



The Relationship between academic supervision and work motivation with the performance of Private Elementary School teachers in West Tomohon district

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Abstract

Work motivation and academic supervision by school principals for teachers in teaching and learning activities at private elementary schools in West Tomohon District are generally not effective. This is caused by teachers not coming to class at the appointed time to carry out their main tasks, namely teaching, there is no preparation in teaching, teachers are often not present at school, the teaching and learning process is not optimal. Thus, this research aims to analyze the relationship between academic supervision and work motivation with the performance of private elementary school teachers in West Tomohon District. The method that will be used in this research is a descriptive survey method with a quantitative approach. The population is 90 private elementary school teachers in West Tomohon District. The sample consisted of 47 people. Research data collection techniques use questionnaires or questionnaires. Data analysis techniques are normality test, multicollinearity test, heteroscedasticity test, linearity test, and hypothesis test. The results show that there is a significant and strong relationship between academic supervision and the performance of private elementary school teachers in West Tomohon District. There is a significant relationship and a very strong category of work motivation with the performance of private elementary school teachers in West Tomohon District. There is a significant relationship and a very strong category together between academic supervision and work motivation with the performance of private elementary school teachers in West Tomohon District.

Keyword: Academic supervision, work motivation, teacher performance

Introduction

The quality of Indonesian people is produced through the provision of quality education by professional educators. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that educators are professionals. Therefore, teachers as professional educators have a very strategic function, role and position. In Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 1 point 1 states that "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, education basic, and secondary education." Article 8 states that, "Professional teachers must have a minimum academic qualification of a bachelor's degree or fourth diploma, master teacher competencies (pedagogical, professional, social and personality), have an educator certificate, be physically and spiritually healthy, and have the ability to realizing national education goals."

In essence, teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria. A teacher's performance will appear in daily work situations and conditions. Performance can be seen in various aspects of activities in carrying out tasks. Efforts to improve performance are usually carried out by providing motivation, providing supervision, providing incentives, providing good opportunities for career development, improving abilities, and a good leadership style. Teacher performance or work achievement is the result achieved by the teacher in carrying out the tasks assigned to him which are based on skill, experience and seriousness as well as the

use of time. Teacher performance will be good if the teacher implements the elements consisting of loyalty and high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in implementing teaching, collaboration with fellow school members, leadership that becomes a role model students, good personality, honest and objective in guiding students, as well as responsibility for their duties. Therefore, the task of the school principal as manager is to assess teacher performance. This assessment is important to carry out considering its function as a motivational tool for leaders and teachers as well as for teachers themselves. There are several things that cause increased teacher performance, but researchers try to examine the problems of implementing academic supervision and teacher work motivation.

Motivation questions how enthusiastic the teacher's work is, so that teachers are willing to work hard by contributing all their abilities, thoughts and skills to realize educational goals. Teachers become educators because they have the motivation to educate. If he does not have motivation then he will not succeed in teaching or if he teaches because he is forced to because there is no will that comes from within the teacher. The teacher's success in teaching is due to this motivation as a sign that what the teacher has done has touched his needs, both spiritual and physical. These needs include, for example, getting a salary from the results of their work, getting appreciation from the school principal, getting recognition from fellow teachers, feeling comfortable and safe while on duty, getting the opportunity to express opinions and so on. If the teacher's needs are met, it means that the teacher gets the encouragement and

motivation to complete the work well. This means that teacher performance can be achieved well. Good performance can be seen from teachers who diligently attend school and are diligent in teaching, teachers teach seriously, teachers teach enthusiastically and happily. What this teacher does will have an impact on student success in the teaching and learning process. According to Oteng Sutisna in Arikunto 2004:11, in Lisbeth Jenny Pangemanan, 2011:10) supervision is everything from school officials who are appointed and directed towards providing leadership for teachers and other education personnel in improving teaching. Seeing the stimulation of professional growth and development of teachers, the selection will revise educational goals. Meanwhile, the main structure of implementing supervision activities is to increase the ability of experts in the field of educational administration to agree that educational supervision is a scientific discipline that focuses on assessing the improvement of teaching and learning situations.

