

The Contribution of Supervision Implementation and Work Motivation toward the Performance of Elementary School Physical Education Teachers

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Abstract

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Teacher performance plays an important role in cultivating a quality teaching and learning process. The improvement of teacher performance might be affected by several potential factors. This study investigated the contribution of supervision implementation and work motivation toward the performance of physical education teachers from elementary schools. There were 148 physical education teachers in Banjarmasin city involved in this study. The data collection was done by using questionnaires on supervision implementation, work motivation, and teacher performance. The data were analyzed by means of path analysis with Structural Equation Modelling (SEM). The results of this study showed that the supervision implementation, teachers' work motivation and performance perceived by the teachers were at moderate level. This study revealed that supervision implementation and work motivation contributed significantly to the performance of the teachers. This study suggests that the improvement of physical education teachers' performance is influenced by supervision and work motivation.

Keywords: performance, supervision implementation, work motivation, physical education teachers

1. Introduction

Teachers are professionals with specific qualifications. The qualifications for teachers in various contexts are basically similar, namely academic qualifications and competences. In Indonesian context, the qualifications are regulated in the Act Number 14 Year 2005 on teachers and lecturers. According to the Act, teachers as professionals have to meet several conditions. First, teachers are required to have academic qualifications, competence, teaching certificate, be physically and mentally healthy, and have the ability to realize national education goals. Second, the academic qualifications are acquired through higher education program or diploma program. Third, the competence of teachers may include pedagogical competence, personal competence, social competence, and professional competence acquired through professional education.

These requirements also apply to teachers at the primary school level, including physical education teachers. The need of professional physical education teachers is very high in order to respond to the challenges of modern era. However, some experts stated that the physical education teachers in general do not show professionalism. For instance, the teachers mostly taught merely by sitting on the field while the students were told to exercise on their own without any motivation, reward, and a serious concern. Physical education teachers need special requirements to be able to do their job properly. To become a professional physical education teacher is not as easy as what people imagine over the years. It is a wrong assumption if one with a whistle could become a physical education teacher in schools. On the contrary, becoming a professional physical education teacher is difficult. Physical education teacher's duties are not only delivering motor material, but also all aspects of physical education through teaching and learning process. To know if a physical education teacher is professional or not, two perspectives can be utilized. The first perspective is judging from his/her educational background.

The second one deals with teachers' mastery of teaching materials and teachers' ability, such as the ability to plan, manage processes, manage students, perform task guidance, and do assessment, which are based on Beginner Teachers Competency Standards, or called SKGP in Indonesian context. In this case, physical education teachers must have a minimum competence standard which fits the existing SKGP.

Nowadays there is an alarming picture of the development of physical education in Indonesia. From the survey conducted by the Center of Physics from the Ministry of National Education as cited by Priya (2011: 13), the learning outcomes of physical education in schools are generally only able to give the effect of physical fitness for about 15 percent of the overall student population. In a simple test sport search on the aspects related to the physical fitness of students in high school, Indonesian students on average only reach the low category. Similarly, the low quality of physical education learning outcomes can be inferred from the sporting community's grievances which indicate that the quality of early age athletes in schools is very low. These complaints can be attributed to two things. First, the prospective of our athletes on average contain a weakness in terms of motor skills, ranging from speed, agility, coordination, balance and spatial awareness. Secondly, the aspiring athlete at the same time also have shortcomings in terms of physical ability (physical fitness), particularly in terms of general endurance, strength, flexibility, power, and local muscular endurance (Priya, 2011: 13).

The data previously presented would require more in-depth study to see why it could happen. In general, the performance of physical education teachers in Indonesia is still low. The performance picture can also be applied to the performance of teachers in South Kalimantan since the development of physical education and sport have not shown the expected results. It is closely linked to the role of physical education teachers. The need for improved teacher performance thus becomes very important in the future. Physical education teachers' performance needs to be improved in order to achieve high professionalism so as to bring a positive impact to the school where the teacher is assigned. A study focusing on the issue of the performance of physical education teachers at the elementary school level is required, so the results can be used as reference of professionalism improvements toward physical education teachers in the future.

As the need of the improvement on teacher performance has been prevailing, the government have made effort to improve teacher performance, such as forming teacher professional development forum or called MGMP in Indonesian context, Teachers Working Group (KKG) and issuing the Act No. 20 Year 2003 on National Education System and the Act Number 14 Year 2005 on teachers and lecturers. Nevertheless, there are still many highlights of the poor performance of teachers in performing their duties.

