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The Influence of Academic Supervision, Work Motivation, and Collaborative Learning Practices on Teacher Performance in Junior High Schools in Berau Regency

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Ellen Rotua Basaria Sitorus[1], Azainil[2], Nurlaili[3]
Magister Manajemen Pendidikan, FKIP Universitas Mulawarman, Samarinda, Indonesia
ellensitorus83@gmail.com[1], azainil@unmul.fkip.ac.id[2], nurlaili@unmul.fkip.ac.id[3]
Correspondence author Email: ellensitorus83@gmail.com

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Abstract
Academic supervision, work motivation, and collaborative learning practices are key aspects influencing teacher performance. These three elements support the creation of a higher quality and more effective educational environment. This study aims to assess the impact of academic supervision, work motivation, and collaborative learning practices on teacher performance at public junior high schools in Berau Regency. Utilizing a quantitative approach with cluster random sampling, the research population consists of 20 accredited A public junior high schools totaling 507 teachers, while the sample includes 9 accredited A schools with 244 teachers. Data were collected through validated and reliable questionnaires and analyzed using multiple linear regression. The findings reveal that academic supervision significantly impacts teacher performance with a contribution of 35%. Additionally, work motivation has a smaller effect at 6.9%, while collaborative learning practices also contribute 35%. Collectively, these factors account for 35% of teacher performance, with the remaining influence attributed to unidentified factors. The study emphasizes the importance of synergy between academic supervision providing constructive feedback, relevant incentives to motivate teachers, and developing learning communities that support ongoing professional growth. School leaders should enhance academic supervision through targeted training, local governments should offer more effective performance-based rewards, and schools should facilitate sustainable learning community programs to foster continuous innovation in teaching and improve teacher performance consistently. This research is expected to serve as a reference for educational policy in Berau Regency and enhance the overall quality of education in Indonesia.

Keywords: Academic Supervision; Work Motivation; Collaborative Learning Practices; Teacher Performance

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1. Introduction

The performance of educators in Indonesia reveals a striking fact: the results of the Teacher Competency Test (UKG) in 2021 recorded low average scores, with teachers scoring an average of 53 out of 100 and school principals averaging 45.92. This statistic reflects a serious issue in teaching competency that can negatively impact the overall quality of education. Inadequate teacher performance not only hinders the achievement of national

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education goals but also highlights the need for a deep understanding of the factors influencing teacher performance, such as academic supervision, work motivation, and collaborative learning practices. The phenomenon of low teacher performance in Indonesia can be linked to various factors, including a lack of understanding of effective academic supervision, heavy workloads, insufficient financial rewards, and minimal recognition for their achievements (Nurhalizah & Oktiani, 2024).

The lack of learning communities among teachers can hinder collaboration and the exchange of knowledge, which are crucial for enhancing their pedagogical competencies. The importance of efforts to improve educator performance cannot be overlooked. If this issue persists, the quality of education in Indonesia will continue to decline (Rahmawati et al., 2023). Therefore, appropriate interventions are necessary to enhance teachers' work motivation through relevant training and professional development programs. Additionally, building learning communities among teachers is also a crucial step to encourage collaboration and knowledge sharing among peers. By understanding the influence of academic supervision, work motivation, and collaborative learning practices on educator performance, it is hoped that effective solutions can be found to significantly and sustainably improve the quality of education (Hasan, 2022).

Teacher performance is a crucial factor that influences student learning outcomes, where the quality of a teacher's performance directly impacts the quality of education in schools. According to various sources, teacher effectiveness can be described as the extent to which teachers perform their duties in teaching, guiding, and educating students. This performance encompasses not only the ability to deliver content but also includes classroom management, lesson planning, and evaluating student learning outcomes. School principals also play a strategic role in enhancing teacher performance through effective leadership, motivation, and the creation of a conducive work environment (Pujianto et al., 2020) .