Supervision carried out by educational unit supervisors certainly has a different mission from supervision by school principals in carrying out institutional management effectively and efficiently and developing the quality of educational institutions. In the context of monitoring the quality of education, supervision by education unit supervisors includes activities in the form of intensive observation of the learning process in educational institutions, then followed up by providing feedback (Razik, 1995: 559). This is also in line with the view of LDrake (1980:278) who states that supervision is a sophisticated term, because it has a broad meaning, namely being synonymous with management, administration, evaluation and accountability processes or various activities and creativity related to management. institutions in school-level institutional environments. Rifa'I (1992:20) formulated the term supervision as professional supervision, because apart from being more specific, it also carries out observations of academic activities that are based on scientific abilities, and the approach is no longer ordinary management supervision, but is more demanding of professional abilities. which is democratic and humanistic, therefore, the characteristics of school success that are assessed by the community are the achievements achieved by students every year. A school is considered good and considered quality if students have high achievements. The quality of education and graduates is largely determined by the performance of teachers in managing the teaching components used in the teaching and learning process, which is the responsibility of the school.

West Tomohon District has ten elementary schools with student learning achievements being different from one elementary school to another. There are schools where student achievement scores are low. Schools with average achieving students and schools with low achieving students are required to improve the quality of their learning processes and outcomes. Based on an interview I conducted with one of the school principals, supervision is carried out every month and the model for implementing supervision is only looking from a distance or outside the classroom. Even via the teacher's cellphone, teachers who are carrying out teaching and learning activities are told to make a video and send it directly to the school principal. After the teacher carries out teaching and learning activities, the principal provides motivation to the teacher. There is also a model of implementing direct supervision where the principal is in

the classroom while the teacher is carrying out teaching and learning activities so that the teacher feels nervous, feels insecure, the performance of elementary school teachers in West Tomohon District is not optimal. There are teachers who do not enter class at the appointed time to carry out their main task, namely teaching. In teaching there is no teaching preparation, teachers are often not present at school, the teaching and learning process is not optimal. It is suspected that work motivation and academic supervision by the school principal have not been effective. Starting from the background description, this research aims to analyze the relationship between academic supervision and teacher performance, the relationship between work motivation and teacher performance, and the relationship between academic supervision and work motivation together with the performance of private elementary school teachers in West Tomohon District.

Method

The method that will be used in this research is a descriptive survey method with a quantitative approach. Associative descriptive research is about explaining causal relationships and testing hypotheses. The population is 90 private elementary school teachers in West Tomohon District. The sample consisted of 47 people. The research data collection technique uses questionnaires as a measuring tool for research variables. Testing the validity and reliability of measuring instruments using the SPSS V.22 program. The data analysis technique is a normality test using the one sample Kolmogorov Smirnov test, a multicollinearity test by looking at the Variance Inflation Factor value ($VIF \geq 10$), a heteroscedasticity test using the Glejser test, a linearity test referring to the p value < 0.05 , and hypothesis testing.

Results and Discussion

a. Results

1. Normality Test

The normality test was carried out using the Kolmogorov Smirnov test on the basis of decision making if the Asymp value. Sig. (2-tailed) > 0.01 then the data is normally distributed otherwise, if the Sig. (2-tailed) < 0.01 then the data is not normally distributed. Asymp value. Sig. (2-tailed) $0.200 > 0.01$ so that the academic supervision variable data is normally distributed. Asymp value. Sig. (2-tailed) $0.167 > 0.01$ so that the work motivation variable data is normally distributed. Asymp value. Sig. (2-tailed) $0.200 > 0.01$ so that the teacher performance variable data is normally distributed.

2. Linearity Test

The linearity test aims to find out whether two variables have a linear relationship or not. The linearity test was carried out by testing in SPSS.22 using deviation from linearity at a significance level of 0.01. The basis for decision making is if the deviation from linearity value is > 0.01 then the data has a linear pattern. Conversely, if the deviation from linearity value is < 0.01 then the data does not have a linear pattern. The test results show that between academic supervision and teacher performance, a deviation from linearity value of $0.076 > 0.01$ is obtained so that the academic supervision data and teacher performance have a linear pattern. The test results show that between work motivation and teacher performance, a deviation from linearity value of $0.165 > 0.01$ is obtained so that the work motivation data and teacher performance have a linear pattern.

3. Multicollinearity Test

The multicollinearity test is carried out to review whether or not there is a perfect relationship between the independent variables. The basis for making multicollinearity test decisions uses the VIF value with the criteria that if the VIF value is >10 then multicollinearity occurs. If the VIF value is <10 then multicollinearity does not occur. The test results show that all variables have VIF values < 10 so that there is no multicollinearity or there is no perfect relationship between the independent variables.

4. Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the analysis model there is an inequality of variance from the residuals of one observation to another. To see whether there is a heteroscedasticity problem, the Glejzer test is carried out with the criterion that if the significant value is > 0.05 then heteroscedasticity does not occur, conversely, if the significant value is < 0.05 then heteroscedasticity occurs. The test results show that the academic supervision variable has a significant value of 0.625, the teacher work motivation variable has a significant value of 0.721. All variables have significant values > 0.05 so that heteroscedasticity does not occur.

