

The Effect of Supervision and Work Motivation of School Principal to the Performance of Elementary School Teachers

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ABSTRACT

The principal as the leader is directly a clear example of the work activities of his subordinates. Supervision in the classroom by the principal is a communication bridge between teachers and their leaders. In addition, there are still many teachers who are not successful in teaching because they are less motivated to teach, which has an impact on decreasing teacher productivity / performance. The purpose of this study was to determine the effect of Principal Supervision on the performance of public elementary school teachers in Banding Agung district. This research uses descriptive quantitative, with a questionnaire as the instrument to collect the data. The results of this study indicate that principal supervision and teacher work motivation have a positive effect on the performance of elementary school teachers in Banding Agung District simultaneously, where the F test shows a significant value for the variable of principal supervision and teacher work motivation.

Keywords: Supervision, Work motivation, Teachers' Performance.

1. INTRODUCTION

During the Covid 19 pandemic, schools have implemented new normal policy in the form of online learning. This new normal certainly affects the quality of life [1] including the performance of school principals, teachers, students, and the entire school community [2]. For this reason, the supervision of the principal is very important in dealing with this new habit.

The communication between teachers and a school principal must be optimized. Therefore, it is very wise if a principal as a role model for a school community sets a good example while at the same time builds communication with school members in a full family manner [3]. The majority of school principals have only complained about their subordinates, while they at will and pretend to carry out external service duties without the knowledge of their subordinates.

The principal as the leader is directly a clear example of the work activities of his/her subordinates. Principals who are diligent, careful, care about subordinates will be different from a leadership style that is indifferent, less communicative, let alone arrogant with the school community [4]. The burden of the school principal is

not light. To be able to coordinate a work system that is able to satisfy all school members is not easy. Even so, a good school principal must certainly have a work priority scale without neglecting the main duties as the principal [5].

Regulation of the Minister of National Education number 13 of 2007 regarding the standards of school principals explains that school principals must have the dimensions of personality, managerial, entrepreneurial, supervisory and social competencies. However, the dimensions of supervisory competence have not been implemented optimally by principals of various levels. The majority of school principals are only concerned about fulfilling the needs of learning facilities and how schools can achieve maximum national exam scores [6].

Supervision in the classroom by the principal is a communication bridge between teachers and their leaders. Therefore, the frequency of this supervision should always be improved or even maximized [7]. Through this step, the writers believe that communication between teachers and principals will be more harmonious. This is very important in order to increase work productivity so that schools can achieve optimal results as well.

According to Hasibuan [8], motivation is the provision of a driving force that creates a person's excitement so that they are willing to cooperate, work

effectively and are integrated with all their efforts to achieve satisfaction. Motivation is about how to direct the power and potential of his subordinates, so that they are willing to work together productively, succeed in achieving and realizing predetermined goals. Motivation is what causes, channels and supports human behavior to work hard and enthusiastically to achieve optimal results [9].

Work motivation for teachers as educators is needed to improve their performance. Motivation is the willingness to put out a high level of effort for organizational goals conditioned by the ability of that effort to meet some individual needs. Motivation will result in job satisfaction [10]. Job satisfaction is related to the match between one's expectations and the rewards provided [11]. Teachers' work motivation has an impact on work performance, discipline, and quality of work. For teachers who are satisfied with their work, their increased performance is likely to have a positive impact on improving the quality of education [12].

Good motivation from supervisors or school principals plays a critical role in motivating teachers, and with good motivation from the Principal, teacher performance is expected to increase [13]. Given the numerous tasks that a teacher must complete, it is appropriate for teachers to obtain a variety of items that can arouse excitement at work. Work motivation provided by the leadership, in this case the principal, is critical in affecting good performance because a teacher can achieve good results if he has good competence and adequate work motivation, which the principal provides.

Teachers' work performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity [14]. Teachers' performance will be good if the teachers have carried out the elements consisting of high loyalty and commitment to teaching tasks, mastering and developing learning materials, teaching discipline and other tasks, creativity in teaching implementation, collaboration with all school members, leadership that becomes students' role models, good personality, honest and objective in guiding students, as well as responsibility for their duties. Therefore, the principal's duty as the manager is to assess teacher performance. This assessment is important to do considering its function as a motivational tool for leaders to teachers and for the teachers themselves [15].

