

Principal Supervision, Teacher Competencies, And Achievement Motivation Effects on the Performance of Kindergarten Teachers: An Evidence from Indonesia

Muliati¹, Hamsu Abdul Gani², Abdul Saman³

¹Department of Educational Science, Universitas Negeri Makassar
Jln. Bonto Langkasa Kampus Gunung Sari Baru, Makassar, South Sulawesi, Indonesia
Email: muliatissulthan [AT] gmail.com

²Department of Engineering, Universitas Negeri Makassar
Jln. Bonto Langkasa Kampus Gunung Sari Baru, Makassar, South Sulawesi, Indonesia
Email: hamsuabulgani [AT] yahoo.com

³Department of Educational Science, Universitas Negeri Makassar
Jln. Tamalate I, Makassar, South Sulawesi, Indonesia
Email: abdulsaman [AT] unm.ac.id

ABSTRACT---- *One of the determinants of the success of education is the quality of its teachers. The quality of these teachers can be seen from how well the teachers' performance in the learning process at school. This study aims to determine the effect of principal supervision, teacher competence, and achievement motivation on the performance of kindergarten teachers in Parepare City, Indonesia. The design used in this study was ex-post facto using an instrument in the form of a questionnaire. Participants involved in this study were 288 people consisting of 70 principals and 218 Kindergarten teachers. The collected data were then analyzed using a quantitative approach with the help of SPSS 23.00 software by running descriptive statistical tests and path analysis. The results showed that the three variables tested, both the supervision of the principal, teacher competence, and achievement motivation, had a significant effect on the performance of kindergarten teachers in Parepare City, Indonesia.*

Keywords--- teacher performance, principal supervision, teacher competence, achievement motivation

1. INTRODUCTION

As an essential aspect of human life, education is vital in preparing and creating skilled and broad-minded human resources. For every human being, education is the essential asset known as a tool to help humans think, work, and make decisions [1]. For this reason, all components of education, both teachers, government, and educational institutions, should always try to develop education by the progress of the times [2].

To achieve these educational goals, one of the most vital variables in influencing it is the quality of teachers. Although the teacher is not the only aspect, it can be said that the teacher has the most influence. This means that teachers have a crucial role in forming students who have personalities and are competent in their fields [3,4]. For this reason, the quality of a teacher must be a priority in advancing the education of a nation.

Talking about the quality of education, Indonesia is a country that can be said to be a country with a quality education that has not met expectations. According to a report from the Right Education Index (RTEI), Indonesia is in sixth place under the Philippines and Malaysia, with a score of 38.61 [5]. The results of a similar study were also released by the [6], which reported global competitiveness. According to this institution, Indonesia is ranked 50th with a score of 64.6. The results of these two studies reinforce the condition that education in Indonesia still needs to be improved in terms of quality.

One of the factors that determine the quality of education is teachers who have standard competencies. There are still many teachers in Indonesia who do not meet these criteria. Data released by UNESCO in the Global Education Monitoring (GEM) states that around 25% of teachers do not yet have academic qualifications. Ironically, of the total number of teachers in Indonesia, approximately 52% do not have a professional certificate [7]. This means that most of these teachers still cannot be said to have standardized competencies.

The quality of education can be developed. One of which is by increasing the competence of teachers. A professional teacher must have the competencies needed to carry out tasks in the learning process at school. Some of the competencies required by these teachers include knowledge, attitudes, and professional skills, both personal, social, and academic [8].

The supervision of the principal also has a positive impact on improving the quality of education. Supervision improves classroom practice and can direct student success by growing teacher professionals and their performance [9]. In addition, the change in the view of supervision from inspection to a collaborative school-based process is also considered to improve teaching, which in turn has an impact on the quality of education [10,11]. Supervision is not aimed at evaluating teacher performance but directing the technical process in developing teachers on an ongoing basis.

In addition to these two factors, achievement motivation also contributes to improving the quality of education through improving teacher performance. Achievement motivation is a constant reflective drive in the personality that can determine how a person tries and persists in achieving specific goals. Apart from being a trigger in achieving the expected goals, achievement motivation is also a mentality to compete and compare one's quality with others [12]. Thus, a teacher feels motivated and motivated to do his job to meet the performance targeted at him.

