

# The Influence of School Supervisor Supervision and Teacher Discipline on Teacher Performance

A Case Study at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency

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## ABSTRACT

School supervisors, as one of the key figures in educational development, are responsible for ensuring the smooth implementation of education and teaching in schools. Enhancing the quality of education and teaching in schools is not an easy task. As mandated by the Indonesian Minister of National Education Regulation No. 12 of 2007 concerning school supervisor standards, supervisors are obliged to carry out their supervisory duties in accordance with these regulations. Specifically, supervisory services, as one of their competencies, aim to foster cooperation among personnel so that everyone collectively moves towards achieving educational goals through their willingness to carry out their respective duties efficiently and effectively. Another factor influencing teacher performance at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency, is teacher discipline. The school administration also plays a role in managing teachers to ensure compliance with all rules and norms established by the school, thereby promoting disciplined and effective teaching performance. However, a notable phenomenon at SMP Subrayon 07 Rawapitu is the tardiness of some teachers, indicating a decline in teacher discipline within the institution. Teacher performance and achievement reflect the outcomes achieved by individuals in fulfilling their assigned tasks, based on their competence, experience, dedication, and time management. This study employs a quantitative descriptive research approach, with 32 research respondents. The study examines three variables: two independent variables (X1 and X2) and one dependent variable (Y). The independent variables are School Supervisor Supervision (X1) and Teacher Discipline (X2), while the dependent variable is Teacher Performance (Y). Based on data analysis, the research findings confirm the following hypotheses: (1) There is an influence of School Supervisor Supervision (X1) on Teacher Performance (Y), with an impact level of 49.9%. (2) There is an influence of Teacher Discipline (X2) on Teacher Performance (Y), with an impact level of 38.8%. (3) There is a combined influence of School Supervisor Supervision (X1) and Teacher Discipline (X2) on Teacher Performance (Y), with an impact level of 52.8%.

**Keywords:** School Supervisor Supervision, Teacher Discipline, Teacher Performance

## INTRODUCTION

In implementation functions and duties, teacher as profession to bear certain requirements as as stated in the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, Article 39 (1) and (2) that Education Personnel tasked with carrying out administration, management, development, supervision and service technical to support the education process in the unit education. Education can essentially be interpreted as as a guidance process for various potentials that are owned humans until the formation a complete personality, both physically and mentally and also spiritual so that harmony, happiness, justice and prosperity can be realized both in worldly life and in the hereafter. the afterlife, therefore education is a step to create resources that are capable manage and empower all existing resources. (Masykur, 2018 : 11). School supervisors as one of the developers of education are responsible for the smooth

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implementation of education and teaching in schools. As a developer of improving the quality of education and teaching in schools is not easy as mandated by Permendiknas No. 12 of 2007 concerning school supervisor standards, supervisors are obliged to carry out supervision in accordance with these regulations, especially supervision services as one of their competencies, in order to develop cooperation between personnel so that all simultaneously move towards achieving goals through the willingness to carry out their respective duties efficiently and effectively (Hamrin, 2011: 51).

School supervisors need to have leadership qualities or guiding skills so that the schools they guide can run well and smoothly. The smooth running of education can be achieved well thanks to the joy of working in the life of a school. School supervisors must have the ability or skills as developers or guides of education in realizing the utilization of each personnel appropriately and can carry out their duties optimally to obtain results and achieve goals in the school. As a developer of education, school supervisors have a major role in improving the quality of school education. Supervisors of Kindergarten/Elementary Schools, Junior High Schools, Senior High Schools and Vocational High Schools are educational staff whose role is very important in developing the professional abilities of teachers. School supervisors function as supervisors of both academic and managerial supervisors. As academic supervisors, school supervisors are obliged to assist teachers' professional abilities so that teachers can improve the quality of the learning process.

