

Correlation Between Principal Academic Supervision, Self-Concept, Work Ethos Toward Teacher Performance of Junior High School Teachers in Hulu Sungai Selatan Regency



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ABSTRACT: A good teacher must have the ability to carry out their duties so that their performance is even better in carrying out the tasks they carry out. This study aims to determine and analyze the direct and indirect effects of the principal's academic supervision, self-concept, work ethic and teacher performance. This research uses a quantitative approach with expo facto. The population of this study was 272 people. The sampling technique used is Proportional Random Sampling. The number of samples is determined by the respondents as many as 162 people. Data was collected using a questionnaire consisting of the principal's academic supervision (29 items), self-concept (20 items), work ethic (25 items) and teacher performance with Teacher Performance Assessment (78 items). This research instrument is tested for the level of validity and reliability using Pearson's product moment correlation. The research data were analyzed using path analysis to see the direct or indirect effect between variables by first testing normality, linearity, homogeneity and multicollinearity. The results showed that there was a Correlation between the principal's academic supervision, self-concept, work ethic and the performance of junior high school teachers either directly or indirectly in Hulu Sungai Selatan Regency.

KEYWORDS- principal academic supervision, self-concept, work ethic, teacher performance

INTRODUCTION

The education system of a country is different one from another. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System as written in Chapter I article 1 paragraph (3) stating that "the national education system is the entire education component that is interrelated in an integrated manner to achieve national education goals". The national education referred to is contained in Chapter I article 1 paragraph (2) which states "national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and is responsive to changing times. ". The education system in Indonesia has five levels of education including: pre-school education (early childhood education or kindergarten), basic education, secondary education, and higher education. However, the Indonesian government only requires 12 years of education from elementary to senior high school level.

A good teacher must have the ability to carry out their duties so that their performance is even better in carrying out the tasks they carry out. Actually there are several factors that affect the performance of teachers, it can be seen from there are two factors that affect the performance of teachers, namely intrinsic factors and extrinsic factors in an educational staff.

Principals spend most of their working time at school with teachers. His closeness to the teachers is expected to make the principal recognize and understand the needs of the teachers and the problems they face in carrying out their teaching duties. With the existence of academic supervision, it is intended that teachers get broader insights, and have improvements in carrying out teaching and learning activities in the classroom. In addition, from the results of this supervision, it is hoped that teachers will be able to appear in the midst of society in order to provide useful views from a moral and spiritual perspective. But in reality what happens in schools are still experiencing many problems because teachers do not carry out their duties and functions properly. One of the reasons for the low quality of the role of teachers in schools is their low performance. Meanwhile, the current performance of teachers is highly demanded to be able to survive in the level of intense competition between schools, because it cannot be denied that people are now smart in choosing schools for their children.

In addition to being seen from these symptoms, the researchers also conducted a preliminary study of junior high schools in Hulu Sungai Selatan Regency, through this preliminary study resulted in findings regarding teacher performance which was still low and less than optimal. Seeing in the field the teacher has not carried out the duties and functions of the teacher properly. It can be seen from several things that have not been implemented optimally, such as skills in making lesson plans and class management. In making lesson plans teachers still rely on other people, besides the lack of teaching aids in the teaching and

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learning process is also an obstacle for teachers so that in the teaching and learning process teachers still use the traditional method, still based on textbooks and student worksheets. In classroom management, teachers still encounter difficulties, such as not being optimal in actively involving students, attracting student interest and attention, as well as generating student motivation and fostering Correlations with students. Looking at some of the problems that arise, one way to minimize these problems is with academic supervision from the principal. The principal's academic supervision is carried out to improve the teaching quality of teachers.

The influencing factor is also seen from the self-concept, Timpe (2002) divides it into internal factors and external factors. Internal factors come from within each teacher such as physical condition, teacher education level, intellectual level, talent, skills and personality elements including self-concept. External factors come from outside the teacher, such as working environment conditions, economic resources, attitudes and behavior of school principals and work climate.

Self-concept is not innate. It is the result of social interaction, especially interpersonal communication mechanisms that develop throughout a person's life through the processes of (1) building, (2) achievement, and (3) validation.

The intrinsic factor that influences teacher performance is the teacher's work ethic. Teacher performance is influenced by the work ethic of a teacher. Work ethic is a teacher's attitude towards work which is shown by working sincerely full of gratitude, working with full responsibility, working thoroughly with integrity, working hard with passion, working seriously with love, working creatively with joy, working diligently with excellence. , works perfectly with full humility (Suardana, et al., 2015) .

