

The Effect of Academic Supervision on Teacher Performance Mediated By Work Enthusiasm in Public Senior High Schools in Tanah Bumbu District Public Senior High Schools in Tanah Bumbu District

Slamet Riyadi¹, Irawanto^{2*}, Ali Khamdan³, Moh. Heru Budihantho⁴
STIA Bina Banua Banjarmasin

Corresponding Author: Irawanto irawanto67@gmail.com

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ABSTRACT

This study aims to analyze the influence of academic supervision on the performance and work motivation of teachers at State Senior High Schools in Tanah Bumbu Regency, as well as the role of work motivation as a mediator. Using a quantitative correlational method, the population consisted of 364 teachers from 11 schools, with a random sample of 78 teachers. Data were collected through questionnaires, observation, and documentation, then analyzed using path analysis with PLS Software Version 3.0, 2024. The results show: (1) academic supervision does not significantly affect teacher performance, (2) academic supervision does not significantly affect work motivation, (3) work motivation significantly affects teacher performance, and (4) academic supervision does not significantly affect teacher performance when mediated by work motivation

INTRODUCTION

Education today plays a pivotal role in improving the quality of human resources in the era of Society 5.0. Education must focus on enhancing skills through meaningful and engaging learning experiences, fostering global thinking, soft skills, and transversal skills that are useful in various professional contexts. Despite these noble goals, the rapid pace of technological advancements presents challenges for educational institutions. Teachers and educators must continuously adapt and improve to meet these demands. Education remains fundamental for individual development and the sustainability of a nation (Nastiti, 2023).

Teachers are essential in ensuring educational quality, tasked with professional duties as stipulated by Law No. 14 of 2005 concerning Teachers and Lecturers. They are professional staff appointed at various educational levels and must fulfill competencies in pedagogy, personality, social interaction, and professionalism. Teachers are responsible for educating, teaching, guiding, training, assessing, and evaluating student progress. Given these extensive responsibilities, creativity and innovation are vital for teachers to improve their performance and adapt to evolving educational demands.

The quality of teaching and learning heavily relies on teacher performance. According to Soetjipto and Kosasi (2017: 230), improving teachers' abilities requires continuous attention from educational stakeholders. Teacher performance, defined as the level of results achieved in carrying out assigned tasks, is a key factor in achieving school goals. Factors such as personality, dedication, professional development, and teaching ability significantly impact teacher performance (Burhanudin and Umiarso, 2016: 447). Effective performance is characterized by aligning personnel behavior with established standards (Mulyasa, 2017: 125). School principal supervision also plays a crucial role in teacher performance (Supardi, 2017: 9).

Teachers who perform their duties well demonstrate optimal performance, which directly influences learning success. Saondi (2010: 20) asserts that optimal teacher performance requires mastery of competencies, teaching experience, and ongoing learning to develop mature competencies. However, initial observations in State Senior High Schools in Tanah Bumbu Regency reveal that some teachers still require improvement in lesson planning, teaching implementation, and material development. Interviews with the curriculum vice principal highlighted issues such as absenteeism and incomplete teaching tools, indicating low work motivation and inadequate school principal supervision.

Work motivation significantly influences teacher performance. Teachers with high motivation demonstrate responsibility, positive attitudes, and produce good outputs. Conversely, low motivation results in negative behaviors and poor outputs, which ultimately affect educational quality (Siswanto, 2018: 56). Effective teacher motivation requires consistent guidance from school principals through academic supervision.

Supervision plays an essential role in supporting teachers to achieve educational quality. Unlike traditional inspection-based approaches, modern supervision focuses on improving the teaching and learning process and guiding teachers to enhance their performance. The school principal's role as a supervisor is vital in fostering a supportive environment for teachers, helping them realize educational visions and goals.

Teacher professionalism is strategic for guiding students toward maturity and independence. Teachers must master teaching materials, possess educational techniques, and exhibit integrity to be role models for students, families, and communities (Sagala, 2007: 99). Initial observations indicate that teacher motivation at State Senior High Schools in Tanah Bumbu Regency remains low, with teachers often appearing uninspired and preparing teaching tools only during imminent supervision periods. This reflects inconsistent supervision by school principals.

