

Analysis of the Effect of Academic Supervision and Infrastructure Facilities on Teacher Performance: The Mediating Role of Teacher Competence

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Abstract

This study is carried out to determine the factors that influence employees' intentions to leave their jobs in firms. The objective is to examine the impact of organizational culture and working environment on turnover intentions, with job satisfaction serving as a mediator. The research methodology employed in this study is quantitative, with a focus on a specific demographic. The sample for this study consisted of 271 employees from a corporation. The research findings indicated that both Organizational Culture and Working Environment have a positive and significant impact on Turnover intention. Organizational Culture also has a positive and significant effect on Job Satisfaction, while the Labor Environment does not significantly affect job satisfaction. Working Satisfying has a significant and positive influence on turnover intentions. Organizational culture has a meaningful impact on Turnover intentions through partial employment satisfaction as a mediator, and the working environment has a significant influence on turnover intensities through partial employee satisfaction. This implies that both the work culture and the work environment need to be consistent and comfortable within the organization's setting in order to reduce turnover intention. To achieve this, the company should maintain a consistent organizational culture and commitment, while ensuring that the work facilities are in harmony at the workplace.

Keywords: *Organizational culture; Work environment; Job satisfaction; Turnover Itention.*

Introduction

Education plays a very important role in developing Indonesia, especially the development of human resources. Education is a means of solving problems in order to create humans with noble and intelligent character. The success of education involves several things, namely students, curriculum, teachers, work environment, infrastructure, and other things. Regarding human resources in educational organizations, teachers have a significant role in the learning process which determines the quality of education. (Pangestu et al., 2022) and Elfrida et al., (2020) explained that based on the Education Index released by Human Development Reports in 2017, Indonesia was in seventh position in ASEAN with a score of 0.622. This means that the education index in Indonesia is still low. In fact, according to the PISA (Program for International Student Assessment) report, which is a program that ranks the quality of education systems in 72 countries, Indonesia is ranked 62nd, which means that education in Indonesia is still low. Apart from that, the supporting element for school operational activities is one of the school resources which plays a very important role in Improving the quality of human resources in schools is teaching staff or teachers.

Based on data released by Worldtop20.org, Indonesia's education ranking in 2023 is 67th out of 209 countries in the world. Statistical data collected comes from 6 international organizations. These organizations are OECD (Organization for Economic Cooperation and Development) PISA, UNESCO (The United Nations Educational, Scientific and Cultural

Organization), EIU (Economic Intelligence Unit), TIMSS (Trends in International Mathematics and Science Study), PIRLS (Progress in International Reading Literacy Study). This poll was held by a non-profit organization in the education sector, namely New Jersey Minority Educational Development (Rasioo.id, 2023).

The national education system in Indonesia is one of the front lines for achieving national prosperity, more or less determined by the quality of a teacher. Teachers for schools are the most important asset that an organization or foundation must have and are highly paid attention to by Management. explain that the definition of educators as Human Resources are individuals who occupy positions that play an important role in education. Improving the quality of teacher performance is a feasible and important strategy for increasing student achievement. (Elfrida et al., 2020), while supervision is supervision of academic activities in the form of the teaching and learning process, supervision of teachers in teaching, supervision of students learning, and supervision of situations that cause it. Academic supervision is an activity that deals with improving and enhancing learning processes and outcomes.

The definition of supervision based on word formation refers to an academic activity, namely a supervisory activity carried out by people who have higher and deeper knowledge with a sharp level of sensitivity in understanding the object of their work with a clear heart. Supervision is an academic activity that must be carried out by those who have a deep understanding of the activities they supervise. Educational infrastructure is all movable and immovable objects needed to support the implementation of teaching and learning activities, both directly and indirectly. (Practama et al., 2020), while according to (Ahsani et al., 2021) explained that infrastructure is something that is very important and vital in supporting smooth and comfortable learning.

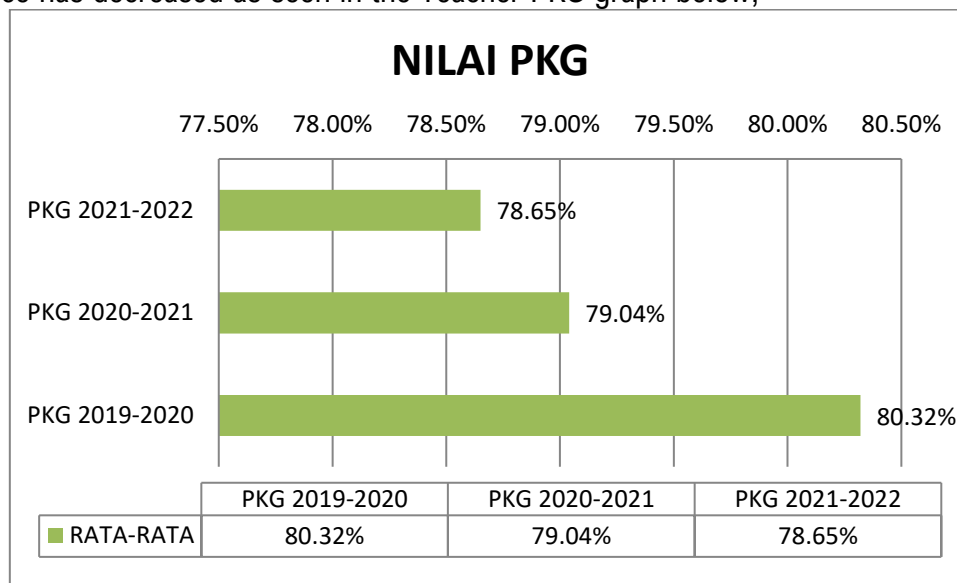
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Teachers who have competence will easily carry out education that is not only of high quality but also appropriate. Sari's research, (2018) explains the results of his research that there is a positive and significant influence of professional competence on the quality of graduates. The uniqueness of this research is that it focuses on comprehensive teacher competency research and research on what competencies most influence a teacher's performance. This is important because teacher competence has a very important role in improving the quality of learning. This research will look at which of these competencies has the most influence on a teacher's performance. Thus, this research will provide insight into identifying areas that need to be improved in developing teacher competency. The success of this research will assist in the development of more effective teacher training and professional development programs. Thus, the results of this research can be used as a basis for improving the overall quality of education and learning.

