The Influence of Teachers' Perception of the Headmasters' Leadership and Work Motivation Towards Teacher's State Elementary School Performance in Lampung

[1] Muhammad Ihsan Dacholfany
[2] Teguh Wiyana
[3] Heri Cahyono

[1,2,3] Universitas Muhammadiyah Metro
muhammadihsandacholfany@gmail.com
Teguhwiyana@gmail.com
hericahyono808@gmail.com

Abstract: This study aims to investigate: (1) The Influence of Teachers' Perception of Academic Supervision towards Teacher's State Elementary School Performance in Sekampung Udik Distric, East Lampung Regenc, (2) The Influence of Teachers' Pedagogic Competence towards Teacher's State Elementary School Performance in Sekampung Udik Distric, East Lampung Regency, and (3) The Influence of Teachers' Perception of Academic Supervision and Teachers' Pedagogic Competence towards Teacher's State Elementary School Performance in Sekampung Udik Distric, East Lampung Regency.

This was a quantitative study. The research population comprised all teachers at State Elementary School in Sekampung Udik Distric, East Lampung Regency, they were 361 teachers from 32 State Elementary Schools in Sekampung Udik Distric, East Lampung Regency. The sample consisted of 77 respondents by counting of SLOVIN formula and proportional random sampling technique . The data were gained by using questioner answered by the teachers and then the data were analyzed statically to the multiple regression analysis by using SPSS 16.0

Key words: Academic Supervision, Pedagogic Competence, Performance.

The results of the study are as follows. (1) There is a significant positive influence variable of Teachers' Perception of Academic Supervision toward Teacher's Performance. It was proved by the result of t count that was 3,178 and a significance value of 0.002<0,05. The determinant coefficient of Teachers' Perception of Academic Supervision toward Teacher's Performance was 11,9%, (2) There is a significant positive influence variable of Teachers' Pedagogic Competence toward Teacher's Performance. It was proved by the result of t count that was 4,010 and a significance value of 0.000 < 0,05. The determinant

coefficient of Teachers' Pedagogic Competence toward Teacher's Performance was 17,7%, and (3) There is a significant positive influence variable of Teachers' Perception of Academic Supervision and Teachers' Pedagogic Competence as an aggregate toward Teacher's Performance. It was proved by the result of F count that was 12,105 and a significance value of $0.000 < 0,05$. The determinant coefficient of Teachers' Perception of Academic Supervision and Teachers' Pedagogic Competence as an aggregate toward Teacher's Performance was 24,7%.

Introduction

Teachers are educational staff who have the main task of educating, teaching, training, and directing students to have readiness in facing increasingly fierce global competition with other nations. Therefore, the position of the teacher as a professional is very important in realizing the vision and mission of implementing learning in the educational unit where he carries out his duties.

Optimal teacher performance is the hope of all parties, therefore to achieve the performance of a good teacher, the teacher must carry out elements consisting of high loyalty and commitment to teaching tasks, mastering and developing lesson materials, discipline in teaching and assignments. others, creativity in the implementation of teaching, cooperation with all school members, leadership that is a role model for students, good, honest, and objective personality in guiding students, and responsibility for their duties.

Given the great role of teachers in the educational process and the demands they carry are so urgent, principals as direct supervisors are required to have the main capacity as educators, managers, administrators, supervisors, leaders, innovators, and motivators. As supervisors, principals are expected to be able to act as consultant, as a facilitator who understands the needs of the teacher and is also able to provide alternative solutions.

As a reference on the condition of elementary school teachers in Sekampung Udik Subdistrict, it is known from information from the UPTD for Basic Education in Sekampung Udik Subdistrict, East Lampung Regency in 2014/2015 the number of elementary school teachers in Sekampung Udik Subdistrict was a total of 361 people with a new category of teaching worthy of 63.71%. (230 people), while 36.29% (131 people) are semi-qualified and not eligible to teach. It is known from the researcher's observations in the pre-survey observation that the researcher conducted in October 2015, that there are still some teachers who do not use innovative learning media, teachers still use lecture and classical methods and have not been able to develop the potential of students.

