

The Correlation Between Principal's Academic Supervision, Commitment, Morale and Teacher Performance of SMP Negeri in Tapin District

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Abstract: *This research aims to point out: 1) The correlation between principal academic supervision and teacher commitment of SMP Negeri in Tapin District, 2) The correlation between academic supervision of principal and morale of SMP Negeri in Tapin District, 3) Correlation between teacher commitment and teacher performance of SMP Negeri in Tapin District, 4) Correlation between morale and teacher performance of SMP Negeri in Tapin District, 5) The correlation between the principal academic supervision and teacher performance of SMP Negeri in Tapin District, 6) To analyze the indirect correlation between the principal's academic supervision and the teacher performance through teacher commitment of SMP Negeri in Tapin District, 7) To analyze the indirect correlation between the principal's academic supervision and teacher performance through morale of the SMP Negeri in Tapin District. This research uses descriptive method with quantitative approach. Population in this research is all teachers SMP Negeri with status of Public Civil Apparatus (ASN) in Tapin District counted 305 people. The sampling technique used is Proportional Random Sampling. Data were collected in the form of questionnaires for principal academic supervision, commitment and morale variable. While the teacher performance variable is explored through direct observation. Then analyzed using path analysis with the help of software SPSS version 22. The results showed that: 1) There is a correlation between principal's academic supervision and teacher commitment of SMP Negeri in Tapin District. 2) There is a correlation between the principal's academic supervision and the morale of teachers of SMP Negeri in Tapin District. 3) There is a correlation between teacher commitment and teacher performance of SMP Negeri in Tapin District. 4) There is a correlation between teacher morale and teacher performance of SMP Negeri in Tapin District. 5) There is a correlation between principal academic supervision and teacher performance of SMP Negeri in Tapin District. 6) There is no correlation between principal academic supervision and teacher performance through teacher commitment of SMP Negeri in Tapin District. 7) There is no correlation between principal academic supervision and teacher performance through the morale of teacher's SMP Negeri in Tapin District.*

Keywords: *academic supervision, commitment, morale, teacher performance*

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I. Introduction

The role of teachers in the administration of education is very dominant towards the achievement of the quality of education, therefore efforts to prepare human resources in this case a professional teacher needs concrete affirmation as stated in UU No. 14 of 2005 concerning Teachers and Lecturers Article 1 paragraph 1. Teacher performance is a very decisive factor in achieving school goals, so it is very important to strive to improve its performance. However, this is also not easy to do because many factors affect the high and low performance of teachers. Teacher performance is influenced by internal and external factors. According to Indrafachrudi (Wenda, 2015: 1), internal factors are factors derived from within the teacher that can affect the teacher's performance in carrying out his work, including motivation, interest, talent, character, enthusiasm, commitment, age, education and experience. While external factors are factors that come from outside the teacher that can affect performance, including the physical environment, work atmosphere, supervision of principals, policies, and facilities and infrastructure.

Ideally, a teacher can work optimally if he is committed to a task that is his duty and has high morale. A teacher's commitment is a person's decision to do or not do a job. Teachers who have a commitment will not hesitate in determining their attitude and are responsible for the decisions taken. This indicates that commitment can be interpreted as a strong determination to be obedient and obedient with responsibilities and attachments so that decisions taken based on attitudes and agreements adopted at that time and tend to crystallize their attitudes (Wagimin, 2014: 4).

One of the duties of the principal is as a supervisor, which is supervising the work done by the teacher. The principal as a supervisor must be able to control the teacher with the aim of improving the professional ability and quality of learning so that it can take place effectively and efficiently. The role of the principal as a supervisor is one of the most important roles in managing and advancing schools. Supervision is also important to be carried out by the school principal because it can provide assistance to teachers in schools to jointly realize school goals and educational goals nationally.

Many school principals are found in carrying out academic supervision only come to class by carrying performance measurement instruments. Then enter the class to measure the performance of teachers who are teaching. After that, the task was completed, as if academic supervision was the same as measuring teacher performance in the learning process. Such academic supervision behavior will not give much influence on the purpose and function of academic supervision. If it gives influence, the effect is relatively very small, meaning for improving the quality of teachers in managing the learning process.