NU Sukodono College Middle School was founded in 1955 under the auspices of the NU Sukodono Gresik College Foundation with an "A" Accreditation predicate. NU Sukodono Middle School is located on Jalan KH. Hasyim Asy'ari, Gresik District, Gresik Regency. The phenomenon

of the last three years at NU Sukodono Middle School from 2019-2020 to 2021-2022, teacher performance has decreased as seen in the Teacher PKG graph below,



Source: Head of Administration

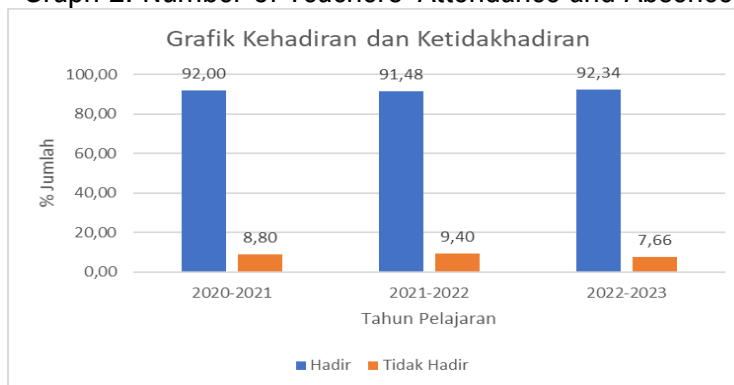
Graph 1. Teacher Performance Assessment Recap

The graph above shows that the average Teacher Performance Appraiser within three years in the 2020-2021, 2021-2022, 2022-2023 school years did not meet the optimal score, in the 2019-2020 school year the average teacher performance assessment reached 80, 32, in the 2020-2021 school year the average teacher performance assessment reached 79.04 and in the 2021-2022 school year the average teacher performance assessment reached 78.65, while at the NU Sukodono Middle School the teacher performance score was expected to be a minimum score 85 with "Good" criteria. Teachers have responsibility for the tasks they carry out in order to achieve the specified performance. If a teacher does not have the skills and thoroughness in carrying out his responsibilities and duties then the targets that have been set will not be achieved. The category for assessing teacher performance results (PKG) uses the regulations of the Minister of State Apparatus Empowerment and Reform (Permeneg PAN and RB) No. 16/2009. Which explains that the teacher performance assessment (PKG) category of 91-100 is in the very good category, 76-90 is in the good category, 61-75 is in the sufficient category, 51-60 is in the medium category and, ≤ 50 is in the not enough.

PKG at NU Sukodono College Middle School includes an assessment of the teacher's ability to demonstrate a mature and exemplary personality, who is not discriminatory, able to communicate well with students and their parents and has the ability to establish good relationships with students, parents and other colleagues to be able to work together. and collaborate with all parties involved in the world of education. Apart from that, the assessment of teacher performance at NU Sukodono Middle School includes the teacher's ability to maintain class discipline. If the teacher arrives late, students automatically cannot be disciplined in entering class on time. means it does not reflect the teacher's good performance. Slow handling of a problem or conflict is one of the causes of teacher performance appraisals at NU Sukodono Middle School to decline, because it causes increased tension between students in the class, students feel unsafe in the classroom, makes students isolate themselves from social interactions that are already uncomfortable, thus hampering productivity . students in class.

Apart from the PKG score at NU Sukodono Middle School, it is also based on attendance which is expected to reach 100%, the researchers present it in the following graph:

Graph 2. Number of Teachers' Attendance and Absence

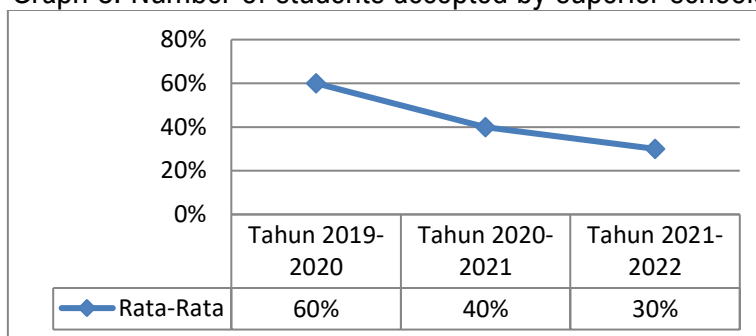


Source: Head of Administration

The graph above shows that on average over three years in the 2020-2021, 2021-2022, 2022-2023 academic years, the attendance figure was not 99%, in the 2020-2021 academic year the number of absentees reached 8.80%, in the 2021-2022 academic year the number of absentees reached 9.40% and in the 2022-2023 academic year the number of absentees reached 7.66%, meaning that there were still many absentees (permission, illness and alpha) so the work carried out by teachers at NU Sukodono Middle School are less than optimal. Performance means the results of work, ability, achievement or encouragement to carry out work, where attendance is part of achievement. Direct interaction with students provides explanation, understanding, guidance, evaluation, experience, direct supervision in class and provides more meaningful and optimal motivation than when the teacher is not present .

Apart from the above phenomenon, researchers see the importance of learning outcomes at NU Sukodono Middle School, it can be seen that the number of students who graduated and were accepted into superior schools in the last three years has decreased.