The role of the supervisor should be an educational consultant who always accompanies teachers in improving the quality of education. It is expected that with the help of supervisory supervision, the results of the implementation of the learning process will be better and of higher quality. Regarding the relationship between supervisory supervision and teachers as stated in the National Education System Law Number 20/2003, Article 30, it states that the relationship between the role of supervisory supervision is in an effort to produce better quality output. In the education process, supervision or supervision is an inseparable part in efforts to improve learning achievement and school quality. Sahertian (2013: 19) emphasized that educational supervision or supervision is nothing other than an effort to provide services to education stakeholders, especially teachers, both individually and in groups in an effort to improve the quality of the learning process and results. Burhanuddin (2012: 284) clarifies the nature of educational supervision in its substance. The substance of the nature of supervision referred to refers to all efforts of supervisory assistance to education stakeholders, especially teachers, aimed at improving and fostering aspects of learning.

The assistance given to teachers must be based on careful research or observation and objective and in-depth assessment with reference to the learning program planning that has been made. The assistance process that is oriented towards efforts to improve the quality of the learning process and results is important, so that the assistance given is truly on target. So the assistance given must be able to improve and develop the teaching and learning situation. To see, assess and foster teachers to carry out their duties and functions optimally, effective educational supervision is needed. The scope of educational supervision includes activities that aim to identify, monitor, assess and diagnose what is happening in the educational process starting from the school scope (micro) to the national scope (macro) (Sutisna, 2003: 54). Starting from Kindergarten/Elementary School, Junior High School, Senior High School and Vocational School, the government has assigned supervisors to supervise teachers in implementing the learning process. The assignment is intended to help teachers where there are difficulties in learning. Of course, the hope of the supervisor's supervision activities is to improve the performance and professionalism of teachers in teaching. The existence and development of SMP Subrayon 07 Rawapitu, Tulang Bawang Regency, which is important to note is how to improve the quality of education, especially regarding the implementation of supervision of the professionalism of teachers in KBM (Teaching and Learning Activities).

Many factors occur in the implementation of supervision that become benchmarks for the low development and improvement of the quality of elementary school educational

institutions, among these factors are (1) the existence of supervisors who have minimal abilities in educational administration, a reluctance to come to school, (2) a lack of technical personnel, (3) the supervision/supervision mechanism is poorly understood, (4) its main tasks are not in accordance with the function of supervision, (5) inadequate facilities and infrastructure, (6) low bureaucratic attention to supervision and (7) a weak recruitment system. The results of observations conducted by researchers indicate that (1) not all teachers have received guidance from school supervisors to improve their abilities in managing learning activities; (2) school supervisors have not carried out academic supervision activities according to the needs of teachers to improve their competence; (3) not all teachers understand the objectives of academic supervision; (4) academic supervision activities by school supervisors are felt as a burden for some teachers; (5) school supervisors carry out academic supervision with an orientation towards improving the quality of learning; (6) academic supervision activities have not been managed systematically; (7) academic supervision planning has not gone through the planning stages optimally; (8) not all academic supervision programs can be implemented; and (9) not all teachers receive feedback from the results of supervision carried out by school supervisors.

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning goals (Purwanto, 2010: 120). Thus, the essence of academic supervision is not at all to assess the teacher's performance in managing the learning process, but rather to help teachers develop their professional abilities. However, academic supervision cannot be separated from the assessment of teacher performance in managing learning.

Seeing the phenomena that occur as explained above, it can certainly be predicted that the quality of basic education is neglected, because one of the criteria for achieving the quality of education is the human resources of the principal and teachers. If the human resources of the principal and teachers of SMP Subrayon 07 Rawapitu, Tulang Bawang Regency show this, it certainly also affects the quality of the teaching and learning activities implemented, including the implementation of neglected teaching preparation tools, even more so basic teaching skills are not understood. If the implementation of teaching and learning activities is not of good quality, it will certainly affect the quality of students and ultimately affect the quality of education as a whole. One of the main tasks of improving the quality of basic education is through the field of academic supervision by school supervisors.

