

# Improving Teacher Performance Through Academic Supervision with Work Motivation and Intervening Variables

Marlina, N.<sup>1</sup>, Su'ad<sup>2</sup> & Sukirman<sup>3</sup>

<sup>1,2,3</sup>Universitas Muria Kudus, 59327 Central Java, INDONESIA

\*Corresponding Author: [nina.marluna81@gmail.com](mailto:nina.marluna81@gmail.com)

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**Abstract:** This study aimed to analyze: 1) the effect of academic supervision on the work motivation of public elementary school teachers, 2) the effect of academic supervision on the performance of public elementary school teachers, 3) the influence of work motivation on the performance of public elementary school teachers, 4) the effect of academic supervision through work motivation on the performance of public elementary school teachers. The data analysis technique used SEM. The results of this study indicate that 1) academic supervision has a positive and significant effect on work motivation ( $\beta$  0.338 and  $\alpha$  0.039) 2) academic supervision has a positive and significant effect on performance ( $\beta$  0.442 and  $\alpha$  0.031); 3) work motivation has a positive and significant effect on the performance ( $\beta$  0.067 and  $\alpha$  0.031), 4) academic supervision through work motivation has a positive and significant effect on the performance (correlation value 2.281 and  $\alpha$  0.028).

**Keywords:** Teachers performance, academic supervision, work motivation

## 1. Introduction

Teachers as educators and spearheads in education have very important planning as a determinant of the success of the learning process in the classroom starting from the planning, implementation, and evaluation process of learning. Considering that the teacher's task is quite heavy, coaching for teachers through workshops, teacher performance appraisals, discussion, and supervision must be carried out continuously so that teacher performance increases. Based on the Regulation of the Minister of Education and Culture Number 22 of 2016, teacher performance is a standard process for primary and secondary education units, including planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning process

The Demak Regency Government through the Demak Regency Education and Culture Office is aggressively implementing all national programs as an effort to improve the quality and performance of teachers, but in reality, it has not been able to improve teacher performance in Dempet District, Demak Regency. The implementation of the program is more of a formality of fulfillment, where the ability of teachers who are included in the training, both before and after the training is the same and if there is a change, it is only slightly or not prominent.

Ndopaloka, Hardyanto, & Prihatin (2016) argue that a person's performance is very much determined by many factors, including leadership factors and teacher work motivation. The principal, as the direct leader in the school, is of course very aware of the actual situation and conditions of the school. In addition, the principal also knows the strengths and weaknesses of teachers.

Supervisors need to have a commitment and leadership attitude. Leadership is a strong charismatic trait that can influence the teachers they lead (Budiarti, Gunawan, & Pambudi, 2020). The first character to be idealized (idealized influence) a leader with this character is a leader who has charisma and shows an attitude of emphasizing belief in putting himself in difficult problems, showing the most important values that emphasize the importance of goals (Aminudin, Utomo, & Su'ad, 2022). Therefore, the principal should supervise teachers who are in their school without exception. Several issues on the implementation of academic supervision that developed in Dempet District were that all school principals in Dempet District did not have a good supervision plan if there was only a plan without implementation. Supervision whose purpose is to provide technical assistance and guidance to teachers to be able to increase work motivation but in reality tends to be in the form of administration only and its implementation has not been going well,

especially without follow-up on the results of the supervision, teachers have not realized the importance of supervision and even tend to avoid to be supervised (Setyaningsih & Suchyadi, 2021). Supervision of school principals on average is only carried out once a year only to fulfill the demands of formality. This has happened in almost all public elementary schools in the Dempet District area. The issues of the implementation of supervision were obtained from the results of interviews with several teachers during the pre-research study and discussions among teachers at each Teacher Activity Group (KKG) meeting. The percentage of the implementation of academic supervision is around 50%.

The results of further preliminary research show that several schools in Dempet District have implemented academic supervision of school principals, but the implementation of supervision in these schools has not contributed optimally to improving the quality of learning services and teacher work motivation. Some teachers do not feel that the presence of supervisors has not fully devoted sufficient time to improving teaching because on average supervision is only done to fulfill the formality of the principal's duties, the impact is low teacher performance so students have not received quality learning services from teachers.