Graph 3. Number of students accepted by superior schools



Source: Administration

From the graph, it is shown that in 2019-2020 students entering superior schools reached 60%, however in 2020-2021 there was a decline of up to 40%, and in 2021-2022 there was another significant decline of up to 30%. Teachers as the main teachers and educators in schools, play an important role in providing quality learning to students, therefore teachers must be active in independent training which is available, one of which is on the Merdeka Learning Platform. The lack of innovation among junior high school teachers at NU Sukodono College to improve their quality causes teacher performance to decline because the learning provided may be ineffective, not optimal, class mastery is lacking and the learning strategies provided do not match the students' character. The mismatch between learning objectives and the assessment tools used confuses students because it is unfair in the learning process, besides that the mismatch between the media and the material provided is one of the obstacles for students in understanding the material well. Students feel bored, frustrated, lose interest due to lack of

inspiration and motivation. given by teachers, resulting in a decline in NU Sukodono Middle School student graduates entering secondary schools at superior schools .

The phenomenon of decreasing teacher performance is not linear with academic supervision which occurs because the implementation of academic supervision that has been carried out has been carried out and is in accordance with the school principal's work program, this can be seen in the following table:

Table 1. Academic supervision activities

No	Activity	Semester	Semester	Target	Information
		1	2		
1.	Briefing	√	√	54 Teachers	Implemented in accordance with the Principal's Work Program
2.	Creating interpersonal relationships	√	√	54 Teachers	Implemented in accordance with the Principal's Work Program
3.	Supervision	√	√	54 Teachers	Implemented in accordance with the Principal's Work Program
4.	Assessment of work results	√	√	54 Teachers	Implemented in accordance with the Principal's Work Program
5	Follow-up	√	√	54 Teachers	Implemented in accordance with the Principal's Work Program

Source: Curriculum Affairs

Based on the table above, researchers can say that academic supervision in junior high schools College Nahdlatul Ulama Sukodono Gresik It has been implemented well and is scheduled systematically per school year, namely twice a year in odd semesters and even semesters for 54 teachers. Academic supervision focuses on observing or monitoring teachers' teaching activities in class, providing feedback and suggestions to improve the quality of teaching with the scope of learning activities while students are in class, so that with academic supervision you can ensure teachers at NU Sukodono Middle School carry out their duties well. At the direction stage, the school principal formulates objectives that contain the desired things from supervision activities and implementation of supervision, chooses the approach and techniques that will be used and chooses the instruments that will be used, and submits a schedule for implementing the activities. At the supervision stage of academic supervision, there is pre-observation where discussions and interviews are carried out with teachers, apart from creating a friendly atmosphere with teachers, the principal also asks about the readiness of the materials used in supervision and agrees on the instruments used for these activities. The second is observation where the activity is supervision when teachers carry out learning in class by the school principal, observation activities are carried out in accordance with observation instruments and are carried out directly or not represented by other teachers. Third, post-observation reflection activities and providing feedback on improvements that must be made by the supervised teacher, the principal provides an open assessment which can later be accessed by stakeholders, honest, the principal does not manipulate the values and is objective, namely based on facts, not biased, not emotional or prejudiced.

Explained that the results of the principal's supervision can improve teacher performance. However, the phenomenon that occurs and is interesting to study in more depth is that the decline in teacher performance has not shown a relationship with the academic supervision that has been carried out. Apart from the phenomenon of academic supervision, researchers suspect that there is an influence of facilities and infrastructure on teacher

performance. Facilities and infrastructure at NU Sukodono Gresik Middle School have been provided quite well so far as can be seen in the following data:

Table 2. Accreditation Value

No.	Component	Mark	Classification	Predicate
1.	Content Standards	89		
2.	Process Standards	88		
3.	Graduate competence standard	89	91 ≤ Final grade ≤ 100 = A (Superior)	
4.	Standards for Educators and Education Personnel	87	81 ≤ Final grade ≤ 90 = B (Good)	
5.	Facilities and Infrastructure Standards	86	71 ≤ Final grade ≤ 80 = C (Pretty good)	Good
6.	Management Standards	86	0 ≤ Final score ≤ 70 = TT (Not Accredited)	
7.	Financing Standards	86		
8.	Educational Assessment Standards	88		
Final score		88		

Source: Accreditation Form

Table 3. Standard Indicator Criteria for Facilities and Infrastructure

No	Indicator	Information	Criteria
1	Educational tools or media	Schools/madrasahs have classes that can be used as science laboratory, which is equipped with: (1) human skeleton model, (2) human body model, (3) globe, (4) solar system model, (5) various glass, (6) mirrors, (7) lenses, (8) bar magnets, (9) various kinds of posters.	Has 7-8 completeness
2	Books or learning resources	The school has a complete book collection of teacher companion books and student companion books	Have a book collection of 85% according to the specified facilities
3	Land	Schools/madrasahs have land areas that comply with the minimum area provisions	Owns land with an area of 81% -90% of the provisions
4	Building	School/madrasah buildings meet safety requirements, includes: (1) stable construction, (2) sturdy construction, (3) fire prevention system, (4), child-friendly facilities, (5) lightning rod.	Meet 4 or more requirements
5	Room	Schools/madrasahs have classrooms with the number, size, and facilities according to provisions	Have classrooms with the number, size and facilities according to the provisions

Source: Waka. Facilities and infrastructure

Based on the data in the table above, the average accreditation score obtained by the Nahdlatul Ulama Sukodono Gresik junior high school is 88, which means it has an accreditation rating of B with a good predicate, in terms of facilities and infrastructure standards it gets a score of 86, so the suitability of the school's infrastructure is sufficient. good for supporting the process of teaching and learning activities in classes and schools. School accreditation is an assessment activity carried out by the government and/or independent institutions with authority to determine the suitability of programs and/or educational units in formal and non-formal education pathways at each level and type of education, based on predetermined criteria, as a form of public accountability carried out objectively, fairly, transparently and comprehensively using instruments and criteria that refer to National Education Standards. According to Minister of Education and Culture Regulation no. 59 of 2012, that the National Accreditation Board for Madrasah Schools (BAN-SM) is an independent body that determines the suitability of a program and/or educational unit at formal primary and secondary education levels by referring to the National Education Standards (SNP). Supported by research by Fafika and Jaka (2020), facilities and infrastructure have a positive and significant effect on teacher performance. Complete facilities and infrastructure make carrying out work easier because all work needs have been fully facilitated. Infrastructure is an important aspect in the learning process. Adequate facilities and a conducive environment can help teachers teach more effectively and conductively.

