

The Effect of Creativity, Academic Supervision of School Supervisors, and Teacher's Professional Attitudes on Teacher Performance

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ABSTRACT

This study aims to examine more deeply the performance of public high school teachers in Makassar City, which can be influenced directly or indirectly by creativity, school supervision, and the attitude to the teaching profession through path analysis. This research is a survey with a causal approach with a population of 1,213 Makassar State Senior High School teachers; The sample was obtained through multistage random sampling of 105 teachers. Data collection was carried out by questionnaire validated using Gregory's theory. The research variable consisted of two independent variables, teacher creativity (X_1), and academic supervision by school supervisors' (X_2), one intervening variable, namely attitudes towards the teaching profession (X_3), and one dependent variable, namely teacher performance (X_4). Data analysis was by descriptive analysis and inferential analysis. The results show that teacher creativity and academic supervision of School supervisors in Makassar City were in the good enough category, while attitude to teacher profession and the performance of Senior High School teachers in Makassar City were in the good category respectively. Furthermore, teacher creativity showed a direct effect on attitude to the teaching profession by 19.18%; teacher creativity has no significant effect on teacher performance; teacher creativity has an indirect effect on teacher performance through attitude of the teaching profession by 12.00%; academic supervision has a direct effect on attitude to the teaching profession by 8.88%; academic supervision has a direct effect on teacher performance by 48.02%; academic supervision has an indirect effect on teacher performance through attitude to the teaching profession by 5.65%; and attitude to the teaching profession has a direct effect on teacher performance by 7.50%.

Keywords: Teacher Performance, Teacher Creativity, Academic Supervision, Teacher Professional Attitude.

INTRODUCTION

The government of Indonesia has made various efforts in education geared towards producing professional educators. One of them is strengthening the competence of teachers according to their educational background or according to the subjects they are effective at through upgrading trainings and workshops. However, the efforts mentioned above depend on many factors, including: learning support factors available in schools, and the ability of the teachers to manage learning in the classroom. The factors mentioned above can certainly be overcome through qualified teachers who are able to improve the quality of education. Teacher quality requires professionalism and expertise with readiness to always respond to the needs of the profession.

Teachers are a central factor in the learning system in schools, the role of teachers is very important in transforming educational inputs. Teachers as agents of change and drivers of creativity are very important in learning. Creativity is characterized by creating something that did not exist before. Teacher creativity shows that what teachers do now is better than what has been done before and what teachers do in the future is better than what is there now (Mulyasa, 2010). This means that a good education system still largely depends on the performance of teachers. Teacher performance is expected to boost the quality and relevance of education. Implementation of education in the field depends on many interrelated influencing factors, including the supervision and teacher creativity. These two factors can certainly affect the improvement of teacher performance either directly or a contributing factor like attitudes towards the teaching profession. Professional development that leads to improved performance is a vital component of in-service teacher education.

Professional development emphasizes aspects of improving learning methods, teacher abilities, classroom management skills, and determining professional culture related to shared values about learning and emphasizing collegiality among teachers. In this context, learning supervision emphasizes partnership and professional improvement. Therefore, supervision is a very important tool in improving teacher performance. For teachers to improve their performance, it is necessary to get refreshment in the form of technical assistance. This technical assistance is provided to teachers as an effort to continuously increase capacity. The assistance is in the form of supervision carried out by the school supervisor. School supervisors are expected to be able to carry out supervision, especially academic supervision to improve the quality of learning through a series of guidance and training, improving the ability to manage learning, so as to improve the professional abilities of teachers which have an impact on teacher performance. Academic supervision is a planned activity to help teachers through support and evaluation of the learning process that can improve learning outcomes. Therefore, the implementation of academic supervision must be carried out by school supervisors in providing guidance to teachers.

The low achievement of educational outcomes is partly influenced by the low performance of teachers, and the performance itself is influenced by low competencies. The results of interviews and observations of several teachers and supervisors of public high schools in Makassar City showed that some teachers who already have professional certificates have not been able to develop good teaching implementation plans, have low mastery in the use of learning methods and media, and poor creativity. From a supervisor's point of view, school supervisors still seem to be walking alone, only fulfilling their duties and administration, and not playing their role as they should, especially in providing assistance and guidance to teachers. This fact shows that the implementation of school supervisors' academic supervision, creativity, teacher professional attitudes and teacher performance in the field have not been in accordance with their ideal conditions. Therefore, this study aims to examine more deeply about teacher performance which can be influenced directly or indirectly by creativity, implementation of school supervisors' academic supervision, and teacher professional attitudes through path analysis.

LITERATURE REVIEW

Performance (performance) is the result of work that can be achieved by a person or group of people in carrying out their duties in accordance with the responsibilities given to achieve the goals that have been set. Widoyoko (2012:201) states that teacher performance is an achievement that can be shown by the teacher. It is a result that can be achieved in carrying out the tasks assigned to him based on skills, experience, and sincerity as well as the available time. The form of teacher performance is realized by competence.

In accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 18 of 2007 concerning certification for in-service teachers, it is explained that for teacher performance testing, it includes: 1) pedagogic competence, namely the ability related to the ability to understand students, design and implement learning, carry out evaluations learning, developing the potential of students to actualize the various competencies they have; 2) professional competence, abilities related to mastery of learning materials broadly and deeply; 3) personality competence, personal ability described as a teacher who has a steady and stable personality, mature, wise and has noble character who can be an example for students; and 4) social competence, the ability to communicate and socialize effectively both with students and with fellow educators and education staff, as well as parents/guardians of students and the surrounding community. (Ministry of National Education, 2007: 39).

According to Sagala (2010:243), the performance of teachers who are the targets of supervision to be assisted by school supervisors include: 1) as teaching staff, namely school supervisors helping teachers prepare teaching preparations, carry out teaching and learning activities in class, and evaluate teaching and learning outcomes, 2) as a class manager, namely helping teachers create optimal conditions for the implementation of the learning process in the classroom, and 3) as a supervisor, school supervisors check and help improve the abilities and skills of teachers to provide learning guidance to students so that they are able to obtain optimal

development. This shows that the role of school supervisors is very important to improve teacher performance by helping teachers as teaching staff carry out their main tasks in learning.

Culture teacher performance according to Rusyan et al (2000:13) is a pattern of attitudes and behavior patterns and actions that are in accordance with the rules or norms that have been outlined. Implementing a performance culture for teachers in learning activities, able to improve the duties and work of teachers in acting and thinking more actively and creatively.

Supardi (2013: 69-70) states that to assess teacher performance, it can be seen in aspects: mastery of content knowledge, behavioral skills, and human relations skills. Supardi also stated that there are three aspects that are assessed in teacher performance assessment, namely 1) aspects of technical ability, 2) conceptual aspects, 3) aspects of international relations abilities. Based on the expert opinion above, it can be concluded that teacher performance is the ability and success of teachers in carrying out learning tasks indicated by the dimensions: 1) lesson planning, 2) implementation of learning, and 3) assessing learning outcomes in a certain period.

Teacher Creativity.

In essence, creative words are imposed on the discovery of something, or the product of something new, and not the accumulation of skills or knowledge obtained from textbooks (Nunnally 1970: 337). So if a teacher can solve a very difficult physics problem or a beautiful jumper who can spin in the air several times, then these people are usually not called creative people, but rather if they are called skilled, trained or people who are skilled. knowledgeable. Hilgard as quoted by Tusin (1982: 13) defines creative thinking as a form of thinking that directs individuals to find new relationships, solve new problems, new methods, or produce new artistic forms or objects.

Creativity is the ability to make new combinations, or see new relationships between elements, data, or things that already exist. Creativity lies in the ability to see associations between things or objects that previously did not exist or did not appear to be related (Semiawan and Munandar; 1990: 8). The same thing was stated by Csikszentmihalyi (1996: 28), creativity is any action, idea, or product that changes an existing domain or transforms an existing domain into a new domain. This means that what is created or produced does not need to be new things at all, but may be a combination or combination of things that already exist or are already known. In addition, creativity can also be interpreted as a pattern of thinking or ideas that arise spontaneously and imaginatively, which characterizes artistic results, scientific discoveries, and mechanical creations. Creativity includes the results of something new, whether completely new to the scientific or cultural world or relatively new to the individual himself, even though others may have discovered or produced it before. More operationally Munandar (1992: 50) defines creativity as an ability that reflects fluency, flexibility, and originality in thinking, as well as the ability to elaborate (develop, enrich, detail) an idea. This understanding certainly refers to the characteristics or characteristics of the ability to think creatively, meaning that the higher a person's creativity, the easier it is to find these characteristics in that person's personality. On the other hand, the more difficult it is to find these traits in a person's thought process, the lower the level of creativity of that person can be interpreted.

Psychologists consider creativity as a process of focusing on how creativity occurs. A creative product is seen as a result of a process of interaction with its environment. Creativity is a process of thinking about various ideas, in dealing with a problem or with ideas or elements in mind. Creativity in this case is a thinking process in which individuals try to find new relationships, get answers, new methods or ways of solving problems. This means that a teacher in carrying out his teaching duties, should be able to think of and mix several strategies, methods, and learning techniques that are fun and more challenging in order to obtain optimal student learning outcomes. To support this, of course, teachers must be more creative in preparing teaching materials and learning media. Thus, in turn, the teacher's performance can be ascertained to be better or increased than before.

Nunnally (1970: 341-345) provides a guide for measuring creativity using the following attributes: (1) general abilities, (2) personality traits, (3) unusual use, (4) consequences, (5) authenticity, (6) proficiency, and (7) excellence in problem solving. From several opinions and previous descriptions, it can be concluded that creativity is a process that produces products by involving the reorganization of ideas in such a way as to create something new, which previously had never existed in the mind related to indicators as expressed by Nunnally.

Academic Supervision of School Supervisors.

