

Efforts to Improve the Performance of Elementary School Teachers

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ABSTRACT

The behavior or action of the teachers in Elementary schools can be used as a strategy to improve the performance of Elementary school teachers at Pantai Cermin sub-district. This study aims to analyze the influence of work motivation and academic supervision on the teaching performance of Elementary school teachers at Pantai Cermin sub-district. This study uses a regression analysis tool. The sample in this study is 35 teachers from 100 teachers using a simple random sampling technique. The results showed that work motivation and academic supervision affect teacher performance can be described with the equation $y = 0.42 + 0.44X_1 + 0.43X_2$. Work motivation and academic supervision together can explain teacher performance by 51%. Efforts to improve teachers' performance include providing equal opportunities for teachers to attend training, improving payroll systems, and increasing teachers' salaries according to regional minimum wages, building close relationships among teachers and principals, cultivating deliberations in the school environment, and continuous guidance.

Keywords: *Teacher Performance, Work Motivation, and Academic Supervision*

1. INTRODUCTION

According to [1], human resource development is an activity that an organization must carry out so that their knowledge, abilities, and skills follow the demands of their work. According to the organization's development of science and technology, this development activity is expected to carry out work better.

Optimization and development of human resources will be closely related to the job satisfaction felt by teachers personally if the working conditions in the school environment are comfortable. This conducive atmosphere will grow with an inner drive to work as well as possible. The principal also guides and directs teachers towards improving the quality of their teaching by fostering cooperation and mutual support between principals and teachers. Teachers will be more enthusiastic in carrying out their duties and responsibilities as much as possible and support improving performance.

Teacher performance is the key that must be worked on. Performance is the appearance of work behavior characterized by flexibility of motion, rhythm, and work sequence following procedures to obtain results that meet the quality, speed, and quantity requirements [2]. Teacher performance will be better if the teacher has carried out elements consisting of loyalty, high commitment to

teaching tasks, mastering, and developing learning materials, discipline in teaching and other tasks, creativity in teaching implementation, cooperation with all school members, leadership that is a role model—students, pleasing personality, honest, objective in guiding students, and responsible for their duties. Teacher performance is indeed something complex and involves various factors. As revealed [3], many factors influence teacher performance, including ability, motivation, support received, the existence of the work they do, their relationship with the organization, skills, facilities, communication, and work procedures.

However, the author tries to examine the teacher motivation and supervision provided by the principal. Supervision, in this case, is about the implementation of the guidance and guidance provided by the principal, which will impact the quality of teaching. The teacher who has high work motivation and is satisfied with the supervision led out by the principal will work seriously, which can improve teacher performance. However, if the teacher is not satisfied with implementing the principal's supervision and his low work motivation, the teacher in working will be less enthusiastic, which will affect the teacher's performance decreasing.

Based on the author's information from the Education Office of Pantai Cermin District, North Sumatra, there are 168 class teachers out of 239, and the rest are study

teachers (religion and sports) who work in 28 public elementary schools. From the teacher data, it turns out that not all elementary schools at Pantai Cermin District have teachers in Christian, Islamic, and sports studies, so to overcome this, the principal gives full responsibility to class teachers to teach all subjects taught in each class. Because the principal assumes that a teacher can master all the subjects taught to students, a teacher must be more professional to achieve maximum results from the many tasks and responsibilities in implementing learning in schools.

Then of the 168 classroom teachers who work in elementary schools throughout the Pantai Cermin District, 68 teachers have not been certified, and the rest have been certified. The large number of teachers who have been certified does not guarantee the accreditation of a school. Of the 28 schools, 71% have B accreditation, namely 20 schools, and 29% schools with C accreditation status. The number of schools that have not achieved accreditation cannot be separated from teachers who play a critical role in the learning process; this shows the teacher's performance in teaching. Need to be questioned. As the results of monitoring carried out by supervisors, one of the factors for the low accreditation of elementary schools in Pantai Cermin District is the low standard scores of educators and education personnel in schools in the Pantai Cermin sub-district.

If it continues, this situation will affect the teacher's work less well so that the result performance of their duties cannot be achieved the maximum. This also affects the achievement of programs held in elementary schools throughout the Pantai Cermin District. In this regard, the authors are compelled to study and research "Efforts to Improve the Performance of Elementary School Teachers in Pantai Cermin District."