This is related to the high and low work ethic of a teacher. There are two work ethic, namely low work ethic and high work ethic. Someone who has a low work ethic has work characteristics that are felt as something that is burdensome and do work as a compulsion. Meanwhile, someone who has a high work ethic will have work characteristics that are perceived as meaningful activities and work is done as worship. If a teacher has a high work ethic, the teacher will enjoy his work with pleasure so that it has a positive impact on improving teacher performance. Teacher performance is important for a teacher because it can have an impact on the results of the teacher's work itself. Teacher performance is not only teaching but also carrying out administrative tasks that have to be done by teachers so far.

Based on the print outs of facial attendance at each school in September 2021, it shows that around 52.94% of teachers often come late to school. The researcher compared the start time of school activities and the time of attendance shown from the print out of facial attendance, where many teachers were found to be late for school. In addition, based on the results of interviews with teachers and school principals, about 38.23% of teachers do not have complete learning administration/tools (percentage data on teacher performance is attached). This shows that there are still many teachers who lack discipline in their work so that their performance is less than optimal.

The existence and development of junior high schools in Hulu Sungai Selatan Regency which is important to note is how to improve the quality of education. Implementation of academic supervision of teacher professionalism in teaching and learning activities. The implementation of academic supervision is a benchmark for the development and improvement of the quality of education in junior high schools in Hulu Sungai Selatan Regency. Researchers made careful observations that showing: 1. The principal slightly guides and fosters teachers to improve their ability to manage learning activities. 2. The principal has not carried out academic supervision activities according to the needs of teachers to improve their competence. 3. There are still many teachers who do not understand the purpose of academic supervision. 4. Some teachers consider academic supervision activities by school principals to be a burden and a waste of time. 5. Academic supervision activities have not gone through the stages of planning properly and optimally. 6. Management of academic supervision has not been systematic. 7. Not all of the academic supervision programs have been implemented. 8. Not all teachers have received follow-up on the results of academic supervision conducted by the principal.

METHOD

The population in this study were all teachers of junior high schools in Hulu Sungai Selatan as many as 2 72 people. A sample of 162 people and the method of determining sample members was taken using the Proportional technique Random Sampling. Data were collected through a questionnaire using a Likert scale measurement: strongly disagree, disagree, neutral, agree, and strongly agree. The instrument has been tested for validity and reliability by choosing one of the five answers provided with the actual situation. The answers are then analyzed through path analysis. The rejection and acceptance of the hypothesis were based on a significance level of 0.05, the analytical tool used with the help of SPSS 26. This research instrument was tested for validity and reliability using Pearson's product moment correlation. The research data were analyzed using path analysis to see the direct or indirect effect between variables by first testing normality, linearity, homogeneity and homogeneity.

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FINDINGS AND DISCUSSION

Based on the findings of the data with SPSS, found direct and indirect correlation coefficients as described in Table 1.

