

# Do Academic Supervision and Activities in MGMP (Subject Teacher Deliberations) Increase Teachers Performance?

Nurkolis Nurkolis\*, Rini Warastuty, Yovitha Yuliejantiningih

Program Studi Manajemen Pendidikan

Universitas PGRI Semarang

Jawa Tengah, Indonesia

\*nurkolis@gmail.com

**Abstract**—The research problems are (a) the influence of academic supervision on teacher performance; (b) the influence of teacher activities in MGMP on teacher performance; and (c) the simultaneous influence of academic supervision and teacher activities in MGMP on the performance. The population was 305 teachers from 9 schools. Samples were taken based on the formula of Isaac and Michael with an error of 5% as the amount of 170 teachers. The results of the study shows (a) there is a positive and significant influence of school principals' academic supervision on teacher performance with  $t\text{-test}=55.58\%$ ; (b) there is a positive and significant effect of teacher activities in MGMP on teacher performance with  $t\text{-test}=55.48\%$ ; (c) there is a positive and significant simultaneous effect of the school principal's academic supervision and teacher activities in MGMP on the performance of teachers in sub-rayon 04 junior high school in Demak District, Central Java Province. The results of multiple linear regression with  $r=81.49\%$ . The suggestions are (a) the principal should regularly carry out academic supervision, provide guidance, input, and encourage teacher in carrying out better teaching; and (b) MGMP activities must be carried out and followed by all teachers.

**Keywords**—regular academic supervision; MGMP followed by all teachers; teacher performance

## I. INTRODUCTION

The function and purpose of Indonesian national education are contained in the law of the Republic of Indonesia that national education functions to develop capabilities and shape character and civilization in order to educate the life of the nation [1]. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Teachers have an important role in education. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal education, basic education, and secondary education [2]. Improving the quality of education has become the government's commitment. One step was taken by the

government to realize this is to improve the quality of teacher human resources. Teachers are required to have good performance so that the quality of education continues to improve. One of the ways to improve teacher performance can be done through the academic supervision of the principal.

The performance of junior high school teachers in sub-districts 4 of Demak district is still lacking. This can be seen from the results of the national exams that are not satisfactory. Other signs of low teacher performance are teachers often absent from teaching, entering classes not on time, and late for school. Based on the readiness of teacher administration many are incomplete such as syllabus and lesson plans. The impact is that teachers only carry out routine tasks in learning activities, teachers teach only a routine without any further development innovations.

### A. Teacher Performance

Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him [3]. Another definition of performance is as a result of the implementation of a work that provides an understanding that performance is an act or behavior of a person who can be directly or indirectly observed by others [4]. Performance or work potential is a result of work achieved by a person in carrying out the tasks given to him based on skill, experience, and sincerity of fiber time [5].

The definition of performance is in line with the official understanding of the Government stating the teacher's performance is the teacher's ability to demonstrate his various skills and competencies [6]. The essence of teacher performance is nothing but the ability of the teacher to demonstrate the skills and competencies he has in the real world of work.

Other experts interpret teacher performance as work performed in this case teacher achievement is the behavior of teachers who have; a. skills and master all the ins and outs of the field of work and other fields related to their duties, b. excellent skills in carrying out their duties, c. extensive experience in the field of their duties and other fields related to

their duties, d. always be serious and do not know the time in carrying out their duties, e. freshness and good physical and spiritual health, f. Always carry out tasks efficiently and effectively, g. Its work results far exceed the average work results determined, both in terms of quality and in the sense of quantity [7]. Based on the description above it can be concluded that the teacher's performance is the result of the work or achievement of the teacher in carrying out his duties based on ability, skills, experience, ability, in accordance with the teacher's competencies and the criteria set for his work.

There are five aspects that can be used as a measure in reviewing teacher performance, namely: 1. quality of work, 2. promptness, 3. initiative, 4. capability 5. communication [7]. There are three dimensions of teacher performance, namely: (1) knowledge of professionalism, (2) carrying out professional assignments, (3) professional service [8].

From the description above it can be concluded that the dimensions of teacher performance are determined by 3 factors, namely: knowledge of the profession in accordance with their fields, carrying out tasks in accordance with their fields of expertise, and professional development.

