

Influence of implementation of academic supervision by the school supervisor, interpersonal communication, and teacher motivation on the quality of learning in secondary high schools in regency of South Buton, Indonesia

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Abstract. The study ascertained the influence of implementation of academic supervision by the school supervisor, interpersonal communication and teacher motivation on the quality of learning in secondary schools in regency of South Buton, Indonesia. Specifically, this study aimed at identifying the influence of: 1) the implementation of academic supervision by the school supervisor, 2) interpersonal communication, 3) academic supervision of implementation by the school supervisor, 4) teacher's interpersonal communications, and 5) the teacher motivation towards the quality of learning holistically and personally. Hypotheses were tested at 0.05 level of significance. An ex-post facto research design was applied. The population of this study was all official teachers in secondary high schools in regency of South Buton and 100 teachers were sampled using simple random sampling technique. The data were collected by using a scale assessment and analyzed by multiple regression. The analysis was used linearity test and multicollinearity test. It finds out that the implementation of academic supervision by the school supervisor has positive influence on the quality of learning. It also reveals that academic supervision of implementation by the school supervisor, interpersonal communication, and teacher motivation has a relationship to the quality of learning in secondary high schools in regency of South Buton. This study provides some recommendations in improving the quality of learning; 1) to the Department of Education in regency of South Buton, it needs to support the supervising competence, and; 2) to the supervisors and principals, they need to motivate the teachers in fulfilling their obligations as educators.

Keywords: Academic supervision, communication, motivation, quality of learning.

INTRODUCTION

Advancement in science and technology has positive impact on human activities. It helps to contribute to

improve the quality of human resources. In the era of globalization, education for adolences becomes very

important, so that its provision aims at developing the quality of society to be well and competitive.

In a kind of competitive atmosphere, it requires capable human resources to face competition and to become skilled in various activities of life. The quality of human resources holds the role in determining the success of the various activities, both physically and non-physically. Qualified human resources can be created through education, so that children can print the expected generation of nation to compete in this global competition in order to create the impacts to the society's life.

In improving the quality of human resources, it requires an adequate education, i.e. education based on national development goals. In Law of 2003 Number 20 on National Education System states that national education aims in educating the nation and developing Indonesian people fully with skills and knowledge that is based on morals and good manners and has a high responsibility to benefit the community, nation, and countries for the achievement of its national development goals.

The purpose of education itself is the formation of the personality of the students as a whole and inner, physical and mental, physical and spiritual. This goal can only be achieved if the subject matter includes the education equipped with hard-wired, well-planned, systematic and dynamic. To realize the function and purpose of National Education System is certainly not easy, even it is admitted that the quality of education in Indonesia is still low.

The quality of learning is the education itself and that can only be achieved if the learning process is effective. The quality of learning is the degree of excellence of learning process which is certainly supported by the appropriate learning strategies.

The quality of learning can be meant as a measure of good to poor process activities or efforts made by teachers in creating or designing the conditions that allow the learners to learn to achieve learning objectives or expected competencies based on the function of the learning itself. Thus, the learning process can be qualified through the strategy: the delivery of learning, learning organization, and good management of learning.

Some improvement attempts are being made to upgrade the quality of learning, however they will not provide meaningful contribution without being supported by competent teachers. One indicator of the quality of learning is a result of learners' learning, such as, deuteronomy, midterm exam, exam, summative school exam, and the national examination results.

On the other hand, the fact showed that the results of students' learning in secondary high schools seems to be relatively low. The average of national final exam for secondary high school in South Buton for the Science and Social Science consecutively only achieved 52.85 and 45.99 in average for 100 as the highest score (Source). This becomes an issue that needs a great

concern from all parties, especially educational stakeholders. Therefore, it is necessary to improve the efforts in order to achieve the quality of education especially in the level of secondary education.

One effort that can be done is to mend the factors that affect the quality of learning. These factors, among others are the raw input, instrumental and environmental input. Teachers, educational personnel, facilities and curriculum in a broader sense as well as evaluation of the learning results can be classified as an instrumental input. Related to this, there are many factors that can affect the quality of learning in high school, but are restricted to the associated instrumental input and the program is still restricted to teachers and supervisors. These factors will be investigated for their effects on the quality of learning. Supervision means supervise. The task of school supervisor is supervising, observing and tracing those who are carrying out duties and functions. Besides that, school supervisor is responsible for identifying the teachers' duties, responsibilities, and what the teachers should do in order to provide the best teaching to the students. Ryan and Gottfried (2012) states that openness, shared goals, and collaborative decision making are next required to create professional development initiatives. Without open understanding of each others concerns, these programs can become weak and ineffective leading to negative attitudes.