Academic supervision aims to enhance the effectiveness of teaching and the professional growth of teachers. Through various forms of supervision, such as classroom observations and constructive feedback, teachers can receive the necessary support to improve their teaching practices. This supervision functions not only as an evaluation tool but also as a means of guidance and training that helps teachers overcome challenges in the learning process (Mailani, Ikrima, M. Nazir, 2023). Thus, the implementation of effective academic supervision is anticipated to enhance teaching effectiveness overall quality of education. Theoretically, this analysis contributes to academic knowledge by providing information about the relationship between academic supervision, work motivation, and collaborative learning practices in relation to educator performance. Practically, these findings can offer insights for educational institutions in improving academic supervision practices and training programs that support the professional development of teachers. If the issue of low educator performance is not addressed seriously, the consequences could be quite detrimental(Mahmudah & Putra, 2021).

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Thus, the implementation of effective academic supervision is expected to enhance teacher performance and the overall quality of education. Theoretically, this analysis contributes to academic knowledge by providing information about the relationship between academic supervision, work motivation, and collaborative learning practices in relation to educator performance. Practically, these findings can offer insights for educational institutions in improving academic supervision practices and training programs that support the professional development of teachers. If the issue of low educator performance is not addressed seriously, the consequences could be quite detrimental (Halim et al., 2024). Efforts to improve educator performance are not only the responsibility of individuals but also a collective responsibility to achieve better national education goals. Building a positive learning environment and supporting teacher professionalism are essential steps in creating a brighter future for education for the next generation (Muspawi, 2021).

2. Method

This research be conducted using a quantitative approach with a survey design to evaluate the performance of educators at State Junior High School (SMPN) in Berau Regency. The detailed activities will include several stages. Initial data collection will be carried out by distributing questionnaires to teachers and school principals. This questionnaire is designed to measure variables related to teacher performance, including academic supervision, work motivation, and collaborative learning practices.

The data obtained from this questionnaire will be statistically analyzed to provide an overview of the educators' performance at the school.In addition to distributing the questionnaire, direct observations of the ongoing learning process in the classroom will also be conducted. This observation aims to directly assess how teachers perform their duties in teaching and interacting with students. Observers will note various aspects, such as classroom management, teaching methods used, and interactions between teachers and students. The results of these observations will serve as supporting data to reinforce the findings from the previous questionnaire. Furthermore, in-depth interviews with several teachers and school principals will be conducted to explore more information regarding the factors influencing their performance.To strengthen the research findings, qualitative methods will be combined with the quantitative approach.

The data collected from questionnaires, observations, and interviews will be analyzed using statistical software to determine the relationships between the studied variables. The final report will include key findings, recommendations for improving educator performance, and implications for local education policy. Thus, this research method is expected to provide comprehensive insights into the factors affecting teacher performance and offer appropriate solutions to enhance the quality of education at SMPN in Berau Regency.

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3. Findings and Discussion

A. Data Description

In Berau Regency, there are ten public junior high schools committed to improving the quality of education. SMP Negeri 1 Tanjung Redep, established in 1953, implements the independent learning curriculum with a vision of creating environmentally conscious human resources. SMP Negeri 5 Tanjung Redep, which began operations in 1998, focuses on forming intelligent and character-driven generations. SMP Negeri 6 Tanjung Redep, founded in 2007, aims to build character and collaboration among students, while SMP Negeri 1 Sambaliung, established in 1983, continues to develop and enhance its educational quality.SMP Negeri 2 Gunung Tabur commenced its educational activities in 2000 and is committed to producing intelligent generations with environmental awareness. SMP Negeri 2 Teluk Bayur, established in 1988, emphasizes improving graduate quality to prepare them for contemporary challenges.

Meanwhile, SMP Negeri 1 Talisayan, which started its educational activities in 1983, has a vision of producing intelligent generations that are globally competitive. Additionally, SMP Negeri 1 Batu Putih, founded in 2000, provides a comfortable and spacious learning environment for its students. SMP Negeri 1 Segah has been operating since May 5, 1992, located on Jalan Tepian Buah Ilir in Segah District, Berau Regency.