With the evidence above, it can be concluded that there is still a need for more optimal efforts to increase the role of schools in an effort to educate students, one of which is optimizing the academic supervision of school principals, increasing the pedagogic competence of teachers as educators so that it leads to more optimal teacher work improvements. This is what prompted the holding of this research.

The purpose of this study was to find out the magnitude of: 1) The influence of teacher perceptions of academic supervision on the performance of state elementary school teachers in Sekampung Udik District, East Lampung Regency, 2) The influence of Pedagogic Competence on the Performance of State Elementary School teachers in Sekampung Udik District, East Lampung Regency, and 3) The influence of teachers' perceptions of academic supervision and teacher pedagogical competence on the performance of state elementary school teachers in Sekampung Udik District, East Lampung Regency.

Theoretical Foundation

1. Teacher Performance

Teachers are the spearhead of educational success and are considered as people who play an important role in achieving educational goals. Therefore, teacher performance is very important to be considered

and evaluated. Contextually, Mulyasa (2005: 136) states that performance can be interpreted as work performance, work implementation, work achievement, work results or performance. Another opinion, conveyed by Kirom (2010: 51) suggests that performance is a separate form of assessment to measure the level of success achieved by a person or company in carrying out its work programs. So if we compare here that performance is mentioned as an achievement in order to strive for the achievement of predetermined goals and targets.

Everyone's performance is influenced by many factors. The factors that affect performance according to Mangkuprawira and Vitayala quoted by Yamin (2009: 129) consist of teacher intrinsic factors (personal/individual) or human resources and extrinsic, namely leadership, system, team, and situational.

The teacher's performance can be seen clearly in the learning that he shows from the achievement of the learning outcomes of his students. Good teacher performance will result in good student learning achievement (Supardi 2013: 55). The standard workload of teachers refers to the Law of the Republic of Indonesia Number 14 of 2005 Article 35 Paragraph 1 concerning Teachers and Lecturers, it is stated that the workload of teachers includes main activities, namely planning learning, implementing learning, and assessing learning outcomes.

Teacher performance appraisal must be able to explore the strengths and weaknesses of each teacher. Instruments as a Teacher Performance Assessment Tool or Teacher Ability (APKG) have been developed by the Ministry of Education and Culture (1982) in Supardi (2013: 71). Therefore, a good performance appraisal must be able to create an accurate picture of the teacher's performance being assessed. Assessment is not only to improve teacher performance that has not been optimal, but also as a reference material to improve teacher performance. Performance appraisal provides assurance that teachers can work or provide quality services for the community, especially for students.

2. Perceptions of Academic Supervision

The term perception is often also referred to as views, images, or assumptions, because in perception there is a person's assumption about a thing or object. Perception has many meanings including according to Bimo Walgito, (2004: 87-88) "perception is a process that is preceded by sensing which is a tangible process of receiving stimulus by individuals through the senses or also called the sensory process". In line with the opinion above, Jalaludin Rahmat (1989: 51) argues that perception is the experience of objects, events or relationships obtained by inferring information and interpreting messages.

The understanding of perception in this study is a response to an image or impression about an object obtained by individuals through the five senses, then organized, interpreted, and evaluated, so as to obtain meaning (meaning) about an object, while the object of perception in this study is the implementation of supervision. academic.

The term supervision in educational institutions is more often referred to as supervision. According to Hadari (1984: 103) states, etymologically supervision (supervision) means seeing or reviewing from above or observing and assessing from above what is done by superiors (people who have advantages) on the realization of activities and work results of subordinates.

Furthermore, Sergiovani and Starrat (1993) quoted by Sutjipto and Kosasi (2009: 231) stated that:

"Supervision is a process designed to help teacher and supervision learn more about their practice; to betterable to use their knowledge ang skills to better serve parents and schools; and tomake the school a more effective learning community". (Supervision is a process specifically designed to assist teachers and supervisors in learning everyday tasks at school; in order to use their knowledge and abilities to provide better services to parents and schools, and to strive to make schools a more effective learning community) .

The main function of academic supervision is aimed at improving and improving the quality of teaching. In line with what was expressed by Briggs in Sehartian (2008: 21) revealed that the main function of supervision is not only to improve learning, but also to coordinate, stimulate, and encourage the growth of a better teaching profession.

