The Effect of Schools Principal Supervision and Moderated Work Motivation Online Learning Methods on the Performance of Teachers of Sman 25 Tangerang Regency

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Abstract : This study aims to analyze (1) Principal's supervision of teacher performance at Sman 25 Tangerang Regency (2) teacher performance motivation on teacher performance results at Sman 25 Tangerang Regency (3) Online learning on teacher performance results at SMAN 25 Tangerang Regency. This study uses quantitative methods and uses a questionnaire as a research instrument. The data were collected from 56 respondents from teachers at 25 district of Tangerang. The collected data were then analyzed using simple linear regression analysis methods and multiple linear regression analysis using a quantitative approach. The results of the analysis show that (1) the principal's supervision variable (X_1) has a partial significant effect on teacher performance. This is indicated by the value of the regression coefficient (X_1) of $0.000 <0.05$ (2) The variable of teacher work motivation (X_2) has a significant effect on teacher performance. This is shown by the regression coefficient value of X_2 of $0.036 <0.05$ and (3) The online learning variable (X_3) has a significant effect on performance, as can be seen from the regression coefficient (X_3) of $0.000 <0.05$, which has a positive effect on teacher performance results. The principal's supervision variable, work motivation, online learning is obtained a calculated F value of 57.819 with a significant number (P value) of 0.000 meaning that the principal's supervision variable, work motivation, online learning has a significant influence simultaneously on the teacher performance variable.

Keywords: Principal Supervision, Work Motivation, Online Learning, Teacher Performance

INTRODUCTION

At present, the issue of HR is as yet the focal point of consideration and concentration for an association or organization to have the option to get by in the period of globalization joined by progressively perplexing and cutthroat degrees of rivalry in different fields, particularly in the field of school establishments.

The outcome of a school establishment is unequivocally impacted by the exhibition of educators. The degree of educator execution can be affected by a few elements. One viewpoint that influences is work fulfillment, really intending that with an elevated degree of occupation fulfillment the educator will for the most part give great execution as well as the other way around. To have the option to work ideally with elite execution, individual inspiration is additionally required in the working environment. Accordingly, it isn't is really to be expected that exceptionally energetic educators generally have elite execution also. Another component that influences execution is the workplace, specifically all that is around the specialist, which can influence him in completing his obligations. Regarding the depiction above, it is important to direct an evaluation connected with representative execution.

One of them by doing investigate for this study specialists wanted to find out whether Principal Supervision, Work Motivation, and Online Learning and whether it influences teachers performance.

LITERATURE REVIEW
Principal Supervision
Supervision is a movement that decides the circumstances/conditions that are fundamental, which will guarantee the accomplishment of instructive objectives. So supervision is all help from principal, which is focused on the advancement of the administration of educators and in accomplishing instructive objectives, as support, direction, and open doors for the development of abilities and capacities of teachers, for example, direction in endeavors and execution of changes in training and educating, choice of learning apparatuses and better showing strategies, techniques for deliberate appraisal of the periods of the whole showing process, etc. Purwanto in (Purwaningsih, 2012)

Work Motivation
Motivation is an adjustment of energy in an individual which is portrayed by the development of "feeling" and is gone before by a reaction to the presence of an objective. From the comprehension set forward by Mc. Donald in (Sadirman, 2016), Motivation is an adjustment of energy in an individual's character which is described by the development of emotional (sentiments) and responses to accomplish objectives ", According to Hamzah (2011, p. 1) "Inspiration is the essential drive that moves an individual to act. Conduct", as per Hidayah inspiration is the method involved with completing mental energy that can move people to move, while guaranteeing the congruity of these exercises, and furthermore deciding the bearing of action towards accomplishing objectives. (Hadyansah, 2019)

