



## The effect of academic supervision and work motivation on the performance of elementary school teachers in Kempas district, Indragiri Hilir regency

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Article info	Abstract
Keywords: academic supervision, work motivation, teacher performance, elementary school teachers	This study aims to analyze the significant and positive influence of (a) academic supervision on teacher performance, (b) teacher work motivation on teacher performance, and (c) both academic supervision and work motivation on the performance of elementary school teachers in Kempas District, Indragiri Hilir Regency. This research employs a descriptive quantitative method with a correlational research technique (ex post facto). The population comprises 156 elementary school teachers, with a randomly selected sample of 113 respondents. A questionnaire was used as the research instrument, and a trial was conducted with 30 respondents outside the main sample. Data analysis was performed using descriptive and inferential statistics. The findings indicate that academic supervision positively and significantly influences teacher performance, with a significance value of $0.000 < 0.05$ and a contribution of 80.8%. Similarly, work motivation has a positive and significant impact on teacher performance, with a significance value of $0.000 < 0.05$ and a contribution of 82.7%. Furthermore, academic supervision and work motivation have a positive and significant effect on teacher performance, with a significance value of $0.000 < 0.05$ and a combined contribution of 88.1%. In conclusion, academic supervision and work motivation are crucial factors in enhancing teacher performance.

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### 1. Introduction

Education is one of the key aspects of developing a country, and the role of teachers in the educational process is crucial. Elementary school teachers are responsible for shaping children's foundational knowledge and character. Therefore, the performance of elementary school teachers substantially impacts students' development and achievements. To improve the quality of education in Indonesia, it is essential to understand the factors that influence the performance of elementary school teachers. This study will discuss the effect of academic supervision and work motivation on the performance of elementary school teachers in Kempas District, Indragiri Hilir Regency.

Academic supervision is one of the instruments used by schools or educational management to monitor and improve teacher performance. Academic supervision involves monitoring, evaluation, and feedback related to teaching and learning activities carried out by teachers. A study by Smith (2017) found that adequate academic supervision can help teachers improve their teaching competencies, enhancing education quality.

In addition to academic supervision, work motivation also plays a vital role in teacher performance. Work motivation includes internal and external drives that encourage individuals to

perform well. Research by Ryan and Deci (2000) in the context of education shows that intrinsic motivation, which comes from personal satisfaction in the job, can positively impact teacher performance. High work motivation can encourage teachers to continually improve their skills and innovate their teaching methods.

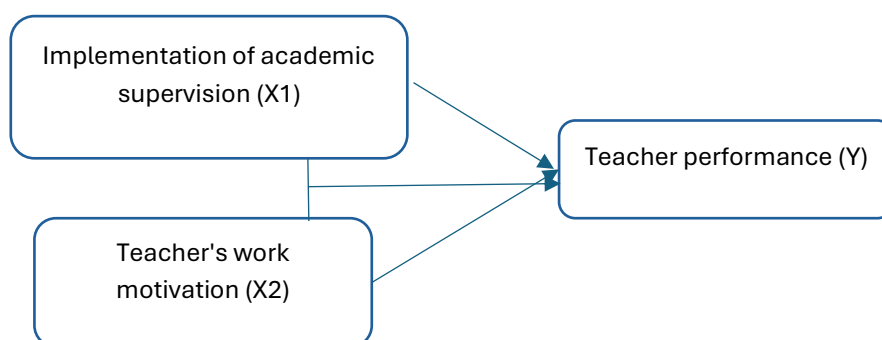
Several relevant studies have been conducted previously to support this study. One of them is the research by Anderson and Sosik (2019), which examined the impact of academic supervision on teacher competency development. Their findings showed that adequate academic supervision can enhance teachers' understanding of the curriculum and teaching methods. Additionally, research by Robbins and Judge (2018) reviewed the impact of work motivation on productivity and individual performance in the workplace. Their results indicated that high work motivation can improve productivity and teacher performance. Several previous studies have investigated the influence of academic supervision and work motivation on teacher performance. For instance, research by Johnson (2015) found that intensive academic supervision with constructive feedback can enhance teacher performance. Meanwhile, research by Brown (2018) showed that teachers' intrinsic motivation positively correlates with student learning outcomes.