In carrying out the task of academic supervision, a supervisor must have the ability to assess and foster teachers in order to enhance the quality of the learning process carried out so that it has an impact on the quality of student learning outcomes.

Meanwhile, Sudjana (2011: 108) explains that the implementation of academic supervision or supervision by the principal is carried out through activity 1). Monitoring; 2). Evaluation; and 3). The main task of training and mentoring teachers is to plan and implement learning and to assess the learning progress of students. Then Prasojo and Sudiyono (2011: 88) stated that in carrying out the function of academic supervision activities into three dimensions, namely 1). Conducting pre-monitoring; 2). Make observations or observations; 3). Doing reflection or assessment or coaching.

In this study, the teacher's perception of academic supervision is the teacher's response to a series of activities in helping teachers to develop their abilities in managing the learning process for the achievement of learning objectives with indicators: 1) implementation of observations during teacher activities in the teaching and learning process, student learning activities and processing data from the observation of the process of both activities, 2) the implementation of improvements by providing, teacher coaching assessments; evaluate the implementation of teacher development, analyze the achievement of goals and determine improvements according to the objectives, and 3) use the implementation of supervision by directing the use of individual experiences in teaching and learning activities, increasing the ambition of teachers to improve the quality of their work, protecting subordinates against unreasonable demands and criticism from the community and develop "professional esprit de corps" teachers.

3. Pedagogic Competence

According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties. Competence or life skills are expressed in the form of performance or performance that can be measured.

Kepmendiknas 045/U/2002 states that competence is a set of intelligent, responsible actions that a person has as a condition to be considered capable by the community in carrying out certain tasks in the field of work. Academic Qualification Standards and Teacher Competencies, various competencies that must be possessed by teachers are pedagogic, personality, professional and social competencies obtained through professional education. The fourth competency integrated in teacher performance.

With regard to pedagogic competence, Sudarwan Danim (2010: 47) says that pedagogic competence is an ability related to the understanding of students and managers of educational and dialogical learning. The same opinion was also conveyed by Mulyasa (2009: 75) that pedagogical competence is the ability of teachers in managing student learning which includes: (a) Understanding the insights or the basis of teaching, (b) Understanding of students, (c) Curriculum or syllabus development, (d)) Design of learning, (e) Implementation of educational and dialogical learning, (f) Utilization of learning technology, (g) Evaluation of learning outcomes (EHB), and (h) Student development.In this study, what is meant by teacher pedagogic competence is the abilities that teachers must possess in carrying out teaching and learning activities. These competencies are competencies that must be possessed by a professional teacher which includes understanding the character of students, mastering learning theories, curriculum development, educational learning activities, developing student potential, communicating with students.

Framework and Paradigm

The teacher is the spearhead in the development of education because the teacher is the implementer of education who deals directly with students in classroom learning activities. So that at the operational level, the teacher is a determinant of the success of education through its performance.

Many factors affect teacher performance, according to Simanjuntak (2010:11) everyone's performance is influenced by many factors that can be classified into three groups, namely the individual competence of the person concerned, including (ability, skills), organizational support, including (organizational structure, technology and working conditions), and management support, including (industrial relations, supervision and leadership). Meanwhile, according to Kirom (2010) the factors that affect performance are work values, work spirit, and communication skills with consumers, mastery of information technology, supervision (supervision activity). Based on the description above, the performance factor in learning can be influenced by internal factors and external factors. Internal factors include the individual's own competence, especially pedagogic competence, while external factors are in the form of academic supervision.

Pedagogic competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. If the teacher is able to implement these pedagogical abilities in learning, it will create a good quality of learning. And educational goals, namely learning objectives, curriculum goals, primary school goals, and national education goals can be achieved properly.

Furthermore, related to academic supervision, according to Simanjuntak (2011) states that supervision is part of the administrative and management process. Then Arikunto (2006) explained that based on the object observed and fostered supervision which focuses on observation and guidance on academic problems is academic supervision. According to Hadis and Nurhayati (2010) the purpose of academic supervision to teachers is to improve the quality of professionalism and teacher performance.

