

# INFLUENCE SUPERVISION OF THE HEAD SCHOOL AND JOB SATISFACTION ON TEACHER PERFORMANCE HIGH SHOOOL

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# INFLUENCE SUPERVISION OF THE HEAD SCHOOL AND JOB SATISFACTION ON TEACHER PERFORMANCE HIGH SHOOOL

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## Abstract

Principal's supervision to the teacher in school is one of the references for teacher to carry out teaching. Other things support the learning smoothness carried out by the teachers are self-efficacy and teacher satisfaction factors. Therefore, this study aims to determine the influence of self-efficacy on the performance of teachers, to determine the effect of the supervision of the head of school on the performance of teachers, and to determine the job satisfaction of teachers on the performance of teachers, as well as to determine the most dominant factor affecting the performance of teachers. This research was conducted in high School at Samarinda with the research sample as many as 110 people teachers drawn randomly against six high School in Samarinda. The research method adopted was the method of suvey with data collection techniques using a questionnaire. The instrument had been tried out and the results valid and reliable. Data analysis used was path analysis. The findings of the study showed that: (1) Self-Efficacy of the Teachers direct effected the Performance of Teachers by 7,34% with path coefficient 0,271; (2) Supervision of the Head of School had a direct effect on the Performance of Teachers by 6.97% with path coefficient 0,264; (3) Teacher Job Satisfaction had a direct effect on the Performance of Teachers by 17.81% respectively with a path coefficient 0,422. In addition, (1) Efficacy teacher self-effect effected the Performance of Teachers significantly, (2) Supervision the Head of School had a direct impact significantly on the Performance of Teachers, (3) Teacher Job Satisfaction had a direct impact significantly on the Performance of Teachers; and (4) the most dominant Factor influences the performance of teachers was the Teacher Job Satisfaction.

**Keywords:** teacher performance, self-efficacy of the teacher, supervision of the head of school, teacher job satisfaction.

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## INTRODUCTION

<sup>5</sup> In Law Number 20 year 2003 about National Education System states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength of religious, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state. Teachers as educators have a very important role in creating qualified human resources. It is because the teacher is to educate and teach students in the classroom who will be the workforce or human resources after completing school. In other words, the teacher as the cutting edge of education in a school that will produce output-output quality.

A crucial component in the teaching and learning process is the performance of the teachers themselves. Teachers basically have the potential to improve its performance. (Fitria, Mukhtar, & Akbar, 2017) suggest that there are efforts implemented Teacher Competency Test (U<sup>26</sup>). A teacher must be able to perform the process of teaching and learning is good and right so that the material presented can be understood easily by students. Teachers should be able to make the classes fun. Teacher performance is influenced by many other factors, including the efficacy of the self of the teacher itself. The efficacy of the self is one of the internal factors that affect the performance, where the efficacy of the self is the individual beliefs to motivate himself in carrying out tasks specific consisting of a consideration of the efficacy of self and self-belief on information technology. In other words, the human effort to achieve something and to realize the existence of a positive self, need a feeling of personal excellence (sense of personal efficacy) that optimistic. The perception of the efficacy of the weak is the internal barriers to progress and hinder the ability to overcome external obstacles effectively. The results of research conducted by (Setiawan, 2019) showed that the efficacy of the self directly influence the efforts to increase teacher performance. Furthermore, other factors that affect the performance of teachers is a factor of the supervision of the head of the school, which provides guidance to teachers who work in school. Research (Soe'oad, Haryaka, & Satuna, 2021) showed that the presence of supervision is done by the head of the madrasah help teachers in improving the quality of teacher performance so that the learning process is maximum and quality. The head of the school as a driving force for the development and progress of the school as well as responsibility has an important role to increase the accountability of the success of the students and the program. So it is thus achieved, then the

Leadership of the head of the school need to be empowered, so that the principal is able to act in accordance with the duties, authority, and responsibility. The head of school must be good at leading a group in the delegation of tasks and authority for the advancement of the school.

