

The Relationship between Principal's Clinical Supervision and Work Environment on Vocational High School Teacher Performance (SMK)

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Received: 2024-06-10 ; Accepted: 2024-07-20 ; Published: 2024-07-31

ABSTRACT

This study is motivated by the performance of teachers who have not been maximized in SMK in Losari, Brebes, so that there needs to be a more approach so that teacher performance becomes better. The aim of this study became to acquire an overview of: the relationship among principal supervision and the work environment of Vocational high school teachers in Losari, Brebes, the impact of principal supervision on the overall performance of Vocational high school teachers in Losari, Brebes Subdistrict, the influence of the work environment at the overall performance of Vocational high school teachers in Losari Brebes Subdistrict, the effect of principal supervision and work environment at the performance of Vocational high school teachers in Losari, Brebes Subdistrict. The method of studies uses a quantitative method, which means that each one information or data obtained is realized with numbers, and the analysis used is statistical analysis. With proportional random sampling approach, and taken as a sample of 110 human beings from a populace of 151 teachers. Results of the study all variables have been significantly related. And the conclusion of this examine is that the variables of principal clinical supervision and work environment have an effect of 57.3%, at the performance of vocational high school teachers in Losari, Brebes sub-district, while the remaining 42.7% is stimulated through different variables that aren't studied

Keywords: supervision, clinical, environment, work, performance

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INTRODUCTION

Education is essentially something that cannot be separated from human life which always wants to develop and change. Article 1 paragraph 1 of 2003 (Anon 2003) concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. (Anon 2003)

The definition of competence in this case is to view competence as a learning outcome in an educational perspective, which includes three aspects, namely knowledge, skills and work attitudes. As an inherent individual characteristic, competence is a part and personality of an individual that is relative and stable, can be seen, and measured from the behavior of the individual concerned in the workplace or in various situations. Competence is the ability to perform a set of tasks that require the integration of knowledge, skills and attitudes, while competence is the ability to perform roles effectively in a context. (Jordan, A., Carlile, O., and Stack 2008). Academic qualification standards form the basis of minimum education for teachers in an educational institution. The quality of education is an essential need and demand to achieve educational goals.

Teachers who can carry out their duties and responsibilities well, can be interpreted that teachers have good performance as well. This is in accordance with performance which states that performance is the level of success of a person or group of people in carrying out their duties and responsibilities and the ability to achieve predetermined goals and standards (Saondi, Ondi. Dan Suherman 2010). Therefore, teachers as duty bearers and responsible for the success of learning objectives are required to have good and optimal performance so that the objectives of learning can be fully achieved.

There are various factors that cause the low quality of education, one of which is the teacher factor, which is: (1) lack of understanding of teaching concepts. (2) Weakness in pedagogical aspects, and (3) not mastering relevant methods in the teaching and learning process. It is difficult to prove the overall low competence of teachers because there is no comprehensive study on this matter. The high level of teacher competence can be seen from the ability to plan teaching and learning activities, both in the form of planning materials, tools, and appropriate methods so that the goals that have been formulated can be achieved as well as possible. (Suryabrata 2006).

Whether or not a teacher's work is progressing is essentially decided through the teacher's capability to plan learning activities earlier than teaching. however, in daily reality, there are still a few teachers who aren't in a position or do not have the skills to plan teaching and gaining knowledge of activities, and some teachers even have no preparation for teaching.

Santi Ambarukmini, Director of Professional Education and Teacher Development at the Ministry of Education and Culture, said Indonesia's PISA score is still low. "The ranking for PISA, Indonesia is relatively low, we need to raise it, we are among the bottom countries," Santi said in the Ministry of Education and Culture's GTK Sharing Session Webinar, Monday (24/4/2022). According to a survey from PERC (Politik and Economic Risk Consultant), the quality of education in Indonesia is in last place, namely 12th out of 12 countries in Asia. One of the reasons for the low quality of education in Indonesia is the low quality of teachers. The results of the UKG from 2021 to 2015, around 81% of teachers in Indonesia did not even reach the minimum score. The results of this data illustrate that the capability and quantity of teaching staff who are not competent will certainly have an impact on the quality of educators. (Meriska 2022).