Supervision can be optimal when all components can interact and cooperate to the direct-teacher-orientation including designing the lesson plan. Vegal cited in Jahanian and Zohre, (2013) states that supervision is cooperative and interactive instead of being direct. Authority is a sign of people-orientation; instead of being supervisor-orientated, it is teacher-oriented. It considers supervision as an operation and experience that aims at improving teaching and educational plans.

Academic supervision is a function of the supervisor regarding to aspects of the implementation of the coaching, monitoring, assessment, and professional training of teachers in: planning learning, implementing learning, assessing learning outcomes, guiding and training learners, and carrying out additional tasks attached to the implementation of the principal activities in accordance with the teacher's workload (Kemendiknas, 2011). Adewale *et al.*, (2014) states that the importances of instructional supervision in secondary schools are: 1) instructional supervision is necessary for all the subjects offered in secondary schools as intervention and predictor for positive academic achievement in the areas of subject mastery, use of instructional materials, teaching methodology and provision of guidance services for teachers; 2) to enhance teacher and learner development; 3) to develop self-regulating mechanism for teachers and learners into what they ought to do to achieve certain required tasks.

In the regulation of the Minister of National Education of 2005, No. 19 Article 55 states that the role of supervision

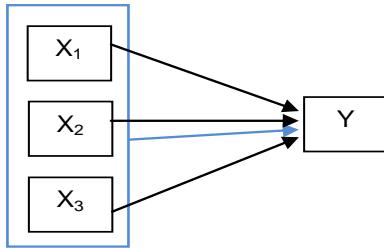


Figure 1. Research design. Description: X₁: implementation of academic supervision School Superintendent; X₂: interpersonal communications teacher; X₃: work motivation of teachers; Y : quality of learning.

is to formulate a supervisory program, implement monitoring programs, evaluate of the results of the implementation of the program of surveillance, as well as carry out supervision and professional training to teachers. The roles are associated with the duty of trustees in conducting academic and managerial supervision, coaching, monitoring, and assessing. Implementation of good supervision is expected to address academic problems faced by teachers in the implementation of learning through the activities of the academic supervision. A related component as implementing supervision has a duty and responsibility of supervision in particular academic supervision.

Behlol and Qaisra. (2013) states that the supervisors may encourage and facilitate the teachers to use the teaching aids that are available at the schools. They may guide the teachers to develop the learning material for the low cost resources. The teachers may be guided to plan the academic activities for the whole academic year.

For that objective, it is required to complete the necessity of competence. In addition, teachers are required to carry out these tasks in professional manner with good performance in order to provide high contribution towards the improvement and enhancement of the quality of learning. If the quality of learning can be improved then it will improve the quality of education generally.

Savas and Izzet (2013) states that supervisors should arrange more counseling activities, cooperate with teachers, take social environment to schools during assessment, visit schools more often, exclude the supervisions as filling files, assess, be more helpful than judgmental, not be upsetting or threatening, be advisors and mentors, motivate, arrange beneficial in-service education seminars, give lectures as models, provide constructive feedback, empathize with teachers and guide them.

Based on the background stated above, the problem statements in this research are as follows:

1. Does the implementation of academic supervision by

school supervisor have positive influence on quality of learning?

2. Does interpersonal communication have positive influence on the quality of learning?

3. Does teacher motivation has positive influence the quality of learning?

4. Do the implementation of academic supervision of school supervisors, teacher's interpersonal communication, and teacher motivation has positive influence on the quality of learning?

METHODOLOGY

This research is an ex-post facto research that consists of free and non-free variables. Free variables are the implementation of academic supervision of school supervisor (X₁), teacher's interpersonal communication (X₂), and teacher motivation (X₃), being a non-free variables, namely the quality of learning (Y). The population of study was all official teachers at Senior High School in South Buton Regency and 100 teachers were sampled for the study using simple random sampling technique.

