

## THE EFFECT OF INTERNAL SUPERVISION BEHAVIOR AND WORK MOTIVATION ON ELEMENTARY SCHOOL TEACHER PERFORMANCE IN WANEA DISTRICT, MANADO CITY

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### **Abstract**

Education is one of the efforts to build and improve the quality of human resources towards the era of globalization which is full of challenges so that it is realized that education is something very fundamental for every individual. In this study, three instruments were used in the form of a questionnaire, namely an instrument to reveal the variables of internal control, work motivation and performance of elementary school teachers in Wanea District. The instrument must be valid and reliable. The quality of the instrument affects the good and bad of the data. Data is a description of the material under study and as a tool for testing hypotheses, thus the instrument must be prepared as well as possible so that the instrument that has been compiled can be understood by respondents, both in terms of language and from the content of questions/statements and meets the requirements of validity and reliability. Internal supervision has a significant effect on the performance of elementary school teachers in Wanea District, Manado City. Teacher work motivation has a significant effect on the performance of elementary school teachers in Wanea District, Manado City. There is a jointly significant effect of internal control and teacher motivation on the performance of elementary school teachers in Wanea District, Manado City.

**Keywords:** work motivation, elementary school, teacher performa,

### **Introduction**

Education is one of the efforts to build and improve the quality of human resources towards the era of globalization which is full of challenges so that it is realized that education is something very fundamental for every individual. Therefore, educational activities cannot be ignored, especially in entering an era of increasingly fierce competition. Whether they realize it or not, the placement of someone in a field of work or in any profession cannot guarantee that they will be automatically successful in their work. Although educational activities can help a person to carry out their current duties, the benefits of educational activities can continue to be expanded through career development and help develop a person in carrying out their responsibilities in the future.

As educational staff, the supervisor's position is very clear in educational institutions. The supervisor is one of the education staff, whose job is to supervise so that the education staff can carry out their duties properly. Supervisors are given full duties, responsibilities and authorities to carry out supervision by providing assessment and guidance from a technical and administrative aspect of education in educational units.

Internal supervision is supervision carried out by the principal, in which the principal assesses the results of the performance carried out by the teacher whether the work has progressed or setbacks.

The principal in carrying out his duties must be able to understand his role as a supervisor, where the supervisor must observe, supervise, guide, and stimulate activities intended to improve. According to Fred Luthans (Darmawan 2006:58) "the internal control system can be measured by setting standards, measuring work performance, monitoring and evaluating, comparing achievements according to standards, making improvements."

Suryo Subroto (2005:19) suggests that what is meant by teacher performance in the teaching and learning process is "the ability or skills of teachers in creating an atmosphere of educative communication between teachers and students which includes cognitive, effective, and psychomotor aspects as an effort to learn something based on planning up to the evaluation and follow-up stages in order to achieve teaching objectives.

## **2. Internal Control**

The task of supervision is a tough task because it is supervised by the humans who do it. This supervisory task is carried out by the school principal. Schools in carrying out supervision are aimed at improving teacher performance. Supervision is carried out not to find other people's mistakes, but to rectify or correct if there are errors and deviations in the implementation of the work carried out by the teacher. So the supervision carried out can help teachers so that the goals and main tasks that have been set previously can be achieved optimally.

According to Manulang (Kambey 1990:130) there are four kinds of supervision, namely: (1) according to the time of supervision, (2) according to the object of supervision, (3) according to the subject of supervision, (4) according to the method of collecting facts.

Overall, that type of supervision mentioned above is intended so that the results of implementing the teacher's work are obtained in an efficient and effective manner with a predetermined plan. In addition, it is also to encourage teacher morale.

## **3. Work Motivation**

### **3.1. Understanding**

Motivation or in Latin "movere" means with one driving force. Motivation is an impulse that arises from a person, where the person consciously or unconsciously performs an action for a specific purpose. Motivation is the desire to do something. Robert Heller (Wibowo 1998:6) suggests that motivation is the desire to act. Therefore various motives arise in a person so that he is compelled to do something. Motives are needs, desires, drives or impulses. Motives are internal conditions that activate, move, and direct or channel behavior towards goals/goals. Motive is a stimulant of desire (wish) and the driving force of one's will. Robert Kreitner and Angelo Kinicki (Wibowo 2001: 205) stated that motivation is a psychological process that arouses and directs behavior towards achieving goals or goal-directed behavior. Motivation is a psychic process that encourages people to do something. The level of a person's motivation greatly influences his work performance, because decreased motivation can reduce work effectiveness and increased motivation can also increase work effectiveness. Therefore, work motivation is the desire or need behind a person so that the person is motivated to work. The level of a person's motivation greatly influences his work performance, because decreased motivation can reduce work effectiveness

and increased motivation can also increase work effectiveness. Therefore, work motivation is the desire or need behind a person so that the person is motivated to work.