Teacher performance that appears in SMP Negeri in Tapin District is that there are still many teachers in carrying out their duties not in accordance with their duties and responsibilities, for example the implementation learning plan (RPP) which is made as is, low morale is proven by often arriving late, and often leaving class during the learning process. There is a tendency for most teachers to be less professional in work and low commitments. The results of the observation revealed that teacher performance, commitment, and morale were still low, because they were less able to produce the expected learning process, especially in administering in schools so that in the end in preparing learning materials, carrying out the learning process, and evaluating learning as is.

Teacher Performance

Wahjosumidjo (2013), performance can be interpreted as a measured qualitative and quantitative contribution in order to help achieve the objectives specified in a work unit. According to Baharudin and Umiarso (2012: 444) teacher performance is the ability shown by the teacher in carrying out his duties or work. Good and satisfying performance if the goals achieved are in accordance with the standards set. Teacher performance is very important to be considered and evaluated because the teacher carries out professional duties. Assessment of teacher performance becomes important as feedback as well as a form of follow-up for further performance improvements. Soetjipto and Kosasi (2011: 230), argued that the quality of the teaching and learning process is strongly influenced by the quality of teacher performance, therefore efforts to improve the ability of teachers to carry out the teaching and learning process need to be constantly a concern of those responsible for the education system. Teacher performance is an important thing to achieve organizational goals after the teacher performs work activities well. Indicator of teacher performance appraisal in the opinion of Madjid (2005: 91) consists of 3 main activities, namely: preparing learning plans, implementing learning, and evaluating learning.

Principal's Academic Supervision

Teachers need the help of principals and supervisors who are structurally considered to have advantages from the teacher. A qualified supervisor is a supervisor who can provide assistance to the teacher towards problem solving efforts and quality improvement of the learning process in a systematic, continuous, and comprehensive manner (Mukhtar and Iskandar 2013: 55). The role of the principal as a supervisor is one of the most important roles in managing and advancing schools. Supervision is also important to be carried out by the school principal because it can provide assistance to teachers in schools to jointly realize school goals and educational goals nationally.

The duties and responsibilities of the principal in the implementation of supervision according to Supardi (2013: 100) are understanding the meaning, purpose and technique of supervision, arranging supervision programs, implementing supervision, utilizing the results of supervision, and supervising feedback. Purwanto (2009: 11) states that supervision should be preventive, corrective and cooperative. Preventive means trying to prevent negative things from happening, trying and fulfilling the conditions before something unexpected happens. Corrective means fixing mistakes that have been made. Cooperative means that looking for mistakes or deficiencies and repairing them is done jointly by the supervisor and teacher. Sergiovanni (Aedi, 2014: 185) states that there are three objectives of academic supervision, namely: 1) academic supervision is carried out to help teachers develop their professional abilities in terms of academic understanding, class life, teaching skills and using these skills through various techniques, 2) academics supervision are implemented to monitor the teaching and learning process that occurs in schools. This goal can be achieved by conducting class visits (classroom visitation) during study hours, communicating personally with teachers or colleagues or communicating with several students, 3) academic supervision is carried out to support teachers to apply their skills in teaching and self-development and have commitment towards his responsibilities. According to Priansa (2014: 36) the dual role of the teacher for the development of students is the noble task of his professionalism,

as well as his commitment to develop education to be better and better quality. According to Ametembun (Mulyasa, 2009: 157) states that one of the objectives of academic supervision is to increase the enthusiasm of teachers and increase achievement motivation to optimize maximum performance in the profession.

Teacher Commitment

In general, work commitment involves an individual's relationship to his work and is a variable that reflects the degree of correlations that is considered to be owned by an individual towards a particular job in the organization. Teachers who have a high commitment will be able to work hard both for themselves and for others, because of a wider commitment of care. According to Suriansyah, Aslamiah, and Sulistyana, (2015: 35) commitment is basically a person's willingness to always bind themselves and defend themselves and or expel all the energy and positive attitude that is very strong and constantly awake from someone towards the tasks assigned to her. Teachers who have a high commitment will show behavior: a strong desire to remain on their work, a willingness to try their best / optimal in carrying out their duties in the interests of their workplace, trust and strong acceptance of the values and goals of the organization.

