

ANALYSIS OF ACADEMIC SUPERVISION AND INDEPENDENT TRAINING ON TEACHER PERFORMANCE WITH COMPENSATION AS AN INTERVENING VARIABLE AT STATE MIDDLE SCHOOL 1 PINTU RIME GAYO, BENER MERIAH REGENCY

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Abstract

Improving the quality of education at the junior high school level is highly dependent on teacher performance as the main actors in the learning process. This study aims to analyze the effect of academic supervision and independent training on teacher performance, with compensation as an intervening variable at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency. This study uses a quantitative approach with Partial Least Squares (PLS) analysis. The population in this study were all 64 teachers, with a saturated sampling technique. The results show that academic supervision and independent training have a positive and significant effect on compensation. In addition, independent training and compensation also have a positive and significant effect on teacher performance. Although the direct effect of academic supervision on teacher performance is not significant, there is a significant indirect effect through compensation. Thus, compensation acts as an intervening variable that strengthens the relationship between academic supervision and independent training on teacher performance. This study recommends that schools improve the quality of academic supervision, encourage independent teacher training, and provide fair compensation to support continuous improvement in teacher performance.

Keywords: *Academic Supervision, Independent Training, Compensation, Teacher Performance*

INTRODUCTION

Improving the quality of education cannot be separated from the strategic role of teachers as the primary implementers of the teaching and learning process in schools. In the context of junior high school (SMP) education, teacher performance is one of the main indicators in determining the success of learning and the achievement of educational goals. High-performing teachers tend to be able to create effective learning environments, increase student participation, and produce better academic outcomes (Siregar & Fadilah, 2023). However, to achieve optimal performance, teachers require support in the form of quality academic supervision and access to ongoing independent training. Academic supervision is a professional development process carried out by the principal or supervisor to improve teachers' pedagogical and professional competencies. According to Mulyasa (2023), systematic and collaborative academic supervision can encourage teachers to continuously develop and improve the quality of learning. On the other hand, independent training, such as attending seminars, workshops, and online learning courses, provides teachers with a way to develop their capacity autonomously. This training not only enriches knowledge and skills but also boosts self-confidence in carrying out professional duties (Wibowo & Hidayat, 2022). In today's digital era, independent training has become more accessible and flexible, allowing teachers to utilize it as a form of continuous self-development. Although academic supervision and independent training have the potential to improve teacher performance, their effectiveness can be influenced by compensation. Compensation is a form of appreciation or reward given to teachers as a reward for their performance, both financial and non-financial. Hasibuan (2022) emphasized that fair and appropriate compensation can increase teacher morale, loyalty, and job satisfaction, ultimately impacting performance improvement. Adequate compensation also serves as an intervening variable, strengthening the relationship between professional development and teacher performance (Rizky & Sasmita, 2021). SMP Negeri 1 Pintu Rime Gayo in Bener Meriah Regency is one of the public schools continuously striving to

improve the quality of its education through various managerial strategies. However, to date, few empirical studies have simultaneously analyzed the effects of academic supervision and independent training on teacher performance, considering the role of compensation as an intervening variable. Based on this background, this study aims to analyze the effect of academic supervision and independent training on teacher performance, with compensation as an intervening variable, at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency. The findings of this study are expected to provide valuable input for policymakers in developing a more effective teacher development system oriented towards improving the quality of education.

LITERATURE REVIEW

Theoretical Framework

Teacher Performance

Understanding Teacher Performance

Sudjana (2022) teacher performance is the teacher's ability to plan, implement, and evaluate the learning process in the classroom, as well as carry out other professional tasks optimally.

Teacher Performance Indicators

Sudjana (2022) identified several teacher performance indicators that reflect effectiveness in carrying out their duties:

- 1) Learning Planning
Teachers' ability to design learning implementation plans (RPP) that are appropriate to the curriculum and student needs.
- 2) Implementation of Learning
The effectiveness of teachers in delivering material, using appropriate methods, and managing the class in a conducive manner.
- 3) Learning Evaluation
Teachers' ability to assess student learning outcomes through various objective and relevant evaluation techniques
- 4) Professional Development
Teacher participation in self-development activities, such as training, seminars, and workshops to improve their competence.
- 5) Interpersonal Relationships
The quality of teacher interaction and communication with students, colleagues, and parents.