Several studies raise the theme of principal supervision, teacher competence, achievement motivation, and teacher performance. [13] claims through the results of his research that there is a positive influence of achievement motivation on the performance of high school teachers. In addition, although it can be said that generating achievement motivation is not an easy matter, [14] state that the two are related. Both explained that achievement motivation is complicated to develop because the achievement goal is the teacher's achievement/performance, which is a measurable aspect.

Another study states that principal leadership and achievement motivation positively impact the competence of public school teachers [15]. In addition, another study says that several aspects affect teacher performance (Tehseen & hadi, 2015). The study found evidence that intrinsic and extrinsic motivation influence teacher performance. In addition to these two aspects, working conditions, administrative support, and student behaviour significantly affect teacher performance and retention.

From these several studies, no researcher has explored the relationship between school supervision, teacher competence, achievement motivation, and teacher performance simultaneously. In addition, from the several studies that have been carried out, there has been no study that reviews this theme that is focused on the level of pre-school education (kindergarten). For this reason, the researchers raised the theme of this research with the following problem formulations: (1) is there an effect of principal supervision on the performance of kindergarten teachers in Parepare City, Indonesia? (2) is there an influence of teacher competence on the performance of kindergarten teachers in Parepare City? , Indonesia, and (3) is there any influence of achievement motivation on the performance of kindergarten teachers in Parepare City, Indonesia?

2. LITERATURE REVIEW

2.1. teacher performance

Performance is an important aspect for a teacher in carrying out his duties to give birth to a competent and quality generation. Performance is the ability to achieve predetermined goals and refers to the results of a person's activity process [16,17]. In addition, [18] defines performance as a real achievement by a person or organization through high competence and motivation by achieving the targeted results. [19] defines performance as a team member's contribution to the institution where he works.

Teacher performance is also an attitude shown by each related to his work. Performance is several efficiencies obtained through a series of one's work activities [20]. In addition, performance can also be interpreted as a sense of responsibility in carrying out a profession's duties and mandates [21]. However, what must be considered is that performance is limited by a context in which a teacher shows his ability to carry out his duties at school [22].

Teacher performance is one of the essential factors that must be a priority and concern by various parties in improving the quality of education. Teacher performance tends to be directed at professionals who refer to activities that require expertise and skills to meet quality standards [23]. For this reason, experts describe the problem of teacher performance in the field of education consisting of: (1) teacher work performance in providing education that can produce quality graduates, (2) teachers who can provide satisfactory services for the community and students, (3) cost education must be affordable by all levels of society, and (4) principals, teachers, and education personnel must be able to follow the dynamics of the times or social changes to increase their ability to face change [24,25].

2.2. principal supervision

There are several terms that have almost the exact definition as the term supervision. Even in practice, the terms are

often used interchangeably, such as supervision, inspection, and inspection. Supervision means an activity to make observations so that the work is carried out in accordance with the provisions. Furthermore, the inspection is intended to see how the activities carried out have achieved the objectives, while the inspection aims to find out the deficiencies or errors that need to be corrected in a job.

Supervision is an activity that is planned to assist teachers and other employees in carrying out their work effectively [26]. That is, supervision is a service provided by leaders to help teachers become competent personnel and in accordance with the development of science in general and education in particular. Supervision is also intended to be able to increase the effectiveness of the teaching and learning process in schools.

About the supervision carried out by the principal, [27] explains that supervision is a coaching activity that is planned to assist teachers and other school employees in carrying out their work effectively. According to [28], supervision is an inseparable part of the entire educational administration process aimed at developing the effectiveness of school personnel performance related to the main tasks of education. In other words, supervision is the effort of school officials in leading teachers and staff in improving teaching, revising educational goals, teaching materials, and teaching methods and evaluations.

In today's world of education, supervision is a necessity and a necessity. This is because the core and purpose of supervision is an activity that seeks to improve the quality of education. Supervision is related to the provision of professional assistance, guidance to teachers and students, which is ultimately directed to achieve an effective learning process [29].

