The Impact of Principal Academic Supervision and Work Motivation on Teacher Performance

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ABSTRACT

The aim of this research was to find out 1) the impact of principal supervision of academics on teacher performance; 2) the influence of work motivation on teacher performance; and 3) the combined impact of academic supervision and work motivation on teacher performance. This research uses quantitative methods. The research sample consisted of 90 Kindergarten teachers in Mesuji Makmur District, Ogan Komering Ilir Regency. The method which is used to collect data is a questionnaire. Meanwhile, data analysis techniques used in this study are 1) descriptive quantitative analysis techniques, and 2) multiple linear regression. The results of this study show that 1) principal's academic supervision has a significant impact on teacher performance; 2) work motivation has a significant impact on teacher performance; and 3) the combination of principal's academic supervision and work motivation has a significant impact on teacher performance.

Keywords: Academic Supervision, Work Motivation, Teacher Performance

1. INTRODUCTION

As educational organizers, to create high qualified education, schools must be able to create a conducive and harmonious atmosphere. By considering its significant role, teacher is one of the main components that determine the success of a school in achieving the educational goals. Therefore, optimal and effective teacher performance is considered to be able to encourage the creation of good learning activities. The optimization and effectiveness of this performance will eventually encourage students to be actively involved in learning process. In this context, the term "efficiency" refers to a measurement of real job outcomes to predetermined work expectations [1].

Therefore, good teacher performance is a real behaviour displayed by teachers based on their role in the school and the standards set by the institution [2]. Good teacher performance is the result of teaching and learning activities in accordance with the teaching standards set by the school that have been carried out by the teacher. Teacher performance has a very crucial role because the improvement of the quality of education which is in line with the goals of education requires this factor. It is believed that the high or low quality of teacher performance

will have an impact on the quality of education and the output it produces.[3] ;[4]; [5].

According to Law No. 14 of 2005 article 20, the work standards that must be implemented by teachers are 1) Planning quality learning; 2) continually improving and developing academic skills and competencies in response to advances in research and technology; 3) Acting objectively and not discriminating; 4) Upholding regulations and teacher's code of conduct; 5) Maintaining and cultivating national unity. Teacher performance can be seen from the extent to which they carry out these predetermined obligations.

According Mulyasa [6], indicators for measuring teacher performance include 1) 1) understanding and teaching student features, 2) mastering learning philosophy and teaching learning rules, 3) developing a learning curriculum 4) carrying out educative learning activities 5) the teacher understand and develop potential 6) building communication with students, 7) conducting assessment and evaluation of the learning process, 8) acting in constitutional, legal, social, and cultural norms in line with national religious, legal, social, and cultural norms, 9) showing an exemplary personality in front of their students, 10) having a

work ethic, high responsibility and pride in their profession, 11) being non-discriminatory, objective, and multicultural 12) collaborating with other educators, caregivers, and members of the group, 13) mastering material, concepts and mindset from science that supports the subject being taught, and 14) developing the profession through reflective action.

Based on several factors that are considered to influence teacher performance are motivation, skills, and level of educational. This is in line with what was stated by Aprida et al [7] that work motivation is considered as a determinant of a person's performance. Related to teacher's motivation, there are at least six important elements; 1) The goals to be achieved in the learning process 2) the existence of a spirit or personal obsession to achieve these goals 3) a relentless willingness to realize the aspirations of high achievement, 4) the absence of giving up and keep trying before the goals are achieved, 5) the power of enthusiasm for self-development, and 6) creative and innovative attitudes. Work motivation, as stated by Uno [8], is power within a person that influences the direction, intensity and voluntary persistence of a person to do a job. In addition to this, according to Mulyasa [6], there are external factors that affect teacher performance such as work climate, organizational culture, leadership, social security and income levels.

The quality of teacher performance in schools has a close since instructional oversight is one of the principal's most significant responsibilities, he or she must have a good working partnership with the principal's management system, a process in education that aims to support the development of teachers' professional attitudes [9]. Academic supervision activities also facilitate teachers in improving the quality of teaching and creating a comfortable environment for teaching [10].

Mulyasa as quoted by Arafat [5] said that supervision is the first step in directing and guiding the growth of teachers in the school environment, both personally and in groups, so that they understand all learning objectives better and more effectively in realizing these learning objectives. The highest achievement of this supervision is that students will get the best learning results before participating in a modern democratic society.

In the Ministry of National Education in 2009academic management has three primary goals: 1) To assist teachers in improving their technical ability by assisting them in comprehending academic tasks and classroom life, enhancing teaching skills, and optimizing their talents through the use of specific strategies. 2) monitoring all teaching and learning activities in schools 3) Encourage teachers

to further their own skills and abilities and encourage them to be fully committed to their duties and responsibilities. Thus academic supervision as stated by Hasanah and Kristiawan [11] is an attempt to encourage, organize, and direct the continued development of teachers in classrooms, both personally and jointly, so that they can properly learn and perform all teaching functions. By doing academic supervision, teacher performance can be achieved optimally.