With each school accredited with an A rating and equipped with adequate facilities, they continuously strive to enhance educational quality and contribute positively to the community in Berau Regency. These schools not only have clear visions and missions but also provide various resources and infrastructure to support effective teaching and learning processes. Thus, the presence of these ten public junior high schools is expected to produce outstanding youth ready to face future challenges.

B. Analysis Description Variable

1) Academic Supervision

Teacher performance is the result of the tasks carried out by teachers in the educational context, encompassing both the quality and quantity of teaching. This performance is crucial as it directly affects student learning outcomes and the overall quality of the school. Teacher performance assessment is conducted through established indicators, such as teaching ability, lesson planning, and evaluation of learning outcomes. Academic supervision plays an important role in enhancing teacher performance by providing feedback, support, and guidance necessary to improve teaching practices. Academic supervision involves various forms of support aimed at increasing teaching effectiveness and the professional growth of teachers (Hayati et al., 2020).

The purpose of supervision is to evaluate the abilities of teachers and help them make any required improvements. Principles of supervision must be strictly upheld by supervisors to ensure effective task execution. By applying those principles and conducting proper

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evaluations and guidance, it is hoped that teacher performance will increase, thereby enhancing the overall quality of education.

Table 1. Scores of the Academic Supervision Variable

Scores of the Academic Supervision Variable	Frequency (F)	percentage (%)	Categories
80 < X ≤ 100	123	50,4	Very High
60 < X ≤ 80	51	20,9	High
40 < X ≤ 60	44	18,0	Moderate
20 < X ≤ 40	22	9,0	Low
0 < X ≤ 20	4	1,7	Very Low
Total	244	100	

Table Analysis Shows Variation in Respondents' Perception of Academic Supervision Quality Received by Teachers at SMPN Kabupaten Berau. The Category 'Very High' Has the Highest Frequency, Indicating That Most Respondents Are Satisfied with the Supervision They Receive. The Academic Supervision Variable Was Measured Using a Questionnaire Comprising 16 Statements with a Likert Scale, Producing Scores Between 0 and 100. The Results Show That the Distribution of Frequencies for These Scores Varies, with Maximum Score Being 97.92 and Minimum Score Being 6.25, Alongside Average Score of 72.99 and Standard Deviation of 21.96.

Of the total respondents, 50.4% rated the academic supervision they received as very high, reflecting the success of the implemented supervision system. However, there are also respondents in the moderate (18.0%) and low (9.0%) categories, indicating that some teachers feel they are not receiving adequate attention or support. This suggests a need for further analysis to enhance the supervision experience for all teachers. By understanding the variation in evaluations of academic supervision, education management can design more effective interventions to support the professional development of teachers and improve the overall quality of education.

a. Work Motivation

The majority of junior high school teachers in Berau Regency demonstrate work motivation that falls into the moderate category, with 41.4% of respondents recording scores between 40 and 60, indicating that their motivation is stable but not yet optimal. Meanwhile, 37.7% of teachers have high work motivation and 9.8% fall into the very high category, showing that there is a group of enthusiastic and high-performing teachers, although their percentage is relatively small. On the other hand, 11.1% of teachers exhibit low work motivation, which requires special attention as it can negatively impact their performance (Azmi & Serang, 2019; Nurdin & Djuhartono, 2021). To enhance work motivation, it is important to strengthen reward programs, relevant professional training, and welfare policies

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that are more responsive to teachers' needs. The average work motivation score is recorded at 60.25 with a standard deviation of 16.27, indicating a significant variation in individual motivation.

Although the highest score reached 97.78 and the lowest was 22.22, this difference indicates inequality in motivational levels between highly engaged and less empowered teachers. Therefore, more specific and tailored interventions are needed to create a more uniform work motivation. Personal approaches like career development programs for motivated teachers and health support for those with lower motivation can help improve overall teaching quality among junior high school teachers in Berau Regency.