The head of school is as effective supervisor in the school. The head of the school is the center of the leader in helping the effectiveness of teaching and learning. As we know that the head of the school as a leader of education has a big role in the success of educational institutions. Research (Ashlan, 2017) concluded that the chances of implementation of supervision of teaching by the head of the school, namely (a) the leadership of the head of school to motivate, activate, and the welfare of teachers, (b) cooperate with the teachers in implementing the learning program, and (c) the existence of consciousness and the spirit of the teacher to increase the motivation in teaching.

Furthermore, factors other than the performance of teachers is a factor of job satisfaction of teachers to teach. Job satisfaction is an expression of emotional state is positive or pleasant as a result of the assessment of a job or work experience. Research (Kasemsap, 2013) Harijanto, S. (2009) produce findings that job satisfaction has a direct influence on the performance of the head of school.

Upper Secondary school (high school) as one of the Educational Institutions, have to be significantly take part in the effort to achieve national Education goals and be able to answer the challenges of the working world to have a standard of competence and expertise on the future of education. High school became a beacon of hope and the attention of the government now in creating qualified human resources in terms of both intellectual and expertise in the now and to come. Based on the background of the above problems, some senior high schools in the City of Samarinda has sought to improve the performance of the teacher. But the reality in the field of job satisfaction of teachers and the results of the supervision of the head of the school to the teachers still questionable. Therefore, the authors conducted a research with the title Influence the Efficacy Teacher Self-Supervision of the Head of the School, and teacher Job Satisfaction on the performance of teachers of SMA Negeri se-Kota Samarinda.

## LITERATURE REVIEW

### Understanding Performance

(Kelloway, Weigand, McKee, & Das, 2013) states that performance is the result of work that can be accomplished person or group of people in an organization in order to achieve the goals of the organization in a certain period of time. While Suryadi prawiro sentono in (Kreitner, Kinicki, & Buelens, 1999) said that performance is the result of work that can be accomplished by a person or group of people in an organization in accordance with the authority and responsibility of each in order to achieve the goals of the organization concerned is legal does not violate the law and in accordance with the rules, morals and ethics. (Listyantari, 2020) argues that performance is a result of which the people or resources and on the environment of the specific working together to bring an end result that is based level of quality and standards that have been set. Based on the opinions above it can be concluded that the performance is the ability possessed by the

individual in performing a job done in a legal and <sup>27</sup> do not break the law and in accordance with the morals and <sup>4</sup> ethics so that it looks the achievements of his work in the business application of the idea of <sup>30</sup> realizing the goals, objectives, mission, and vision of the organization effectively and efficiently to achieve the goals <sup>14</sup> of the organization which is based the level of quality and standards that have been set. In an organization of educational institutions, skills and abilities possessed by each teacher in their field is something that is expected. With the skills and abilities will affect the performance in Educational institutions.

### Understanding the Performance of Teachers

Understanding the performance of teachers according to Gusrianty, M. (2019) <sup>8</sup> is the ability of a teacher in carrying out the task of learning in the school and is responsible for the students under his care by improving the learning achievement of students. Therefore the performance of teachers can be defined as a condition that shows the ability and professionalism of a teacher in performing their duties and responsibilities in carrying out the duties and responsibilities in the school.

(Nguyen, Yandi, & Mahaputra, 2020) mentions four criteria of the performance of teachers, namely (1) personal characteristics, (2) process, (3) results, and (4) a combination of a, b, and c. Seen from the personal characteristics, the performance of teachers include the ability, skills, personality, and motivation to perform the task well. Seen from the process, the performance of effective teachers will be achieved if the behavior can indicate a match with the performance standards specified. Judging from the results, in assessing the performance of teachers should refer to the results of the real which is done by the teacher both quantity and quality at the time of carrying out the work.

(Listyantari, 2020; Peña & Chen, 2017) of Tacheros and Lecturers stated that the stand<sup>1</sup>ard of work performance of the teacher in carrying out the task of professionalism, the teacher is obliged to plan learning, carry out the learning process quality as well as assess and evaluate learning <sup>6</sup> outcomes. The principal task of the teacher is manifested in the activities of teaching and learning <sup>11</sup> ne form of performance to improve the quality of the teacher itself. Of the various terms in the above it can be concluded the definition of teacher performance is the result of work or achievements of the work done by a teacher based on the ability to manage activities of

teaching and learning, which includes learning planning, implementation of learning, evaluation of learning and the relationship of the teacher with students.