As Anderson and Sosik (2019) stated, proper academic supervision can be a key factor in developing teacher competencies and improving education quality in elementary schools. Similarly, the theory that Robbins and Judge (2018) proposed emphasizes that strong work motivation can influence teacher productivity and performance in educational tasks.

This study will be organized into sections: introduction, research methods, results and discussion, and conclusion. It will then provide a more detailed review of the literature related to academic supervision, work motivation, and elementary school teacher performance. The research methods will include data collection, data analysis, and the research sample. Finally, the study's findings will be presented, and the implications of these results will be discussed in the context of education and teacher development. It is hoped that the results of this study will provide valuable contributions to understanding the factors that influence teacher performance.

## 2. Method

The research approach uses a quantitative method with a correlational design. Correlational research is a study that aims to investigate the influence of several variables. The variables in this study are academic supervision (X1), work motivation (X2), and teacher performance (Y). This study aims to (a) analyze the significant and positive effect of academic supervision on teacher performance, (b) analyze the significant and positive effect of teacher work motivation on teacher performance, and (c) analyze the significant and positive effect of the implementation of academic supervision and teacher work motivation on the performance of elementary school teachers in Kempas District, Indragiri Hilir Regency. The relationship between the variables is depicted in the following **Figure 1**.



**Figure 1.** Relationship between research variables

This study was conducted over seven months, from February to August 2023—the population and sample comprised elementary school teachers in Kempas District, Indragiri Hilir Regency. The

research population included 157 teachers, and the sample comprised 113 teachers randomly selected through a lottery. The details of the population and sample sizes are presented in **Table 1**.

The data collection technique used in this study is a questionnaire (survey), measured using a Likert scale. To facilitate the development of the research instrument, the researcher utilized operational definitions of the research variables, which are: (1) Teacher performance is measured based on three aspects referring to the teacher performance standards, which can be observed from lesson planning, lesson implementation, and lesson evaluation; (2) Academic supervision is the assistance provided to teachers by a supervisor in the teaching process, which can be measured based on indicators consisting of planning, implementation, evaluation, and follow-up; and (3) Work motivation is the driving force for employees to perform their tasks with full effort and dedication. With work motivation, it is hoped that each individual will be willing to work hard and be enthusiastic to achieve high performance. The indicators of work motivation include affiliation motives, power motives, and achievement motives. Based on the operational definitions compiled by the researcher, the following are the research instruments used, as shown in **Tables 2-4**.

**Table 1.** Population and sample

No.	School Name	Amount Population			Amount Sample
		Man	Woman	Amount	
1	SDN 001 Kempas Jaya	2	7	9	7
2	SDN 002 Sungai Gantang	1	5	6	4
3	SDN 003 Sungai Gantang	2	4	6	4
4	SDN 004 Kempas Jaya	4	3	7	5
5	SDN 005 Kempas Jaya	4	3	7	5
6	SDN 006 Sungai Ara	2	6	8	6
7	SDN 007 Pekan Tua	1	6	7	5
8	SDN 008 Sungai Gantang	2	5	7	5
9	SDN 009 Pekan Tua	2	4	6	4
10	SDN 010 Bayas Jaya	2	5	7	5
11	SDN 011 Pekan Tua	4	2	6	4
12	SDN 012 Rumbai Jaya	4	4	8	6
13	SDN 013 Bayas Jaya	1	5	6	4
14	SDN 014 Kempas Jaya	3	4	7	5
15	SDN 015 Rumbai Jaya	2	4	6	4
16	SDN 016 Rumbai Jaya	1	5	6	4
17	SDN 017 Sungai Gantang	3	3	6	4
18	SDN 018 Harapan Tani	3	5	8	4
19	SDN 019 Sungai Gantang	2	6	8	6
20	SDN 020 Karya Tani	2	4	6	6
21	SDN 021 Fisifera	3	4	7	5
22	SDN 022 Harapan Baru	2	4	6	4
23	SDN 023 Semoga Jaya	2	5	7	5
<b>Total</b>		<b>54</b>	<b>103</b>	<b>157</b>	<b>113</b>