Tabel 2. Scores of the Work Motivation Variable

Scores of the Work Motivation Variable	Frequency (F)	percentage (%)	Categories
$80 < X \leq 100$	24	9,8	Very High
$60 < X \leq 80$	92	37,7	High
$40 < X \leq 60$	101	41,4	Moderate
$20 < X \leq 40$	27	11,1	Low
$0 < X \leq 20$	0	0,00	Very Low
Total	244	**100**	

The work motivation variable was measured using a questionnaire consisting of 15 statements with a Likert scale, resulting in a score range from 0 to 100. The analysis results show that 9.8% of respondents fall into the very high category ($80 < X \leq 100$), while 37.7% are in the high category ($60 < X \leq 80$), indicating that the majority of teachers feel motivated. A total of 41.4% of respondents are in the moderate category ($40 < X \leq 60$), suggesting potential for improvement, while 11.1% are in the low category ($20 < X \leq 40$), indicating that some teachers have unsatisfactory work motivation. The average work motivation score is recorded at 60.25, with a maximum score of 97.78 and a minimum score of 22.22, reflecting a wide variation in the levels of teacher work motivation.

A standard deviation of 16.27 indicates a significant difference among individuals in terms of work motivation. These findings emphasize the need for more personalized interventions to enhance teacher work motivation, as well as the importance of education policies that focus on professional development and motivation enhancement to support overall teacher performance (Jaya, 2021). This table provides a comprehensive overview of the work motivation levels of junior high school teachers in Berau Regency and can serve as a basis for designing more effective policies and programs to improve the quality of education..

b. Collaborative Learning Practices

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Collaborative learning practices among junior high school teachers in Berau Regency are quite good, with the majority of teachers falling into the high and very high categories. However, there are still opportunities to improve implementation, particularly for teachers who are in the moderate and low categories (Rofi'i, 2020). Recommendations for improving these practices include developing teachers' capacity through intensive training on collaborative learning techniques, providing adequate resources and facilities, and enhancing managerial support from the school. A more personalized approach is also necessary to assist teachers who have a limited understanding of collaborative practices so that they can overcome the challenges they face (Harlita & Ramadan, 2024).

Tabel 3. Scores of Collaborative Learning Practices Variable

Scores of Collaborative Learning Practices Variable	**Frequency (F)**	**percentage (%)**	**Categories**
$80 < X \leq 100$	24	84	Very High
$60 < X \leq 80$	92	104	High
$40 < X \leq 60$	101	50	Moderate
$20 < X \leq 40$	27	6	Low
$0 < X \leq 20$	0	0	Very Low
Total	244	**100**	

The table shows the frequency distribution of scores for the collaborative learning practices variable among junior high school teachers in Berau Regency, measured through a questionnaire consisting of 15 statements using a Likert scale. The analysis results indicate that 34.4% of respondents fall into the very high category ($80 < X \leq 100$), while 42.6% are in the high category ($60 < X \leq 80$), suggesting that the majority of teachers have successfully implemented collaborative learning practices. Meanwhile, 20.5% of respondents are in the moderate category ($40 < X \leq 60$), and only 2.5% are in the low category ($20 < X \leq 40$), indicating that a small number of teachers have not fully utilized these practices..

The average score for collaborative learning practices is recorded at 74.56, with a maximum score of 97.78 and a minimum of 28.89, reflecting a wide variation in the implementation of these practices. A standard deviation of 15.76 indicates significant differences in the effectiveness of collaborative methods among teachers. These findings emphasize the importance of policies that support collaboration among teachers to enhance teaching quality and classroom effectiveness, as well as the need for more personalized interventions to assist teachers in optimizing their collaborative learning practices. (Fatekhah & Semarang, 2024).

d. Teacher Performance

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The majority of junior high school teachers in Berau Regency demonstrate good performance, with 33.2% falling into the very high category and 31.1% in the high category. However, there are still challenges in improving the performance of teachers who are in the moderate and low categories. To address this, several important recommendations include enhancing training and professional development for teachers, strengthening managerial support from schools and the education office, as well as improving access to adequate resources and technology (Moulina, 2022). Additionally, more in-depth performance evaluations and collaboration among teachers also need to be strengthened to encourage the exchange of ideas and best practices in teaching (Affandi et al., 2022).