Compensation

Understanding Compensation

According to Hasibuan (2022), compensation is any form of reward received by employees, either directly or indirectly, as a reward for contributions made to the organization.

Compensation Indicator

Compensation Indicators according to Hasibuan (2022):

- 1) Basic salary
The main compensation that employees receive regularly each period, according to their position level and responsibilities.
- 2) Overtime Pay
Additional payment for working time that exceeds normal working hours.
- 3) Fixed Allowance
Includes position allowance, family allowance, transportation allowance, and meal allowance.
- 4) Bonuses and Incentives
Financial rewards given for performance exceeding certain targets or specific contributions.
- 5) Social Security and Health
Benefits in the form of BPJS, health insurance, and pension programs as a form of indirect compensation.
- 6) Work Facilities
Such as official vehicles, comfortable workspaces, access to training, and other facilities.
- 7) Compensatory Justice
The level of balance between compensation received and workload, performance, and comparison with other colleagues in similar positions.

Independent Training

Understanding Independent Training

According to Wibowo & Hidayat (2022), independent training is a learning process carried out voluntarily and autonomously by individuals to improve competence, either through online media, literature, or direct practice, without relying on formal training from institutions.

Independent Training Indicators

Independent training indicators (Wibowo & Hidayat, 2022):

- 1) Personal Initiative
The teacher's willingness and awareness to actively seek and participate in training or learning resources without orders from superiors.
- 2) Utilization of Digital Learning Resources
Use of online platforms (e-learning, learning videos, educational podcasts, webinars, etc.) as a medium for competency development.
- 3) Consistency in Learning
Continuity or routine in participating in independent learning activities, not just once in a while.
- 4) Implementation of Training Results
The ability of teachers to implement knowledge and skills obtained from independent training into classroom learning practices.
- 5) Self-Evaluation and Reflection
Activities to evaluate the development of self-competence and reflect on the results of independent training for continuous improvement.

Academic Supervision

Understanding Academic Supervision

Sudiana (2023) academic supervision is an effort to help or assist teachers to improve, develop and enhance their teaching, as well as provide an effective and efficient learning environment to achieve educational goals and standards.

Academic Supervision Indicators

Indicators of Effective Academic Supervision Nyoman Sudiana (2023):

- 1) Supervision Planning
 - There is a supervision program that is structured and arranged based on needs.
 - Clear supervision schedule.
- 2) Implementation of Supervision
 - The observation process is systematic.
 - Positive supervisor-teacher interactions occurred during supervision.
- 3) Feedback
 - Supervisors provide constructive, specific, and direct feedback.
 - Teachers receive guidance for real improvement.
- 4) Follow-up
 - Further coaching or training activities are available according to supervision results.
 - There is a progressive evaluation of changes or improvements in teacher performance.
- 5) Improving Teacher Performance
 - After supervision, there was an increase in the quality of learning in the classroom.
 - Teachers demonstrate changes in behavior or more effective teaching methods.
- 6) Teacher Satisfaction with Supervision
 - Teachers feel helped, appreciated, and not stressed by the supervision process.
 - A conducive and collaborative working atmosphere is created.