Information: M=Man, W=Woman

**Table 2.** Teacher performance instrument

Lesson Planning	<ol style="list-style-type: none"> <li>1. Determining learning materials and formulating objectives</li> <li>2. Planning the organization of teaching materials</li> <li>3. Planning the learning scenario</li> <li>4. Designing classroom management</li> <li>5. Planning student learning assessment</li> </ol>
Lesson Implementation	<ol style="list-style-type: none"> <li>1. Managing the learning space and facilities</li> <li>2. Implementing classroom learning activities</li> <li>3. Managing classroom interactions</li> <li>4. Demonstrating mastery of the subject matter</li> <li>5. Conducting learning assessments</li> </ol>
Learning Evaluation	<ol style="list-style-type: none"> <li>1. Having the ability to determine approaches and methods for evaluation</li> <li>2. Processing evaluation results</li> <li>3. Utilizing evaluation results</li> </ol>

Source: Rachmawati (2019)

**Table 3.** The academic supervision research instrument

Indicator	Sub Indicator
Planning	Understanding the concepts, principles, theories/technologies, characteristics, and processes of learning
Implementation	Guiding teachers in preparing syllabi, developing Lesson Plans (RPP), implementing lessons, and utilizing technology in teaching.
Evaluation	Evaluating the success of the process and outcomes of the supervision implementation
Follow up	Assisting teachers in improving teaching, as well as providing reinforcement and motivation.

Source: Larasati (2019)

**Table 4.** Work motivation research instrument

Indicator	Sub Indicator
Affiliation motive	Actions to become a ruler or to maintain the power that has already been possessed.
Power motive	Anticipating the feelings and views of those below them, gaining attention and trust
Achievement motive	Persistent, responsible, and receiving feedback on the results of their achievements

Source: Hardono (2017)

This study's data analysis techniques are descriptive statistical and inferential statistical analysis. Descriptive statistical analysis presents the respondents' profile data in the form of means from the questionnaire results based on respondents' demographics, indicators, and variables. Inferential statistical analysis is used to test the hypotheses formulated earlier.

### 3. Results and Discussion

The statistical analysis results show that teacher performance is categorized as high, academic supervision as high, and teacher work motivation as high. To emphasize each discussion of the research findings, the researcher compares the results of the current study with those of previous studies. The results of the research and data analysis using the SPSS program can be outlined as follows:

#### 3.1 The effect of academic supervision (X1) on teacher performance (Y)

The first test concerns the effect of academic supervision (X1) on teacher performance (Y). The magnitude of the influence of the independent variable on the dependent variable can be observed in **Table 5**.

**Table 5.** Hypothesis test of academic supervision (x1) on teacher performance (Y)

Variable	n	F	Sig	Interpretation
X <sub>1</sub> -Y	113	532.055	0,000	H <sub>1</sub> accepted

Based on **Table 5**, the significance value (Sig. 2-tailed) using simple regression analysis shows that the Sig. (2-tailed) value between academic supervision (X1) and teacher performance (Y) is 0.000 < 0.05. Therefore, it can be concluded that academic supervision significantly influences teacher performance in elementary schools in Kempas District, Indragiri Hilir Regency. In other words, the better the implementation of academic supervision, the higher the teacher performance. Based on the hypothesis test, it is known that there is a positive and significant effect of academic supervision (X1) on teacher performance (Y), as shown by the Sig—value of 0.000. The Sig. value is smaller than the probability value of 0.05, or 0.000 < 0.05, so H<sub>1</sub> is accepted, and H<sub>0</sub> is rejected. This research finding aligns with the study by Hadiati (2019), which states that academic supervision significantly affects teacher performance. As an implication, efforts should be made to enhance academic supervision to improve teacher performance. To determine the regression equation for the academic supervision and teacher performance variables, the following correlation coefficient can be referred to:

**Table 6.** Simple regression test of academic supervision (X1) and teacher performance (Y)

		Coefficients			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	25.851	4.426		5.841	0.000
	Supervise Akademik	1.078	0.050	0.899	21.611	0.000

*a. Dependent Variable: Performance*

Based on **Table 6**, the values obtained are a = 25.851 and b = 1.078, so the regression equation becomes  $Y = 25.851 + 1.078 X_1$ . The coefficient value for academic supervision (X1) is 1.078. This means that the teacher performance variable (Y) will increase by 1.078 units for every one-unit increase in educational supervision. This strongly correlates with previous research conducted by Manueke et al. (2021), which revealed a relationship between supervision and the improvement of teacher performance. The implication is that an increase will follow every increase in supervision in teacher performance, and conversely, any decrease in supervision will result in a decline in teacher performance.

