

The Effect of Academic Supervision and Teacher's Motivation on Teacher's Performance

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Abstract: This research was conducted with the aim of clearly and straightforwardly describing the influence of academic supervision and teacher motivation on the achievement of teacher's performance. Therefore, the method used in this research is descriptive quantitative so as to be able to provide a firm answer through hypothesis testing. The results obtained from the research that has been done that partially academic supervision is able to have a positive and significant influence on teacher's performance, as well as teacher motivation who also participates in giving effect to work performance achievement. The tests carried out simultaneously stated that academic supervision and teacher motivation were able to have a positive and significant influence on teacher's performance in State Vocational Schools throughout Muara Enim District, amounting to 36.8% and included in the sufficient category.

Keywords: Academic Supervision, Teacher's Motivation, Teacher's Performance

A. Introduction

Education is vital in the contemporary era of globalization. A community's existing educational infrastructure will continue to improve, and it is undeniable that the community is becoming more competent and capable of competing successfully in an era of fiercer and fiercer competition in various spheres of life activities. The nation's life can be educated through education, and education can usher the country into the enlightenment age. By fostering intelligence, sensitivity, and concern for the wellbeing of the country and state, education attempts to create a national order. Education is a powerful pillar for reducing knowledge poverty, addressing the issue of ignorance, and addressing all of the nation's ongoing difficulties (Yamin, 2013). The goal of education is to make this country more civilized and cultured.

Teachers are a crucial element and resource that must be supported and continually improved in the attempt to raise the caliber of education, particularly in the area of human resources. The type of coaching in question begins before to entering the

classroom and lasts until taking office. Since not all teachers exhibit a high level of professionalism, it is crucial to first assess their level of proficiency. The community entirely relies on teachers to educate their children and support the professional development of each student (Mulyadi & Fahriana, 2018). In the lives of the family, country, and state, the topic of education is crucial. The development of education has a significant role in the advancement of a country or state. The poor quality of instruction at all educational levels is one of the issues.

The Indonesian government and people are still working to raise educational standards. One of the main concerns in national education is education quality, particularly in light of the subpar quality of instruction at all levels and educational levels. Making the most of the high-quality resources already present in schools is one method to raise the standard of education there. The quality of education in a country is determined by its teachers. The following are quotes from various studies and research findings that demonstrate how important teachers are to a nation's educational success: "That the success of school reform is largely determined by the teacher, because the teacher is a learning leader, facilitator, and at the same time is the center of learning initiatives" (Mulyasa, 2014). Teachers must always take initiative to develop themselves and not just rely on the initiative of the principal and supervisors.

The government has taken measures to raise the caliber of teachers, including promoting teacher certification and professional allowances for teachers. In addition to the government, school administrators have a responsibility to raise the caliber of teachers. To accomplish the operational goals of an educational institution, the school principal must create strategies or quality improvement initiatives in line with the institution's vision and mission. As a result, the administrator must develop a plan to raise teacher quality that prioritizes developing teachers' subject-matter expertise and instructional techniques.

Since teachers have a particularly critical role in the country's educational system, the government, and administrators of educational institutions all have a responsibility to consistently raise the caliber of instructors. But the truth is that there are some educators right now whose skills fall short of expectations. These issues arise because teachers lack the chance to improve themselves through independent study and other activities that can support their professional responsibilities, because teacher professional organizations have not effectively empowered and improved the teaching profession, and because principals' strategies have not been effective in improving teachers (Roestiyah, 2012).

The success of a school's organization is largely determined by the performance of the principal. Because of the weighty responsibilities he has, it is essential for the principle to maintain positive relationships with all parties involved in education in

order to jointly accomplish the intended goals. As the initial step in managing an organization, a clear vision and mission must be accompanied by the implementation of everyday duties (Sriwahyuni & Kristiawan, 2019).

Both teachers with educator certificates and those without are professionals who require guidance and direction on the performance that has been carried out in order to further improve it in order to achieve educational objectives, making the role of the school principal very important in maintaining and improving the performance of teachers. As an extension of the District and City Education Offices, school principals should therefore be able to offer advice through academic monitoring, teacher motivation, and evaluation of teachers to help them become more professional in line with the objectives of the National Education System.

