

The Effect of Self-Efficacy and Teacher Commitment to Teacher Performance Moderated Academic Supervision

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ABSTRACT

This study aims to analyze the effect of self-efficacy and teacher commitment on teacher performance moderated by academic supervision of vocational school teachers in Bumijawa District, Tegal Regency. This type of research is explanatory research with a quantitative approach. The population in this study was vocational school teachers in Bumijawa District, Tegal Regency, with 112 people. The questionnaires distributed 109 questionnaires were returned. Based on the instrument test, namely the validation and reliability tests, valid and reliable indicators have been obtained for further analysis. The regression model was tested with the coefficient of determination test and the F test. Based on the F test, it was found that the model deserves to be analyzed further. The coefficient of determination test result illustrates that the contribution of the independent variable has no significant effect on the dependent variable. The hypothesis was tested using a t-test using Moderation Regression Analysis (MRA). The results showed that self-efficacy did not affect teacher performance, teacher commitment did not affect teacher performance, academic supervision affected teacher performance, educational management did not moderate the effect of self-efficacy on teacher performance, and visionary leadership did not moderate the impact of teacher commitment on teacher performance.

Keyword: *Teacher Performance, Teacher Commitment, Self-Efficacy*

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INTRODUCTION

Teachers have a vital role as professionals. The function and position of teachers are essential in achieving the vision of the Ministry of Education and Culture 2025, which is to produce intelligent and competitive Indonesian people. Therefore, teacher professionalism must be developed following the mandate of the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers. In the Act, teachers must create a career, increase psychological competence skills, and improve welfare.

Self-efficacy possessed by a teacher will affect a teacher's performance as the results of research conducted by (Khurshid, F., Qasmi, F.N., & Ashraf, N. 2012), which states that self-efficacy has a positive effect on performance. Likewise, the research results conducted by (Salimah and Mindarti 2017; Sunu 2013) obtained the same results

that self-efficacy positively influences teacher performance. However, a study conducted by (Astuti in Salimah & Mindarti 2017), concluded that self-efficacy on performance showed that self-efficacy had no positive effect on teacher performance. Individual self-efficacy will affect thinking patterns that can be helpful or destructive. A series of actions that humans perform are initially constructed in his mind. This thinking then provides direction for human activities. One's belief in self-efficacy affects how one interprets environmental situations, plans, and anticipates steps to be taken.

Teacher performance can also be influenced by a person's commitment, such as the opinion (Hasibuan & Moedjiono 2006), which states that one factor that affects teacher performance in carrying out teaching tasks is the teacher behavior factor. Teacher behavior factors determine the process of student learning success, including teacher commitment as an internal factor of teacher behavior. Teacher commitment is significant for schools and positively affects student achievement in schools. According to (Tuğrul Mart, ağırı 2013) states, "Teachers will have a high level of commitment will be more loyal to the schools where they work; similarly, teachers with a high level of commitment will contribute to students." Thus, the responsibility of a teacher can affect the performance of teachers in schools, and this can directly improve the performance of these teachers.

According to the Regulation of the Minister of National Education No. 13 of 2007 concerning Standards for Principals/Madrasahs, "A principal must have five dimensions of competence, namely: personality, managerial, entrepreneurial, supervisory and social competencies." One of the principal's duties is to carry out academic supervision. Conceptual, interpersonal, and technical supervision skills are needed (Salam, Rosdiana, 2016). The socialization and educational guidance that has been carried out so far are still inadequate to reach all principals schools to implement it relatively quickly.

The implementation of supervision carried out by the principal/madrasah is academic supervision. According to the Directorate of Education Personnel (2010: 6), The core competence of educational management is to foster teachers in improving the quality of the learning process. The targets of academic supervision are teachers in carrying out the learning process, which consists of the primary material in the learning process, preparation of syllabus and lesson plans, selection of learning strategies/methods/techniques, use of media and information technology in learning, assessing learning processes and outcomes and conducting classroom action research. . According to (Kalita 2017) Academic supervision is a series of activities that aim to improve educational programs and achieve learning objectives. Efforts to improve the quality of teachers through academic leadership are expected to improve the quality of student learning outcomes.