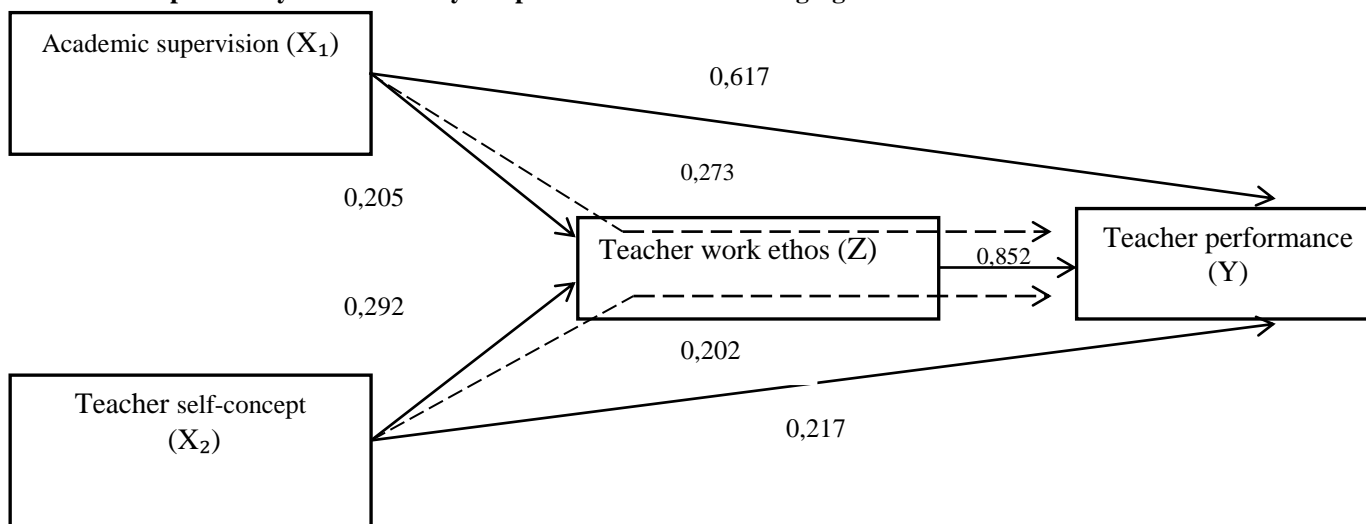
Table 1. Result of Direct Correlation

No	Variable	Correlation value	Significant	Sig level
	Academic Supervision (X1) with Teacher Performance (Y)	0.617	0.008	0.05
	Self Concept (X2) with Teacher Performance (Y)	0.217	0.006	0.05
	Academic Supervision (X1) with Work Ethic (Z)	0.205	0.009	0.05
	Self Concept (X2) with Work Ethic (Z)	0.292	0.000	0.05
	Work Ethic (Z) with Teacher Performance (Y)	0.852	0.000	0.05

Table 2 Results of Indirect Correlations

1.	Variable	Correlation value	Significant	Sig level
2.	The Correlation of Academic Supervision Through Teacher Work Ethic To Teacher Performance	0.273	0.000	0.05
3.	The Correlation of Self-Concept through Work Ethic to Teacher Performance	0.202	0.000	0.05

The results of path analysis in this study are presented in the following figure:



Figure

Path Analysis of Principal Academic Supervision, Self-Concept, Work Ethic with Teacher Performance in junior high Schools in Hulu Sungai Selatan Regency

The picture shows a summary of the decisions of H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05, then the hypothesis is accepted. Hypotheses H₆ and H₇ provided that if the direct correlation coefficient is smaller than the indirect correlation coefficient, then the hypothesis is accepted. Based on the results of the analysis in this study, the Correlation between variables was found which can be explained as follows.

A. There is a direct Correlation between the principal's academic supervision and the performance of junior school teachers in Hulu Sungai Selatan Regency

The results showed that there was a Correlation between the principal's academic supervision on teacher performance, the results of the study with a significant level were the results of the test of the Correlation between academic supervision and teacher performance in HSS Regency Junior High Schools. The result of the significant level is $0.008 < 0.05$, the result of a positive Correlation is 0.617 including the strong category. Academic supervision carried out by the principal can have an impact on future teacher performance. Based on Government Regulation Number 13 of 2007 concerning the competency standards of principals, it is explained that the supervisory competence of principals is skilled in planning academic supervision programs in the context of increasing teacher professionalism, carrying out academic supervision of teachers by using appropriate supervision approaches and techniques and following up on results. academic supervision of teachers in order to increase teacher professionalism. To achieve good learning outcomes, the principal's ability to carry out academic supervision is needed both in planning,

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implementing, monitoring and following up so that all ongoing activities can be measured and directed in accordance with the expected goals.

In accordance with the results of Rahmi's research (2021) there is a positive and significant Correlation between the principal's academic supervision and teacher performance. Nugraha (2015) Adding that the implementation of academic supervision is not just a side task of a school principal, but is one of the essential functions in the entire school program which is an organizational goal and teacher needs. The principal's academic supervision will be very helpful if it is carried out regularly and continuously because the principal can find out the level of performance of a teacher through the implementation of academic supervision, especially in the implementation of the teaching and learning process. Putri, Burhanuddin, & Wiyono (2021) explained that the results of the analysis of the data obtained showed that the supervision activities of the principals of State Vocational High Schools in Malang were included in moderate qualifications, mastery of teacher competencies at State Vocational Schools in Malang were included in moderate qualifications, and there was a Correlation between positive and significant Correlation between the supervision of the principal and the mastery of the competence of State Vocational High School teachers in Malang. The results of research from Barinto (2012) which say that there is a significant Correlation between academic supervision and teacher competence together with teacher performance at public junior high schools in Percut Sei Tuan Regency. Both variables have a positive tendency, which means that the higher the teacher's perception of the supervision carried out by the principal, the higher the level of mastery of teacher competence.