2.3. teacher competence

In English, the word competence refers to the word's competence and competency. On the other hand, the word competence is also difficult to distinguish from other words with almost the same meaning, such as skill or ability. However, in today's world of education, the term that is popularly used is learning outcome

The lack of a clear definition between the words competence and competency causes these two words to be used differently in various aspects or fields and several countries. Competence is a term often used in the UK, while competency is a concept influenced by the way people think in the United States. Simply put, competencies refer to the outputs required in a specific minimum standard, while competencies are inputs that a person brings to his or her work that results in a good performance (Trotter dan Ellison cited [30]).

On the other hand, [31] explains that competence is a set of basic knowledge, skills, and values part of thinking and acting. Competence is also defined as the specification of a person's knowledge, skills, and attitudes and their application in the world of work they are involved in and by performance standards [32]. In line with the definitions of the two experts, several experts also agree to define competence as an individual's basic characteristics consisting of knowledge, skills, and attitudes related to the work he is doing [33–35] and they are also related to one's success [36,37].

If referring to Law Number 14 concerning Teachers and Lecturers in 2005, there are several competencies required for these teaching staff. These various competencies must be met to be considered a professional teacher. With the fulfilment of these various competencies, a teacher can obtain a certificate as an educator. The competencies in question are pedagogic, professional, social, and personality competencies. In addition to these main competencies, a lecturer is also required to have various other supporting skills, such as agility, innovation, creativity, anticipation, experimentation, open-mindedness, and networking competencies [38].

2.4. achievement motivation

The term achievement motivation was first introduced to the public by Murray in 1970, who called it an effort or desire to achieve something. The definition of achievement motivation has been agreed upon in the last six decades, one of the three types of motivation that drives individuals and affiliation and power [39]. In addition, [40] says that achievement motivation is a person's attitude to achieve something and not the achievement itself. According to him, achievement motivation is a pattern of planning action and feeling related to achieving some standard of excellence.

Achievement motivation can be understood as a concept that helps explain differences in individual behaviour and actions in various areas of life [41]. On the other hand, [12] describes that achievement motivation is a subjective and internal psychological drive that can do the work they consider important. This motivation relates to the evaluated performance and is the result of standards of excellence and competence.

The term achievement motivation is the same as the need for achievement, an instinct attached to a person's higher level [42]. This motivation is likened to a product of an emotional conflict between the hope to succeed and the desire to avoid failure [43]. [44] also adds that achievement motivation is a combination of two psychological variables: the desire to

succeed and avoid failure, which affects a person to overcome obstacles and achieve high standards. People who have high achievement motivation try their best to achieve goals by mobilizing all the strengths they have [45].

From this description, it can be concluded that achievement motivation is not an easy concept to apply. However, it must be realized that the benefits play an essential role for a teacher and student in spurring themselves to achieve the desired target. Achievement motivation is very complicated because it consists of several aspects, such as complex evaluation aspects, conclusions, values, standards, a collection of assumptions and emotional reactions that may not make sense and contradict [39].

3. METHODS

3.1. research design, participants, & site

The research design used in this study is a quantitative design using an ex post facto approach. This is because this research is systematic empirical research and is not subject to action or treatment. That is, some of the existing independent variables have occurred before, so no treatment is needed. Thus, the study only looked at the effect of the independent variable on the determined dependent variable.

There are four variables in this study, namely three independent variables and one dependent variable. Some of the independent variables are the supervision of the principal (X1), teacher competence (X2), and achievement motivation (X3), while the dependent variable is teacher performance (Y). The design used in this study can be seen in the following chart.

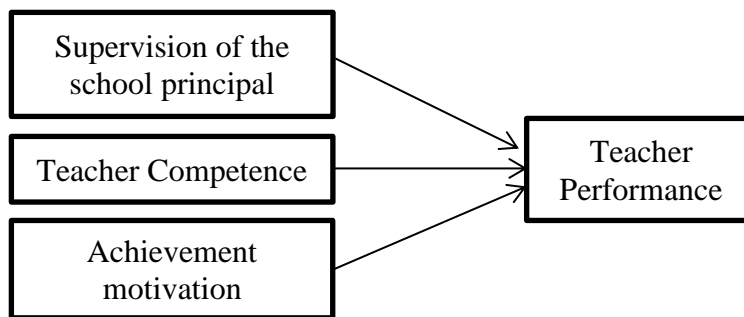


Figure 1. Research Design

The population in this study were all kindergarten teachers in the City of Parepare, Indonesia, which were then selected and determined using a random sampling technique. Participants in this study amounted to 288, consisting of 70 principals and 218 teachers from 70 kindergartens from 4 sub-districts in the City of Parepare, Indonesia.