The third phenomenon competence of a teacher. The phenomenon that occurs is that the teacher's competence is adequate, as follows, the researcher conveys it in the table below:

Table 4. Teacher Data

No.	Subjects	Total number of teachers	Academic (S1)	Certification
1	Mathematics	7	7	6
2	IPA	4	4	2
3	PIE	8	8	5
4	Indonesian	5	5	4
5	PJOK	3	3	2
6	English	6	6	3
7	Crafts	4	3	2
8	PKN	3	2	0
9	SBK	2	2	2
10	Local language	3	2	0
11	Aswaja	2	2	0
12	Chemistry	1	1	0
13	Social Sciences	6	6	4
TOTAL		54	51	30

Source: Deputy Head of Curriculum

The standards for becoming a teacher at the Gresik Nahdlatul Ulama College junior high school have met the requirements, namely that 51 teachers have a bachelor's degree and 3 teachers are still in the process of studying on campus. And of the 54 teachers who have obtained teacher certification, 30 people, as follows Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that teachers must have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, and have the ability to realize national education goals. The competence of teachers at NU Sukodono

Middle School is good, it can be seen that more than 50% of teachers already have an educator certificate, which means teachers have 4 competencies, namely pedagogical competence, personal competence, social competence and professional competence. In Pedagogical Competency, teachers at NU Sukodono Middle School are able to plan, implement and evaluate learning and understand students to create a conducive learning environment. In terms of personality competency, teachers at NU Sukodono Middle School already have patience, tolerance, and an open attitude towards differences which become role models for students. The social competence of junior high school teachers at NU Sukodono College is that they are able to manage relationships with students and colleagues, because good relationships facilitate communication and collaboration to support the learning process, while the professional competence of junior high school teachers at NU Sukodono College is to convey material clearly. StudyMas'ud (2017) explains that teachers are a determining factor in the success of education in schools. Competent teachers can provide quality education to students, are able to face challenges in the learning process and are able to create an environment that is conducive to students' academic development. Apart from academic education, teachers also play a role in shaping students' personalities, with good competencies being able to facilitate students' social and emotional development.

Method

Research on the Effect of Academic Supervision and Infrastructure on Teacher Performance Through Teacher Competency as a Mediating Variable in the Nahdlatul Ulama Sukodono Gresik Junior High School using a quantitative approach. Quantitative research methods according to Sugiyono (2022: 15); is research based on positivism which aims to examine a certain population or sample. Quantitative data analysis is statistical in nature with the aim of describing and testing predetermined hypotheses. In this research, researchers determined that the target population was all 54 NU Sukodono Gresik Middle School teachers.

Results

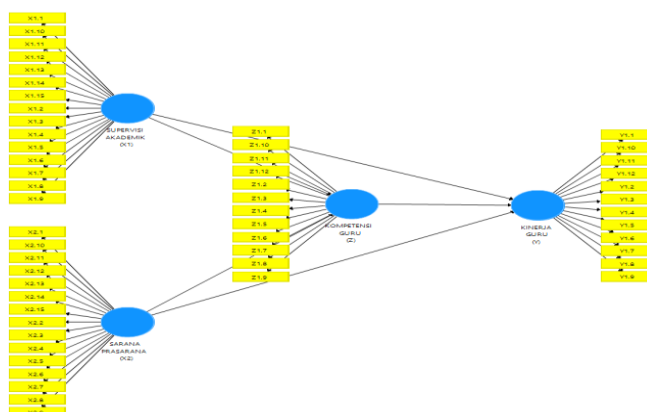
Data analysis

PLS is a method for solving Structural Equation Modeling (SEM). Partial Least Square is a powerful analysis method where this method is not based on many assumptions. The PLS (Partial Least Square) approach is distribution free, this is because PULSA does not assume certain data, which can be nominal, category, ordinal, interval and ratio. (Partial Least Square) PLS uses a bootstrapping or random doubling method where the assumption of normality will not be a problem for (Partial Least Square) PLS. The data management carried out in this research was carried out with the help of SmartPLS version 4 software. SmartPLS 4 software is a method used to cover weaknesses in the regression method .

Structural Equation Modeling-Partial Least Square Model Scheme

This research carried out hypothesis testing using analytical techniques with the help of the SmartPLS 4 software program. The hypothesis testing can be seen in the picture below.

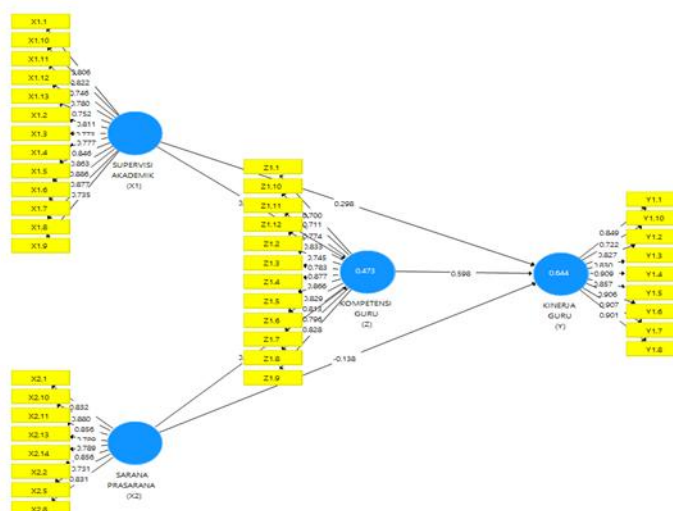
Figure 4.1



Evaluation of the Measurement Model Test or Outer Model

Evaluation of the measurement model test or outer model is carried out to ensure that the measurements used are suitable for measurement (valid and reliable). The PLS output results in the SmartPLS PLS Algorithm can be shown in Figure 4.2 below:

Figure 4.2 Outer Model Test Results



Source: Research Results, 2023 (SmartPLS 4 processed data)

Convergent Validity Test

The following are the outer loading indicator values for the research variables in Table 4.3

Table 5. Outer Loading Convergent Validity

	ACADEMIC SUPERVISION	INFRASTRUCTURE	TEACHER COMPETENCE	TEACHER PERFORMANCE
X1.1	0.806			
X1.10	0.822			
X1.11	0.746			
X1.12	0.780			
X1.13	0.752			
X1.2	0.811			
X1.3	0.773			
X1.4	0.777			

	ACADEMIC SUPERVISION	INFRASTRUCTURE	TEACHER COMPETENCE	TEACHER PERFORMANCE
X1.5	0.846			
X1.6	0.863			
X1.7	0.886			
X1.8	0.877			
X1.9	0.735			
X2.1		0.832		
X2.10		0.880		
X2.11		0.856		
X2.13		0.789		
X2.14		0.789		
X2.2		0.856		
X2.5		0.731		
X2.8		0.831		
Y1.1				0.849
Y1.10				0.722
Y1.2				0.827
Y1.3				0.830
Y1.4				0.909
Y1.5				0.857
Y1.6				0.906
Y1.7				0.907
Y1.8				0.901
Z1.1			0.700	
Z1.10			0.711	
Z1.11			0.774	
Z1.12			0.833	
Z1.2			0.745	
Z1.3			0.783	
Z1.4			0.877	
Z1.5			0.866	
Z1.6			0.829	
Z1.7			0.813	
Z1.8			0.796	

Source: Research Results, 2023 (SmartPLS 4 processed data)

Based on the Analysis Results Display data from Table 4.3, the cross loading value of the convergent validity test shows good results in compiling each variable, because in this table the cross loading value is above 0.7. Thus the indicator is declared valid for research and can be used for further analysis.

Direct Effect Test

Hypothesis testing by looking at the Path Coefficient calculation value in inner model testing. Hypothesis testing can be seen from the t-statistic value and probability value. To test the hypothesis, namely by using statistical values, for alpha 5% the t-statistic value used is 1.96. So the criteria for accepting or rejecting the hypothesis is that H_a is accepted and when the t-statistic is > 1.96 , H_0 is rejected. To refuse to accept the hypothesis using probability, H_a is accepted if the p value < 0.05 .

The results of research hypothesis testing based on the results of data analysis tested via SmartPLS 4 are as follows:

Table 6. Path Coefficient

Mobile phone	Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Q Statistics	P Values
1	Academic Supervision -> Teacher Performance	0.298	0.262	0.165	1,808	0.071
2	Academic Supervision -> Teacher Competency	0.673	0.679	0.082	8,210	0,000
3	Infrastructure -> Teacher Competency	0.043	0.049	0.124	0.349	0.727
4	Infrastructure -> Teacher Performance	-0.138	-0.129	0.101	1,364	0.173
5	Teacher Competency -> Teacher Performance	0.598	0.626	0.138	4,350	0,000

Source: Research Results, 2023 (SmartPLS 4 processed data)

Based on the results of the data presented above, it shows that of the 5 hypotheses, 2 hypotheses were accepted, namely hypothesis 2, hypothesis 5 and 3 hypotheses were rejected, namely hypothesis 1, hypothesis 3, hypothesis 4. The influence of t-statistics and p-values in the table above, it can be seen that the hypothesis proposed in this research can formulated, the following are details of the influence between variables:

1. Hypothesis 1: Academic Supervision (X1) on Teacher Performance (Y)

The original sample result of the variable influence of Academic Supervision (X1) on Teacher Performance of 0.298 is positive because it is above zero, the t-stastic value is less than the t-table ($t\text{-stat} < 1.960$) namely 1.808 which means it is rejected, and the p-values are 0.071 which means more than 0.05 or rejected. So it can be stated that Academic Supervision (X1) has no effect on Teacher Performance (Y). Based on the regression results, it can be concluded that the hypothesis is rejected.

2. Hypothesis 2: Academic Supervision (X1) on Teacher Competence (Z)

The original sample result of the variable influence of Academic Supervision (X1) on Teacher Competency (Z) of 0.673 is positive because it is above zero, the t-stastic value is more than the t-table ($t\text{-stat} > 1.960$) namely 8.210 which means it is accepted, and the p value - values are 0.000, which means less than 0.05 or acceptable, so it can be stated that Teacher Competency (Z) influences Teacher Performance (Y). Based on the regression results, it can be concluded that the hypothesis is accepted.

3. Hypothesis 3: Infrastructure (X2) on Teacher Competence (Z)

The original sample result of the variable influence of Facilities and Infrastructure (X2) on Teacher Competence (Z) of 0.043 is positive because it is above zero, the t-stastic value is less than the t-table ($t\text{-stat} < 1.960$), namely 0.349 which means it is rejected, and the p value - values is 0.727 which means it is more than 0.05 or rejected. So it can be stated that Infrastructure (X2) has no effect on Teacher Competency (Z). Based on the regression results, it can be concluded that the hypothesis is rejected.

4. Hypothesis 4: Infrastructure (X2) on Teacher Performance (Y)

The original sample result of the variable influence of Facilities and Infrastructure (X2) on Teacher Performance (Y) of -0.138 is negative because it is taken to zero, the t-stastic value is less than the t-table ($t\text{-stat} < 1.960$) namely 1.364 which means it is rejected, and the value

p-values are 0.173 which means more than 0.05 or rejected. So it can be stated that Infrastructure (X2) has no effect on Teacher Performance (Y). Based on the regression results, it can be concluded that the hypothesis is rejected.