The commitment that must be built and owned by a professional teacher is commitment to students and commitment to their own profession (Suriansyah, Aslamiah, and Sulistyana, 2015: 35). The teacher's work commitment is a factor that can stimulate the development of students' commitment to participate in school implementation. Heller (Wibowo, 2016: 191) suggests that getting a teacher's commitment can be done by 1) maintaining trust, through the quality and style of leadership of the principal, 2) winning the mind of enthusiasm, and heart, through giving autonomy in creating a work environment, feeling valued openly regarding teacher achievement, and empowering and giving up control in the area of responsibility, 3) maintaining teachers who are committed, the most effective way to maintain teacher commitment through enriching work and increasing motivation, 4) appreciating excellence, through recognition of excellence in outstanding teacher performance, high productivity, and thank you, 5) be positive, through creating a work climate, trusting each other, celebrating the success of its performance, and maintaining commitment to the school.

Morale

Siswanto (2006: 55) working spirit as a psychological state of a person, if the morale causes pleasure that encourages someone to work diligently and consistently in achieving the stated goals. Morale is the condition of someone who supports themselves to do work faster and better in an organization (Nitisemito, 2002: 56). The principal is obliged to inspire the work of the teacher and other school employees to work well. According to Wahjosumidjo (2013: 108) principals are essentially a source of work enthusiasm for teachers, staff and students, therefore principals must always arouse work enthusiasm, confidence so that they receive and understand school goals enthusiastically, work responsibly towards achieving school goals.

Factors that influence the high morale is a harmonious correlations between leaders and subordinates, employee satisfaction with their duties and work, friendly working climate in the organization, level of economic satisfaction and other material as a reward that is felt fair to the work done, peace of mind, assurance of certainty and protection of everything that can endanger personal and career self in his work. While the factors that encourage the low morale of teacher work are the lack of freedom of contact with students throughout the day, the existence of administrative tasks, lack of cooperation and encouragement from the principal, minimal facilities and infrastructure, lack of cooperation with other staff, excessive teaching burden, low salary, lack of cooperation and interest from parents of students, low discipline of students.

Campbell and Gregg (2009: 279) stated that the high morale of teachers was related to the appreciation by the principal of the teacher's competence and his interest in work as a teacher. An open and harmonious correlations between the principal and the teacher and education staff has a huge influence on the morale of all of them. The principal as the supreme leader who treats teachers humanely with mutual respect, mutual respect, mutual trust and mutual understanding will lead to a happy mood that arouses passion and increases morale.

Morale can be measured through teacher attendance at school, responsibility for work, discipline, cooperation with the principal or colleagues. According to Hasley (2008: 67) states to understand the elements of work morale are presence, work discipline, cooperation, responsibility, and work productivity.

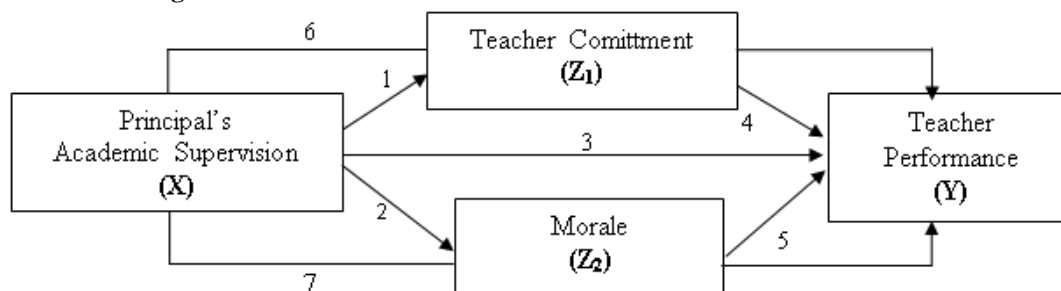
The teacher will work earnestly if he has high morale by showing interest, having attention and always wanting to participate in a particular task or activity (Mulyasa, 2009: 144). In this regard, principals are required to have the ability to arouse and increase the morale of the teachers so that they also have an impact on their performance. Especially if a school principal can treat the teacher as a work partner rather than as a subordinate, of course this has a positive impact on increasing the teacher's working spirit in carrying out the tasks charged to him responsibly.