With these steps, it is hoped that the quality of teaching in Berau Regency can improve significantly, enabling teachers to be more effective in carrying out their duties and providing students with a more optimal learning experience(Raberi et al., 2020). Increased training, adequate resource provision, and good managerial support will create a more productive and supportive work environment. These steps will not only assist teachers in overcoming existing challenges but also contribute to their ongoing professional development (Sulfemi, 2020) .

Tabel 4. Teacher Performance Variable Scores

Teacher Performance Variable Scores	Frequency (F)	percentage (%)	Categories
$80 < X \leq 100$	81	33,2	Very High
$60 < X \leq 80$	76	31,1	High
$40 < X \leq 60$	63	25,8	Moderate
$20 < X \leq 40$	24	9,8	Low
$0 < X \leq 20$	0	0,00	Very Low
Total	244	100	

The frequency distribution of scores for the teacher performance variable among junior high school teachers in Berau Regency was measured using a questionnaire consisting of 14 statements with a Likert scale, resulting in a score range from 0 to 100. The analysis results show that 33.2% of respondents fall into the very high category ($80 < X \leq 100$), and 31.1% fall into the high category ($60 < X \leq 80$), reflecting that the majority of teachers successfully perform their teaching duties well. Meanwhile, 25.8% of respondents are in the moderate category ($40 < X \leq 60$) and 9.8% are in the low category ($20 < X \leq 40$), indicating challenges for a small number of teachers in achieving optimal performance.

The average teacher performance score is recorded at 66.94, with a maximum score of 97.62 and a minimum of 21.43, indicating significant variation in performance achievement. The standard deviation of 19.36 reflects the diversity in teaching effectiveness among teachers. These findings indicate the need for increased attention to teachers who fall into the moderate and low categories to improve their performance. Overall, these results provide a clear picture

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of the performance levels of junior high school teachers in Berau Regency and can serve as a basis for designing more effective policies and programs for improving the quality of education.

C. Prerequisite Testing Analysis

1) The Normality Test

The normality test aims to determine whether the analyzed data comes from a normally distributed population. In this study, the test was conducted using the Kolmogorov-Smirnov one-sample method with the assistance of SPSS version 25.0. The hypotheses used are H0 (the data comes from a normally distributed population) and H1 (the data comes from a non-normally distributed population), with a significance level of 0.05. The test results show a p-value of 2.00, which is greater than 0.05, thus H0 is accepted, indicating that the analyzed data indeed comes from a normally distributed population. Acceptance of normal distribution is important because it allows for the use of subsequent parametric statistical analyses, providing confidence in the validity of the analysis results and decisions made in the context of this research.

Table 5. The Normality Test

Variable	Significance	Description
Kolmogorov-Smirnov Z	0,083	
		Normal
Asymp. Sig. (2-tailed)	0,200	

One-Sample Kolmogorov-Smirnov Test

Based on the results of the calculations from the data analysis using SPSS 25, a *Kolmogorov-Smirnov statistic* of 0.083 was obtained. In the *Asymp. Sig. (2-tailed)* column, the significance value is known to be 2.000, which means that the residual value of 2.000 is greater than 0.05. Therefore, it can be concluded that the residual values of the data are normally distributed.