Online Learning
Online learning in the realm of training can be deciphered as "an arrangement, technique, or series of exercises intended to accomplish a specific instructive objective", so it tends to be deciphered as an arrangement containing a progression of exercises intended to accomplish instructive objectives. In planning an arrangement, things that should be considered are web based learning methodologies and the game plan of procedures in accomplishing specific objectives. An online learning strategy is a plan of action (a series of activities) including the use of methods and the use of various media or strengths in learning that are structured to achieve certain goals. J.R David in (Dewi, 2018)

Teacher Performance
Performance is the aftereffect of work that can be accomplished by teachers both exclusively and in bunches inside an association, as per the power and obligation given to the association with an end goal to accomplish the vision, mission and objectives of the

association worried by including capacity, steadiness, autonomy, capacity to tackle issues. The issue is as per as far as possible given by regulation, doesn't disregard the law and is as per ethics and morals (Busro, 2017: 89) Kompri (Supardi, 2016: 43), states that "Teacher performance is the capacity of an instructor to do learning errands at school and be dependable to understudies under his direction by further developing understudy accomplishment or learning results.

Previous Studies

The result of study conducted by Anak agung ngurah Bagus dharmawan (2012) found that the motivation marks of the examination results didn't influence the Public Works Department performance, Muhammad Arifin (2015) in his partial review expressed that job satisfaction has no been proven affected the high school teacher performance significantly.

Conceptual Framework

Following the clarification on the foundation of the issue, as well as hypothetical investigations and the consequences of past examination, should be visible as per the conceptual framework as follow.
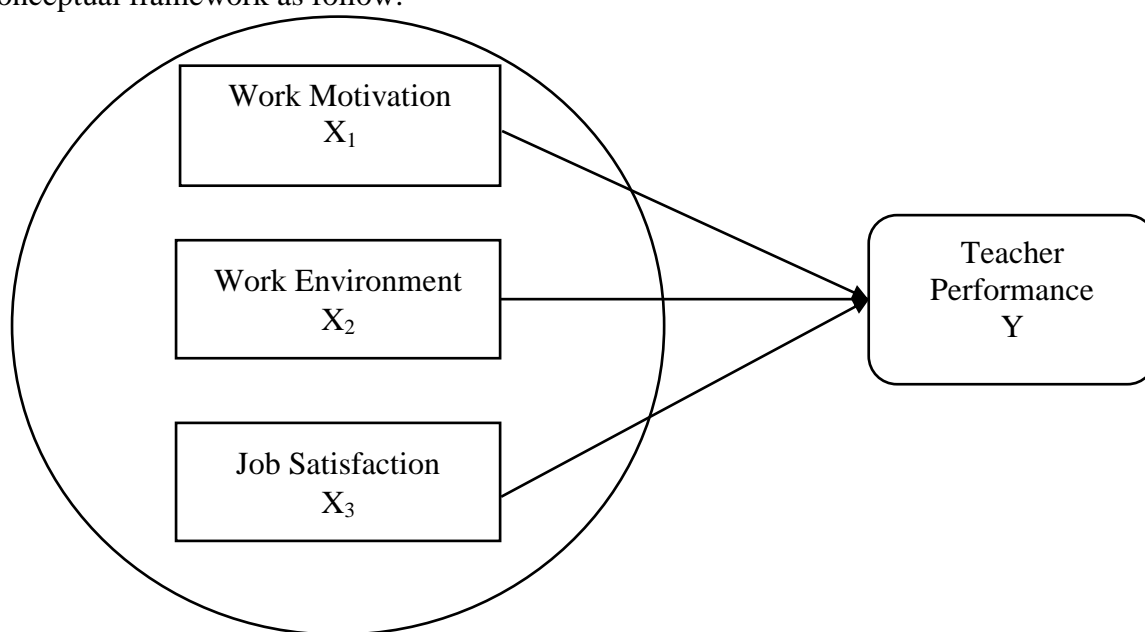
Picture 1. Conceptual Framework

Hypothesis

From the description of the theoretical framework above, the research hypotheses are:
H_1: Principal's supervision affects teacher performance.
H_2: Work motivation affects teacher performance..
H_3: Online learning affects the performance of female teachers.
H_4: Principal Supervision, Work Motivation, and Online Learning together influence Teachers.