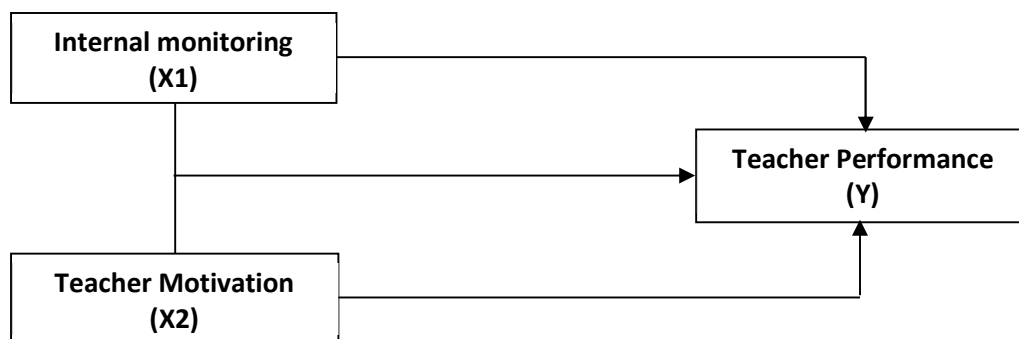
Siagian (2004:128) suggests that motivation is the whole process of giving work motives to subordinates in such a way that employees want to work sincerely in order to achieve organizational goals with efficiency and economy. Next, Jerald Greenberg and Robert. A. Baron (Wibowo 2003:190) argues that motivation is a series of processes that arouse, direct, and maintain human behavior towards achieving goals. Based on the opinion above, motivation is the impetus for a series of processes of human behavior in achieving goals. While the elements contained in motivation include elements of arousing, directing, maintaining, showing intensity, being continuous and having a purpose. Motivation is influence, the force that causes behavior. Motivation is the processes in determining the movement or behavior of individuals in achieving goals. The process of motivation includes the AIDA cycle ieAttention(attention), Interest (interested), Desire (horny), and Action (action). Based on this AIDA cycle, humans are motivated by attention. With the attention will generate interest. Attraction can also cause stimulation. Stimulation can cause action or action.

## 2. The Effect of Work Motivation on Teacher Performance

Work motivation is an encouragement made by someone to improve their performance. If someone is not motivated, then there will be weaknesses in the implementation of its performance. These weaknesses will make someone unable to work properly. Motivation is very important to improve teacher performance, one of which is by moving, activating, and directing and channeling behavior towards the target to be achieved. This motivation encourages people to be able to do something. Where the high and low work motivation of a teacher greatly influences the teacher's work performance, because decreasing motivation can also reduce teacher performance. Therefore, work motivation is the desire or need behind a person so that the person is motivated to work.

## D. Research Paradigm

Based on the research problems and theoretical framework, the research model is shown in the conceptual framework diagram as follows.



Information:

- (X1) = Internal Control (Independent variable)
- (X2) = Work Motivation (Independent Variable)

(Y) = Teacher Performance (Dependent Variable)

### **E. Variable conceptual framework**

This study consists of three variables, namely two independent variables, one dependent variable. The independent variable is the internal control system and work motivation which affects the dependent variable, namely teacher performance.

#### **a. Teacher Performance (Y )**

In relation to teachers, the competencies in question refer to pedagogic competencies which include (PP 14 of 2005) ten aspects as follows:

- 1) master the material
- 2) managing teaching and learning programs
- 3) manage class
- 4) using source media
- 5) master the basics of education
- 6) management of teaching and learning interactions
- 7) assess student achievement for the benefit of teaching
- 8) Know the functions and programs of guidance and counseling services
- 9) Get to know and organize school administration
- 10) understand the principles and interpret the results of educational research for teaching purposes.