Conceptual Framework

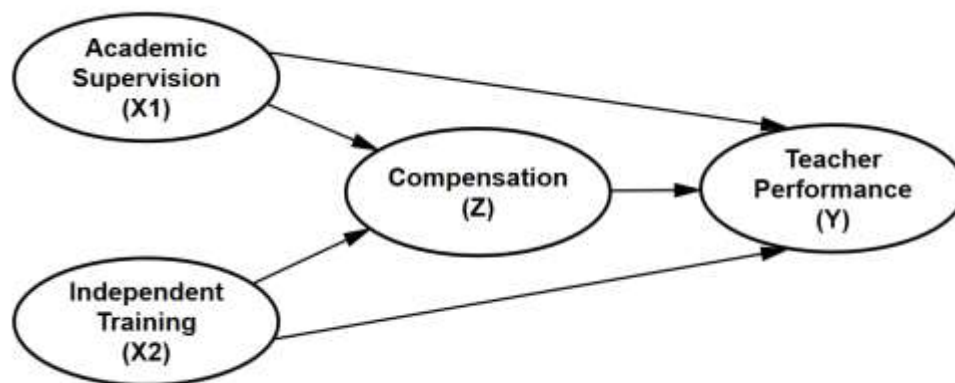


Figure 1. Conceptual Framework

Research Hypothesis

- H1: Academic supervision has a positive and significant influence on teacher performance in Pintu Rime Gayo 1 Public Middle School, Bener Meriah Regency.
- H2: Academic supervision has a positive and significant effect on compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H3: Independent training has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H4: Independent training has a positive and significant effect on compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H5: Compensation has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H6: Academic supervision has a positive and significant effect on teacher performance through compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H7: Independent training has a positive and significant effect on teacher performance through compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This quantitative research was conducted to create a study that aimed to adapt a research and to analyze the analysis of academic supervision and organizational culture on teacher performance, with job satisfaction as an intervening variable at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

Research Location and Research Time

The research location was conducted at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency, located on Jl. Raya Bireuen - Takengon, Alur Gading, Pintu Rime Gayo District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from April to June 2025.

Population and Sample

In this study, the population was 64 people, consisting of 55 civil servants and 9 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample. because the number is relatively small and allows for research as a whole.

Research Data Sources

The data sources used in this study are primary data.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis musePLS Algorithm, produce:

Validity Test

Table 1. Values Outer Loadings

	Compensation	Independent Training	Academic Supervision	Teacher Performance
X1.1			0.835	
X1.2			0.799	
X1.3			0.772	
X1.4			0.749	
X1.5			0.791	
X2.1		0.837		
X2.2		0.906		
X2.3		0.862		
X2.4		0.873		
X2.5		0.898		
Y.1				0.806
Y.2				0.774
Y.3				0.801
Y.4				0.789
Y.5				0.826
Z.1	0.855			
Z.2	0.875			
Z.3	0.796			

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Outer loadings: All indicators for each variable have loading values ≥ 0.70 . This indicates that each indicator measured is valid and robust. Therefore, it can be concluded that all items in the questionnaire meet the validity criteria, as shown in the following figure.

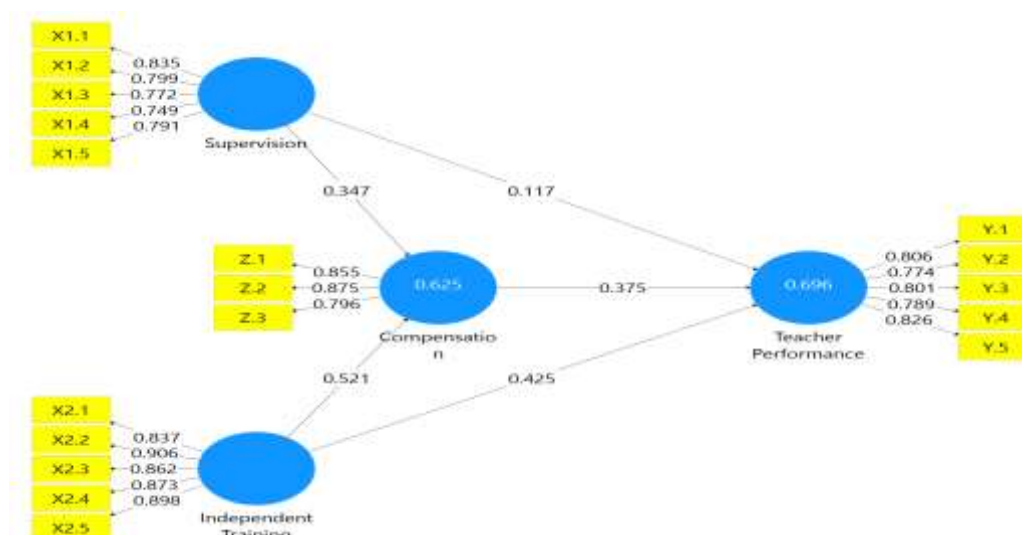


Figure 1. Outer Loading

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In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.347 X_1 + 0.521 X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.117 X_1 + 0.425 X_2 + 0.375 Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Compensation	0.795	0.799	0.880	0.710
Independent Training	0.924	0.926	0.943	0.766
Supervision	0.850	0.857	0.892	0.624
Teacher Performance	0.860	0.875	0.898	0.639

Source: Smart PLS Output, 2025

Table 2 above shows that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Compensation	0.625	0.620
Teacher Performance	0.696	0.689

