

Benchmarks Of Teacher Performance On Junior High School 2 Karanggayam Kebumen

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Abstract : Successful management of education at the secondary level is largely determined by the performance of teachers in teaching. Many things can affect the success of education and can be used as benchmarks. The purpose of this study was to analyze the influence of professional competence, supervision of headmaster and work motivation as benchmarks on teacher performance Junior High School 2 Karanggayam Kebumen. The population in this study is Civil Servants Teachers on Junior High School 2 Karanggayam amounted to 32 respondents. Data was collected by interviews, questionnaires and literatures. Data were analyzed using test validity, reliability, classic assumption test, test hypotheses and multiple linear analysis to determine influence of professional competence, headmaster supervision and motivation on teacher performance. The results of this study indicate if professional competence and motivation significantly influence the performance. Headmaster supervision has no significant effect on performance. Headmaster supervising has no significant effect due to the lack of direct visits Headmaster Junior High School 2 Karanggayam which in fact was not affecting the performance of teachers. But simultaneously, professional competence, headmaster supervision and motivation have a significant effect on performance of civil servants of teachers on Junior High School 2. Therefore, quite necessary that the school is always paying attention on improving professional competence, headmaster supervision and motivation civil servants of teachers for improving performance of civil servants of teachers on Junior High School 2 Karanggayam Kebumen.

Index Terms : professional competence, headmaster supervision, teaching motivation, teacher performance, management of education

1 INTRODUCTION

1.1 BACKGROUND

Education is an equipment that's strategic way in improving quality of human resources development which is a determinant factor. Education is a conscious effort to prepare students through guidance, instruction, or training for its role in the future (SPN Law No. 20 of 2003). Components educators or teachers is one factor that is essential in determining the quality of their students, it does not mean to downplay the contribution of other components. The quality of education is an essential need as well as demands for achieving educational goals. Atmodiwirio, (2002), stated, if we consider the purpose of education in the national education system, which form a complete Indonesian man in terms of the availability of human resources quality Indonesian capable of maintaining and developing the Indonesian people in the midst of the nations of the world, Without the weight and quality of education, efforts to educate the nation and the whole human resource development difficult to achieve the target. The quality of education is also crucial in preparing qualified human resources. The quality of education can be achieved by creating a fun learning cool climate so as to motivate and encourage students to learn and be able to empower learners. Teacher is one element in the education sector should play an active and placing his position as professionals in accordance with the demands of a growing community. Teachers are not solely as a teacher to transfer knowledge, but also as educators who transfer values as well as mentors who provide direction and guide students in learning.

Completeness of the number of teaching staff and the quality of teachers affects student success in learning that lead to improvements in the quality of education, so that teachers are required professional in duties (De Vries, 2014). In connection with the problem of improving the performance of teachers in schools, an important factor that can not be ignored is the professional competence, supervision by the head of the School ideal and motivation of teachers to teach. This is consistent with research Hartanti and Yuniarsih (2018) and Otoo et al (2018) which explains there are positive and significant influence between professional competence and motivation of teachers to teach to the performance of teachers. Professional competence and motivation of teaching means have influence in improving teacher performance. An agency or organization would want an employee or employees who have a good performance. According Mangkunegara (2009) performance is the result of the quality and quantity of work achieved an employee in performing their duties in accordance with the responsibilities given to him. Regulation No. 14 2005 Chapter IV, Article 20 (a) of teachers and lecturers stated that the standard of work performance in implementing tugaskeprofesionalannya teachers, teachers are obliged to plan learning, implementing the learning process quality and assessing learning outcomes. Improved performance of teachers will affect the improvement of human resources output generated in the process of education and learning. The quality of education and graduates are often seen hanging kepadaperan teachers in the management of the components which is used in the process of teaching and learning which it is responsible. Educators or teachers must have and displays maximum performance during studying activities with the development of science and technology adjust to achieve optimal learning outcomes for learners (Forte, 2014). Junior High School 2 Karanggayam Kebumen has a fairly good performance of the organization, it is characterized by the average percentage of SKP (Target Performance Officer), which each year has increased. Each teacher always make or prepare a learning device (Syllabus, Semester Program, Annual Program, Mapping KI / KD, RPP and Evaluation Tool) just in time. Learning device really gives directions for a teacher, it is important to remember the

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learning process is something that is systematic and patterned. Improved performance in Junior High School 2 Karanggayam Kebumen also marked by the preparation of teachers in learning activities. They really prepare the material that will be taught to students as well as possible, so that what is presented can be easily accepted by the students who will be expected to improve student achievement. The performance of civil servants teachers be presented on the Table 1 below :