2. LITERATURE REVIEW

2.1. Teacher Performance

According to [4], "*Performance refers to the degree of accomplishing the tasks that make up an individual's job. It reflects how well an individual is fulfilling the requirements of a job*". This means that performance refers to the degree of completion of tasks that complement one's work. It reflects how well a person makes the demands of a job.

This is in line with [5], which states that performance is inseparable from what people do and not just tasks. This means that performance is a specific thing in a work situation and is highly dependent on a person's abilities, place of work, and ability to apply his competence at a particular time.

Teacher performance [6] is a work process carried out by teachers related to the tasks they carry out and is their responsibility in learning management which is supported by:

- a. Lesson planning
- b. Implementation of learning
- c. Learning evaluation

2.1.1. Work Motivation

According to [7] stated that "*Motivation to avoid failure is usually counterproductive to success, whereas motivation to achieve is a powerful impetus to success.*" This means that a teacher who is not motivated at work will not achieve success, or the goal will not be achieved, but if the teacher has a strong motivation or drive to achieve his goals, the teacher will succeed [8].

Predefined work motivation related to:

- a. Intrinsic
- b. Extrinsic

2.1.2. Academic Supervision

According to [3], "Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives." Based on the description above, it can be concluded that academic supervision is a guidance process that aims to increase teacher professionalism consciously and deliberately, especially in teaching, which refers to [9]:

- a. Democratic
- b. Cooperation
- c. Teacher centered

2.2. Our Contribution

This study uses a quantitative approach to the type of correlational research. This means it describes the relationship pattern between two variables, X with Y. This study aims to analyze the effect of work motivation and supervision on teacher performance.

2.3. Data Collection Techniques

The data collection technique used in this research is a questionnaire (questionnaire) regarding work motivation, academic supervision, and teacher performance. The questionnaire measurement scale used is a Likert scale with a score range of 1-5. To test the research hypothesis, it is necessary to do data analysis. The stages in data analysis are descriptive statistics and correlation between two variables. The correlation between the two variables means measuring the degree of the linear relationship between teacher performance, motivation, and supervision. Regression is an analytical tool to test the effect of the independent variable on the dependent variable. To test whether X_1 or X_2 affects y or not, use the t-test.

3. RESULT AND DISCUSSION

3.1. Descriptive Statistics

Table 1 shows that the average value of y is 2.59, the average X_1 is 2.43, and X_2 is 2.52. The teacher's work motivation (X_1) has the lowest average value of these three variables. The standard deviation of teacher performance is 0.13, meaning that the size of the variation in the data obtained from 35 teachers is 0.13. Thus, the things that the teachers at Pantai Cermin District feel have slight variations and have similarities despite being in different schools.

Table 1. Descriptive Statistics

Statistic	Variable		
	Y	X ₁	X ₂
Mean	2.59	2.43	2.52
Standard Deviation	0.13	0.15	0.12
Minimum	2.30	2.10	2.30
Maximum	2.90	2.75	2.75
Range	0.60	0.65	0.45

Likewise, teacher work motivation has a data variation of 0.15 and academic supervision of 0.12. More clearly, the distribution of the values of the variables Y , X_1 , and X_2 will be presented as follows.

3.1.1. Teacher Performance (Y)

Table 2. Distribution of teacher performance variable (Y)

Interval	Frequency	Percentage
4.21 - 5.00	0.00	0.00%
3.41 - 4.20	0.00	0.00%
2.61 - 3.40	16.00	39.00%
1.81 - 2.60	19.00	61.00%
1.00 - 1.80	0.00	0.00%

Table 2 shows that the most scores reached 61% in the interval 1.81-2.60 with a frequency of 19 people out of 35 people, and 39% in the interval 2.61-3.40 with a frequency of 16 people. In more detail, the state of teacher performance will be shown in the following figure:

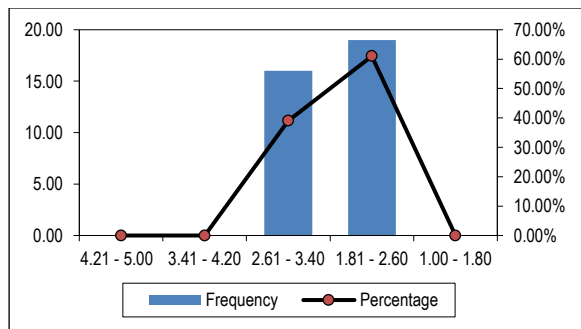


Figure 1. Histogram of Teacher performance Frequency

Figure 1 shows that the average score of teachers' teacher performance assessments does not reach the interval of 3,41-4,20 and even 4,21-5.00. Many elementary school teachers in Pantai Cermin District still do not show high performance. This is due to the learning planning, and implementation of learning carried out by teachers being still low. Nineteen teachers reach the interval of 1.81-2.60, and the remaining 16 teachers are at 2.61-3.40. This means that not a few teachers show low performance from the data. The causes of the low performance of teachers are that there are still teachers using the learning objectives in the LKS, the lack of teachers' ability to integrate subject matter with current phenomena, the lack of teachers' ability to apply varied teacher learning, and teachers focus on the guidebook, and the lack of teacher recognition of students, as well as the lack of willingness of teachers to make different and similar questions to the questions used when explaining the material, and the lack of willingness of teachers to provide exceptional guidance for students who get low grades.

3.1.2 Work Motivation (X_1)

Table 3. Distribution of Work Motivation variable values (X_1)

Interval	Frequency	Percentage
4.21 - 5.00	0.00	0.00%
3.41 - 4.20	0.00	0.00%
2.61 - 3.40	2.00	6.00%
1.81 - 2.60	33.00	94.00%
1.00 - 1.80	0.00	0.00%

Table 3 shows that the most scores reaching 94% are in the interval 1.81-2.60 with a frequency of 33 people out of 35 people, and 6% are in the interval 2.61-3.40 with a frequency of 2 people. In more detail, the state of teacher work motivation will be shown in the following picture:

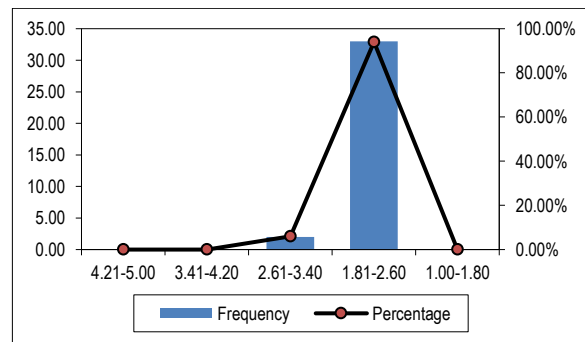


Figure 2. Histogram of Work Motivation Frequency

Figure 2 shows that the average score of the teacher's assessment does not reach the interval 3.41-4.20, even 4.21-5.00. This means that many elementary school teachers at Pantai Cermin District still do not show high motivation at work, especially in improving achievement, self-development, and high responsibility for work.

The cause of low work motivation is a lack of commitment to their duties, especially in finding information to overcome challenges in assignments, and the teacher places more emphasis on appreciation and recognition that the teacher is working well.

3.1.3. Academic Supervision (X₂)

Table 4. Distribution of Academic Supervision variable (X₂)

Interval	Frequency	Percentage
4.21 - 5.00	0.00	0.00%
3.41 - 4.20	0.00	0.00%
2.61 - 3.40	10.00	29.00%
1.81 - 2.60	25.00	71.00%
1.00 - 1.80	0.00	0.00%

Table 4 shows that the most scores reaching 71% are in the interval 1.81-2.60 with a frequency of 25 people out of 35 people, and 29% are in the interval 2.61-3.40 with a frequency of 10 people. In more detail, the state of teacher performance will be shown in the following figure:

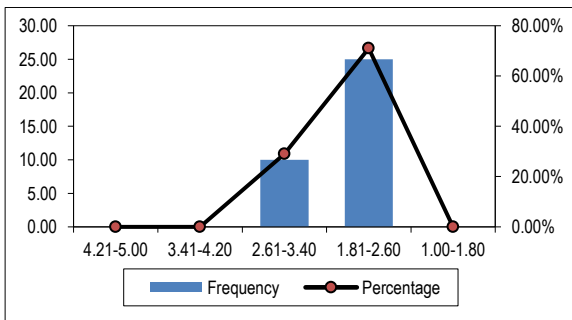


Figure 3. Histogram of Academic Supervision Frequency

Figure 3 shows that none of the teachers achieved an interval score of 4.21-5.00. This data illustrates that the academic supervision of elementary schools in Pantai Cermin District is generally still relatively low. The causes of the low implementation of supervision in elementary schools throughout Pantai Cermin District are the lack of openness of the teachers in telling the obstacles they face when teaching to the principal, the principal rebuking the teacher directly when making a mistake, and the lack of readiness of the principal to accept criticism from the teachers. As well as the lack of guidance carried out on teachers in terms of developing teacher competencies, for example, providing information and freedom for all teachers to attend training or seminars continuously.

3.2. Correlation Between Variables

There is a linear relationship between motivation and performance, but the correlation value is 0.59. This condition indicates that the correlation exists and is quite strong.

Table 5. Correlation Matrix

	Variable		
	Y	X ₁	X ₂
Teacher Performance (Y)	1.00	0.59**	0.52**
Work Motivation (X ₁)	0.59**	1.00	0.24**
Academic Supervision (X ₂)	0.52**	0.24**	1.00

Note. N: 35. *p<0.05. **p<0.01. ***p<0.001

In addition, Table 5 shows a linear relationship between academic supervision and teacher performance with a correlation value of 0.52. This condition indicates that the correlation between teacher performance, work motivation, and academic supervision exists and is quite strong.

3.2.1. Multiple Regression Table

Table 6. Results of Regression Analysis of Work Motivation and Academic Supervision on Teacher Performance

Variable	Teacher Performance	
	Coefficient	Confidence Interval (95%)
Constant	0.42	[0.41 - 0.43]
Work Motivation	0.44***	[0.43 - 0.45]
Academic Supervision	0.43**	[0.42 - 0.44]
R-squared	0.51	
F	16.31**	

Note. N: 35. *p<0.05. **p<0.01. ***p<0.001

a. The Effect of Work Motivation on Teacher Performance

Table 6 above shows that the magnitude of the influence of motivation on performance is 0.44, meaning that the regression coefficient of work motivation has a positive direction in its influence on teacher performance. If the value of work motivation is increased by one, the teacher's performance will increase by 0.44.

b. The Effect of Academic Supervision on Teacher Performance

In addition, Table 6 above also shows that the magnitude of the influence of academic supervision on performance is 0.43, meaning that the regression coefficient of academic supervision has a positive direction in its influence on teacher performance. If the value of academic supervision is increased by one, then the performance of elementary school teachers in the Pantai Cermin District will increase by 0.43.

c. The Effect of Work Motivation and Supervision Together on Teacher Performance.

Based on Table 6, the regression equation obtained by the performance variable is $y = 0.4219 + 0.44X_1 + 0.43X_2$. The magnitude of the influence of motivation and academic supervision has a positive direction on performance. This means that if one unit's motivation and

academic supervision are increased, the teacher's performance will change. Table 6 also shows a significant level of $0.000 < 0.05$, meaning that work motivation and academic supervision can explain teacher performance. The measure of work motivation and supervision ability to explain the variance (movement) of performance is obtained from the value of R Square. Then work motivation and academic supervision can explain the variance (movement) of performance by 0.51 or 51%. This means that academic motivation and supervision can explain the variance (movement) of performance by 51%, while 49% can be explained by other factors not discussed in this study.

4. CONCLUSION

There is an effect of work motivation on teacher teaching performance of 0.44. This is obtained from the value of 1 of 0.44, meaning that teachers' teaching performance will also increase if work motivation increases. Thus, teachers' work motivation can improve teachers' teaching performance, so the higher the work motivation of teachers, the higher the teachers' teaching performance.

There is an effect of academic supervision on teacher performance of 0.43. This is obtained from the value of 2 of 0.43, meaning that the teacher's performance will also increase if academic supervision increases. Conversely, if academic supervision decreases, teacher performance will decrease.

There is an effect of work motivation and academic supervision together on the teaching performance of teachers. The ability of work motivation and academic supervision can explain teacher performance by 51%. This means that teacher performance can be improved through work motivation and academic supervision. The higher the teachers' work motivation and the higher the principal's academic supervision, the higher the teaching performance of elementary school teachers Pantai Cermin District.

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