To improve teacher performance, high work motivation is essential. Maintaining motivation requires serious guidance from school principals, focusing on academic supervision rather than administrative reports. Several studies emphasize the importance of supervision in teacher performance improvement. Norbaiti (2014) found a significant relationship between school principal supervision, work motivation, and teacher performance. Dhanik (2017) highlighted the positive influence of supervision and work motivation on teacher performance. However, Hamdan (2021) and Saidah (2015) reported no significant relationships between these factors. Afrida (2020) found a positive influence of school principal supervision on teacher performance.

This background underscores the need to examine the influence of academic supervision on teacher performance mediated by work motivation at State Senior High Schools in Tanah Bumbu Regency, focusing on "The Influence of Academic Supervision on Teacher Performance Mediated by Work Motivation."

LITERATURE REVIEW

Performance Theory

Performance refers to the level of success an individual achieves in fulfilling tasks and responsibilities and the ability to reach predetermined objectives. In the educational context, teacher performance plays a crucial role in determining the success of the learning process in schools. According to Saondi (2010:20), performance encompasses three main aspects: clarity of responsibilities, clarity of expected outcomes, and clarity of task completion time.

Mangkunegara (2001:13) defines performance as the result of an individual's work in carrying out assigned responsibilities. Simamora (2001:37) describes performance as the extent to which a person meets established job requirements. Umam (2010:188) adds that performance involves work results in accordance with roles or tasks based on specific standards. The Indonesian Government Regulation Number 30 of 2019 also states that performance is the result of a person's work within an organization based on work targets and behavioral standards. From these definitions, performance can be summarized

as the result of an individual's work grounded in responsibility and various aspects that support goal achievement.

Teacher performance indicators include the ability to plan lessons, conduct learning activities, and evaluate learning outcomes. Planning involves preparing lesson programs, analyzing materials, and creating semester plans. Lesson execution covers pre-instructional, instructional, and evaluation stages. Evaluation includes formative and normative assessments and the implementation of remedial and enrichment programs.

Teacher performance is influenced by various factors, including individual characteristics such as knowledge, skills, and motivation, as well as organizational factors like resources and leadership. Psychological factors, including perception and attitude, and situational factors, such as the work environment, also play significant roles. According to Anoraga (2006), work motivation has a substantial impact on teacher performance. Additionally, effective supervision by school principals supports teachers' work effectiveness.

Supardi (2017:23) explains that teacher performance can be assessed based on their ability to design lesson plans, manage learning processes, and conduct learning outcome evaluations. Good interpersonal skills, including fostering positive student attitudes and managing classroom interactions, are also essential assessment criteria.

Rusman (2017:81) highlights that instructional skills, assessment capabilities, time management, and professional attitudes are important indicators for evaluating teacher performance. According to the Indonesian Ministry of National Education Regulation Number 16 of 2007, teacher competencies encompass four aspects: pedagogical, personal, professional, and social competencies. Pedagogical competence includes understanding student characteristics and curriculum development. Personal competence emphasizes integrity and discipline. Professional competence involves managing learning in accordance with standards, while social competence emphasizes communication skills with various stakeholders.

By understanding these performance indicators, teachers can better direct their efforts to enhance performance and achieve optimal learning outcomes.

Work Enthusiasm

Definition of Work Enthusiasm Work enthusiasm is the feeling that drives a person to work diligently and achieve better results. Siswanto (2018:55) defines it as a psychological state that brings pleasure and motivates individuals to work diligently and consistently to achieve goals. Nitisemito (2018:56) describes work enthusiasm as a condition that encourages individuals to perform tasks faster and better within an organization. The level of work enthusiasm significantly affects employee performance. In a school environment, teachers' work enthusiasm is influenced by rationality, identification, and belongingness. Wahjosumidjo (2018:108) emphasizes that the school principal serves as a source of work enthusiasm for teachers, staff, and students. The principal should foster work enthusiasm by encouraging confidence and enthusiasm to achieve school objectives.

Factors Affecting Work Enthusiasm Factors influencing work enthusiasm include harmonious relationships between leaders and subordinates, job satisfaction, a friendly work climate, and fair compensation (Wahjosumidjo, 2018). Conversely, low work enthusiasm is triggered by excessive teaching loads, low salaries, inadequate facilities, and low student discipline.

Characteristics of Work Enthusiasm According to Carlaw, Deming & Friendman (Siagian, 2018:96), high work enthusiasm is characterized by cheerful attitudes, initiative, creativity, responsibility, and cooperation. On the other hand, low work enthusiasm is characterized by a lack of interest in work, high absenteeism, low performance, and frequent demands or strikes.