Teacher performance indicators can be explained as follows. First, knowledge of professionalism, including knowing the physical and psychological state of students, mastering learning materials, knowing government regulations about education, knowing school rules.

Second, carrying out professional assignments, including preparation and planning, namely arranging learning plans, preparing learning materials, teaching aids and other learning needs; carry out learning namely notifying the learning objectives to students, linking the past learning material with the learning material to be learned, taking care of the attention of students by using a variety of learning methods, controlling students' understanding of the learning material by asking questions, using time according to the allocation predetermined, using the right choice of words in explaining learning material and asking questions to students, using tools and learning media correctly and correctly, concluding important points of learning material that has been learned; and assessing learning outcomes which include assessing the learning progress of students at the end of the program, following up on the results of evaluations, using evaluation results as a basis for developing the next learning process; and managing the class, which is acting fairly, without discriminating between students' backgrounds, showing a friendly attitude in dealing with students, inform learning rules and procedures clearly to students, and maintain a democratic learning climate.

Third, profession administration, which includes, commitment to the task, compiling scientific papers, carrying out self-development such as reading, discussion, seminars, sustainable formal education, and involvement in professional organizations. Teacher performance indicators according to other experts are each individual, group or organization having certain assessment criteria or performance and responsibilities given [9]. Indicators for evaluating teacher government performance can be carried out with 3 learning activities in the classroom, namely the planning of learning activities programs;

develop syllabus and lesson plan; the implementation of learning activities includes classroom management, use of media and learning resources, use of learning methods; and evaluation and evaluation of learning.

From the description above, it can be concluded that teacher performance indicators in this study are: preparation of RPP, syllabus, etc.; implementing learning; assess and evaluate learning outcomes; compile and implement remedial programs; compile and implement enrichment programs, and continuous self-development Academic supervision carried out by the principal is basically the provision of assistance or assistance in developing better learning situations [10].

### *B. Principal Academic Supervision*

Principals play an important role in improving teacher performance to be more enthusiastic and professional in teaching. The purpose of academic supervision is directed at improving the quality of learning with qualitative assessments that are directed at improving the quality of learning. Supervision is an important part of education, supervision contains a broad meaning, but the point is the same, namely activities that aim to improve the learning process [10].

Supervision is essentially professional assistance and guidance for teachers in carrying out instructional tasks to improve learning and teaching by providing stimuli, coordination and guidance continuously both individually and in groups [11]. Supervision is the effort of school officers in improving teaching, including stimulating, selecting the growth of positions and the development of teachers and revising educational goals, teaching materials and methods and evaluating teaching Academic supervision is supervision which focuses on observing academic problems, namely those that directly within the scope of the learning activities carried out by the teacher to help students while teaching and learning [12].

Academic supervision is a form of supervision activities carried out through a systematic cycle, namely: intensive planning, observation, and intellectual analysis of appropriate learning in order to make rational modifications [13]. Supervision is an activity of fostering educators in developing the learning process, including all supporting elements [14].

Based on several opinions above it can be concluded that academic supervision is a series of professional assistance activities in the form of encouragement, guidance, and direction from the principal to the teacher in order to improve their ability to carry out the learning process in order to achieve learning goals. With academic supervision, the teacher will feel more helped to overcome the problems faced while carrying out the learning process.

The Government sets the Standard for Principals/Madrasas to affirm that principals/madrasas must have five competencies namely personality, managerial, entrepreneurial, supervision and social competencies. One of the principals' competencies is academic supervision which includes 3 aspects, namely: a) planning an academic supervision program in order to increase teacher professionalism; b) carry out academic supervision of the teacher with appropriate supervision approaches and

techniques; c) follow up on the results of academic supervision of teachers in order to improve teacher professionalism [15].

There are three stages in conducting academic supervision, namely: a. Stage of the initial meeting conducted by the principal and teacher, b. Class observation stage, c. Stage of meeting feedback. The steps that can be taken in carrying out supervision are: a. find problems that exist in teaching and learning situations, b. try to find solutions that are thought to be effective, c. compile an improvement program, d. try new ways, e. formulate a standard improvement pattern for wider use [16]. From the description above, it can be concluded that the dimensions of academic supervision include 3 aspects, namely: (1) planning an academic supervision program, (2) implementing an academic supervision program, (3) follow-up on academic supervision.