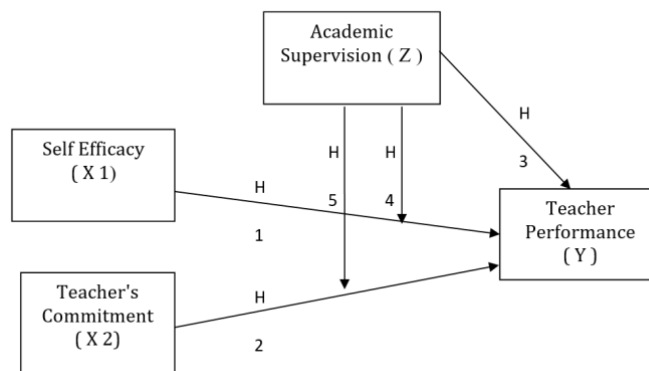
Glickman (Dharma, 2008:6), "Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives." Assessment of teacher performance in academic supervision is to see the actual conditions of teacher performance to answer questions, such as what teachers do in the classroom, the strengths and weaknesses of teachers in carrying out the learning process, and so on. Based on these questions, information will be obtained about the teacher's ability to manage to learn. Academic supervision, according to (Jahanian R and Ebrahimi M, 2013) states that academic supervision can improve the quality of education, and this statement is also reinforced by the results of research conducted by (Nordentoft, Thomsen, and Wichmann-Hansen 2013) in academic

supervision education is one of the ways to improve performance. Based on research conducted by (Ambarita, Siburian, and Purba 2014) (Prasetyono, H- Abdillah, A- Fitria, D 2018), they concluded that academic supervision has a positive and significant influence on teacher performance. In contrast to the research results conducted by (Fatkhurokhim H 2016), academic supervision did not have a positive effect on teacher performance.

The hypotheses in this study are:

- H1: Self-efficacy has a positive and significant effect on teacher performance
- H2: Teacher commitment has a positive and significant impact on teacher performance
- H3: Academic Supervision has a positive impact on teacher performance
- H4: Academic Supervision moderates the impact of self-efficacy on teacher performance
- H5: Academic Supervision Moderates the Effect of Teacher Commitment on Teacher Performance

THINKING FRAMEWORK



Description:

X1: Self Efficacy

X2: Teacher's Commitment

Y: Teacher Performance

Z: Academic Supervision

METHODS

The research carried out is explanatory research that proves self-efficacy and teacher commitment on teacher performance moderated by academic supervision as formulated in the hypothesis. The population of this study was vocational school teachers in Bumijawa District, Tegal Regency.

No	School	Total number of teachers
1	SMK Negeri 1 Bumijawa	79
2	SMK Attolibiyah Bumijawa	18
3	SMK Arizqo Bumijawa	15
	Total	112

The data collected in this study is primary data. These namely data refers to direct information in the form of the results of filling out a questionnaire that has been filled out by the teacher who is the population in this study. Secondary data in this study is used to support the primary data taken from vocational teachers in Bumijawa

District, Tegal Regency. The data collection method used in this research is a questionnaire (list of statements) given to the respondents. The questionnaire used in this study used a Likert scale in the form of a checklist containing statements related to research variables with five alternative answers to measure each research variable with the level of solutions strongly agreeing (SS) being given a weight of 5, agreeing (S) being given a weight of 4, Disagree (KS) is given a weight of 3, disagree (TS) is given a weight of 2, strongly disagree (STS) is given a weight of 1.

FINDINGS AND DISCUSSION

Respondents used in this study were vocational school teachers in Bumijawa sub-district, Tegal regency, consisting of 109 people of SMK Negeri 1 Bumijawa, SMK Arizgo Bumijawa, and SMK Attolibiyah Bumijawa.

