# IMPLEMENTATION OF SUPERVISION AND SELF-EVALUATION OF SCHOOLS WITH PERFORMANCE OF TEACHERS

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*Abstract*

*Supervision and evaluation of school principals is an important thing that must be improved so that teacher performance becomes even better. Therefore, this thesis discusses the relationship between the implementation of school supervision and self-evaluation with teacher performance at Junior High School of Serang city. The research was conducted with the aim of knowing the relationship between the implementation of supervision and school self-evaluation with teacher performance. To achieve this goal, descriptive analysis is used. The study was conducted on state teachers of Junior High School in Serang city with a sample of 69 of the 221 population. Furthermore, to analyze the relationship between variables, a quantitative approach is used and a descriptive correlation design is used. The results showed (1) There was a significant relationship between the implementation of supervision and teacher performance of 5.386 with indicators of implementation, targeting, application of principles, use of techniques, follow-p plans for supervision, as well as rewards and warnings; (2) There is a significant relationship between school self-evaluation on teacher performance of 8,295 with indicators of planning, school development and school-based management; (3) The implementation of school supervision and self-evaluation is significantly related to teacher performance by 72% with teacher performance indicators of professional competence, pedagogic competence, social competence, and personality competence.*

*Keywords: teacher performance, supervision, school self-evaluation, primary education.*

## Introduction

Schools are complex and unique organizational institutions that require good management arrangements and require high coordination under the auspices of a leader or principal. Therefore, the principal has a very important role, must be able to realize school

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goals, understand and master the role of the organization and foster cooperative relationships between individuals. The principal must understand the existence of the school and be able to carry out his role as someone who is given the responsibility to lead the school. The principal is some school personnel who is responsible for all school activities. Principals also have the authority to improve the quality and quality of teachers through their duties as supervisors. Supervisor activities are said to be good if in carrying out supervision they are able to grow attitudes and awareness of teachers as educators and students, especially in the classroom. A teacher grows and is aware of his role and duties trying to improve the quality of his performance which is greatly influenced by supervision by the principal. The direct impact seen from supervision is that the teacher always prepares the administration of learning activities in the form of syllabus, Learning Program Plans, annual programs, semester programs, grade books, activity notebooks, journals, attendance lists, evaluation or assessment of learning outcomes, and analysis. rating result. Regarding the implementation of supervision, M Dahlan et al., (2020: 14) stated that principal supervision is an activity carried out by school principals in the form of coaching teachers with the aim of improving and developing their performance. Competencies that must be possessed by a supervisor are: planning, implementing and following up. The most important and most important supervisory activity is the guidance and development provided to all teachers and staff and other school staff. To achieve or obtain a better quality of learning it is very necessary to do supervision. If supervision can be done properly it will be able to improve the quality of learning in schools. By improving the quality of learning, it is expected that student learning outcomes will also increase, so that school graduates will also increase. In school organizations, skilled, capable and capable employees/teachers are needed according to their work, so that they can contribute to success and can also improve good work performance in the organization, community, and teachers themselves. Due to the high demands of human resource competence and the importance of human position in the organization, the role of superiors or leaders is very important to see the extent of the ability of teachers or employees in carrying out their work. In carrying out his work, a teacher needs to be assessed for his work or performance. Assessment of work performance is one of the processes carried out by agencies in evaluating the ability of teacher performance. The assessment is intended to determine the development of the quality of teachers, through the results of the performance assessment it can be seen the advantages and disadvantages of their work and can provide feedback to teachers. Regarding teacher performance, Priansa in Madjid (2014:6) explains that teacher performance is the level of success of teachers in completing their work. Teacher performance is not only shown by

work but also shown by behavior in work, starting from learning planning, in carrying out classroom learning and the process of evaluating or assessing student learning outcomes. Furthermore, Astining Putri et al., (2019: 27) stated that teacher performance is the result achieved by the teacher in carrying out the tasks in the learning assigned to him which is seen through learning activities. Planning activities, processes to learning assessments are a tangible manifestation of a teacher's performance. The performance of public junior high school teachers in the city of Serang has not been seen to fully carry out their main duties and functions. The completeness of the assessment instruments and the use of media and learning models that are less varied so that learning runs less interesting. Based on the author's experience, when being supervised, everything is prepared as well as possible, from planning, process to assessment, as well as learning media are designed as attractive as possible. However, the situation is very different if learning is carried out without supervision activities. Because of this, supervision activities should be routinely carried out by the principal as one of the duties as a supervisor.