Prior to the publication of the Act Number 20 Year 2003 on National Education System and the Act Number 14 Year 2005 on teachers and lecturers, Mardapi and Kuwato (1998) conducted a survey which showed that teachers rarely made test blueprint and conducted test without giving remedial program as the follow-up since the teachers' ability in constructing test items and analyzing the test results was still low. Mardapi and Kuwato's (1998) study also addressed the burden on teachers in teaching duties and the lack of respect for teachers who innovate, including carrying out a remedial program, due to the unavailability of funds.

The survey results were consistent with the results of research conducted by Rumapea (2005) on some senior high schools in Manado city, which indicated that the performance of teachers was still low. The low performance of teachers can be seen in the lack of preparedness of teachers in carrying out his/her teaching duties. Many teachers do not prepare teaching units, and there are many subjects that do not have a textbook. The problems are presumably caused by the ability of principals in using their authority to influence improvement of teacher performance. The authority of the principal which is used properly can improve the performance of teachers, for example the use of supervision on teaching. With the teaching supervision of teachers by principals, it will cultivate a good school culture, so the teacher would be excited and feel compelled or motivated to do their job properly. Therefore, the implementation of the supervision should be conducted properly in order to encourage work motivation for improving teacher performance. Based on this assumption, the implementation of supervision, school culture, and motivation play important roles in improving teacher performance.

In order to encourage the performance of physical education teachers, the factors taken into account are the implementation of supervision and motivation of physical education teachers. These factors conform the results of study by Saputra (2011) who suggested that physical education teachers' performance was influenced by the model of supervision carried out by the school supervisors.

Saputra (2011) confirmed that the model of supervision which so far has relied on administrative elements less influence on the performance of physical education teachers of elementary school in Bandung. The model of supervision that focuses on the learning process is more effective at driving the performance of physical education teachers. Another study conducted by Alviah (2012) reinforces the finding revealed by Saputra (2011), where the supervision by the principal had a significant influence on the performance of teachers.

Alviah (2012) in her study emphasized the intensity of supervision conducted by the principal in [12](#) *Arma Wanita Karangwaru Tulungagung*. Furthermore, Syarif (2011) also proposed that one of the external factors that can affect the performance of teachers is the supervision. Rinu, Dantes and Yudana (2013) also confirmed the previous studies by proposing the academic supervision as one factor that determines the performance of teachers. They did not investigate the physical education teachers, but these results can be applied to the case of physical education teachers. In principle, physical education teachers and other teachers are also required to have high performance in their duties. In addition to the implementation of the academic supervision, Rinu, Dantes and Yudana (2013) also highlighted other factors, namely work spirit and welfare of teachers. Their findings put forward the welfare of teachers as the most contributing factor, then followed by work spirit and academic supervision as independent variables which are not interconnected. In other words, the factors have possibly direct effect on teacher performance.

Based on the analysis that has been outlined, [5](#) this study put forward two variables that affect the performance of elementary school physical education teachers in Banjarmasin city, namely the implementation of supervision and motivation in which these two variables are worth studying more in depth. The research questions were formulated as follows:

1. Is there a significant contribution of the supervision implementation to the performance of elementary school physical education teachers in Banjarmasin city?
2. Is there a significant contribution of work motivation to the performance of elementary school physical education teachers in Banjarmasin city?
3. Is there a significant contribution of the supervision implementation and work motivation to the performance of elementary school physical education teachers in Banjarmasin city?

1.1 The Concept of Teacher Performance

According to Stinnett (1968: 59), performance means “actual accomplishment as distinguished from potential ability, capacity or attitude”. Stinnett’s (1968: 59) opinion can be interpreted in which the actual achievement of the performance is different from the potential abilities, skills and talents. In other words, the performance can be interpreted as an achievement or accomplishment that appears as a form of work in a person’s success. Performance is also defined as work performance, achievement of work, work performance and work appearance (Landy and Farr, 1983: 22). Performance can also be shown in behavior which means something actually done by people and which can be observed. The relevant meaning to this notion is the behavior or actions which are relevant to the goals of the organization and can be improved and measured according to the capabilities of each individual (contribution rate). Performance is the act itself and the relevant objectives that are under the control of individuals (Campbell et al., 1993: 40). According to this definition, performance can be seen in its process. To illustrate, the performance of physical education teacher means the ability to produce a better learning, good quality of students’ skill development, and others related to the physics education.