TABLE 1
*AVERAGE PERCENTAGE SKP (TARGET PERFORMANCE OFFICER)
YEAR 2017-2018*

No.	Rank / Goals	Total Teachers	Average (%)		
			2016	2017	2018
1	IV / a	7	85.56	85.65	85.76
2	III / d	10	84.56	84.88	84.94
3	III / c	7	85.20	85.22	85.28
4	III / b	6	82.14	84.10	84.15
5	III / a	2	81.45	81,50	81,50

Source: Primary Data 2018

Based on the above table it is known that the performance of teachers in Junior High School 2 Karanggayam Kebumen from year to year has increased. Improved performance is likely to be influenced by several factors, including professional competence, supervision and motivation to teach headmaster. The first factor is professional competence. Efforts to create professional teachers, government has a rule requirements to be a teacher. According to the author interview with the Headmaster of State Junior High School 2 Karanggayam Kebumen explained that Teachers Junior High School 2 Karanggayam Kebumen certified which means that all teachers have followed PLPG (Professional Teacher Education and Training) become professional teachers and professionals with evidence expressed certificates owned all teachers. A further factor is the supervision of the headmaster. Supervision is a service to teachers who aim to produce instructional improvement, learning and curriculum. This activity has a logical consequence that the teacher must be prepared to be supervised at all times, for the purpose of supervision has been clear (Zhou, 2013). If teachers and school heads have to understand the function and role of supervision, then the problem is easily solved any seruwet education. School success in improving the quality of learning is the success of "team work" / together (Pang, 2014). Based on the quality achieved, In an implementation process of the educational activities of an educator will not be released from supervision activities or in education is often called the Headmaster supervision. Arikunto (2004), the principal activity is to provide guidance on the supervision of school personnel in general and teachers in particular, in order to increase the quality of learning. As a result of the increasing quality of learning, is expected to increase learning achievements of students, and that means also increase the quality of school graduates. The result of interviews with the Head of State Junior High School 2 Karanggayam Kebumen known that the Headmaster always make planning supervision in each school year. Principal also held a coordination meeting once a month. Visits have been done at least grade headmaster once a semester. Principal also examine the learning completeness

and always provide direction and guidance, either individually or in groups. At this time supervision is more emphasis on coaching and developing those activities that are supervised. The old paradigm that puts supervision as a supervisor in charge of coaching schools should be shifted towards the problem solver and innovative functions that emphasizes the development of teaching and learning process improvement. As Arikunto statement (2004: 23), the principal activity is to provide guidance to the supervision of school personnel in general and teachers in particular, in order to increase the quality of learning. As a result of the increasing quality of learning is expected to increase learning achievements of students, and that means also increases the performance of teachers.

1.2. FORMULATION OF THE PROBLEM

Based on the background already outlined the problems can be formulated as follows:

1. Does the professional competence has partial effect on the performance of the teacher?
2. Does headmaster supervision has partial effect on the performance of the teacher?
3. Does the motivation to teach makes partial effect on the performance of the teacher?
4. Do professional competence, headmaster supervision and motivation have affect the performance of the teacher simultaneously?

1.3. SCOPE OF PROBLEM

Restrictions problem is indispensable to avoid errors of understanding, therefore, to support better outcomes need to be restricted scope of the problem. The author only limit and discuss the professional competence, supervision and motivation to teach headmaster at Junior High School 2 Karanggayam Kebumen. Limitation of problems in this study include:

1. Teacher performance
2. Professional competence
3. Headmaster supervision
4. Teaching motivation

1.4. RESEARCH PURPOSES

Purpose of research is as follows:

- a. Analyzing the influence of professional competence on teacher performance.
- b. Analyze the effects supervision for School head teacher performance.
- c. Analyzing the effect of motivation on the performance of teachers teaching.
- d. Analyzing the influence of professional competence, supervision and motivation to teach headmaster on teacher performance.

2. READER REVIEW

2.1. THEORETICAL BASIC

2.1.1. TEACHER PERFORMANCE

Performance is the activities undertaken by each individual in relation to achieving the planned objectives. Smith in (Mulyasa, 2005) states that the performance is the result or output of a process. Mulyasa explained further that the performance or the performance can be defined as work

performance, execution of work, job attainment, and the results of the work or performance.