Regular, structured, and targeted academic supervision can improve teachers' performance, especially in their duties and functions as educators. The school principal, as the one conducting the supervision, is expected to recognize the characteristics of each teacher in the implementation of supervision, use the appropriate approach, and provide assistance and guidance to teachers in solving problems related to improving the quality of teaching. This is because supervision is not merely ceremonial or a means to complete administrative tasks; instead, the practical impact is that the principal must also be able to enhance teachers' performance potential, increase their responsibility, and cultivate professionalism in teachers (Munawwarah et al., 2023).

### 3.2 The effect of work motivation (X2) on teacher performance (Y)

The influence between variables X2 and Y in this study can be seen in **Table 7**.

**Table 7.** Hypothesis test of work motivation (X2) on teacher performance (Y)

Variable	n	F	Sig	Interpretation
X <sub>2</sub> -Y	113	532.055	0,000	H <sub>1</sub> accepted

Based on **Table 7**, the significance value of Sig. (2-tailed) with simple regression analysis, the Sig value can be determined. (2-tailed) between work motivation (X2) and performance (Y) is  $0.000 < 0.05$ , so it can be concluded that there is a significant influence between work motivation and teacher performance variables. In this way, the results of the hypothesis test are known and have a positive and significant influence on work motivation (X2) on teacher performance (Y), as seen from the sig value, which is smaller than the probability value of 0.05, or the value  $0.000 < 0.05$ . The results of this research are strengthened by the findings from research (Jati et al., 2022) that there is a positive and significant influence of teacher work motivation on the performance of elementary school teachers, amounting to 61.2% and the magnitude of other influences outside teacher work motivation that influence The performance of elementary school teachers in Pringapus District, Semarang Regency was 38.4%.

Based on the results of this research, it can be seen that the motivation possessed by teachers, both from within and from outside themselves, dramatically determines the teacher's ability to carry out their duties and responsibilities as a teacher. Therefore, a teacher's high or low performance is determined by the strength or weakness of his motivation. Thus, various efforts must be made to improve teacher performance, including raising teacher work motivation to carry out active, creative, and innovative tasks (Zahara Mustika, 2022). To find out the regression equation on the variables of work motivation and teacher performance, you can see the following t-test:

**Table 8.** Simple regression test of work motivation on teacher performance

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	18.865	4.449	4.240	0.000
	Motivasi	1.961	.085	23.066	0.000

a. Dependent Variable: Performance

Based on **Table 8**, the correlation coefficients for the work motivation variable (X2) and teacher performance (Y) are obtained as  $a = 18.865$  and  $b = 1.961$ , so the regression equation becomes  $Y = 18.865 + 1.961 X_2$ . The coefficient value for work motivation (X2) is 1.961. This means that teacher performance (Y) will increase by 1.961 units for every increase in work motivation. This finding is consistent with the research by Yosefina et al. (2023), which also showed that  $Y = 67.592 + 0.233 X$ , indicating that for each increase of one unit in work motivation, teacher performance will increase by 0.233.

### 3.3 The Effect of Academic Supervision (X1) and Work Motivation (X2) on Teacher Performance (Y)

The hypothesis testing was carried out using hypothesis steps with the F test, correlation coefficients, and the magnitude of the effect through the model summary. The F test in this study can be seen in the following **Table 9**.

**Table 9.** Hypothesis test of academic supervision (x1) and work motivation (x2) on teacher performance (Y)

Variable	n	F	Sig	Supervision
X <sub>1</sub> , X <sub>2</sub> -Y	113	407.975	0,000 <sup>b</sup>	H <sub>1</sub> accepted

Explanation:



H1: The implementation of academic supervision and work motivation significantly affects the performance of elementary school teachers in Kempas Subdistrict, Indragiri Hilir Regency.

Ho: There is no significant effect of the implementation of academic supervision and work motivation on the performance of elementary school teachers in Kempas Subdistrict, Indragiri Hilir Regency.