Academic supervision is an effort to help teachers develop their abilities to achieve learning objectives. Sudjana (2012:16) states that academic supervision is professional assistance to teachers so that teachers can enhance the quality of learning in the subjects they teach. Academic supervision aims to help teachers develop their abilities to achieve learning goals that must be achieved by students. By George, Enock G et al., (2013) in an international journal as follows. "The primary purposes of supervision is to help the teachers to improve the

teaching learning process in the classroom". This means that the main purpose of supervision is to assist teachers in improving the teaching and learning process in the classroom.

In Permendiknas Number 12 of 2007 it is stated that the supervision of educational units includes monitoring, supervision, evaluation, reporting and follow-up on the results of supervision. The implementation of academic supervision by supervisors is carried out through monitoring, assessment and training/guiding the main tasks of teachers, namely planning and implementing learning and assessing the learning progress of students. The opinion above shows that the implementation of academic supervision is the activity of school supervisors in providing technical assistance to teachers through monitoring, assessment, and coaching in planning lessons to improve teacher performance in learning.

Regulation of the Minister of National Education of the Republic of Indonesia Number 12 of 2007 concerning Standards for Supervision of Schools/Madrasahs Article 1 point 1 states that: to be appointed as supervisors of schools/madrasahs, a person must meet the standards of school/madrasah supervisors that apply nationally. The standards referred to are educational qualification standards and school/madrasah supervisory competency standards. There are six main competencies that school supervisors must possess, namely: 1) personality competencies; 2) managerial supervision competence; 3) academic supervision competence; 4) competency evaluation of education; 5) research and development competence and 6) social competence.

Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 21 of 2010 concerning Functional Positions of School Supervisors and their Credit Scores states that: the main task of School Supervisors is to carry out academic and managerial supervisory duties in educational units which includes the preparation of supervision programs, implementation of guidance, monitoring of implementation 8 (eight) national standards of education, assessment, guidance, and professional training of teachers, evaluation of the results of the implementation of the supervision program and the implementation of supervisory duties in special areas.

Sagala (2010:243) states that in the academic field, school supervisors provide services to help teachers to improve the quality of learning services received by students towards a better direction. School supervisors ensure that teachers and staff work well and maintain the quality of the process and results of education in schools. The supervisory duties carried out by the school supervisor include: 1) planning a supervision program; 2) implementing a supervision program; and 3) follow up on the supervision program and help overcome the difficulties of teachers in teaching their students.

Attitude towards the Teacher Profession

The attitude towards the teaching profession is a spontaneous reaction from a teacher that can be a mirror of the teacher's personality. Teachers who have a positive attitude are professional teachers and their performance in schools can be accounted for and can be an example for students. Basically, every individual in carrying out their activities has a different attitude towards what they do. Spencer (1862: 3) defines attitude as a person's mental status. Sudjana (2006: 80) defines attitude as a person's reaction to a stimulus that comes to him. Furthermore, Secord & Backman in Sappaile (2017: 67) defines attitude as a certain regularity in terms of feelings (affection), thoughts (cognition), and predisposition of one's actions (conation) towards an aspect of the surrounding environment. The same thing is expressed by Deaux and Wrightsman (1984) quoted by Sukamto (1991: 7) stating that attitudes consist of three main components, namely: (a) cognition, which consists of a person's beliefs and ideas about an object; (b) affection, namely a person's feelings or emotions about an object which can be positive or negative; (c) conation or behavior. Furthermore, it is revealed that *konasi* is a tendency to act on certain objects, for example the attitude of teachers towards their profession.

Based on this opinion, it can be concluded that the attitude towards the teaching profession is a person's tendency or readiness to respond which can be in a positive or negative form. It has three components, namely: feelings (affection), thoughts (cognition), and predisposition to actions (conation) of a teacher towards an object. (in the form of attitudes towards oneself, attitudes towards their field of knowledge, attitudes towards the educational profession, and attitudes towards their students).

METHOD

This study uses a quantitative approach with a causal-associative survey method, which examines the effect of creativity, the implementation of academic supervision of school supervisors, the attitude of the teacher profession on teacher performance. The population in this study were all state high school teachers totaling 1,213 people from 23 public high schools in Makassar City. From the Slovin formula with an error rate of 10%, a minimum sample size of 92 was obtained, but in this study, the researchers took a sample size of 105 teachers, which means above the minimum sample required by the Slovin formula by means of multi-stage random sampling.

The instrument used in this study was a non-test. The non-test in the form of a questionnaire was used to measure the variables of teacher creativity, the implementation of supervisory academic supervision, teacher professional attitudes, and teacher performance. The four instruments were first validated theoretically through expert justification using Gregory's theory so that the instrument was feasible to use. The data analysis technique used in this research is descriptive analysis and inferential analysis.

Descriptive data analysis is used to answer research problems that are descriptive in nature to provide an overview of certain variables contained in the formulation of problem number 1. While inferential analysis used is path analysis to test research hypotheses. The criteria/categorization of research variables are as follows.