Research Purposes

There are 4 important factors that are interrelated in this study, namely: the school principal's academic supervision, teacher commitment, the performance of teachers in the Public Middle School in Tapin District and morale. Specifically described as follows:

1. Finding out the correlations between commitment and morale towards the teachers performance of SMP Negeri in Tapin District;
2. Finding out through the teacher's commitment, is there a correlations between the academic supervision of the principal and the performance of the teacher of SMP Negeri in Tapin District;
3. Finding out through the teacher's work spirit, is there a correlation between the principal's academic supervision and the teacher performance of SMP Negeri in Tapin District.

Framework Thinking



Information:

1. Correlations of Principal Academic Supervision (X) with Teacher's Commitment (Z_1)
2. Correlations of Principal Academic Supervision (X) with Morale (Z_2)
3. Correlations of Principal Academic Supervision (X) with Teacher Performance (Y)
4. Correlations between Teacher's Commitment (Z_1) with Teacher's Performance (Y)
5. Morale (Z_2) with Teacher Performance (Y)
6. Through Teacher's Commitment (Z_1), there is a correlations between Principals Academic Supervision (X) and Teacher Performance (Y)
7. Through Morale (Z_2), there is a correlations between Principals Academic Supervision (X) and Teacher Performance (Y)

Research Hypothesis

Based on the assumptions above, the research hypothesis can be formulated as follows:

8. There is a positive correlations between the academic supervision of the principal and teacher commitment SMP Negeri in Tapin District;
9. There is a positive correlations between the academic supervision of the principal in the morale SMP Negeri in Tapin District;
10. There is a positive correlation between the teacher's commitment and the performance of the teacher of State Junior High Schools in Tapin District;
11. There is a positive correlation between morale and the teacher performance SMP Negeri in Tapin District;
12. There is a positive correlation between the academic supervision of the principal and the teachers performance SMP Negeri in Tapin District;
13. Through the teacher's commitment, there is a positive correlation between the principal academic supervision and the teacher performance SMP Negeri in Tapin District;
14. Through the morale, there is a positive correlation between the principals academic supervision and the teacher performance SMP Negeri in Tapin District.

II. Methods

The population in this study were 305 people from 22 SMP Negeri in Tapin District. The sampling technique used is Proportional Random Sampling technique, which means that there is no calculation according to the portion of each of the population by using the Slovin formula so that there are 173 samples of teachers from the SMP Negeri in Tapin District consisting of 56 men and 117 women. The data taken in this study are primary data by collecting data using questionnaires to respondents directly (for the principal's academic supervision variables, commitment, and morale). Whereas for the teacher performance variable, the principal is directly observed.

Analysis of this data using path analysis, because according to Gunawan (2016: 245) path analysis model is used to analyze the pattern of correlations between variables with the aim to determine the direct and indirect effects of a set of independent variables (exogenous) on the dependent variable (endogenous). The dependent variable (endogenous) in this study is teacher performance, while the independent variable (exogenous) is the principal's academic supervision, commitment, and morale.

The significance of this model is based on the significant beta (β) coefficient on the path. To complete this path analysis, it is necessary to know the existence of path diagrams and path coefficients.