Source: Smart PLS, 2025

In table 3 there is an R square value on both dependent variables for the compensation variable there is an R square value of 0.625 meaning the influence of academic supervision and independent training is 0.625 or 62.5% the rest is on other variables outside the model. The R square value of teacher performance is 0.696 meaning academic supervision, independent training and compensation is 0.696 or 69.6% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

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Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Academic Supervision -> Teacher Performance	0.117	1,584	0.114	Rejected
Academic Supervision -> Compensation	0.347	3,583	0,000	Accepted
Independent Training -> Teacher Performance	0.425	4,837	0,000	Accepted
Independent Training -> Compensation	0.521	5,573	0,000	Accepted
Compensation -> Teacher Performance	0.375	3,974	0,000	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4, there are direct influence values as follows:

1. Academic supervision has a positive but not significant effect on teacher performance with a t-statistic value of 1.584 below 1.96 and a significance of 0.114 above 0.05 means that academic supervision has a positive but not significant effect on teacher performance because the significance value is above 0.05. The results of this study are not in line with the results of previous studies, namely that academic supervision has a positive and significant effect on teacher performance (Singerin, (2021).
2. Academic supervision on compensation has a positive and significant effect with a t-statistic value of 3.583, above 1.96, and a significance level of 0.000 below 0.05, indicating that academic supervision has a positive and significant effect on compensation, as the significance value is below 0.05. This research aligns with research stating that academic supervision has a positive and significant effect on compensation (Herlina et al., 2023).
3. Independent training has a positive and significant effect on teacher performance with a t-statistic value of 4.837 above 1.96 and a significance level of 0.000 below 0.05, meaning that independent training has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are consistent with previous research, namely that independent training has a positive and significant effect on teacher performance (Maritasari et al., 2020).
4. Independent training has a positive and significant effect on compensation with a t-statistic value of 5.573 above 1.96 and a significance of 0.000 below 0.05 means that independent training has a positive and significant effect on compensation because the significance value is below 0.05.
5. Compensation has a positive and significant effect on teacher performance with a t-statistic value of 3.974, above 1.96, and a significance level of 0.000 below 0.05, indicating that compensation has a positive and significant effect on teacher performance, as the significance value is below 0.05. This finding aligns with previous research, indicating that compensation has a positive and significant effect on teacher performance (Sherly et al., 2021).

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Academic Supervision -> Compensation -> Teacher Performance	0.130	2,648	0.008	Accepted
Independent Training -> Compensation -> Teacher Performance	0.195	3,023	0.003	Accepted

Source: Smart PLS, 2025

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In table 5 there is an indirect influence between variables which will be explained as follows:

1. Academic supervision has a positive and significant effect on teacher performance through compensation with a t-statistic value of 2.648 above 1.96 and a significance value of 0.008 below 0.05 means that compensation plays a role as an intervening variable between academic supervision and teacher performance.
2. Independent training has a positive and significant effect on teacher performance through compensation with a t-statistic value of 3.023 above 1.96 and a significance value of 0.003 below 0.05 means that compensation acts as an intervening variable between independent training and teacher performance.

CONCLUSION

1. Academic supervision has a positive but not significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
2. Academic supervision has a positive and significant effect on compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
3. Independent training has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
4. Independent training has a positive and significant effect on compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
5. Compensation has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
6. Academic supervision has a positive and significant effect on teacher performance through compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
7. Independent training has a positive and significant effect on teacher performance through compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

SUGGESTION

1. In the academic supervision variable, the indicator with the lowest score was the statement, "The facilities provided make it easier for me to carry out my duties." Schools should continue to regularly maintain and improve facilities and provide training to teachers so they can utilize them optimally.
2. Self-training with the statement "I'm studying independently to understand the professional development material." Stay consistent and complement your independent learning by discussing with colleagues or participating in professional forums to deepen and focus your understanding.
3. Compensation with the statement "I receive a base salary commensurate with my position and responsibilities." Schools can continue to ensure a transparent and fair payroll system and consider additional incentives as a token of appreciation for teacher performance.
4. Teacher performance with the statement "I completed all teaching assignments according to the assigned workload." Maintain discipline and good time management, and conduct regular evaluations to improve effectiveness in carrying out teaching duties.

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