To further what is meant by the performance of the teachers in this research is the result of the work or achievements of the work done by a teacher based on the ability to manage teaching and learning activities that include learning planning, implementation of learning, evaluation of learning and foster the relationship between personal with their students. Operationally, it can be argued that teacher performance is the total score obtained from the results of measurement of variable of teacher performance as stipulated in Decree No. 16 2007 consists of 4 competencies, namely: (1) pedagogical competence, (2) personality competence, (3) professional competence, and (4) social competence.

### Definition of Supervision

According to (Rahim, Antonioni, Krumov, & Ilieva, 2000) supervision is all the help from the leaders of the school, which focused on the development of school leadership, which focused on the development of the leadership of the teachers and the other school in achieving education goals. This means that supervision is the guidance given to the entire school staff so that they can improve the ability to develop the situation better teaching and learning.

(Soe'oad et al., 2021) stated that the mind, learning supervision is often interpreted as a series of business assistance to teachers. Especially the help of the intangible professional service which is carried out by the head of school and supervisor and supervisor other to improve the process and learning outcomes of the learners to achieve the goal of maximum. Inspection derived from the term Dutch inspectie. In English known inspection. Both words mean supervision, which is limited to the sense monitor whether subordinates (in this case the teacher) to run what has been instructed by his superiors, and not trying to help the teacher. The culprit is called the inspector. Often the arrival of an inspector to school more is perceived by teachers as the arrival of an officer who wants to search for the fault of the teachers so often the scourge.

With such impression that, if there is an inspector comes, the head of the school and teachers are likely to feel fear because they feel will be searched his guilt. According to (Soe'oad et al., 2021) education Inspector on duty to conduct oversight of all activities of the school, ranging from the success of the school, the problems, the administration, the issue of discipleship, financial, and sebgainya up to the teaching-learning process. At the time of inspection, the activities of the inspectors emphasized to the businesses see the weakness of the implementation of the school to give a sense of adherence to the rules of procedure to the teacher or head of school. The terms overseer and supervision judging from its activities have the same sense, it can therefore be interchangeable (interchangeable). In Government Regulation No. 38 of 1992, Article 20 of the distinguished term controller (that is used to show its work in education track) and overseers (used to indicate duty on line of education outside the school).

That the activities of the supervision of teaching aimed at the improvement of teaching. The repair was done through the improvement of professional skills of teachers in carrying out their duties and responsibilities.

To facilitate us in understanding the supervision of the teaching, the notion of supervision formulated in a simple, namely all efforts made by the supervisor to provide assistance to teachers in improving the learning to the learners.

Based on the above description, it is referred to with the Supervision of the head of the school in this study is kontruks teacher assessment against the principal in managing the school, nurture and direct the teacher in carrying out their duties to achieve the goals that have been set. As for the pengukuranya with indicator; (1) planning and supervision, (2) the implementation of the supervision and the provision of guidance, (3) assessment of results of supervision, (4) supervision, (5) the provision of assistance in problem solving, (6) cooperation.

### Efficacy Teacher Self

The efficacy of the self is a person's beliefs about his ability to mobilize, motivate, cognitive resources and the source of the action needed to control the demands of the task. A number of researchers have found that a belief in the ability of a determinant of a person's performance level. (Syahril & Hadiyanto, 2018) added that the efficacy of the self has three dimensions: magnitude, strength, and general. According to the opinion of (Torkzadeh, Fereidooni, Mohammadi, & Shafiei Sarvestani, 2020) defines that the efficacy of the self is also known as the theory of social cognitive theory or social learning refers to the belief of the individual that he is able to perform the task. The higher efficacy of yourself, more confident owned in the ability to succeed. So, in difficult situations, people with low efficacy of the self are more likely to lesson their effort or give up altogether, while those with efficacy high self-efficacy will try harder to master the challenge. (Utomo, 2018) defines that the efficacy of the self is a belief that a person has the capabilities needed to execute the behavior required for the task to be successful.