3.2. research instruments

In collecting data, the researcher used a research instrument in the form of a questionnaire. The instrument used consists of four variables: supervision of the principal, teacher competence, achievement motivation, and teacher performance. The instrument is structured by providing five answer options, also known as a 5-point Likert scale questionnaire. The weighted scores for each item statement that support (favourable) is 5 (strongly agree), 4 (agree), 3 (moderately agree), 2 (disagree), and 1 (strongly disagree). For unfavourable questions, items have the opposite weight.

3.3. data analysis

The data that has been collected with the questionnaire is then analyzed using a quantitative approach. Data analysis was carried out using SPSS 23.00 software by running descriptive statistical tests and path analysis.

4. RESEARCH RESULTS

4.1. Results of descriptive statistical analysis

The data collected from the questionnaires that have been distributed to all participants are then analyzed by running descriptive statistical tests. This test is carried out with the aim of obtaining a general picture related to the average score, median, mode, standard deviation, and others. In full, the results of the descriptive statistical analysis are presented in table 1.

Table 1. Accumulation of descriptive statistics

	Supervision of the school principal	Teacher competence	Achievement motivation	Teacher performance
Mean	138.486	218.055	103.1239	335.6147
Median	135.636	209.93	101.517	328
Modus	132	208	100	312
Max	165	260	125	390
Min	105	157	75	278
Varians	150.601	407.647	61.786	807.362
Standar deviation	12.271	20.19026	7.86043	28.41412
Skewness	0.392	0.518	0.359	0.417
Kurtosis	-0.141	0.083	0.653	-0.944

From table 1 above, it can be explained that the perception of the principal's supervision has an average score of 138.486, mode = 312, and a standard deviation of 12.271. The results of the average score of the principal's supervision variable of 138.486 can be categorized that the data is classified as "high". Furthermore, the teacher competency variable obtained an average score of 218.055, mode = 208, and a standard deviation of 20.19026. As with the principal's supervision variable, teacher competency data is also categorized as "high".

Characteristics of the data on the achievement motivation variable obtained a mean of 103.1239 with a mode of 100, and a standard deviation of 7.86043. These results also indicate that the data on this variable is categorized as "high". On the other hand, the teacher performance variable also obtained an average score of 335.6147, mode = 312, and a standard deviation of 28.41412. The results of the analysis also categorize teacher performance data as "high" the same as the three previous variables.

4.2. Path Analysis Results

Table 2. The coefficient of determination of the principal's supervision (X1), teacher competence (X2), and teacher achievement motivation (X3) on teacher performance (Y)

Model	R	R-Square	Adjusted R-square	Standard Error of Estimate
1	.713 ^a	.508	.520	64.20195

Table 3. Simultaneous test results between variables

Model	Sum of square	Df	Mean square	F	Sig.
Regression	98477.693	3	32825.898	7.964	.000 ^b
Residual	882084.440	214	4121.890		
Total	980562.133	217			

Based on table 3, it can be explained that to see the overall test results about the presence or absence of a linear relationship from exogenous variables to endogenous variables. Ho is rejected if the p-value < 0.05. From the table, it is obtained Fo = 7.964; df1= 3; df2= 214, p-value = 0.000 < 0.05 or Ho is rejected. Thus, the variables of principal supervision (X1), teacher competence (X2), and teacher achievement motivation (X3) affect the teacher performance variable (Y).