Duties / teacher obligation under law 14 of 2005, chapter 20 is as follows:

- a. Plan learning, implementing the learning process quality, as well as assess and evaluate learning outcomes.
- b. Improving and developing the academic qualifications and competence on an ongoing basis in line with developments in science, technology, and art.
- c. Objective and non-discriminatory acts on the basis of gender, religion, or family background and socioeconomic status of students in learning.
- d. Upholding the legislation, laws and code of ethics of teachers, as well as religious values and ethics.
- e. Maintain and foster national unity.

2.1.2. PROFESSIONAL COMPETENCE

Competence comes from the English language, which means that competence skills and abilities. Usman (2011) explains that "competence is the ability or the authority of teachers in fulfilling their professional duty keteacherannya". In Act No. 14 Year 2005 on Teachers and Lecturers Article 1 Paragraph 10, explained that: competence is a set of knowledge, skills and behaviors that must be owned, lived, and controlled by teachers or lecturers professionalism in carrying out duties. Competence is the ability of a person which includes knowledge, skills, and attitudes that can be realized in a real useful work for themselves and their environment (Musfah, 2011). Meanwhile, Payong (2017) explains that "competence is the ability of a person, which is acquired through education, training, or experience certain informal learning, so that they can perform certain tasks with satisfactory results". Based on the above, it can be concluded that the notion of competence is the ability possessed by a teacher in performing professionalism acquired through education and training so as to produce a satisfactory job.

Kosir et al (2014) dan Luo (2015) state that the professional competence consists of sub-competencies are:

1. Understanding the subjects who had been prepared to teach
2. Understanding the competency standards and content standards are the subjects on the curriculum
3. Understanding the structure, concepts, and methods of scientific overshadow teaching materials
4. Understanding the relationship concepts related subjects
5. Applying the concepts of science in everyday life

Rule of Ministry 16/2007 mention professional competency standards are translated into five core competencies, namely:

1. Master the material, structure, concept and mindset of scientific support of teaching subjects
2. Mastering the standard of competence and basic competences of subjects or fields of development of teaching
3. Developing of teaching learning materials creatively
4. Developing professionalism in a sustainable manner by taking action reflective
5. Utilizing information and communication technologies to communicate and develop themselves

2.1.3. HEADMASTER SUPERVISION

According Mulyasa (2012) supervision is etymologically derived from the word "super" and "vision" which connotes view and review from the top or from the top view and judging done by the supervisor of the activity, creativity, and performance of subordinates. Charles (2012) describe effective supervision of teacher by head teachers enhances teaching and learning the which in the long run improves students' performance in national examinations". The Charles mengungkapkan opinion that the supervision of teacher School head can effectively improve the learning process that can ultimately improve the ability of students in national exams. Indicators supervision by headmaster Permendiknas No. 13 of 2007 dated 17 April 2007 regarding the standard Headmaster / madrasah include:

- a. Plan academic supervision programs in order to increase the professionalism of teachers.
- b. Carry out academic supervision of teachers by using approaches and techniques appropriate supervision.
- c. Following up the results of the academic supervision of teachers in order to increase the professionalism of teachers.

2.1.4 MOTIVATION IN TEACHING

According to Uno (2007: 137) The motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual act or acts. Motivation can not be observed directly, but can be interpreted in behavior, a stimulus, encouragement, or the emergence of a power plant behavior. Siagian (2009), states that motivation is the driving force for people to contribute as much as possible for the sake of the success of the organization achieve its goals. In contrast again to the opinion of the Hasibuan (2010), motivation is a skill in directing employees and organizations in order to work successfully, so that the wishes of the employee and organizational goals once achieved. Based on the description of the expert opinion of the above, it can be concluded that the motivation is encouragement or incentive that makes somebody do the work he wants to willingly without being forced to do work that can work well or produce something satisfying.

There are two stages agreed upon by the experts as the deciding factor on whether or not a person is given the motivation, these two factors are (Gboli et al, 2017):

1. Factors needs
2. Factors briefing behavior

According Mangkunagara (2011) defines motivation is the impulse that arises in a person who moves to do something. Teachers' motivation indicators are:

1. The need for achievement
2. Opportunities for growth
3. Pride in our own work
4. The need for recognition
5. Salary received.