The high performance of teachers can be proven by the authority and work responsibility for the learning process, namely learning planning, learning implementation and learning evaluation or assessment. For this reason, the learning process cannot be separated from improving teacher performance. Improving teacher performance also has an impact on improving the quality of learning. The improvement and improvement of the quality of education is a commitment from the Government of Indonesia which is implemented through various priority programs and is stated in the form of policies, one of which is the Regulation of the Minister of National Education Number 63 of 2009 concerning Education Quality Assurance. System (National & Religion, 2010). Based on the Regulation of the Minister of National Education, there are two main things that must be done to ensure the quality of education, namely: 1) conducting a School Self Evaluation; and 2) conduct School Supervision by Local Government. School Self Evaluation is intended as a process of mapping the quality of schools by the schools themselves honestly and transparently, so that the root causes of problems encountered in education quality assurance can be formulated, which can then be formulated recommendations. or concrete steps in ensuring the quality of education. School evaluation is a proactive step to eliminate school dishonesty in the face of evaluations conducted by the School Accreditation Board or the Provincial Accreditation Board. Meanwhile, School Supervision by Regional Governments is a form of accountability of local governments that have authority in the field of education in accordance with the Law of the Republic of Indonesia Number 32 of 2004 concerning Regional Government (Secretariat of the Republic of Indonesia).

Indonesia, 2004), so that local governments are required to be able to carry out monitoring related to school quality assurance. Referring to article 15 of the Minister of Education and Culture Number 6 of 2018 concerning the assignment of teachers as school principals, it is stated that the main duties and functions of school principals apart from being supervisors are as evaluators (carrying out evaluations), where the evaluation program in question is School Self Evaluation. School Self Evaluation is an internal school self-evaluation process that involves stakeholders to see school performance based on Minimum Service Standards and National Education Standards whose results are used as the basis for preparing School Development Plans or School Work Plans. and as input for education investment planning at the district/city level. School Self Evaluation in each school is the responsibility of the principal and is carried out by the School Development Team consisting of principals, teachers, school committees, parents of students, and supervisors. The implementation of the School Self-Evaluation in reality is still not in accordance with what is expected, especially in relation to school development planning and school-based management. Various experiences and observations show that there are complaints from various parties responsible for the implementation of School Self Evaluation. In fact, School Self Evaluation allows schools to be able to identify their strengths and weaknesses as the basis for preparing further development plans. In addition, with School Self Evaluation, schools are able to recognize opportunities to improve the quality of education, assess the success of improvement efforts, and make adjustments to existing programs, as well as identify challenges faced and diagnose the types of needs needed for improvement. In short, School Self Evaluation allows each school to build an information system, especially photographing school performance in the application of Minimum Service Standards and National Education Standards. The information that is built becomes the basis for planning for continuous quality improvement and the development of education policies at the district/city, provincial, and national levels. School Self Evaluation is linked to the school planning process and is seen as an important part of the performance of the school development cycle. As a framework for change and improvement, this process basically answers 3 (three) key questions, namely: 1) How well is the performance of a school, 2) How to know the actual performance of a school, and 3) How to improve and improve school performance. The first key question means that with School Self Evaluation information will be obtained regarding the management of schools that have met the National Education Standards to be used as a basis for preparing School Expenditure Plans/School Activity Plans and School Revenue and Expenditure Budget Plans/Activities Plans and School Budget.

The second key question means that with school evaluation information will be obtained about the actual performance of the school and that information is verified with appropriate physical evidence. The third question means that schools use the information collected in the School Self Evaluation to set priorities for school improvement and are used to prepare school planning and school budgets (National & Religion, 2010). The existence of School Self Evaluation can also indirectly support school principals to be able to carry out their managerial competencies more comprehensively and meaningfully which will help improve school performance. This is regulated in the Regulation of the Minister of National Education Number 63 of 2009 concerning the Education Quality Assurance System where school principals are required to build a culture of quality education and map the detailed quality of education in education units through the implementation of School Self Evaluation. Based on the description above, it is necessary to conduct an in-depth study of the relationship between the implementation of supervision (X1) and school self-evaluation (X2) with teacher performance (Y). Schools are complex and unique organizational institutions that require good management arrangements and require high coordination under the auspices of a leader or principal. Therefore, the principal has a very important role, must be able to realize school goals, understand and master the role of the organization and foster cooperative relationships between individuals. The principal must understand the existence of the school and be able to carry out his role as someone who is given the responsibility to lead the school.

## THEORETICAL FRAMEWORK

School Principal Supervision

The principal is some school personnel who is responsible for all school activities. Principals also have the authority to improve the quality and quality of teachers through their duties as supervisors. Supervisor activities are said to be good if in carrying out supervision they are able to grow attitudes and awareness of teachers as educators and students, especially in the classroom. A teacher grows and is aware of his role and duties trying to improve the quality of his performance which is greatly influenced by supervision by the principal. The direct impact seen from supervision is that the teacher always prepares the administration of learning activities in the form of syllabus, Learning Program Plans, annual programs, semester programs, grade books, activity notebooks, journals, attendance lists, evaluation or assessment of learning outcomes, and analysis. rating result. Regarding the implementation of supervision, M Dahlan et al., (2020: 14) stated that principal supervision is an activity carried out by school

principals in the form of coaching teachers with the aim of improving and developing their performance. Competencies that must be possessed by a supervisor are: planning, implementing and following up. The most important and most important supervisory activity is the guidance and development provided to all teachers and staff and other school staff. To achieve or obtain a better quality of learning it is very necessary to do supervision. If supervision can be done properly it will be able to improve the quality of learning in schools. By improving the quality of learning, it is expected that student learning outcomes will also increase, so that school graduates will also increase.