In this study, academic supervision was measured based on the scores obtained from respondents' questionnaires about academic supervision carried out by principals to foster teachers in improving self-quality in the sense of improving their performance with a marked increase in ability and developing more effective teaching and learning processes to achieve learning goals.

The indicators of academic supervision in this study are; a) planning an academic supervision program in order to improve teacher performance which includes understanding the theoretical foundation of academic supervision, understanding government principles and policies in the field of curriculum and learning, and arranging systematic supervision plans in accordance with theoretical and regulatory foundations applicable; b) carry out academic supervision of teachers with appropriate supervision approaches and techniques including applying the principle of supervision (continuous, objective, constructive, humanistic and collaborative), applying appropriate supervision approaches and techniques; and c) follow up on the academic supervision of the teacher in order to increase the professionalism of the teacher which includes compiling the criteria for the success of academic supervision, arranging academic supervision instruments, carrying out evaluation of supervision results, and compiling follow-up programs.

Indicators of academic supervision include, first, the initial meeting stage covering the principal creating an atmosphere that is familiar with the teacher, the principal with the teacher discussing the learning plan made by the teacher to agree on which aspects become the focus of attention of supervision, and refining the learning plan, the principal with the teacher compile observation instruments to be used.

Second, the classroom observation stage includes the principal occupying a place that has been mutually agreed upon, observation records must be detailed and complete, observations must focus on agreed aspects, in certain cases, the principal needs to make separate comments with observations, if there is a saying or teacher behavior that is felt to interfere with the learning process, the principal needs to record it.

Third, the feedback meeting stage includes the principal giving reinforcement to the teacher's appearance, in order to create an intimate and open atmosphere, the principal invites

the teacher to study the learning objectives then the learning aspects that become the focus of attention in supervision, asking the teacher's feelings about the course, the principal shows observational data that has been observed and interpreted, the principal asks the teacher how he thinks of the data from observations and analysis, together determining the next learning plan, including the principal, gives a moral impetus that the teacher is able to correct the shortcomings [17].

From the description above it can be concluded that the indicators of academic supervision include: creating an academic supervision program, making academic supervision instruments, creating a harmonious atmosphere between the principal and the teacher, observing the teacher teaching to the end, evaluating the results of academic supervision, and the principal providing guidance and guidance to teacher.

### *C. Teacher Participation at MGMP (Subject Teacher Deliberation)*

In order to improve teacher professionalism and performance, it is necessary to have a place to improve student learning and teacher performance. One place for junior high school teachers through the teacher working group called MGMP (Musyawarah Guru Mata Pelajaran) or Subject Teacher Deliberations. Through MGMP (Subject Teacher Deliberations), activities teachers are expected to be able to improve their professionalism, teachers are more skilled at planning, implementing and evaluating learning programs. It is hoped that through this forum the quality of teachers can be realized. Many activities carried out in the MGMP (Subject Teacher Deliberations) for example, guidance in academic knowledge, training in how to teach, making learning tools, deepening the material in the field of subjects, and developing teacher personalities.

Teacher participation in MGMP (Subject Teacher Deliberations), activities is a form of teacher participation in professional improvement efforts. Teacher participation in MGMP (Subject Teacher Deliberations), can be demonstrated by the involvement of teachers in planning, implementing MGMP (Subject Teacher Deliberations) and preservation of MGMP (Subject Teacher Deliberations) activities. Therefore MGMP (Subject Teacher Deliberations), coaching needs to be carried out continuously so that it can run effectively according to the desired goals.

The fact is that teacher participation in the MGMP (Subject Teacher Deliberations) is still low due to several things, namely the teacher is not yet aware of the importance of the MGMP (Subject Teacher Deliberations) in an effort to improve the quality of performance, and the MGMP (Subject Teacher Deliberations) program is prepared by the management without first identifying the problems that occur. Some of the main problems faced by the KKG (Teacher Working Group) and MGMP (Subject Teacher Deliberations) include the management of MGMP (Subject Teacher Deliberations) that are not functioning optimally, the KKG (Teacher Working Group) and MGMP programs are less significant and not in accordance with the needs of teachers, the operational support MGMP funds are less proportional.