#### **b. Internal control system (X1)**

Referring to the views of Fred Luthans (Darmawan 2006), which states that the internal control system is a control system through monitoring and evaluation in accordance with applicable standards, where the final stage is to compare the achievements achieved by employees and make constructive improvements, which refers to the following aspects:

- 1) set design standards
- 2) measure work performance
- 3) monitoring and evaluation of work
- 4) compare the achievements achieved in accordance with the standards
- 5) make repairs

#### **c. Work motivation (X<sub>2</sub>)**

Referring to the definition of Robbins (2001: 166) that work motivation is a willingness to spend a high level of effort for organizational goals, which is conditioned by the ability of that effort to fulfill an individual need. If someone is motivated, then someone will try their best and apart from that the quality and effort and intensity must also be considered, which refers to the following aspects:

1. External motivation, which includes: (a) interpersonal relations, (b) salary or honorarium, (c) supervision of the school principal, (d) working conditions.

2. Internal motivation, which includes: (a) encouragement to work, (b) advancement in career, (c) recognition obtained, (d) sense of responsibility at work, (e) interest in assignments, (f) encouragement to achievement.

b. Internal control system (X1)

The internal control system is a system that is carried out based on a control system through monitoring and evaluation based on applicable standards which in the last stage is to compare the results obtained by the teacher by making improvements that can build for achieving goals in supervision carried out with indicators:

Table 2

Dimensions	Indicator
1. Planning stage	a. Define standards b. Work performance measurement
2. Implementation stage	a. Conduct monitoring b. Evaluation
3. Final stage	a. Comparing the achievements achieved in accordance with the standards b. Make repairs

c. Work Motivation (X2)

Work motivation is an effort made by the teacher to be able to issue his abilities in achieving organizational goals, in which these goals are carried out in accordance with the ability to be able to meet individual needs, with indicators:

Table 3

Dimensions	Indicator
1. External motivation	a. Interpersonal relationships b. Payroll/honorarium c. Principal supervision d. working conditions
2. Internal motivation	a. The urge to work b. Progress in career c. Recognition earned d. Responsibility at work e. Interest in assignments f. Drive to excel

**G. Research Hypothesis**

Based on the theory and research model stated above, the hypothesis is formulated as follows:

1. There is a positive effect of internal control on the performance of teachers in elementary schools in Wanea District
2. There is a positive influence of work motivation on the performance of elementary school teachers in Wanea District
3. There is a joint positive influence of internal control and work motivation on the performance of elementary school teachers in Wanea District.

### Methods

The technique of determining the research sample is proportional random. The size of the research sample refers to the formulation proposed by Slovin (Ridwan, 2009:95) as follows.

$$n = \frac{N}{Nd^2 + 1}$$

Information : n = Samples

N = Population

d = Deviation

By setting a deviation of 0.10 and a population unit size of 116, the sample size is obtained as follows:

$$n = \frac{116}{116(0,1)^2 + 1}$$

$$= 53.70 \text{ and rounded up to } 54.$$

So the sample of this study is 54 teachers.

So that the sample can be said to be representative in terms of the distribution of the study population, the determination of the sample unit from each school is determined through the following formulation:

$$ni = \frac{Ni}{N} \times n \quad (\text{Riduwan and Akdon, 2009:254})$$

With reference to the population distribution in table 3.1, the unit sample size for each school is obtained as follows:

### D. Data Collection Techniques

The data collection technique used by the researcher was a questionnaire, which first tested the validity and reliability of the items. Questionnaire techniques are used to report relevant data according to research objectives through a list of questions that have been prepared. All of the variables in this study were measured using the Likert scale model. This scale uses an interval measure, namely a scale that gives or has the same distance from a fixed point of origin. Alternative answers to the questions given have provisions as in table 4.

Table 4 for internal control system variables and work motivation

Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

### E. Research Instruments

In this study, three instruments were used in the form of a questionnaire, namely an instrument to reveal the variables of internal control, work motivation and performance of elementary school teachers in Wanea District. The instrument must be valid and reliable. The quality of the instrument affects the good and bad of the data. Data is a description of the material under study and as a tool for testing hypotheses, thus the instrument must be prepared as well as possible so that the instrument that has been compiled can be understood by respondents, both in terms of language and from the content of questions/statements and meets the requirements of validity and reliability. The questionnaire was distributed to elementary school teachers in Wanea District who were determined as the sample in this study. A good instrument can be arranged through several stages based on research variables. The stages in the research are: (1) studying the theory related to the variables studied so that the constructs of these variables can be determined; (2) determining the indicators of each variable and preparing the instrument grid; (3) preparation of the questions then followed by determining the measurement scale; (4) determining and consulting a team of experts; (5) implementation of research instrument trials; (6) determining the standard instrument used for data collection.