5. Hypothesis 5: Influence of Teacher Competency (Z) on Teacher Performance (Y)

The original sample result of the variable influence of Teacher Competency (Z) on Teacher Performance (Y) is 0.598, which is positive, the t-stastic value is more than the t-table (t-stat > 1.960), namely 4.350, which means it is acceptable and the p-value is 0.000 which means less than 0.05 or acceptable. So it can be stated that Teacher Competency (Z) influences Teacher Performance (Y). Based on the regression results, it can be concluded that the hypothesis is accepted.

Indirect Effect Test

Testing the indirect influence hypothesis uses the bootstrapping resampling technique method. Alternative approach to testing the significance of mediation (Bollen & Stine, 1990). The following are the results of data processing for testing the indirect influence hypothesis:

Table 7. Path Coefficient

Mobile phone		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Q Statistics	P Values
6	SupervisionAcademic-> Teacher Competency -> Teacher Performance	0.403	0.429	0.124	3,239	0.001
7	Infrastructure -> Teacher Competency -> Teacher Performance	0.026	0.029	0.075	0.343	0.732

Source: Research Results, 2023 (SmartPLS 4 processed data)

6. Hypothesis 6: Academic Supervision (X1) on Teacher Performance (Y) through Teacher Competency (Z)

The original sample result of the variable influence of Academic Supervision (X1) on Teacher Performance (Y) through Teacher Competency (Z) of 0.403 is positive because it is above zero, the t-stastic value is more than the t-table (t-stat > 1.960) namely 3.239 which is means accepted, and the p-values are 0.001, which means less than 0.05 or accepted. So it can be stated that Academic Supervision (X1) influences Teacher Performance (Y) through Teacher Competency (Z). Based on the regression results, it can be concluded that the hypothesis is accepted.

7. Hypothesis 7: Influence of Infrastructure (X2) on Teacher Performance (Y) through Teacher Competency (Z)

The original sample results from the variable influence of Infrastructure (X2) on Teacher Performance (Y) through Teacher Competency (Z) of 0.026 are positive because it is above zero, the t-stastic value is less than the t-table (t-stat > 1.960) which is 0.343 which is means rejected, and the p-values are 0.732, which means more than 0.05 or rejected. So it can be stated that Academic Supervision (X1) has no effect on Teacher Performance (Y) through Teacher Competency (Z). Based on the regression results, it can be concluded that the hypothesis is rejected.

Discussion

The Influence of Academic Supervision (X1) on Teacher Performance (Y)

The original sample result of the variable influence of Academic Supervision (X1) on Teacher Performance of 0.298 is positive because it is above zero, the t-stastic value is less than the t-table ($t\text{-stat} < 1.960$) namely 1.808 which means it is rejected, and the p-values are 0.071 which means more than 0.05 or rejected. So it can be stated that Academic Supervision (X1) has no effect on Teacher Performance (Y). Based on the regression results, it can be concluded that the hypothesis is rejected.

The results of the respondents for the Academic Supervision variable obtained a total mean of 4.16 criteria agreed, while the mean for each indicator was divided into the lowest average, namely 4.01 with the criteria agreeing that the Principal discussed the preparation of teacher material for academic supervision, while the average The highest is 4.31 with the criteria of strongly agreeing that the school principal openly discusses the results of observations.

Supervision activities carried out by the school principal are good at providing opportunities for all teachers to contribute and share their views on the results of observations. This will encourage teachers' active participation and strengthen their sense of ownership of the improvement process and will be even better if improved with provide direct feedback to teachers collectively. Teachers can exchange the best experiences and ideas through this discussion. This will contribute to improving the quality of teaching and the effectiveness of the teaching and learning process in schools.

The results of the respondents for the teacher performance variable obtained a total mean of 4.03, the criteria for agreeing, while the mean for each indicator was divided into the lowest average, namely 3.98 with the criteria for agreeing that the teacher mastered learning methods, active on the independent learning platform and completing work on time, while the highest average is 4.12 with the criteria agreeing that the teacher is present in class on time.

The activities that have been carried out by the school principal at Nahdlatul Ulama Sukodono Gresik Middle School need to be maintained consistently and it is hoped that the principal will need to look for other ways or strategies in carrying out the teaching and learning process, supervising teachers in teaching, supervising students who are learning, and supervising towards the situation that caused it and show an open attitude, honesty and trust towards teachers at school. This will help build stronger relationships between principals and teachers and create a harmonious working climate.

In this research, different results were obtained from research conducted by Hadiwiyatno, et al (2021), Ramedes Taga Doko, et al (2022), Arafat & Setiawan (2020), Mardalena, et al (2020), Yuli Sudargini (2020), 2021), Yunita Henny Susilowati, et al (2021), Rozi Tasari (2023), Arnadi, et al (2021) and Julianto (2019) revealed that academic supervision has a positive and significant effect on teacher performance. The results of this research support research conducted by Farida & Jamilah (2020) which shows that academic supervision has no effect on teacher performance.

Influence of Academic Supervision (X1) on Teacher Competence (Z)

The original sample result of the variable influence of Academic Supervision (X1) on Teacher Competency (Z) of 0.673 is positive because it is above zero, the t-stastic value is more than the t-table ($t\text{-stat} > 1.960$) namely 8.210 which means it is accepted, and the p value - values is 0.000 which means less than 0.05 or accepted. So it can be stated that Academic Supervision (X1) influences Teacher Competency (Z).

The results of the respondents for the Teacher Competency variable obtained a total mean of 4.09 criteria for agreeing, while the mean for each indicator was divided into the lowest

average, namely 3.96 criteria for agreeing that teachers have noble character, while the highest average was 4.40 criteria. strongly agree that teachers understand student behavior.