Based on this thought, it is suspected that there is an influence of teachers' perceptions of academic supervision carried out by school principals as supervisors and the pedagogic competence of teachers on teacher performance, especially for State Elementary School teachers in Sekampung Udik District, East Lampung Regency.
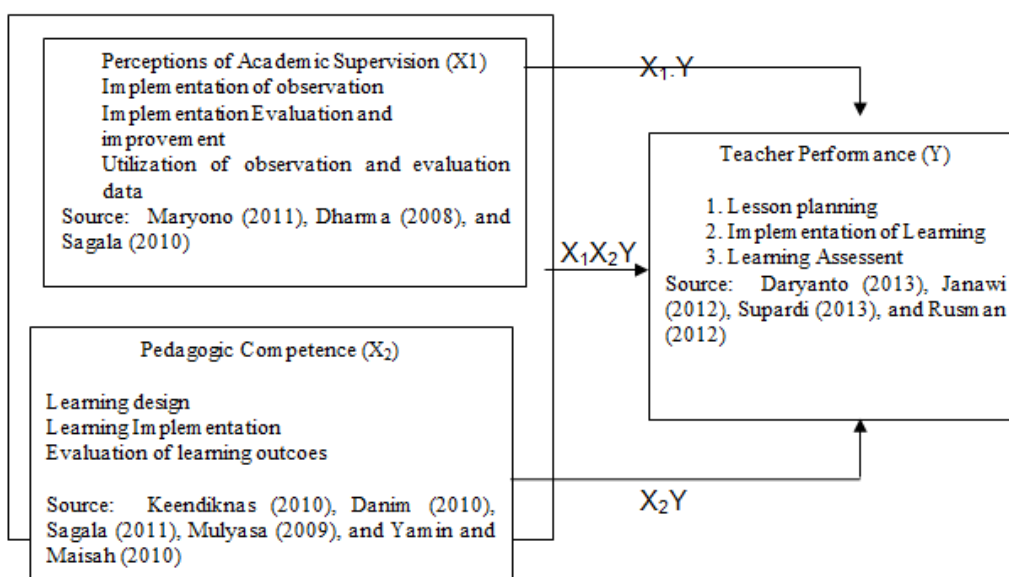
Picture. Research paradigm

Research Method

In this study the design used is quantitative research through a survey approach with an influence test, which is looking for the magnitude of the influence between the independent variables, namely the Academic Supervision of the Principal (X1), Teacher Pedagogic Competence (X2), and the dependent variable, namely Teacher Performance (Y), which analyzed either partially or simultaneously. Data for each variable was collected using the questionnaire method as the main method, which was assisted by interview and observation methods as a supporting method.

The population in this study were all 361 state elementary school teachers in Sekampung Udik District, East Lampung Regency, consisting of 144 male teachers and 217 female teachers spread over 32 public elementary schools. The population of all teachers in the study was taken with the assumption that all teachers had been supervised by the principal. This is based on one of the duties and responsibilities of the principal is to carry out supervision.

Determination of the number of samples can be done by means of statistical calculations, namely by using the Slovin formula. The Slovin formula is used to determine the sample size from a known population of 361 teachers. In accordance with the size of the sample, the calculations in taking the sample are as follows:

$$n = \frac{N}{1+N(e)^2} \qquad n = \frac{361}{1+361(0,10)^2} \qquad n = \frac{361}{1+361(0,010)}$$

$$n = \frac{361}{4,61} \qquad\qquad n = 78,308 \text{ rounded to } 78$$

Furthermore, to make it easier to understand the meaning of each variable in this study, the following operational definitions of each variable are presented, namely:

1) Teacher Performance Bound Variable (Y)

Teacher performance is the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities in learning which is measured through a Likert scale questionnaire instrument containing questions to elementary school teachers in Sekampung Udik District, East Lampung Regency with indicators: learning planning, learning implementation, and Assessment of learning outcomes.

2) Teacher's perception of Academic Supervision (X1)

Teacher's perception of academic supervision is the teacher's response to a series of activities in helping teachers to develop their abilities in managing the learning process for the achievement of learning objectives as measured through a questionnaire instrument containing questions to elementary school teachers in Sekampung Udik District, East Lampung Regency with indicators: implementation of observations carried out by school principals during teacher activities in the teaching and learning process, implementing evaluations and improvements to teachers, and utilizing the implementation of data from observations and evaluations to improve teacher abilities.