Elements of Work Enthusiasm Hasley (2017:67) mentions several elements of work enthusiasm: attendance (teacher presence), work discipline (adherence to rules), cooperation (willingness to help and accept criticism), responsibility (completing tasks properly), and work productivity (output-to-cost ratio).

Indicators of Work Enthusiasm Nawawi (2018:124) mentions indicators of work enthusiasm, including attendance, work discipline, cooperation, responsibility, and productivity. Purwanto (2012:84) adds that the indicators include a strong sense of kinship, loyalty, enthusiasm, trustworthiness, and the ability to collaborate. Bafadal (2003:92) states that teachers with high work enthusiasm work enthusiastically, are meticulous, never late, and enjoy teamwork.

In conclusion, teachers' work enthusiasm is influenced by various internal and external factors, including the role of school principals in creating a supportive environment.

Academic Supervision

Academic supervision conducted by school principals has an important role in improving teacher performance so that learning activities run effectively in accordance with the predetermined plan. Sahertian (2000: 19) states that supervision is a service to teachers, either individually or in groups, to improve the quality of learning processes and outcomes. In line with that, Purwanto (2002: 76) defines supervision as a service to improve teaching, while Supardi (2014: 76) adds that supervision helps teachers improve skills in learning tasks.

Principals have three main competencies in academic supervision: planning supervision programs, implementing supervision with appropriate techniques, and following up on supervision results to improve teacher professionalism (Permendiknas No. 13/2007). This supervision includes aspects of the curriculum and administration prepared by teachers (Makawimbang, 2011: 134). Professional teachers are expected to have various capacities, including managerial skills, creativity, and understanding of learners' potential. Supardi (2017: 100) asserts that school principals must meet various requirements as supervisors, such as being physically and mentally healthy, honest, mastering supervision techniques, and skilled in teaching.

According to Atmodiwiryo (2009: 231), the purpose of academic supervision is to provide services to teachers to improve learning, develop teaching-learning systems, and improve teaching quality. Sergiovani (Aedi, 2017: 185) adds that academic supervision aims to help teachers improve professionalism, monitor the teaching and learning process, and support teacher self-development.

In its implementation, academic supervision can be done individually or in groups (Purwanto, 2017: 120). Individual techniques include classroom observations and interviews, while group techniques include discussions and seminars. The principles of effective academic supervision include being safe, constructive, realistic, and encouraging teacher initiative and creativity (Makawimbang, 2011: 76). Depdiknas (Muslim, 2009: 45) emphasizes the importance of humane working relationships and continuous supervision.

Academic supervision approaches include directive, non-directive and collaborative approaches. Sahertian (2008: 54) explains that the directive approach involves direct direction from the supervisor, while the non-directive approach emphasizes more on active listening and problem solving submitted by the teacher. The collaborative approach combines both approaches by involving both teachers and supervisors in the supervision process.

Soetjipto and Kosasi (2017: 242) also add humanistic, competency, clinical and professional approaches to academic supervision. The humanistic approach adapts to teachers' needs without a standardized format, while the competency approach focuses on gradual mastery of skills. The clinical approach focuses on the individual learning process of teachers, while the professional approach is collegial between teachers, principals and supervisors.

Indicators of successful academic supervision according to Sudjana (2017: 111) include planning learning activities, implementing learning, assessing learning outcomes, utilizing assessment results for remedial and enrichment, and developing an effective learning environment. With proper supervision, it is expected that the quality of education can improve significantly.

This research is titled "The Effect Of Academic Supervision On Teacher Performance Mediated By Work Enthusiasm In Public Senior High Schools In Tanah Bumbu District." There are four variables in this study: Academic Supervision as the Exogenous variable (X), Teacher Performance as the Endogenous variable (Y), and Work Enthusiasm as the Mediating variable (Z).

