

The Influence of Pedagogical Competence and Self-Efficacy on Teacher Performance Moderated by Academic Supervision

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Abstract

This study aims to analyze the effect of educational competence and self-efficacy 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 were SMK teachers in Bumijawa District, Tegal Regency, with a total population of 113 people. All members of the people as respondents. Of the 113 questionnaires distributed, 108 were returned. Based on the F test, it was found that the model deserves to be analyzed further. The coefficient of determination test results describes the independent variable X1 to the dependent variable and X2 to the dependent variable. The hypothesis was tested using a t-test using Moderation Regression Analysis (MRA). The results showed that educational competence affected teacher performance, self-efficacy did not affect teacher performance, academic supervision affected teacher performance, visionary leadership moderated the effect of educational competence on teacher performance, and academic management did not moderate the impact of self-efficacy on teacher performance.

Keywords: scholastic competence, self-efficacy, academic supervision, and teacher performance

INTRODUCTION

The professionalism of teachers is determined by the competence they have, where Law No. 14 of 2005 explains that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties. Permendiknas No. 16 of 2007 contains four (4) kinds of competencies, namely: educational competence, personality competence, social competence, and professional competence. If the components of competence mandated by the law can be adequately implemented, efforts to educate the nation's life will be achieved. Teacher competence concerns a formal legal profession because all actions taken by

teachers must be based on legal norms and can be legally accounted for as well as the results of their efforts. The teacher's duties will not be carried out by people who do not have teacher competence because teacher competence is a unique competence the teaching profession possesses to carry out specific tasks.

According to (Bandura 2002), self-efficacy is the level of confidence in an individual's ability to perform specific tasks. It deals with situations faced by individuals and places as part of the cognitive learning process. (Baron and Greenberg in Sunu, 2013) assert that self-efficacy is an individual's ability to perform specific tasks. Based on this statement, self-efficacy is a feeling of confidence in one's

own ability to take action. This shows that individuals can be free to do their favorite activities, be responsible for their actions, and build communication with others. In addition, individuals can accept and respect others, have the drive to succeed, and understand their strengths and weaknesses so that they can overcome the problems they face. The component of self-efficacy can still be expanded, as Skaalvik and Skaalvik state that there is no explicit construct to use in research to build on it. Schwarzer, Schmitz, and Daytner divide self-efficacy in work (job accommodation), development of job skills (development of skills on the job), social interaction with students, parents, father, and co-workers (social interaction with students, parents, and colleagues). , overcome work stress (coping work stress). (Rahman, 2013).

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 and Mindarti 2017) concluded that self-efficacy on performance showed that self-efficacy had no positive effect on teacher performance.

According to the Regulation of the Minister of National Education No. 13 of 2007 concerning Standards for Principals/Madrasah, "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. To carry out educational management effectively, conceptual, interpersonal, and technical skills are needed (Salam and Rosdiana, 2016). The socialization and academic guidance that has been carried out so far are still inadequate to reach all school

principals to carry it out relatively quickly. The implementation of supervision carried out by the principal is academic supervision. According to the Directorate of Education Personnel (2010: 6), The core competence of visionary leadership is to foster teachers in improving the quality of the learning process. The target of academic management is the teacher 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.

Teacher performance can be seen and measured based on specifications or competency criteria that every teacher must possess (Furqon, 2020). Concerning teacher performance, the behavior in question is the teacher's activities in managing the process. In the Regulation of the Minister of National Education of the Republic of Indonesia No. 41 of 2007 concerning standard techniques for primary and secondary education units, teacher performance starts from how a teacher designs lesson plans, implements learning, assesses learning to improvement and enrichment. Teacher performance is influenced by factors within the teacher itself, such as personality and dedication, professional development, teaching ability, community relations, intelligence, skills and skills, skills and interests, experience, satisfaction, talent, motivation, health, and ideals—goals and objectives at work. At the same time, external factors that are predicted include the principal's leadership style, family environment, work environment, facilities, and infrastructure (Dantes, 2013).

From several explanations regarding the definition of performance above, it can be concluded that teacher performance is the ability shown by the teacher concerning the roles, duties, and responsibilities that he carries based on his

professional skills. Performance is said to be excellent and satisfactory if the goals achieved are following predetermined standards.