According to the Indonesian Language Dictionary [18] activity is an activity or activity, while activities are strength or agility in trying. Business is an activity to move energy and mind or body to create and achieve a purpose on its own initiative. Subject Teacher Consultation (MGMP) is a forum for professional activities for the same subject teachers at the SMP / MTs / SMPLB, SMALB, and SMK / MAK levels at the district/city level consisting of a number of teachers from a number of schools [19]. MGMP is one type of organization of school teachers recognized by the government to date in addition to teacher union called PGRI. MGMP is a forum for associations or associations for subject teachers in a district/city that functions as a means of communicating, learning and exchanging ideas and experiences in order to improve teacher performance as a practitioner/behavior change in the reorientation of learning in the class [6].

MGMP is one of the teacher upgrading systems with patterns from, by and for teachers. From the above definition what is meant by teacher activities in the Subject Teachers' Consultation (MGMP) is the extent to which teachers play a role and participate in participating in internal MGMP activities carried out in Junior High Schools. With active participation in MGMP teachers can improve the quality of teacher professionalism can be seen from the objectives and activities of the MGMP.

The aim of organizing MGMPs is, first, to motivate teachers to improve their abilities and skills in planning, implementing and evaluating learning activities programs in order to increase self-confidence as a professional teacher [20]. Second, helping teachers obtain educational technical information related to science and technology activities, curriculum activities, methodology, testing systems that are in accordance with the subjects concerned. This means that the purpose of the MGMP is to help teachers improve the skills and abilities of teachers in learning. The active teacher in the MGMP will determine the ability of the teacher to support the role and task of the teacher in learning. With various programs implemented by the MGMP, teachers will be able to improve all tasks in learning to start from planning learning, carrying out learning, assessing or evaluating learning and conducting improvements and enrichment.

Teacher activity in MGMP means the activity of the teachers in participating in all MGMP activities which is a forum for associations or associations for subject teachers who are in a school that functions as a means of communicating, learning, exchanging thoughts and experiences in order to improve teacher performance as actors in reorientation changes classroom learning so that the MGMP is needed so that the teacher is able to carry out the process of learning activities more effectively, and can improve learning outcomes.

Based on the description above, it can be concluded that the activities of teachers in MGMP are all teacher activities in the MGMP in accordance with their objectives, roles and functions to improve teacher capacity in learning with indicators, including: teacher participation in MGMP, determining the relevance of MGMP programs with learning, utilizing supporting facilities in MGMP activities, improve the

quality of MGMP activities, and utilize MGMP programs in learning.

MGMP is an effective means of improving the quality of teacher learning, this can be seen from the purpose of the MGMP implementation, namely as a place for teachers to discuss and examine their difficulties in order to improve their abilities and exchange ideas in designing effective and efficient learning models as well as a forum for discussing various problems related to the implementation of science and technology in the curriculum, methodology and learning system.

Based on the facts outlined above, this article examines the effect of academic supervision and teacher activities in MGMP on the performance of junior high school teachers in sub-ray 4 of Demak Regency. Then the problem formulation in this article is there any influence of academic supervision on the performance of junior high school teachers, is there any influence of teacher activity in the MGMP on junior high school teacher performance, and is there any influence of academic supervision and teacher activities in MGMP together on the performance of sub-district 04 Ray Demak junior high school teachers?

The results of this study support previous studies which indicate that academic supervision and teacher activity in teacher learning organizations are individually or jointly influential positive and significant for teacher performance [21-25].

## II. METHOD

This article is based on qualitative research on the type of correlation. This research was carried out in Sub-rayon 04 Public Middle School in Demak Regency. It consisted of 9 Public Middle Schools. The research period is 8 months, starting from September 2018 to April 2019. The hypothesis test used is a simple regression and multiple regression. The population in this study were all junior high school teachers in the Sub Rayon 04 area of Demak Regency, totaling 305 people spread across 9 junior high schools. Based on the Issac and Michael formulas of 305 populations with an error rate of 5%, the sample size is 170 [26].

Data were collected by a questionnaire with five alternative answers. Before being used as a final instrument, validity and reliability have been tested, the results show valid and reliable. Before the regression hypothesis test, the data collected were tested for normality, homogeneity, and linearity, all of which met the requirements to use the parametric statistical test. Processing data using SPSS version 24.