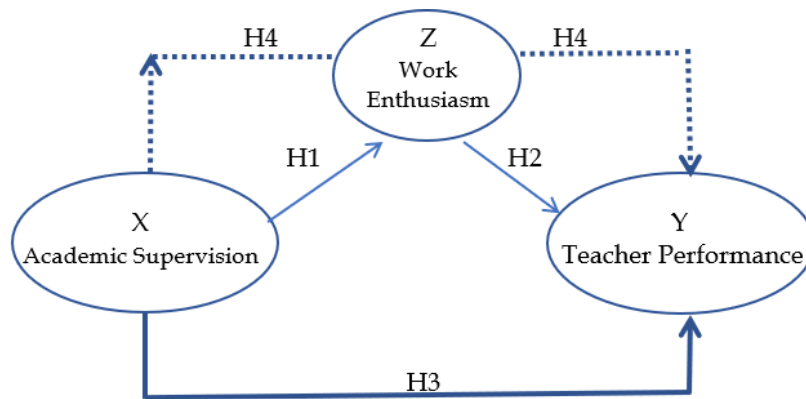


Figure 1. Conceptual Framework

Hypothesis:

H1: Academic Supervision → Work Enthusiasm

H2: Work Enthusiasm → Teacher Performance

H3: Academic Supervision → Teacher Performance

H4: Indirect effect (Work Environment on Performance through Work Enthusiasm)

METHODOLOGY

This study uses a quantitative approach with a correlational method to examine the influence between three variables: academic supervision (X), work motivation (Z), and teacher performance (Y) at public high schools in Tanah Bumbu Regency. The independent variable is academic supervision, while teacher performance is the dependent variable. Work motivation serves as a mediating variable that influences the relationship between academic supervision and teacher performance. The purpose of this research is to measure the strength of the influence between these variables. The conceptual definitions of each variable provide boundaries to make them easier to operationalize in the field. Among them, academic supervision refers to efforts to provide services to improve the quality of learning, work motivation is the psychological drive to work hard, and performance is the result of an individual's work according to their responsibilities. These variables are measured using predetermined indicators. The population of the study is 364 teachers across 11 public high schools, with a sample of 78 teachers selected using Simple Random Sampling technique. Primary data was obtained through questionnaires, while secondary data was gathered from archives or historical records. The analytical techniques used include descriptive statistics and path analysis with SmartPLS 3 software to test the hypotheses.

RESULTS

PLS SEM Test Results

In SEM PLS testing will be carried out using two approaches, namely testing the outer model, namely to determine the validity of the data obtained in the field both in terms of Validity Test and Reliability Test, and the second is testing the inner model, namely to determine the relationship between the variables used in this study.

Outer Model Testing

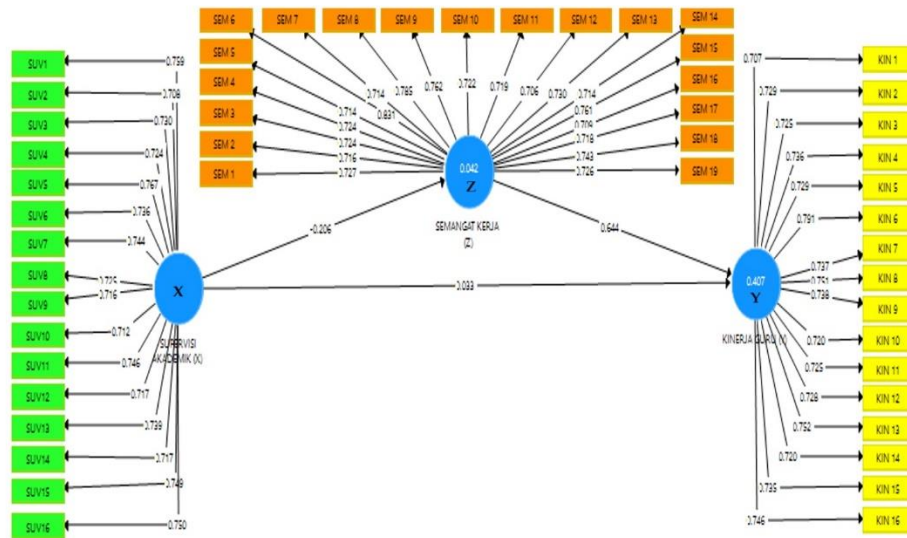


Figure 2. Calculate Algorithm Output

The *convergent validity* value is an indicator that is assessed based on the correlation between the *item score / component score* and the *construct score*, which can be seen from the *standardized loading factor* which describes the magnitude of the correlation between each measurement item (indicator) and its construct. The results can be seen in the following table.