More James L. Gibson, (Whiston & Keller, 2004) stated that the efficacy of the self is the belief that one can perform adequately in a particular situation. Self - efficacy has three dimensions: magnitude, strength and generality. This means that the efficacy of the self-confidence of a person that he has the competence to finish the job successfully. Meanwhile (Wise & Trunnell, 2001) stated that the efficacy of the self is a person's belief that he has the ability, motivation, role perception of the true and the favorable situation to complete the task successfully. (Listyantari, 2020) suggested that the efficacy of the self refers to the individual beliefs (or beliefs) about his or

her abilities to mobilize the motivation, cognitive resources and actions required to successfully carry out a particular task in a particular context.

Meanwhile, (Kelloway et al., 2013) stated that the efficacy of the self implies that each individual believes its ability to mengontor life feelings. Meanwhile, according to Schermerhorn, John R., (Nguyen et al., 2020) that the efficacy of the self is the individual beliefs about the likelihood of successfully completing a specific task.

According to Annie (Kreitner et al., 1999) stated that the efficacy of the self is the degree to which a person believes that he is able to successfully perform a behavior, complete a task, or achieve a goal. Meanwhile, according to Kreitner, (Rahim et al., 2000) (stated that the Efficacy of the Self is a belief in one's self to thrive and succeed in a specific task, and believe to be able to do the menatakan that the efficacy of the self is a person's beliefs about his ability to perform a particular behavior successfully. Thus, it can be synthesized that the efficacy of the self is the self-belief of a person that he have the ability to carry out specific tasks assigned in order to achieve goals and objectives desired by the success indicator: carry out tasks, solve problems in the task and complete the task.

The next question the Efficacy of the Self in this research is the belief of a person that he has the ability to carry out specific tasks assigned in order to achieve goals and objectives desired by the success with indicators: (1) carry out a task, (2) overcome the problems in the task, (3) complete tasks (4) the Level of difficulty of the task, (5) the Steadiness of conviction, and (6) the Broad field of behavior.

### Job Satisfaction

Job satisfaction according to (Green Jr, Finkel, Fitzsimons, & Gino, 2017) Dole and Schroeder (2001) is as the feelings and reactions of individuals to the work environment. (Rahim et al., 2000) Robbins and House (2007) stated that job satisfaction as a feeling of positive which is the result of the evaluation of the characteristics. While the (Peña & Chen, 2017) Luthan, F (1995) stated that job satisfaction is an expression of emotional state is positive or pleasant as a result of the assessment of a job or work experience. Meanwhile, Tyson, S. and Jackson, T. (2000) linking satisfaction with work behavior such as: (1) the like and don't like, (2) workplace accidents (caution and sloppy), (3) excitement and sadness, (4) diligent/timely and lazy/too late, (5) present and not present work. Based on the opinion-opinion then what is meant by Job Satisfaction in this study is the fulfillment of the expectations and needs of a person or the employee so that it shows the feelings of pleasure in doing the work in accordance with the objectives of the organization. As for the indicators of job satisfaction are: (1) do the work with pleasure, (2) providing support worker, (3) responsible for the task, (4) disciplined and patient in carrying out the task, (5) appreciate the work, and (6) be happy to compete.

## MATERIAL & METHODS

The method used is survey method with a causal approach to data analysis uses path analysis (path analysis). This study analyze the relationship between variables and measure the impact of a variable on other variables. On varabel that were examined include: the Efficacy Teacher Self-



Supervision of the Head of School, Teacher Job Satisfaction and Teacher Performance. The population in this study are all teachers of high SCHOOL in the City of Samarinda.

| No    | School Name      | A lot of samples |
|-------|------------------|------------------|
| 1     | SMAN 1 Samarinda | 20               |
| 2     | SMAN 2 Samarinda | 20               |
| 3     | SMAN 3 Samarinda | 20               |
| 4     | SMAN 4 Samarinda | 15               |
| 5     | SMAN 5 Samarinda | 20               |
| 6     | SMAN 8 Samarinda | 15               |
| Total |                  | 110              |

Table 1 Sample

Data were collected through a questionnaire. The questionnaire developed in the study for the efficacy teacher self as much as 50 statements, supervision of the head of school 50 statement, job satisfaction of teachers 56 statement, and the performance of teachers as much as 54 statement.