No	School name	Total number of teachers
1	SMK Negeri 1 Bumijawa	77
2	SMK Attolibiyah Bumijawa	18
3	SMK Arizgo Bumijawa	14
	Total	109

Respondents of the female sex have a higher percentage, namely 57.8% (63 respondents), than men as much as 42.2% (46 respondents). The majority of respondents with undergraduate education are 108 respondents (99.1%), while those with Postgraduate/S2 education are one respondent (0.9%). Respondents aged > 50 years were 6 respondents (5.5%), aged between 41-50 years were 46 respondents (42.2%), aged between 31-40 years were 57 respondents (52.2%). The highest age was at the age of 31 years, namely 12 respondents, and the average age of the respondents was 39.6 years. Respondents who have a tenure of fewer than five years as many as 15 respondents (13.8%), having a service period of 5 to less than or equal to 10 years as many as 29 respondents (26.6%), having a service period of 10 to less than or equal to 15 years as many as 38 respondents (34.9%), and working period of more than 15 years as many as 27 respondents (24.8%) worked in SMK agencies in Bumijawa sub-district, Tegal Regency.

1. Variable Description

Descriptions of the variables of self-efficacy, teacher commitment, academic supervision, and teacher performance are used to illustrate the tendency of respondents' answers to each question in the questionnaire statement. The results of the variable description here show specific statistical measures, including the average value (mean), the median value (median), the minimum value, and the maximum value. The value used for the primary data analysis is each variable's Mean (average). The results of the descriptive study of the four research variables based on the mean value are as follows:

	Variable	Mean	Kategori
X1	Self efficacy	3.75	Tall
X2	Teacher commitment	3.71	Tall
Z	Academic Supervision	3.21	Currently
Y	Teacher Performance	4,10	Tall

Calculation of the low, medium, and high Mean categories are based on the Linkert scale used so that the interval scale is 1.33 so that the classes in the Mean are

low with a value of less than 2.33, medium with a value of 2.33 – 3.66 and high with Mean value is more than 3.66.

The questionnaire uses a Likert scale with a value range of 1 – 5. The results of the descriptive analysis of variables are a representation of the level of respondents' perceptions of the proposed statement, the results of which are grouped into three (3) categories, namely; low means that the respondent's perception is not good, medium means that the respondent's perception is excellent and high standards that the respondent's perception is excellent. Based on the results of the descriptive analysis of the four research variables in table 4.7, the mean value for the self-efficacy variable is 3.75 (high category), teacher commitment variable is 3.71 (high class), academic supervision variable is 3.21 (medium category), and teacher performance variable of 4.10 (wide variety). Based on the mean value and criteria, the perception of SMK teachers in the Bumijawa sub-district, Tegal Regency is good on the variables of self-efficacy, teacher commitment, academic supervision, and teacher performance.

2. Validity test

To test whether the statement items are significant indicators for each variable, the criteria used if the KMO > 0.5 then the sample adequacy is met. If the loading factor > 0.4, then the hand is valid, then the item concerned can be included in the test. Next.

Variable	KMO
Self efficacy	0,944
Teacher commitment	0,938
Academic Supervision	0,920
Teacher Performance	0,907

The table shows that the KMO value on all variables is more than 0.5, so the adequacy of the sample from all of these variables is sufficient.

The validity test results of the four research variables show that all indicators contained in each variable are declared valid because they meet the criteria for the loading factor value > 0.4 for each hand in each variable. Based on the validity test results on all four research variables, the sample was declared eligible so that further data analysis could be carried out.

3. Reliability Test

A measure is said to be reliable if it gives consistent results. A constructor variable is reliable if it provides a Cronbach Alpha value > 0.7. Based on the reliability testing results, the results were obtained with all Cronbach Alpha values for each variable > 0.7. That is, the Cronbach Alpha value for the Self-Efficacy variable (X1) is 0.984, the teacher commitment variable (X2) is 0.975, the academic supervision variable (Z) is 0.985, and the Teacher Performance variable (Y) is 0.939. So it can be stated that the instruments of self-efficacy (X1), teacher commitment (X2), academic supervision (Z), and teacher performance (Y) used can produce reliable or trustworthy data.