Table 1. Outer Model

Indicators	Academic Supervision (X)	Work Enthusiasm (Z)	Teacher Performance (Y)
Suv 1	0,759		
Suv 2	0,708		
Suv 3	0,730		
Suv 4	0,724		
Suv 5	0,767		
Suv 6	0,736		
Suv 7	0,744		
Suv 8	0,726		
Suv 9	0,716		
Suv 10	0,712		
Suv 11	0,746		
Suv 12	0,717		
Suv 13	0,739		
Suv 14	0,717		
Suv 15	0,749		
Suv 16	0,750		
Sem1		0,727	
Sem2		0,716	
Sem3		0,724	
Sem4		0,724	
Sem5		0,714	
Sem6		0,831	
Sem7		0,714	
Sem8		0,785	
Sem9		0,762	
Sem10		0,722	
Sem11		0,719	
Sem12		0,706	
Sem13		0,730	
Sem14		0,714	
Sem15		0,761	
Sem16		0,709	
Sem17		0,718	
Sem18		0,743	
Sem19		0,726	
Kn1			0,707
Kn2			0,729
Kn3			0,725
Kn4			0,736
Kn5			0,723
Kn6			0,791
Kn7			0,737
Kn8			0,761
Kn9			0,738
Kn10			0,720
Kn11			0,725
Kn12			0,728
Kn13			0,752

Kn14	0,720
Kn15	0,735
Kn16	0,746

Source: Primary Data Processing Results (2024)

The table above shows that the loading factor or outer loading has a value above 0.70. This means that the indicators used in this study are valid or meet convergent validity.

Suv=Academic Supervision; Sem=Work Enthusiasm; Kn=Teacher Performance.

Determinant Validity

The validity test is carried out with the discriminant validity test on the *cross loading output*, which is as follows.

Table 2. Average Variance Extracted Construct Reliability and Validity

Matrix	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)
Teacher Performance (Y)	0,944	0,948	0,950	0,541
Work Enthusiasm (Z)	0,953	0,957	0,957	0,540
Academic Supervision (X)	0,947	0,923	0,949	0,539

Source: Primary Data Processing Results (2024)

Based on the results above, it can be seen that the AVE value of each variable is > 0.5 , so that discriminant validity has been fulfilled. Cronbach Alpha, Composite Reliability, and rho-A values for each variable have met the requirements to be considered reliable.

Based on the results above, it can be seen that the AVE root value of each variable is greater than the AVE, the correlation with other variables so that discriminant validity is fulfilled. Average Variance Extracted shows that all research factors have a value greater than 0.5 so that all research factors have a strong construct value.

Composite Reliability

The reliability test is to pay attention to the results of the composite reliability value and Cronbach's alpha value. Cronbach's Alpha is a reliability test that is carried out to strengthen the results of composite *reliability*. The expected value is > 0.6 for all constructs. Based on the results of the reliability test, it shows that all research factors have a *Cronbach* alpha value greater than 0.7 and a *composite reliability* value that is also greater than 0.7 so that all research factors can be declared reliable.

Average Variance Extracted (AVE)

The Average Variance Extracted method is used to evaluate discriminant validity for each construct and latent variable. The expected AVE value is > 0.5 .

Inner Model Testing
R-Square (R²)

Table 3. *R Square and Adjusted R Square*

	<i>R Square</i>	<i>R Square Adjusted</i>
Teacher Performance (Y)	0,499	0,486
Work Enthusiasm (Z)	0,041	0,029

Source: Primary Data Processing Results (2024)

Based on the table above, it is known that the R-Square for the teacher performance variable is 0.499, which means that 49.9% of the teacher performance variable is influenced by the supervision variable, while the remaining 50,1% is influenced by other variables, thus this R-Square value is included in the moderate category (Moderate).

Based on the table above, it is known that the R-Square for the teacher morale variable is 0.041, which means that 4,1% of the teacher morale variable is influenced by the supervision variable, while the remaining 95,9% is influenced by other variables outside the study, thus this R-Square value is included in the small category.

F-Square (F²)

F2 effect size (F-Square): is a measure used to assess the relative impact of an influencing variable (exogenous) on an influenced variable (endogenous).