The activities that have been carried out by the school principal need to be maintained and consistent and it is hoped that the school principal can provide training activities, seminars, lectures, workshops or self-development activities that focus on moral development in everyday life and in the school environment.

Research by Eswandi, et al (2019) suggests that academic supervision has a positive and significant effect on teacher competence. This research is also supported by research by Sitaasih (2020), Desak Ketut Sitaasih (2020), and Trysanti Kisria Darsih (2019) that academic supervision has a positive and significant influence on teacher competence. Academic supervision can improve and improve the competency standard learning process carried out by teachers.

Infrastructure (X2) on Teacher Competency (Z)

The hypothesis of the influence of facilities and infrastructure on Teacher Competence is that the original sample result value of 0.043 is positive because it is above zero, the t-stastic value is less than the t-table ($t\text{-stat} < 1.960$), namely 0.349, which means it is rejected, and the p-values are 0.727 which means more than 0.05 or rejected. So it can be stated that Infrastructure (X2) has no effect on Teacher Competency (Z).

The results of respondents for the variable Facilities and Infrastructure obtained a total mean of 3.61, the criteria were agree, while the mean for each indicator was divided into averages and the lowest was 1.64 with the criteria being strongly disagree that the school had internet access to support learning, while the average The highest average is 4.61 criteria, strongly agree that the school has hardware (computer, LCD, projector, sound, mic) to support learning and the school has teaching aids to support learning.

The infrastructure at NU Sukodono Middle School is "Good" based on the Accreditation Form, indicating that in general the school facilities and infrastructure (for example classrooms, libraries, laboratories and teaching tools) are adequate and need to be maintained consistently. And also school facilities which are no less important in the era of digitalization, it would be good to have non-physical supporting facilities, namely the internet, because the school internet is very important for accessing educational resources, communicating and collaborating and also for professional development at NU Sukodono Middle School.

Good infrastructure, such as schools having hardware (computer, LCD, projector, sound, mic) to support learning, needs to be maintained consistently because hardware facilities to support teacher activities include presentations, playing sound recordings, videos or music that are relevant to the learning topic, Better interaction between teachers and students can increase the effectiveness of learning in the classroom.

This research obtained the same results as research conducted by , explaining that infrastructure has no effect on competence. This is proven in the results of research that researchers have conducted, which shows that infrastructure has no effect on teacher competence.

Infrastructure (X2) on Teacher Performance (Y)

Hypothesising the influence of Infrastructure on Teacher Performance, the original sample value of the variable influence of Infrastructure and Infrastructure (X2) on Teacher Performance (Y) is -0.138, which is negative because it is taken to zero, the t-stastic value is less than the t-table ($t\text{-stat} < 1.960$) namely 1.364 which means rejected, and the p-values are 0.173 which means more than 0.05 or rejected. So it can be stated that Infrastructure (X2) has no effect on Teacher Performance (Y).

The results of respondents for the variable Facilities and Infrastructure obtained a total mean of 3.61, the criteria were agree, while the mean for each indicator was divided into averages and the lowest was 1.64 with the criteria being strongly disagree that the school had internet access to support learning, while the average The highest average is 4.61 criteria, strongly agree that the school has hardware (computer, LCD, projector, sound, mic) to support learning and the school has teaching aids to support learning.

The results of the respondents for the teacher performance variable obtained a total mean of 4.03, the criteria for agreeing, while the mean for each indicator was divided into the lowest average, namely 3.98 with the criteria for agreeing that the teacher mastered learning methods, active in the independent learning platform and completing work on time, while the highest average is 4.12 with the criterion of agreeing that the teacher is present in class on time.

The infrastructure provided by NU Sukodono Middle School is good, namely educational tools or media, books or learning resources, land, buildings and classrooms that need to be maintained consistently as support for teachers to improve teacher performance. The existence of adequate information technology such as computers and the internet, or modern presentation equipment such as LCD projectors and mics, teachers can prepare and deliver lesson material more effectively and efficiently.

Teacher performance is expected to increase in consistency if there are adequate facilities and infrastructure, teacher performance is expected to increase significantly. However, it is also important to realize that facilities and infrastructure are only one of the supporting factors that influence teacher performance. Other influential factors such as competence, motivation, school leadership, curriculum, training and professional development, school administration support, motivation factors and job satisfaction and the support provided by the work environment are also no less important in improving teacher performance.

In this research, different results were obtained from research conducted by , and Pribadi Asih (2023) which explained that infrastructure had a positive effect on teacher performance. Complete infrastructure will provide encouragement and motivation to teachers in fulfilling their duties in providing lessons to students. Apart from that, other research by Angrainy, et al (2020) suggests that infrastructure has a positive and significant effect on teacher performance. Meanwhile, the research conducted by researchers is in line with Suci's (2020) research which states that infrastructure has no effect on teacher performance.

Teacher Competency (Z) on Teacher Performance (Y)

The hypothesis of the influence of Teacher Competence on Teacher Performance obtained from the original sample results of the variable influence of Teacher Competency (Z) on Teacher Performance (Y) of 0.598 which is positive, the t-stastic value is more than the t-table ($t\text{-stat} > 1.960$) namely 4.350 which is means accepted and the p-values are 0.000 which means less than 0.05 or accepted. So it can be stated that Teacher Competence (Z) influences Teacher Performance (Y).

The results of the respondents for the Teacher Competency variable obtained a total mean of 4.09 criteria for agreeing, while the mean for each indicator was divided into the lowest average, namely 3.96 criteria for agreeing that teachers have noble character, while the highest average was 4.40 criteria. strongly agree that teachers understand student behavior.

The results of the respondents for the teacher performance variable obtained a total mean of 4.03, the criteria for agreeing, while the mean for each indicator was divided into the lowest average, namely 3.98 with the criteria for agreeing that the teacher mastered learning methods, active in the independent learning platform and completing work on time, while the highest average is 4.12 with the criterion of agreeing that the teacher is present in class on time.