2.2. EMPIRICAL MODEL

Based on the above study, we can conclude that there are factors that affect the so-called independent variables (independent variable), namely professional competence, supervision and motivation to teach headmaster, while the

factors that influenced called dependent variable (dependent variable) is the performance of teachers. The theoretical framework as shown in the following figure 1 below:

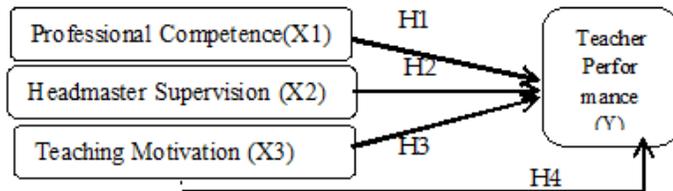


Figure 1. Empirical Model

2.3 HYPOTHESIS

The hypothesis of this study are as follows:

- H1** : Competence Professional have partial effect on the performance of teachers
- H2** : Headmaster supervision is thought to have influence on the performance of teachers.
- H3** : Teaching motivation is thought to have partial effect on the performance of teachers.
- H4** : Competence professional, supervision and teaching motivation principals suspected of having simultaneous effect on the performance of teachers.

3. RESEARCH METHODOLOGY

3.1. OBJECTS AND RESEARCH SUBJECTS

Sugiyono (2015) defines the object of study is an attribute or trait or value of people, objects or activities that have a certain variation defined by the researchers to learn and then drawn conclusions. The scope of the research object defined according to the authors that will be examined is regarding: (1) Professional Competence (2) Headmaster supervision (3) Teaching motivation (4) Teacher Performance. The subject of research are Civil Servants Junior High School 2 Karanggayam Kebumen.

3.2. RESEARCH VARIABLE AND OPERATIONAL DEFINITION OF VARIABLES

3.2.1 Research variable

This research there are two variables independent (free) and the dependent variable (dependent). The independent variable (free) consists of interpersonal communication, competence and supervision of the Principal while the dependent variable (dependent) is the performance of teachers.

1. Dependent Variable

The dependent variable is the variable that is affected or which become due to the independent variable (Sugiyono, 2006: 33). Dependent variable in this research is the Teacher Performance Junior High School 2 Karanggayam Kebumen.

2. Independent Variable

Independent variables are variables that can affect or cause changes or the emergence of the dependent variable (Sugiyono, 2006: 33). Independent variables in this study is the Professional Competence, Headmaster supervision and motivation to teach.

3.2.2 Operational Definition of Variables

As for the definition of research variables and indicators are as follows:

1. Professional Competence (X1)

According to R. Marselus Payong (2011: 43) Professional competence is the ability of mastering learning materials widely and deeply that allows teachers to guide learners master the knowledge or skills optimally, so that it can meet the standards of competence stipulated in the National Education Standards ". Permendiknas 16/2007, professional competency standards are translated into five core competencies, namely :

- Master the material, structure, concept and mindset of scientific support of teaching subjects
- Mastering the standard of competence and basic competences of subjects or fields of development of teaching
- Developing of teaching learning materials creatively
- Developing professionalism in a sustainable manner by taking action reflective
- Utilizing information and communication technologies to communicate and develop themselves

2. Headmaster Supervision (X2)

Purwanto (2004: 32) definition of supervision is a planned development activities to help teachers and other school employees to do their jobs effectively. Indicators supervision by headmaster Permendiknas No. 13 of 2007 dated 17 April 2007 regarding the Standard Headmaster include:

- Plan academic supervision programs in order to increase the professionalism of teachers
- Carry out academic supervision of teachers by using approaches and techniques appropriate supervision
- Following up the results of the academic supervision of teachers in order to increase the professionalism of teachers

3. Teaching motivation (X3)

According to Hamzah (2011: 72) teachers' motivation is a process undertaken to mobilize teachers for their conduct dapatdiarahkan on concrete efforts to achieve the goals set. According Mangkunagara (2011: 93) indicators of teachers' motivation, namely:

- The need for achievement
- Opportunities for growth
- Pride in our own work
- The need for recognition
- Salary received.

4. Teacher Performance (Y)

Teacher performance according to Burhanuddin (2007), suggests that teacher performance is the picture quality of the work held by teachers and manifested through the acquisition and application of competence of teachers. Indicators on teacher performance assessment can be done in three learning, namely: planning of teaching, the implementation of teaching, teaching evaluation and follow-up evaluation of teaching.

3.3 DATA COLLECTION METHODS

Method of Data collection was conducted using questionnaires intended to obtain answers from the respondents. After the

data from questionnaires collected, then carried scoring process is the provision of value or price of the form of numbers on the answer to obtaining the necessary quantitative data in testing hypotheses.