Teachers Performance

In school organizations, skilled, capable and capable employees/teachers are needed according to their work, so that they can contribute to success and can also improve good work performance in the organization, community, and teachers themselves. Due to the high demands of human resource competence and the importance of human position in the organization, the role of superiors or leaders is very important to see the extent of the ability of teachers or employees in carrying out their work. In carrying out his work, a teacher needs to be assessed for his work or performance. Assessment of work performance is one of the processes carried out by agencies in evaluating the ability of teacher performance. The assessment is intended to determine the development of the quality of teachers, through the results of the performance assessment it can be seen the advantages and disadvantages of their work and can provide feedback to teachers. Regarding teacher performance, Priansa in Madjid (2014:6) explains that teacher performance is the level of success of teachers in completing their work. Teacher performance is not only shown by work but also shown by behavior in work, starting from learning planning, in carrying out classroom learning and the process of evaluating or assessing student learning outcomes. Furthermore, Astining Putri et al., (2019: 27) stated that teacher performance is the result achieved by the teacher in carrying out the tasks in the learning assigned to him which is seen through learning activities.

Planning activities, processes to learning assessments are a tangible manifestation of a teacher's performance. The performance of public junior high school teachers in the city of Serang has not been seen to fully carry out their main duties and functions. Completeness of assessment instruments and the use of media and learning models that are less varied so that learning runs less interesting. Based on the author's experience, when being supervised, everything is prepared as well as possible, from planning, process to assessment, as well as learning media are designed as attractive as possible. However, the

situation is very different if learning is carried out without supervision activities. Because of this, supervision activities should be routinely carried out by the principal as one of the duties as a supervisor. The high performance of teachers can be proven by the authority and work responsibility for the learning process, namely learning planning, learning implementation and learning evaluation or assessment. For this reason, the learning process cannot be separated from improving teacher performance. Improving teacher performance also has an impact on improving the quality of learning. The improvement and improvement of the quality of education is a commitment from the Government of Indonesia which is implemented through various priority programs and is stated in the form of policies, one of which is the Regulation of the Minister of National Education Number 63 of 2009 concerning Education Quality Assurance. System (National & Religion, 2010). Based on the Regulation of the Minister of National Education, there are two main things that must be done to ensure the quality of education, namely: 1) conducting a School Self Evaluation; and 2) conduct School Supervision by Local Government. School Self Evaluation is intended as a process of mapping the quality of schools by the schools themselves honestly and transparently, so that the root causes of problems encountered in education quality assurance can be formulated, which can then be formulated recommendations. or concrete steps in ensuring the quality of education. School evaluation is a proactive step to eliminate school dishonesty in the face of evaluations conducted by the School Accreditation Board or the Provincial Accreditation Board. Meanwhile, School Supervision by Regional Governments is a form of accountability of local governments that have authority in the field of education in accordance with the Law of the Republic of Indonesia Number 32 of 2004 concerning Regional Government (Secretariat of the Republic of Indonesia). Indonesia, 2004), so that local governments are required to be able to carry out monitoring related to school quality assurance.

School Self Evaluation

Referring to article 15 of the Minister of Education and Culture Number 6 of 2018 concerning the assignment of teachers as school principals, it is stated that the main duties and functions of school principals apart from being supervisors are as evaluators (carrying out evaluations), where the evaluation program in question is School Self Evaluation. School Self Evaluation is an internal school self-evaluation process that involves stakeholders to see school performance based on Minimum Service Standards and National Education Standards whose results are used as the basis for preparing School Development Plans or School Work Plans. and as input for education investment planning at the district/city level. School Self Evaluation in each school is the responsibility of the principal and is carried out by the School