Apart from academic supervision, other factors affect teacher performance, namely teacher work motivation. Teacher work motivation is one of the factors that can determine teacher performance as expected (Rahabav, 2016). The work motivation of teachers in Dempet District has not matched expectations and reality. Evidence that the teacher's work motivation has not met expectations is based on the results of the Principal Working Group (KKKS) meeting conveyed by the principal through the teacher council meeting, it is stated that the attendance of teachers to the school and class is often late and leaves the class before the end of the lesson. Nearly 90% of the teachers in Dempet District did not make teaching preparations following the standard process, because they only reprinted the previous year's teaching preparation plans or printed results, indicating a lack of teacher responsibility in carrying out their work.

## 2. Methodology

The approach used in this research is a quantitative approach that works with numbers, the data is in the form of numbers, analyzed using statistics to answer statements or to test specific research hypotheses and to predict that a certain variable affects other variables (Anderson et al., 2018).

The population in this study were all public elementary school teachers in Dempet District, Demak Regency, as many as 271 people in the 2019/2020 school year. The sampling technique in this study used a proportional random sampling technique as many as 162 people. The research instrument in the form of a questionnaire or questionnaire used a modified Likert scale to determine the score. Data analysis was in the form of descriptive analysis, quantitative analysis. The data analysis method in this study can show a model that explains the simultaneous relationship between variables. Based on these considerations, the statistical technique of Structural Equation Model (SEM) was used with AMOS software. Modeling through SEM is possible to answer regressive and dimensional statements.

## 3. Results

Hypothesis testing is carried out after all assumptions have been met. Hypothesis testing is carried out based on the critical ratio (CR) value of a causal relationship from the SEM processing results presented in the following table. Table 1 shows that all CR values are above 1.96 or with the resulting probability value (p) <0.05, thus all of the research hypotheses are accepted.

**Table 1 - Regression weight structural equational model.**

Variable	Estimate	S.E.	C.R.	P
work motivation Academic Supervision	0.338	0.369	1.97	0.039
Teacher Performance work motivation	0.442	0.242	2.64	0.01
Teacher Performance Academic Supervision	0.067	0.417	2.201	0.031
Teacher Performance work motivation Academic Supervision			2.281	0.028

### 3.1 The First Hypothesis (H1)

The first hypothesis of this research is H1: Academic supervision has a positive and significant effect on the work motivation of public elementary school teachers in the Dempet District. The estimation parameter for testing the academic supervision variable on the performance of public elementary school teachers in Dempet District shows a CR value of 1.970 and p of 0.039. The two values were obtained to meet the requirements for H1 acceptance, namely the estimated value of 0.338, CR of 1.970 > 1.96, and p of 0.039 < 0.05. Therefore it can be said that the dimensions of academic supervision have a positive and significant effect on the work motivation of public elementary school teachers in the Dempet District.

### 3.2 The Second Hypothesis (H2)

The second hypothesis in this study is H2: Academic supervision has a positive and significant effect on the performance of public elementary school teachers in the Dempet District. The estimation parameter for testing the academic supervision variable on teacher performance shows an estimated value of 0.442, CR of 2.101, and p of 0.031. The two values obtained met the requirements for H2 acceptance, namely the CR value of  $2.101 > 1.96$  and p of  $0.031 < 0.05$ . Therefore it can be said that the dimensions of academic supervision have a positive and significant effect on the performance of public elementary school teachers in the Dempet District.

### 3.3 The Third Hypothesis (H3)

The third hypothesis of this study is H3: Work motivation has a positive and significant effect on the performance of public elementary school teachers in Dempet District. The estimation parameter for testing the work motivation variable on the performance of public elementary school teachers in Dempet District shows an estimate value of 0.274, CR of 2.640 and p of 0.010. The two values obtained meet the requirements for acceptance of H3, namely the CR value of  $2.640 > 1.96$  and p of  $0.010 < 0.05$ . Therefore it can be said that the dimensions of work motivation have a positive and significant effect on the performance of public elementary school teachers in Dempet District.