Table 1 Percentage of Teacher Attendance Rate in Junior High School Subrayon 07 Rawapitu Tulang Bawang Regency in 2019

Month	Current Attendance Percentage (%)	Expected Attendance Rate Percentage (%)
January	87.12%	90%
February	87.8%	90%
March	84.7%	90%
April	88%	90%
May	86.1%	90%
June	84.5%	90%
July	83.9%	90%
August	86.47%	90%
September	78.86%	90%
October	77.63%	90%
November	80.98%	90%
December	78.31%	90%

Source: SMP Subrayon 07 Rawapitu Regency Tulang Bawang, 2020.

The phenomenon that occurred at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency, where several employees were late in attending showed that teacher work discipline had decreased as seen from the employee attendance list at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency. In fact, in general, government agencies in

Indonesia, working hours are from 08.00 to 16.00 and there are still employees who chat during working hours.

Discipline is a function operative sixth from Human Resource Management (HRM). Discipline is function the most important HR operations because the discipline is getting better employee, the higher performance work that can be achieved. Without good employee discipline, it is difficult for organizations to achieve optimal results. Good discipline reflects a person's great sense of responsibility for the tasks given to him. Law No. 20 of 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 spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state.

To make teachers as professional workers, it is necessary to hold continuous and ongoing coaching and make teachers as workers who need to be noticed, appreciated and recognized for their professionalism. To make them professional, it is not only about improving their competence either through providing guidance, training or getting the opportunity to learn again, but it is also necessary to pay attention to teachers from other aspects such as increasing discipline, providing motivation, guidance through supervision, incentives, decent salaries according to their professionalism so that teachers can be satisfied in working as educators.

Job satisfaction for teachers as educators is needed to improve their performance. Job satisfaction is concerned with the suitability between expectations and the rewards received. Teacher job satisfaction has an impact on work performance, discipline and work quality. For teachers who are satisfied with their work, their performance will increase and will likely have a positive impact on the quality of education.

Teacher performance and work achievement are the results of work achieved by someone in carrying out the tasks assigned to him/her based on skills, experience, and sincerity as well as time (Hasibuan, 2004: 94). Teacher performance will be good if the teacher has fulfilled the elements consisting of high loyalty and commitment to teaching tasks, mastering and developing teaching materials, discipline in teaching and other tasks, creativity in implementing teaching, cooperation with all school residents, leadership that is a role model for students, good personality, honest and objective in guiding students, and responsibility for his/her duties. Therefore, the task of the Principal as a manager is to assess teacher performance. This assessment is important to do considering its function as a motivational tool by the leader to the teacher. In his/her duties as an assessor of teachers, the principal can work together with the school supervisor. The school supervisor in this case can provide guidance by supervising the teacher.

There are several things that cause increasing teacher performance, but the author tries to examine problem supervision school supervisors and teacher discipline. Supervision of school supervisors can create enthusiasm or work motivation for teachers. Therefore, supervision in psychology can function as a motivator for work motivation. The success of teachers in teaching can be influenced by school supervisors who are active in supervising. The success of the teacher can create its own job satisfaction which in the end can be said that the teacher's performance has increased.

Supervisory activities of school supervisors and work discipline will have a psychological effect on teacher performance. Teachers who are satisfied with work discipline will work voluntarily which can ultimately increase teacher work productivity. However, if teachers are less satisfied with their work discipline, then teachers work less enthusiastically, this results in decreased teacher work productivity.

Based on initial observations in the field (Pre-research) and the results of interviews conducted with several teachers at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency, it was found that there were still obstacles related to school supervisor supervision and work discipline. This can be seen from the fact that there are still teachers who come late to teach, there are still teachers who are absent without giving information (sick or permission) and assignments in class that are left, teachers are not wholehearted

in teaching and guiding students but only consider it as a routine, teachers are not creative in the teaching and learning process, work discipline that does not support the optimization of teacher performance, work discipline that does not provide enthusiasm in the implementation of teacher work. For this reason, the role of the principal and school supervisor is needed to motivate teachers to improve their performance.

This research aims to find out the simultaneous and partial Influence of School Supervisor Supervision and Teacher Discipline on Teacher Performance at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency.