Optimal teacher performance starts from the teacher's mastery of the basic competencies that must be possessed by a teacher in general, which then armed with teaching and learning experience will make a teacher mature in mastering these competencies. So optimizing teacher performance in learning

can certainly support and have a big influence on the success of learning. (Mutoharoh, M., Hufad, A., & Rusdiani 2023).

Basically, teachers have high potential to be creative and improve their performance, but many factors hinder them in developing their potential optimally (Apidra, Fitria, and Nurkhalis 2020). Therefore, there is a need for continuous and continuous coaching with a directed and systematic program for teachers and school personnel. The Principal has a very important role in coordinating, so it requires a high level of coordination. (Amaliyah 2018). Therefore, a successful principal, who is able to realize the goals of the school, as well as the goals of the individuals in the school environment, must understand and master the role of the organization and the cooperative relationship between individuals.

The duties of the school principal are elaborated by paying attention to Permendiknas No 28 of 2010 and Permendiknas No 19 of 2007. From these many tasks, it can be concluded that the main tasks and functions of school principals can be summarized into (1) administrative tasks, (2) supervision tasks, (3) leadership tasks, (4) tasks as managers, (5) entrepreneurial tasks, (6) tasks as innovators, (7) curriculum development tasks, and (8) tasks as activators. (Permendiknas 2007).

The principal as a supervisor must be manifested in the ability to develop, and implement educational supervision programs, as well as utilize the results (Mulyasa 2004). Principal supervision is a process specifically designed to help teachers and supervisors to use their knowledge and skills in providing services to parents of learners and schools (Wahyudi 2012).

Supervision is basically any assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals (Supriadi 2019). He is in the form of encouragement, guidance, and opportunities for the growth of the expertise and skills of teachers, such as guidance in the effort and implementation of reforms in education and teaching, the selection of better teaching tools and methods, ways of systematic assessment of the entire teaching process phase, and so on (Ngalim 2010).

Principal supervision of supervision activities is in principle an activity to assist and serve teachers in order to obtain better quality teachers who are then expected to form a better teaching and learning process situation in order to achieve educational goals. (Willis 2001). Supervision is the assistance provided by supervisors to teachers in order to experience maximum and integral growth, both professional and personal. (Harapan 2020).

The purpose of supervision is to provide services and assistance to develop teaching and learning situations carried out by teachers in the classroom. (Mahateru 1982). The purpose of supervision consists of general objectives and specific objectives, including providing technical assistance and guidance to teachers and other school staff so that these personnel are able to improve the quality of their performance, especially in carrying out their duties, namely carrying out the learning process and improving the quality of school management, especially in supporting the creation of an optimal work atmosphere, which in turn students can achieve learning achievement as expected. (Aprida et al. 2020).

The function of implementing clinical supervision refers to the function of supervision in general, namely to improve teaching patterns through fostering teacher professionalism. In the implementation of clinical super-supervision, there are also evaluation and assessment activities that function to improve the quality and performance of teachers in learning. (Tarigan 2016). In addition to principal supervision, the factor that affects teacher performance is the work environment where the teacher teaches. The work environment is a dynamic element that exists in the place where he works. The work environment for teachers is the school environment where everything inside or outside the school, both physical and social environments. (Fauziana 2017).

A work environment that supports and provides for the needs of employees they will respond immediately and put their time and energy into work so that there is a visible effort from them to achieve

organizational goals. (Hasibuan, N. E. K., Kep, M., EfrinaSinurat, N. L. R., & Kep 2020). Therefore, researchers are very eager to examine the relationship between teacher performance, the work environment and clinical supervision that is carried out but is not effective by the principal even though it can help smooth and facilitate the resolution of problems that exist in each institution. From the understanding and preliminary data available above, the researcher took the title or conducted research with the title "**The Relationship between Principal Clinical Supervision and Work Environment to Vocational Teacher Performance**".

RESEARCH METHODOLOGY

This research is a type of causal associative research, which is a type of research that identifies the causal relationship between the independent variable and the dependent variable. Research used to determine the effect of principal supervision variables (X_1) and work environment (X_2) on teacher performance (Y). The questionnaire used in this study is a closed statement type and the measuring instrument for processing data uses SPSS (Statistical Package for the Social Sciences) software 2020. Research methods are used to find the effect of certain treatments on others under controlled conditions. The research method carried out by researchers is quantitative research, the results are in the form of numerical data and analysis using statistics.