Development Team consisting of principals, teachers, school committees, parents of students, and supervisors. The implementation of the School Self-Evaluation in reality is still not in accordance with what is expected, especially in relation to school development planning and school-based management. Various experiences and observations show that there are complaints from various parties responsible for the implementation School Self Evaluation. In fact, School Self Evaluation allows schools to be able to identify their strengths and weaknesses as the basis for preparing further development plans. In addition, with School Self Evaluation, schools are able to recognize opportunities to improve the quality of education, assess the success of improvement efforts, and make adjustments to existing programs, as well as identify challenges faced and diagnose the types of needs needed for improvement. In short, School Self Evaluation allows each school to build an information system, especially photographing school performance in the application of Minimum Service Standards and National Education Standards. The information that is built becomes the basis for planning for continuous quality improvement and the development of education policies at the district/city, provincial, and national levels. School Self Evaluation is linked to the school planning process and is seen as an important part of the performance of the school development cycle. As a framework for change and improvement, this process basically answers 3 (three) key questions, namely: 1) How well is the performance of a school, 2) How to know the actual performance of a school, and 3) How to improve and improve school performance. The first key question means that with School Self Evaluation information will be obtained regarding the management of schools that have met the National Education Standards to be used as a basis for preparing School Expenditure Plans/School Activity Plans and School Revenue and Expenditure Budget Plans/Activities Plans and School Budget. The second key question means that with school evaluation information will be obtained about the actual performance of the school and that information is verified with appropriate physical evidence. The third question means that schools use the information collected in the School Self Evaluation to set priorities for school improvement and are used to prepare school planning and school budget (National & Religion, 2010). The existence of school evaluation can also indirectly support school principals to be able to carry out their managerial competencies more comprehensively and meaningfully which will help improve school performance. This is regulated in the Regulation of the Minister of National Education Number 63 of 2009 concerning the Education Quality Assurance System where school principals are required to build a culture of quality education and map the detailed quality of education in education units through the implementation of school evaluation.

Based on the description above, it is necessary to conduct an in-depth study of the relationship between the implementation of supervision (X1) and school self-evaluation (X2) with teacher performance (Y).

Method

The research was conducted using quantitative methods with an associative approach, namely research that is asking for the relationship between two or more variables. Data processed by statistical analysis or in the form of numbers. Therefore, the researchers tried to collect and search for objective data and in accordance with the actual situation at the research location regarding the relationship between the implementation of supervision and school self-evaluation with the performance of teachers at Junior High Schools Serang City. The research was conducted in the State Junior High Schools throughout Serang City, in the 2021/2022 academic year. The object of the research were teachers who teach at Serang City State Junior High Schools located in six sub-districts. The selection of research sites is based on the suitability of the research objectives and the ease with which researchers can reach the research area. The time of the research is between March 2022 to June 2022.

Results of the Research

The data presented in this study came from public junior high schools throughout the city of Serang in 2022. Based on the purposive sampling technique, a sample of nine schools was obtained spread over six sub-districts. The object of this research is state teachers who teach in Junior High Schools in Serang city as many as 69 respondents. The questionnaire used as a research instrument was 56 indicators. The supervision implementation variable (X1) consists of 20 indicators, the school self-evaluation variable (X2) consists of 16 indicators, and the teacher performance variable (Y) consists of 20 indicators. The following displays the data or value of the questionnaire results.

**Table 1. The results of questioners**

| Delimiter: | Comma | Encoding: | UTF-8 |
| Value Quote Character: | None | Sample size: | 69 |
| Number Format: | US (example: 1,000.23) | Indicators: | 56 |
| Missing Value Marker: | None | Missing Values: | 0 |

Indicators | Indicator Correlations | Raw File    Copy to Clipboard

| Indicators | No. | Missing | Mean | Median | Min | Max | Standard Devia.. | Excess Kurtosis | Skewness |
|---|---|---|---|---|---|---|---|---|---|
| X1.1 | 1 | 0 | 3.029 | 3.000 | 1.000 | 4.000 | 0.947 | -0.952 | -0.477 |
| X1.2 | 2 | 0 | 2.855 | 3.000 | 1.000 | 4.000 | 1.120 | -1.368 | -0.339 |
| X1.3 | 3 | 0 | 3.145 | 4.000 | 1.000 | 4.000 | 0.952 | -1.293 | -0.505 |
| X1.4 | 4 | 0 | 2.797 | 3.000 | 1.000 | 4.000 | 1.085 | -1.364 | -0.209 |
| X1.5 | 5 | 0 | 3.058 | 4.000 | 1.000 | 4.000 | 1.178 | -1.159 | -0.713 |
| X1.6 | 6 | 0 | 3.290 | 3.000 | 1.000 | 4.000 | 0.800 | -0.495 | -0.755 |
| X1.7 | 7 | 0 | 3.435 | 4.000 | 2.000 | 4.000 | 0.712 | -0.531 | -0.874 |
| X1.8 | 8 | 0 | 3.391 | 4.000 | 1.000 | 4.000 | 0.855 | 0.154 | -1.546 |
| X1.9 | 9 | 0 | 3.377 | 4.000 | 1.000 | 4.000 | 0.836 | -0.457 | -0.969 |
| X1.10 | 10 | 0 | 2.986 | 3.000 | 1.000 | 4.000 | 0.893 | -0.927 | -0.346 |
| X1.11 | 11 | 0 | 2.696 | 3.000 | 1.000 | 4.000 | 1.081 | -1.258 | -0.205 |
| X1.12 | 12 | 0 | 3.246 | 4.000 | 1.000 | 4.000 | 0.939 | -0.988 | -0.734 |
| X1.13 | 13 | 0 | 2.797 | 3.000 | 1.000 | 4.000 | 1.044 | -1.168 | -0.282 |
| X1.14 | 14 | 0 | 2.913 | 3.000 | 1.000 | 4.000 | 1.201 | -1.401 | -0.496 |
| X1.15 | 15 | 0 | 3.232 | 3.000 | 1.000 | 4.000 | 0.837 | -0.879 | -0.619 |
| X1.16 | 16 | 0 | 3.493 | 4.000 | 2.000 | 4.000 | 0.694 | -0.206 | -1.037 |