The hypotheses in this study are:

- H1: Pedagogic Competence affects Teacher Performance.
- H2: Self-efficacy has a positive effect on teacher performance
- H3: Academic Supervision has a positive impact on teacher performance
- H4: Academic Supervision Moderates the Effect of Pedagogic Competence on Teacher Performance
- H5: Academic Supervision moderates the effect of self-efficacy on teacher performance

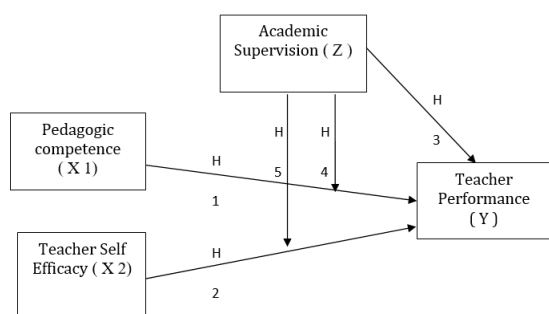


Figure 1. Table of Thinking Framework

Description:

- X1: Pedagogic competence
- X2: Teacher Self Efficacy
- Y: Teacher Performance
- Z: Academic Supervision

The research carried out is explanatory research that proves pedagogic competence and self-efficacy 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.

Table 1. The Population of This Study was Vocational School Teachers in Bumijawa District, Tegal Regency

No	School name	Total number of teachers
1	SMK Negeri Bumijawa	79
2	SMK Attolibiyah Bumijawa	19
3	SMK Arizqo Bumijawa	15
Total		113

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.

RESULTS 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 Arizqo Bumijawa, and SMK Attolibiyah Bumijawa.

Table 2. People of SMK Negeri 1 Bumijawa, SMK Arizqo Bumijawa, and SMK Attolibiyah Bumijawa

No	School name	Total number of teachers
1	SMK Negeri 1 Bumijawa	75
2	SMK Attolibiyah Bumijawa	18
3	SMK Arizqo Bumijawa	15
Total		108

Respondents of the female sex have a higher percentage, namely 52.3% (57 respondents) compared to 46.8% (51 respondents) for men and 0.9% for the missing system (1 respondent). The majority of respondents with undergraduate education are as many as 107 respondents (99%), while those with Postgraduate/S2 education are one respondent (1 %). Most of the respondents aged > 50 years, namely six respondents (5.4%), aged between 41-50 years as many as 43 respondents (39.5%), aged between 31-40 years as many as 59 respondents (54.3%). . The highest age was at the age of 31 years, namely 13 respondents and the average age of the respondents was 39.4 years. Respondents have a tenure of fewer than five years as many as 14 respondents (12.8%), have a service period of 5 to less than or equal to 10 years as many as 33 respondents (30.3%), have a service period of 10 to less than or equal to 15 years as many as 39 respondents (35.8%), and working period of more than 15 years as many as 22 respondents (20.2%) worked in vocational institutions in the Bumijawa sub-district, Tegal Regency.

Variable Description

The description of the variables of Pedagogic Competence, Self-Efficacy, Academic Supervision, and teacher performance is 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 principal 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:

Table 3. The Results of the Descriptive Study

	Variable	Mean	Category
X1	Pedagogic Competence	4.05	High
X2	Self Efficacy	3.91	High
Z	Academic Oversight	3.20	Medium
Y	Teacher Performance	4,10	High

Calculation of the low, medium, and high Mean categories are based on the linked 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 moderate, and high standards that the respondent's perception is good. Based on the results of the descriptive analysis of the four research variables in table 4.7, the mean value for the Pedagogical Competence variable is 4.05 (high category), self-efficacy variable is 3.96 (tall type), academic supervision variable is 3.20 (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 Tegal district is good on Pedagogic Competence, Self-Efficacy,

Academic Supervision, and Teacher Performance.

Validity test

To determine whether a variable being tested is valid, it is done by comparing the value of KMO (Kaiser-Meyer-Olkin) and Bartlett's Test > 0.50. Meanwhile, if the component matrix or loading factor > 0.4, it is valid. Based on the results of the calculation of the validity of each item, the results obtained are as follows:

Table 4. Validity Test

Variable	KMO
Pedagogic Competence	0,760
Self Efficacy	0,862
Academic supervision	0,919
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 listed in table 4.16 show that the pedagogic competence variable on the 10th indicator and the self-efficacy variable on the 18th indicator is declared invalid because the factor loading value is below 0.4 indicators is deleted. Meanwhile, all hands are declared valid on the academic supervision variable and teacher performance because they meet the loading factor criteria > 0.4.