## III. RESULTS AND DISCUSSION

### A. *The Effect of Principal Academic Supervision on Teacher Performance*

The results of the Pearson correlation test between the school principal's academic supervision and the teacher's performance at the 95% significance level obtained a sig value of  $0.000 < 0.05$  (see table 1), thus it can be concluded that  $H_0$  is rejected,  $H_1$  is accepted which means there is a significant

correlation between academic supervision headmaster with teacher performance.

TABLE I. CORRELATION OF PRINCIPAL ACADEMIC SUPERVISION WITH TEACHER PERFORMANCE

		Performance	Supervision
Pearson Correlation	Performance	1.000	.394
	Supervision	.394	1.000
Sig.(1-tailed)	Performance	.	.000
	Supervision	.000	.
N	Performance	170	170
	Supervision	170	170

The analysis was continued with the ANOVA test (table 2) which obtained the sig value.  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted. Because  $H_0$  is rejected, the conclusion is a significant regression model. It is shown that the calculated value is 30,896 with a significance value of 0,000. With the results of SPSS calculation for the significance of 0,000 which is lower than 0.05 ( $0,000 < 0,05$ ), it means that there is a positive and significant effect of the principal's academic supervision variables on teacher performance variables.

TABLE II. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3474.522	1	3474.522	30.896	.000 <sup>b</sup>
Residual	18892.984	168	112.458		
Total	22367.506	169			

Based on the t-test (table 3), the significance of the school principal's academic supervision was obtained at 0,000. That is, this significance value is smaller than the significant level of 0.05 ( $0,000 < 0,05$ ) so that it can be concluded that the variable of school principals' academic supervision has a positive and significant effect on teacher performance variables. The magnitude of the influence of school principals' academic supervision on teacher performance variables in the Standardized Coefficients Beta column is 0.394 with a t-test result of 5.558. So the magnitude of the positive and significant influence of the principal's academic supervision variable on teacher performance variables is 55.58%.

TABLE III. T-TEST COEFFICIENT

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	76.206	9.313		8.182	.000
Supervision	.397	.071	.394	5.558	.000

The better the academic supervision of the principal is carried out routinely in accordance with the schedule and provide input on the shortage of teachers in conducting classroom learning, it will have an impact on improving teacher work in terms of developing learning in accordance with the times. Teachers are expected to always innovate and develop learning tools that are used through teaching aids, media, technological advances, and so on.

Previous research showed that academic supervision had a positive and significant effect on teacher performance with a

contribution of 62.3%, work motivation had a positive and significant effect on teacher performance with a contribution of 77.8%, and academic supervision and work motivation together - the same as a positive and significant effect on teacher performance with a contribution of 78.5% [21].

This study supports previous research which concluded that there was a positive and significant influence between academic supervision of teacher performance by 77.8%, there was a positive and significant influence between teacher participation in KKG activities on teacher performance by 81.2%, and there is a positive and significant influence between academic supervision and participation in the teacher working group for primary teacher called KKG (Teacher Working Group) activities together on teacher performance by 87.6% [22].

This research is also in line with previous studies which concluded that the implementation of school principals' academic supervision had a significant contribution to efforts to improve teacher performance, teacher professionalism significantly contributed to efforts to improve teacher performance, and together both variables were Principal's academic supervision and teacher professionalism contribute significantly to the increase in teacher performance [23].

This research is also in line with previous studies concluded that the academic supervision of principals had a significant influence on teacher professional competency by 79.7%, teacher participation in the KKG had a positive and significant effect on teacher professional competency by 83.8%, and the school principal's academic supervision and teacher participation in the KKG had a joint and positive effect on teacher professional competence by 79.6% [24].

*B. The Effect of Teacher Participation at MGMP on Teacher Performance*

The results of the Pearson correlation test between teacher activity in the MGMP and teacher performance at the 95% significance level obtained a sig value of  $0.000 < 0.05$  (see table 4), thus it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted which means there is a significant correlation between teacher activity in MGMP with teacher performance.