Based on the value display above, Missing is a question that was not answered by the respondent showing the number 0, this means that all statements in the questionnaire have not been missed by the respondent. The mean and median show the average value of the data group and the median value of the data after sorting, for example in the X1.1 indicator (supervision implementation variable) the average value is 3.029 and the median value is 3,000. The minimum and maximum values are the smallest and highest values of the statements filled in by the respondents, based on the results above the minimum value of 1,000 and the maximum value of 4,000. Then there is a standard deviation or value that shows how close the data is to the average value, excess kurtosis is the value used to describe whether the data distribution tends to be flat or sharp and skewness is the value used to describe whether the data distribution is skewed to the left, right or symmetrical.

Description and Data Analysis

In this study there are 3 latent variables, which consist of exogenous variables and endogenous variables. The exogenous variables consist of the Supervision Implementation variable (X1), and the School Self-Evaluation variable (X2). While the endogenous variable in this study is Teacher Performance (Y). In this study, the instrument was tested using the Smart PLS 3.0 software. To examine the relationship between the variables of the Implementation of Supervision and School Self-Evaluation with Teacher Performance.

**Figure 1. Model Specification**
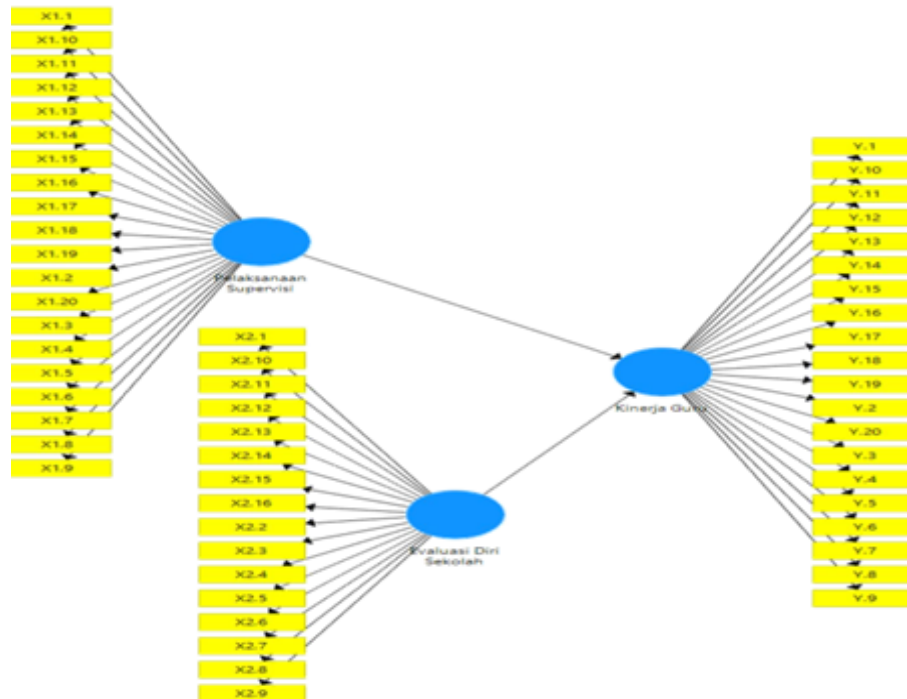


Outher Model Evaluation

There are several stages of testing the Outer model, including testing convergent validity, discriminant validity, and reliability, as well as testing the Goodness of fit Model. And it is said to have fulfilled the requirements to test the research hypothesis if the results of the validity and reliability tests are acceptable.

Convergent Validity

Convergent validity test is done by looking at the loading factor value of each indicator to the construct. For confirmatory research the Loading Factor limit used is 0.7, while for Exploratory research the Loading Factor limit used is 0.6 and for research development the Loading Factor limit used is 0.5 (Imam Gozali, 2014: 76). Based on the results of Model Estimation above, from all the indicators analyzed, there are indicators that have a loading factor below 0.7 on the Supervision Implementation variable (X1), namely indicators X1.1-X1.4, X1.6 - X1.7, X1.9 - X1.13, X1.15, X1.17 - X1.20. In the School Self Evaluation variable (X2), the indicators are X2.2 - X2.4, X2.6, X2.9, X2.11 - X2.13 and X2.15. On the teacher performance variable (Y), the indicators are Y.1 - Y.4, Y.6, Y.9 - Y.13, Y.15, Y.18 - Y.20. This shows that these indicators are not valid in measuring the constructs of supervision, school self-evaluation and teacher performance, so they

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must be dropped from the model. The estimation results of the model after the invalid indicators are dropped.