Based on preliminary observations conducted by researchers in several Kindergartens in Mesuji Makmur District, Ogan Komering Ilir Regency, it is known that the teachers there are less than optimal in carrying out their duties. This indication arises from the presence of several teachers with decreased work motivation. A decrease in their work motivation is indicated by arriving late in carrying out their professional duties, there are also teachers who object to being given new assignments outside of routine duties at school and there are still many teachers who receive additional work to fulfil their daily lives. In addition, although academic supervision is often carried out by school principals, this has not been able to improve teacher performance optimally. This is due to the inadequate employment status of teachers, there are still many teachers who have non-permanent status, and the level of education has not met the proper qualifications.

2. METHODS

This study uses a quantitative approach because all data is manifested in numbers and analyzed using statistics with the aim to testify the predetermined hypothesis. Meanwhile, the method which is used in this research is a survey method, survey is an investigation that is carried out to obtain facts from existing symptoms and obtain factual information [12]. The population in this research included Kindergarten teachers in Mesuji Makmur sub-district, Ogan Komering Ilir district. There are 90 teachers spread across 19 Kindergartens in Mesuji Makmur Sub-District, Ogan Komering Ilir District.

The sample is part of the number and characteristics of the population used was saturated sampling technique because the population in this study allowed all members of the population to be included in the research sample. The saturated sampling technique is a sampling technique in which all members of the population are used as samples [12]. Meanwhile, the data collection techniques in this study used a questionnaire where data collection was carried out by asking the respondent a set of questions or written statements [12]. In addition, to analyze the data collected, researchers used data

analysis with prerequisite tests and hypothesis testing. There are four data prerequisites in this study, namely the normality test, heteroscedasticity test, linearity test and multicolinearity test. Finally, a simple linear correlation test, multiple linear correlation test, T test, and F test were used to analyze the data.

3. RESULTS AND DISCUSSION

1. Normality Test

The normality test determines whether or not the associated data is naturally distributed. The type of data tested in this normality test uses the Kolomogrov-Smirnov technique. This technique will state that the data is considered normally distributed if the Asymp.Sig calculation results are greater than 0.05 [12]. In conducting the normality test the researchers used SPSS Version 20.0 For windows. The method of calculation is if the significance value is greater than 0.05 at the significance level of Sig. > 0.05, then the data is said to be normally distributed.

The normality evaluation of the impact of principal academic oversight and job incentive on teacher success yielded the following results:

Table 1. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		90
Normal Parameters[a,b]	Mean	0,00E+00
	Std. Deviation	13,63181
Most Extreme Differences	Absolute	0,12
	Positive	0,118
	Negative	-0,12
Kolmogorov-Smirnov Z		1,134
Asymp. Sig. (2-tailed)		0,153
a. Test distribution is Normal.		

b. Calculated from data.

The significant results obtained from testing the normality of the Kolomogorov Smirnov technique on the effect of the principal's academic supervision (X_1) and work motivation (X_2) on teacher performance (Y) is the Asym value. Sig is 0.153 where 0.153> α = 0.05. Thus, the residual value is stated to be normally distributed, and the assumption of normality can be declared fulfilled.

2. Heteroscedasticity Test

The heteroscedasticity test is used to determine whether the residual variable in regression has a homogeneous variety or not. The heteroscedasticity assumption test can be seen using the Glesjer Test. The test criterion that the residual is declared to have a homogeneous variety is if the probability of the

Glejser test is greater or equal to the level of significance (a = 5%). The following are the results of the Heteroscedasticity test through the Glejser Test using SPSS Version 20.0 For windosws:

Table 2. Correlations

		abres	Supervisi	Motivasi Kerja
Pearson Correlation	Teacher performance	1,000	,032	-103
	Academic Supervision	,002	1,000	,670
	Work Motivation	-,103	,392	1,000
Sig. (1-tailed)	Teacher performance	.	,494	,166
	Academic Supervision	,494	.	,000
	Work Motivation	,166	,000	.
N	Teacher performance	90	90	90
	Academic Supervision	90	90	90
	Work Motivation	90	90	90

In testing the heteroscedasticity assumption of the impact of principal's academic supervision and work motivation on teacher performance, a variable that results in a probability greater than the level of significance (a = 5%) is obtained. Meanwhile, the probability value of academic supervision is 0.494> 0.05 and learning motivation is 0.116> 0.05. From the test results, it can be seen that the residuals have a homogeneous variety. Therefore, the assumption of heteroscedasticity in the variables of Academic Supervision (X_1) and Work Motivation (X_2) can be declared fulfilled.

3. Linearity Test

Linearity test is conducted to determine the relationship between the independent variable and the dependent variable. In the research, the linearity test is utilized by using regression analysis techniques where the basis for decision making is as follows: (a) If the value of Deviation from Linearity Sig. > 0.05, there is a significant linear relationship between the independent variable and the dependent variable; and (b) If the value of Deviation from Linearity Sig. <0.05 then there is no significant linear relationship between the independent variable and the dependent variable.