RESULTS AND DISCUSSION

The excellent quality of education is influenced by the performance of teachers in carrying out their duties so that teacher performance becomes an important demand for achieving educational success. Low teacher performance can be seen in the lack of teacher readiness in carrying out teaching tasks, including many teachers who do not compile teaching units and there are still many subjects that do not have textbooks (Kurniadi 2012). Teacher performance can be seen and measured based on the competency specifications/criteria that each teacher must have. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, it is explained that Teacher Competency Standards are developed as a whole from 4 main competencies, namely: (1) pedagogical competence, (2) personality, (3) social, (4) professional. The four competencies are integrated in teacher performance. (Permendiknas 2007).

Teacher performance is said to be good if the teacher has carried out elements consisting of loyalty and high commitment to teaching duties, mastering the subject matter broadly in the discipline taught to students, developing learning materials, creativity in teaching implementation, cooperation with all school residents, leadership that is a role model for students, a steady personality, noble character, wisdom and authority, honesty, objectivity in guiding students, and responsibility for their duties. Teachers as a social community must be able to interact effectively and efficiently with students, fellow teachers, parents, and the wider community. Judging from what this research examines, it is very clear that teacher performance is very poor or can be said to be decreasing, especially in Vocational High Schools (SMK) in Losari District, Brebes Regency. Therefore, the researcher takes two dependent variables that are thought and felt to be able to encourage teachers to maximize their performance, namely clinical supervision conducted by the principal and an adequate work environment.

Based on the results of preliminary observations, where the results are still many teachers who are lazy to go to class, are at school but do not enter the class, enter but do not explain and the teacher's administration is not in accordance with what is determined, therefore this study is motivated by the declining performance of teachers and has not been maximized in Vocational High Schools (SMK) in Losari District, Brebes Regency. And proven from the results of preliminary observations, namely observed and monitored in accordance with the daily duties of teachers in carrying out learning activities,

mentoring, and / or additional duties relevant to school functions.

It can be concluded that what is indeed done by teachers and plays a major role in teacher performance in the schools studied is the ability to make teaching plans and preparations, and mastery of the material to be taught to students. Because planning in the schools studied is quite strict, such as making lesson plans, SILABUS, Teaching Modules and so on, which are included in the teacher's administration, are prepared together with supervision by the head of the school, so that is also why the ability to make teaching plans and preparations affects 19% a lot because it has been prepared before entering the new semester. In line with the component of mastery of the material to be taught to students who have 19% points, it is also that teachers are required to understand the material to be delivered.

In contrast, the Mastery component of teaching methods and strategies has a large influence on teacher performance, only 12%. Because that is also why the performance of teachers in Vocational High Schools (SMK) in the Losari sub-district is fairly low. Because not all teachers understand and can use a variety of good teaching methods and strategies, so as not to cause a bored atmosphere and ultimately low learning motivation.

In addition, based on the results of research conducted by research where clinical supervision was first carried out by the principal in each institution but was not carried out effectively. Some do it because they have to, some do it just to fulfill their obligations. So that the results obtained are also ineffective, where not all teachers understand what clinical supervision is carried out by the principal, what the purpose of these activities is, and what results will be obtained if the principal carries out these activities. This was seen when researchers distributed research questionnaires where not a few of the teachers who became samples asked what clinical supervision was clearly. And when given the research instrument which has several parts, namely (1) the initial meeting stage, (2) the teaching observation stage, and (3) the feedback / evaluation or final meeting stage. (Suharto, Teguh. 2018).

It can be concluded, it turns out that when the principal conducts clinical supervision activities and at the planning stage, the effect is very high but when it is carried out or carries out the observation it decreases with the results of only 30% and at the evaluation and analysis stage only 25%, which is the reason that it turns out that clinical supervision activities by the principal are not carried out effectively because even things that should be more concerned in the evaluation and analysis section actually decrease and are not handled properly.