### Test Instruments

The test results obtained by Questionnaire the questionnaire declared valid include the efficacy of the self 49 statements, supervision of the head of school 49 the statement, job satisfaction of teachers 54 statements, and the performance of teachers 54 statement. The results of the test reliability of the instrument using cronbach's Alpha of the fourth variable is declared to have a high reliability, which is greater than the alpha of 0.60 with the following details

| No | Instrument            | The Alpha | Decision reliability |
|----|-----------------------|-----------|----------------------|
| 1  | Efficacy Teacher Self | 0,965     | Reliable             |

|   |                              |       |          |
|---|------------------------------|-------|----------|
| 2 | Supervision Kep.Sek.         | 0,965 | Reliable |
| 3 | Job Satisfaction Of Teachers | 0,967 | Reliable |
| 4 | Teacher Performance          | 0,962 | Reliable |

Table 2 The Results of the Test Reliability of the Instrument

### Description of the Data

Based on the data collection, then it is presented the <sup>15</sup> description of the data the results of the research as follows.

| Variable                         | Minimum | Maximum | Mean   | Standard Deviation |
|----------------------------------|---------|---------|--------|--------------------|
| The Performance of Teachers (X1) | 167     | 266     | 231,99 | 17,747             |
| Efficacy Teacher Self (X2)       | 157     | 241     | 207,93 | 16,873             |
| Supervisi Kebp, Sek.(X3)         | 160     | 241     | 207,98 | 17,034             |
| Teacher Performance (Y)          | 166     | 266     | 230,44 | 15,870             |

Table 3 Description of the Data

### Normality Test

Based on the Kolmogorov-Smirnov test is obtained sig = 0,129 > 0,05 then the data on the performance of high school teachers dinyatakan population derived from a normal distribution.

### Test of Linearity

Based on the calculation of the statistic is obtained that the related data is linear, with the following details.

| Variabel                          | Equation                 | F- value | Sig. value | Linearity |
|-----------------------------------|--------------------------|----------|------------|-----------|
| X <sub>3</sub> dan X <sub>1</sub> | $X_3 = 0,77 X_1 + 69,34$ | 228,004  | 0,000      | Linear    |
| X <sub>3</sub> dan X <sub>2</sub> | $X_3 = 0,74 X_2 + 75,62$ | 190,667  | 0,000      | Linear    |
| Y dan X <sub>1</sub>              | $Y = 0,88 X_1 + 48,06$   | 260,292  | 0,000      | Linear    |
| Y dan X <sub>2</sub>              | $Y = 0,86 X_2 + 52,25$   | 237,430  | 0,000      | Linear    |
| Y dan X <sub>3</sub>              | $Y = 0,96 X_3 + 11,08$   | 298,638  | 0,000      | Linear    |

Table 4 The Results the Test of the Linearity of the Data

### Correlation Test

Correlations between variables are presented as follows.

|                | X <sub>1</sub> | X <sub>2</sub> | X <sub>3</sub> | Y     |
|----------------|----------------|----------------|----------------|-------|
| X <sub>1</sub> | 1              | 0,841          | 0,829          | 0,857 |
| X <sub>2</sub> | 0,841          | 1              | 0,838          | 0,824 |
| X <sub>3</sub> | 0,829          | 0,838          | 1              | 0,799 |
| Y              | 0,857          | 0,824          | 0,799          | 1     |

Table 5 Correlation between Variables

Furthermore, based on the results of the calculation of the statistics obtained from the correlation coefficient of the obtained path coefficient as follows.

| Variabel                               | Path Coefficient    |
|--|---------------------|
| X <sub>3</sub> terhadap X <sub>1</sub> | $\rho_{31} = 0,518$ |
| X <sub>3</sub> terhadap X <sub>2</sub> | $\rho_{32} = 0,365$ |
| Y terhadap X <sub>1</sub>              | $\rho_{y1} = 0,271$ |
| Y terhadap X <sub>2</sub>              | $\rho_{y2} = 0,264$ |
| Y terhadap X <sub>3</sub>              | $\rho_{y3} = 0,422$ |

Table 6 Path Coefficient

Based on the correlation coefficient and coefficient the path that has been achieved, then the obtained model diagram line can be described as follows.