RESEARCH METHODS

The kind of technique in this research is quantitative study, through information got straightforwardly from disseminating polls to respondents. The independent variables in this study are Principal Supervision, Work Motivation, and Online Learning, while the dependent variable is teachers performance. Estimation utilizing a Likert scale. The absolute population is SMAN 25 Tangerang Regency teachers. The examining strategy is the Census Technique.

The technique for dissecting the information involves different straight relapse investigation as a kind of perspective for surveying the examination speculation.

RESULTS AND DISCUSSION
Characteristics of Respondents
In view of current realities from the study results, it shows that the recurrence of every respondent's attributes incorporates, in light of length of work (100 percent), lastly founded on school beginning, overwhelmed by SMAN 25 Kab. Tangerang (100 percent).

Validity and Reliability Test
As per the consequences of the legitimacy trial of every variable pointer, the oversight variable has a r-determined value between 0.920 - 0.948, the work inspiration variable marker has a r-determined value m between 0.955 - 0.946, the Online Learning variable marker has a r-determined value between 0.895-0.638 and The educator execution variable pointer has a r-determined value between 0.845 - 0.914. Assuming that saw in light of the information, the r-determined value is more prominent than the r value in the table (0.2632), then, at that point, all exploration markers are pronounced valid.

Table 1. Validity Test Results

Variabel	Indikator	r-dihitung	Hasil
Supervisi	X1.1 – X1.9	0.920 – 0.948	Valid
Motivasi Kerja	X2.1 – X2.17	0.955 – 0.946	Valid
Pembelajaran Online	X3.1 – X3.10	0.895 – 0.638	Valid
Kinerja Guru	Y1 – Y12	0.845 – 0.914	Valid

Source: Processed SPSS Data in 2022

Based on the reliability test of the research variables, this shows that if all variables and the Cronbach alpha value > 0.6 then the conclusion is reliable.

Table 2. Reliability Test Results

Variabel	Alpha	Hasil
Supervisi	0.988	Reliabel
Motivasi Kerja	0.955	Reliabel
Pembelajaran Kerja	0.977	Reliabel
Kinerja Guru	0.963	Reliabel

Source: Processed SPSS Data in 2022

Classic Assumption Test
Judging from the results of the normality test based on the residual distribution, it is said to be normal, referring to a significance value of more than 0.079 (Asymp. Sig. 0.05).
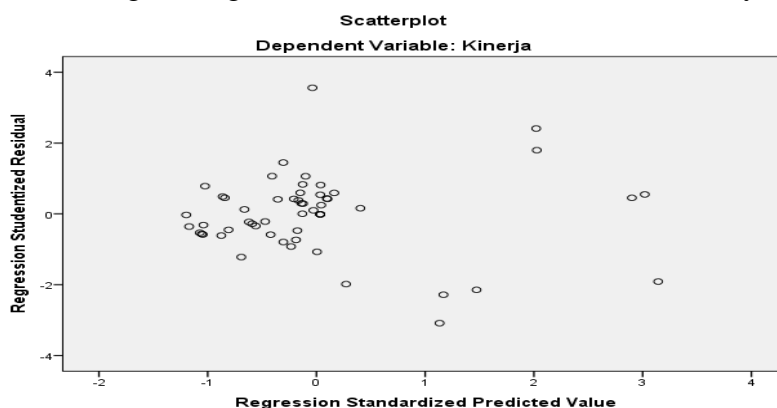
Picture 2. Heterogeneity Test Results

Multiple Linear Regression Analysis

In this study, there are three variables, where two variables are independent variables, namely Organizational Communication (X_1), Transformational Leadership (X_2) and the dependent variable, namely work motivation (Y). This multiple linear regression analysis aims to solve the relationship problem of the independent variable and the dependent variable.