Table 4. The coefficient of the principal’s supervision path (X1), teacher competence (X2), and achievement motivation (X3) against (Y)

Model	Unstanardized coefficients		Standardize d coefficients	t	Sig.
	B	Standard error	Beta		
1 (Constant)	231.983	61.808		3.753	.000
Supervision of the school principal	.807	.589	.147	4.504	.000
Teacher competence	.792	.427	.238	4.586	.000
Teacher achievement motivation	1.438	.789	.168	2.508	.003

The data in Table 4 shows the path coefficient values in the standardized coefficients (Beta) column so that the following equation is obtained: $Y = 0.147X_1 + 0.238 X_2 + 1.438X_3 + \text{py}\epsilon^2$. The interpretation of the equation is the coefficient value for the X1 variable is 0.147. This means that for every increase in the supervision of the principal of one unit. The teacher performance variable will increase by 0.147 with the assumption that the other independent variables of the model are fixed.

Likewise, the teacher competency coefficient value for the X2 variable is 0.238. This means that for every increase in teacher competence by one unit, the teacher performance variable will increase by 0.238, assuming that the other independent variables of the model are fixed. Finally, the teacher competency coefficient for the X3 variable is 1.438. The same as the previous two variables, if every one-unit increase, the teacher’s performance variable will increase by 1.438, assuming that the other independent variables are constant. Thus, it can be concluded that the three independent variables, namely the supervision of the principal, teacher performance, and achievement motivation, directly affect the Y variable (teacher performance).

5. DISCUSSION

The results of this study indicate that the principal's supervision affects the performance of kindergarten teachers. The aspect of supervision becomes important in improving the quality of education because this aspect has various scopes and procedures. [46] describe that supervision includes planning, reporting, and follow-up supervision as supervision guidelines. A similar study was also conducted by [47] which proves that there is a positive effect of principal supervision on the performance of high school teachers. In addition, teacher performance is also positively influenced by another aspect, namely organizational climate.

Empirical evidence was found in other studies which stated that supervision practices were not correlated with teacher performance and attitudes [48]. Furthermore, this study claims that directive supervision is positively and significantly related to teacher performance and attitudes. In this regard, the principal's supervisory activities must be provided directly related to (1) preparation of lesson plans or learning notes before delivering the material, (2) good use of teaching materials, (3) maintaining and maintaining school records and (4) discipline, (5) development of human relations with classroom management.

In practice, supervision activities tend to not show maximum results due to several factors. One of them is the lack of supervisory competence in carrying out their duties [49,50]. According to them, some of the obstacles faced were: (1) limited time, (2) not yet programmed in a participatory manner, (3) lack of understanding of the concepts, theories, and practices of supervision, (4) low commitment to improving the quality of education, and (5) work motivation which is only related to welfare goals.

In addition to the principal's supervision variable, this study also shows that teacher competence positively affects the performance of kindergarten teachers. The same research also shows empirical evidence that low teacher competence has an impact on poor performance [51–53]. Teacher competence is a prerequisite to achieving a synergistic effect for both teachers and students. [54] states that there are three groups of teacher competencies, namely: (1) teacher competencies to promote cognitive processes, (2) competencies to promote affective and motivational processes, and (3) teacher competencies to promote social processes.

Another aspect that influences the performance of kindergarten teachers is achievement motivation. Achievement motivation is essential for teachers and students because it is a driving force to work and achieve the best results. Someone

who has low achievement motivation tends to choose tasks with a high probability of success [55]. They do this because they feel ashamed if they fail in doing something and always associate their failure with task difficulties. [56] also added that achievement motivation is a driving force for a person to be involved in a task assigned to him.

Another study confirms a relationship between achievement motivation and academic achievement [57]. Furthermore, this study found no significant difference in academic achievement between male and female students. When it comes to anxiety, [58] found empirical evidence that female students had higher anxiety levels than male students. Other studies also corroborate that achievement motivation and self-concept are significantly related to academic achievement [59].

Achievement motivation is a vital aspect that needs attention, especially in the current pandemic era. This is based on previous evidence claiming that achievement motivation impacts student learning outcomes or teacher performance. Factors of anxiety and depression during the pandemic affect a person's mental health [60]. In line with this statement, [61] stated that struggling with mental health symptoms tends to show poor motivation.