This research aims to gain answers to the problems that have been described previously. In detail, the purpose of the study is to know the relation of academic supervision of the implementation of the school trustees, teachers, interpersonal communication and motivation of teachers work with the quality of learning, either jointly or individually. Design research is shown in Figure 1.

The instruments used are the instrument scales of assessment; the instrument of implementation of academic supervision by the school supervisor with coefficient of reliability 0.972, instrument of teacher's interpersonal communication with coefficient of reliability 0.933, instrument of teacher motivation with coefficient of reliability 0.93, and instrument of the quality of learning with coefficient of reliability 0.93.

Sabri (2013) states that reliability is expressed as the constancy of particular instruments in producing the same result in repeated measurements. An instrument is considered reliable if the instrument produces same result each time used to evaluate identical measurement.

The data processed by the statistics inferensial, that is, multiple regression with equation model: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$, (Neter et al., 1983); and Neter et al. (1983) states that t_h is identical to the regression t_h test

statistic, if $|t_h| \leq t\left(1 - \frac{\alpha}{2}; n - 2\right)$, means H_0 , if

$|t_h| > t\left(1 - \frac{\alpha}{2}; n - 2\right)$, means H_1 .

RESULTS

Before testing the hypothesis of research, firstly the test

Table 1. Linearity tests between variables of the academic supervision by the school supervisor (X_1) and quality of learning (Y).

Between groups	Sum of squares	df	Mean Square	F	Sig.
Combined	1737.559	21	82.741	3.723	.000
Linearity	1392.383	1	1392.383	62.647	.000
Deviation from linearity	345.176	20	17.259	.777	.733
Within groups	1800.305	81	22.226		
Total	3537.864	102			

Table 2. Linearity test variable interpersonal communication (X_2) with quality of learning (Y).

Between groups	Sum of squares	df	Mean Square	F	Sig.
Combined	1943.375	20	97.169	4.997	.000
Linearity	594.737	1	594.737	30.586	.000
Deviation from linearity	1348.638	19	70.981	3.650	.000
Within groups	1594.489	82	19.445		
Total	3537.864	102			

requirement analysis is conducted. The requirements analysis of data is analyzed by linearity test and multicollinearity test.

Testing requirements analysis

Linearity test

Linearity tests are performed to determine whether two variables have a linear relationship or not.

a. Linearity test of the academic supervision by the schoolsupervisor (X_1) and quality of learning (Y)

The hypothesis to be tested is as follows:

$$H_0: \theta_1 = 0$$

$$H_1: \theta_1 \neq 0$$

Test criteria used refuses H_0 if the values α significance level $p\text{-value} < \alpha = 0.05$ and for other conditions then H_0 is received. Based on testing in Table 1, the value of $F = 0.777$ with $df = 20/81$ and $p\text{-value} = 0.733 > \alpha = 0.05$ indicates that H_0 is accepted which means that there is a linear relationship variable X_1 with variable Y or it concludes that there is a linear relationship variable implementation of academic supervision by the school supervisor with a variable quality of learning.

b. Linearity test of teacher's interpersonal communication (X_2) and quality of learning (Y)

The hypothesis to be tested is as follows:

$$H_0: \theta_2 = 0$$

$$H_1: \theta_2 \neq 0$$

Test criteria used refuses H_0 if the values α significance

level $p\text{-value} < \alpha = 0.05$ and for other conditions then H_0 is received. Based on the tests in Table 2, a value $F = 3.650$ with $df = 19/82$ and $p\text{-value} = 0.000 < \alpha = 0.05$ indicates that H_0 is rejected the ties which means that the variable X_1 with variable Y are not linear or it can be inferred that the linear relationship between variable of interpersonal communication with the variable quality of learning is not linear.

c. Linearity test of teacher motivation (X_3) and quality of learning (Y)

The hypothesis to be tested is as follows:

$$H_0: \theta_3 = 0$$

$$H_1: \theta_3 \neq 0$$

Test criteria used refuses H_0 if the values α significance level $p\text{-value} < \alpha = 0.05$ and for other conditions then H_0 is received. Based on testing in Table 3, the values $F = 1.468$ with $df = 24/77$ and $p\text{-value} = 0.106 > \alpha = 0.05$ indicates that H_0 is accepted which means that there is a linear relationship between variable Y and variable X_3 or it concludes that there is a linear relationship between the teacher's motivation and quality of learning.