## **METHOD**

The type of research used in this research is the explanatory research model, namely the problem-solving model. problem that describes problem and explain it based on existing data, in reviewing the theoretical approach and figures that are related to one another. In this study has two variable as follows: *The* independent variable is School Supervisor Supervision and Discipline Teacher and The dependent *variable* is Teacher Performance.

The hypothesis of this study is as follows:

H1 : School Supervisor Supervision Influences Teacher Performance at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency.

H2 : Teacher Work Discipline influential on Teacher Performance in Subrayon 07 Junior High School, Rawapitu Regency, Tulang Bawang Regency.

H3: School Supervisor Supervision and Teacher Work Discipline jointly influence Teacher Performance at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency.

To obtain and collect data primary and secondary that meets the needs of this research, the techniques used are as follows: Observation, interviews and Review documentation and bibliography. The 32 respondents used were all civil servant teachers at Subrayon 07 Junior High School, Rawapitu Regency, Tulang Bawang Regency. The author shared questionnaire to respondents to fill in according to their respective opinions without pressure from writer.

The data was analyzed using multiple regression which previously went through the stages of validity testing, reliability testing and classical assumption testing.

## **RESULTS AND DISCUSSION**

### **Characteristics of Respondents**

Respondents used as The sample in this study were civil servant teachers in the Subrayon 07 Rawapitu Middle School environment. Regency Tulang Bawang. SMP Subrayon 07 covers an area of 4 sub-districts, namely Gedung Aji District, District Meraksa Aji, Penawar Aji District, and Rawapitu. Explanation regarding the respondent's condition as listed in Table 4 below.

**Table 4 Conditions and circumstances Respondents**

Respondents	Gender	Age	Status	Education	Years of service	Subdistrict
1	L	53	civil servant	S1	32	Aji's Antidote
2	L	36	civil servant	S1	10	Aji's Antidote
3	L	33	civil servant	S1	1	Aji's Antidote
4	P	30	civil servant	S1	1	Aji's Antidote
5	L	54	civil servant	S1	14	Aji Building
6	P	29	civil servant	S1	1	Aji Building
7	P	36	civil servant	S1	1	Aji Building
8	P	38	civil servant	S1	14	Aji Building
9	L	43	civil servant	S1	15	Aji Building
10	L	54	civil servant	S1	29	Meraksa Aji
11	L	55	civil servant	S1	33	Meraksa Aji
12	L	54	civil servant	S1	30	Meraksa Aji

13	L	51	civil servant	S1	6	Meraksa Aji
14	P	57	civil servant	S1	29	Meraksa Aji
15	P	44	civil servant	S1	6	Meraksa Aji
16	L	58	civil servant	S1	29	Meraksa Aji
17	P	47	civil servant	S1	6	Meraksa Aji
18	L	53	civil servant	S1	29	Meraksa Aji
19	P	51	civil servant	D3	6	Meraksa Aji
20	L	55	civil servant	S1	30	Meraksa Aji
21	L	52	civil servant	S1	26	Meraksa Aji
22	L	31	civil servant	S1	1	Meraksa Aji
23	L	45	civil servant	S1	15	Rawapitu
24	P	43	civil servant	S1	6	Rawapitu
25	P	50	civil servant	S1	26	Rawapitu
26	L	37	civil servant	S1	9	Rawapitu
27	L	54	civil servant	S1	6	Rawapitu
28	P	25	civil servant	S1	1	Rawapitu
29	P	27	civil servant	S1	1	Rawapitu
30	L	32	civil servant	S1	1	Rawapitu
31	L	49	civil servant	S1	6	Rawapitu
32	L	47	civil servant	S1	9	Rawapitu

Source: Processed data, 2020

#### Data Validity Test and Data Reliability Test

Validity and reliability tests are used to test research instruments. Validity tests are conducted in this study to determine whether or not the statements used are valid and or whether or not they can be used as research measuring instruments. Reliability tests are used to determine the alpha value for each variable of School Supervisory Supervision (X1), Teacher Discipline (X2) and Teacher Performance (Y), meaning that this variable can be used for research if it is declared reliable if the alpha value is  $> 0.60$ .