According to Steers (1977: 32), performance is defined as the ability and skills that can be observed, such as knowledge and attitudes needed to support the success of work. This definition refers to the individual’s capacity. Intellectual capacity of individuals differs from one another, so the degree of the performance of each person is not the same. Meanwhile, there are other opinions expressed by Cushway and Lodge (1993: 53) who stated that a person’s performance can be seen in two aspects. The first aspect is the result of work accomplished by individuals and is a measure of individual productivity. The second aspect is the characteristics or personal traits that support the effectiveness of workers. Robbins (1984: 25) stated that a person’s performance is a combination of personal traits that support the success of the work, behavior or activity by individuals to achieve organizational goals and results achieved. To determine the performance of a person, it can be seen through some of the indicators. Wibowo (2012: 7) mentioned that performance is measured for the quantity, quality, productivity, timeliness, and cost control. Based on expert opinions above, the indicators of performance this study are the quantity of work, quality of work and timeliness of work.

1.2 Implementation of Supervision

The concept of supervision needs to be addressed and understood well. Burton and Bruceckner (1955:13) stated that “Supervision is an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development”.

Based on such understanding, it can be interpreted that supervision is a service technique whose main purpose to learn and improve the factors that influence growth and development together. In other concept, Purwanto (1998: 76) states that supervision is a planned development activities to help teachers and other school officials in performing their duties effectively. Sergiovanni and Starratt (1993:267) generally stated that “supervision is a process designed to help teachers and supervisors learn more about their practice; to be better able to use their knowledge and skills to better serve parents and schools; and to make the school a more effective learning community”. The statement by Sergiovanni and Starratt (1993:267) can be interpreted that supervision is a process designed to help teachers and supervisors to learn more about their practice, to be able to use their knowledge and skills to better serve parents and schools, and make school communities learn more effectively.

Those opinions confirm that supervision is planned services and assistance given by supervisor to teachers and other school staff in order that they can improve their ability to develop teaching and learning situation better for the achievement of educational goals more effectively and efficiently. The characteristics of supervision of teaching is different from the supervision of the manufacturing industry or other types of employment. The first difference is in terms of the characteristics of the work supervised. Teaching certainly cannot be equated with manual work in the company because teaching involves students and intellectual as well as emotional elements, so the nature of the work is not routine. The keyword in the supervision of teaching is not examination but help for teachers to improve learning (Oliva, 1984: 9). The second difference is in terms of its goals. The eventual goal of teaching supervision is not only on the performance of teachers, but to the point of improving the learning outcomes of students. As confirmed by Glickman (1981: 4-5), the supervision of teaching is a series of activities to help teachers develop the ability to manage the learning process for the attainment of teaching. This is the ideal goal of teaching supervision. If the ideal concepts are implemented, it can be expected that the quality of education in Indonesia will increase significantly.

1.3 Work Motivation

Motivation (motivation) in management field is only addressed to human resources in general and to the subordinates in particular. Motivation questions how to direct the power and potential of subordinates to cooperate productively and succeed in meeting their objectives. According to Veithzal (2005: 455), motivation is defined as a set of attitudes and values that influence individuals to achieve specific things in accordance with their purpose. Marihot (2003: 321), postulated that motivation comprises the factors that drive and encourage behavior or desire for someone to do something that is expressed in terms of the activities of effort. In addition, Mathis and Campbell (2001: 89) stated that the definition of work motivation is a desire in a person that causes the person to act. The concept of motivation is generally different from the spirit of the work, yet they are interrelated. Work spirit emphasizes on desire. In this sense, work spirit is the behavior of the employees working with more optimal conditions than others. In contrast, motivation puts more emphasis on the need as a motive for behaving (Hasibuan, 2004: 94). When a person's motivation is strong, then it may cultivate an optimal work spirit. In other words, work spirit is an optimal behavior, while motivation is a condition that can cause such spirit.

2. Materials and Methods

2.1 Research Design

This study used correlational design that attempted to analyze and explain the relationship among the variables by their correlation coefficient. This study aimed to determine the relationship among the implementation of supervision, motivation and performance of elementary school physical education teachers in South Kalimantan. Based on the objective, this study was also explanatory quantitative study that was intended to explain the position of the variables that were analyzed and the relationship as well as the influence of one variable to another variable. Two principal variables were involved in this study, namely independent variables and dependent variables. The independent variables consisted of the implementation of supervision (X1) and motivation (X2), while the dependent variable in this study was the performance of elementary school physical education teacher (Y) in South Kalimantan.