3). Pedagogic Competency Variable (X2)

Teachers' pedagogic competencies are the abilities that teachers must possess in carrying out teaching and learning activities which are measured through a questionnaire instrument containing questions to elementary school teachers in Sekampung Udik District, East Lampung Regency with indicators: learning design, implementation of learning, and the ability to assess learning outcomes. .

In this study, the instruments used after the validity and reliability tests were: 29 items to measure teachers' perceptions of academic supervision (X1), 23 items to measure Pedagogic Competence (X2), and 28 items to measure teacher performance (Y). Alternative answers to each instrument item using a multiple choice Likert scale. Because the variable being measured is a behavioral variable, the scale used uses the terms Always (SL), Often (SR), Sometimes (KK), Ever (PR), and Never (TP).

The data collection method used in this study was carried out with the main method and the supporting method. The main method is using a questionnaire. While the supporting methods use the interview and observation methods.

In the analysis of the data analyzed quantitatively, the procedures are: 1) data description, 2) analysis requirements test which includes normality test, homogeneity test, and linearity test, then 3) hypothesis testing. Testing the significance of the correlation coefficient in this study is also through the application of the SPSS 16.0 program. Decision making is based on probability numbers. If If the probability number of analysis results ≤ 0,05, and or numbers $F_{count} > F_{table}$, then the hypothesis is accepted.

Research Results and Discussion

1. Data Description.

Before conducting a data description, hypothesis testing and discussion of the results of the analysis, the description of the respondents in this study will be discussed first.

Respondents in this study amounted to 77 teachers who were taken as research samples spread over 32 public elementary schools in Sekampung Udik District, East Lampung Regency. The selection of the 77 samples as respondents using Proportional Cluster Random Sampling where the number of respondents in each school varies according to the proportion.

The respondents of this study were mostly public elementary school teachers in Sekampung Udik Subdistrict, East Lampung Regency, 62.3% female, while only 37.7% male. These results indicate that women are more dominant as teachers in elementary schools, this is related to the characteristics of women as mother figures which are very relevant to the age of the children. Furthermore, public elementary school teachers in the Sekampung Udik sub-district, namely those who have met the qualification standards as teachers, i.e. already have or have a Strata 1 (S1) education, which is 95% (72 people) and who have continued their studies to a level above (S2), only 3 people (4%), there are 32% (25 people) teachers who are still honorary status, and the majority of teachers, namely 45% (35 respondents) travel a distance of < 1 km to their place of work and there are 14 teacher respondents who are the distance from home to place of work. task > 4 KM

Description Teacher's perception of academic supervision

Based on the data, it is known that the average value obtained from 75 research respondents, namely junior high school teachers in Sekampung Udik District, East Lampung Regency, who answered a research questionnaire on teacher perceptions of principal leadership with a total of 33 items, namely 121, 63. The highest score obtained by respondents is 146 and the lowest value is 96. Thus, it can be seen that the range of scores is the highest value - the lowest value (146-96) so that the score range is 50. While the standard deviation value obtained by respondents is 11.793, the median (the middle value) is 121.00, the mode (the value that occurs frequently) is 121.

The score of teachers' perceptions of academic supervision is mostly in the value of 109 –114, which is 25 or 32.5%. Furthermore, the achievement of scores based on per indicator shows that the highest average score is on the observation planning indicator, while the lowest average score is on the evaluation and improvement implementation indicator. This implies that at the stage of implementation and improvement, academic supervision must be further improved to further improve teacher performance.

Based on the data, it is known that the distribution of respondents' tendencies regarding teachers' perceptions of academic supervision of work is dominant in the high category, reaching 82%. This shows that the supervision carried out by the principal of the State Elementary School teachers in Sekampung Udik District, East Lampung Regency is good.Deskripsi Variabel Kompetensi Pedagogik (X_2)

The data collected regarding Pedagogical Competence was obtained through the distribution of a questionnaire as many as 23 items of questions given to 77 respondents of State Elementary School teachers in Sekampung Udik District, East Lampung Regency. The weight of the scores for each item item 1 to 5. Theoretically, the Pedagogical Competence score will vary between a minimum score of 23 to a maximum score of 115.