1. Path analysis model

According to Riduwan and Kuncoro (2014: 116) the steps in testing the path analysis are as follows:

a. Formulate structural hypotheses and equations:

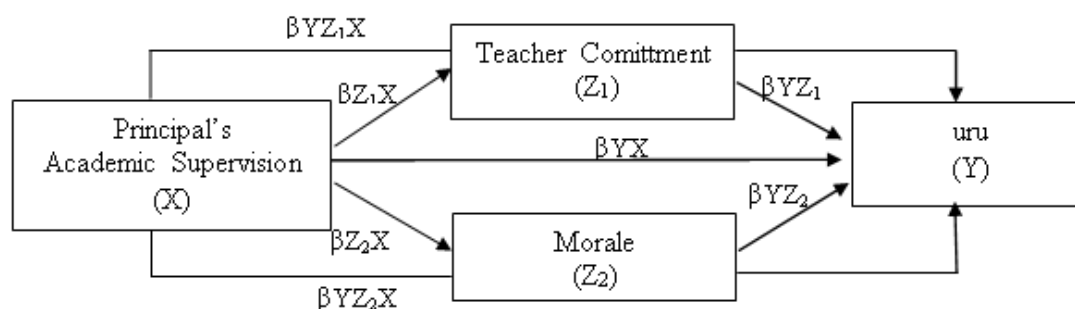
$$Y = \beta_{yx} X + \beta_{yz_1} Z_1 + \beta_{yz_2} Z_2 + \beta_y \epsilon_1$$

information:

- Y = teacher performance
- Z₁ = teacher comittment
- Z₂ = morale
- X = academic supervision
- β = intercept
- ϵ_1 = residu variabel/error

b. Calculates the path coefficients based on the regression coefficients:

Draw a complete path diagram, determine the sub-structure and formulate the structural equation that matches the proposed hypothesis.



Caption:

- $\beta_{Z_1 X}$ = path coefficient of academic supervision correlations to commitment
- $\beta_{Z_2 X}$ = path coefficient of academic supervision correlations to morale
- β_{YX} = path coefficient of academic supervision correlations to teacher performance
- β_{YZ_1} = path coefficient correlations between commitment to teacher performance
- β_{YZ_2} = path coefficients correlations morale to teacher performance
- $\beta_{YZ_1 X}$ = path coefficient through commitment, there is an academic supervision correlations to teacher performance
- $\beta_{YZ_2 X}$ = path coefficient through morale, there is an academic supervision correlations to teacher performance

Calculate the regression coefficients for the structure that has been formulated.

Multiple regression equations: $Y = \alpha + \beta_1 X + \beta_1 Z_1 + \beta_1 Z_2 + \epsilon_1$

information:

- Y = performance teacher
- Z₁ = teacher comittment
- Z₂ = morale
- X = academic supervision
- β = intercept
- ϵ_{12} = residu variabel/error
- α = reliability

Basically the path coefficient is a standardized regression coefficient, which is a regression coefficient calculated from the database that has been set in a standard number or Z-score. Especially for the SPSS program regression analysis menu, the path coefficient is shown by the output called Coefficient which is stated as Standardized Coefficient or Beta (β) value

2. Calculate the path coefficient simultaneously (overall)

The overall test of the statistical hypothesis is formulated by:

$H_a : \beta_{yx} = \beta_{yz_1} = \beta_{yz_2} \neq 0$

$H_o : \beta_{yx} = \beta_{yz_1} = \beta_{yz_2} = 0$

he rules for testing significance with the SPSS program:

- a. If the probability value is 0.05 Sig the Sig value, then H_o is accepted and H_a is rejected, meaning significant.
- a. If the probability value is $0.05 \geq \text{Sig}$, then H_o is rejected and H_a is accepted, meaning significant. Menghitung koefisien jalur secara individu

Individually the statistical test used is the t test which is calculated by the formula:

$t_k = \beta_k / \text{se}(\beta_k)$; ($dk = n - k - 1$)

Information:

se β_k statistic is obtained from the computation results in SPSS for regression analysis after ordinal is transformed to interval.

3. Summarize and conclude

There are two indicators in path analysis, namely total termination and timing theory:

- a. The coefficient of total determination

The total diversity of data can be explained by the equation model:

$R^2_m = 1 - P^2_{e1} - P^2_{e2} \dots - P^2_{ep}$

In this case, the interpretation of R^2_m is the same as the interpretation of the coefficient of determination (R^2) in the linear regression analysis.