6. CONCLUSION

From the results of the analysis and interpretation of the data in this study, it can be concluded that: (1) there is a significant influence of principal supervision on the performance of kindergarten teachers, (2) there is a significant influence of competence on the performance of kindergarten teachers, and (3) there is a significant influence of achievement motivation on the performance of kindergarten teachers. Thus, the three variables in this study, namely the supervision of the principal, teacher competence, and achievement motivation, have a significant impact on the performance of kindergarten teachers in Parepare City, Indonesia. From the research results, it can be suggested to teachers and principals to implement practical supervision activities to improve teacher performance. In addition, the government and education policymakers should provide more training, guidance, and seminars to teachers to increase teachers' competence and achievement motivation. By having good competence and achievement motivation, teachers can improve performance by the given target.

7. REFERENCES

1. Chouinard R, Roy N, Archambault I, Smith J. Relationships with Teachers and Achievement Motivation in the Context of the Transition to Secondary School. *Interdisciplinary Education and Psychology*. 2017;2(1):1–15.
2. Helaluddin H, Alamsyah A. Kajian Konseptual tentang Social-emotional Learning (SEL) dalam Pembelajaran Bahasa. *Al-Ishlah: Jurnal Pendidikan*. 2019;11(1):1–16.
3. Organization for Economic Co-operation and Development (OECD). The Definition and Selection of Key Competencies-Executive Summary [Internet]. OECD. 2005. Available from: oecd.org/pisa/35070367.pdf
4. Elliott K. Teacher Performance Appraisal: More about Performance or Development? *Australian Journal of Teacher Education*. 2015;40(9):102–16.
5. Right to Education Index (RTEI). Right to Education Index 2017: Advocacy Strategies in Honduras, Indonesia, Palestine, Tanzania, and Zimbabwe. Washington, DC: Open Knowledge Foundation; 2018.
6. WEF (World Economic Forum). The Global Competitiveness Report 2019. Geneva, Switzerland: WEF; 2019.
7. Global Education Monitoring (GEM). Education for People and Planet: Creating Sustainable Futures for All. Paris: UNESCO; 2016.
8. Tehseen S, Ui Hadi N. Factors Influencing Teachers' Performance and Retention. *Mediterranean Journal of Social Sciences*. 2015;6(1):233–44.
9. Hoque KE, Bt Kenayathulla HB, D/O Subramaniam MV, Islam R. Relationships between Supervision and Teachers' Performance and Attitude in Secondary Schools in Malaysia. *SAGE Open*. 2020;1–11.
10. Glickman G. Supervision of Instruction: A Development Approach. New York: Allyn and Bacon; 1990.
11. Ahmad A, Farley A. Federal Government Funding Reforms: Issues and Challenges Facing Malaysian Public Universities. *International Journal of Asian Social Science*. 2013;3(1):282–98.
12. Singh K. Study of Achievement Motivation in Relation to Academic Achievement of Students. *International Journal of Educational Planning & Administration*. 2011;1(2):161–71.
13. Romadhona R. The Influence of Principal Leadership, Work Discipline, and Achievement Motivation towards the Performance of Senior High School Teachers. *Journal of K6 Education and Management*. 2020;3(1):82–9.
14. Hagtvet KA, Benson J. The Motive to Avoid Failure and Test Anxiety Response: Empirical Support for Integration of Two Research Traditions. *Anxiety Stress and Coping*. 2017;1(10):35–57.
15. Pongoh S. The Effect of Principal Leadership and Achievement Motivation on Teaching Competence of Public School Teacher in Manado City. *Journal of Education and Practice*. 2014;5(1):139–46.
16. Kempa R. Leadership principal. Yogyakarta, Indonesia: Ombak; 2015.
17. Moolenaar NM, Slegers PJC, Daly AJ. Teaining up: linking collaboration networks, collective efficacy, and student achievement. *Teaching and Teacher Education*. 2012;28(2):251–62.