2.2 Population and Sample

The population in this study were all the elementary school physical education teachers in the Banjarmasin city, Indonesia. In this study, the teachers were those who were appointed by the government as civil servants at state elementary school in Banjarmasin city.

Based on data from the Education Office Banjarmasin year 2015/2016, it was known that the number of permanent teachers of physical education was 232 people. Furthermore, by using the Solvin's formula and systematic proportional random sampling, there were 148 teachers taken as the samples.

2.3 Instrument

The instrument for data collection in this study was questionnaire to obtain information related to the implementation of supervision, motivation and performance as perceived by the physical education teachers from elementary schools in the Banjarmasin city. Three questionnaires were utilized: (1) questionnaire on the implementation of supervision, (2) a questionnaire on motivation, and (3) a questionnaire on teacher performance.

The questionnaire on the implementation of supervision (X1) consisted of 7 indicators: agreement, communication, instrument, intensity, discussion, evaluation and act planning. The questionnaire on motivation (X2) consisted of 10 indicators. The questionnaire covered two main points, namely motivator and hygiene factors. Motivator factors which are directly connected with job content were measured by using five indicators, namely the opportunity to achieve, reward, the job itself, responsibility and the opportunity to advance or make progress. Hygiene factors which were directly connected to work dissatisfaction were measured by using five indicators, namely school policy, supervision quality, relationship, income, and condition. Last, the questionnaire on teacher performance (Y) consisted of 11 indicators, which were attendance, documents/instructional materials, instructional media, students' achievement, sports achievement, classroom management, time management, passing standard, attention to students, friendly and fair traits. The scores of the questionnaires were determined by using Likert scale for each questionnaire option, namely SA = Strongly Agree with a score of 5; A = Agree with a score of 4; N = Neutral / not argue with a score of 3; D = Disagree with a score of 2; SD= Strongly Disagree with a score of 1. The preparation of the instruments included the reconstruction of the questionnaires compiled by the researchers and adaptation for the instruments that have been proposed by experts and previous researchers.

The data from the questionnaires were rated and tabulated for further analysis. In this research, data analysis was performed by using quantitative approach. Therefore, the data analysis method used descriptive and inferential statistics. The data in this study were also analyzed by using path analysis with SEM (Structural Equation Modelling) to estimate the causal relationship of variables and the hierarchical position of each variable in a series of causal relationships, either directly or indirectly. The data were also used to test three alternative hypotheses formulated in this study.

3. Research Finding

The data of supervision variable were analyzed by using descriptive statistics in SPSS 20 version to describe the value of the minimum, maximum, mean, and standard deviation. The descriptive data can be seen in Table 1.

Table 1 Descriptive data on the variable of supervision implementation

	N	Minimum	Maximum	Mean	Std. Deviation
Supervision Implementation	148	59.00	98.00	66.2500	3.69201
Valid N (listwise)	148				

Furthermore, the data of supervision were grouped into three categories by using the mean ideal interval with the calculation results given in Table 2.

Table 2 Data distribution of supervision implementation

Interval	Frequency	Percentage	Category
Less than 72	20	13.51	low
72 - 85	104	70.27	moderate/medium
More than 85	24	16.22	high
Total	148	100.0	

Based on the grouping as shown in Table 2, the majority of physical education teachers in Banjarmasin city indicated by 104 teachers suggested that they experienced the implementation of supervision at the moderate level.

The data of motivation variable were also analyzed by using descriptive statistics in SPSS 22.0 version to describe the value of the minimum, maximum, mean, and standard deviation. The descriptive data can be seen in Table 3.

Table 3 Descriptive data on the variable of motivation

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Work Motivation	148	36.00	69.00	105.00	77.2162	3.94269

Furthermore, the data 22 motivation were also grouped into three categories by using the mean ideal interval. The calculation results are given in Table 4.

Table 4 Data distribution of motivation

Interval	Frequency	Percentage	Category
Less than 81	15	10.14	low
81- 93	121	81.76	moderate/medium
More than 93	12	8.11	high
Total	148	100.0	

Based on the grouping, the majority of physical education teachers in South Kalimantan has a moderate level of motivation, which was indicated by 121 people who suggested moderate level of motivation.