In this study, the authors used several references from previous research, this purpose was to enrich the theory in assessing research. The following are some of the previous studies related to this research.

First, Suparjo [10] conducted a study entitled *The Relationship of Academic Supervision and Work Motivation on the Performance of Islamic Religious Education Teachers in Junior High Schools in Banyumas Regency*. This research has similarities

with the research that is being carried out. The similarity is that they both research academic supervision and work motivation on teacher performance. While the difference in research, Suparjo examines the performance of Islamic Religion teachers, while the research, while the research that will be conducted discusses the performance of teachers in SDN Banding Agung sub-district.

Second, Hakim [3] conducted a research on the influence of leadership style, work motivation and compensation on the performance of teachers at SMA PPMI Assalam Surakarta in 2011/2012 shows that work motivation has a positive effect of 24% on the performance of teachers at SMAPP MIAssalam Surakarta, while simultaneously the variable leadership style, work motivation, and compensation have a positive effect of 57.9% on teacher performance.

Third, Khairuddin [11] investigated the effect of various intelligence and work motivation on the performance of high school teachers. In the management application journal vol.91 number 31 May 2011. Variables of intelligence and work motivation have a positive and significant effect on teacher performance partially. Variable of work motivation which consists of two types, namely intrinsic and extrinsic motivation, has a positive and significant effect on teacher performance. The similarity is, similar to the research of judges, Khoirudin's research also uses the variables of work motivation and work discipline while the difference is that Khoirudin focuses on the variety of intelligence variables while the researcher focuses on supervision.

Fourth, Fitriah.H et al [5]. Journal about. *The Effect of Academic Supervision and Teacher Professional Competence on Teacher Performance in Public Senior High Schools in Tanjung Raja District*. Journal of Intellectuals: Islam, Social, and Science Vol. 9, No. 1, June 2020. Based on the results of previous research and discussion, both through descriptive statistical analysis and inferential statistical analysis, and the findings in this study it can be concluded that first, there is a significant effect of academic supervision on the performance of State Senior High School teachers. in Tanjung Raja District. Second, there is a significant influence on the professional competence of teachers on the performance of teachers in Public Senior High Schools in Tanjung Raja District. And third, there is a significant relationship between academic supervision and professional competence of teachers together on the performance of teachers of public high schools in Tanjung Raja District. The similarities between the two researchers are both examining the supervision of the differences in Fitri.H's research on (X2) uses teacher professional competence while researchers use teacher work motivation.

Specifically, based on a non-formal interview conducted by the writers to several teachers of elementary schools at Bandung Agung district, it is found that there are still many obstacles related to the implementation of school principal supervision. In general, these problems include: the quality of supervision from school principals is still low, teachers are still afraid of the supervision of school principals. Whereas the purpose of supervision is to help teachers see clearly the goals of education and try to achieve those educational goals by fostering and developing better teaching methods and procedures. In addition, there are still many teachers who are not successful in teaching because they are less motivated to teach, so that it has an impact on decreasing teacher productivity / performance. For this reason, the role of the principal is needed to motivate teachers in improving their performance.

Thus, the phenomena that occur above can be caused by many factors. In this study, the writers focus on the principal's supervision and motivation. For this reason, it is necessary to formulate in-depth, integrated and continuous efforts through the application of the analysis of principal supervision and motivation on teachers' performance developed in the elementary schools at Bandung Agung district. With the problems described above, the writers are interested in conducting a research entitled "The Effect of Supervision and Work Motivation of Principals on the Performance of Elementary School Teachers".

2. METHODS

Data collection technique

This is a quantitative descriptive study consisted of three variables (two independent variables: Principal Supervision and teachers' motivation, and one dependent variable: teacher performance) [16]. For collecting the data, the observation and questionnaires were used. This study was conducted by direct observation and data collection on the elementary schools teachers at Bandung Agung district. The questionnaire consists of a list of questions with Likert scale to measure attitudes, opinions and perceptions about social events or symptoms of the elementary schools teachers at Bandung Agung district.