The professional improvement of teachers in the teaching and learning process will encourage the improvement of the quality of learning for students, so that the educational goals mandated in the national education system will be achieved more optimally as expected. Junior high schools in Hulu Sungai Selatan Regency are schools located in all HSS Regencys and from year to year with more than five hundred students, the majority of whom are certified educators and the principal is an exemplary school principal. Thus the demands of teachers in carrying out their duties as educators require professional abilities in managing and developing their performance both in the learning process and in professional development.

In line with the professional abilities required by teachers, the ability of principals in fostering and developing teacher professionalism in the learning process is very necessary because based on student achievement data, the elementary school is a school that is able to compete at the Regency and city levels. Based on the results of the Teacher Performance Assessment (PKG) shows that the performance of teachers in Junior high schools in Hulu Sungai Selatan Regency is good. Thus, overall, it shows that the competence of teachers is considered to have met the criteria of professional teachers. However, based on the results of field observations, it shows that there are still many teachers who are not optimal in carrying out the learning process both in terms of planning, innovation and creativity in learning in accordance with the desired teacher competencies. Therefore, academic supervision of the principal is needed in order to assist teachers in fostering, developing and managing the learning process better with the aim of improving teacher performance.

Therefore, with academic supervision, it can help teachers in carrying out their work, especially they can have a good impact on the teachers themselves so that the performance of junior high school teachers in Hulu Sungai Selatan Regency can further increase their ability to carry out their work.

B. There is a direct Correlation between self-concept and teacher performance in Junior high schools in Hulu Sungai Selatan Regency.

The results showed that there was a Correlation between self-concept and the performance of junior high school teachers in Hulu Sungai Selatan Regency, with a significant level of $0.006 < 0.05$. The result of a positive Correlation is 0.217, including the correlation is still weak. These results indicate the strength of the correlation, because the stronger the Correlation between self-concept and teacher performance, the better the teacher can understand the work they do as a teacher. Actually, a good self-concept will create an overall perception that a person has about himself, or a person's belief about himself. It develops through a person's interactions with other influential people in his life. The results of Sonedi's research (2015) , there is a significant Correlation between self-concept, teacher attitudes towards work, and teaching experience of State Junior High School teachers in Palangka Raya City. The three independent variables together gave a significant contribution to the teaching ability of teachers, especially in this study of 58.3%. Supported by research from Tansini, Jam'an, & Amin (2021) The results of the study show that professional competence, motivation, and self-concept jointly affect the teacher's performance. Mulyanto (2012) with the results of the study that the Correlation between the independent variables (Teacher Professional Competence, Teacher Self-Concept) and the dependent variable (Teacher Performance) had a positive, significant and meaningful Correlation. This has the impact that teachers who have professional competence and have a high self-concept in teaching will be able to grow teacher performance. Herawati (2017) The results show that there is a very significant effect of self-concept on the performance of teachers at the State Elementary School of Sawah 2 Ciputat. Yuniar, Soegiyanto, & Raffy Rustiana (2016) , the self-concept that most plays a role in influencing the performance of the subject is the environmental factor of family and coworkers.

Burns (1993) concludes that a positive self-concept for teachers facilitates: (1) appearance in the classroom, where teachers are more confident, less anxious and become respected mentors, (2) the development of student performance in all

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respects, when students interact they show trust and a warm work ethic, support and increase student self-esteem. In terms of teaching style, teachers who have low self-concept tend to talk more and give less opportunity for students to speak and seem stiff or inflexible and stick to known and safe techniques. On the other hand, teachers who have a high self-concept provide more opportunities for students to speak (Trowbridge, in Burns, 1993) .

From the description above, it can be concluded that what is meant by self-concept is the main personality factor in teachers which plays a role in motivating the spirit of teachers in their duties and has a direct effect on increasing teacher teaching achievement, especially in carrying out the work or performance of the teacher himself for teachers in Junior high schools in South Hulu Sungai Regency. The self-concept will guide every teacher's behavior in the learning task. Indicators to measure it are cooperative, sensitive, caring, or caring, emotional stability, self-confidence, consistency, and adjustment or flexibility.

C. There is a direct Correlation between the principal's academic supervision and the work ethic of junior high school teachers in Hulu Sungai Selatan Regency.