Fig.

1 Diagram Line of Research Models

Furthermore, the influence of direct and indirect efficacy of self and supervision of the head of school to the satisfaction of the work is as follows.

| Variable                              | Influence             |          | Total  |
|---------------------------------------|-----------------------|----------|--------|
|                                       | Directly to the $X_3$ | Indirect |        |
| Efficacy ( $X_1$ )                    | 0,2683                | 0,1590   | 0,4273 |
| Supervision Head Of School. ( $X_2$ ) | 0,1332                | 0,1590   | 0,2922 |
| Total                                 |                       |          | 0,7195 |

Table 7 The Influence of Direct and Indirect

influence of direct and indirect of self-efficacy, the supervision of the head of the school, and job satisfaction on the performance of teachers is as follows

| Variabel                              | Influence     |          | Total  |
|---------------------------------------|---------------|----------|--------|
|                                       | Directly to Y | Indirect |        |
| Efficacy ( $X_1$ )                    | 0,0734        | 0,2186   | 0,2920 |
| Supervision Head of School. ( $X_2$ ) | 0,0697        | 0,1540   | 0,2562 |
| Job Satisfaction ( $X_3$ )            | 0,1781        | -        | 0,1781 |
| Total                                 |               |          | 0,7263 |

Based on the analysis of data using Path Analysis, the obtained results of the research as follows.

1. Based on the results of the calculations obtained koefien the path of  $py_1 = 0,271$ , by using t-test, it turns out that  $t = 3,073$  and  $sig = 0.000$  which shows that the influence of the Efficacy Teacher Self (X1) on Teacher Performance (Y) is significant. Thus it can be stated that the efficacy of the Self plays a role in efforts to improve teacher performance.
2. Based on the results of the calculations obtained koefien the path of  $py_2 = 0,264$ , by using t-test, it turns out that  $t = 3,180$  and  $sig = 0.000$ , which indicates that the influence of Supervision of the Head of School (X2) on the Performance of Teachers (Y) is significant. Thus it can be stated that the Supervision of the Head of the School play a role in improving the performance of teachers.
3. Based on the results of the calculations obtained koefien the path of  $py_3 = 0,422$ , by using t-test, it turns out that  $t = 6,286$  and  $sig = 0.000$ , which indicates that the influence of Teacher Job Satisfaction (X3) on Teacher Performance (Y) is significant. Thus it can be stated that Job Satisfaction of Teachers play a role in improving the performance of teachers.
4. Based on the sequence of the path coefficient is obtained from the statistics, obtained  $py_3 = 0,422 > py_1 = 0,271 > py_2 = 0,264$  which means that the most dominant mempengaruhi teacher performance is a factor of Job Satisfaction of Teachers that followed the second order is a factor of the Efficacy Teacher Self, and that factor is the smallest Supervision of the Head of School.

## RESULTS AND DISCUSSION

Great path coefficient efficacy teacher self on the performance of teachers by  $py_1 = 0,271$ . Great direct influence efficacy teacher self on the performance of teachers by 0,0734. The findings of this study prove that the efficacy of the self has a positive effect on performance. Efficacy is the belief a person that he have the ability to carry out specific tasks assigned in order to achieve goals and objectives desired by the success indicator: carry out tasks, solve problems in the task and complete the task. Based on the description above it can be suspected that there is influence between organizational culture of the school and the efficacy of self-teacher to teacher performance. The efficacy of self-determine whether we are going to show a certain behavior, as strong as what we can survive when faced with difficulty or failure, and how success or failure in one specific task affects our behavior in the future. The results of this study support the research

conducted by Sjamsuri, A. and Nani Mulyani (2019) stated that the efficacy of the self directly influence the efforts to increase teacher performance.

