional Competency on Teacher Performance, the results showed that Professional Competency can predict Teacher Performance. A significance value of $0.000 < 0.05$ means significant, while $t_{count} 4.876 > t_{table} 2.006$ means significant. Thus, the previously formulated hypothesis is accepted which states "There is a partial positive and significant influence of Professional Competence on the Performance of Teachers at SMP

Negeri 2 Plered, Cirebon Regency". The magnitude of the influence of Professional Competency on Teacher Performance is 21.3%, the remaining 78.7% is influenced by other factors.

Referring to the research hypothesis which reveals that "There is a partial positive and significant influence of Professional Competency on Teacher Performance at SMP Negeri 2 Plered, Cirebon Regency", which means that improving Teacher Performance can be done with Professional Competence.

Professional competence is an ability related to broad and in-depth mastery of learning material in a field of study which includes mastery of the substance of the curriculum material in school subjects and the scientific substance that covers the curriculum material, as well as increasing scientific insight as a teacher. (Sarimaya, 2017). Previous research by Himmah (2019) concluded: "There is an influence of teacher professional competence on teacher performance at Kalisat State High School. "The results of the correlation coefficient show a figure of 0.925, which means the relationship between the teacher professional competency variable and teacher performance at SMA Negeri 01 Kalisat is very strong."

According to the respondents' perception, the professional competence of teachers at SMP Negeri 2 Plered, Cirebon Regency, which is already good, was obtained from the highest questionnaire number, namely item number 4, dimension Mastery of scientific substance, which shows that teachers at SMP Negeri 2 Plered, Cirebon Regency are able to determine learning strategies that are appropriate to the situation and conditions.

Meanwhile, the weakness of the Professional Competency of Teachers at SMP Negeri 2 Plered, Cirebon Regency, is shown in the questionnaire item number 5 indicators, Using examples in explaining the lesson material, which shows that not all teachers at SMP Negeri 2 Plered, Cirebon Regency, not all of them use examples in explaining the lesson material so that students better understand the material being taught.

4. Influence of Leadership Style, Motivation, Professional Competence on Teacher Performance

Joint testing Based on the ANOVA or F test results table, the F count was 325.661 with a significance level of 0.000. This means that the variables Supervision, Achievement Motivation and Professional Competence influence simultaneously (simultaneously) on Teacher Performance. The F test results have a p-value of $0.000 < 0.05$, meaning it is significant. Thus, the previously formulated hypothesis which states that "There is a positive and significant influence of Supervision, Achievement Motivation and Professional Competence simultaneously on Teacher Performance at SMP Negeri 2 Plered, Cirebon Regency" is accepted or proven. The magnitude of the influence of Supervision, Achievement Motivation, Professional Competence on Teacher Performance is 94.7%, the remaining 5.3% is influenced by other factors.

Referring to the research hypothesis which reveals that "There is a positive and significant influence of Supervision, Achievement Motivation and Professional Competence simultaneously on Teacher Performance at SMP Negeri 2 Plered, Cirebon Regency", meaning that improving Teacher Performance can be done with conducive Supervision, Motivation and Professional Competence.

5. CONCLUSION

Based on the results of the analysis and discussion previously stated, the following conclusions can be drawn:

There is a positive and significant influence of partial supervision on the performance of teachers at SMP Negeri 2 Plered, Cirebon Regency. The magnitude of the positive influence of supervision on teacher performance is 59.3%, the remaining 40.7% is influenced by other factors.

There is a partial positive and significant influence of Achievement Motivation on the Performance of Teachers at SMP Negeri 2 Plered, Cirebon Regency. The magnitude of the influence of Achievement Motivation on Teacher Performance is 28.4%, the remaining 71.6% is influenced by other factors.

There is a partial positive and significant influence of Professional Competence on the Performance of Teachers at SMP Negeri 2 Plered, Cirebon Regency. The magnitude of the influence of Professional Competency on Teacher Performance is 21.3%, the remaining 78.7% is influenced by other factors.

There is a positive and significant influence of Supervision, Achievement Motivation and Professional Competence simultaneously on the Performance of Teachers at SMP Negeri 2 Plered, Cirebon Regency. The magnitude of the influence of Supervision, Achievement Motivation, Professional Competence on Teacher Performance is 94.7%, the remaining 5.3% is influenced by other factors.

LIMITATION AND STUDY FORWARD

This study is limited to Negeri 2 Plered Middle School in Cirebon District and may not be generalized to other schools or contexts. Additionally, the findings are based on self-reported data, which may be subject to social desirability bias.

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