Multicollinearity test

The purpose of multicollinearity test is to find out whether the regression model can find the existence of a correlation between variables. If the value of the VIF (Variance Inflation Factor) is smaller than 10.00, the multicollinearity does happen and vice versa. If VIF value is greater or equal to 10.00, the multicollinearity does not exist.

a. Multicollinearity tests between the independent

Table 3. Test of linearity of variables of teacher work motivation (X3) with quality of learning (Y).

Between groups	Sum of squares	df	Mean square	F	Sig.
Combined	1720.406	25	68.816	2.916	.000
Linearity	888.929	1	888.929	37.661	.000
Deviation from linearity	831.477	24	34.645	1.468	.106
Within groups	1817.458	77	23.603		
Total	3537.864	102			

Table 4. Multicollinearity test of the academic supervision by the school supervisor (X₁) and teacher's interpersonal communication (X₂).

Coefficients ^a								
Model	Unstandardized coefficients		Standardized coefficients		t	Sig.	Collinearity statistics	
	B	Std. error	Beta				Tolerance	VIF
Constant	34.449	15.944			2.161	.033		
X ₁	.492	.100	.439		4.934	.000	.867	1.154
X ₂	.274	.110	.222		2.494	.014	.867	1.154

a. Dependent Variable: Work Motivation

variables the academic supervision by the school supervisor (X₁) and teacher's interpersonal communication (X₂)

Based on the analysis results in Table 4, the value of VIF Variable X₁ is 1.154 and the value of the variable X₂ is 1.154 VIF which is less than 10.00. Thus it concludes that the multicollinearity does not occur in the regression model.

b. Multicollinearity tests among the independent variables the academic supervision by the school supervisor (X₁), teacher's interpersonal communication (X₂) and teacher motivation (X₃)

Based on the results of the analysis in Table 5, then the values of VIF variables X₁, X₂, and X₃ are respectively 1.434, 1.225, and 1.456 and all is less than 10.00. Thus it concludes that the multicollinearity does not occur in regression models.

Testing hypothesis research

1. Hypothesis testing on influence of independent variables (X₁, X₂, and X₃) to dependent variable (Y).

Statistical hypothesis will be tested as follows:

$$H_0 : \beta_1 = \beta_2 = \beta_3 = 0$$

$$H_1 : \beta_i \neq 0 \text{ for } i = 1, 2, 3.$$

Based on the value of the F-test statistic, it is shown in Table 6, that is, $F_o = 27.870$ with $db = 3/99$ and $p\text{-value} = 0.000$ then H_0 is rejected at level $\alpha = 0.05$ confidence. So it states that the implementation of academic supervision by the school supervisor, teacher's interpersonal

communication and teacher's motivational have a relationship with the quality of learning.

2. Hypothesis testing of influence of academic supervision by the school supervisor (X₁) on quality of learning (Y).

Statistical hypothesis will be tested as follows:

$$H_0 : \beta_1 \leq 0$$

$$H_1 : \beta_1 > 0$$

Based on the value of the t-test statistic, it is shown in Table 7, that is, $t = 5.246$ and $p = 0.000/2 = 0.000 < \alpha = 0.05$ then H_0 is rejected at level $\alpha = 0.05$ confidence. So it states that the implementation of academic supervision by the school supervisor has a positive relationship with the quality of learning, teacher's interpersonal communication, and teacher's motivation.

3. Hypothesis testing of influence of teacher's interpersonal communication (X₂) on quality of learning (Y).

Statistical hypothesis will be tested as follows:

$$H_0 : \beta_2 \leq 0$$

$$H_1 : \beta_2 > 0$$

Based on the value of the t-test statistic, it is shown in Table 7 that $t = 2.019$ and $p = 0.046/2 = 0.023 < \alpha = 0.05$, then H_0 is rejected at level $\alpha = 0.05$ confidence. So it can be stated that interpersonal communication teachers has a positive relationship with the quality of learning, the academic supervision of implementation of the rectified after the school superintendent, and work motivation of teachers.

4. Hypothesis testing of influence of teacher motivation

Table 5. Multicollinearity test among variables the academic supervision by the school supervisor (X_1), teacher's interpersonal communication (X_2) and teacher motivation (X_3).