4. Normality test

This normality test was carried out with the aim of testing whether, in the regression model, the confounding or residual variables had a normal distribution. A good regression model is a standard data distribution or close to normal (Ghozali, 2012). In this study, the Kolmogorov-Smirnov (K-S) non-parametric statistical test was used to test normality, as shown in the following table:

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	109

Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.4632434
Most Extreme Differences	Absolute	.078
	Positive	.063
	Negative	-.078
Test Statistic		.078
Asymp. Sig. (2-tailed)		.108 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The regression model is normal if it has an asymp value. sig > 0.05. From the table above, the value of asymp Sig = 0.108 > 0.05 means that the data is normally distributed. The application of the Kolmogorov Smirnov test is that if the significance is below 0.05, it means that the data to be tested has a significant difference from the standard normal data. And because the significance is above 0.05, there is no significant difference in the existing data.

5. Heteroscedasticity Test

Heteroscedasticity occurs when the confounding variable does not have the same variance for all observations. To detect the presence or absence of heteroscedasticity, the Glejser test can be performed. The Glejser test can be done by regressing the absolute value of the residual as the dependent variable with all the independent variables in the model. If it is significant, it means that there is heteroscedasticity. The data is declared effective if the significance value (<0.05).

Model	Sig.
Mean X1	.133
Mean X2	.761
Mean Z	.032
Moderasi1	.074
Moderasi2	.917

In the table section Sig. It can be seen that the Mean Z variable, namely the Academic Supervision variable, has a value of 0.032 or less than 0.05, which means that the Academic Supervision variable is significant with AbsRes (which should not be substantial with AbsRes) then it can be interpreted that there is heteroscedasticity in the Academic Supervision Variable.

6. Model Test

This analysis is used to determine a regression equation that shows whether or not the independent variable has a significant effect on the dependent variable through the following regression equation.

Model	Beta	Sig.
(Constant)	(B) 2.305	.002
Mean X1	.919	.215
Mean X2	.532	.429
Mean Z	.968	.002

Moderasi1	-1.647	.116
Moderasi2	-1.042	.233

$$Y = 2,305 + 0.919X_1 + 0,532X_2 + 0,968Z - 1,647X_1 Z - 1,042X_2Z$$

Dimana:

Y = Teacher Performance

X1 = Self efficacy

X2 = Teacher Competence

Z = Academic supervision

|X1 - Z| = Mod 1

|X2 - Z| = Mod 2

From the table above, it can be seen in the Sig. It can be seen that only variable Z (Academic Supervision) is worth less than 0.05 then only variable Z (Academic Supervision) has a positive and significant effect on Variable Y. In contrast, for the other variables, namely variable X1 (Self-Efficacy with Sig. 0.215), variable X2 (Teacher's Commitment with a score of Sig. 0.429), Moderation 1 (Self-Efficacy Moderated by Academic Supervision with a value of Sig. 0.116) and Moderation 2 (Teacher's Commitment Moderated by Academic Supervision with a value of Sig. 0.233) has no positive and insignificant effect on performance teachers because the significance is more than 0.05.

A. Coefficient of Determination Test (Adj R²)

The Adjusted R square value of 0.296 means that 29.6% of the teacher performance variables can be explained by the variables of self-efficacy, teacher commitment, academic supervision, and the results of moderation one and moderation 2. While the remaining (100 - 29.6%) is 70.4 % explained/influenced by other variables outside the research model.

B. Model Feasibility Test (Uji F)

Based on a significance value of 0.000 < 0.05, it means that self-efficacy, teacher commitment, academic supervision, moderation 1, and moderation 2 have a joint influence on teacher performance. These results indicate that the regression model is feasible to use.

C. Hypothesis testing

1. A partial test of the effect of self-efficacy on teacher performance obtained a significance value of 0.215 > 0.05 and = 0.919 (positive), so H1 is rejected, which means self-efficacy does not affect teacher performance.
2. A partial test of the effect of teacher commitment on teacher performance obtained a significance value of 0.429 > 0.05 and = 0.532 (positive), so that H2 is rejected, which means that teacher commitment does not affect teacher performance.
3. A partial test of the effect of academic supervision on teacher performance obtained a significance value of 0.002 < 0.05 and = 0.968 (positive) so that H3 is accepted, which means that educational management is proven to affect teacher performance.
4. Testing the moderating variable one on teacher performance obtained a significance value of 0.116 > 0.05 and = -1.674 (Negative), so H4 is rejected, which means academic supervision is not proven to moderate the effect of self-efficacy on teacher performance.