**Figure 2. The results of Model**
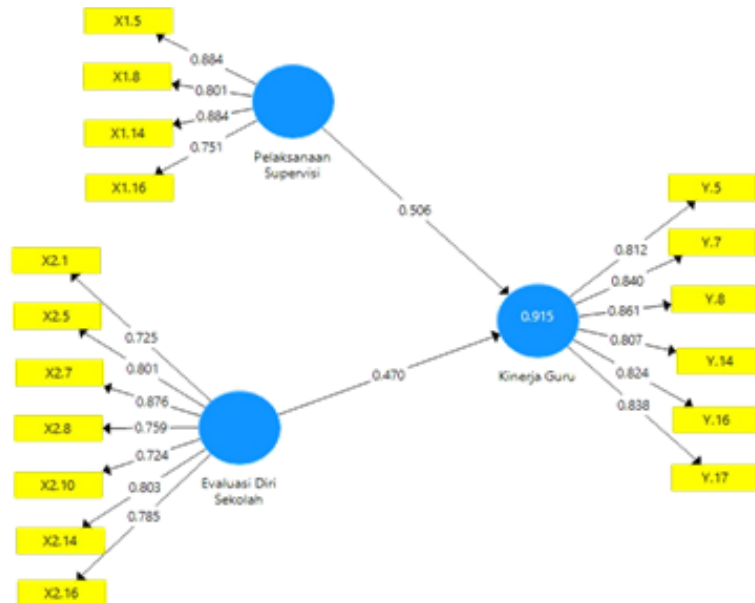


Based on the estimation results of the model in the image above, after several invalid indicators were dropped from the model, it turned out that there was a lake in the Fornell Larker test so there had to be deletion/drop again even though the loading factor value was > 0.7. The deletion is taken from the indicator that has the lowest factor loading on each variable. In the supervision implementation variables, namely indicators X1.16, school self-evaluation variables, namely indicators X2.5, X2.8 and X2.14, teacher performance variables, namely indicators Y.5 and Y.14, thus, these indicators are dropped from the model for obtain the overall validity of the indicators. Because this is a type of reflective indicator, eliminating one or two indicators will not change the meaning and meaning of the measured variables, and the measurement error (error) at the indicator level (Suseno Bimo, Partial Least Square: 2011). Furthermore, after 6 indicators are dropped.

**Figure 3. the Results of Estimation Model**
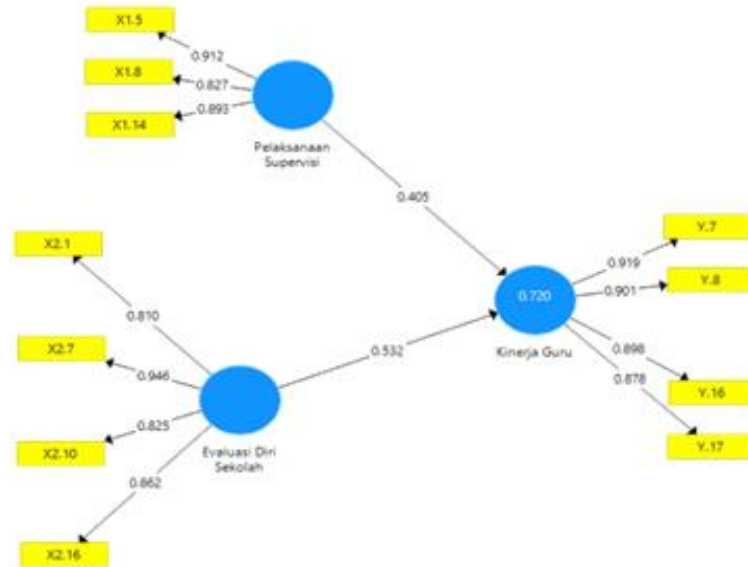


Based on the estimation results of model in the image above, the results of the loading factors.

**Table 2. Loading Factor**

| Variabel | Indicator | Loading Factor | Validity |
|---|---|---|---|
| Process of Supervision | X1.5 | 0.912 | valid |
| | X1.8 | 0.827 | valid |
| | X1.14 | 0.893 | valid |
| | X2.1 | 0.810 | valid |
| School Evaluation | X2.7 | 0.946 | valid |
| | X2.10 | 0.825 | valid |
| | X2.16 | 0.862 | valid |
| | Y.7 | 0.919 | valid |
| Teachers | Y.8 | 0.901 | valid |
| Perfomance | Y.16 | 0.898 | valid |
| | Y.17 | 0.878 | valid |