Tabel. 3 Multiple Linear Regression Analysis

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.149	1.365		1.574	.122
	Supervisi_Kepala_sekolah	.189	.036	.440	5.186	.000
	Motivasi_kerja	.057	.027	.152	2.158	.036
	Pembelajaran_online	.339	.063	.475	5.399	.000

a. Dependent Variable: Performance

b. Based on table 4.11, the following multiple linear regression equation is obtained:

Y = 2.149 + 0.189 (Supervision of the Principal (Work Motivation) + 0.339 (Online Learning) + e

The above equation can be described of as following:

1. According to the regression output the constant value is 2.149. This implies, if the condition of the Principal Supervision, Work Motivation, and Online Learning factors are viewed as consistent, then, at that point, the Performance variable is 2.149.
2. The value of the regression coefficient on Principal Supervision, Work Motivation, and Online Learning is positive so it can be said that these Principal Supervision, Work Motivation, and Online Learning is positive so one might say that these factors have a positive relationship to the Performance variable. This intends that assuming the Principal's Supervision, Work Motivation, and Online Learning experience an expansion in one unit variable, it will bring about the Teacher Performance variable likewise expanding by the worth of the regression coefficient.

Simultaneous Test (F)

The F test in this analysis is a test led to decide the connection between the independent variable and the dependent variable, whether the factors of Principal Supervision (X_1), Work Motivation (X_2), and Online Learning (X_3) in fact make a concurrent difference (together)) to thedependent variable Performance (Y). The F test result should be visible in table 4.13 as following:

Table 4. Simultaneous test results (Test F)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2289.770	3	763.257	57.819	.000[b]
	Residual	686.444	52	13.201		
	Total	2976.214	55			

a. Dependent Variable: Performance

b. Predictors: (Constant), Learning_online, Motivation_work, Supervision_Principal_school

Based on table 4.13 of the results of the F test in this study, the calculated F value was 57.819 with a significance number (P value) of 0.000. With a significance level of 95% ($\alpha = 0.05$). The significance number (P value) is $0.000 < 0.05$. Therefore, H0 is rejected or means that the variables of Principal Supervision (X_1), Work Motivation (X_2), and Online Learning

(X3) have a significant effect on the Performance variable (Y) simultaneously. Hypothesis 4 is accepted

The t-test in is conducted to test the existence of relationship between the independent variables of Principal Supervision (X1), work motivation (X2), and online learning (X3) with the dependent variable is Performance (Y). The t-test results can be seen in table 4.14 as following:

Table 5. Partial test results (t test)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.149	1.365		1.574	.122
	Supervisi_Kepala_sekolah	.189	.036	.440	5.186	.000
	Motivasi_kerja	.057	.027	.152	2.158	.036
	Pembelajaran_online	.339	.063	.475	5.399	.000

a. Dependent Variable: Kinerja

Based on table 4.14, the hypothesis of the t test results is obtained as follows.
1. Principal Supervision Variable (X1)
   - H0 : = 0, the variable (X1) does not have a partially significant effect on the variable (Y).
   - H0 : 0, (X1) has a partially significant effect on the variable (Y).
      On the Principal Supervision variable (X1) with a significance level of 95% (α = 0.05). The significance number (P Value) is 0.000 < 0.05. Therefore, H0 is rejected or means that the Principal Supervision variable (X1) has a significant influence on the Performance variable (Y). Hypothesis 1 is accepted
2. Work motivation variable (X2)
   - H0 : = 0, the variable (X2) does not have a partially significant effect on the variable (Y).
   - H0 : 0, the variable (X2) has a partially significant effect on the variable (Y).
      On the work motivation variable (X2) with a significance level of 95% (α = 0.05). The significance number (P Value) is 0.036 < 0.05. Therefore, H0 is rejected or means that the work motivation variable (X2) has a significant influence on the performance variable (Y). Hypothesis 2 is accepted
3. Online Learning Variable (X3)
   - H0 : = 0, the variable (X3) does not have a partially significant effect on the variable (Y).
   - H0 : 0, the variable (X3) has a partially significant effect on the variable (Y).
      On the online learning variable (X3) with a significance level of 95% (α = 0.05). The significance number (P Value) is 0.000 < 0.05. Therefore, H0 is rejected or means that the online learning variable (X3) has a significant influence on the Performance variable (Y). Hypothesis 3 accepted