2) Linearity Test

This test is used to determine whether the multiple linear regression model is appropriate. To test linearity, it can be conducted using SPSS version 25, specifically through the linearity test with the following hypotheses:

H0: Linear regression model
H1: Non-linear regression model

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The criteria for hypothesis testing at a significance level of 5% state that H0 is accepted if the significance (sig) value is greater than 0.05, indicating a linear regression model.Based on the results of the linearity test analysis using SPSS 25, the sig values for all independent variables are 0.150, 0.054, and 0.137, respectively. Since the sig values are greater than 0.05, it can be concluded that there is a significant linear relationship between each independent variable and the dependent variable of attachment (Y).

Table 6. Linearity Test

Variable	Significance	Description
Academic Supervision	0,150	Linearity
Teacher Work Motivation	0,054	Linearity
Collaborative Learning	0,137	Linearity

3) Multicollinearity Test

This test is used to determine whether there is multicollinearity among the independent variables, which refers to the condition of having a high linear relationship or correlation between each independent variable in the regression model. To test for multicollinearity, SPSS version 25 is used by examining the VIF (Variance Inflation Factor) values; if they are close to 1 or less than 10, it indicates that there is no multicollinearity among the independent variables.

Tabel 7. Multicolliniearity Test

Variable	***Tolerance***	**VIF**	**Conclusion**
Academic Supervision	0,773	1,293	No multicollinearity occurs
Teacher Work Motivation	0,811	1,233	No multicollinearity occurs
Collaborative Learning	0,772	1,295	No multicollinearity occurs

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a. Dependent Variable: Teacher Work Motivation

5) Heteroskedasticity Test

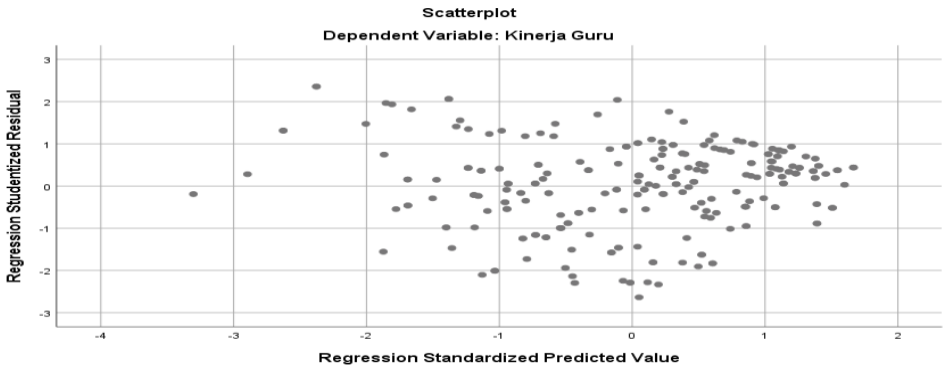
The Heteroskedasticity test aims to examine whether there is a difference in variance of the residuals from one observation to another in the regression model. A good regression model is one that exhibits homoscedasticity, meaning that heteroskedasticity does not occur. If the test results show a value greater than α = 0.05 (5%), it indicates that there is no heteroskedasticity, meaning the regression model passes the heteroskedasticity test.

Tabel 8. Hasil Uji Heteroskedastisitas

Variable	**Sig**	**Conclusion**
Academic Supervision	0,000	No heteroskedasticity occurs
Teacher Work Motivation	0,003	No heteroskedasticity occurs
Collaborative Learning	0,005	No heteroskedasticity occurs

On Table Result 8, the Heteroskedasticity test shows that the significance values for the three independent variables exceed 0.05, namely 0.000, 0.003, and 0.005. Consequently, it can be concluded that there is no heteroskedasticity in the regression model. The sample distribution is presented along with a *probability plot*:

(P-P plot) in the results of the heteroskedasticity test



Picture 1. Heteroskedasticity Test

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From the heteroskedasticity test plot in Figure 4.1, Heteroskedasticity Test, the results indicate that the variables show points that are scattered and do not form a clear pattern. Therefore, it can be concluded that there is no heteroskedasticity.