Reliability Test

A variable or construct is said to be reliable or reliable if a person's answer to the statement is consistent or stable over time. A measure is said to be reliable if it gives consistent results. A constructor variable is reliable if it provides a Cronbach with an Alpha value > 0.7. That is, the Cronbach Alpha value for the Pedagogic Competence variable (X1) is 0.958, the Self-Efficacy variable (X2) is 0.932, the Academic Supervision variable (Z) is 0.985, and the Teacher Performance variable (Y) is 0.940. So it can be stated that the instruments of Pedagogic Competence (X1), Self-Efficacy (X2), Academic

Supervision (Z), and teacher performance (Y) used can produce reliable or trustworthy data.

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 or close to normal data distribution (Ghozali, 2015). In this study, the Kolmogorov-Smirnov (K-S) non-parametric statistical test was used to test normality, as shown in the following table:

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		108
Normal Parameters ^{a,b}	.0000000	.0000000
	.4987012	3 .4632434
Most	.085	.078
Extreme	.065	.063
Differences	-.085	-.078
Test Statistic		.085
Asymp. Sig. (2-tailed)		.051 ^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 = 0.051 > 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.

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).

Table 6. Heteroscedasticity Test

Model	Sig.
Mean X1	.281
Mean X2	.562
Mean Z	.446
Moderasi1	.299
Moderasi2	.534

In the table section Sig. It can be seen that all variables have a value of more than 0.05, which means that there is no significant variable with AbsRes. It can be interpreted that in all variables, there is no heteroscedasticity.

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.

Table 7. Model Test

Model	Beta	Sig.
(Constant)	(B) 15.494	.001
Mean X1	-1.754	.017
Mean X2	.159	.841
Mean Z	-3.841	.013
Moderasi1	3.514	.024
Moderasi2	.017	.991

$$Y = 15,494 - 1,754X_1 + 0,159X_2 - 3,841Z + 3,514X_1 Z + 0,017X_2 Z$$

Where:

- Y = Teacher Performance
- X₁ = Pedagogic Competence
- X₂ = Self efficacy
- Z = Academic supervision
- |X₁ - Z| = Mod 1
- |X₂ - Z| = Mod 2

It can be seen that variable X1 (Pedagogic Competence), variable Z (Academic Supervision), and Moderation1, which is worth less than 0.05, then hypotheses 1.3 and 4 are accepted. In

contrast, variables X2 and Moderation2 are worth more than 0.05, then hypotheses 2 and 5 are rejected.

Coefficient of Determination Test (Adj R²)

Adjusted R square value of 0.191 means that 19.1% of teacher performance variables can be explained by variables, Pedagogic Competence, Self-efficacy, academic supervision, and the results of moderation one and moderation 2. While the remaining (100 - 19.91%) is 80, 9% explained/influenced by other variables outside the research model.

Model Feasibility Test (Uji F)

Togetherness test (F test) is used to determine the effect of pedagogic competence, self-efficacy, academic supervision, moderation 1, and moderation 2 together affect teacher performance. Based on a significance value of 0.000 <0.05 , it means that Pedagogic Competence, Self-Efficacy, 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.

Hypothesis testing

First, A partial test of the effect of Pedagogic Competence on teacher performance obtained a significance value of 0.017 <0.05 and = 1.754 (positive) so that H1 is accepted, which means Pedagogic Competence has a positive and significant effect on teacher performance.

Second, A partial test of the effect of self-efficacy on teacher performance obtained a significance value of 0.841 >0.05 and = 0.159 (positive), so that H2 is rejected, which means that self-efficacy has no positive and insignificant effect on teacher performance.

Thrid, A partial test of the effect of academic supervision on teacher performance obtained a significance value of 0.013 <0.05 H3 and = -3.841 (negative). So that H3 is accepted, which means visionary leadership has a positive and significant effect on teacher performance.

Third, Test of moderating variable one on teacher performance obtained a significance value of $0.024 < 0.05$ and $= 3.514$ (Positive), so H4 is accepted, which means academic supervision is proven to moderate the effect of Pedagogic Competence on teacher performance.

Fourth, Testing the moderating variable two on teacher performance obtained a significance value of $0.991 > 0.05$ and a weight of $= 0.017$ (Positive), so H5 is rejected, which means academic supervision is not proven to moderate the effect of self-efficacy on teacher performance.

Pedagogic Competence Affects Teacher Performance

Pedagogic competence includes understanding students, planning and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Previous research has shown a positive correlation between pedagogic competence and teacher performance (Harjanto, 2015). The higher the educational competence, the better the teacher's performance.