- b. Timing theory

Test the validity of the path coefficients on each path for direct relationships is the same as for linear regression analysis, using p value on t test, which is testing the variable regression coefficient partially standardized.

- 4. The analysis is an analysis that is used to determine the magnitude of the correlations between variables X and Y using regression with variables standardized. Before testing whether there is a correlation, each path is tested for significance first. If there is an insignificant path, then the timing theory is carried out, namely by removing or eliminating the insignificant path. After that the results of the new structure are recalculated for each of the coefficients. Based on these results it can be seen the magnitude of the direct or indirect correlations.

III. Results And Discussion

1. Description of Research Variables

a. Principal's Academic Supervision (X)

Table 3.1 Descriptive Statistics of Variables of Principals Academic Supervision

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
X_academic supervision	173	108,00	32,00	140,00	105,3584	19,59500	383,964
Valid N (listwise)	173						

b. Teacher Commitment (Z₁)

Table 3.2 Descriptive Statistics of Teacher's Commitment Variables

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Z ₁ _teacher comittment	173	75,00	70,00	145,00	115,6705	13,95679	194,792
Valid N (listwise)	173						

c. Morale (Z₂)

Table 3.3 Descriptive Statistics of Morale Teachers Variables

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Z ₂ _morale	173	28,00	62,00	90,00	80,0867	6,56351	43,080
Valid N (listwise)	173						

d. Teacher performance (Y)

Table 3.4 Descriptive Statistics of Teacher Performance Variables

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Y_teacher performance	173	1139,00	3095,00	4234,00	3570,5780	174,29843	30379,943
Valid N (listwise)	173						

2. Path Analysis

Table 3.5 Regression Analysis Results of X Correlations to Z₁

Independent variable	Standardized Coefficient Beta	T	Sig
Constanta		15,626	0,000
Academic supervision	0,466	6,892	0,000
Dependent variable = teacher comittmen			
R	= 0,466		
R Square (R ²)	= 0,217		
S _e	= 12,383		

Source: SPSS 22, 2018 Output Results.

Table 3.6 Regression Analysis Results of X Correlations to Z₂

Independent variable	Standardized Coefficient Beta	T	Sig
Constanta		26,193	0,000
Academic supervision	0,443	6,467	0,000
Dependent variable = morale			
R	= 0,443		
R Square (R ²)	= 0,197		
S _e	= 5,900		

Source: SPSS 22, 2018 Output Results.

Table 3.7 Results of Regression Analysis Correlations of X to Y

Independent variable	Standardized Coefficient Beta	T	Sig
Constanta		47,310	0,000
Academic supervision	0,223	2,996	0,000
Dependent variable = teacher performance			
R	= 0,223		
R Square (R ²)	= 0,050		
S _e	= 170,391		

Source: SPSS 22, 2018 Output Results.

Table 3.8 Results of Regression Analysis Correlation Z₁ to Y

Independent variable	Standardized Coefficient Beta	T	Sig
Constanta		29,503	0,000
Teacher commitment	0,315	4,341	0,000
Dependent variable = teacher performance			
R	= 0,315		
R Square (R ²)	= 0,099		
S _e	= 165,903		

Source: SPSS 22, 2018 Output Results.

Table 3.9 Results of Z₂ correlations Regression Analysis on Y

Independent variable	Standardized Coefficient Beta	T	Sig
Constanta		18,430	0,000
Morale	0,359	5,031	0,000
Dependent variable = Kinerja Guru			
R	= 0,359		
R Square (R ²)	= 0,129		
S _e	= 163,148		

Source: SPSS 22, 2018 Output Results.