3.4. INSTRUMENTS AND DATA COLLECTION TECHNIQUES

3.4.1. Data Type

1. Primary data
2. Secondary Data

3.4.2. Data collection technique

The data collection is to obtain the relevant materials and accurately include:

1. Interview
2. Questionnaire (Questionnaire)

3.5. POPULATION AND SAMPLE

The population is a mix of all elements in the form of events, things or people who have similar characteristics that became the center of attention of the researchers because it is seen as a research universe (Ferdinand, 2011: 215). Population of this study is the Master Servant civil Junior High School Kebumen with the number 32. The sampling method used in this research is taking saturated sampling. According Sugiyono (2001: 61) saturated sampling is sampling technique when all members of the population used as a sample. This is often done when the population is relatively small. Another term saturated sample census, where all members of the population sampled.

4. ANALYSIS AND DISCUSSION

4.1 CHARACTERISTICS OF RESPONDENTS

1. Based Age

Characteristics of respondents by age as shown in Table 2 below :

TABLE 2. CHARACTERISTICS OF RESPONDENTS BY AGE

Age	respondents	percentage
30 s / d 40 years	5	15.62%
41 s / d 50 years	15	46.87%
> 50 years	12	37.5%
Amount	32	100%

Sources: Primary data processed, 2019

Based on the above table it can be concluded that out of the total 32 respondents most teachers of Civil Servants in the State Junior High School 2 Karanggayam Kebumen 41-50 years old.

2. Based on Gender

Characteristics by sex presented in Table 3 below:

TABLE 3. CHARACTERISTICS OF RESPONDENTS BY GENDER

Gender	respondents	percentage
Male	11	34.38%
woman	21	65.63%
amount	32	100%

Sources: Primary data processed, 2019

According to the table above, it can be seen that out of 32 respondents were sampled as many as 21 people or 65.63% of women and 11 or 34.38% male.

3. Based Education

Characteristics of respondents by sex, as presented in Table 4 below:

TABLE 4. CHARACTERISTICS OF RESPONDENTS BY EDUCATION

Education	respondents	percentage
Diploma	0	-
S1	32	100%
S2	0	-
Amount	32	100%

Sources: Primary data processed, 2019

Characteristics of respondents by education is entirely S1 as many as 32 people or 100%.

4. Based Work Period

Characteristics of respondents based on years of work as presented in the following table:

TABLE 5. CHARACTERISTICS OF RESPONDENTS BASED WORK PERIOD

Years of Work	respondents	percentage
10-20 years	16	50%
21-30 years	12	37.5%
> 30 years	4	12.5%
amount	32	100%

Sources: Primary data processed, 2019

Based on the above table it can be seen that respondents with 10-20-year tenure as many as 16 people or 50% of the working age of 21-30 years as many as 12 people or 37.5% and the service life of over 30 years as many as 4 people or 12.5 %.

4.2 ANALYSIS STATISTICAL

Statistical Analysis / Quantitative consists of:

4.2.1 Validity Test

1. Variable Professional Competence

The result of the validity test of professional competence variables in the questionnaire can be explained as Table 6 below:

TABLE 6. VALIDITY OF TEST RESULTS PROFESSIONAL COMPETENCE

Number	VARIABLE		
	r count	r table	Status
1	0.644	0.355	valid
2	0.746	0.355	valid
3	0.633	0.355	valid
4	0.732	0.355	valid
5	0.704	0.355	valid
6	0.690	0.355	valid
7	0.609	0.355	valid
8	0.701	0.355	valid

Sources: Primary data processed, 2019

From the table above, the validity of the test results showed that the correlation values in the column is greater than the value $r_{calc} > r_{table}$ is 0.355, so it can be concluded that all items on the statement of professional competence in the questionnaire variables declared invalid.

2. Variable Headmaster supervision

Test results validity of this variable in the questionnaire can dijelskan as Table 7 below ::

TABLE 7. VALIDITY OF TEST RESULTS HEADMASTER SUPERVISION

VARIABLE			
grain	r count	r table	Status
1	0.639	0.498	valid
2	0.732	.380	valid
3	0.650	0.357	valid
4	0.738	0.534	valid
5	0.701	0.373	valid
6	0.684	0.405	valid
7	0.615	0.577	valid

Sources: Primary data processed, 2019

The validity of the test results showed that the correlation values in the column is greater than the value rcalc r tabel is 0.355, so it can be concluded that all items on the statement of headmaster supervision variables are valid.