The results of the study of the Correlation between the principal's academic supervision and the work ethic of junior high school teachers in Hulu Sungai Selatan Regency, the Correlation between academic supervision and the work ethic of teachers in SMP HSS Regency. The result of the significant level is $0.000 < 0.05$. The results of the regression or a positive Correlation that is 0.205 are included in the weak category. One of the determining factors in supporting the success of improving the quality of education is the teacher. Teachers are human resources who are at the forefront where teaching and learning interactions occur. This implies that improving the quality of education must start with teachers and other education personnel. In optimizing performance, school principals are required to carry out their duties by moving, motivating, inviting, directing, advising, guiding, ordering, prohibiting and even imposing sanctions. This must be done in order to achieve improving school performance to be more effective and efficient. The results of the research by Jupri, Makhdalena, & Nasir (2018) , show that the academic supervision of the principal and the work ethic of teachers affect the quality of teaching both simultaneously and partially. Sukatno & AM (2017) research results show that there is a positive influence of academic supervision on the work ethic of State Vocational High School teachers in East Lampung.

junior high school teachers in Hulu Sungai Selatan Regency in carrying out professional tasks such as planning, implementing, assessing/evaluating the teaching and learning process have not been maximized. It can be said that a low work ethic will lead to non-optimal teaching performance. As a result, teachers lack motivation and teaching performance is less than optimal in carrying out their duties. In addition, the low work ethic atmosphere at school and still maintaining a school atmosphere that does not pay attention to character values such as low discipline, attitude towards work, lack of dedication, loyalty to work and applicable regulations, as well as the emergence of a culture of lack of care, will result in resignation. education quality.

The stages of supervision carried out by the Head of Junior high schools in Hulu Sungai Selatan Regency are first, class visits, teacher coaching techniques by the principal to observe the learning process in class. The goal is to help teachers solve problems in the classroom. Second, the aim of class observation is to obtain objective data on aspects of the learning situation, the difficulties of the teacher in an effort to improve the learning process. Third, the individual meeting is a meeting, conversation, dialogue, and exchange of ideas between teacher supervisors. Fourth, inter-class visits are teachers who visit another class in the school itself. The goal is to share experiences in learning. Fifth, self-assessment is a self-assessment that is carried out by oneself objectively. For that purpose, self-honesty is needed. It turns out that with academic supervision carried out by the school principal, it can continuously improve the work ethic of teachers at SD Negeri 1 Sendangkulon, Kangkung Regency, Kendal Regency. The results can be seen by increasing teacher awareness in carrying out tasks. This is evident in the way the class administration is more orderly and neat. Loyalty increases and teacher discipline in arriving on time so that the regulations that exist in the school can be implemented.

Yousef (in Istijanto, 2005) said that work ethic is a concept that views dedication or dedication to work as a very valuable value. Ethos is formed by various habits (adapts), culture, and value systems that they believe in. Teachers who have a high work ethic are reflected in their behavior, such as likes to work hard, be fair, don't waste time during working hours, desire to give more than what is required, willing to work together, respect for co-workers. Learning is a combination composed of human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives. In the learning process, most of the learning outcomes of students are determined by the role of the teacher. Competent teachers will be better able to create an effective learning environment and will be better able to manage the learning process so that student learning outcomes are at an optimal level (Usman, 1990). So the success of the learning process is largely determined by the teacher's ability to manage the learning process. Therefore, the operational quality of learning can be defined as the intensity of the systemic and synergistic linkages of teachers, students, curriculum and teaching materials, media, facilities, and learning systems in producing optimal learning processes and outcomes in accordance with curricular demands. So it can be concluded that academic supervision has a Correlation with and work ethic for junior high school teachers in Hulu Sungai Selatan Regency, the better the academic supervision carried out by the principal, the better their work ethic in carrying out future work.

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D. The direct Correlation between self-concept and work ethic of junior high school teachers in Hulu Sungai Selatan Regency.

The results showed that the self-concept of a teacher was related to the work ethic of the teacher as seen from the results of the Correlation between self-concept and teacher performance in the HSS Regency Junior High School. The result of the significant level is $0.000 < 0.05$. The results of the regression or positive Correlation are 0.292 including the category of Correlations that are still lacking. The self-concept of a teacher is very important for the teacher because it can have a good impact on the teacher himself, especially in shaping himself better. The self-concept of a teacher can be reflected in the behavior he does everyday. Self-concept has energy that influences teacher behavior, produces enthusiastic learning activities, and a sense of belief that learning is useful. The motives behind all teacher behavior can maintain and increase their understanding as a human being and as a teacher; which in turn will affect his performance in class. For example, a teacher who judges himself to be efficient, agile, and agile, will behave very differently from a teacher who feels lazy, irresponsible and feels stupid. The Correlation with work ethic is that a good self-concept will be able to give good results in a teacher so that he has a good work ethic so that he is able to carry out his duties well. Work ethic is defined as the views and attitudes of a nation or people towards work. Based on the notion that work ethic describes an attitude, it can be emphasized that work ethic has meaning as an evaluative aspect possessed by individuals or groups in providing an assessment of work activities. The results of the research by Marjan, Lasmawan, & Utama (2013) , explained that the influence of self-image, work ethic, and teacher work motivation simultaneously on the professional attitude of teachers was 37.2%. The results of the research by Saputra, Suarman, & Natuna (2019) explained that the results of the study were that a significant contribution was obtained between the work ethic variables on the performance of State Junior High School teachers in Selat Panjang.