Great path coefficient supervision of the head of school on the performance of teachers by  $\beta_2 = 0,264$ . The great influence of direct supervision of the head of school on the performance of teachers by 0,0697. The findings of this study prove that the supervision of the head of the school can improve the performance of teachers. Supervision is done by the principal to the teachers regularly scheduled and is expected to improve the learning process. The teacher will measure every gesture she does observed so will try as much as possible in carrying out their duties as a teacher. And on the other hand, the supervision of the head of school is also able to be an evaluation material for teachers. Imron, A. (2012) stated that the supervision of learning is often defined as a series of business assistance to teachers. Especially the help of the intangible professional service which is carried out by the head of school and supervisor and supervisor other to improve the process and learning outcomes. It thus means that supervision is the guidance given to the entire school staff so that they can improve the ability to develop the situation better teaching and learning. Coaching principals to the teachers is an important thing done. With good coaching will cause a feeling of fun and comfortable against the teacher and the subsequent teacher performance will also increase.

Great path coefficient teacher job satisfaction on the performance of teachers by  $\beta_3 = 0,422$ . Great direct influence of job satisfaction on the performance of teachers by 0,1781. These findings prove that job satisfaction can improve performance. Gibson (2012) stated that job satisfaction is an attitude of the individual about his work It is thus also in accordance with the opinion of the Luthan, F (1995) stated that job satisfaction is an expression of emotional state is positive or pleasant as a result of the assessment of a job or work experience. A teacher who is having a feeling of love towards his job will likely produce better performance. The results of this study also support the results of research Harijanto, S. (2009) produce findings that job satisfaction has a direct influence on the performance of the head of school.

## CONCLUSION

1. Cultural Efficacy Teacher Self-direct on the Performance of Teachers by 7,34% with path coefficient 0,271. So the Efficacy Teacher Self-direct effect on the Performance of Teachers. In other words the stronger the Efficacy Teacher Self, then the higher the Performance of the Teacher.
2. The supervision of the Head of School has a direct effect on the Performance of Teachers of 6,97% with path coefficient 0,264. So the Supervision of the Head of School has a direct effect on the Performance of Teachers. In other words the better Supervision of the Head of the School, it will increase the performance of teachers.
3. Management of Teacher Job Satisfaction has a direct effect on the Performance of Teachers by 17,81% respectively with a path coefficient 0,422. So Job Satisfaction of Teachers berpengaruh directly on the Performance of Teachers. In other words the better in the Job Satisfaction of Teachers will improve the performance of teachers.

## IMPLICATIONS

### Implications for the Efficacy Teacher Self

The efficacy of the self is a person's belief that he has the ability, motivation, role perception of the true and the favorable situation to complete the task successfully. The head of the School need to give motivation to the students and parents of students, teachers, and educators to revive the culture of the school can improve high self-confidence to achieve the goals of the school.

### Implications for the Supervision of the Head of School

Need to optimize the function of leadership in which there is the function of the supervisor of the head of the school to hold a good coaching and comfortable with peers, with teachers and education personnel to realize a shared commitment in achieving the goals of the school.

### Implications for Job Satisfaction

Need planting the self-awareness of teachers and administrative personnel that job satisfaction can motivate employee performance, suppose to be active in contributing to the school. In the school environment need to hold the condition of the room a comfortable working and need to cultivate an attitude of concern and support fellow work friends that will grow up situation love to work and can support work productivity and satisfaction. Need to animate the culture of healthy competition and give awards to teachers and educators achivement so that all members of the school organization can work with the level of job satisfaction is high for the sake of realizing the goals of the school.

## SUGGESTIONS

1. The head of School must provide a role model to the members of the school in the form of civilizing a sense of confidence in the activities of the school, orderly and disciplined to obey the rules of the school and work optimally for the sake of the interests of the institution, members of the school and the community.
2. So there is a conducive environment in the school, need to be given the facilities that support the occurrence of smoothness in work to support the smooth running of the

coaching to the teachers, employees and admistrasi, and also to the school committee. Need to be held development activities regularly that can be accepted by all members of the school.

3. The head of the School should give a reward or award to teachers who successfully achieve the performance of good, staffs hard work and achievement, and students raised the name of the school with the aim to create a sense of job satisfaction to all members of the school.

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