Discussion
The outcomes showed that motivation altogether affected educator performance. In light of the connection matrix between aspects that the work motivation variable has the most elevated connection between the aspects that are most connected with the inner supervision aspect and furthermore online based learning with the educator performance variable on the capacity dimension show result 0.973. Moreover, this study is applicable to the past research.

As per Hamalik (in Nikadek, 2008, p. 3) "Motivation is an adjustment of energy in an individual's character which is described by the rise of emotional (sentiments) and responses to accomplish objectives", as per Hamzah (2011, p. 1) "Inspiration is the fundamental drive that moves an individual to act", According to Hidayah, according to Hidayah motivation is the process of actualizing psychological energy that can move individuals to move, while ensuring the continuity of these activities, and also determining the direction of activity

towards achieving goals. (Hadyansah, 2019) consequently it very well may be reasoned that the exhibition of SMAN 25 kab. Tangerang has great execution quality.

The outcomes show that the management variable somewhat influences the educator performance variable. In view of the relationship grid between aspects, the supervision variable is most connected with the actual aspect with the educator performance variable on the practicality aspect with a result of 0.919. Likewise, this study is applicable to the past research. This study was performed by Rismawan (2015): The principal is the immediate forerunner in the school, obviously he is exceptionally mindful of the genuine circumstance and state of the school. Moreover, the principal additionally knows the qualities and shortcomings of the educators. Hence, the principal has a commitment to regulate the educators who are in his school no matter what. Supervision of the Principal is vital to further develop the showing performance of teachers perpetually. A principal must truly comprehend and do the administrative capability accurately and suitably in the school he leads. (Rismawan, 2015).

The outcomes show that the online learning variable to some degree significantly affects the teacher performance variable. In light of the connection grid between aspects with the result of 0.969, also, this study is applicable to the previous studies before. This researc was performed by Hamalik, hirmawan (2015) and Jr. David directed research on supervision, online learning, and use mediating variable of job satisfaction. Where the outcome is the motivation variable altogether affects worker execution. So it tends to be reasoned that supervision and work inspiration as well as online learning incredibly influence the performance of teachers at SMAN 25 kab. Tangerang.

CONCLUSION AND SUGGESTIONS
Conclusion
As an examination directed in the instructive climate, the conclusions attracted the education aspect as well as additional exploration, regarding this, the accompanying conclusion are as following: a. In partial, the supervision of the principal affects the teachers performance in SMAN 25 Kab. Tangerang. b. To some extent, work motivation affects instructor execution at SMAN 25 kab. Tangerang c. To some degree web based learning significantly affects the teacher performance in SMAN 25 Kab. Tangerang. d. To some extent, the supervision of the principal, work motivation, online learning have meaningfully affect the teachers performance at SMAN 25 Kab. Tangerang. These three variables have proven to affect the variable of teachers performance.

Suggestions
According to the conclusion above, several suggestions that can be given as following:
a) In further developing representative execution, it tends to be finished by carrying out a prize and discipline framework as far as motivation, therefore educators/teacher feel that their diligent effort is valued by the principal/head. Beside, related to job satisfaction, it is important to give comfort in work environment and give grants as level enhanced in the future. As well as conditions in the workplace likewise should be improved to be more favorable to give a happy with working environment to teachers.
b) It is trusted that further exploration will utilize independent or dependent variables that need to be analyze further to improve this research in the future.

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