Furthermore, what is found in the research results based on the work environment research instrument is that not all school conditions have a good environment. When viewed physically, the facilities and infrastructure of the place are not so complete and good, when viewed from a non-physical situation, namely there are several teachers who directly tell that the relationship between teachers is not good, communication is not unidirectional and competition is not healthy. But both must be balanced so that the work environment contributes well to teacher performance.

With the following problems, the researcher took the title "The influence of the principal's clinical supervision and work environment on the performance of vocational high school teachers in Losari sub-district, Brebes district" Data collection in this study focused on vocational high school teachers in Losari sub-district totaling 110 respondents. Then the data analysis was carried out using the correlation analysis method, multiple linear regression with classical assumption tests (normality, linearity, heteroscedasticity, and multicollinearity), and hypothesis testing that must be met.

A. There is a significant relationship between the principal's clinical supervision (X1) and the teacher's work environment (X2).

Based on the results of the correlation analysis, it can be seen that the Pearson correlation value between the variables of the principal's clinical supervision and the work environment is 0.385. The

correlation coefficient value shows a weak or low relationship between the principal's clinical supervision and work environment variables. And the Sig value (2 tailed) = 0.000. This value is less than 0.05, so the relationship is significant. So that the calculated correlation value is more than the table correlation, then H01 is rejected, meaning that there is a relationship between the variables of the principal's clinical supervision and the work environment. The correlation coefficient value is between 0.20 - 0.399, therefore it can be categorized as a weak but still positive relationship level.

These results are in line with research from Alfani Fahrani entitled "The effect of work design and work stress on the performance of early childhood education teachers in the prosecutor's district of Cirebon city" where the results of his research are the results of the correlation test analysis, it is known that the Pearson correlation coefficient value is 0.332 (Fahrani 2022). while the table correlation value is obtained from the distribution of the r table with a significance level of 5% and $df = 27 - 2 = 25$, which is 0.3233. So that the calculated correlation value is more than the table correlation, then H0 is rejected, meaning that there is a relationship between work design and work stress of early childhood education (PAUD) teachers in Kejaksaan sub-district. The correlation coefficient value is between 0.200-0.399, therefore it can be categorized as a weak level of relationship but still positive.

The components that influence the weak relationship between clinical supervision and the work environment are that the two variables have different uses, while the portions will be interrelated but the relationship is weak. Because the environment will support clinical supervision activities but not fully influence.

Therefore, the relationship between the variables of the principal's clinical supervision and the work environment is actually interrelated, because indeed the two variables also affect the performance of teachers in each school. It's just that the relationship is weak because the two variables are not to be put together but two that must be done with their respective duties and functions. But it does not rule out the possibility that the two variables will also have a big influence if when the principal carries out these activities encourages teachers to use existing facilities in the school environment, then they influence each other and are related.

In that case it is clear that the work environment has a high influence when juxtaposed with clinical supervision when the teacher who is conducting the clinical supervision uses the facilities to the maximum in these activities. For example, when the principal conducts clinical supervision but also includes how teachers utilize existing facilities and infrastructure, there can be a very large link between the two variables.

B. There is a significant influence between the principal's clinical supervision (X1) and teacher performance (Y1).

The results of this study indicate that the Principal Clinical Supervision variable is b_1 of 0.348. The count value is 8.841 with table ($\alpha = 5\%$, $df = 110$) which is 1.65882. The positive t value indicates that the Principal Clinical Supervision variable (X1) has a unidirectional relationship with Teacher Performance (Y). The significance value obtained is 0.000. Because $t_{count} > t_{table}$ and $Sig. < \alpha$, then H02 is rejected and Ha2 is accepted, meaning that there is a significant effect of Principal Clinical Supervision on the Performance of Vocational School Teachers in Losari District, Brebes Regency. The magnitude of the influence of the Principal's Clinical Supervision variable on the Performance of Vocational School Teachers in Losari District, Brebes Regency is 34.2%.