### 3.4 The Fourth Hypothesis (H4)

The fourth hypothesis of this study is H4: Academic supervision through work motivation has a positive and significant effect on the performance of public elementary school teachers in the Dempet District. The estimation parameter for testing the academic supervision variable through work motivation on the performance variable of public elementary school teachers in Dempet District shows a CR value of 2.281 and p of 0.028. The two values obtained to meet the requirements for acceptance of H6, namely the CR value of  $2.281 > 1.96$  and p of  $0.028 < 0.05$ . Therefore it can be said that the dimensions of academic supervision through work motivation have a positive and significant effect on the performance of public elementary school teachers in the Dempet District.

## 4. Discussion

### 4.1 The Effect of Academic Supervision on Work Motivation

The results of testing the research data show that academic supervision has a positive and significant effect on work motivation of Public Elementary School teachers in Dempet District, this means that the better academic supervision, the higher the work motivation of Public Elementary School teachers.

Karnan & Marimuthu (2021) states that the aspects evaluated by a supervisor include three things, namely personal aspects, material aspects and operational aspects. The personal aspect refers to professional abilities, social dimensions, and individuals. The material aspect relates to the evaluation of the substance of teaching materials and supporting variables. The operational aspect relates to the implementation of the teaching and learning process in the classroom.

The results of the study have shown that academic supervision carried out by principals of public elementary schools can improve the work motivation of public elementary school teachers, such as teachers being more motivated to work because they fulfill the basic needs of life and feel appreciated by the principals of public elementary schools for work performance. Academic supervision by the principal of public elementary school in order to assess and follow up on teaching and learning activities organized by teachers is intended so that teachers are more motivated to improve their abilities in the learning process which includes personal, material and operational aspects. The implementation of academic supervision by the principal of public elementary schools in Dempet District has been able to motivate teachers to have the ability to organize learning effectively and efficiently, especially in achieving learning objectives. Public elementary school teachers are also motivated to develop and implement a good learning process which includes planning, implementing, and evaluating learning activities. Public primary school teachers are also better motivated in personal relationships and relationships between education components so that they are able to carry out the educational process well.

The results of this study support the results of research conducted by Hardono, Haryono, & Yusuf (2017) and Ndapaloka et al. (2016) that there is a positive and significant effect of principal academic supervision on teacher work motivation.

### 4.2 The Effect of Academic Supervision on Teacher Performance

The results of testing the research data show that academic supervision of the performance of public elementary school teachers in the Dempet District is proven to have a positive and significant effect. This means that the better academic supervision, the better the performance of public elementary school teachers in the Dempet District.

Academic supervision of activities assists teachers to assist teachers in the learning process so that they can achieve the planned goals (Hardono et al., 2017). Academic supervision program planning is the preparation of a monitoring planning document for a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals (Sunaryo, 2020). In essence, people work to meet the needs of certain impulses. Needs are seen as drivers or generators of behavior, while the goal serves to drive behavior. Therefore, effective performance for each needs to be created so that the goals of the institution can be achieved optimally (Kartini et al., 2020).

The benefits of academic supervision by the principal as a guideline for academic implementation and supervision, equalizing the perceptions of all school members about academic supervision programs, ensuring savings, and the effective use of school resources (energy, time, and costs).

The results of this study have shown that public elementary school teachers in Dempet District are in a good condition of academic supervision, which results in good performance of public primary school teachers as well. Academic supervision applied by the principal has been good at public elementary schools in Dempet District and has been able to influence the performance of these public elementary school teachers. Academic supervision is carried out well by the principal of public elementary schools, shown by the principal who guides teachers in compiling learning programs in the form of annual programs, semester programs, syllabi, and learning program plans. Public elementary school teachers are also invited to discuss the results of academic supervision by the head of public elementary schools. Public elementary school teachers are supervised academically by the principal with a set schedule of academic supervision activities. Thus, it appears that the academic supervision activities that have been carried out by the principal of public elementary schools in Dempet District can encourage and create public elementary school teachers to improve their performance.