The descriptive data from performance variable consisting of the minimum value, maximum, mean, and standard deviation can be seen in Table 5. The performance data were also grouped into three categories by using the mean ideal interval as shown in Table 6.

Table 5 Descriptive data on the variable of teacher performance

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Teacher Performance	148	20.00	103.00	123.00	114.0270	3.73428

Table 6 Data distribution of teacher performance

Interval	Frequency	Percentage	Category
Less than 109.5	19	12.8	Low
109.5 – 116	92	62.2	Moderate/Medium
More than 116	37	25.0	High
Total	148	100.0	

Based on the grouping in Table 6, the majority of physical education teachers in South Kalimantan have moderate level of performance. The empirical data showed that 92 teachers suggested that level of performance was moderate.

The data in this study were analyzed by using linear regression to test the hypotheses. The first alternative hypothesis is that there was significant contribution of supervision implementation to the performance of elementary school physical education teachers in Banjarmasin City. Regression analysis showed that there was a positive contribution of the supervision implementation on the performance of elementary school physical education teachers in Banjarmasin city with $R = 0.390$ and $\beta = 0.390$. The correlation was significant because the value $p = 0.000$ was more than 0.05 . A formed linear regression model was a significant model with $F = 40.515$ and $\text{Sig.} = 0.000$. Based on this analysis, the hypothesis that there was a significant contribution of the supervision implementation to the performance of elementary school physical education teachers in the city of Banjarmasin was accepted, or H_0 was rejected. In addition, the contribution of the implementation of the supervision to the performance of elementary school physical education teachers in Banjarmasin city was 15.2% . The results of ANOVA computation and the coefficient correlation can be seen in Table 7 and 8.

Table 7 The results of ANOVA computation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1928.588	1	1928.588	40.515	.000b
	Residual	10758.057	226	47.602		
	Total	12686.645	227			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant) Supervision Implementation

Table 8 The correlation coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	46.731	4.940		9.460.000
	Supervision Implementation	.420	.066	.390	6.365.000

a. Dependent Variable: Teacher performance

The data were analyzed based SEM model to test the second alternative hypothesis. The second alternative hypothesis was that there was significant contribution of work motivation to the performance of elementary school physical education teachers in Banjarmasin City. The regression analysis showed that there was a positive contribution of work motivation to the performance of elementary school physical education teachers in Banjarmasin city with $R = 0.587$ and $\beta = 0.587$. The value of $p = 0.000$ which means that the contribution was significant. A formed linear regression model was a significant model with $F = 118.720$ and $\text{Sig.} = 0.000$. Based on this analysis, the hypothesis that there was a significant contribution to the performance motivation of elementary school physical education teacher in the city of Banjarmasin was acceptable, or H_0 was rejected. In addition, the contribution of motivation on the performance of elementary school physical education teachers in the city of Banjarmasin was 34.1%. The results of ANOVA computation and the coefficient correlation can be seen in Table 9 and 10.

Table 9 The results of ANOVA computation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4369.231	1	4369.231	118.720	.000b
	Residual	8317.414	226	36.803		
	Total	12686.645	227			

a. Dependent Variable: Teacher performance

b. Predictors: (Constant) Work motivation

Table 10 The correlation coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	50.312	2.576		19.529.000
	Work motivation	.272	.025	.587	10.896.000

a. Dependent Variable: Teacher performance

The third hypothesis tested was that there was significant contribution of supervision implementation and work motivation to the performance of elementary school physical education teachers in Banjarmasin City. Multiple linear regression analysis showed that there was a positive contribution of supervision and motivation to the performance of elementary school physical education teachers in Banjarmasin city with $R = 0.622$, $\beta = 0.220$ and $\beta = 0.514$. The value of $p = 0.000$ was more than 0.05, so the contribution was significant. The formed linear regression model was a significant model with $F = 71.129$ and $\text{Sig.} = 0.000$. Based on this analysis, the third alternative hypothesis was accepted, or H_0 was rejected. In addition, the contribution of the implementation of the supervision and motivation toward the performance of elementary school physical education teachers in Banjarmasin city was 38.7%. The results of ANOVA computation and the coefficient correlation can be seen in Table 11 and 12.