Based on validity testresult, it can be seen that all statement score items about School Supervisory Supervision have a  $r_{\text{calculated}}$  value greater than  $r_{\text{table}}$  0.344. With an average  $r_{\text{calculated}}$  value of 0.612. Thus, it can be said that all statement items regarding School Supervisory Supervision are valid and can be used as a research measuring tool. It can be seen that all statement score items about Teacher Discipline have a  $r_{\text{calculated}}$  value with an average  $r_{\text{calculated}}$  value of 0.533 more. greater than the  $r_{\text{table}}$ . Thus it can be said that all statement items regarding Teacher Discipline are valid and can be used as a research measuring tool.

And it can be seen that all statement score items about Teacher Performance have a  $r_{\text{calculated}}$  value with an average  $r_{\text{calculated}}$  value of 0.601 which is greater than the  $r_{\text{table}}$  of 0.344. Thus, it can be said that all statement items about Teacher Performance are valid and can be used as a research measuring tool.

From the results of the reliability test, the *alpha* value was obtained Supervision of School Supervisors (X1) is 0.870, and it can be concluded that the questionnaire used in this study is stated as reliable because its alpha is  $0.870 > 0.60$ . This means that the measuring instrument used in this study already has the ability to provide consistent measurement results in measuring the same symptoms.

From the results of the reliability test, the *alpha value* was obtained Teacher Discipline (X2) is 0.830 and from this result it can be concluded that the questionnaire used in this study is stated as reliable because the *alpha value* is  $0.830 > 0.60$ . This means that the measuring instrument used in this study already has the ability to provide consistent measurement results in measuring the same symptoms.

From the results of the reliability test, it was obtained mark *The alpha* of Teacher Performance (Y) is 0.875, and from these results it can be concluded that the questionnaire used in this study is reliable. Because mark *alpha* - its value is  $0.875 > 0.60$ . This means tool The measurements used in this study already have the ability to provide consistent measurement results in measuring same symptoms.

**Calculation Influence School Supervisor Supervision (X<sub>1</sub>) on Teacher Performance (Y)**

Calculation influence between variable Supervision of School Supervisors (X<sub>1</sub>) on Teacher Performance (Y) at SMP Subrayon 07 Rawapitu Regency Tulang Bawang uses the calculation results through the SPSS 21 program as listed in Table 11.

**Table 11 Calculation Table Correlation School Supervisor Supervision (X<sub>1</sub>) on Teacher Performance (Y) from 32 respondents.**

Correlations		X1	X2	Y
X1	Pearson Correlation	1	.714 **	.706 **
	Sig. (2-tailed)		.000	.000
	N	32	32	32
X2	Pearson Correlation	.714 **	1	.623 **
	Sig. (2-tailed)	.000		.000
	N	32	32	32
Y	Pearson Correlation	.706 **	.623 **	1
	Sig. (2-tailed)	.000	.000	
	N	32	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on results calculation level correlation between variable through the SPSS 21 Program obtained the magnitude level correlation between variable Supervision School Supervisor (X<sub>1</sub>) with Teacher Performance Variable (Y) at SMP Subrayon 07 Rawapitu Regency Onion Bones is of 0.706. If consulted with table Interpretation Coefficient Correlation (Sugiyono : 2008), then level correlation Supervision School Supervisor (X<sub>1</sub>) with Teacher Performance Variable (Y) at SMP Subrayon 07 Rawapitu Regency Tulang Bawang is included in category “ strong ” correlation, namely located at (0.60 0 - 0.79 9). Based on the research results above, the coefficient of determination of School Supervisor Supervision on Teacher Performance is as listed in Table 12.

**.Table 12 Coefficient of Determination of School Supervisor Supervision on Teacher Performance**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension0 1	.706 <sup>a</sup>	.499	.717	3.07351

a. Predictors: (Constant), X1 (School Supervisor Supervision)

Coefficient Determination (KD) = 0.499 x 100% = 49.9%. Can concluded that variable Supervision Supervisor School (X<sub>1</sub>) explains variation change to variable Teacher Performance (Y) at SMP Subrayon 07 Rawapitu Regency Tulang Bawang is 49.9%, while the rest explained by factor others who don't under review in study This.