18. Papilaya J, Tuokora P, Rijal M. Compensation, transparency, and motivation effects on the performance of junior high school teachers in western Seram, Indonesia. *International Journal of Instruction*. 2019;12(3):439–58.
19. Notanubun Z. Leadership in education institutions. Yogyakarta, Indonesia: Rangka Education; 2015.
20. Dizgah MR, Chegini MG, Bisokhan R. Relationship between Job Satisfaction and Employee Job Performance in Guilan Public Sector. *Journal of Basic Applied science Research*. 2012;2(2):1735–41.
21. Prihantoro CR, Ikhwantto F, Dudung A. The Effect of Teacher Competency and Teaching Commitment to Student Learning Results machining Engineering Skill Program. In: 3rd UNJ International Conference on Technical and Vocational education and Training. Jakarta, Indonesia: KnE Social Sciences; 2018.
22. Mahgoub YM, Elyas S. Development of Teacher Performance and Its impact on Enhancing on The Quality of The Educational Process. *Pensee Journal*. 2014;76(2):169–80.
23. Tjabolo SA, Herwin H. The Influence of Teacher certification on The Performance of Elementary School Teachers in Gorontalo Province, Indonesia. *International Journal of Instruction*. 2020;13(4):347–60.
24. Rosnarizah AH. No Distributes leadership, contextual factor and teacher self efficacy in Malaysia. *Educational Leadership Journal*. 2015;2(4).
25. Hoy WK, Tarter CJ. Positive psychology and educational administration: An optimistic research agenda. *Educational Administration Quarterly*. 2011;47(3):427–45.
26. Eliyani L. Peningkatan kompetensi guru menerapkan teknologi informasi dan komunikasi (tik) dalam proses pembelajaran melalui supervisi akademik di taman kanak-kanan negeri 1 kota Jambi. *Literasiologi*. 2019;2(1):1–15.
27. urwanto P. Evaluasi hasil belajar. Yogyakarta, Indonesia: Pustaka Pelajar; 2011.
28. Mulyasa E. Manajemen dan kepemimpinan kepala sekolah. Jakarta, Indonesia: Bumi Aksara; 2012.
29. Osakwe NR. Relationship between Principal’s Supervisory Strategies and Teachers’ Instructional Performance in Delta North Senatorial District, Nigeria. *Pakistan Journal of Social Sciences*. 2010;7(6):437–40.
30. Sten T. assessing Globalization Competences in The Information System Domain-Instruments and Methods. Jyvaskyla: University of Jyvaskyla; 2012.
31. Danim S. Pengembangan Profesi Guru: dari Pra-jabatan, Induksi, ke Profesional Madani. Jakarta, Indonesia: Kencana Prenada Media Group; 2011.
32. Amalia L, Saraswati T. The Impact of Competencies toward Teacher’s Performance Moderated By the Certification in Indonesia. In: The 2018 International Conference of Organizational Innovation. KnE Social Sciences; 2018. p. 86–98.
33. Spencer LM, Spencer SM. Competence Work: Model for Superior Performance. John Wiley and Sons, Inc; 1993.
34. Noel FR, Lapijan J, Pandowo M. The Affect of Work Discipline and Competence An Employee Performance (A case Study at Balai Kesehatan Mata Masyarakat sulawesi Utara). *Journal EMBA*. 2017;5(3):3528–37.
35. Kolibacova G. The Relationship between Competency and Performance. *Acta Universitatis Agriculturae Et Silviculturae Mendelianae Brunensis*. 2014;62(6):1315–27.
36. Boulter N, Daziel M, Hill J. People and Competencies. Biddles, Ltd; 2003.
37. Gilley A, Gilley JW, Quatro SA, Dixon P. The Praeger Handbook of Human resource Management. Greenwood Publishing Group; 20009.
38. Harto K. Tantangan Dosen PTKI di Era Industri 4.0. *Jurnal Tatsqit: Jurnal Pemikiran dan Penelitian Pendidikan*. 2018;16(1):1–15.
39. Smith RL, Karaman MA, Balkin RS, Talwar S. Psychometric Properties and Factor Analyses of The Achievement Motivation Measure. *British Journal of Guidance and Counselling*. 2020;1–14.
40. Chetri S. Self-Concept and Achievement Motivation of Adolescents and Their Relationship with Academic Achievement. *International Journal of Advancements in Research & Technology*. 2014;3(5):236–53.
41. Smela P, Pacesova P, Antala B, Cekanova I, Fucik H. Achievement Motivation of Physical Education Teachers. *Sport Mont*. 2019;17(3):67–71.
42. Noeei S, Khayyer M, Kazemi S, Sohrabi Shegefti N. Relationship between School Climate and Achievement Motivation in High School Students. *Iranian Evolutionary and Educational Psychology*. 2020;2(4):294–300.
43. Steinmayr R, Spinath B. The Importance of Motivation As A Predictor of School Achievement Differences. *Learning and Individual Differences*. 2009;19(1):80–90.
44. Anderman EM. Achievement Motivation Theory: Balancing Precision and Utility. *Contemporary Educational Psychology*. 2020;61.
45. Fong CJ, Acee TW, Weinstein CE. A Person-centered Investigation of Achievement Motivation Goals and Correlates of Community College Student Achievement and Persistence. *Journal of College Student Retention: Research, Theory & Practice*. 2018;20(3):369–87.
46. Noor IHM, Herlinawati, Sofyaningrum E. The academic supervision of the school principal: A case in Indonesia. *Journal of Educational and Social Research*. 2020;10(4):81–93.
47. Budiyo B, Lian B, Fitriah H. The Influence of Principal Supervision and Organizational Climate toward Teacher’s Performance. *Electronic Research Journal of Social Sciences and Humanities*. 2020;2(2):172–87.
48. Lucky EB, Anita DA. Influence of School Supervision Strategies on Teachers’ Job Performance in Senior Secondary Schools in Rivers State. *International Journal of Innovative Education Research*. 2019;7(4):45–54.