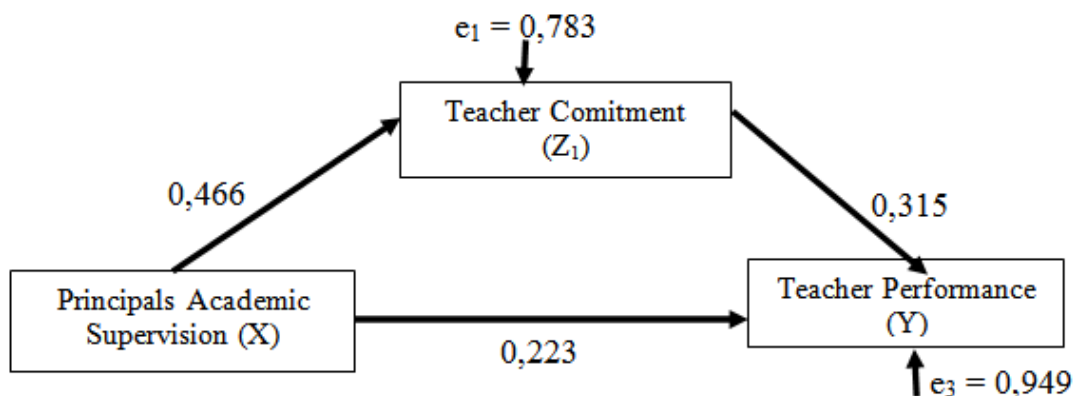


Figure 1. Model of the Path of correlations X to Y through Z₁

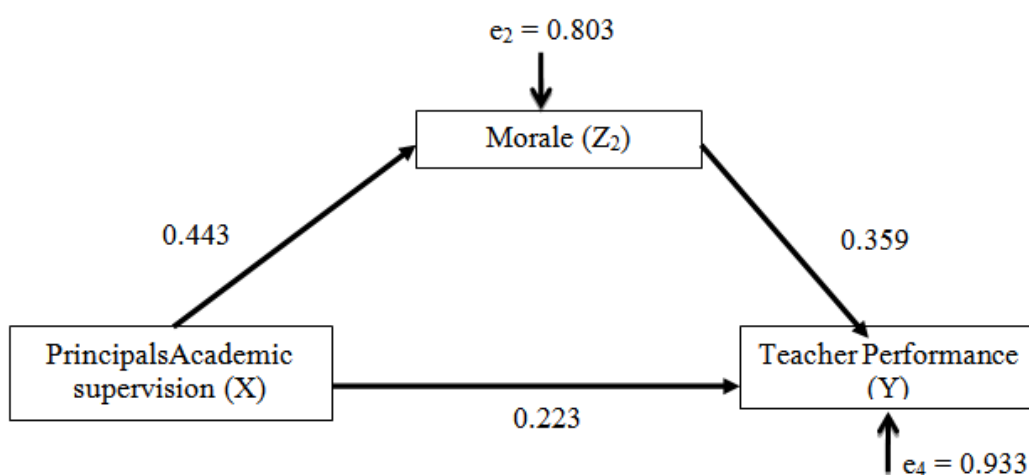


Figure 2. Model of the Path of Correlations X to Y through Z₂

Based on the analysis of the data above, it can be summarized in the table below:

Table 3.10 Direct and Indirect Correlations

Variabel	Direct Correlation	Sign	Variabel	Indirect Correlation	Sign
X - Z ₁	0,466	Significant	X - Y	0,148	Not significant
Z ₁ - Y	0,315	Significant			
X - Z ₂	0,443	Significant	X - Y	0,159	Not significant

Source: SPSS 22, 2018 Output Results

3. Hypothesis Testing

Table 3.11 t-Test Results Correlations X to Z₁

Model	Unstandardized Coefficients ^a		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	80,683	5,163		15,626	,000
1 X_academic supervision	,332	,048	,466	6,892	,000

a. Dependent Variable: Z₁_teacher commitment

Source: SPSS 22, 2018 Output Results

Table 3.12 t-Test results Correlations X to Z₂

Model	Unstandardized Coefficients ^a		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	64,442	2,460		26,193	,000
1 X_academic supervision	,148	,023	,443	6,467	,000

a. Dependent Variable: Z₂_morale

Source: SPSS 22, 2018 Output Results

Table 3.13 t-Test results Correlations X to Y

Model	Unstandardized Coefficients ^a		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 Constanta	3361,259	71,048		47,310	,000
1 X_academic supervision	1,987	,663	,223	2,996	,003