TABLE IV. CORRELATION BETWEEN TEACHER PARTICIPATION IN MGMP WITH TEACHER PERFORMANCE

		Performance	Activity
Pearson Correlation	Performance	1.000	.394
	Activity	.394	1.000
Sig.(1-tailed)	Performance	.	.000
	Activity	.000	.
N	Performance	170	170
	Activity	170	170

The analysis continued with the ANOVA test (table 5) which obtained the results of the sig value decision.  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted. Because  $H_0$  is rejected, the conclusion is a significant regression model. It is shown that the calculated value is 30,780 with a significance value of 0,000. With the results of the SPSS calculation for the significance of 0,000 which is lower than 0.05 ( $0,000 < 0,05$ ), it means that there is a positive and significant effect of the

variable teacher activity in the MGMP on teacher performance variables.

TABLE V. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3463.533	1	3463.533	30.780	.000 <sup>b</sup>
Residual	18903.972	168	112.524		
Total	22367.506	169			

Based on the t-test (table 6), the significance of the school principal's academic supervision was obtained at 0,000. That is, this significance value is smaller than the significant level of 0.05 (0,000 <0,05) so that it can be concluded that the variable teacher activity in the MGMP has a positive and significant effect on the variable teacher performance. The magnitude of the influence of the school principal's academic supervision on teacher performance variables in the Standardized Coefficients Beta column is 0.394 with a t-test result of 5.548. So the magnitude of the positive and significant influence of the principal's academic supervision variables on teacher performance variables is 55.48%.

TABLE VI. T-TEST COEFFICIENT

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	77.652	9.071		8.560	.000
Activity	.393	.071	.394	5.548	.000

Therefore teacher activity is very much needed in the MGMP, the role and function of MGMP are very large for teachers, especially in improving their abilities in learning. Teachers must actively participate in every MGMP activity, actively master the material in MGMP activities, actively utilize MGMP facilities, and actively improve the quality of MGMP activities so that teacher performance increases in terms of developing classroom learning by utilizing the activities in the MGMP. It is expected that all teachers can take part in activities in the MGMP so that teacher performance can increase as well.

This research is in line with previous research which concluded that there was a positive and significant effect of MGMP activity on teacher's ability in learning, there was a positive and significant influence of teacher work motivation on the ability of teachers in learning, and there was a positive and significant effect of MGMP activity and teacher motivation to work on the teacher's ability to learn [25].

*C. The Effect of Principal Academic Supervision and Teacher Participation at MGMP on Teacher Performance*

The results of the Pearson correlation test together between the school principal's academic supervision and teacher activity in the MGMP with the teacher's performance at the 95% significance level obtained a sig value of 0.000 <0.05 (see table 7), thus it can be concluded that H0 is rejected and H1 is accepted which means that there is a significant correlation

between the principal's academic supervision and teacher activities in the MGMP with the teacher's performance.

TABLE VII. CORRELATION OF PRINCIPAL ACADEMIC SUPERVISION AND TEACHER PERFORMANCE ON MGMP FOR TEACHER PERFORMANCE

		Performance	Supervision	Activity
Pearson Correlation	Performance	1.000	.394	.394
	Supervision	.394	1.000	.967
	Activity	.394	.967	1.000
Sig.(1-tailed)	Performance	.	.000	.000
	Supervision	.000	.	.000
	Activity	.000	.000	.
N	Performance	170	170	170
	Supervision	170	170	170
	Activity	170	170	170

The analysis continued with the ANOVA test (table 8) which obtained the results of the sig value decision. 0.000 <0.05, then H0 is rejected and H1 is accepted. Because H0 is rejected, the conclusion is a significant regression model. It is shown that the value of f count is 15,634 with a significance value of 0,000. With the results of SPSS calculation for significance of 0,000 which is lower than 0.05 (0,000 <0,05), it means that there is a positive and significant effect of the principal's academic supervision variables and teacher activities in the MGMP on teacher performance variables.

TABLE VIII. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3527.459	2	1763.729	15.634	.000 <sup>b</sup>
Residual	18840.047	167	112.815		
Total	22367.506	169			

Based on the t-test (table 9), the significance of the school principal's academic supervision and the teacher's activities in the MGMP were as high as 0,000. That is, this significance value is smaller than the significant level of 0.05 (0,000 <0.05) so that it can be concluded that the variable of school principals' academic supervision and teacher activities in the MGMP has a positive and significant effect on teacher performance variables. The magnitude of the influence of the school principal's academic supervision and teacher activities in the MGMP on teacher performance variables in the t-count column is 8.149. So the magnitude of the positive and significant influence of school principals' academic supervision variables and teacher activities in MGMP on teacher performance variables is 81.49%.