Table 1. Criteria/Category of Research Variables

Score	Category
86 – 100	Very good
71 - 85	Well
51 - 70	Pretty good
0 - 50	Not enough

(SEC Supervisor Workbook, 2015)

RESULTS AND DISCUSSION

The description of the data presented in this section includes data on teacher performance variables (X_4) which are endogenous variables and teacher creativity variables (X_1), supervisory academic supervision (X_2) and attitudes towards the teaching profession (X_3) as exogenous variables.

The teacher performance instrument used in this study consisted of 43 valid statements. The theoretical score ranges from 43 to 172, whose conversion results are in the score range 0 - 100. In accordance with the results of the research data, the lowest data is 7.75 and the highest data is 98.45. The research data obtained an average score of 70.91, a median of 72.09 and a variance of 308.505, while the standard deviation of 17.56. By using the criteria/categorization based on the supervisor's workbook as shown in table 1, it was found that the performance of public high school teachers in Makassar City was in the good category.

The teacher's creativity instrument used in this study consisted of 33 valid statements. The theoretical score ranges from 33 to 132, whose conversion results are in the score range 0 - 100. In accordance with the results of the research data, the lowest data is 23.23 and the highest data is 75.76. The research data obtained an average score of 55.67, a median of 57.58 and a variance of 101.452, while the standard deviation was 10.07. By using the criteria/categorization based on the Supervisor's Workbook as shown in table 1, it was found that the creativity of State Senior High School teachers in Makassar City was in the fairly good category.

The supervisor's academic supervision instrument used in this study consisted of 48 valid statements. The theoretical score ranges from 48 to 192, with the conversion results in a score range of 0 - 100. In accordance with the results of the research data, the lowest data is 25.00 and the highest data is 98.61. Further research data obtained an average score of 68.28, median 68.06 and variance 237.255, while the standard deviation is 15.43. With the criteria/categorization based on the supervisor's workbook as shown in table 1, it is found that the academic supervision of the State Senior High School supervisors in Makassar City is in the fairly good category.

The attitude instrument towards the teaching profession used in this study consisted of 33 valid statements. The theoretical score ranges from 33 to 132, whose conversion results are in the score range of 0 - 100. According to the results of the research data, the lowest data is 40.40 and the highest data is 100.00. Further research data obtained an average score of 78.09, median 79.80 and variance 240.454, while the standard deviation is 15.50. By using the categorization based on the supervisor's workbook such as table 1, it is found that the attitude towards the teaching profession of SMA Negeri in Makassar City is in the good category.

Inferential Analysis

The correlations between the related variables were calculated using SPSS version 23 computer software and the results were all significant. Therefore, calculations can be made to test the causality model using the path analysis method.

Structural Model and Correlation Matrix between Variables

The structural model in this study is restated as shown in Figure 1 below.

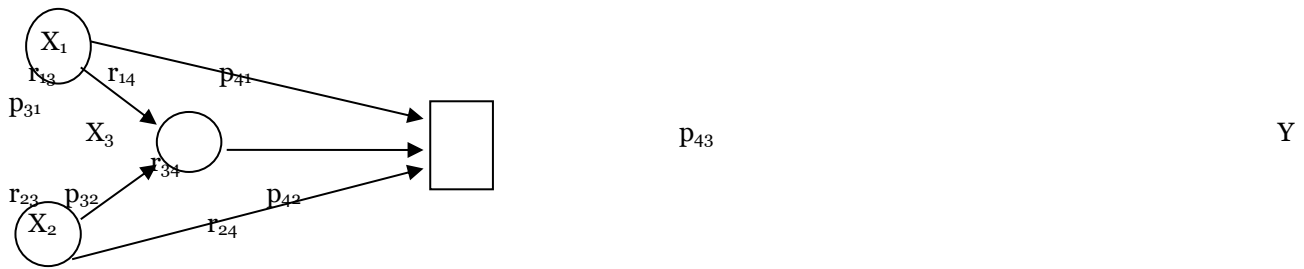


Figure 1. Causal Relationship; X₁, X₂, and X₃ against X₄

From the path diagram above, there are five path coefficients, namely p₃₁, p₃₂, p₄₁, p₄₂, p₄₃ and also five regression coefficients, namely r₁₃, r₂₃, r₁₄, r₂₄, r₃₄. The results of the calculation of the regression coefficients obtained with SPSS version 23, and then with calculations according to the steps in the path analysis, the path coefficient values are calculated and tested for significance with the t statistic, and if the tested path shows an insignificant coefficient value then the path is removed and then the path coefficient is calculated again without including the ones that have been omitted.

Path Coefficient Calculation on Sub-Structure 1

The structural model shown in Figure 1 above consists of two sub-structures, namely sub-structure 1 and sub-structure 2. The causal relationship between variables in sub-structure 1, as in Figure 2 below, consists of one endogenous variable, namely X₃ and two exogenous variables, namely X₁ and X₂. The sub-structural equation for sub-structure 1 is as follows.