49. Rahabav P. The Effectiveness of Academic Supervision for Teachers. *Journal of Education and Practice*. 2016;7(9):47–55.
50. Wiyono BD, Burhanuddin B, Maisyaroh M. Comparative Effect The Supervision of The Principal and Quality of Organizational Management in School Education. *Utopia y Praxis Latinoamericana*. 2020;25(10):368–80.
51. Sarmawa IWG, Suryani NK, Riana IG. Commitment and Competency As A Organizational Citizenship Behaviour Predictor and Its Effect on The Performance A Study of Private Vocational High Schools in Klungkung Regency, Bali, Indonesia. *International Journal of Economics, Commerce, and Management*. 2015;3(1):1–13.
52. Sarwani S. The Effect of Work Discipline and Work Environment on The Performance of Employees. *Sinergi*. 2016;6(2):53–67.
53. Heriyanto T, Naser JA, Setia KA. The Effect of Competence and Discipline on work Motivation and Impact on Employee Performance of Pratama Tax Office in Malang. *Management and economic Journal*. 2018;2(3):269–78.
54. Peklaj C. Teacher Competencies through The Prism of Educational Research. *CEPS Journal - Center for Educational Policy Studies Journal*. 2015;5(3):183–204.
55. Mayers D. *Psychology*. New York: Worth Publishers; 2018.
56. Stewart C, Bachman C, Johnson R. Students' Characteristics and Motivation Orientation for Online and Traditional Degree Programs. *Journal of Online Learning and Teaching*. 2010;6(2):367–79.
57. Sharma S. A Study of Achievement Motivation in Relation to Academic Achievement of Polytechnic Students. *Journal of Emerging Technologies and Innovative Research*. 2015;5(4):846–54.
58. Sharma S, Singh A, Singla B. Achievement Motivation of Students: A Study of Punjab. *International Journal of Advanced Science and Technology*. 2020;29(4):1092–7.
59. Awan R-N, Ghazala N, Anjum N. A Study of Relationship between Achievement Motivation, Academic Self Concept and Achievement in English and Mathematics at Secondary Level. *International Education Studies*. 2011;4(3):72–9.
60. Racine N, Cooke JE, Eirich R, Korczak DJ, McArthur B, Madigan S. Child and Adolescent Mental Illness during COVID-19: a Rapid Review. *Psychiatry Research* 292. 2020;113307.
61. Smith J, Guimond FA, Bergeron J, St-Amand J, Fitzpatrick C, Gagnon M. Changes in Students' Achievement Motivation in The Context of The COVID-19 Pandemic: A Function of Extraversion/Introversion? *Education Sciences*. 2021;11(30):1–8.