Based on the data, it is known that the score of the Pedagogical Competence variable varies from the lowest score of 82 to the maximum score of 108. Based on the basic statistical calculations, the following figures are obtained: mean (average value) = 96.09, median = 95.00, mode = 95 and standard deviation = 4.845. This calculation shows that the mean and median are not too far apart. This indicates that the score of the Pedagogical Competence variable for State Elementary School teachers in Sekampung Udik District, East Lampung Regency tends to be normally distributed.

Most of the scores are in the value of 94 – 97, which is 57.1%. Based on the achievement of the score of each indicator, it can be seen that the pedagogic competence of teachers who achieve the highest average score is on the learning design indicator, while the lowest average score is on the indicator evaluation of learning outcomes. This implies that to further improve teacher performance, teachers must further improve their ability to carry out evaluations of learning outcomes so that the planned learning objectives can be seen.

Furthermore, the distribution of the tendency of teachers' Pedagogic Competence is dominated in the high category, reaching 98.7%. This shows that the teachers at the State Elementary School in Sekampung Udik Subdistrict, East Lampung Regency are good and have high pedagogical competence.

Description of Teacher Performance Data (Y)

The teacher performance variable scores varied from the lowest score of 85 to the maximum score of 134. Based on basic statistical calculations, the following figures were obtained: mean = 110.86, median = 110.00, mode = 109 and standard deviation = 8.628. This calculation shows the mean and median are the same. This indicates that the performance variable scores of State Elementary School teachers in Sekampung Udik District, East Lampung Regency tend to be normally distributed.

The data score is known that most of them are in the value of 163 – 172, which is 34.2%. Based on the achievement of scores for each indicator, it can be seen that the performance of teachers who achieve the highest average score is on the learning planning indicator, while the lowest average score is on the learning assessment indicator. This implies that in order to further improve the performance of teachers, teachers must further improve the ability of learning assessment so that the planned learning objectives can be achieved.

Furthermore, the tendency of teacher performance is dominant in the high category, reaching 85.7%. This shows that the teachers at the public elementary schools in the Sekampung Udik sub-district, East Lampung Regency are good and have high performance.

Data Analysis

The results of the normality test can be seen from the following table:

Normality Test Table Based on Al

No	Variabel	Kolmogorov-Smirnov			Information
		Statistics	Df	Sig	
1	Teacher's Perception of Academic Supervision (X_1)	0,084	77	0,200	Normal
2	Pedagogic Competence (X_2)	0,096	77	0,079	Normal
3	Teacher performance (Y)	0.090	77	0,195	Normal

The results of the normality test in the table above show that the Kolmogorov-Smirnov significance value in the three variables is greater than the confidence level value ($\alpha = 0.05$), both teachers' perceptions of Academic Supervision (X1) are 0.200, Pedagogical Competence (X2) is 0.079, and teacher performance (Y) is 0.195.

Furthermore, the results of the linear test of data between teacher performance variables (Y) on teacher perceptions of Academic Supervision (X1), and Pedagogic Competence (X2) are as follows:

Table. Linearity Test Results Teachers' Perceptions of Academic Supervision (X1) and Pedagogic Competence (X2) with Teacher Performance (Y)

No	Variable	*Deviation from Linearity*		Information
		F	Sig	
1	Teacher's perception of Academic Supervision (X_1)	2.646	0.071	Linier
2	Pedagogic Competence (X_2)	1, 569	0,081	Linier

Based on the table of linearity test results, it is known that the F price for the teacher's perception of academic supervision (X1) is 0.683 with a significance of 0.840, and the F price for the Pedagogic Competence variable (X2) is 1.087 with a significance of 0.388. The two significance values are > the significance level of 0.05 (more than 0.05). With a significance level of 5% or 0.05, it can be concluded that the data variable has a linear relationship between the variable (X1) Teacher's perception of Academic Supervision, and the variable (X2) Pedagogic Competence with the teacher's performance variable (Y).