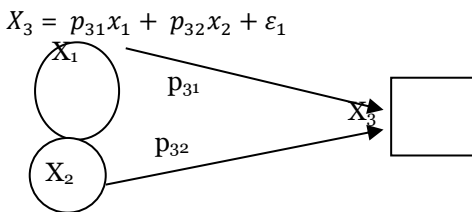


Figure 2. Causal Relationship in Sub structure 1

Information:

- X₁ = Teacher Creativity
- X₂ = Academic Supervision Supervisor
- X₃ = Attitude towards the Teacher Profession

The results of data processing with SPSS version 23 for the overall test or F test on structure 1 obtained a value of Fcount = 41.481 with a value of p (sig.) = 0.000, which means it is smaller than the value of α = 0.05, then the individual test can be continued or t-test. The summary of the results of the t-test calculation is shown in Table 2 below.

Table 2 Summary of Calculation Results and Testing of Substructure Path Coefficients 1

Path	Path Coef	t _{count}	Sig. (α = 0.05)	Remarks
p ₃₁	0.438	4.571	0.000	Sig
p ₃₂	0.298	3.113	0.002	Sig

Table 2 above shows that all path coefficients are significant because the value of p (sig.) is smaller than the value of α = 0.05. Based on the results of the path analysis of sub-structure 1 (X₁; X₂; and X₃) each obtained the following values:

- a) p₃₁ = Beta = 0.438 [t = 4.571 and probability (sig) = 0.000]
- b) p₃₂ = Beta = 0.298 [t = 3.113 and probability (sig) = 0.002]

The results of the analysis prove that all path coefficients are significant, so the model in Figure 2 is the sub-structure relationship X₁, and X₂ to X₃ does not need to be fixed with the Trimming Method. Trimming (Sandjojo, 2011: 96) is a model used to improve a structural model of path analysis by removing from the model variables whose path coefficients are not significant. Based on the summary of the results of the analysis in table 2, the path coefficient X₁ to X₃ as big as p₃₁ = 0.438, and X₂ to X₃ as big as p₃₂ = 0.298. While the magnitude of the determinant coefficient (contribution) X₁, and X₂ to X₃ as big as (Rsquare=R²_{x₃x₂x₁}) = 0.449 which means that 44.9% variations in attitudes towards the teaching profession (X₃) can be explained by variations in teacher creativity (X₁), and academic supervision of school supervisors (X₂). The residual coefficient for (p_{x₃}) ε₁ = √(1 - 0.449) = 0.551, is the influence of other variables outside X₁ and X₂. Thus the

structural equation for sub structure 1 is $X_3 = 0.438x_1 + 0.298x_2 + 0.551$ and the path diagram is as shown in Figure 3 below.

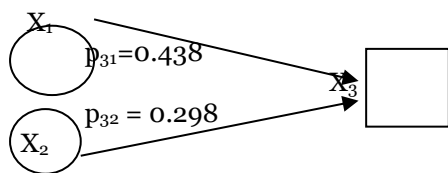


Figure 3. Causal Relationship in Sub Structure 1 (After Calculation of the Path Coefficient)

Path Coefficient Calculation on Sub-Structure 2

The structural model shown in Figure 1 above consists of two sub-structures, namely sub-structure 1 and sub-structure 2. The causal relationship between variables in sub-structure 2, which is shown in Figure 4 below, consists of one endogenous variable, namely X4 and three exogenous variables, namely X1, X2 and X3. The sub-structural equation for sub-structure 1 is as follows.



Figure 4. Causal Relationship in Sub Structure 2

The results of data processing using SPSS software version 23 with an overall test or F test on structure 2 with a value of Fcount = 115.930 and a value of p (sig.) = 0.000 smaller than the value of = 0.05, then it can be continued with individual tests or t test. The summary of the results of the t-test calculations is presented in Table 3 below.

Table 3. Summary of Calculation Results and Path Coefficient Test Sub Structure

Path	Path Coef.	t count	Sig. (α = 0.05)	Remarks
p_{41}	0.043	0.640	0.524	Not Sig
p_{42}	0.675	10.479	0.000	Sig
p_{43}	0.257	4.039	0.000	Sig

Table 3 above shows that the path coefficient X_2 to X_4 (p_{42}) and X_3 to X_4 (p_{43}) is significant because each value of p (sig) = 0.000 smaller than the value of $\alpha = 0.05$, while the path coefficient X_1 to X_4 (p_{41}) is not significant because the value of p (sig) = 0.524 is greater than value $\alpha = 0.05$. Based on the results of the structural path analysis 1 (X_1 ; X_2 ; X_3 and X_4) each obtained value as follows.