TABLE IX. T-TEST COEFFICIENT

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	76.043	9.331		8.149	.000
Supervision	.211	.280	.210	.753	.000
Activity	.190	.278	.191	.685	.000

Thus the total influence of the principal academic supervision and teacher participation on MGMP to teacher

performance is 81.49%, while the remaining 18.51% is contributed by other factors not explained in this study.

#### IV. CONCLUSIONS

Based on the hypothesis test in this study, some conclusions can be drawn. First, there is a positive and significant influence between the school principal's academic supervision of the performance of teachers in Sub-rayon 04 Middle School in Demak Regency. From the value of t-test, the amount of positive influence and the significant variable of school principals' academic supervision on teacher performance variables is 55.58%.

Second, there is a positive and significant influence between teacher activities in the MGMP on the performance of teachers in Sub-rayon 04 Middle School in Demak Regency. From the t-count value, the magnitude of the positive and significant effect of teacher activity variables in the MGMP on the teacher performance variable is 55.48%.

Third, there is a positive and significant influence between the school principal's academic supervision and teacher activities in the MGMP together on the performance of teachers in Sub-rayon 04 Middle School in Demak Regency. The results of multiple linear regression test obtained t-test of 81.49%, meaning the magnitude of the influence of variables X1 and X2 on Y is 81.49%, while 18.51% is influenced by other variables. With the regression equation variables X1 and X2 towards Y is  $\hat{Y} = 97,691 - 0.186X1 + 0.426X2$ . This regression equation illustrates that the increase in teacher performance is influenced by the effectiveness of academic supervision carried out by the principal and teacher activities in the MGMP.

Based on these conclusions, some of the suggestions and implications are given as follows. First, the academic supervision of the principal has an influence on teacher performance. Therefore the principal and teacher must carry out their duties and functions in the implementation of supervision. The principal is regularly and scheduled to carry out academic supervision and provide guidance, input, and encouragement to the teacher in carrying out classroom learning and improving teacher performance.

Academic supervision of principals is able to influence, encourage, guide, direct and mobilize all teachers in order to develop their competencies or can carry out their duties better to improve teacher performance.

Second, teacher activity in the MGMP has an influence on teacher performance. Therefore MGMP activities must be carried out and followed by all teachers. The activities of teachers in the MGMP can improve teacher performance, because in MGMP activities there are very large roles and functions for teachers, especially in improving their abilities in learning. Then the teacher must actively participate in every MGMP activity, actively master the material in MGMP activities, actively utilize MGMP facilities, and actively improve the quality of MGMP activities to improve teacher performance.

The activities of teachers in the MGMP are able to influence teachers in developing and increasing the motivation of teachers in associations for subject teachers as a means to communicate, learn and exchange experiences in order to improve teacher performance as a good change behavior in the classroom learning. With the school supervisor's academic supervision and teacher activities in the MGMP that can be carried out regularly and scheduled can improve teacher performance in classroom learning.