A teacher can be said to be good if he has a good self-concept and work ethic as well. In general, a good quality of education is a benchmark for the success of the teacher's performance. Teacher performance is influenced by several factors, namely internal and external factors. Internal factors are factors associated with the characteristics of a person. For example, a person's performance is good because he has high abilities and someone is a hard worker type, while someone has poor performance because the person has low abilities and the person does not have efforts to improve his abilities. Another internal factor is the teacher's self-concept. Individuals evaluate each experience in relation to self-concept. The teacher wants to behave in a way that fits this self-concept. People who have a strong self-concept will see the world in a different way than people who have a weak self-concept. Self-concept is not an innate factor, but develops from continuous and differentiated experience. The basis of the individual's self-concept is implanted in the early moments of children's lives and becomes the basis that influences their behavior in the future (Nopus, 2017) .

Work ethic is also a work spirit that characterizes and also a person's beliefs. This ethos is a high spirit to achieve positive goals. This ethos attitude is not only owned by each individual, but can also be owned by groups and communities. The work ethic possessed by a person or community group will be a source of motivation for his actions. A high work ethic will not make a person bored and even be able to improve his work performance. The teacher's work ethic is very important to achieve educational goals which must be fostered continuously both through formal and non-formal channels (Suardana et al., 2015) . The teacher's work ethic is said to be not optimal because of the lack of teacher initiative in the form of creativity in learning activities. For example in teacher performance. The low teacher performance is thought to be due to the low work ethic of the teacher, as well as if the work ethic of the teacher is strong, the teacher's performance will also be good.

E. The direct Correlation of work ethic with the performance of junior high school teachers in Hulu Sungai Selatan Regency.

The results showed that work ethic has a direct Correlation with teacher performance, because the results of a significant level are the Correlation between teacher work ethic and teacher performance in HSS Regency Junior High Schools. The result of the significant level is $0.000 < 0.05$. The results of the regression or positive Correlation are 0.852 with a strong category of Correlation, then the results show that with this positive value, the presence of a good teacher work ethic will be able to make the teacher's performance better in carrying out the work he does as a professional teacher. The results of Tatang's research (2020) , work ethic partially affects teacher performance. The results of research by Barrung, Limbong, & Sunaryo (2021) . there is an effect of work ethic on teacher performance at Tagari Christian Vocational School with a regression coefficient of 0.574.

An adequate work ethic will support the creation of good teacher performance. Teacher performance in this study is defined as a description of the work of teachers in managing and carrying out their educational and teaching tasks. In addition, work ethic has a role in creating better performance (Kanter, 2016) . Mac Clelland defines work ethic with Need of Achievement (N. Ach) which is a mental virus that encourages to achieve better results or life achievements than the previous situation, or in other words, a spirit and mental attitude that always believes that life today must better than yesterday's life, and tomorrow must be better than today.

Teachers with low performance can be seen from their outputs, while the outputs include: Minimum Learning Completeness Standards (SKBM), teacher reports on the development of their students, and the behavior of the teacher concerned.

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Teachers whose performance is low will be seen from the behavior of the teacher concerned. It is very clear that the teacher is undisciplined, not punctual, lacks initiative in teaching, lacks motivation, wants to work quickly and pays less attention to the quality of work, and rarely evaluates his performance. The low performance of teachers is suspected to be due to the low work ethic of teachers, this can be seen from several phenomena (1) teachers carry out teaching and learning activities that are not in accordance with the predetermined time allocation, (2) there are still some teachers who make teaching only as an obligation without thinking about their interests, students and school interests, (3) lack of teacher initiative in the form of creativity in learning activities, (4) some teachers prioritize personal interests above school interests.

According to Cherrington (1980), work ethic is often defined narrowly as an attitude about work. This means that work ethic is a person's basic attitude and judgment about work position. In a narrow sense, work ethic is a positive attitude towards work or a value orientation that encourages a person to carry out a job well. If someone works as something noble for human existence, then his work ethic will be high. On the other hand, if people view work as meaningless, their work ethic is low. On the other hand, if someone often fails to realize his motivation, then the person concerned may continue to work until his motivation is achieved or become desperate which has a direct impact on the teacher's work performance.