## DISCUSSION

The result of the first hypothesis in this study is that there is no significant relationship between the implementation of supervision and teacher performance. Based on the results of data analysis that has been carried out, it is obtained that the T statistic value> 1.96 is 5.386 with a significance value of <0.05 which is 0.000 then Ho is

rejected or it can be concluded that the application of supervision (X1) has a positive and significant relationship with teacher performance (Y). This supports the hypothesis in this study so that the first hypothesis is accepted. This is evidenced by the results of direct confirmation from several respondents who were met in the field saying, "If it is scheduled to be supervised by the principal, he will try to prepare the administration as well as possible starting from the syllabus, lessons, plans, list of grades, and other enhancements. I try my best, and students are also ready to accept learning so that the results are maximum." The results of this study are in accordance with the results of research conducted by Rakhmawati in (2020) entitled: Managerial Skills of Leadership and Teaching Supervision of Principals and Organizational Climate and Their Relationship with Teacher Performance, which shows a positive relationship between supervisory skills and teacher performance, because it can be revealed that the magnitude of the role of a leader in schools is in activating the supervisory function as an effort to improve teacher performance. According to Madjid (2016:11) teacher performance is the result of work that can be achieved by teachers in an organization (school), in accordance with the authorities and responsibilities given by the school in an effort to achieve the vision, mission, and responsibilities of teachers. the goals of the school concerned are legitimate, do not violate the law and are in accordance with morals and ethics. The performance of teachers can be seen from their responsibilities in carrying out their mandate, the profession they carry, and their morals. In short, teacher performance is the work of teachers which is manifested in the form of knowledge, skills, values, and attitudes of teachers in carrying out their duties and functions, which are shown in their appearance, actions, and work performance.

Based on the theoretical framework, teacher performance teacher performance is the work of teachers which is manifested in the form of knowledge, skills, values and attitudes of teachers in carrying out their duties and functions, which are shown in their appearance, actions, and performance. Teacher performance is not only shown by work but also behavior at work, starting from learning planning, in implementing learning in the classroom and in the process of evaluating or assessing student learning outcomes. While the implementation of supervision is a series of activities carried out by the principal or supervisor as a controller over all educational activities to direct, supervise, foster and control in achieving goals so that supervision activities are carried out from the planning stage to the evaluation stage which will be used as a follow-up in the context of improvement and improving the quality of learning. Reinforced by Maisaroh (2020: 153) states that supervision is a supervisory activity but is more human in nature. Supervision activities do not look for

errors but contain more elements of coaching, so that the conditions of work being supervised can be known (not just errors) so that parts that need improvement can be identified. From this quantitative information and theory, the researcher assumes that there is a significant relationship between the implementation of supervision and teacher performance.

School Evaluation and Teachers Perfomance

Based on the results of the second hypothesis test that there is no significant relationship between school self-evaluation and teacher performance. The results of the data analysis that have been carried out, the T statistic value is > 1.96, which is 8.295, with a significance value of < 0.05, which is 0.000, then Ho is rejected or it can be concluded that the school self-evaluation (X2) has a positive and significant relationship with teacher performance (Y). This supports the hypothesis in this study so that the second hypothesis is accepted and also indicates that the better the school's self-evaluation in each school, the higher the teacher's performance shown by state teachers at Serang City State Junior High School, and vice versa. Because a good school self-evaluation will support the improvement of teacher performance. According to Madjid (2016: 11) teacher performance is the result of work that can be achieved by teachers in an organization (school), in accordance with the authorities and responsibilities given by the school in an effort to achieve the vision, mission, and goals of the school concerned legally, not violating the law and according to morals and ethics. The performance of teachers can be seen from their responsibilities in carrying out their mandate, the profession they carry, and their morals. In short, teacher performance is the work of teachers which is manifested in the form of knowledge, skills, values, and attitudes of teachers in carrying out their duties and functions, which are shown in their appearance, actions, and work performance. According to the theoretical framework, teacher performance teacher performance is the work of teachers which is manifested in the form of knowledge, skills, values, and attitudes of teachers in carrying out their duties and functions, which are shown in their appearance, actions, and work performance. Teacher performance is not only shown by working but also through behavior at work, starting from lesson planning, in the implementation of learning in the classroom and in the process of evaluating or assessing student learning outcomes. Meanwhile, school self-evaluation, based on the school evaluation instrument in the technical guide of school self-evaluation which refers to 8 national education standards, the benefits of school evaluation on teacher performance development will be seen in the standard instrument of educators and education staff that the benefits of school evaluation in encouraging teacher performance improvement can be carried out periodically in accordance with the

