



The influence of principal's academic supervision and work motivation on teacher performance at public elementary schools in Tembilahan Hulu district, Indragiri Hilir regency

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Article info	Abstract
Keywords: academic supervision, work motivation, teacher performance, elementary school teachers	The research objectives are (a) to determine the influence of the principal's academic supervision on teacher performance, (b) to determine the influence of work motivation on teacher performance, and (c) to determine the influence of the principal's academic supervision and work motivation on teacher performance at the Tembilahan Hulu District State Elementary School. The type of research carried out is survey research with a quantitative research approach. The population and sample are elementary school teachers in Tembilahan Hulu District, Indragiri Hilir Regency. The research population was 289 teachers, and the research sample was 156 teachers taken randomly. The data collection technique was a questionnaire measured using a Likert scale. The data analysis technique used in this research is quantitative descriptive analysis. Based on the study and discussion described above, the conclusion is that school principal supervision significantly influences teacher performance. Furthermore, there is a significant influence between work motivation and teacher performance at the Tembilahan Hulu District State Elementary School. Then we get an R Square value of 0.574 or 57.4%, meaning that the influence of the principal's academic supervision and teacher work motivation (X2) on teacher performance (Y) is 57.4%, while the rest is determined by other factors that are not part of from this research.

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1. Introduction

Education is one of the main pillars in the development of a nation. At the elementary school level, teachers are central to providing quality education to the younger generation. Therefore, the quality of teacher performance in elementary schools significantly impacts students' intellectual and social development. Teacher performance is recognized to influence student learning outcomes and the overall quality of education (Darling-Hammond, 2000). To improve the quality of teacher performance, various influencing factors need to be considered, including academic supervision by the school principal and teacher motivation.

Academic supervision by the principal is an essential effort in enhancing teacher performance. Academic supervision is the principal's monitoring and guiding of teachers to help improve teaching skills, curriculum development, and understanding of students' needs. In this context, the effective

role of the principal in providing academic supervision can be a crucial factor influencing teacher performance. Academic supervision is a systematic effort conducted by the principal to improve the quality of the teaching process in the classroom (Zepeda, 2012). Through academic supervision, the principal can provide teachers with feedback, suggestions, and support to enhance teaching quality (Glickman et al., 2014). Academic supervision by the principal is a form of support provided to teachers to improve the quality of their teaching. It encompasses various aspects, including monitoring learning, feedback, professional development, and guidance. Adequate supervision requires teachers to develop teaching skills, improve learning strategies, and enhance student achievement.

On the other hand, teacher work motivation also plays a crucial role in determining their performance. High work motivation can increase creativity, productivity, and commitment to their job. Teachers who are motivated tend to be more enthusiastic about providing quality teaching. Meanwhile, work motivation is the drive that encourages individuals to take action and perform well in their jobs (Ryan & Deci, 2000). Teachers with high work motivation tend to be more enthusiastic about teaching and more committed to their profession (Richardson et al., 2014).

Therefore, this study further explores the relationship between these two factors and teacher performance in elementary schools. This research will be based on previous relevant studies. Several studies have indicated that adequate academic supervision can improve teacher performance (Conteh et al., 2018), while work motivation has also been shown to influence teacher performance positively (Nguyen & Bui, 2020).

Through this research article, we will explore the influence of academic supervision by the principal and work motivation on teacher performance in elementary schools. This study is expected to provide better insights into the factors that affect teaching quality at the elementary level, thus serving as a foundation for developing more effective educational policies and practices. The objectives of the study are (a) to determine the influence of academic supervision by the principal on teacher performance, (b) to determine the influence of work motivation on teacher performance, and (c) to determine the influence of both academic supervision by the principal and work motivation on teacher performance at the State Elementary School in Tembilahan Hulu District.

2. Method

The type of research conducted is a survey study with a quantitative research approach. The survey study aims to analyze the effect of independent variables on the dependent variable. The variables studied in this research are the supervision by the principal (X1) and work motivation (X2), while the dependent variable is teacher performance (Y). This research was conducted over six months, from February to July 2023. The population and sample consist of elementary school teachers in the Tembilahan Hulu District, Indragiri Hilir Regency. The study population consisted of 289 teachers, and the sample consisted of 156 randomly selected teachers. The data collection technique used a questionnaire (survey) and was measured using a Likert scale. The data analysis technique employed in this study is descriptive quantitative analysis.

3. Results and Discussion

3.1 The effect of school principal's supervision on teacher performance

The data for the academic supervision variable was obtained from a questionnaire consisting of 20 statements filled out by teachers of elementary schools in Tembilahan Hulu. The implementation of the school principal's supervision was identified in the categorization, as shown in **Table 1**.

Table 1. Categories of Supervision Implementation

No	Interval Class	Frequency	Percentage (%)	Description
1	86 - 98	15	9,62	High
2	73 - 85	131	83,97	Medium
3	60 - 72	10	6,41	Low
Total		156	100	

Based on **Table 1** above, the category of the school principal's supervision variable is as follows: high category with 15 (9.626%), medium category with 131 (83.97%), and low category with 10 (6.41%). Furthermore, the academic supervision variable is illustrated in **Figure 1**.