Testing the moderating variable two on teacher performance obtained a significance value of 0.233 > 0.05 and a weight of = -1.042 (Negative), so H5 is rejected, which

means academic supervision is not proven to moderate the effect of teacher commitment on teacher performance.

RESULT AND DISCUSSION

A. Self-efficacy does not affect teacher performance

Self-efficacy can affect teachers' physical, psychological, or emotional conditions in learning. Knowledge of the principles of self-efficacy needs to be mastered by the teacher to influence student engagement in the learning process. Students who feel engaged will have involvement in learning. They will follow the teaching without being overshadowed by fear, worry, pressure and will trigger an aggressive attitude. In the future, the obstacles in the classroom in the form of disruptive behavior (disruptive behavior) will be overcome or minimized. Thus, such conditions will become a bridge for the class to become a learning laboratory.

Self-efficacy in this study did not affect teacher performance, so it was not following hypothesis 1. This shows that the higher the self-efficacy, it does not indicate the higher the performance of SMK teachers in the Bumijawa sub-district, Tegal Regency.

Based on the observations made, the cause of self-efficacy that does not affect the performance of SMK teachers in Bumijawa District, Tegal Regency, is due to the following phenomena:

1. Students do not wholeheartedly follow what is asked and instructed by the teacher who teaches in the classroom
2. The teacher does not understand how to manage the class to change the situation when teaching
3. Teachers feel that they are less attractive and less able to motivate students
4. Teachers are less able to handle the chaos of students in the classroom
5. Teachers are less able to reduce conflicted students
6. The teacher allows students to joke around in class so that they lose control in class
7. Teachers are too easy to express their feelings to students.
- 8.

B. Teacher's Commitment Has No Effect on Teacher Performance

According to Payong 2011:82, students' low ability, which is often seen through student learning outcomes, can be presumed to come from the low quality of the learning process carried out in schools where teachers interact directly with students in channeling knowledge to students as a factor. The key.

Based on this study, it is stated that teacher commitment has no effect on teacher performance, so it is not following hypothesis 2. This shows that the higher the teacher's responsibility, it does not indicate the higher the performance of SMK teachers in the Bumijawa sub-district, Tegal Regency.

Based on the observations made, the causes of teacher commitment that do not affect the performance of SMK teachers in Bumijawa District, Tegal Regency, are due to the following phenomena:

1. Teachers feel that teaching is not an essential task for their self-image
2. The teacher thinks that he has sacrificed a lot for his profession as a teacher
3. Teachers find it easy to switch jobs other than being a teacher
4. Teachers feel that they will not be bothered much if they change works other than as a teacher
5. Teachers do not feel a loss if they switch professions other than being a teacher

6. Teachers still open the possibility to switch careers to occupations other than being a teacher
7. Teachers think that changing works other than being a teacher will require sacrifices from those closest to them

C. Academic Supervision Affects Teacher Performance

In this study, academic supervision succeeded in positively affecting teacher performance, where Hypothesis 3 was accepted. The things described above can explain the results of this study that educational management has a positive and significant effect on teacher performance. This research is in line with research conducted by (Nordentoft, Thomsen, and Wichmann-Hansen 2013) in academic supervision education as one way to improve performance. Based on research also undertaken by (Ambarita, Siburian, and Purba 2014), (Amanda, Mentari OS, Rudi S, Said 2017), (Prasetyono, H- Abdillah, A- Fitria, D 2018), they concluded that academic supervision affected teacher performance.

D. Academic supervision is not proven to moderate the effect of self-efficacy on teacher performance

From the research results, it is stated that hypothesis 4 is rejected, which indicates that academic supervision is not proven to moderate the effect of self-efficacy on teacher performance. In line with research conducted by (Nanda, Tjahjono, and Nuryakin, 2001), self-efficacy moderated by academic supervision does not have a direct effect on the independent variable (self-efficacy) on the dependent variable (teacher performance).