From **Table 9**, it is known that the Sig. The value in the F test is 0.000. This value is smaller than 0.05. The results of the study show that academic supervision (X1) and work motivation (X2) affect teacher performance (Y). Based on the hypothesis test, it is known that there is a positive and significant effect of academic supervision (X1) and work motivation (X2) on teacher performance (Y), as seen in the F test table where the Sig. The value is 0.000, which is smaller than 0.05. This result is supported by the research of Aprida et al. (2020), which showed that simultaneously or together, both independent variables (school principal supervision and teacher work motivation) affect the dependent variable (teacher performance). Proper academic supervision by the school principal can improve teacher performance, which aligns with the findings of Harahap et al. (2023), who stated in their research that the regression coefficient for school principal leadership (X1) is positively significant with a value of 0.275. This shows that a 1% increase in school leadership can improve teacher performance by 0.275, and teacher work motivation in performing their tasks will also improve their performance. We can examine the following correlation coefficients to determine the multiple regression equation between work motivation and teacher performance.

**Table 10.** Multiple regression test of academic supervision (X1) and work motivation (X2) on teacher performance (Y)

		Coefficients			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	14.498	3.759		3.857	0.000
	Supervise Academic	0.539	0.076	0.450	7.059	0.000
	Motivation	1.130	0.137	0.524	8.235	0.000

a. Dependent Variable: Performance

Based on **Table 10**, the correlation coefficients for the variables academic supervision (X1) and work motivation (X2) on teacher performance (Y) are obtained as  $a = 0.539$ ,  $b = 1.130$ , and  $c = 0$ . Therefore, the regression equation becomes  $\hat{Y} = 14.498 + 0.539X_1 + 1.130X_2$ . The coefficient value for academic supervision (X1) is 0.539. This means that for every one-unit increase in academic supervision, the performance variable (Y) will increase by 0.539, assuming that the other independent variables in the regression model remain constant. Next, the coefficient value for work motivation (X2) is 1.130. This means that for every one-unit increase in work motivation, the performance variable (Y) will increase by 1.130, again assuming that the other independent variables remain constant. The magnitude of the effect of academic supervision (X1) and work motivation (X2) on teacher performance (Y) can be explained further in the following **Table 11**.

**Table 11.** The magnitude of the effect of work motivation (X2) on teacher performance (Y)

R	R Square	Sig, F Change	Influence (%)
0,939 <sup>a</sup>	0,881	0,000	88,1%

**Table 11** above, the R Square ( $r^2$ ) value is 0.881, which means the influence of academic supervision and work motivation on teacher performance is 88.1%, while the remaining portion is determined by other factors not included in this study. Therefore, supervision is necessary to improve teacher performance in an educational organization (Saleh, 2022). Teachers are one of the most essential elements in improving the quality of education. Thus, enhancing teacher performance quality is crucial to achieving optimal educational goals. Academic supervision is the process of

monitoring and guiding the school or supervisors to improve the quality of teaching. At the same time, work motivation refers to the internal and external factors that affect the enthusiasm and dedication of teachers in carrying out their duties.

Teacher performance is a key factor in determining the quality of education at the elementary school level. The quality of teaching significantly affects students' ability to understand and master the subject matter. Therefore, academic supervision and work motivation are essential in improving teacher performance in elementary schools. Educational supervision is one of the efforts to enhance the quality of teaching at schools. Work motivation is another crucial factor that influences the performance of elementary school teachers. Teachers who feel valued by the school and their work environment tend to have higher work motivation. In their theory of autonomous motivation, other research by Ryan and Deci (2000) shows that teachers who feel they have autonomy in teaching and can choose teaching methods that suit their style tend to have higher motivation levels. Research by Stronge (2002) shows that a good relationship between the supervisor and the teacher and constructive feedback can enhance teachers' work motivation. Adequate academic supervision can also increase teachers' work motivation. When teachers feel that supervision is a tool to help them grow and develop, they are more likely to be motivated to improve their performance.

#### 4. Conclusion and Implications

Based on the research and discussion above, it can be concluded that academic supervision positively and significantly affects teacher performance. This is evident from the Sig—value of 0.000. The Sig. value is smaller than the probability value of 0.05, or  $0.000 < 0.05$ , so H1 is accepted, and H0 is rejected. The effect of academic supervision on teacher performance is 80.8%. Next, work motivation positively and significantly affects teacher performance, as seen from the Sig. The value is smaller than the probability value 0.05, or  $0.000 < 0.05$ . The effect of work motivation on teacher performance is 82.7%.

Furthermore, academic supervision and work motivation positively and significantly affect teacher performance. As shown in the F test table, the Sig. The value is 0.000, which is smaller than 0.05. Based on the data, it can be concluded that academic supervision affects teacher performance, followed by the work motivation variable, and together, they provide an effect with a magnitude of 88.1%.

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