3. Teaching Motivation Variable

Validity test results teach motivational variables in the questionnaire can be explained as Table 8 below :

TABLE 8. RESULTS OF TEST VALIDITY MOTIVATION VARIABLE

grain	r count	r table	Status
1	0.464	0.355	valid
2	0,388	0.355	valid
3	0,367	0.355	valid
4	0,425	0.355	valid
5	0.405	0.355	valid
6	0.422	0.355	valid
7	0.368	0.355	valid
8	0.401	0.355	valid

Sources: Primary data processed, 2019

The validity of the test results showed that the correlation values in the column is greater than the value rcalc r tabel is 0.355, so it can be concluded that all items on the statements in the questionnaire teach motivation variable declared invalid.

4. Variable Performance

Validity test results of performance variables in the questionnaire can be explained Table 9 below:

TABLE 9. VALIDITY OF TEST RESULTS VARIABLES PERFORMANCE

grain	r count	r table	Status
1	0.429	0.355	valid
2	0.410	0.355	valid
3	0.383	0.355	valid
4	0.401	0.355	valid

Sources: Primary data processed, 2019

From Table IV-8 above, the validity of the test results showed that the correlation values in the column is greater than the value rcalc r tabel is 0.355, so it can be concluded that all point statement on the performance variables in the questionnaire declared invalid.

4.2.2. Reliability Test

The minimum requirements of an instrument is said to be reliable if it has a value $\alpha > 0.60$, otherwise if it has a value of $\alpha < 0.60$, then an instrument is said to be unreliable (Ghozali, 2008), like as Table 10 below ::

TABLE 10. RESULTS TEST RELIABILITY

Variables	Minimum value	Cronbach Alpha value	Status
Profesional competence	0,600	0.897	reliable
Suoervisi headmaster	0,600	0.733	reliable
Teaching motivation	0,600	0,711	reliable
performance	0,600	0.626	reliable

Source: Primary Data Processed, 2019

Of all the variables seem to have a Cronbach alpha coefficient of more than 0.60 and thus it can be concluded that all variables in this questionnaire is reliable.

4.2.3 Classical Assumption Test

Analysis study classical assumption test consisting of:

1. Multicollinearity

This test is intended to test whether the regression model found any correlation between the independent variables. To find out the results of the analysis can be explained in the following Table 11 below:

TABLE 11. TEST MULTICOLLINEARITY

Model	collinearity Statistics	
	tolerance	VIF
(Constant)		
1		
Professional competence	,348	2.872
Headmaster supervision	,328	3,050
Teaching motivation	,236	4.239

a. Dependent Variable: Performance

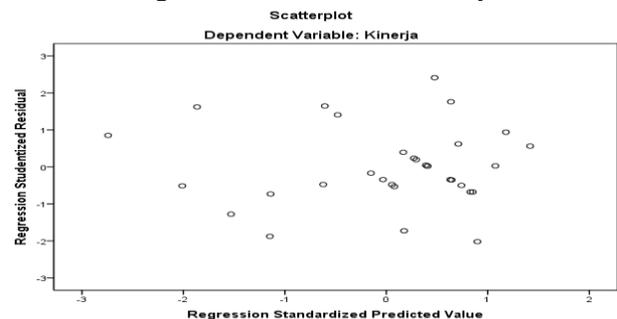
Source: Primary Data Processed, 2019

According to the table above, it can be explained that the variables of professional competence, supervision and motivation School heads have a number of VIF is not more than 10 and more tolerance of 0.10. These results indicate that the regression model is not there multicollinearity, so the model can be used.

1. Heterokedasticity

Heterokedasticity test aims to the regression model occurred inequality residual variance from one observation to another observation. The results of the analysis as Figure 2 below ::

Figure 2. Test Heterokedasticity



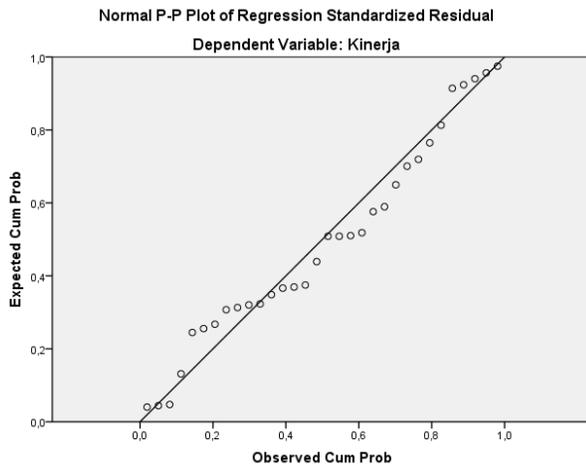
Source: Primary Data Processed, 2019

Based on the picture above shows that there is no specific pattern, such as dots that form a particular pattern of regular (bumpy, wide, narrow) and there is no clear pattern so that it can be concluded regression model in this study did not happen heterokedasticity.