C. Hypothesis Testing

Hypothesis testing is conducted for each hypothesis in sequence: the effect of academic supervision (X1) on teacher performance (Y), the effect of work motivation (X2) on teacher performance (Y), and the effect of collaborative learning practices (X3) on teacher performance (Y), as well as their combined effect on teacher performance (Y). The following is a description of the results of testing these three variables. Hypothesis testing is conducted for each hypothesis in sequence: the effect of academic supervision (X1) on teacher performance (Y), the effect of work motivation (X2) on teacher performance (Y), and the effect of collaborative learning practices (X3) on teacher performance (Y), along with their combined effect on teacher performance (Y). The following will detail the description of the results from testing these three variables.

1) The Effect of Academic Supervision (X1) on Teacher Performance (Y)

The first hypothesis tested is the null hypothesis (H0), which states that there is no effect of academic supervision (X1) on teacher performance (Y) against the alternative hypothesis (H1), which states that there is an effect of academic supervision (X1) on teacher performance (Y). After conducting a Pearson correlation coefficient analysis using SPSS software, the results are as follows:

Tabel 8. The Model Summary Analysis of the Pearson Correlation Coefficient for Academic Supervision (X1) on Teacher Performance (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,591[a]	,350	,342	15,71821

a. Predictors: (Constant), Academic Supervision

b. Dependent Variable: Teacher Work Motivation

In Table 8, the Model Summary Analysis of the Pearson Correlation Coefficient for Academic Supervision (X1) on Teacher Performance (Y) indicates that the strength of the correlation between academic supervision and teacher performance is ry1= 0.591ry1= 0.591, and the coefficient of determination (Ry1)2(Ry1)2 is 0.350. This means that teacher performance is influenced by academic supervision by 0.350 or 35.0%, while the remaining 65.0% is influenced by other variables..

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Tabel 9 . The results of the calculation regarding the strength of the influence between academic supervision (X1) and teacher performance (Y) are shown.

oleh koefisien r_{y1}

Variabel	N	R	t-value	T_{table}	Sig
Y and X_1	58	0,371	6,822	2,438	0,000

Based on Table 9, the results of the calculation regarding the strength of the influence between academic supervision (X1) and teacher performance (Y) show that the t-test indicates thitung > ttabelthitung > ttabel specifically 6.822 > 2.4386.822 > 2.438 or sig.0.000 < 0.05sig.0.000 < 0.05. Therefore, it can be concluded that there is an effect of academic supervision on teacher performance.

2) The Effect of Work Motivation (X2) on Teacher Performance (Y)

The second hypothesis tested is the null hypothesis (H0), which states that there is no effect of work motivation (X2) on teacher performance (Y) against the alternative hypothesis (H1), which states that there is an effect of work motivation (X2) on teacher performance (Y). After conducting a Pearson correlation coefficient analysis using SPSS software, the data obtained is presented in Table 10. Model Summary Analysis of the Pearson Correlation Coefficient for Work Motivation (X2) on Teacher Performance (Y) is as follows:

Tabel 10. Model *Summary Analysis* Analysis of the Pearson Correlation Coefficient for Work Motivation (X2) on Teacher Performance (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,203[a]	,069	,171	2,957

c. Predictors: (Constant), Academic Supervision

d. Dependent Variable: Teacher Performance

In Table 10. The Model Summary Analysis of the Pearson Correlation Coefficient for Work Motivation (X2) on Teacher Performance (Y) indicates that the strength of the correlation between work motivation and teacher performance is ry2=0.203ry2=0.203,

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and the coefficient of determination (Ry2)2(Ry2)2 is 0.171. This means that teacher performance is influenced by work motivation by 0.171 or 17.1%, while the remaining 82.9% is influenced by other variables.