3. RESULTS AND DISCUSSION

Assessing from each indicator to measure the work motivation of the teachers, on the indicator of being diligent in facing the task, the results obtained are 26.5% of respondents answered frequently and 73.5% of respondents answered always. Persistence in doing the tasks given by the principal is able to be completed by the teacher well and the teacher follows education and training diligently, which shows that the teachers have good diligence in their duties.

The indicator of resilience in facing difficulties shows that 33% of respondents answered sometimes, 40% of respondents answered often and 27% of respondents answered always. This shows that teachers do not give up easily and if they meet failure will continue to try to solve.

The Indicator of show interest in various problems obtained 11.5% of respondents answered sometimes, 27.7% of respondents answered often and 60.7% of respondents answered always in the high category. This shows that the teacher has a great interest and curiosity in each problem.

The Indicator of prefer to work independently obtained 11% of respondents answered sometimes, 36.5% of respondents answered often and 52.5% of respondents answered always in the high category. This shows that teachers are able to work without depending on others.

On the indicator of getting bored quickly on routine tasks, 34% of respondents answered rarely, 21% of respondents answered sometimes, 17% of respondents answered often and 28% of respondents answered always in the high category. Facing routine and same tasks, especially those related to things that are mechanical, just repetitive, so that they are less creative will motivate teachers to innovate and be creative which increases motivation at work.

In addition to the five indicators above, the work motivation of the teacher also has an indicator of being able to defend an opinion with a percentage of 12.7% of respondents who answered sometimes, 26.7% of respondents answered often and 60.4% of respondents answered always in the high category. This shows that teachers have high motivation in maintaining opinions that are considered rational and can be useful for themselves and others.

The indicator of does not easily let go of what is believed obtained 0.25% of respondents answered rarely, 22% of respondents answered sometimes, 38% of respondents answered often and 39.75% of respondents answered always in the high category. Teachers have the belief that a firm stance and confidence in their work can optimize their performance.

The last indicator of teacher work motivation, namely the pleasure of looking for and solving problems, the results obtained were 0.2% of respondents answered rarely, 20.2% of respondents answered sometimes, 34% of respondents answered often and 45.6% of respondents answered always in the category high. The teacher's sensitivity and responsiveness to a problem will motivate teachers to think about how to solve and solve problems.

The results showed that there was a positive and significant effect of teacher work motivation on the performance of elementary school teachers in the district of Bandung Agung, as evidenced by the results of the t test where the sig value for the teacher work motivation variable (X2) was less than 0.05, which was 0.000.

The results of this indicate that a difficulty or obstacle actually depends a lot on circumstances and environmental attitudes. Therefore, in connection with this, the role of motivation is very important in an effort to create certain conditions that are more conducive for them to strive for excellence as also stated by Sardiman [17] and Hasibuan [18]. Additionally, this study also revealed that the independent variables (work motivation, leadership effectiveness, and time management) simultaneously have a positive and significant effect of 27.2% on performance, while the work motivation variable partially has a positive and significant effect of 8, 35% on performance. Finally, It is concluded that the better interpersonal communication and the higher the teacher's motivation, the teacher's performance increases.

4. CONCLUSION

Based on the results of the data analysis, it is concluded that the principal supervision and teacher work motivation have a positive effect on the performance of Elementary School teachers in Banding Agung district simultaneously and partially, where from the F test the sig value is obtained for the variable of principal supervision (X1) and teacher work motivation (X2).

Some suggestions that can be given from this study are as follows: (1) The principal is recommended to maintain and always preserve the culture of respecting and supervising the performance of teachers by continuing to supervise teaching / education and paying more attention to appropriate learning evaluation techniques so that teachers can use them in learning because this can increase the teacher's sense of responsibility as a teacher; (2) Elementary school teachers in Banding Agung district should continue to motivate themselves in carrying out their duties and responsibilities to be more effective by improving themselves and being resilient at work. In addition, efforts to be more confident in yourself and not easily give up if you encounter difficulties so as to be able to solve problems is seen as one way to increase motivation at work; (3) Teachers are encouraged to read, apply and make educational research related to teaching as often as possible. This will be useful to find ways of good classroom management such as lesson planning, class readiness before teaching begins and fostering a conducive teaching-learning interaction between students and teachers.

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