Pedagogic competence in this study has a positive and significant effect on teacher performance, according to hypothesis 1. This shows that the higher the pedagogical competence, the higher the performance of teachers in SMK in Bumijawa district, Tegal regency. The results of this study are in line with research conducted by (Hakim, Adnan 2015), which states that academic competence has an influence on teacher performance, as well as research conducted by (Eka Haryanto (2015). There is a significant relationship between teacher pedagogical variables and teacher teaching performance.

Self-efficacy does not affect teacher performance

Students' low ability, which is often seen through student learning outcomes, can 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 the critical factor. This is in line with the opinion (Usman 2006:9) that student learning outcomes are primarily influenced by the role of competence and commitment of a teacher.

Based on the study results, self-efficacy has no effect on teacher performance at SMK teachers in the Bumijawa Tegal district. Although the mean value of the respondents' questionnaire results is included in the high category or the level of response is good. This indicates that there are problems in self-efficacy on teacher performance at State Vocational High School teachers in the Bumijawa Tegal district.

Based on the observations made, the cause of self-efficacy which does not affect the performance of vocational school teachers in Bumijawa District, Tegal Regency, is due to the following phenomena: 1) Teachers do not understand the students' self-character, including physical, intellectual, social-emotional, spiritual, socio-cultural; 2) The teacher is lacking in identifying the learning difficulties experienced by students in the subjects that I am capable of; 3) The teacher does not understand the theories and principles of educating learning related to the subjects that I am capable of; 4) Teachers do not understand the principles of curriculum development; 5) Arrange learning materials correctly according to the approach I chose and the character of the students; and 6) Teachers do not develop indicators and assessment instruments.

Academic Supervision Affects Teacher Performance

Purwanto (2005) stated that: "Supervision is an activity of assistance from school leaders to develop the leadership of teachers and other school personnel in achieving educational goals." These activities are in the form of encouragement, guidance, and opportunities for the growth of skills and abilities of teachers, such as guidance in business and implementation of reforms in education and teaching, selection of

learning tools, better teaching methods, methods of assessment. a systematic approach to the phases of the entire teaching process

In this study, academic supervision affects teacher performance, where Hypothesis 3 is 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 has a positive and significant influence on teacher performance.

Academic Supervision Proven to Moderate the Effect of Pedagogic Competence on Teacher Performance

The effect of academic competence on teacher performance has a positive influence. When moderated by academic supervision, research conducted (Nanda, Tjahjono, and Nuryakin 2001) concluded that educational management can mediate pedagogic competence to increase the effect generated. Likewise, a study conducted by (Slamet and Sutopo 2017), (Untara and Liana 2014), and (Suworo and Lie Liana 2017) states that professional competence can also be increased to influence teacher performance quite significantly. Based on the research above, pedagogic competence can improve and affect the dependent variable. Academic supervision can also positively moderate scholastic competence; therefore, we use academic competence and increase its influence by modulating educational management on teacher performance.

Based on this research, what if academic supervision moderates Pedagogic Competence and determines Hypothesis 4? Academic supervision moderates and

strengthens the flow of Pedagogic Competence on teacher performance. From the research results, it is stated that hypothesis testing 4 is accepted, which shows that academic supervision moderates the effect of Pedagogic Competence on teacher performance.

Academic Supervision Is Not Proven To Moderate The Effect Of Self-Efficacy On Teacher Performance

Based on this research, what if academic supervision moderates self-efficacy and determines the hypothesis of academic supervision to moderate and strengthen the flow of self-efficacy on teacher performance. From the research results, it is stated that hypothesis 4 is rejected, which indicates that academic supervision weakens the effect of self-efficacy on teacher performance. In line with research conducted Based on 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) Principals or supervisors do not socialize academic supervision schedules to teachers. Some principals or supervisors do not present the results of previous supervision before carrying out educational leadership. In carrying out academic management, they pay less attention to the characteristics of teachers; 2) The principal, in carrying out intellectual control, ignores the elements of students; and 3) The principal has not entirely carried out classroom observations (the aim is to obtain objective data on aspects of the learning situation)

CONCLUSION

Pedagogic competence has a positive and significant effect on teacher performance at SMK Bumijawa District,

Tegal Regency: 1) Self-efficacy has not been proven to positively and significantly affect teacher performance at SMK Bumijawa District, Tegal Regency; 2) Academic supervision has a positive and significant effect on teacher performance at SMK Bumijawa District, Tegal Regency; 3) Moderate academic supervision strengthens Pedagogic Competence on teacher performance at SMK Bumijawa District, Tegal Regency; and 4) Academic supervision weakens the influence of self-efficacy on teacher performance in SMK Bumijawa District, Tegal Regency.

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