F. The Correlation between the principal's academic supervision is indirectly through the work ethic of the teacher on the performance of junior high school teachers in Hulu Sungai Selatan Regency.

The results showed that the academic supervision of the principal indirectly through the work ethic of the teacher on the performance of the junior high school teacher in Hulu Sungai Selatan Regency was known to show the Correlation between academic supervision through the work ethic of the teacher's performance in the SMP Regency of HSS. The results of the path analysis show that the contribution level results from the path analysis of the direct Correlation of academic supervision through work ethic to teacher performance with a Standardized Coefficients beta value of 0.312 with academic supervision through work ethic on teacher performance is 0.875, it can be seen that the level of this indirect Correlation is $0.312 \times 0.875 = 0.273$, then the positive indirect Correlation of academic supervision through work ethic to teacher performance is 0.273. The results of the sig level of each variable are $0.000 < 0.05$.

Academic supervision is the provision of guidance through supervision so as to enable teachers to improve their work ethic as educators. Living the teacher as a service requires transcendence, meaning it is beyond. A teacher must go beyond the simple meaning of teaching to earn a living, salary, honorarium or money, especially the teacher must transcend from the financial area to the spiritual. Technically a teacher must be able to teach beyond stakeholders. This means that teachers must work with quality standards that go beyond technical specifications according to the usual standard of professionalism. A teacher must have more value than stakeholder expectations in three ways: First, focusing on students, namely that teaching and learning activities focus on the needs of students, namely the extent to which students feel educated, inspired, guided and motivated or called student centered teaching. Second, there is an improvement in the teaching and learning process on an ongoing basis. Quality results can only be produced by a series of serious steps from the school, especially the principal as a supervisor for the teachers who are their responsibility. Supervision activities require continuous improvement towards perfection in accordance with the best didactic and pedagogical principles aimed at the needs of students. The third is total involvement in the quality improvement system, thus the movement and efforts to improve school quality become a continuous need and culture, then one of the important factors to achieve a work ethic, which is carried out by school principals is to carry out academic supervision. Because the success or failure of education cannot be separated from the role of the principal as a supervisor who tries to find educational problems and always fixes the weaknesses that occur in a teacher. Academic supervision aims to improve the professional and technical abilities of teachers and school principals. Academic supervision is carried out based on cooperation, participation and collaboration, not based on coercion and obedience which in the end can raise awareness, initiative and creativity of the teacher concerned. As stated by Sagala (2010), academic supervision is part of management, especially with regard to leadership and control, which is often translated as supervision.

According to Burton in Sagala (2010), he emphasized that academic supervision is a technical professional service with the main aim of learning and improving together in guiding and influencing the growth of a teacher through academic supervision, it is hoped that teachers will develop themselves to be more professional so that educational goals can be achieved. Principals must have a high commitment to the implementation of academic supervision in schools in order to help teachers improve their professionalism. One of the techniques in academic supervision is class visits. Class visits must be carried out on an ongoing basis so that they can find out the weaknesses of the teacher in carrying out teaching tasks in the classroom.

Supervising knowledge and skills are very important (Purnamawati et al., 2020). Supervision refers to a series of efforts to provide assistance, in the form of professional services provided by supervisors, in order to improve the quality of oneself and the quality of carrying out their duties. The indicators are: 1) Coaching, providing motivation, direction, guidance; 2) Providing assistance; 3) Goal achiever; 4) Improved quality development; 5) Supervision and improvement of performance. Widyastuti (2016). Therefore, the aim is to improve the competence of academic supervision which includes (1) planning academic supervision programs, (2) implementing academic supervision programs and (3) following up on academic supervision programs.

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Prasojo (2007) . Based on the theory above, it can be synthesized that the principal's supervision is the principal's action in helping teachers to improve the quality of themselves and the quality of their duties as measured by the indicators 1) Planning a supervision program, 2) Appropriate supervision techniques, 3) Guiding and fostering skills, 4) Follow up on the results of supervision. The method used by the teacher can assist teachers in carrying out their daily duties and can provide direction to their performance well. This is very important to do so that it can provide direction in carrying out performance that is in accordance with its duties and responsibilities properly.

G. The Correlation of self-concept is indirectly through the work ethic of the teacher to the performance of junior high school teachers in Hulu Sungai Selatan Regency.