Based on observations made by academic supervision, it is not proven to moderate the effect of self-efficacy on teacher performance due to the following phenomena:

1. The principal or supervisor does not socialize the academic supervision schedule to teachers
2. There are school principals or supervisors who do not present the results of previous supervision before carrying out academic supervision
3. In carrying out academic supervision, the principal pays less attention to teacher problems in teaching and learning activities
4. The principal carrying out academic supervision ignores the characteristics of the teacher
5. The principal in carrying out academic supervision ignores the characteristics of the subject
6. Some teachers do not formulate learning objectives in the lesson plans following the curriculum/syllabus and pay attention to the characteristics of students
7. Some teachers do not arrange teaching materials in a sequential, logical, contextual, and up-to-date manner
8. Some teachers do not choose learning resources/learning media according to the material and learning strategies

E. Academic supervision is not proven to moderate the effect of teacher commitment on teacher performance

The effect of commitment on performance is generally good and positive, as well as academic supervision, which should also affect teacher performance. Based on

previous research, it is agreed that commitment positively affects, by moderating the teacher's responsibility to academic supervision, it can increase its influence.

The results of testing hypothesis 5 indicate that academic supervision is not proven to moderate the effect of teacher commitment on teacher performance. Thus, Hypothesis 5 is rejected, and it is not proven that academic control can negotiate teacher commitment in improving teacher performance.

Based on observations made by academic supervision, it is not proven to moderate the effect of teacher commitment on teacher performance due to the following phenomena:

1. Some teachers do not apply a practical learning approach/strategy
2. Some teachers do not trigger and maintain student involvement in learning
3. Some teachers do not use the correct and appropriate language in learning
4. Some teachers do not use various strategies and assessment methods to monitor the progress and learning outcomes of students in achieving specific competencies as written in the lesson plans
5. The principal in carrying out academic supervision ignores the characteristics of students
6. The principal does not always carry out classroom observations
7. The principal conducts academic supervision only through meetings
8. Principals do not always assign teachers to hold meetings, discussions, or deliberation with teachers only for lessons to discuss problems related to the quality of the learning process (MGMP)

The principal does not demonstrate the learning that the teachers observe/learn

Based on the results of the analysis, the authors suggest that vocational school teachers in the Bumijawa sub-district, Tegal regency, should improve self-efficacy and teacher commitment by developing new patterns. Because with high self-efficacy, they will dare to choose challenging tasks and show their abilities in dealing with difficulties or obstacles at work or tasks. This will further improve teacher performance. This is important because the results of the author's analysis of the self-efficacy variable in this study have no effect on teacher performance, so there is a need for a better form of self-efficacy pattern.

The commitment of teachers for SMK teachers in the Bumijawa sub-district, Tegal Regency also needs to always be improved considering that teacher commitment is a special competency for the teaching profession to support its performance. And the results of the author's analysis of the teacher commitment variable do not have an influence on teacher performance, so there needs to be a more specific and better embedded form of commitment in vocational teachers in Bumijawa District.

Academic supervision from school principals needs to be improved, among others, principals are required to have the ability, personality and skills in managing academic supervision at an educational institution. As a leader, the principal must pay attention to and encourage and facilitate the improvement of teacher self-efficacy and teacher commitment so that teacher performance is getting better. This is highly recommended considering the results of the author's analysis that there is no independent variable that has a positive and significant effect on teacher performance. While the academic supervision variable has a significant effect on teacher performance, and the academic supervision variable in moderating the self-efficacy variable and the teacher commitment variable shows negative results (weakening).

CONCLUSION

Self-efficacy does not affect the performance of SMK teachers in the Bumijawa sub-district, Tegal Regency. Teacher commitment does not affect the performance of SMK teachers in the Bumijawa sub-district, Tegal Regency. Academic supervision has a positive and significant effect on the performance of SMK teachers in the Bumijawa sub-district, Tegal Regency. Academic supervision is not proven to moderate the effect of self-efficacy on the performance of SMK teachers in the Bumijawa sub-district, Tegal Regency. Academic supervision is not proven to moderate the effect of teacher commitment on the performance of SMK teachers in Bumijawa sub-district, Tegal Regency

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All authors have worked in a shared roles in conducting and research report accordingly. As this project done in a shared portion, there is no any conflicted in managing project.

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