- p_{41} = Beta = 0.043 [t = 0.640 and probability (sig) = 0.523]
- p_{42} = Beta = 0.675 [t = 10.479 and probability (sig) = 0.000]
- p_{43} = Beta = 0.257 [t = 4.039 and probability (sig) = 0.000]

The results of the analysis prove that there is an insignificant path coefficient, namely between Teacher Creativity (X_1) with Teacher Performance (X_4), then the model in Figure 5 is the sub-structure relationship 2 of X_1 , X_2 , and X_3 to X_4 need to be corrected by the Trimming Method. Improvements made are not including the Teacher Creativity variable (X_1) in the next calculation, because the path coefficient results are not significant. Then retested without including the exogenous variable Teacher's Creativity (X_1). The calculation results are shown in Table 4 below.

Table 4. Summary of Calculation Results and Path Coefficient Test sub Structure 2 after trimming

Path	Path Coef	t count	Sig. (α = 0.05)	Remarks
p_{42}	0.693	11.995	0.000	Sig
p_{43}	0.274	4.737	0.000	Sig

Table 4 above shows that the path coefficient X_2 ke X_4 (p_{42}) and X_3 ke X_4 (p_{43}) significant because each value of $p(\text{sig}) = 0.000$ smaller than the value of $= 0.05$. Based on the results of the path analysis of the sub-structure 1 (X_1 to X_3) model 1 after trimming the following values are obtained.

p_{42} = Beta = 0.693 [t = 11.995 and probability (sig) = 0.000]

p_{43} = Beta = 0.274 [t = 4.737 and probability (sig) = 0.000]

The magnitude of the determinant coefficient (contribution) X_2 and X_3 to X_4 bigger than ($R_{\text{square}} = R_{X_4 X_3 X_2}^2$) = 0.774 which means that 77.4% Teacher Performance Variations (X_4) can be explained by a variety of Academic Supervision Supervisor (X_2) and Attitudes towards the Teacher Profession (X_3). The residual coefficient for (p_{X_4}) $\varepsilon_2 = \sqrt{1 - 0.774} = 0.226$ is the influence of other variables outside X_2 and X_3 . Thus the structural equation for sub structure 2 is $X_4 = 0.693x_2 + 0.274x_3 + 0.226$ and the path diagram of sub structure 2 has changed, which is as shown in Figure 5 as follows.

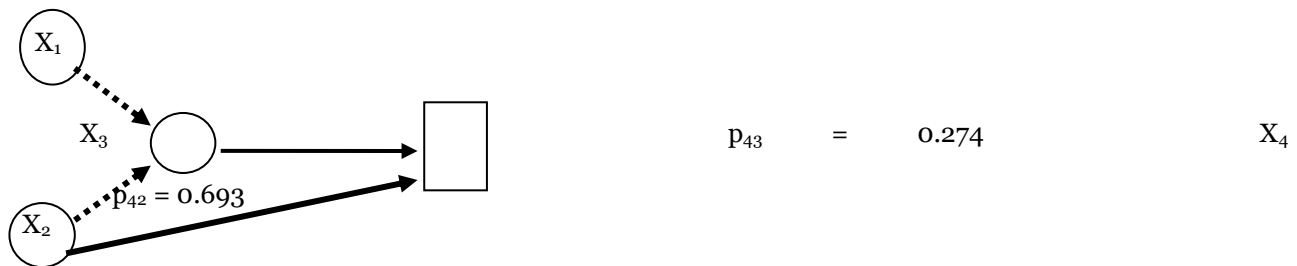


Figure 5. Causal Relationship in Sub Structure 2 After Trimming

The results of the path coefficients in sub-structure 1 and sub-structure 2 turn into a structural equation as follows.

$$X_3 = p_{31}x_1 + p_{32}x_2 + \varepsilon_1$$

$$X_3 = 0.438x_1 + 0.298x_2 + 0.551 \text{ and}$$

$$R_{x_3x_1}^2 = 0.449$$

$$X_4 = p_{42}x_2 + p_{43}x_3 + \varepsilon_2$$

$$X_4 = 0.693x_2 + 0.274x_3 + 0.226 \text{ and}$$

$$R_{x_3x_1}^2 = 0.774$$

Calculation of Direct and Indirect Effects between Variables

Based on the results of the calculation and testing of the path coefficients as shown in Figure 5, it can be interpreted that the direct and indirect effects of each exogenous variable on the endogenous variables can be interpreted.

Calculation of Direct and Indirect Effects of Creativity (X_1) on Teacher Performance (X_4)

Teacher creativity (X_1) does not directly affect teacher performance (X_4) because the path coefficient value is only equal to: $0.043 \times 0.043 \times 100\% = 0.18\%$ including not significant, but teacher creativity (X_1) can have an indirect effect on teacher performance (X_4). In table 3 it can be seen that the teacher's creativity (X_1) has a direct effect on attitudes towards the teaching profession (X_3) amounting to: $0.438 \times 0.438 \times 100\% = 19.18\%$, and indirect influence Teacher creativity (X_1) on teacher performance (X_4) through attitudes towards the teaching profession (X_3) greater than: $0.438 \times 0.274 \times 100\% = 12.00\%$. Thus the teacher's creativity (X_1) can only have an indirect effect on teacher performance (X_4) and there is no direct influence on teacher creativity (X_1) on teacher performance (X_4).