The results of self-concept research indirectly through the work ethic of teachers on the performance of junior high school teachers in Hulu Sungai Selatan Regency, these results indicate that the Correlation of self-concept through work ethic to teacher performance in SMP in HSS Regency. The results of the path analysis show that the results of the significance level of the F test are $0.000 < 0.05$. The results of the contribution level from the path analysis of the direct Correlation of self-concept through work ethic to teacher performance with a value of Standardized Coefficients beta of 0.235 with self-concept through work ethic to teacher performance is 0.862, it can be seen that the level of indirect Correlation is $0.235 \times 0.862 = 0.2025$, the positive indirect Correlation of academic supervision through work ethic to teacher performance is 0.2025.

The teacher's self-concept, both positive (high) and negative (low) is thought to affect teacher performance. With a high self-concept, teachers will carry out their duties effectively and productively. So a high self-concept will give birth to optimal performance or performance. Likewise, communication in schools is thought to have an effect on teacher performance. Self-concept will be high if it is supported by good communication in schools. Between all components, both between fellow teachers, teachers and employees, as well as teachers and school leaders, it is also suspected that this will increase teacher performance. So interpersonal communication through self-concept is thought to contribute to teacher performance.

The results of the analysis prove that there is a very significant contribution of self-concept to teacher performance. Self-concept owned by the teacher himself. Supporting indicators include positive abilities towards himself, positive views of himself, and the role of work and social status. The teacher's work ethic is still low, seen from the lack of teacher initiative in the form of creativity in online learning activities. Supporting indicators include being productive at work, being responsible, having endurance in facing difficulties and having a passion for work. The average teacher performance cannot be said to be optimal due to various obstacles in learning.

The teacher's self-concept will be good when the teacher's work ethic is supportive because a person will find it difficult to carry out his duties / work diligently and have commitment if the work is less meaningful for him and is not related to his higher life goals, either directly or indirectly. The way a person works who views his job as an activity to earn a living or just to get a salary and food and clothing for short-term physical survival. It will be different from the way a person works who views his/her job as a calling profession and a mandate to be held accountable before God.

Professional teachers are teachers who prioritize the quality and quality of their services and products, teacher services must meet the standardization of the needs of the community, nation and users and maximize the abilities of students based on the potential and skills possessed by each individual. To become a professional teacher, one must have several competencies. In Law on Teachers and Lecturers No.14/2005 and Government Regulation No.19/2005 it is stated that teacher competencies include personality competencies, pedagogic competencies, professional competencies and social competencies. All these competencies must be possessed by a teacher in carrying out teaching activities at school. Quality teachers are teachers who are professional in their work because professional teachers can always improve their quality. Therefore, a teacher must be able to master these competencies so that students can easily absorb the knowledge gained.

The performance of a teacher is said to be good if the teacher has carried out elements consisting of high loyalty and commitment to the task of teaching, mastering and developing lesson materials, discipline in teaching and other tasks, creativity in teaching implementation, cooperation with all school members, good leadership. be a role model for students, a good personality, honest, and objective in guiding students, as well as being responsible for their duties. Discussing the quality problem of teacher performance can not be separated from the achievement of learning outcomes. This is because teacher performance greatly determines the success of an effective and efficient learning process so that educational goals can be achieved and realized from good student learning outcomes which in turn can produce quality graduates.

Therefore, it can be concluded that the existence of a good teacher self-concept supported by the work ethic of a teacher will make the teacher have a good performance in carrying out the work he does so that he is able to carry out his work well, especially for junior high School teachers in Hulu Sungai Selatan Regency.

CONCLUSION

The results showed that 1) There was a direct Correlation between the principal's academic supervision and the teacher's performance of Junior high schools in Hulu Sungai Selatan Regency. 2) There is a direct Correlation between self-concept and

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teacher performance in Junior high schools in Hulu Sungai Selatan Regency. 3) There is a direct Correlation between the academic supervision of the principal and the work ethic of the teachers of SMP in Hulu Sungai Selatan Regency. 4) There is a direct Correlation between self-concept and the work ethic of junior high school teachers in Hulu Sungai Selatan Regency. 5) There is a direct Correlation between work ethic and the performance of junior high school teachers in Hulu Sungai Selatan Regency. 6) There is an indirect Correlation between the principal's academic supervision through the work ethic of the teacher on the performance of the junior high school teachers in Hulu Sungai Selatan Regency. 7) There is an indirect Correlation of self-concept through the work ethic of teachers to the performance of SMP teachers in Hulu Sungai Selatan Regency.

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