Table 11 The results of ANOVA computation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4914.206	2	2457.103	71.129	.000b
	Residual	7772.439	225	34.544		
	Total	12686.645	227			

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), supervision implementation, work motivation

Table 12 The correlation coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	36.111	4.360		8.281	.000
1Supervision Implementation	.237	.060	.220	3.972	.000
Work Motivation	.238	.026	.514	9.297	.000

a. Dependent Variable: Teacher performance

4. Discussion

4.1 Discussion on the Findings of the Descriptive Analysis

The condition of each variable studied among the physical education teachers of elementary school in Banjarmasin city generally resulted in moderate score. The mean score achieved on each variable (supervision, motivation, and teacher performance) was at the medium category. In general, the variable condition of supervision on physical education teachers of elementary school in Banjarmasin city (72.27%) was categorized into moderate level. This condition was not in accordance with the opinion of Purwanto (1998: 76) who stated that supervision is a coaching activities planned to help teachers and other school officials in performing their duties effectively. Meanwhile, according to Sergiovanni and Starratt (1993: 267), supervision is a process designed to help teachers and supervisors to learn more about their practices, in order to be able to use their knowledge and skills to serve parents and schools well, and make schools more effective learning communities. The findings of descriptive statistics on the supervision variable showed that the majority of elementary school physical education teachers in Banjarmasin city perceived that the implementation of supervision was a form of guidance from supervisors (supervisors or principals) which aimed to improve the teachers' performance which was considered to be essential.

The motivation variable of elementary school physical education teachers in Banjarmasin city generally (81.76%) had the medium category. The findings of the descriptive statistics on the motivation variable showed that the majority of physical education teachers from elementary schools in Banjarmasin city were moderately motivated. Veithzal (2005: 455) says that motivation is a set of attitudes and values that influence individuals to achieve specific things according to individual goals. Moreover, Marihot (2003: 321) says that the motivation is a factor that drives and encourages behavior or desire for someone to do something in the form of effort. Based on these two opinions, the driving factors for the work that occurred in physical education teachers of elementary school in Banjarmasin city were moderate since teachers can begin to understand their rights and obligations as the physical education teachers. If this motivation condition is improved, the performance of teachers can be improved as well.

The performance condition from physical education teachers of elementary school in Banjarmasin city showed by the results of descriptive statistical analysis with a value of 62.2%, which means the medium category. This indicated that most physical education teachers from elementary schools in Banjarmasin city has a moderate performance. Stinnent, (1968: 59) states that the performance is the actual achievement of different potential abilities, skills and talents. Thus, the performance can be interpreted as an achievement which appears as a form of work in a person's success. Performance is defined as work performance, achievements work, work, work performance and appearance (Lardy and Farr, 1983: 22). The performance condition from physical education teachers of elementary school in Banjarmasin was then assumed to be associated with other variables that affect the outcome of this study, namely: implementation of supervision and motivation variables.

4.2 The Contribution of Supervision Implementation on the Teacher Performance

The findings of this study stated that there was a significant contribution of the implementation of supervision to the performance of elementary school physical education teachers in Banjarmasin city. The correlation coefficient of the relationship between the performance and the implementation of the supervision of physical education teachers from elementary schools in Banjarmasin city was 0.390 with $p = 0.00$. This was consistent with the results of research conducted by Syarif (2011) who concluded that the supervision by the principal affected teacher performance. Similarly, Alviah (2012) conducted a study using quantitative research methods and highlighted the conclusion that the motivation and supervision affected the performance of kindergarten teachers in Dharmawanita Karangwaru Tulungagung. The results also showed that the intensity of supervision affected the performance of the kindergarten teachers. The research conducted by Musafik (2012) suggested that there was a direct positive and significant relationship between the implementation of the regulatory supervision and the performance of elementary school teachers in Malang city.

The improvement of teacher performance can be done by implementing continuous supervision of the teaching by the principal (Glickman, 1981; Oliva, 1984). In his speech, Glickman (1981) argued that to improve the performance of teachers, the teachers need not only the effectiveness and creativity to develop themselves, but they also need the assistance of supervision by supervisors. All teachers need supervision, and the service is the responsibility of the principal as supervisor. Supervision becomes important work for the principal. The success of programs for the teaching in school has the close relation with the role conducted by the principal as a supervisor.