The results of the Levene Statistic test show that the significance value of the teacher's perception of academic supervision (X1) with teacher performance (Y) is greater than the level used, which is 0.165 > 0.05 as well as the F value, which is 1.034 when compared to F (3.965). then F (1.034) < F (3.965). Thus, it can be translated that the scores on the variable teachers' perceptions of academic supervision (X1) and teacher performance (Y) are homogeneously distributed.

Furthermore, the results of the homogeneity test for Pedagogic Competence (X2) with teacher performance (Y), it is known that the Levene Statistic test results have a significance value greater than the level used, which is 0.360 > 0.05. Likewise, the F value is 1.885 when compared to F (3.965) then F (1.885) < F (3.965). Thus, it can be translated that the scores on the Pedagogic Competency (X2) and teacher performance (Y) variables are homogeneously distributed. Therefore, the data can be used to test the hypothesis.

Hypothesis testing

First Hypothesis

The first hypothesis that will be tested for truth in this study is "There is an influence of teachers' perceptions of academic supervision on the performance of public elementary school teachers in Sekampung Udik District, East Lampung Regency." To test the hypothesis, a simple regression test was used.

Table. Summary of Simple Regression Analysis Results (X1-Y)

Source	Coefficient	R	r^2	t_{hitung}	t tabel	p	Information
Constant	63,570						
Teacher's Perception of Academic Supervision (X_1)	0,419	0,334[a]	0,119	3,178	1,6648	0,002	H0 rejected

Source: Primary data that has been processed

Based on the table above, the coefficient for the direction of simple linear regression is obtained. Teachers' perceptions of academic supervision (b) are 0.419 with a constant (a) of 63,570. So the simple linear regression equation is a b1X1 which is 63.570 0.419X1. Meanwhile, if viewed from the results of the coefficient of determination, it is known that the price of the correlation coefficient (R) is 0.334 and the coefficient of determination (r2) is 0.119. This shows that the performance of State Elementary School teachers in Sekampung Udik Subdistrict, East Lampung Regency, 11.9% is determined by the teacher's perception of academic supervision. Meanwhile, 88.1% were determined by other variables, including the Pedagogic Competence variable and other variables that could not be explained in this study.

The results of the t-test obtained that the tcount value is 3.178 with a significant level (α) = 0.002 smaller than the level used (ie 0.05) or 0.000 <0.05 or when compared to the ttable value of 1.6648 at a significance level of 5%, then 3.178 > 1.664 (tcount > ttable) so it can be concluded that Ho is rejected, meaning that teachers' perceptions of academic supervision have a positive and significant influence on teacher performance.

Second Hypothesis Testing

The second hypothesis that will be tested for truth in this study is "There is an influence of Pedagogic Competence on the performance of State Elementary School teachers in Sekampung Udik District, East Lampung Regency."

Table. Summary of Simple Regression Analysis Results (X2-Y)

Source	Koefisiensi	R	r^2	$Tcount$	t table	p	Information
Constant	38,695						
Pedagogic Competence (X_2)	0,748	0,420[a]	0,177	4,010	1,6648	0,000	H0 rejected

Source: Primary data that has been processed

Based on the table above, the coefficient of the simple linear regression direction of Pedagogic Competence (b2) is 0.748 with a constant (a) of 38.695. So the simple linear regression equation is a b2X2 that is 38.695 0.748X2.

Meanwhile, if viewed from the results of the coefficient of determination, it is known that the price of the correlation coefficient (R) is 0.420 and the coefficient of determination (r2) is 0.177. This shows that the performance of State Elementary School teachers in Sekampung Udik District, East Lampung Regency 17.7% is determined by the Pedagogic Competence variable. Meanwhile, 83.3% were determined by other variables, including the teacher's perception of academic supervision and other variables that could not be explained in this study.

The results of the t-test obtained that the tcount value is 4.010 with a significant level (α) = 0.000 which is smaller than the level used (ie 0.05) or 0.000 <0.05 or when compared to the ttable value of 1.6648 at a significance level of 5% , then 4.010 > 1.6648 (tcount > ttable) so it can be concluded that Ho is rejected, meaning that Pedagogic Competence has a positive and significant influence on teacher performance.