Calculation of Direct and Indirect Effects of Academic Supervision Supervisor (X_2) on Teacher Performance (X_4)

Academic Supervision Supervisor (X_2) have a direct and indirect effect on teacher performance (X_4). In Table 3 it can be seen that the Academic Supervision of Supervisors (X_2) has a direct effect on attitudes towards the teaching profession (X_3) greater than $0.298 \times 0.298 \times 100\% = 8.88\%$, and attitudes towards the teaching profession (X_3) direct effect on teacher performance (X_4) amounting to: $0.274 \times 0.274 \times 100\% = 7.50\%$, Academic Supervision Supervisor (X_2) berpengaruh langsung terhadap kinerja guru (X_4) sebesar: $0,693 \times 0,693 \times 100\% = 48,02\%$ dan juga Supervisi Akademik Pengawas (X_2) dapat berpengaruh tidak langsung terhadap kinerja guru (X_4) melalui sikap terhadap profesi guru (X_3) sebesar: $0,693 \times 0,298 \times 0,274 \times 100\% = 5,65\%$. Dengan demikian total pengaruh supervisi akademik pengawas (X_1) terhadap kinerja guru (X_4) sebesar $48,02\% + 5,65\% = 53,67\%$.

Table 5. Percentage of Effect of Exogenous Variables on Endogenous Variables

Variable	Influence		Influence
	Direct	Indirect (Through X ₃)	
X ₁ through X ₃	19.18%	-	19.18%
X ₂ through X ₃	8.88%	-	8.88%
X ₁ through X ₄	-	12.00%	12.00%
X ₂ through X ₄	48.02%	5.65%	53.67%
X ₃ through X ₄	7.50%	-	7.50%

Hypothesis test

After testing the model, then testing the hypothesis to determine the direct and indirect effects between variables. The proposed hypothesis will be concluded by calculating the path coefficient value and significance for each path studied. The results of the decisions on all proposed hypotheses are explained as follows.

Teacher creativity (X₁) has a direct effect on the attitude of the teaching profession (X₃)

Hypothesis testing to prove that teacher creativity (X₁) has a direct effect on the attitude of the teaching profession (X₃). The hypothesis being tested is as follows:

$$H_0 : p_{31} = 0$$

$$H_1 : p_{31} \neq 0$$

From the calculation obtained the path coefficient value (p_{31}) of 0.438 with a t_{count} of 4.571 and $p(\text{sig}) = 0.000$. Due to the value of $p(\text{sig}) < \alpha = 0.05$, then the path coefficient is significant which means H_0 is rejected. From these findings it can be interpreted that teacher creativity (X₁) has a direct effect on the attitude of the teaching profession (X₃).

Teacher creativity (X₁) direct effect on teacher performance (X₄).

Hypothesis testing to prove that teacher creativity (X₁) direct effect on teacher performance (X₄).

The hypothesis being tested is as follows.

$$H_0 : p_{41} = 0$$

$$H_1 : p_{41} \neq 0$$

From the calculation results, the path coefficient value is obtained (p_{41}) amounting to 0.043 with t_{count} 3.640 the value of $p(\text{sig}) = 0.524$. Due to the value of $p(\text{sig}) > \alpha = 0.05$, then the path coefficient is not significant which means H_0 is accepted. From these findings it can be interpreted that teacher creativity (X₁) has no direct effect on teacher performance (X₄).

The indirect effect of teacher creativity (X₁) on teacher performance (X₄) through the attitude of the teaching profession (X₃)

Hypothesis testing to prove that there is an indirect effect of teacher creativity (X₁) on teacher performance (X₄) through the attitude of the teaching profession (X₃).

The hypothesis being tested is as follows.

$$H_0 : p_{431} = 0$$

$$H_1 : p_{431} \neq 0$$

From the calculation results, the path coefficient value is obtained (p_{31}) of 0.438 with a t_{count} of 4.571 and a value of $p(\text{sig}) = 0.000$. Due to the value of $p(\text{sig}) < \alpha = 0.05$, then the path coefficient is significant which means H_0 is rejected, and for the path coefficient (p_{43}) obtained a value of 0.274 with a t_{count} of 4.737 and a value of $p(\text{sig}) = 0.000$. Due to the value of $p(\text{sig}) < \text{nilai } \alpha = 0.05$, then the path coefficient is significant which means H_0 is rejected. From these findings it can be interpreted that teacher creativity (X₁) indirectly affects teacher performance (X₄) through the attitude of the teacher's profession (X₃).

Academic supervision of supervisors (X₂) has a direct effect on the attitude of the teaching profession (X₃)

Hypothesis testing is to prove that the supervisor's academic supervision (X₂) has a direct effect on the attitude of the teaching profession (X₃). The hypothesis being tested is as follows.

$$H_0 : p_{32} = 0$$

$$H_1 : p_{32} \neq 0$$

From the calculation results, the path coefficient value is obtained (p_{32}) of 0.298 with t_{count} 3.113 and the value of $p(\text{sig}) = 0.000$. Due to the value of $p(\text{sig}) < \alpha = 0.05$, then the path coefficient is significant which means H_0 is rejected. From these findings it can be interpreted that the supervisor's academic supervision (X₂) has a direct effect on the attitude of the teaching profession (X₃).