Coefficients ^a								
Model	Unstandardized coefficients		Standardized coefficients		t	Sig.	Collinearity statistics	
	B	Std. error	Beta				Tolerance	VIF
Constant	30.293	13.040			2.323	.022		
X ₁	.466	.089	.465		5.246	.000	.697	1.434
X ₂	.183	.091	.165		2.019	.046	.816	1.225
X ₃	.176	.080	.196		2.197	.030	.687	1.456

a. Dependent Variable: the quality of learning.

Tabel 6. Analysis of Variance.

Model	Sum of squares	df	Mean square	F	Sig.
Regression	1169.847	3	539.946	27.870	0.000
Residual	1918.027	99	19.374		
Total	3537.864	102			

a. Predictors: (Constant), X_3 , X_2 , X_1 . b. Dependent Variable: quality of learning (Y). X_1 : academic supervision by the school supervisor. X_2 : teacher's interpersonal communication. X_3 : teacher motivation.

Table 7. Coefficient.

Model	Unstandardized coefficients		Standardized coefficients		t	Sig.
	B	Std. error	Beta			
Constant	30.293	13.040			2.323	0.022
X1	0.466	0.089	0.465		5.246	0.000
X2	0.183	0.091	0.165		2.019	0.046
X3	0.176	0.080	0.196		2.197	0.030

Dependent Variable: quality of learning. X_1 : academic supervision by the school supervisor. X_2 : teacher's interpersonal communication. X_3 : teacher motivation.

(X_3) on quality of learning (Y)

Statistical hypothesis will be tested as follows:

$$H_0 : \beta_3 \leq 0$$

$$H_1 : \beta_3 > 0$$

Based on the value of the t-test statistic, it is shown in Table 7 that $t = 2.197$ and $p = 0.030/2 = 0.015 < \alpha = 0.05$ then H_0 is rejected at level $\alpha = 0.05$ confidence. So it states that the teacher's motivation has a positive relationship with the quality of learning, the implementation of academic supervision by the school supervisor, and teacher's interpersonal communication.

DISCUSSION

The test results of hypothesis indicate that: 1) the implementation of academic supervision by the school supervisor has a positive relationship with the quality of learning, 2) teacher's interpersonal communication has a positive relationship with the quality of learning, 3)

teacher motivation has a positive relationship with the quality of learning, and 4) the wholly implementation of academic supervision by the school supervisor, teacher's interpersonal communication, and teacher motivation have a relationship with the quality of learning. This is stated in detail through the following discussion.

Influence of academic supervision by the school supervisor (X_1) on the quality of learning (Y)

The results show that there is a positive and significant influence among variables for academic supervision by the school supervisor (X_1) on quality of learning variables (Y) in the implementation of teaching and learning at schools. The contribution provided by the academic supervision by school supervisor on the quality of learning is 46.5%, this means the influence of the supervision by the school supervisor improves the teacher performance to 46.5%. It apparently shows that academic supervision conducted by the school supervisor is one of

the factors that affects the quality of learning in Senior High Schools in South Buton Regency. The academic supervision by the school supervisor can affect the performance of teachers due to the academic supervision of activities carried out, so that the teachers hold a feeling of being taken care of and guided in teaching and learning activities particularly in improvement of the their performances. Academic supervision is a series of activities that helps the teachers improve their ability to manage the learning process for the sake of the learning objectives. It clearly states that academic supervision by the school supervisor will be able to improve the performance of teachers to improve the quality of learning itself.

Implementation of academic supervision by the school supervisor is very important in order to improve the professionalism of teachers and their performances at the same time towards quality of learning. In this case, it is clear that academic supervision conducted by the school supervisor not only assess the teachers' performances but also help them in improving the professionalism and performances. This activity indirectly will change the behavior of the teachers to be more careful in preparing learning activities, learning devices, as well as their competencies in learning. This means that academic supervision needs to be conducted by the school supervisor regularly and sustainably to support the improvement of the teachers' performances especially in Senior High School in South Buton Regency. Thus it is expected that the school supervisors will be able to carry out their supervision task in accordance with the schedules and procedures established in order to achieve the expected goal.

A teacher will feel like being taken care of and mentored by academic supervision activities which is the duties of a supervisor, that is, monitoring, leading and advising. Thus, the teachers would feel that the increased performance is highly expected by the school principal to create better qualified school. If the teacher's performance is increased then it will affect the behavior of teaching and directly affect the behavior of the students learning. So it can be said that the existence of academic supervision by the school supervisor will be able to improve the the quality of learning and change the student learning behavior.