a. Dependent Variable: Y_teacher performance

Source: SPSS 22, 2018 Output Results

Table 3.14 t-Test Results Correlations Z₁ to Y

Model	Unstandardized Coefficients ^a		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 Constanta	3115,436	105,597		29,503	,000
1 Z ₁ _teacher commitment	3,935	,904	,315	4,341	,000

a. Dependent Variable: Y_teacher performance

Source: SPSS 22, 2018 Output Results

Table 3.15 t-Test Results The Correlations Z₂ to Y

Model	Unstandardized Coefficients ^a		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2806,877	152,296		18,430	,000
1 Z ₂ _morale	9,536	1,895	,359	5,031	,000

a. Dependent Variable: Y_teacher performance

Source: SPSS 22, 2018 Output Results

Table 3.16 Test Results of Mediation Variable Correlations (X to Y through Z₁)

Variabel	Indirect Effect	S _{indirect effect}	t	Information
X	0,147	2055,8481	0,00007	TidakSignifikan

Source: Calculation Results, 2018

Table 3.17 Test Results of Correlations between Mediation Variables (X to Y through Z₂)

Variabel	Indirect Effect	S _{indirect effect}	t	Information
X	0,159	965,282	0,00016	TidakSignifikan

Source: Calculation Results, 2018

IV. Discussion

The correlations between the academic supervision of the principal and the teacher's commitment of junior high school teachers in Tapin District shows a value of 0.446, which means that the correlation between the academic supervision of the principal and the commitment of teachers is 44.6% or a fairly strong or moderate level of correlations. Likewise, the correlations between academic supervision of principals and the morale shows a value of 0.443, which means that the correlations between the principal's academic supervision and the morale is 44.3% or a fairly strong level of correlations or medium.

The correlations between the principal academic supervision and the teacher performance showed a value of 0.223 which means that the principal academic supervision and performance only had a correlations of 22.3% or a weak but definite level of correlations. Likewise, the correlation between the teacher's commitment and teacher's performance shows a value of 0.351, which means that the correlations is only 35.1% or a level of weak but sure correlations.

Indirectly there is no correlations between the academic supervision of the principal and the teacher's performance through the teacher commitment. This can be seen from the value of the correlations between the academic supervision of the principal and the teacher's performance through the teacher commitment shows a value of 0.147 which means that through the teacher's commitment, between the academic supervision of the principal and the teacher performance SMP Negeri in Tapin District there is only a correlations of 14.7% or very low or very weak level of correlations. Whereas indirectly there was no correlations between the academic supervision of the principal and the teacher's performance through the morale SMP Negeri in Tapin District. This can be seen from the value of the correlations between the academic supervision of the principal and the teacher's performance through the morale SMP Negeri in Tapin District which shows a value of 0.159 which

means that through the teacher's morale, between the academic supervision of the principal and the teachers performance SMP Negeri in Tapin District there is only a correlations only 15.9% or very low or very weak correlation level.

V. Conclusion

Based on the results of research that has been done, analysis and testing of hypotheses, the researcher can draw the conclusion that there is a significant correlations between the academic supervision of the principal and the teacher's commitment, morale, and the performance of state junior high school teachers in Tapin District. There is a significant correlations between teacher commitment and morale with the performance of state junior high school teachers in Tapin District. There was no indirect correlations between the principal's academic supervision and the teacher's performance through the commitment of state junior high school teachers in Tapin and there was no indirect correlations between the academic supervision of the principal and the teacher's performance through the morale of the teachers of state junior high schools in Tapin District.

VI. Suggestion

Based on the conclusion, it is suggested that

1. For the Social Service of the Banjar Regency of South Kalimantan to manage human resources according to effective and efficient management functions so as to generate motivation and realize work commitments that can increase employee job satisfaction.
2. For employees can further improve achievement motivation by doing a good job in accordance with the prosuder in order to achieve maximum results in work.
3. For further researchers should be able to examine further about the problem of job satisfaction and work commitment to employees in order to understand about the problem of achievement motivation connecting with other variables.

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