Table 4. *F Square*

	Teacher Performance (Y)	Work Enthusiasm (Z)	Academic Supervision (X)
Teacher Performance (Y)			
Work Enthusiasm (Z)	0,587		
Academic Supervision (X)	0,222	0,043	

Source: Primary Data Processing Results (2024)

Based on the table above, it can be concluded that morale affects teacher performance with a value of 0.587 in the large category. Academic supervision affects teacher performance with a value of 0.222 in the medium category. Academic supervision affects morale with a value of 0.043 in the small category.

Research Hypothesis Testing

Testing the research hypothesis is based on the significant value at the *probability value (P-Value)* where the analysis results show the following.

Table 6. Statistical Hypothesis Test

	Original Sample	Sample Mean	Standard Deviation	t Statistic	P Value
Work Enthusiasm (Z)-> Teacher Performance (Y)	0,664	0,652	0,073	8,791	0,000
Academic Supervision (X) -> Teacher Performance (Y)	0,033	0,028	0,142	0,233	0,816
Academic Supervision (X) -> Work Enthusiasm (Z)	-0,206	-0,196	0,253	0,814	0,416
Academic Supervision (X) -> Work Enthusiasm (Z) -> Teacher Performance(Y)	-0,113	-0,142	0,156	0,849	0,397

Source: Data Processed (2024)

Based on this table, it can be seen the influence of each factor *in the* independent variable on the Work Achievement factor, namely based on the p-value and t-statistic value.

Hypothesis test 1 suggested that there is an influence between work enthusiasm (Z) and teacher performance (Y). The decision-making basis is the same: if the P-Value ≤ 0.05 , the hypothesis is accepted, while if the P-Value > 0.05 , the hypothesis is rejected. The test results showed $Z \rightarrow Y = 0.644$ (positive) with a P-Value of $0.000 < 0.05$, indicating a significant relationship. Therefore, the hypothesis that work enthusiasm influences teacher performance was accepted. Hypothesis test 2 examined the influence of academic supervision (X) on teacher performance (Y). The results indicated $X \rightarrow Y = 0.033$ (positive) with a P-Value of $0.816 > 0.05$, which shows no significant relationship. Consequently, the hypothesis stating that academic supervision influences teacher performance was rejected. Hypothesis test 3 proposed an influence between academic supervision (X) and work enthusiasm (Z). The results showed $X \rightarrow Z = -0.206$ (negative) with a P-Value of $0.416 > 0.05$, indicating an insignificant relationship. Thus, the hypothesis asserting that academic supervision affects work enthusiasm was also rejected. Hypothesis test 4 assessed whether academic supervision (X) influences teacher performance (Y) mediated by work enthusiasm (Z). The findings showed $X \rightarrow Z \rightarrow Y = -0.133$ (negative) with a P-Value of $0.416 > 0.05$, indicating an insignificant relationship. Therefore, the hypothesis suggesting that academic supervision influences teacher performance mediated by work enthusiasm was rejected.

DISCUSSION

Analysis of the Influence between Work Enthusiasm on Teacher Performance

Path analysis results show that work enthusiasm has a significant influence on teachers' performance, with a path coefficient of 0.644 (positive) and a P-Value of $0.000 < 0.005$. Several factors contribute to this outcome. First, most teachers are relatively young, aged between 25 to 44 years, which correlates with high work enthusiasm. Additionally, teachers at SMA Negeri in Tanah Bumbu Regency maintain discipline with fingerprint-based attendance and show strong commitment by being present even without teaching schedules. Teachers' performance evaluations by school principals are also generally favorable. This finding aligns with Norbaiti (2014) and Dhanik Riastuti (2017), who found a positive influence of work motivation on teachers' performance. However, it contrasts with Hamdan (2021), who found that work enthusiasm did not directly impact teachers' performance significantly.

According to Suprihatingrum (2017:43), school principals play a crucial role as creators of a conducive work climate, motivating teachers to work in a healthy and collaborative environment to achieve school goals. Teachers' work enthusiasm is reflected in their attendance, responsibility, discipline, and cooperation with school principals and colleagues. Furthermore, Suprihatingrum (2017:12) identifies three performance indicators: routine and non-routine tasks, voluntary behavior beyond assigned duties without expecting rewards, and negative behaviors that hinder organizational achievement. Teachers with high work enthusiasm are generally more receptive to academic supervision by school principals to enhance learning quality.