5. Hypothesis Testing

The results of testing the first hypothesis, the correlation value of 0.789 is in the interval 0.60-0.799. Thus, the strength of the relationship between academic supervision and teacher performance is in the strong relationship category. It can be seen that the sig (2-tailed) value is $0.000 < 0.01$ so accept H_a and reject H_0 . Based on the test results, the hypothesis "there is a relationship between academic supervision and the performance of private elementary school teachers in West Tomohon District" is accepted.

The results of testing the second hypothesis, the correlation value of 0.841 is in the interval 0.80-1.000. Thus, the strength of the relationship between work motivation and teacher performance is in the very strong relationship category. It can be seen that the sig (2-tailed) value is $0.000 < 0.01$ so accept H_a and reject H_0 . Based on the test results, the hypothesis "there is a relationship between work motivation and the performance of private elementary school teachers in West Tomohon District" is accepted.

The results of testing the third hypothesis, the correlation value of 0.905 is in the interval 0.80-1.000. Thus, the strength of the relationship between academic supervision and work motivation and teacher performance is in the very strong relationship category. It can be seen that the sig value is $0.000 < 0.01$ so accept H_a and reject H_0 . Based on the test results, the hypothesis "there is a relationship between academic supervision and work motivation and the performance of private elementary school teachers in West Tomohon District" is accepted.

Discussion

1. Relationship Between Academic Supervision and Teacher Performance

In this section we will discuss the relationship between academic supervision and teacher performance. According to Oteng Sutisna in Lisbeth Jenny Pangemanan (2011:10) supervision is everything from school officials who are appointed and directed towards providing leadership for teachers and other education personnel in improving

teaching. According to Barry Cushway, performance is assessing how someone has worked compared to predetermined targets. To prove that academic supervision is related to the performance of private elementary school teachers in West Tomohon District, research was conducted. From the research results, a correlation value of 0.789 was found and was in the interval 0.60-0.799. Thus, the strength of the relationship between academic supervision and teacher performance is in the strong relationship category. Look at the sig (2-tailed) value of $0.000 < 0.01$ so accept H_a and reject H_0 . Based on the test results, the hypothesis "there is a relationship between academic supervision and the performance of private elementary school teachers in West Tomohon District" is accepted. This means that if academic supervision gets better, teacher performance will get better too. Based on research conducted, academic supervision is related to the strong category with teacher performance.

2. The Relationship Between Teacher Work Motivation and Teacher Performance

In this section we will discuss the relationship between work motivation and teacher performance. Sumarsono (2004:240)^[18] also provides the following limitations, motivation can be interpreted as a process where behavior is driven and directed. This limitation can be interpreted as meaning that motivation is the giving or generating of motives. It can also be interpreted as a situation that becomes a motive. The definition of motivation is something that creates enthusiasm or motivation for work, which in work psychology is usually called a driver of work enthusiasm. According to August W. Smith, performance is output derived from processes, human otherwise, meaning that performance is the result of a process carried out by humans. To prove that work motivation is related to the performance of private elementary school teachers in West Tomohon District, research was conducted. We found a correlation value of 0.841 and was in the interval 0.80-1.000. Thus, the strength of the relationship between work motivation and teacher performance is in the very strong relationship category, with a sig (2-tailed) value of $0.000 < 0.01$. Thus accept H_a and reject H_0 . Based on the test results, the hypothesis "there is a relationship between work motivation and the performance of private elementary school teachers in West Tomohon District" is accepted. This means that if work motivation is better, teacher performance will be better. Based on this research, work motivation is very strongly related to teacher performance.

3. Relationship Between Academic Supervision and Teacher Work Motivation and Teacher Performance

We found a correlation value (R) of 0.905 and was in the interval 0.80-1.000. Thus, the strength of the relationship between academic supervision and work motivation and teacher performance is in the very strong relationship category. It can be seen that the sig value is $0.000 < 0.01$, thus accepting H_a and rejecting H_0 . Based on the test results, the hypothesis "There is a relationship between academic supervision and work motivation and the performance of private elementary school teachers in West Tomohon District" is accepted. This means that if academic supervision and work motivation get better simultaneously, teacher performance will get better too. Based on this research, academic supervision and work motivation are very strongly related to teacher performance.

Conclusion

1. There is a significant and strong relationship between academic supervision and the performance of private elementary school teachers in West Tomohon District.
2. There is a significant relationship and a very strong category of work motivation with the performance of private elementary school teachers in West Tomohon District.
3. There is a significant relationship and a very strong category together between academic supervision and work motivation with the performance of private elementary school teachers in West Tomohon District.

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