#### REFERENCES

- [1] Republic of Indonesia Law No. 20 of 2003 concerning the National Education System and its Explanation [Undang-Undang RI No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional dan Penjelasannya], Bandung: PT. Citra Umbara.
- [2] Ministerial Regulation and Reform of Bureaucracy No. 16 of 2009, Creating Smart, Comprehensive and Competitive Indonesian People [Permennegepan dan Reformasi Birokrasi No. 16 Tahun 2009, Menciptakan Insan Indonesia yang Cerdas, Komprehensif dan Kompetitif].
- [3] A.P. Mangkunegara, *Evaluasi Kinerja SDM*. Bandung: PT Refika Aditama, 2006.
- [4] H. Nawawi dan M. Hadari, *Kepemimpinan yang Efektif*. Yogyakarta: Gajah Mada University Press, p. 234, 2004.
- [5] H.M. Hasibuan, *Manajemen Sumber Daya Manusia*, Edisi Revisi. Jakarta: Bumi Aksara, p. 94, 2016.
- [6] Ministry of National Education, *Pedoman MGMP*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah, pp. 1 & 11, 2004.
- [7] Mulyasa, *Menjadi Kepala Sekolah Profesional*. Bandung: PT Remaja Rosda Karya, pp. 32 & 112, 2009.
- [8] Sobirin, *Kepala Sekolah, Guru dan Pembelajaran*. Bandung: Nuansa Cendekia, pp. 118-120, 2018.
- [9] Supardi, *Kinerja Guru*. Jakarta: PT. Raja Grafindo Persada, p. 48, 2013.
- [10] S. Sagala, *Supervisi Pembelajaran*. Bandung: Alfabeta, p. 195, 2010.
- [11] P.A. Sahertian, *Konsep Dasar dan Teknik Supervisi Pendidikan dalam Rangka Pengembangan Sumber Daya Manusia*. Jakarta: PT Rineka Cipta, p. 17, 2000.
- [12] S. Arikunto, *Dasar-Dasar Supervisi*. Jakarta: Renika Cipta, p. 5, 2004.
- [13] Sa'adah, "Peningkatan Kompetensi Guru melalui Supervisi Akademik," *Jurnal Penelitian Tindakan Sekolah dan Kepengawasan*, vol. 1, no. 1, pp. 38-44, 2014.
- [14] M. Pidarta, *Landasan Kependidikan, Stimulus Ilmu Pendidikan Bercorak Indonesia*. Jakarta: Rianeka Cipta, p. 2, 1997.
- [15] Regulation of the Minister of National Education Number 13 of 2007. *The Standard of Principals [Standar Kepala Sekolah/Madrasah]*.
- [16] E. Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: PT. Bumi Aksara, p. 112, 2017.
- [17] Kompri, *Manajemen Sekolah "Orientasi Kemandirian Kepala Sekolah"*. Bandung: Pustaka Pelajar, p. 260, 2015.
- [18] W.J.S. Poerwadarminta, *Kamus Umum Bahasa Indonesia*. Jakarta: Balai Pustaka, p. 26, 2002.
- [19] Baedhowi, *Rambu-Rambu Pengembangan Kegiatan KKG dan MGMP*. Jakarta: Direktorat Jenderal Peningkatan Mutu Pendidikan Dan Tenaga Kependidikan Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Nasional, p. 11, 2010.
- [20] Zamroni, *Revitalisasi Musyawarah Guru Mata Pelajaran*. Jakarta: Depdiknas, p. 2, 2002.
- [21] Sudiyanto, *Pengaruh Supervisi Akademik dan Motivasi Kerja terhadap Kinerja Guru SD di UPTD Pendidikan Kecamatan Kersana Kabupaten Brebes*. Tesis, Program Pascasarjana Universitas PGRI Semarang, 2015.
- [22] Taswadi, *Pengaruh Supervisi Akademik dan Partisipasi Guru dalam Kegiatan KKG terhadap Kinerja Guru Sekolah Dasar di Gugus Sultan*

- Agung Kecamatan Pemasang Kabupaten Pemasang. Tesis, Program Pascasarjana Universitas PGRI Semarang, 2015.
- [23] A. Aisyatin, Pengaruh Supervisi Akademik Kepala Sekolah dan Profesionalisme Guru terhadap Kinerja Guru Sekolah Menengah Keguruan di bawah naungan Yayasan Pusat Ilmu dan Teknologi Texmaco. Tesis, Program Pascasarjana Universitas PGRI Semarang, 2015.
- [24] Suwardi, Pengaruh Supervisi Akademik Kepala Sekolah dan Partisipasi Guru dalam Kelompok Kerja Guru (KKG) terhadap Kompetensi Profesional Guru SD Negeri di Kecamatan Pucakwangi Kabupaten Pati. Tesis, Program Pascasarjana Universitas PGRI Semarang, 2017.
- [25] Awaluddin, Pengaruh Aktifitas MGMP dan Motivasi Kerja Guru terhadap Kemampuan Guru dalam Pembelajaran di SMP Negeri Sub Rayon 02 Pecangaan Kabupaten Jepara. Tesis, Program Pascasarjana Universitas PGRI Semarang, 2017.
- [26] Sugiyono, Metode Penelitian Pendidikan. Bandung: Refika Aditama, p. 96, 2013.