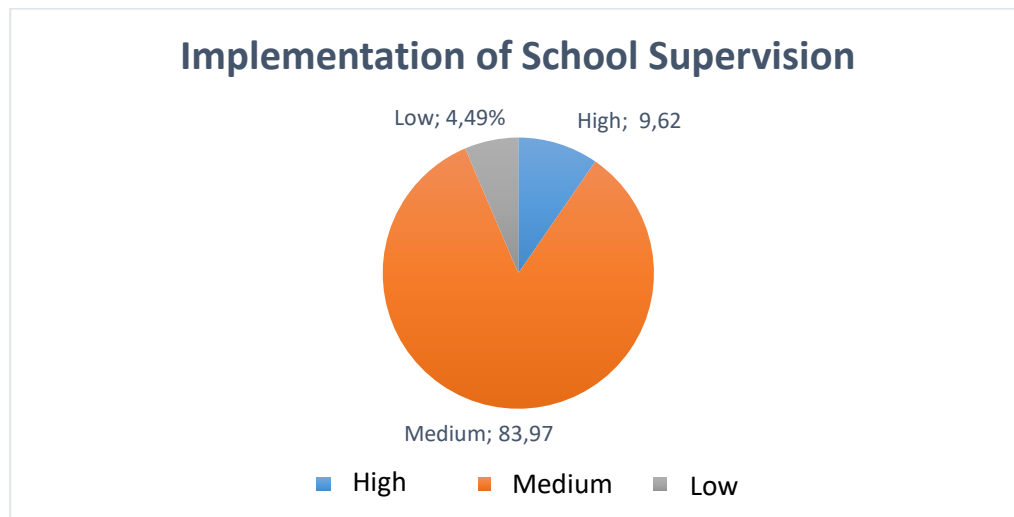
**Figure 1.** Trends of the school principal's supervision variable

Figure 1 above shows that academic supervision behavior falls into the moderate category of 83.97%. Hypothesis testing was conducted to determine the magnitude of the effect, and the results can be seen in **Table 2**.

Table 2. T-test for the variable of principal academic supervision (x1) on teacher performance (y)

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	47.524	6.269		7.581	0.000
Principal Academic Supervision	0.409	0.078	0.390	5.263	0.000

a. Dependent Variable: Teacher Performance

Based on **Table 2** regarding the t-test coefficients of the principal's supervision variable (X1) on performance (Y), the values of $a = 47.524$ and $b = 0.409$ were obtained, resulting in the regression equation $Y = 47.524 + 0.409X_1$. The coefficient value of the principal's supervision (X1) is 0.409. This indicates that the teacher performance variable (Y) will increase by 0.409 units for every one-unit increase in the principal's supervision. The principal plays a vital and central role in the educational unit. Therefore, a successful principal will be able to achieve the school's goals and the goals of individuals within the school environment by understanding and mastering organizational roles and fostering collaborative relationships between principals and teachers (Wahyuni et al., 2022).

Furthermore, from **Table 2**, the t-test coefficients for the principal's supervision (X1) on teacher performance (Y) also revealed a probability value, which was used to determine whether the hypothesis was accepted or rejected. The significance value (sig) for the principal's supervision (X1) on teacher performance (Y) was 0.000. Since this significance value is less than the probability

threshold 0.05, or $0.000 < 0.05$, H_a is accepted, and H_0 is rejected. In other words, principal supervision has a significant and positive influence on the performance of elementary school teachers in the Tembilahan Hulu district. One of the indicators of performance is motivation. A previous study supports these findings, showing that work motivation positively and significantly influences teacher performance by 58.8% (Sumarmi et al., 2019).

3.2 The effect of teacher work motivation on teacher performance

Teacher work motivation is the driving force that influences the awakening, direction, and maintenance of a teacher's behavior to continue performing their duties as an educator and instructor with all their skills and abilities to achieve the established vision and mission of education. The statistical hypothesis used to determine the effect of work motivation on teacher performance in the elementary school teachers in the Tembilahan Hulu District, Indragiri Hilir Regency, is as follows:

$H_0: \beta_2 = 0$ - There is no significant and positive effect of work motivation on the performance of elementary school teachers in Tembilahan Hulu District.

$H_a: \beta_2 \neq 0$ - There is a significant and positive effect of work motivation on the performance of elementary school teachers in Tembilahan Hulu District.

This hypothesis testing was conducted using the following regression test methods:

Table 3. T-test of work motivation on teacher performance

Model	Coefficients			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	21.897	9.728		2.251	0.026
Work motivation	0.470	0.078	0.437	6.024	0.000

a. Dependent Variable: Teacher Performance

Based on **Table 3** regarding the t-test coefficients of the work motivation variable (X_2) on teacher performance (Y), the values obtained were $a = 21.897$ and $b = 0.470$, so the regression equation becomes $Y = 21.897 + 0.470 X_1$. The coefficient value for the school principal's supervision (X_2) is 0.470. This means increasing work motivation by one unit will increase teacher performance (Y) by 0.470 units.