**Table 13 Hypothesis Testing Influence Supervision Supervisor School to Teacher Performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16,230	3.416		4,751	.000
	X1	.599	.092	.706	6,543	.000

a. Dependent Variable: Y (Teacher Performance)

Based on the results of the t-test, it was obtained mark t<sub>count</sub> 6.543. If compared to the t<sub>table</sub> at the level significant which is 1.697, then t<sub>count</sub> 6,543 > t<sub>table</sub> 1.697, so it can be concluded that; Ha which states there is influence variable Supervision of School

Supervisors ( $X_1$ ) towards Teacher Performance Variable (Y) at SMP Subrayon 07 Rawapitu Regency Tulang Bawang. So the variables School Supervisor Supervision ( $X_1$ ) has an effect to Teacher Performance variable (Y). Regression equation between variable Supervision of School Supervisors ( $X_1$ ) towards Teacher Performance variable (Y) is  $Y = 16.230 + 0.599X_1$ , which means that every one point increase in the variable School Supervisor Supervision will followed by an increase Teacher Performance Variables at SMP Subrayon 07 Rawapitu Regency Tulang Bawang is 0.599 points.

**Calculation Influence Teacher Discipline (X2) on Teacher Performance (Y)**

Based on the results of the calculation of the correlation level between variables through the SPSS 21 Program, the magnitude of the correlation level between the Teacher Discipline variable ( $X_2$ ) and the Teacher Performance variable (Y) at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency is 0.623. If consulted with the Correlation Coefficient Interpretation table, the correlation level of Teacher Discipline ( $X_2$ ) with the Teacher Performance variable (Y) at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency is included in the "strong" correlation category, namely at (0.600 - 0.799).

**Table 14 Coefficients Determination Teacher Discipline on Teacher Performance**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623 <sup>a</sup>	.388	.374	3.39616

a. Predictors: (Constant), X2 (Teacher Discipline)

Coefficient Determination (KD) =  $0.388 \times 100\% = 38.8\%$ . Can concluded that variable Teacher Discipline ( $X_2$ ) explains variation change variable Teacher Performance (Y) was 38.8%, while the rest explained by factor others who don't under review in study This.

**Table 15 Hypothesis Testing Influence Teacher Discipline on Teacher Performance Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	15,412	4.426		3,712	.001
	X2	.603	.115	.623	5.223	.000

a. Dependent Variable: Y (Teacher Performance)

Based on the results of the t-test, it was obtained mark  $t_{count} 5,223$ . If compared to the  $t_{table}$  at the level significant namely 1.697, then the calculated t is  $5.223 > t_{table} 1.697$ , so it can be concluded that; The hypothesis that states there is influence variable Teacher Discipline (X2) on Teacher Performance (Y) at SMP Subrayon 07 Rawapitu Regency Tulang Bawang is acceptable. So the variable Teacher Discipline is Influential to Teacher Performance Variable (Y) at SMP Subrayon 07 Rawapitu Regency Bawang Bones. Regression equation between variable Teacher Discipline ( $X_2$ ) on Teacher Performance (Y) is  $Y = 15.412 + 0.603X_2$ , which means that every one point increase from variable Teacher Discipline will followed by the Teacher Performance variable of 0.603 points.

**Calculation Influence School Supervisor Supervision (X1) and Teacher Discipline (X2) on Teacher Performance (Y)**

Calculation simultaneous variable Supervision of School Supervisors ( $X_1$ ) and Teacher Discipline ( $X_2$ ) simultaneously towards Teacher Performance Variable (Y) at SMP Subrayon 07 Rawapitu Regency Tulang Bawang through calculation results through the SPSS 21 program as listed in Table 16 below.

Correlation Supervision of School Supervisors and Teacher Discipline with Teacher Performance is 0.726, meaning that these three variables have close and positive relationship. This means that the better the Supervision of School Supervisors and Teacher Discipline, the Teacher Performance will increase, conversely if the Supervision

of School Supervisors and Teacher Discipline are not good, then the Teacher Performance at SMP Subrayon 07 Rawapitu Regency Tulang Bawang will decrease.