Academic supervision of supervisors (X₂) has a direct effect on teacher performance (X₄)

Hypothesis testing to prove that the supervisor's academic supervision (X₂) direct effect on teacher performance (X₄)

The hypothesis being tested is as follows.

Ho : $p_{42} = 0$

H1 : $p_{42} \neq 0$

Hasil calculation obtained path coefficient value (p_{42}) of 0.693 with a tcount of 11.995 and a value of p (sig) = 0.000. Due to the value of p (sig) $< \alpha = 0.05$, then the path coefficient is significant which means Ho is rejected. This finding can be interpreted that the supervisor's academic supervision (X_2) has a direct effect on teacher performance (X_4).

The indirect effect of supervisor's academic supervision (X_2) on teacher performance (X_4) through the attitude of the teaching profession (X_3)

Hypothesis testing is to prove that there is an indirect effect of supervisory academic supervision (X_2) on teacher performance (X_4) through the attitude of the teacher's profession (X_3).

The hypothesis being tested is as follows.

Ho : $p_{432} = 0$

H1 : $p_{432} \neq 0$

The calculation results obtained path coefficient values (p_{32}) of 0.298 with t_{count} 3.113 and the value of p (sig) = 0.000. Due to the value of p (sig) $< \alpha = 0.05$, then the path coefficient is significant which means Ho is rejected, and for the path coefficient (p_{43}) obtained a value of 0.274 with a t_{count} of 4.737 and a value of p (sig) = 0.000. Due to the value of p (sig) $< \alpha = 0.05$, then the path coefficient is significant which means Ho is rejected. From these findings it can be interpreted that the academic supervision of supervisors (X_2) indirectly affects teacher performance (X_4) through the attitude of the teaching profession (X_3).

The attitude of the teacher's profession (X_3) has a direct effect on teacher performance (X_4)

Hypothesis testing to prove that the attitude of the teacher's profession (X_3) has a direct effect on teacher performance (X_4)

The hypothesis being tested is as follows.

Ho : $p_{43} = 0$

H1 : $p_{43} \neq 0$

From the calculation results, the path coefficient value is obtained (p_{43}) of 0.274 with t arithmetic 4.737 and the value of p (sig) = 0.000. Due to the value of p (sig) $< \alpha = 0.05$, then the path coefficient is significant which means Ho is rejected. From these findings, it can be interpreted that the attitude of the teacher profession (X_3) has a direct effect on teacher performance (X_4).

CONCLUSION

In accordance with the results of the research that has been carried out and the discussion, the researchers obtained the following conclusions. The results of the descriptive analysis describe The creativity of public high school teachers in Makassar City is generally quite good. The academic supervision of State Senior High School supervisors in Makassar City is generally quite good. The professional attitude of public high school teachers in Makassar City is generally good; and the performance of public high school teachers in Makassar City is generally good.

The results of the inferential analysis show that teacher creativity has a direct effect on the attitude of the teaching profession by 19.18%. Teacher creativity does not significantly affect teacher performance. There is an indirect effect of teacher creativity on teacher performance through the attitude of the teaching profession by 12.00%. Academic supervision of supervisors has a direct effect on the attitude of the teaching profession by 8.88%. Academic supervision of supervisors has a direct effect on teacher performance by 48.02%. Academic supervision of supervisors has an indirect effect on teacher performance through the attitude of the teaching profession by 5.65%. The attitude of the teaching profession has a direct effect on teacher performance by 7.50%. Based on the conclusions above, it can be explained that variations in teacher performance are most dominantly influenced directly by academic supervision of supervisors, and variations in attitudes towards the teaching profession are most dominantly influenced by teacher creativity.

Suggestions

From the findings and discussion of the research results, below are some suggestions as follows: in order for the performance of Makassar State Senior High School teachers to be improved, teachers and policy makers related to education need to pay attention to the variables that contribute either directly or indirectly to teacher performance, namely especially the implementation of academic supervision, attitudes towards the teaching profession, and creativity. teacher. The main tasks and functions of school supervisors, especially in Makassar City, need to be improved with concrete steps in carrying out academic supervision activities in schools, especially in terms of: monitoring, assessment, and mentoring/training teachers.

The Head of the South Sulawesi Provincial Education Office is expected that in recruiting school supervisors they can pay attention to / prioritize teachers with educational levels and backgrounds from S-2 Supervision Study Program so that school supervisors can carry out their main tasks and functions properly and correctly.

So that the competence of school supervisors and teachers can be improved, it is hoped that policy makers of South Sulawesi Provincial Education Office can facilitate them to attend workshops or coaching on an ongoing basis.

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