

The Effect of Clinical Supervision and Work Motivation on Teacher Performance in Primary Schools

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ABSTRACT

This study aims to determine 1). Effect of Clinical Supervision on teacher performance, 2) Effect of Teacher Work Motivation on Teacher Performance, 3) Effect of Clinical Supervision and Teacher Work Motivation on Teacher Performance in Elementary Schools, Kelurahan Kemalaraja. The population of this study was 151 elementary school teachers. The sample in this study was determined using simple random sampling, with as many as 60 respondents. Data obtained by using observation and questionnaires. The results showed that: (1) There was a significant effect of clinical supervision on teacher performance with a correlation value of 0.650 while the contribution made was 67.2%, (2) There was a significant effect of teacher work motivation on teacher performance, namely the correlation value. amounting to 0.610 while the contribution is given was 72.3% (3) There was a significant effect of clinical supervision and teacher work motivation on teacher performance with a correlation value of 0.620.

Keywords: Clinical Supervision, Work Motivation, Teacher Performance

1. INTRODUCTION

In the law of the National Education System [1] Article 1 paragraph 1 concerning the National Education System it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills needed by him, society, nation, and state.

To achieve the expected educational goals, one of the places that should be improved in the school. Schools as educational institutions have a dynamic and complex system. School activities are not only the gathering of students and teachers, but these activities are within the scope of an interconnected system, regular management patterns, and are related to one another. Therefore, the school as an organization requires management that must be supported by all elements ranging from the principal, teachers, committees, education staff, students, and parents.

In achieving the success of organizational goals, the principal is a school personnel who are responsible for all school activities. He is a figure who has full authority and responsibility to carry out all educational activities in the school environment he leads [2].

Fathurrochman [3] specifically states that the principal's duties as learning leaders are to a) spur and help improve teaching, b) coordinate the curriculum,

c) conduct supervision and evaluation of teaching, d) create a productive work environment and climate and e) Motivate teachers to achieve success.

The second component is the teacher. In- [4]concerning Teachers and Lecturers. It is stated that teachers are professional educators with the main focus of educating, teaching, guiding, directing, training, assessing, and evaluating students in the formal education pathway, at the primary and secondary education levels. an education. Therefore the teacher has a role in the creation of a series of interrelated behaviors and is related to the progress of behavior change and the development of students who are their goals. Thus student success is strongly influenced by teacher performance because teachers have an important role in all educational efforts.

Performance is the result, achievement, and also the implementation of tasks that are the responsibility of a person is doing a job. Performance is said to be good, not only seen from the results of the work but seen from the work process and also the ability of the workers [5].

Performance improvement must be accompanied by high motivation. It is impossible if working without motivational accompaniment would be very boring. Motivation is a general term that includes all groups of drives, desires, needs, and similar powers [6]while according to [7]motivation is an impulse that arises by

stimulation from within and from outside so that someone wants to make changes in behavior or certain activities to make it better than the previous situation.

Ristianti [8] based on observations that have been made by [9] researchers at school, various problems arise from the behavior of some teachers such as incomplete delivery of material due to insufficient time, consistent attitudes towards low time, lack of enthusiasm and motivation at work and decreased teacher attendance and coaching. and less supervision from the principal. Therefore, further and more intensive efforts are needed so that school education can still achieve its true goals, it is necessary to change leadership and work motivation in managing school organizations so that good teacher performance is achieved.

To obtain actual information it is necessary to conduct a study. This study aims to show the extent to which teacher performance factors are still lacking and what factors are considered good. In addition, it is also necessary to know what aspects are related to clinical supervision and work motivation.

2. METHODS

This study using a descriptive method with a quantitative approach. [10]The descriptive method in this research is to measure, analyze the effect of each research variable. The population of this study was elementary school teachers in the Kelurahan Kemalaraja with the number of respondents as many as 60 teachers out of 151 people in 6 elementary schools in the Kelurahan Kemalaraja.

3. RESULTS AND DISCUSSION

Before the data is analyzed, the prerequisite test is carried out first, namely by conducting tests for normality, linearity, and multicollinearity.

a. Normality test

Based on the results of the normality test that has been carried out, the significance value is $0.505 > 0.05$. So it can be concluded that the values are normally distributed.

b. Clinical Supervision Linearity Test with Teacher Performance

Based on the results of the linearity test of clinical supervision and teacher performance that has been carried out, the significance value is obtained on the line Deviation from Linearity of 0.371. This shows that the value is $0.371 \geq \alpha$ ($\alpha = 0.05$), which means that there is a linear relationship between clinical supervision (X1) and teacher performance (Y) [11].

c. Test the Linearity of Work Motivation and Teacher Performance

Based on the results of the linearity test on work motivation and teacher performance, the significance value on the line Deviation from Linearity is 0.220. This shows that the value is $0.220 \geq \alpha$ ($\alpha = 0.05$), which means that there is a linear relationship between work motivation (X2) and teacher performance (Y).

d. Multicollinearity Test Data.

The results showed that the clinical supervision and work motivation variables had a tolerance value > 0.10 , namely 1,000, while the VIF value < 10.00 , namely 1,000, so it could be concluded that there was no multicollinearity between the independent variables in this regression model.

The results of testing the research hypothesis regarding clinical supervision and work motivation on the performance of elementary school teachers in Kemalaraja Village can be explained as follows:

1) Effect of clinical supervision (X1) on teacher performance (Y)

Based on the research results, it is found that the significant value is equal to $0.000 < \alpha$ ($\alpha = 0.05$), so it can be concluded that H_0 is rejected. This means that there is a significant effect of clinical supervision on the performance of elementary school teachers in the Kelurahan Kemalaraja. The results of the study also tested the coefficient of determination which obtained the value of R Square of 0.672, thus the coefficient of determination was 67.2% and the remaining 32.8% was influenced by other factors that were not this variable.

2) Effect of Work Motivation (X2) on teacher performance (Y)

The results of hypothesis testing are obtained a significant value of $0.000 < \alpha$ ($\alpha = 0.05$), so it can be concluded that H_0 is rejected. This means that there is a significant effect of work motivation on the performance of elementary school teachers in the Kelurahan Kemalaraja [12].

Furthermore, the coefficient of determination test was also carried out. The results of this test obtained an R Square value of 0.723, thus the coefficient of determination was 72.3% and the remaining 27.7% was influenced by other factors that were not this variable.

3) Effect of Clinical Supervision (X1) and Work Motivation (X2) on teacher performance (Y).

Based on the results of the F test that has been carried out, it is found that the significance value is equal to $0.000 < \alpha$ ($\alpha = 0.05$), it can be concluded that H_0 is rejected. This means that there is a significant effect of clinical supervision and work motivation on the performance of elementary school teachers in the Kelurahan Kemalaraja if done together [13].

Furthermore, the determination coefficient test for the third hypothesis was also carried out and the R Square value was obtained for the R Square value of 0.828, thus the determination coefficient was 82.8% and the remaining 17.2% was influenced by other factors that were not this variable.

4. CONCLUSION

Based on the research results, it can be concluded as follows: (1). there is an effect of clinical supervision on teacher performance. This means that the more effective clinical supervision is, the more effective the teacher's performance will be. (2). Work motivation influences teacher performance. This means that the higher the work motivation, the better the teacher's performance. (3). There is an effect of clinical supervision and work motivation on teacher performance if done simultaneously. So it can be concluded that if clinical supervision is done more frequently and work motivation is increased, the teacher's performance will be better.

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