3) Effect of Collaborative Learning Practices (X3) on Teacher Performance (Y)

The third hypothesis tested is the null hypothesis (H0), which states that there is no effect of collaborative learning practices (X3) on teacher performance (Y) against the alternative hypothesis (H1), which states that there is a significant effect of collaborative learning practices (X3) on teacher performance (Y). After conducting a Pearson correlation coefficient analysis using SPSS software, the data obtained is presented in Table 11. The Model Summary Analysis of the Pearson Correlation Coefficient for collaborative learning practices (X3) on Teacher Performance (Y) indicates that the effect of collaborative learning practices (X3) on teacher performance (Y) can be expressed in the linear regression equation.

Tabel 11. The Model Summary Analysis of the Pearson Correlation Coefficient for collaborative learning practices (X3) on Teacher Performance (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,591[a]	,350	,342	15,7182

a. Predictors: (Constant of Collaborative Learning Practices)

b. Dependent Variable: Teacher Performance

Teacher performance is significantly influenced by collaborative learning practices by 35%, while the remaining 65% is influenced by other variables.

Tabel 12. ANOVA For the Significance and Linearity Test of Collaborative Learning Practices (X3) on Teacher Performance (Y)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59294,945	3	10625,704	8,695	,000[b]
	Residual					

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Collaborative Learning Practices

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4) The Influence of Academic Supervision (X1), Work Motivation (X2), and Collaborative Learning Practices (X3) on Teacher Performance (Y)

The fourth hypothesis tested is the null hypothesis (H0), which states that there is no relationship between academic supervision (X1), work motivation (X2), and collaborative learning practices (X3) on teacher performance (Y) against the alternative hypothesis (H1), which states that there is a significant effect of academic supervision (X1), work motivation (X2), and collaborative learning practices (X3) on teacher performance (Y). After conducting a Pearson correlation coefficient analysis using SPSS software, the data obtained is as follows:

Tabel 13. Model Summary Analysis of the Pearson Correlation Coefficient for Academic Supervision (X1), Work Motivation (X2), and Collaborative Learning Practices (X3) on Teacher Performance (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,591[a]	,350	,342	15,71821

a. Predictors: Constant, Academic Supervision (X1), Work Motivation (X2), and Collaborative Learning Practices (X3)

b. Dependent Variable: Teacher Performance

In Table 18, the Model Summary Analysis of the Pearson Correlation Coefficient for academic supervision (X1), work motivation (X2), and collaborative learning practices (X3) on teacher performance (Y) indicates that collectively, there is an influence of academic supervision, work motivation, and collaborative learning practices on teacher performance amounting to ry12=0.350ry12=0.350 and the coefficient of determination (Ry12)2(Ry12)2 is 0.591. This means that teacher performance is influenced by academic supervision, work motivation, and collaborative learning practices together by 0.350 or 35.0%, while the remaining 65% is influenced by other variables.

4. Conclusion

Academic supervision, work motivation, and collaborative learning practices have a significant influence on teacher performance at SMPN Kabupaten Berau. Partially, academic supervision contributes 35% to teacher performance, indicating that improvements in academic

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oversight can enhance teaching effectiveness. Meanwhile, work motivation has a smaller impact of 6.9%, suggesting that while motivational factors are important, they are not as strong as academic supervision. Collaborative learning practices also show a significant influence with a contribution of 35%, emphasizing the importance of teaching methods that involve cooperation among teachers.Simultaneously, these three factors—academic supervision, work motivation, and collaborative learning practices—significantly affect teacher performance with a total contribution of 35%. This indicates that despite the positive influence of these three variables, 65% of teacher performance is still affected by other unidentified factors.

Therefore, it is crucial to conduct further research to explore additional variables that may impact teacher performance in the educational environment. For improving teacher performance at SMPN Kabupaten Berau include enhancing academic supervision through training for supervisors to be more personal and tailored to teachers' needs. Additionally, implementing performance-based reward programs and improving welfare through incentives and emotional support can boost work motivation. For collaborative practices, it is suggested to facilitate workshops and team-based training while building learning communities for professional interaction. Further research on the work environment, school facilities, and educational policies is also needed to support overall teacher performance.

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