Instruments are arranged based on the indicators built into each research variable. After obtaining the approval of the supervising commission, the instruments that had been prepared in the form of a questionnaire were examined by three lecturers who were considered experts to check whether the questionnaire items described or were in accordance with the variables and indicators. The results of the instrument inspection by three expert lecturers were consulted on the supervising commission and repairs were made according to the expert lecturer's instructions. The instrument, which has been revised and approved by the supervising committee, was tested on 30 teachers to test its validity and reliability.

### F. Validity and Reliability of Research Instruments

#### 1. Instrument validity

Validity is a measurement which means the principle of instrument reliability in collecting data. A tool that is declared valid if the tool really measures what is to be measured (Riduwan 2010:97). To test the validity, it is done by calculating the correlation between each question and the total score using the Pearson product moment formula (Riduwan 2010:98), namely:

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{[(n \sum x^2 - (\sum x)^2)][n \sum y^2 - (\sum y)^2]}}$$

#### a. Internal Control variable validity (X1)

The test results on the internal control instrument, as many as 35 statement items showed that 33 items met the valid requirements and the remaining 2 items were invalid (failed). Valid items are items that have an item correlation coefficient to a total score above aThe coefficient number is set at 0.30. The validity of these items can be seen in the following table:

## Discussion

### A. Data analysis

#### 1. Testing Prerequisites Analysis

##### a. Normality test

The data normality test is intended to show that the sample data comes from a normally distributed population. There are several techniques that can be used to test the normality of data, including the chi-square test, the Lilliefors test, and the Kolmogorov-Smirnov test. In this study, the Kolmogorov-Smirnov test was used.

The characteristics of the population tested for normality are based on three variables, namely internal control ( $X_1$ ), work motivation ( $X_2$ ), and elementary teacher performance ( $Y$ ). The test criteria are:

- Set the test significance rate  $\alpha = 0.05$
- Compare the probability with the significance level obtained
- If the significance obtained is  $> \alpha$ , then the sample comes from a normally distributed population
- If the significance obtained is  $< \alpha$ , then the sample does not come from a normally distributed population.

Table 5  
One-Sample Kolmogorov-Smirnov Test

	TEACHER PERFORM ANCE	SUPERVISIO N INTERNAL	MOTIVAT ION WORK
N	55	55	55
Normal Means	133.3455	128.8182	113.0909
Parameters, b std. Deviation	18.43127	17.04036	21.12070
Most Extreme absolute	.172	.162	.136
Differences Positive	.100	.080	.065
Negative	-.172	-.162	-.136
Kolmogorov-Smirnov Z	1,277	1,198	1009
asymp. Sig. (2-tailed)	.077	.113	.260

a. Test distribution is Normal.

b. Calculated from data.

The test results show that the significance obtained for the three variables is greater than the established significant level or sig.  $> \alpha(0.05)$ . Thus it can be concluded that the data in this study are normally distributed.

### Homogeneity Test



The homogeneity test is intended to show that two or more sample data groups come from populations that have the same variance. In regression analysis, the required analysis requirement is that the regression error for each grouping based on the dependent variable has the same variance. Because the variables tested in this study are more than two variables, the analysis used is one way ANOVA.

To determine homogeneity, the following guidelines are used:

- Set the test significance rate, for example  $\alpha = 0.05$
- Compare p with the significance level obtained
- If the significance obtained is  $>\alpha$  , then the variance of each sample is the same (homogeneous)
- If the significance obtained is  $<\alpha$  , then the variance of each sample is not the same (not homogeneous)

**Table 6**  
**Test of Homogeneity of Variances**

	Levene Statistics	df1	df2	Sig.
TEACHER PERFORMANCE	30,796	19	32	081
INTERNAL MONITORING	5021	21	32	092
WORK MOTIVATION	6,001	21	32	071

It turns out that the test results with the Levene test statistic show that the significance of the results of the calculation of the three variables is greater than the established significance level or  $\text{sig.} > \alpha(0.05)$ . Thus the research data above has the same or homogeneous variance.

The results of the Y regression coefficients test with X1 show that the constant value (a) = 44.164 and beta = 0.640 and the price tcount = 6.065 with a significance level of 0.000. From the table above, the regression equation  $\hat{Y} = 44.164 + 0.640X_1$ , with a positive relationship direction where an increase or decrease in the internal control variable (X1) will result in an increase or decrease in teacher performance (Y).