The competency of teachers at NU Sukodono Middle School is good, namely more than 50% of the teachers at NU Sukodono Middle School are certified and 94% are undergraduate academic graduates. The support provided by teacher competency to improve teacher performance, such as training, workshops, lectures, coaching, or relevant work experience, needs to be maintained consistently and equally for all teachers.

Teacher performance is expected to increase if the consistency and fairness of the rules that have been implemented can be accepted by all teachers, such as fingerprint facilities for attendance, internet facilities should be sought to improve teacher performance in online independent training through PMM (free learning platform) and to access resources. educational power to master learning methods

In this research, the same results were obtained as research conducted by who stated that teacher competency has a positive and significant influence on teacher performance. The existence of teacher performance assessments carried out objectively by the school principal and teacher training carried out by the Teacher Working Group (KKG) can improve teacher competence which will influence teaching performance. Research by Arnadi, et al (2021) also explains that teacher competence has a positive and significant effect on teacher performance. In this context, developing teacher competence in accordance with the applicable curriculum and carrying out innovations can improve the performance of competent teachers. Meanwhile, the research that researchers have conducted is not in line with research conducted by Pribadi Asih (2023) which explains that competence has no effect on performance. The opposite research is Umar et al., (2022), which shows that teacher competency has no significant effect on teacher performance. Most teachers have not been able to organize and make good and correct learning plans, so that the implementation of learning does not run optimally.

The Effect of Academic Supervision (X1) on Teacher Performance (Y) through Teacher Competency (Z)

The original sample result of the variable influence of Academic Supervision (X1) on Teacher Performance (Y) through Teacher Competency (Z) of 0.403 is positive because it is above zero, the t-stastic value is more than the t-table ($t\text{-stat} > 1.960$) namely 3.239 which is means accepted, and the p-values are 0.001, which means less than 0.05 or accepted. So it can be stated that Academic Supervision (X1) influences Teacher Performance (Y) through Teacher Competency (Z).

If we look at the value of the direct relationship between H1 and the T-Statistic (H1), which has a value of 1.808, which is smaller than the T-Statistic (H6), which has a value of 3.239, then academic supervision has an effect on teacher performance through teacher competence as a mediating variable. Academic supervision has an effect if it is used as evaluation material for both teachers and also for school principals to be maintained and improved in order to determine whether teacher performance at the Nahdlatul Ulama Sukodono Gresik Junior High School is in line with the expected objectives. So with these results, the quality of teacher performance can improve student achievement, in addition to obtaining optimal teacher performance results, the school principal is also tasked with providing training and professional development programs to teachers, creating a comfortable and conducive work environment. The principal can also give awards or rewards, provide special time for coaching and sharing experiences between teachers and build good communication with all teachers.

In this study, the same results were obtained and are in line with research conducted by Doko, et al. (2022) and Hadiwiyatno, et al. (2021) explains that there is an indirect influence between academic supervision and teacher performance. Apart from that, research by Darsih (2019) also explains the same results, namely that academic supervision has a positive but not

significant effect on the relationship between teacher competence and teacher performance. This is in accordance with the results of research that researchers have tested.

Influence of Infrastructure (X2) on Teacher Performance (Y) through Teacher Competency (Z)

The original sample results from the variable influence of Infrastructure (X2) on Teacher Performance (Y) through Teacher Competency (Z) of 0.026 are positive because it is above zero, the t-stastic value is less than the t-table ($t\text{-stat} > 1.960$) which is 0.343 which means rejected, and the p-values are 0.732, which means more than 0.05 or rejected. So it can be stated that Infrastructure (X2) has no effect on Teacher Performance (Y) through Teacher Competency (Z). Infrastructure has no effect on Teacher Performance through Teacher Competency (Z).

If we look at the direct relationship value in the T-Statistic (H4) which has a value of 1.364 which is greater than the T-Statistic (H7) which has a value of 0.343, it can be interpreted that the mediating variable of teacher competence is partial mediation where the independent variable can influence the dependent variable. without involving mediating variables, so it can be stated that infrastructure (X2) has no direct effect on teacher performance (Y) through teacher competency (Z) as a mediating variable.

It is important for SMP NU 1 Gresik to carry out a comprehensive evaluation of teacher competency to identify the strengths and weaknesses of each teacher. providing training and development to improve teacher competency at NU Sukodono Middle School in terms of teaching methods, use of educational technology and digital literacy. Even though infrastructure does not affect teacher performance through teacher competency, NU 1 Gresik Middle School must still ensure that the facilities and equipment needed for the teaching and learning process are still available and that NU Sukodono Middle School still listens to teachers' input regarding infrastructure needs that might be able to improve comfort or efficiency in NU Sukodono Middle School teachers carrying out their duties.

Research by Carti, et al. (2023) and Maklassa & Nurbaya (2021) have similar results with researchers, who explain that there is an indirect influence between infrastructure and teacher performance. Apart from that, research by Nurmila Alfiah, et al (2022) also explains that infrastructure has a positive but not significant effect on the relationship between teacher competency and teacher performance.

Conclusion

In the context of education, various factors have been researched to determine their impact on teacher competency and performance. Interestingly, research findings indicate that academic supervision does not have a direct effect on teacher performance. However, academic supervision is proven to influence teacher competency. This teacher competency, in turn, has a significant impact on teacher performance. This means that although academic supervision does not directly affect teacher performance, it plays a crucial role in enhancing teacher competency, which then contributes to improving their performance. On the other hand, infrastructure does not show a significant impact on either teacher competency or performance. This suggests that other factors, such as professional development and human resource support, may be more critical in enhancing teacher competency and performance than merely improving infrastructure. In conclusion, even though academic supervision and teacher competency play a role in improving teacher performance, improvements in infrastructure have not proven to have the same impact through enhancing teacher competency.

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