The results of descriptive analysis indicate that the implementation of academic supervision by the school supervisor and the quality of learning in Senior High School in South Buton Regency can be categorized as the analysis and result of testing hypothesis testing. It is known that implementation of academic supervision by the school supervisor has a significant effect on the quality of learning. This shows that the better the implementation of academic supervision by the school supervisor will improve the quality of learning automatically.

It is confirmed that the implementation of the academic supervision by the school supervisor is one of the factors affecting the quality of learning. Implementation of

academic supervision conducted by the school supervisor is important to improve both of the teachers' professionalism and performances, and the quality of learning. In this case it is clear that the implementation of the academic supervision by the school supervisor not only assesses the performance, but also fosters the improvement of teachers professionalism and specific performance ability in quality of learning in the Senior High School in South Buton Regency.

According to Savas and Izzet (2013), supervision conducted by a supervisor firmly with a good approach, will help teachers to solve their problems and retain a relaxed atmosphere. In addition, it will certainly encourage, stimulate and inspire teachers to work harmoniously to achieve success in using teaching techniques and improving the quality of teaching that can be seen through the students' success.

Influence of Interpersonal communication (X_2) to the quality of learning (Y)

The results of the descriptive analysis show that interpersonal communication affects the quality learning in Senior High School in South Buton Regency, both categories contributed 16.5%. Based on the analysis and the result of the second hypothesis testing, it is known that interpersonal communication has a significant effect on the quality of learning. This indicates that interpersonal communication owned by the teachers will help them in the improving the quality of learning particularly in Senior High School in South Buton Regency. Interpersonal communication is the most important thing for teachers because the teacher will not be able to get things done without this.

Interpersonal communication in this research means the communication intertwined between teachers and school principals, teachers and fellow teachers, and teachers and students. The existence of such communications is expected to create a good interaction in the school environment in order to improve the performance of the teacher in executing his duties at the school as an educator. Communication with good entwined will assure the comfort in work that will be able to improve morale in a person. Interpersonal communication is a process of communication that will be the most effective since the perpetrators of communication can be continuously adapted. Interpersonal communication in this present relationship will become increasingly intertwined in harmony because the existence of mutual understanding, so that it will engender a sense of comfort that is able to improve the performance especially the performance of the teachers in the school environment. The existence of this interpersonal communication clearly interwove relationships between the personals of the school continuously in balanced and will be able to adjust to one another to achieve the expected purposes.

The description above is in line with the opinion of the Syarwani (2014) which states that communication is a process of delivery of a message from a person to another person through a certain process thus achieved the intention or desire by both parties. In the communication contained a clear purpose or intention between the sender of the message or the messenger (communicator) and the recipient of the message. Intents and purposes clear between both sides will reduce distraction or obscurity, so that communication will run effectively. In addition, interpersonal communication is an important element as the bridge in the social relationship between human beings. Social relations are desired when a person feels his pride or sense of good will increase, and this relationship will be realized by doing a harmonious communication. The efficacy of interpersonal communication lies in the effectiveness of influencing others, one's interest conflict between groups, dissemination of the organization's vision and mission, the provision of orders and others can run effectively when people who involve in the organization of education have the communication skills that will create the teacher morale, so that it makes a passion improve the quality of pedagogic and professional competence particularly in terms of his ability to improve the quality of learning. It is also expressed by Siburian (2013) who concludes that the more effective interpersonal communication, organizational culture, job satisfaction and high achievement motivation, the higher the interpersonal communication teacher. Therefore, to optimize the commitment of high more effective of school teachers. There is necessity for increasing the effectiveness of interpersonal communication, organizational culture, job satisfaction and achievement in motivation.

Influence of teacher's work motivation (X_3) against the quality of learning (Y)

The results showed the existence of a positive and significant influence between the teaching motivation (X_3) and the quality of learning (Y) in Senior High School in South Buton Regency. The contribution provided by the motivation towards the improved performance is 19.6%. It means that motivation from teachers will assist in improving the quality of learning. It is because motivation is the most important thing in a person; a person will not be able to implement things without this.