The regression coefficient of 0.640 states that each additional point of internal control will increase teacher performance by 0.640. Next, the variable coefficient test is carried out in the coefficients table. The criterion is if the probability value  $\alpha=0.05$  is greater than or equal to the significant probability value ( $0.05 \geq \text{sig.}$ ), so the effect between internal control and the performance of elementary school teachers is significant.

The results of the analysis are shown in the coefficients table, a significant value of 0.000. It turns out the probability value  $\alpha$  greater than the specified level of significance or  $0.05 > 0.00$ . Thus, internal control has a significant effect on the performance of elementary school teachers in Wanea District, Manado City.

The results of the Y regression coefficients test with X2 show that the constant value (a) = 83.246 and beta = 0.508 and the price tcount = 4.290 with a significance level of 0.000. From the table above, we get the regression equation  $\hat{Y} = 83.246 + 0.508X_2$ , with a positive relationship direction where an increase or decrease in the work motivation variable (X2) will result in an increase or decrease in teacher performance (Y).

**Table 7. Summary model**

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.508a	.258	.244	16.02889

a. Predictors: (Constant), WORK MOTIVATION

b. Dependent Variable: TEACHER PERFORMANCE

The regression coefficient of 0.508 states that each additional point of work motivation will increase teacher performance by 0.508. Next, the variable coefficient test is carried out in the coefficients table. The criterion is if the probability value  $\alpha = 0.05$  is greater than or equal to the significant probability value ( $0.05 \geq \text{sig.}$ ), so the effect between work motivation and the performance of elementary school teachers is significant.

The results of the analysis are shown in the coefficients table, a significant value of 0.000. It turns out the probability value  $\alpha$  greater than the level of significance obtained or  $0.05 > 0.000$ . Thus there is a significant influence between work motivation and the performance of elementary school teachers in Wanea District, Manado City.

The table above shows the value of the correlation coefficient  $R = 0.508$  and the coefficient of determination  $R^2 = 0.258$ . So the coefficient of determination  $Y = R^2 \times 100\% = 0.258 \times 100\% = 25.8\%$  means that 25.8% of the performance of elementary school teachers in Wanea District, Manado City is determined by the work motivation of elementary school teachers.

The results of the correlation analysis in the table above show that the values obtained for X1 and Y are 0.640, and the correlation values for X2 and Y are 0.245. This means that there is a fairly strong relationship between teacher competence and the provision of incentives with the performance of elementary school teachers in the city of Manado. This is evidenced by the significance level calculated is smaller than the specified significance level or  $p.s < \alpha(0.05)$ . Thus there is a significant relationship together with the variables X1 and X2 with the independent variable (Y).

**Table 8**  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	20029	14,615		1,370	.176
	INTERNAL MONITORING	.594	.105	.549	5,662	.000
	WORK MOTIVATION	.326	.085	.373	3,854	.000

a. Dependent Variable: TEACHER PERFORMANCE

Results of Multiple Regression Analysis

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9921029	2	4960515	30,623	.000a
	residual	8423.407	52	161,989		
	Total	18344436	54			

a. Predictors: (Constant), WORK MOTIVATION, INTERNAL

MONITORING

b. Dependent Variable: TEACHER PERFORMANCE

The results of the multiple regression analysis of the ANOVA test as in the table above obtained the price of  $F = 30,623$  with a significance probability level of 0.000. While the coefficients test results obtained constant (a) = 20029, internal control = 0.549 and work motivation = 0,373 so we get the regression equation  $\hat{Y} = 20.029 + 0.549X_1 + 0.373X_2$ . This regression equation shows a positive direction, which means an increase or decrease in the variables of internal control (X1) and work motivation (X2) will result in an increase or decrease in teacher performance (Y). Likewise, if we increase or decrease variable X1 by controlling X2 or vice versa, it will result in an increase or decrease in variable Y.

**Table 9**  
**Summary modelb**

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.735a	.541	.523	12.72747

- a. Predictors: (Constant), WORK MOTIVATION, INTERNAL MONITORING  
 b. Dependent Variable: TEACHER PERFORMANCE

The results of the summary model analysis show the magnitude of the influence between internal control and work motivation simultaneously with the performance of elementary school teachers. The correlation coefficient is 0.735; it shows a strong influence. While the simultaneous contribution of variables X1 and X2 to Y =  $R^2 \times 100\%$  where the coefficient of determination (Rsquare) = 0.523. So Y =  $0.523 \times 100\%$  52.3% is obtained, the remaining 47.7% is determined by other variables. In order to find out the significant level of the multiple correlation coefficient, it is tested as a whole based on the testing criteria set out above.