RPS and RKS that have been made by each educational institution. It can be concluded that school self-evaluation can be used as an internal evaluation tool for educational institutions or schools, especially if the school's self-evaluation program is accompanied by the implementation of teacher quality improvement programs properly, it will affect teacher performance and learning quality. This is also supported in a study conducted by Dadan Wahyu (2015) entitled "Analysis of School Self-Evaluation in Relationship with Teacher Performance and Learning Quality". In this study concluded that school self-evaluation with teacher performance showed a high relationship. A significance value of 0.008 (less than 0.05) indicates a positive and significant relationship. Because school evaluation is a school evaluation tool to see how far the school program has met the MSS or standards. Even though it has a high relationship with teacher performance, the implementation of school self-evaluation needs to be supported by the implementation of school evaluation, must go through a school planning program first and be supported by relevant agencies and cooperate with schools in the context of implementing teacher quality. improvement program so that the increase or success of school evaluation will be balanced with the improvement of teacher performance. Thus, it can be interpreted that if the school's self-evaluation is carried out properly and correctly, it will be followed by an increase in teacher performance. From this quantitative information and theory, the researcher assumes that there is a significant relationship between school self-evaluation and teacher performance.

The Relationship between the Implementation of School Supervision and Self-Evaluation with Teacher Performance

Based on the results of the calculated F calculation, the calculated F value is 90, the calculated F value obtained > F table (0.05,96.3) is 2.737, thus Ho is rejected and it is concluded that the variables of implementing supervision and school self-evaluation are simultaneously Similarly, there is a significant relationship with teacher performance. The contribution of these two variables to teacher performance is 72%, while the remaining 28% is related to other factors not examined in this study. This supports hypothesis 3 in this study so that hypothesis 3 is accepted. So, it can be said that the two variables above have a relationship with teacher performance, but the school self-evaluation variable is the most dominant variable in the relationship. It is evident from the results of research which considers that school self-evaluation has a positive relationship with teacher performance. The implementation of supervision and evaluation carried out by the principal together with teacher performance is described in the preparation of lesson plans, preparation of learning support administration, improvement of learning quality,

maintenance of professional image, and implementation of assessment of learning outcomes. Teacher performance is the result of work that can be achieved by teachers in an organization (school), in accordance with the authorities and responsibilities given by the school in an effort to achieve the vision, mission, and goals of the school concerned legally, not violating the law and in accordance with morals and ethics According to Madjid (2016: 11). The teacher's performance can be seen from his responsibility in carrying out his mandate, the profession he carries, and his morals. Based on the theoretical framework, teacher performance teacher performance is the result of the teacher's work which is manifested in the form of knowledge, skills, values and attitudes of teachers in carrying out their duties and functions, which are shown in their appearance, actions, and work performance. Teacher performance is not only shown by the work but also by behavior at work, starting from lesson planning, in the implementation of classroom learning and the process of evaluating or assessing student learning outcomes. The implementation of supervision is a series of activities carried out by the principal or supervisor as control over all educational activities to direct, supervise, foster and control the achievement of goals so that supervisory activities are carried out from the planning stage to the evaluation stage which will serve as a follow-up in the context of improvement. and improving the quality of learning. School self-evaluation, based on the school evaluation instrument in the school's self-evaluation technical guide which refers to 8 national education standards, the benefits of school evaluation on the development of teacher performance will be seen in the standard instrument of educators and education personnel that the benefits of school evaluation in encouraging teacher performance improvement can be carried out periodically according to with teaching planning and school planning that have been made by each educational institution. Thus, it can be interpreted that if the implementation of school supervision and self-evaluation is carried out well, it will be followed by an increase in teacher performance. Based on the quantitative information and the theory, the researcher concludes that the implementation of school supervision and self-evaluation has a significant relationship together with teacher performance. Table 4.6 above shows the results of the R square test. Where this test is carried out to prove the hypothesis in the study. The value of R square in this study is 0.720 or 72%. Where this value explains that the contribution between variables is quite large in relation to teacher performance. And the remaining 28% is related to other factors. From several studies that examine the factors related to teacher performance is the factor of work motivation. This is evidenced by research conducted by Arisanti (2018) which states that there is a significant relationship between

work motivation and teacher performance at Junior High School of Serang City.

## CONCLUSION

This study aims to find the relationship between the independent variable and the dependent variable. In this case the implementation of school supervision and self-evaluation as an exogenous variable. The results of the first hypothesis test indicate that there is a positive and significant relationship between the implementation of supervision and teacher performance. This is evidenced by the value of T Statistics > 1.96, which is 5.386, with a significance value of <0.05. So, it can be concluded that there is a relationship between the implementation of supervision and the performance of the junior high school Serang city teachers. Based on the results of the second hypothesis test, that there is a positive and significant relationship between school self-evaluation and teacher performance. This is evidenced by the T statistic value > 1.96, which is 8.295, with a significance value < 0.05. So, it can be concluded that there is a relationship between school self-evaluation and teacher performance at the Serang City State Junior High School. There is a significant relationship together with teacher performance. This is evidenced by the calculated F value of 90, the calculated F value obtained > F table (0.05,96.3) of 2.737. The contribution of these two variables to the performance of the Serang City State Junior High School teachers is 72%.

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