The results of this study support research conducted by Sunaryo (2020); Hardono et al. (2017) and Ndapaloka et al. (2016) that the ability of supervision has a significant effect on teacher performance. One of the goals of academic supervision by the principal is so that the implementation and assessment of learning can achieve the planned goals. This academic supervision can provide support and assistance to public elementary school teachers to improve the quality of the learning process by making improvements and improving the quality learning.

### **4.3 The Effect of Work Motivation on Teacher Performance**

The results of the research data test showed that work motivation on the performance of public elementary school teachers in Dempet District was proven to have a positive and significant effect. This means that the better the work motivation for public elementary school teachers in Dempet District, the better the performance of these public elementary school teachers.

Work motivation is the driving force for someone to contribute as much as possible to the school to achieve predetermined goals. Indicators of work motivation include intrinsic factors and extrinsic factors Azwardi (2019). Intrinsic factors include achievement to be achieved, recognition, responsibility, and job decision. Meanwhile, extrinsic factors include interpersonal relationships between superiors and subordinates, supervision techniques, school policies, working conditions, and salaries.

Several factors can affect a teacher's motivation to work. Factors that affect teacher work motivation include individual factors, work/organizational conditions, fulfillment factors, health factors, leadership factors, and others. From the opinions of experts regarding the factors that influence work motivation, it can be concluded that two factors influence teacher work motivation, namely intrinsic factors, namely the impulse that comes from within each person, and extrinsic factors, namely the impulse that comes from outside. self, especially from the organization where he works.

The results of this study have shown that public elementary school teachers in Dempet District who already have good work motivation can produce good teacher performance as well. Public primary school teacher work motivation that is felt well by these educators has been able to affect teacher performance. Public primary school teacher work motivation is an intrinsic motivation factor besides recognition. self-employment, opportunities for advancement, professional growth, responsibility, a good feeling about the organization, and employee performance.

The results of this study are following the results of research conducted by Hardono et al. (2017); Ndapaloka et al. (2016); and Ondima et al. (2014) that there is a positive and significant influence between work motivation on teacher performance.

### **4.4 The Effect of Academic Supervision on Teacher Performance through Work Motivation**

The results of the research data test showed that academic supervision of the performance of public elementary school teachers in Dempat District with employee work motivation as an intervening variable was proven to have a positive and significant effect. This means that the better academic supervision through work motivation, the higher the performance of public elementary school teachers in the Dempet District.

Many factors and variables affect teacher performance, including work motivation. Factors that influence teacher performance are teacher work motivation and school organizational culture (Susmadiana, Lian, & Puspita, 2021). Increasing teacher performance, in this case, the quality of teaching, must be supported by the teachers themselves and the principal.

The results of this study have shown that public elementary school teachers in Dempet District who are supported by good academic supervision by public primary school principals with good work motivation can influence and improve the performance of good public elementary school teachers as well.

The results of this study support the research conducted by Irawan, Wahyudin, & Yanto (2018) which states that academic supervision has a significant positive effect on teacher performance through teacher achievement motivation. Likewise the research of Sherly et al. (2021) that there is an effect of principal leadership and academic supervision on performance with work motivation as a mediating variable. Likewise, the research results of Ali, Dahie, & Ali (2016) show that there is a positive relationship between teacher motivation and performance.

## 5. Conclusion

Based on the results of research and discussion, it can be concluded that 1) Academic supervision has a positive and significant effect on work motivation for public elementary school teachers ( $\beta$  0.338 and  $\alpha$  0.039), meaning that the better academic supervision, the more influence it increases on teacher work motivation, 2) Academic supervision has a positive and significant effect on the performance of public elementary school teachers ( $\beta$  value 0.442 and  $\alpha$  0.031), meaning that the better academic supervision, the more influence it increases on teacher performance, 3) Work motivation has a positive and significant effect on the performance of public elementary school teachers ( $\beta$  value 0.067 and  $\alpha$  0.022), meaning that the better the work motivation, the more influential it is to improve the performance of public elementary school teachers, 4) Academic supervision through work motivation has a positive and significant effect on public elementary school teacher performance (correlation value 2.281 and  $\alpha$  0.028). It means that the better academic supervision through good work motivation, the more it is influential in improving the performance of public elementary school teachers.

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## Conflict of Interest

The authors declare no conflicts of interest.

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