Coefficient Determination (KD) =  $0.528 \times 100\% = 52.8\%$ . So it can be drawn the conclusion that the magnitude influence Supervision of School Supervisors and Teacher Discipline together on Teacher Performance amounted to 52.8% and the remainder was 47.2% due to adjustments for other factors not included by the author. thorough in this research.

**Table 16 Simultaneous Calculation of Correlation Coefficient**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension0 1	.726 <sup>a</sup>	.528	.505	3.01939

a. Predictors: (Constant), X2, X1 (School Supervisor Supervision and Teacher Performance)

**Multiple Regression Analysis between School Supervisor Supervision (X<sub>1</sub>) and Teacher Discipline (X<sub>2</sub>) with Teacher Performance (Y)**

Based on the research results, multiple regression calculation data was obtained. between School Supervisor Supervision (X1) and Teacher Discipline (X2) with Teacher Performance (Y) as listed in Table 17 below. Variable Table *Entered* shows that there is no variables removed from the regression model. This means that *both* independent variables can be included in the multiple regression calculation.

**Table 18 Multiple Regression Calculation between School Supervisor Supervision, Teacher Discipline and Teacher Performance.**

**Table 17 Table of Variables Entered/ Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
dimension0 1	X2, X1 <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: Y

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,726	4.008		3.175	.003
	X1	.453	.129	.533	3,522	.001
	X2	.234	.171	.242	1,699	.000

a. Dependent Variable: Y

Based on the table above, then enter the equation:

$$Y = 12.726 + 0.453X_1 + 0.234X_2$$

Every time it happens improvement value in variable School Supervisor Supervision of one point, then Teacher Performance will increased by 0.453 points.

Every time it happens improvement value in variable Teacher Discipline is one point, then Teacher Performance will increased by 0.234 points.

Based on the above information, it can be concluded conclusion that the value regression coefficient  $X_1 = 0.453$  is greater than regression coefficient  $X_2 = 0.234$ . This shows that the influence of variable Higher School Supervisor Supervision or dominant compared to Teacher Discipline in Improving Teacher Performance at SMP Subrayon 07 Rawapitu Regency Bawang Bones.

**Hypothesis Testing Simultan  
ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	427,677	1	213,838	23,456	.000 <sup>a</sup>
	Residual	382,901	31	9.117		
	Total	810,578	32			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

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From the anova test or the F test obtained a calculated F of 23.456 and is much larger than mark  $F_{table} 3.328$ , at the level significant 5%. So  $F_{count}$  is greater than  $F_{table}$  ( $F_{count} > F_{table}$ ), so that School Supervisor Supervision ( $X_1$ ) and Teacher Discipline ( $X_2$ ) together (simultaneously) have an effect on Teacher Performance (Y) at SMP Subrayon 07 Rawapitu Regency Bawang Bones.

Thus, the hypothesis proposed states that there is influence Supervision of School Supervisors (X1) and Teacher Discipline (X2) together on Teacher Performance (Y) at SMP Subrayon 07 Rawapitu Regency Tulang Bawang is proven or accepted based on the results of the analysis carried out above.

**Influence School Supervisor's Supervision of Teacher Performance at SMP Subrayon 07 Rawapitu Regency Onion Bones**

Researcher stated that the School Supervisor Supervision at SMP Subrayon 07 Rawapitu Regency Tulang Bawang is good but not yet optimal, it can be seen teachers who arrive late do not receive sanctions so that other teachers tend to arrive late. According to the opinion of researchers, this problem can be minimized by means of the leader gives a firm warning and sanctions to the teacher who violates regulations so that Teacher Performance can be improved. These results show that there are influence Supervision of School Supervisors and Teacher Performance at SMP Subrayon 07 Rawapitu Regency Tulang Bawang by 49.9%.