4.3 The Contribution of Motivation on the Teacher Performance

The findings of this study showed that there was a significant contribution of the motivation toward the performance of elementary school physical education teachers in Banjarmasin city. Linear regression analysis showed that there was a positive relationship between work motivation and performance of elementary school physical education teachers in Banjarmasin city with $\beta = 0.587$ and $p = 0.00$, and it was significant because the value was less than 0.05. These findings are in line with research conducted by Bangun (2010) who found that the relationship between work motivation and performance of teachers at SMK Negeri Malang was significant. Motivation has close links with the performance based on the results of research undertaken by Robbins (1996). Robbins (1996) says that someone who has a high motivation will do the job with much effort. Those who work with the maximum effort are those who have high performance. The other variable which also influences the performance of teachers is the motivation to work (Robbins, 1996; Owens, 1991), Robbins (1996) says that a person's performance is strongly influenced by a person's motivation in doing his job. A motivated person will be able to carry out all the duties and responsibilities well, with sincerity without having overseen by his managers and without the promised material rewards.

4.4 The Contribution of the Supervision Implementation and Work Motivation toward the Teacher Performance

The findings of this study suggested that the implementation of supervision and motivation to work contributed on the performance of physical education teachers from elementary school in Banjarmasin city. This relationship involved the relationship between two other variables, namely the relationship between supervision and performance and the relationship between motivation and performance. Based on the findings, there was a significant correlation between the supervision of the implementation of teacher performance with $\beta = 0.220$ ($p = 0.000$) and significant correlation between work motivation and teachers' performance with $\beta = 0.514$ ($p = 0.000$) among the elementary school physical education teachers in Banjarmasin city.

This finding was consistent with the statement of Usa (2008) that the supervision of school principals and teachers' great motivation affected teacher performance in SMA Negeri Kota Buton and Bau-Bau. The same idea was stated by Bambang (2004) in which he found that there was a significant correlation between the intensity of supervision by the principal and teachers' work motivation to the performance of teachers in junior high school in Malang. Motivation is a psychological mechanism that drives a person or group of people to achieve some degree by the desirable way. The intention to initiate and maintain working conditions are actualized by each individual worker in the form of performance capacity (working performance) (Danim, 2004).

According to Sergiovanni (1987), there are three functions of supervision of education in schools, which are the function of development, the function of motivation, and control function. The function of the development means of supervision of education. When it is implemented properly, it can increase the motivation of teachers in managing the learning process. The function of motivation means supervision of education. When it is implemented properly, it can cultivate teacher's work motivation. The last, function control means education supervisors and when it is implemented optimally, it allows supervisors (principals) carry out the tasks of teachers.

This study indicated that the performance level of physical education teachers in the public elementary school of Banjarmasin was indirectly affected by the implementation of the supervision conducted by the principal or supervisor and teacher's work motivation. The better implementation of supervision will increase motivation, and then indirectly will improve performance for physical education teachers from elementary schools in South Kalimantan.

5. Conclusions

Based on the analysis of the variables in this study, some conclusions were drawn. First, there was a significant contribution of the conduct of supervision to the performance of physical education teachers from elementary schools in Banjarmasin city. This result means that the better supervision conduct will increase the performance of teachers. Second, there was a significant contribution of motivation to the performance motivation of elementary school physical education teachers in Banjarmasin city. This means that the higher the motivation of a teacher is, the higher the performance of teachers will be. Third, there was a significant contribution of the implementation of the supervision and motivation of teachers toward the performance of physical education teachers from elementary schools in Banjarmasin city. This means that if the implementation of the supervision is better and the motivation of teachers is higher, the performance of teachers will be improved.

This study can be a reference to unravel the issue more widely on matters related to supervision, motivation and performance of teachers. Further, the results of this study may contribute to the development of human resources, particularly in the field of management based implementation supervision, motivation, and performance. In connection with the research results, some suggestions were put forward by the researchers. It is recommended that the head of the Education Quality Assurance Agency makes a coaching program for elementary school physical education teacher which is oriented to increase their performance. Coaching program is aimed at assisting the teachers in terms of lesson plan writing, learning presentation, learning evaluation, classroom management, curriculum development, curriculum evaluation, and self-evaluation of the teachers. It is suggested that physical education teachers from elementary schools in Banjarmasin city use the results of this study as a reference to improve motivation and performance. They can actively participate in teacher organization, training courses, and workshops to improve performance. Furthermore, other researchers can utilize the findings of this study as a reference to conduct wider study regarding to the implementation of supervision, motivation, and teacher performance.

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