Tayyab and Farid (2011) explained that most teachers are not satisfied with their salaries and infer that: 1) low salary affects their teaching; 2) most teachers are not fully satisfied with the present economy, they want to upgrade the standard of living but they could not manage to do that; 3) a number of teachers feel that they have more ability than others; 4) most teachers argue that students who achieve low results is not their responsibility; 5) a number of teachers should be given

incentives and valued. So the factors that affect the motivation of teachers can be inferred as the status in the community, income, confidence, awards and incentives.

Many factors that affect teachers' motivation especially in schools includes earnings, opportunity to progress and develop, and awards or prizes given by the school in order to improve the performance of teachers. This is outlined in accordance with the opinion of Saani (2015) that the various forms of surveillance, compensation and satisfaction of teachers has a positive relationship with the teacher's achievements. However, the results show that the supervision of the teacher and various forms of compensation have no effect on the performance of the teacher directly. It does if only it improves the satisfaction of teachers with their work. If the teachers are satisfied in various forms of compensation, they tend to be satisfied with their work at school, and eventually they will show a high level of performance of the work that improves the quality of learning.

Abbdul and Jaleel (2013) states that when there is a critical mass of teachers who are satisfied with the various forms of compensation given to them, and if they are supervised at the same time, the dynamics translation will increase their work performance. This means there is an influence of teacher supervision and compensation for the execution of the work.

So, the influence of compensation of teacher and teacher performance supervision becomes more significant and powerful when teachers are satisfied with the various forms of compensation given to them in school. It is therefore necessary to provide the motivation to school teachers with various forms of compensation that will make them satisfied because this will make improvemet in their efforts in carrying out their work at school.

Nzulwa (2014) states that proper understanding and appreciation of the underlying motivational factors affecting the professional conduct of teachers is critical for the effective management of the challenge inside. Furthermore, it is said that low morale emanates from lack of motivation and failure to address employee needs, drives and capabilities.

The things outlined above are in accordance with the opinion of Uno (2012) that motivation is one of the factors that determines the performance participated and is a process conducted to change the teachers so that their behavior can be directed on tangible efforts to achieve a set of goals. The motivation that comes up is a result of the interactions that occur in the school environment due to different motivations between individuals that have an impact on the performance of each individual.

Based on the opinion above, it is known that the motivation is something that can lead to encouragement within the individual to carry out their duties and obligations in order to achieve certain goals. Motivation is one of the essential elements for a teacher in order to achieve a success in the learning process. A teacher has

a good motivation due to satisfying the arising of needs of their relationship with the school environment as to achieve a good result in accordance with the purposed plans. If the motivation is owned by high school teachers in South Buton Regency is clasified as good or well, then the teacher will improve their performance as expected, with earnings given to the teachers, the opportunity to progress, and merits or reward against teachers who have good achievements. These will cause an increased teacher motivation which will be followed by improvement of the performance of teachers. So it will produce a good competence for a teacher in improving the quality in learning.

Matoke, (2015) states in her study that the development factors has a significant effect on teacher motivation; there is 64.2% change in teacher motivation as a result of the developmental factors. The study recommends the school managers to support teachers to attend workshops and seminars in order to motivate them. Hoojqan *et al.* (2015) states that educational supervision is effective in improving the performance of school teachers in guiding the improvemnet of teaching methods, the degree of participation in the in-service courses, strengthening human relations, reforming and strengthening the evaluation methods and encouraging the use of teaching aids.

CONCLUSION

Based on the results of a statistical analysis of inferensial, it can be stated that: 1) the implementation of academic supervision by the school supervisor has a positive influence on the quality of learning; 2) interpersonal communications of teacher has a positive relationship with the quality of learning; 3) motivation of teachers has a positive relationship with the quality of learning; and 4) implementation academic supervision by the school supervisor, interpersonal communication, and motivation of teachers have a relationship with the quality of learning in Senior High School in South Buton Regency. Emre (2016) states that these studies also revealed that the balanced teacher-principal communication is positively correlated with teachers' satisfaction. Therefore, communication is accepted as one of the most crucial components of a school principalship. This study provides some recommendations in improving the quality of learning; 1) to the Department of Education in regency of South Buton, it needs to support the supervising competence, and; 2) to the supervisors and principals, they need to motivate the teachers in fulfilling their obligations as educators.

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