From **Table 3**, the t-test coefficients for work motivation (X_2) on teacher performance (Y) also show a probability value. This value is used to determine whether the hypothesis is accepted or rejected. Work motivation (X_2) on teacher performance (Y) has a sig value of 0.000 according to the coefficients model 1 table. The sig value is smaller than the probability value of 0.05, i.e., $0.000 < 0.05$, which means that H_a is accepted and H_0 is rejected. In other words, work motivation significantly and positively affects teacher performance among elementary school teachers in the Tembilahan Hulu District, Indragiri Hilir Regency. This is reinforced by another study that revealed a correlation coefficient (r) value of 0.767. This value shows that work motivation (X_2) has a strong relationship with the dependent variable, teacher performance (Y) (Sumarmi et al., 2019).

3.3 The effect of school principal supervision and work motivation on teacher performance

Using the following hypotheses, the statistical hypothesis is to determine the effect of academic supervision and work motivation on teacher performance at elementary school teachers in the Tembilahan Hulu District, Indragiri Hilir Regency.

Ho: $\beta_1 = \beta_2 = 0$ There is no significant effect of academic supervision and work motivation on teacher performance at elementary school teachers in the Tembilahan Hulu District, Indragiri Hilir Regency.

Ha: $\beta_1 \neq \beta_2 \neq 0$ There is a significant effect of academic supervision and work motivation on teacher performance at elementary school teachers in the Tembilahan Hulu District, Indragiri Hilir Regency.

Next, **Table 4** presents the coefficients for the academic supervision and work motivation variables affecting teacher performance at elementary school teachers in the Tembilahan Hulu District, Indragiri Hilir Regency, as shown below.

Table 4. Linear regression test based on school principal supervision and work motivation on teacher performance

Coefficients					
Model	Unstandardized Coefficients		Stardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.126	9.637		1.777	0.078
School Principal Supervision	0.247	0.084	0.236	2.924	0.004
Work motivation	0.349	0.087	0.324	4.023	0.000

a. Dependent Vable: Teacher Performance

Based on **Table 4**, the coefficients for the variables of school principal supervision (X1) and work motivation (X2) on teacher performance (Y) are as follows. The regression equation becomes: $\hat{Y} = 17.126 + 0.247X_1 + 0.349X_2$. The coefficient value for school principal supervision (X1) is 0.247. This means that each unit increase in principal supervision will increase to 0.247 units in the teacher performance variable (Y), assuming the other variables remain constant. Next, the coefficient for work motivation (X2) is 0.349. This means that each unit increase in work motivation will increase to 0.349 units in teacher performance (Y), assuming other variables remain constant. To determine the impact of school principal supervision (X1) and work motivation (X2) on teacher performance (Y), this study uses an F-test, which can be seen in **Table 5** below.

Table 5. F Test for the effect of work motivation and academic supervision on teacher performance

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1177.485	2	588.743	23.306	0.000 ^b
Residual	3864.995	153	25.261		
Total	5042.481	155			

a. Dependent Vable: Teacher Performance
b. Predictors: (Constant), work motiva, School Principal Supervision

Based on **Table 5**, the F-test shows a Sig value of 0.000. This value is smaller than 0.05. The results of the study indicate a significant and positive effect of academic supervision (X1) and work motivation (X2) on teacher performance (Y) among elementary school teachers in the Tembilahan Hulu District, Indragiri Hilir Regency. The magnitude of the effect of these variables is further explained in **Table 6** below:

Table 6. The effect of the principal's supervision and work motivation variables on teacher performance

Model Summary					
Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	
1	.758 ^a	.574	.523	5.02607	

a. Predictors: (Constant), work motivation, School Principal Supervision

In **Table 6**, the R square value obtained is 0.574 or 57.4%, meaning that the influence of the principal's supervision (X1) and work motivation (X2) on teacher performance (Y) is 57.4%, while the remaining portion is determined by other factors that are not included in this study. The principal has broad access, such as policy access, to improve teacher performance, as highlighted by (Sujatiningtyas, 2018). It can be concluded that both supervision and work motivation, whether individually or together, have a positive and significant impact on teacher performance (Elminiarti, 2017)

4. Conclusion and Implications

Based on the research and discussion results described above, it can be concluded that principal supervision significantly influences teacher performance. Furthermore, there is a significant influence between work motivation and teacher performance among elementary school teachers in the Tembilahan Hulu District, Indragiri Hilir Regency. Then the R Square value is obtained at 0.574 or 57.4%, meaning that the influence of the principal's academic supervision and teacher work motivation (X2) on teacher performance (Y) is 57.4%, while the rest is determined by other factors that are not part of this study.

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