Analysis of the Influence between Academic Supervision on Teacher Performance

The school principal plays a dual role in educational institutions as both a leader and an educator responsible for enhancing teacher performance towards professionalism (Kurniadin & Machali, 2017: 295). As an educator, the principal must commit to curriculum development and teaching activities (Agung, 2007: 317). One key role is supervising teachers to improve professional capabilities and teaching quality. Research shows that academic supervision in SMA Negeri Tanah Bumbu has been well-executed, demonstrated by principals' guidance in planning, teaching, and assessment. Despite this, path analysis revealed that academic supervision has no significant effect on teacher performance, with a path coefficient of 0.033 (positive) and P-Value $0.816 > 0.05$. Factors include teachers' young, productive age and their existing strong performance regardless of supervision. Moreover, the research findings contradict studies by Norbaiti (2014) and Dhanik Riastuti (2017), which highlight a significant positive influence of academic supervision on teacher performance. Supardi (2017: 51) emphasizes that teacher performance is influenced by individual, organizational, psychological, and situational factors. Academic supervision aims for continuous improvement in teaching effectiveness and efficiency (Baharudin & Umiarso, 2016: 68). Thus, teacher performance remains a crucial focus for evaluation and development.

Analysis of the Influence between Academic Supervision on Work Enthusiasm

The morale of teachers in public senior high schools in Tanah Bumbu district is high, as seen from their good attendance, discipline and responsibility in carrying out their duties. Teachers attend school even when there are no teaching hours, are active in meetings, and adhere to the rules and code of ethics. Solid cooperation among teachers, especially when facing difficulties, is also an indicator of morale. In addition, school productivity is high, indicated by teachers' efforts to avoid tardiness and optimize teaching time to achieve KKM scores.

The results of the path analysis show that principals' academic supervision does not significantly affect teachers' morale (path coefficient 0.206, P-value $0.416 < 0.005$). This is due to several factors, such as the majority of teachers are young (35-39 years old), the use of online fingerprint attendance, and high discipline. These results contradict research by Norbaiti (2014) and Dhanik Riastuti (2017) which states that academic supervision has a positive effect on teacher motivation and performance.

Nawawi (2018: 90) states that teacher morale can be measured through attendance, responsibility, discipline, and cooperation. Morale includes eight dimensions, such as seriousness, discipline, and innovation. One of the principal's duties is to carry out academic supervision effectively with conceptual, interpersonal and technical skills. Academic supervision can reveal the condition of teachers, including morale, willingness to collaborate and proficiency in tasks.

Analysis of the Influence of Academic Supervision on Teachers' Performance Mediated by Work Enthusiasm

Path analysis results indicate that academic supervision by school principals indirectly does not significantly affect teachers' performance through work enthusiasm, with a path coefficient of -0.133 and a P-Value of 0.397. This is because teachers at SMA Negeri in Tanah Bumbu Regency already have high performance and work enthusiasm, even without supervision. Moreover, school principals have conducted supervision as scheduled, and most teachers are young (25-44 years old), which supports their high work enthusiasm. These findings align with Rijani (2018), who stated that work enthusiasm does not mediate the relationship between academic supervision and teachers' performance, but contradict Dhanik Riastuti (2017), who found a significant influence.

According to Mulyasa (2017:81) and Suprihatingrum (2017:43), school principals act as catalysts in enhancing work effectiveness and increasing teachers' enthusiasm. Academic supervision serves to reveal teachers' conditions, including responsibility, cooperation, and competence. Teachers with high work enthusiasm tend to be open to supervision because it can improve their teaching performance.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings, academic supervision by school principals does not directly have a significant impact on the performance or work enthusiasm of teachers at SMA Negeri in Tanah Bumbu Regency. However, work enthusiasm has been proven to significantly affect teachers' performance. Academic supervision also does not significantly influence teachers' performance when mediated by work enthusiasm. Based on these findings, several recommendations are made. Future researchers are encouraged to add more variables, as this study only used supervision and work enthusiasm as the main variables. Additionally, the distribution of questionnaires should be improved to avoid rushed responses that could affect the results. The scope of the study, involving 11 SMA Negeri schools, is considered too broad for generalization. Teachers are advised to maintain their current work enthusiasm, as it positively impacts their performance. School principals should be more open in providing suggestions and guidance regarding teaching materials. Teachers are expected to utilize reflection and evaluation results for remedial actions and innovations to improve the quality of teaching in line with the times, so that school graduates can be more competitive.

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