**Influence Teacher Discipline on Teacher Performance of SMP Subrayon 07 Rawapitu Regency Onion Bones**

Based on the results of research by researchers, Teacher Discipline at SMP Subrayon 07 Rawapitu Regency Onion Bones Still low seen from There are still teachers who chat and relax during working hours which results in slowness settlement work office. In my opinion researcher improvement This indicator can be carried out by the leader by giving *rewards* to teachers who excel. Because This can motivate teachers to improve performance. This shows that Teacher Discipline also has an influence in increasing Teacher Performance by 38.8%.

**Influence Supervision of School Supervisors and Teacher Discipline on the Performance of Junior High School Teachers Subrayon 07 Rawapitu Regency Onion Bones**

There is influence Joint Supervisory Supervision and Teacher Discipline on Teacher Performance at SMP Subrayon 07 Rawapitu Regency Onion Bones. Problems that arise at SMP Subrayon 07 Rawapitu Regency Tulang Bawang is Teacher Performance is declining, it is seen from Still there are teachers who are in activities learning does not carry out on time and is delayed work. In my opinion researcher improvement This indicator can be carried out by the leader by providing direction and dividing tasks according to *the job description* of each teacher, so that work can be completed effectively and efficiently. This shows that there is influence Supervision of School Supervisors and Teacher Discipline together on Teacher Performance by 52.8%.

**CONCLUSION**

There is an influence of School Supervisor Supervision on Teacher Performance, this is proven by the magnitude of the Determination Coefficient of School Supervisor

Supervision on Teacher Performance which is 49.9%. Partial Hypothesis Testing through the t-test obtained a  $t_{\text{calculated}}$  value of 6.543, and the result of  $t_{\text{count}} 6.543 > t_{\text{table}} 1.697$ . This result shows that there is an influence of School Supervisor Supervision on Teacher Performance at SMP Subrayon 07 Rawapitu Tulang Bawang Regency of 49.9% and the remaining 50.1% is influenced by other factors not examined in this study.

There is an influence of Teacher Discipline on Teacher Performance at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency, this is proven by the results of the partial hypothesis test calculation through the t test obtained the t value of Teacher Discipline on Teacher Performance of 5.223 and  $t_{\text{count}} > t_{\text{table}} 1.697$ . The magnitude of the Determination Coefficient of Teacher Discipline on Teacher Performance is 38.8%. These results indicate that there is an influence of Teacher Discipline on Teacher Performance of 38.8%, the remaining 61.2% is influenced by other factors not examined in this study.

There is an influence of School Supervisor Supervision and Teacher Discipline simultaneously on Teacher Performance, this is proven by the results of simultaneous hypothesis testing of School Supervisor Supervision and Teacher Discipline on Teacher Performance as evidenced by the results of the F test calculation which obtained a result of 23.456 and was much greater than the  $F_{\text{table value}}$  of 3.328, at a significant level of 5%. So the  $t_{\text{calculated F}}$  is greater than the  $F_{\text{table}}$  ( $F_{\text{count}} > F_{\text{table}}$ ). The magnitude of the determination coefficient (KD) =  $0.528 \times 100\% = 52.8\%$ . This shows that there is an influence of School Supervisor Supervision and Teacher Discipline simultaneously on Teacher Performance at SMP Subrayon 07 Rawapitu, Tulang Bawang Regency, of 52.8%, the remaining 47.2% is influenced by other factors not examined in this study.

In the variable of School Supervisor Supervision, what needs attention to improve School Supervisor Supervision is the leader giving strict warnings and sanctions to employees if they violate office regulations because the value of this indicator is the lowest. Improving this indicator can be done by the leader by giving strict warnings and sanctions to employees who violate regulations so that employee performance can improve.

The Teacher Discipline variable that needs attention is the indicator regarding leaders giving *rewards* to high-achieving employees because this indicator gets the lowest score. Improving this indicator can be done by leaders by giving *rewards* to high-achieving employees because this can motivate employees to improve their performance.

Teacher Performance Variables that need attention are indicators regarding the fact that there are still teachers who do not carry out learning activities on time and postpone work. According to the researcher's opinion, improving this indicator can be done by the leader by providing direction and dividing tasks according to *the job description* of each teacher, so that work can be completed effectively and efficiently.

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