2. Normality

This analysis is to test whether a regression model, the dependent variable, independent variable, or both have normal or nearly normal distribution. The analysis results obtained as Figure 3 below:

Figure 3. Normality Test



Source: Primary Data Processed, 2019

Based on the picture above (Normal P-Plot of Regression Standardized Residual) note that the data spread around the diagonal line and follow the direction of the diagonal line, then the regression model meet the assumptions of normality.

4.2.4. Multiple linear regression

Analysis with SPSS 22 obtained results of multiple linear regression equation that can be seen in Table 12 below:

TABLE 12. REGRESSION CALCULATION RESULTS SPSS

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	beta			
1	(Constant)	,248	1.937			,128	,899
	Professional competence	,155	,070	,373		2,196	,037
	Headmaster supervision	,012	,123	,017		,097	,923
	Teaching motivation	,343	,140	,505		2,448	,021

a. Dependent Variable: Performance

Source: Primary Data Processed, 2019

According to the table can be analyzed multiple linear regression model as follows:

$$Y = 0.248 + 0.155 X_1 + 0.012 X_2 + 0.343 X_3 + e$$

From the equation above can be explained that:

1. A constant value of 0.248 identifies that if the variables, professional competence, supervision and motivation to teach headmaster value is 0, then the value of performance of 0.248.
2. Professional competence variable regression coefficient of 0.155 means that every additional 1 Likerts scale unit on professional competence variable I (X1), it will increase the performance value of 0.155.

3. The regression coefficient variable Headmaster supervision of 0.012 means that every 1 unit increase in the variable scale Likerts headmaster supervision (X2), it will add value to the performance of 0,012.
4. The regression coefficient of 0.343 teaching motivation means that every 1 unit of scale Likerts on teaching motivation variable (X3), it will increase the performance value of 0.343.

4.2.5. Hypothesis testing

Hypothesis test consists of:

1. t Test

The t-test was conducted to determine whether the individual (partial) independent variables affect the dependent variable is significant or not. If the level of significance (Sig t) is smaller than at $\alpha = 0.05$ and $t > t$ table then H_0 (Ghozali, 2008). The results of t test analysis in this study can be seen in Table 13 below:

TABLE 13. RESULTS OF T TEST COEFFICIENTS

Model	t	Sig.
1 (Constant)	,128	,899
Professional competence	2,196	,037
Headmaster supervision	,097	,923
Teaching motivation	2,448	,021

a. Dependent Variable: Performance

Source: Primary Data Processed, 2019

a. Relations Professional Competence and Performance

T test results in Table above shows that the level of significance for the variable of professional competence (X1) of 0.037 <0.050, and the calculation, the numbers $t_{calc} 2,196 > t_{table}$ of 2,045, so it can be concluded that the professional competence of positive and significant effect on the performance of Junior High School Karanggayam 2 Kebumen.

b. Relations Headmaster supervision and Performance

T test results shows that the level of significance for supervision variable Headmaster (X2) of 0.923 > 0.05 and the calculations, the number $t_{calc} 0.0971 < t_{table}$ of 2,045, so it can be concluded that the supervision of the headmaster does not affect the performance of Junior High School Karanggayam 2 Kebumen.

c. Motivation relationship of teaching and Performance

T test results shows that the level of significance for teaching motivation variable (X3) equal to 0.021 <0.05 and the calculations, the figure (2) amounted to 2,488 $t < t$ table amounted to 2.045, so it can be concluded that the School teaches motivation affect the performance Junior High School Karanggayam 2 Kebumen.

b. Test F

F test is used to determine the level of significance of the influence of the independent variables together (simultaneously) on the dependent variable (Ghozali: 2008), the variable professional competence (X1), the supervision (X2), and the motivation to teach (X3) against performance

(Y). F Test obtained from the probability value $0.000 < 0.05$ and $F_{\text{calc}} 23.876 > F_{\text{table}} 2,930$, then H_0 and H_1 rejected, which means that professional competence, supervision and motivation to teach school head together affect the performance of teachers.

c. Coefficient of Determination

Used to measure the contribution of independent variables and the dependent variable, so that can know the variables that most influence the dependent variable. Regression coefficient of determination that has been done is the following Table 14 below :

TABLE 14. COEFFICIENT OF DETERMINATION

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
dimension	,848a	,719	,689	,97906

a. Predictors: (Constant), Teaching motivation, Professional competence, Headmaster supervision

b. Dependent Variable: Performance

Source: Primary Data Processed, 2019

From the table above, the coefficient of determination (R^2) obtained 0.689 means that 68.9% of employee performance Junior High School 2 Kebumen influenced by variables professional competence, supervision and motivation to teach headmaster. Conversely 31.1% were caused by other variables that are not in this study.