These results support the proposed hypothesis in which clinical supervision and principal leadership have a significant effect on teacher performance. By taking a significance level of 0.000 ($p < 0.05$), H0 is rejected and Ha is accepted, this can be seen from the F test conducted where $Count = 8.550 >$ from F Table by. meaning that it can be concluded that there is a simultaneous influence between

clinical supervision and principal leadership on teacher performance. This shows that the variables of clinical supervision and principal leadership affect teacher performance together. Clinical supervision conducted by school supervisors currently found several challenges: (1) teachers feel uncomfortable when being observed in class; (2) the number of productive supervisors is not proportional to the number of teachers under supervision; (3) communication between teachers and supervisors is only limited during supervisory visits.

In this study, the indicators that had the lowest scores were related to the implementation time and the clinical supervision implementation techniques used. This is in line with the views of most teachers in the field that they still consider clinical supervision to be something that is burdensome. Teachers feel that they are not free to perform teaching in the classroom as usual because they feel that they are being supervised and assessed by the principal, so that it will affect their teaching methods at that time, because this stigma has been embedded in them, the time for implementing clinical supervision will be felt by the teachers. The frequency of implementation of clinical supervision in the field also needs to be a concern, the frequency of implementation that is not always regular makes this clinical supervision activity less friendly for some teachers, so that when clinical supervision is held, teachers already feel burdened and consider supervision as something stressful.

But if the implementation of clinical supervision is carried out regularly, then teachers will feel accustomed to dealing with it and the assumption that clinical supervision as something burdensome will be reduced. Besides the time and frequency of clinical supervision implementation, based on the results of the study, the technique of clinical supervision implementation also contributed a small value to the results of the principal's clinical supervision research. This means that some teachers feel less in accordance with the technique or style of clinical supervision carried out on them, therefore the principal as a supervisor needs to understand the character of each teacher to be able to take action which supervision techniques are suitable for each teacher, so that the intent and purpose of implementing supervision can be received properly and consciously by each teacher.

The results of this study are closely related to the theory used according to Richard Waller, who provides a definition of clinical supervision as quoted by Ngalim, saying that clinical supervision is supervision focused on improving teaching through a systematic cycle of planning, observation, and intensive intellectual analysis of actual teaching performances with the aim of making rational modifications. Therefore, clinical supervision must be carried out for smooth and good teacher performance. Looking at the stages also needs to be considered starting from the pre-observation stage, the observation stage and the stage of analyzing the results or evaluation. Where later the results of carrying out these activities can provide changes and findings as to why teachers who are clinically supervised have been less than optimal in their performance.

But the real situation in the field that researchers can find is that not all principals carry out clinical supervision activities effectively. In addition, there are also principals who do not understand what the important objectives are in the implementation of clinical supervision, even though when principals carry out clinical supervision activities it is an effort that is rationally and practically designed to improve teacher performance in the classroom with the aim of developing teacher professionals and improving teaching. Thus, clinical supervision is designed to improve and develop teaching through teacher professional development.

Therefore, to overcome these obstacles, a planned solution is needed, model teachers are expected to have good abilities in learning. Not only teachers but principals are very important individuals who must understand what clinical supervision is and what are the important objectives why carry out these activities. Sudjana argues that for the purposes of analyzing the teacher's task as a teacher, the teacher's ability or teacher competence has a lot to do with efforts to improve the process and learning outcomes.

Thus, the implementation of clinical supervision, the solution offered by the observer, is not also something effective to do, but is one of the ways that will be offered to be able to maximize learning activities.

C. Significant influence between Work Environment (X2) and Teacher Performance (Y1).

The results of this study indicate that the work environment variable on teacher performance obtained a regression coefficient value for the learning work environment variable, namely b_2 of 0.288. The count value is 4.058 with the t table ($\alpha = 5\%$, $df = 110$) which is 1.65882. The positive t value indicates that the Work Environment variable (X2) has a unidirectional relationship with Teacher Performance (Y). The significance value obtained is 0.000. Because $t_{count} > t_{table}$ and $Sig. < \alpha$, then H_{03} is rejected and H_{a3} is accepted, meaning that there is a significant influence of the Work Environment on the Performance of SMK Teachers in Losari District, Brebes Regency. The magnitude of the influence of the Work Environment variable on the Performance of SMK Teachers in Losari District, Brebes Regency is 23.1%.