On the basis of these considerations, the researcher will describe the results of the linearity test obtained as in the table below:

Table 3. ANOVA Table

			Sig.
Kindergarten's Teacher Performance *Supervision	Between Groups	(Combined)	,002
		Linearity	,000
		Deviation from Linearity	**,454**
	Within Groups		
	Total		

It was found that the value of Deviation from Linearity was 0.454 Sig. > 0.05. Thus it can be seen that there is a significant linear relationship between the principal's academic supervision variable (XI) and the work motivation variable (X2) on the teacher performance variable (Y).

4. Multicollinearity Test

Multicollinearity test is carried out to determine the relationship between the independent variables in the regression model. The absence of a correlation between the independent variables is a good form of regression models. For decision making, it is based on the Variance Inflation Factor (ViF) value obtained from each independent variable with a value of less than 10 and the tolerance value compiled to be above 10% (0.1)

On the basis of these considerations, the researcher will describe the multicollinearity test results obtained as shown in the table below:

Table 4. Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Academic Supervision	,506	1,970
	Work Motivation	,506	1,970

a. Dependent Variable: Teacher Performance

From the multicollinearity test results, it is found that the tolerance value of the principal's academic supervision variable (XI) and the work motivation variable (X2) is 0,506> 0.10 while the Variance Inflation Factor (VIF) value of the contract academic supervision variable and work motivation variable (X2) of 1,970 <10. Thus the independent variable in the regression model in this study states that there is no multicollinear symptom. Therefore, it can be said that the assumption of multicollinearity in the principal's academic supervision variable (XI) and the work motivation variable (X2) has been fulfilled.

5. Hypothesis Test

Table 5. Hypothesis X_I to Y Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	10,409	11,599		,897	,372
	Academic Supervision	,883	,094	,708	9,400	,000
a. Dependent Variable: Work Results						

Table 6. Hypotesis X_2 to Y. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	10,886	7,375		1,476	,143
	Work Motivation	,911	,062	,844	14,741	,000

a. Dependent Variable: Work Results

Table 7. Hypotesis X_I dan X_2 to Y (F). ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	10,585,621	2	5,292,811	105,929	,000[b]
Residual	4,347,001	87	49,966		
Total	14,932,622	89			

a. Dependent Variable: Teacher Performance

b. Predictors: Work Motivation, Academic Supervision

Based on the table above, the t-count for the principal's academic supervision variable (XI) on teacher performance (Y) is 9.400 while the t-table value (α = 0.05) is 2.63157 (df = 90-2-1 = 87) with a significant level of 0.005. From the results of the interpolation calculations above, the variable XI to Y is accepted. This means that there is a partially significant effect of the principal's academic supervision variable (XI) on teacher performance (X2). Furthermore, the work motivation variable (X2) on teacher performance (Y) is 14.741 while the t-table value (α = 0.05) is 2.63157 (df = 90-2-1 = 87) with a significance level of 0.005. From the results of the above interpolation calculations, the variable XI to Y is accepted. This means that there is a partially significant influence of the work motivation variable (X2) on teacher performance (Y). In the next table, the results obtained of the probability value (0.000) is smaller than the value (α = 0.05). In addition, the calculated F value of 105.929 is greater than the calculated F of 3.150 (df = 90-2-1 = 87). Therefore, the variables X1 and X2 against Y are accepted. This means there is a significant impact from the combination of the principal's academic supervision variable (XI) and the work motivation variable (X2) on teacher performance (Y).

Principal's academic supervision activities help teachers develop professional abilities and ultimately encourage teachers to show their best ability in carrying out their duties and responsibilities. One of the goals of academic supervision is to provide technical assistance and guidance to teachers so that they can achieve their best performance [13]. Similarly, Zulfakar [14] states that the series of

coaching for teachers is able to increase the ability of teachers so that they will develop in carrying out their teaching and learning activities. The encouragement obtained from academic supervision activities is a form of motivation. One of the things that affects the level of one's performance is motivation [7]. According to Hasibuan [15], motivation is the provision of encouragement or driving force that creates someone's excitement so that they are willing to work together effectively and integrated to achieve teaching goals. In more detail Hamalik [16] argues that motivation has at least two components. First, what is called the inner component, where the performance boost comes from itself. Second, what is called the outer component, which is an urge to act or do that comes from outside oneself.

4. CONCLUSION

The achievement of good quality education requires teacher performance where the teacher's performance and the level of academic oversight provided by the principal have an effect on the work motivation found in the teacher. Improvements in the quality of principals' academic supervision and work motivation will also improve teacher performance. This research found that the principal's academic monitoring practices have a direct effect on teacher success in Kindergarten, Mesuji Makmur sub-district, Ogan Komering Ilir district. Work motivation has a big effect on instructor success as well in Kindergarten in Mesuji Makmur sub-district, Ogan Komering Ilir District. And there is a significant impact of a combination of academic supervision and work motivation on teacher performance in Kindergarten, Mesuji Makmur sub-district, Ogan Komering Ilir district.

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