5. CONCLUSION & SUGGESTIONS

Based on the research that has been done that the variables of professional competence, supervision and motivation School heads have contributed to the performance of Junior High School Karanggayam 2 Kebumen with the following results:

1. Influence on Performance of Professional Competence

The first hypothesis testing is done to determine the effect on the performance of professional competence. Based on the results obtained by t test of significance $0.037 < 0.050$, and the calculation, the numbers $t_{\text{calc}} 2,196 > t_{\text{table}} 2.045$, meaning that professional competence positive and significant impact on performance, so that the hypothesis H_1 is accepted. It is clear that professional competence includes mastering the material, structure, concept and mindset of scientific support of teaching subjects, mastering standards of competence and basic competences of subjects or fields of teaching development, develop learning materials of teaching creatively. This study are consistent with previous studies conducted by De Vries et al (2014), Forte (2014), Sulistianto (2016) and Hartanti and Yuniarsih (2018) which stated that the professional competence and a significant positive effect on performance.

2. Headmaster supervision's Influence on Performance

The second hypothesis testing is done to determine the effect on the performance of headmaster supervision. Based on t test results obtained for $0.923 > 0.05$ and a significance calculation results obtained figures $t_{\text{calc}} 0.0971 < t_{\text{table}} 2.045$ H_2 hypothesis is rejected, which means that supervision does not affect the school's head teacher performance. This is due to visit as a process of direct supervision of the headmaster,

which is still rare to Junior High School Karanggayam 2 Kebumen. Teachers feel supervised or not by the headmaster, own competence or ability of good teaching so that teachers have continued to improve performance through faktor others. However, School heads should still supervise teachers to determine the extent of the preparation of teachers in learning activities and headmaster supervision ultimately expected to improve the performance of teachers. This is not in line with previous studies conducted by Setyana, Suntoro and Sumadi (2016) and Forkosh-Baruch et al (2019) which states that the supervision of the headmaster of positive and significant impact on teacher performance.

3. Motivation influence teaching on Performance

The third hypothesis testing is done to determine the effect of teaching on the performance motivation. Based on the results of the t test probability value of $0.021 < 0.05$ and the calculations, the figure amounted to 2,488 $t < t_{\text{table}}$ amounted to 2.045, then the hypothesis H_3 is rejected, meaning that the motivation on the performance of teachers. This is not in line with previous studies conducted by Bevan and Bascope (2017), Ardian (2017), Brinkworth et al (2018) and Hartanti & Yuniarsih (2018) which states that there is a positive and significant effect of motivation on teacher performance.

4. The influence of professional competence, Headmaster supervision and Teacher Motivation on Performance

The fourth hypothesis testing is done to determine the effect of professional competence, supervision and motivation towards headmaster performance. Based on test results obtained $F_{\text{calc}} 37.997 > F_{\text{table}} 2.95$ with a significance level of $0.000 < 0.05$ means that professional competence, competence and supervision of school heads simultaneously positive and significant impact on performance, so the hypothesis H_4 is accepted.

5.2 SUGGESTIONS

Suggestions can be submitted are:

1. Teachers should always increase knowledge and competence by way of a lot of reading, continuing education to a higher level, following the professional training of teachers, and create a reflection of learning for improvement of learning activities that will come.
2. Principal should always carry out supervision activities are ongoing basis so that teachers feel more attention to improving teacher performance.
3. Principals should improve the motivation of teachers in teaching by providing material and non-material appreciation in order to do their job better. Teachers can also further improve the motivasi among fellow teachers, teachers and students, teachers and principals of schools so as to create an atmosphere and interaction that can improve the performance of teachers.
4. The coefficient of determination research indicates there are other variables that affect the performance of teachers. For further research is expected to conduct research related to the performance of teachers in other places besides Kebumen with other variables in addition to professional competence, supervision and motivation.

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