The significance test is carried out by comparing the probability value  $\alpha = 0.05$  with the significance probability value calculated. From the model summary table, an R value of 0.735 is obtained with a significance probability value (Fchange = 0.000). Because Fchange's significance value is  $<0.05$ , H1 is accepted, meaning that internal control and work motivation are simultaneously and significantly related to the performance of elementary school teachers in Wanea District, Manado City.

### Discussion

Statistically, the descriptive analysis of the three variables in this study, namely internal control, work motivation and performance of elementary school teachers in Wanea District, Manado City, is still in the good category. However, the score of teacher performance, internal control and motivation of elementary school teachers in Wanea District is still below the average score, in this case it has not reached 50%. This means that there are still many teachers whose performance is below the average for teachers in the Wanea sub-district.

The results of testing hypothesis I show that there is a significant effect of internal control on the performance of elementary school teachers in Wanea District, Manado City. Based on the results of the analysis, the regression equation is obtained  $\hat{Y} = 44.164 + 0.640X1$  with a positive direction. This means that every one point increase in the internal control variable (X1), will result in an increase in the performance variable of elementary school teachers (Y) in Wanea District. The results of the analysis also show that 39.9% of the variation that occurs in the performance of elementary school teachers in Wanea District is determined by the internal control variable. This means that internal control contributes 39.9% to the performance of elementary school teachers in Wanea District.

The results of testing hypothesis II show that teacher motivation has a significant effect on the performance of elementary school teachers in Wanea District. The results of the analysis show a regression equation  $\hat{Y} = 83.246 + 0.508X_2$  with a positive direction. This shows that for every one-point increase in teacher motivation, it will result in an increase of 0.508 in the performance of elementary school teachers in Wanea District.

The increase that occurred in the performance of elementary school teachers was caused by an increase in the internal control variable, in line with the theory put forward by Subroto, Mocker, Kast and Rosenzweig and Handoko. Suryo Subroto (2005: 19) says that what is meant by teacher performance in the teaching and learning process is "the ability or skills of teachers in creating an atmosphere of educative communication between teachers and students which includes cognitive, effective, and psychomotor aspects as an effort to learn something based on planning up to the evaluation and follow-up stages in order to achieve teaching objectives.

Furthermore Mocker as quoted by Sabardi (1997: 209) states that supervision is a systematic effort made to set achievement standards with target planning to design a feedback information system, compare teacher work performance with predetermined standards, find whether there are deviations and take the necessary actions to ensure that human resources are used effectively to achieve the school's goals.

According to Kast and Rosenzweig in Winardi (1996:207) supervision is the stage of the managerial process regarding the maintenance of activities carried out in schools within the limits permitted and measured from expectations. Supervision in schools is closely related to planning. The plan provides a framework for the work of the control process, in other words supervision is a system that can work in a better way, making it more reliable, easier and or more convenient or more economical.

T. Hani Handoko (2001: 373) suggests the characteristics of effective supervision, namely: (1) accurate, (2) timely, (3) objective and comprehensive, (4) focused on strategic control points, (5) economically realistic, (6) organizationally realistic, (7) organized with the work flow of the school organization, (8) flexible, (9) indicative and operational in nature, (10) accepted by school members.

Furthermore, teacher work motivation according to Robbins (Marwansyah and Mukaram, 199:154) is divided into two indicators as follows:

1. External motivation, which includes: (a) interpersonal relations, (b) salary or honorarium, (c) supervision of the school principal, (d) working conditions.
2. Internal motivation, which includes: (a) encouragement to work, (b) advancement in career, (c) recognition obtained, (d) sense of responsibility at work, (e) interest in assignments, (f) drive to excel.

Increasing teacher performance due to motivation is also in line with the opinion expressed by Siagian (2004: 128). According to him, motivation is the whole process of giving work motives to subordinates in such a way that employees want to work sincerely in order to achieve organizational goals with efficiency and economy.

## Conclusions

Based on the results of the research and discussion that have been put forward in the previous chapter, several things can be concluded in relation to the performance of elementary school teachers in Wanea District as the findings in this study.

1. Internal supervision has a significant effect on the performance of elementary school teachers in Wanea District, Manado City.
2. Teacher work motivation has a significant effect on the performance of elementary school teachers in Wanea District, Manado City.
3. There is a jointly significant effect of internal control and teacher motivation on the performance of elementary school teachers in Wanea District, Manado City.

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