Third Hypothesis Testing

The third hypothesis proposed is "There is an effect of teachers' perceptions of Academic Supervision and Pedagogic Competence together on the performance of State Elementary School teachers in Sekampung Udik District, East Lampung Regency." To test the third hypothesis, it is done by using multiple regression analysis

Table 29. Summary of Multiple Regression Analysis Results ($X_1.X_2$-Y)

Source	Koefisiensi	R	R^2	$Fcount$	$F table$	p	Information
Constant	11,289						
Perception of Academic Supervision (X_1)	0,329	.496[a]	.247	12.105	3,965	0,000	H0 rejected
Pedagogic Competence (X_2)	0,650						

Source: Primary data that has been processed

Based on the table above, the coefficient of the multiple linear regression direction of teachers' perceptions of Academic Supervision (b1) is 0.329 and Pedagogic Competence (b2) is 0.650 with a constant (a) of 11.289. So the simple linear regression equation is: a b1X1 + b2X2, namely 11.289 0.329X1 + 0.650X2.

Meanwhile, if viewed from the results of the coefficient of determination, it is known that the price of the correlation coefficient (r) is 0.496 and the coefficient of determination (r2) is 0.247. This shows that the performance of State Elementary School teachers in Sekampung Udik Subdistrict, East Lampung Regency, 24.7% is simultaneously determined by the teacher's perception of academic supervision and pedagogical competence variables. While 75.3% is determined by other variables that are not discussed and not explained in this study.

The results of the F test obtained that the Fcount value of 12.105 with a significant level (α) = 0.000 smaller than the level of used (ie 0.05) or 0.000 <0.05 or when compared to the Ftable value of 3.965 at a significance level of 5%, then 12.105 > 3.965 (Fcount > Ftable) so that it can be concluded that Ho is rejected, meaning that teachers' perceptions of Academic Supervision and Pedagogic Competence have a positive and significant influence on teacher performance.

Conclusion

Based on the results of the analysis and discussion, several conclusions were obtained as follows:

1. There is an influence of teachers' perceptions of Academic Supervision on the performance of elementary school teachers in Sekampung Udik District, East Lampung Regency

2. There is an influence of pedagogic competence on the performance of State Elementary School teachers in Sekampung Udik District, East Lampung Regency

3. There is an effect of teachers' perceptions of academic supervision and pedagogic competence together on the performance of State Elementary School teachers in Sekampung Udik District, East Lampung Regency.

The implication of the research results on the problem of academic supervision and pedagogical competence its influence on teacher performance is that these two variables have an effect on teacher performance, both variables make a significant contribution to teacher performance. Teacher performance will be realized when, teachers have a good perception of the implementation of good academic supervision, where academic supervision activities are a form of supervisor assistance in the process of

improving teacher quality through activities that emphasize self-realization, self-growth, and self-development, especially teachers can improve pedagogic competence where this ability includes the ability to manage student learning in terms of understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

Based on the research results, conclusions and implications, the authors propose the following suggestions:

First, teacher performance can have an impact on improving school performance and especially in realizing educational goals that have been determined both by school institutions and nationally. Therefore, the application of the movement to improve teacher performance, especially in the ability to evaluate learning through academic supervision activities as an effort to assist and guide teachers must always be carried out, especially in indicators of evaluation and improvement, in order to improve the pedagogic competence of teachers, especially in the competence of evaluation of learning possessed. teachers, which will have implications for student achievement and school performance.

Second. Improving teacher performance can be created through workshops or seminars with school supervisor facilitators or people who are competent in their fields. Schools must also be proactive in inviting school supervisors to provide guidance and guidance to teachers, especially in improving learning evaluation abilities, through academic supervision activities. With the increase in teacher competence, the performance of teachers in the educational process, especially in the ability to evaluate learning will increase so that it will have implications for the learning process that will be implemented more effectively.

Third. Supervisors, both principals and school supervisors, should improve their supervisory competence and motivate themselves to carry out their duties more professionally. Supervisors should further improve their ability in evaluating and improving the supervised teachers. This can be done by increasing knowledge through further studies and developing their profession through the development of teaching materials, conducting research on a regular basis.

Fourth. Teachers can improve their competence and performance. This can be done by increasing knowledge through further studies and developing their profession through the development of teaching materials, conducting research on a regular basis.

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