The results of this study are in line with research conducted by Mutmaninnah (2021) entitled "The Effect of Principal Academic Supervision, Work Environment and Teaching Motivation on the Performance of State Senior High School Teachers in Makassar City" In accordance with the results of research and data processing carried out, it was found that the magnitude of the influence of the work environment on the performance of public high school teachers in Makassar City was 0.116 or 11.6%, including significant (Mutmainna 2021). This shows that a good work environment will create a sense of comfort in employees, with a sense of comfort and pleasure will affect teachers to be more active, diligent and enthusiastic at work and vice versa if the work environment is bad, it will result in decreased teacher performance.

What is the relationship with the theory used in this study, namely according to Damayanti 2014 which states that "The work environment is something that is around the workers and can affect them in the assigned tasks". That if the teacher does not make maximum use of the physical and non-physical environment, it will affect his performance as well, therefore the principal is expected to always strive for facilities and infrastructure at the school to be more adequate so that teachers will feel comfortable teaching, besides that leaders are expected to always create harmonious relationships with teachers so that teachers always feel treated fairly in the work environment.

D. Significant influence between principal supervision (X1) and Work Environment (X2) with Teacher Performance (Y1).

The results of this study indicate that the simultaneous significance hypothesis test (F test), based on the calculations in the table, obtained an F_{count} value of 71.765. Where for the F Table value with $n = 110$, $k = 3$, df numerator (df_1) = 2, df denominator (df_2) = 110 so that F Tabel is 1.76. The significance value in the F test is 0.000. Because $F_{Hitung} > F_{Tabel}$ and $Sig. < \alpha$ (0,05). Then H_{04} is rejected and H_{a4} is accepted, which means that the principal's clinical supervision and work environment together have a significant effect on the performance of vocational high school teachers in Losari District, Brebes Regency.

The following results are in line with research from Mashir entitled "The Effect of Clinical Supervision and Principal Leadership on the Performance of High School Teachers" by taking a significance level of 0.000 ($p < 0.05$) then H_0 is rejected and H_a is accepted, this can be seen from the F test conducted where Count is 8.550 > from F Table. meaning that it can be concluded that there is a simultaneous influence between clinical supervision and principal leadership on teacher performance. This shows that the variables of clinical supervision and principal leadership affect teacher performance

(Mahasir 2021).

So it can be concluded from the two parallel studies that the variables of the principal's clinical supervision and the work environment affect the performance of teachers in their respective schools. In addition, it can also be seen from the coefficient of determination obtained in this study, which is 53.7% of the effect and the rest may be influenced by other variables, namely work motivation, work discipline and others that have more possibility of affecting teacher performance.

Thus, it can be said that performance is not solely measured by how a teacher is able to be responsible for his students, but how the teacher is able to dedicate themselves to the development of education in the school. As the theory used in this study which Mulyasa said in his 2013 book, namely "Performance or performance can be interpreted as work achievement, work implementation, work achievement, work results or performance". Which means that when the teacher does a good performance, it can be seen from the achievements he gets while working, besides that it can also be seen from the results of his work whether students are able to understand what has been taught or not. Where there must be a lot of supporting factors from the environment or others (Mulyasa 2013). Therefore, factors such as the work environment should receive the attention of all parties involved in advancing existing education so that the work motivation of teachers can be appreciated in the form of better learning outcomes.

CONCLUSIONS

Based on the results of research and discussion, it can be concluded that the first Pearson correlation value between the variables of the principal's clinical supervision and work environment is 0.374. The correlation coefficient value shows a weak relationship between the variables of principal clinical supervision and work environment. Second, the Principal Clinical Supervision variable has a positive and significant effect on the performance of SMK teachers in Losari sub-district, Brebes district. Third, the work environment variable has a positive and significant effect on the performance of vocational teachers in the Losari sub-district of Brebes district. Fourth, the principal's clinical supervision variable and the work environment together have a positive and significant effect on the performance of vocational teachers in the Losari sub-district of Brebes district. And finally, the value of the Model Summary table, the Adjusted R square value (coefficient of determination) is 0.545. So it can be concluded that clinical supervision and the work environment have an effect of 54.5% on the performance of SMK teachers in Losari District, Brebes Regency, while the remaining 43.5% is influenced by other variables not examined.

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