Teachers' role in the implementation of education is very dominant in achieving the quality of education, so to prepare human resources, in this case a professional teacher, needs concrete affirmation. Teachers are professionals whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, basic education, and secondary school through formal education. The role of the school principal's supervision is to coach, oversee, and mentor teachers in order to raise the caliber of instruction at the level of the educational unit. The principal can engage in this activity as an educational supervisor, offering services that will help instructors carry out their responsibilities to pupils more skillfully.

In order to enhance the quality of learning, the principal's professional assistance to teachers in the teaching and learning process is crucial (Priansa et al., 2014). The principal's involvement in supervision entails continuing to implement what has been done thus far, namely implementing and applying the supervision program. As a result, school administrators must regularly design, carry out, and use the outcomes of the supervision program in order to spot any actions that might have a negative impact on the development of instructors' teaching practices as a whole. The ability to gather precise data on the teaching and learning process, analyze it, and then make conclusions is a necessity for school principals under their supervision. The principal can plan class observations, listen to the teacher's various concerns, and try to stay up to date on developments in the field of education and teaching, particularly with regard to the teaching and learning process, in order to ensure the results of supervision. In order to increase the effectiveness of the teaching staff and school development, interventions in schools are developed using the outcomes of supervision. It is feasible that supervision will increase student learning achievement if it is conducted in a planned and methodical manner (Hendarman & Rohanim, 2018).

Academic supervision competencies that must be carried out include (1) understanding concepts, principles, basic theories, characteristics and developmental trends of subjects, (2) guiding teachers in compiling subject syllabuses, (3) guiding teachers in choosing and using learning methods/techniques, (4) guiding teachers in preparing Learning Implementation Plans, (5) guiding teachers in carrying out learning activities in class, (6) guiding teachers in managing, caring for and developing educational media and learning facilities, (7) motivating teachers in utilizing information technology in learning. Based on the supervision competence, supervision is in accordance with the principal's activities in fostering teachers to improve their learning process, namely through academic supervision competence. Thus, this supervision activity can be carried out by the principal as a learning supervisor which aims to assist teachers in developing their abilities to achieve learning goals.

Academic supervision is defined as "a series of activities to help teachers develop their ability to manage learning for the achievement of learning objectives" by Priansa et al. (2014). Glickman defines academic supervision as "a series of activities to help teachers develop their ability to manage the learning process in achieving learning goals" (Nurohiman, 2016). Academic supervision is an endeavor to support teachers in improving their capacity to meet learning objectives. Thus, the essential meaning Academic supervision aids teachers in honing their professional competencies rather than evaluating how well they are managing the learning process.

According to Zulfakar et al. (2020), the goal of academic supervision is to offer advice, particularly to instructors, to help them build their capacity to better manage learning. The goal of supervision is to offer services and aid to teachers in order to raise the caliber of their in-class instruction, which raises the caliber of students' learning (Warman, 2022) . Thus, it is evident that the goal of supervision is to give services and aid to raise the caliber of student learning, not only by enhancing instructors' instructional skills but also by helping them reach their full potential. The purpose of supervision consists of general goals and specific goals, which include giving teachers and other school staff technical assistance and guidance so that these individuals can improve the quality of their performance, particularly in carrying out tasks, such as carrying out the learning process, and improving the quality of school management, particularly to support the creation of an ideal working environment, which in turn allows students to learn.

It is intended that academic supervision provided by the principal will alter teachers' performance during the instructional process. The principal's role in this situation is crucial, and it's crucial that he visit classes at least once a month to foster closer communication and a sense of family among students and staff while resolving issues that may arise with the use of learning resources, which can help

students learn more effectively. According to Wahjosumidjo (2011), the performance of an educational institution is greatly influenced by the leadership of the principal in directing, mobilizing, and inspiring teachers in the school he leads. School success is a reflection of the principle's success in his leadership.

The principle is a key educational leader who contributes significantly to raising the standard of instruction. As an administrator, the principal must be able to make the best use of the resources at hand. The school organization's management must be able to collaborate with other members of the staff. To achieve educational objectives, the principal must be able to organize and utilize human potential. The principal's job as a supervisor involves assisting teachers in developing their competence to instruct students effectively. In order to manage educational institutions toward greater development and make future promises, the principal is supposed to be able to.

Collaboration between school principals and other components of the school environment is necessary to improve the quality of education. The principal is expected to be able to develop successful school programs, foster a positive school climate, improve performance, observe and evaluate teachers' daily activities, and assist teachers in carrying out the learning process as a school leader with professional educational management skills. Different features and behaviors in the execution of tasks in teacher education have an impact on both the learning process and the performance of duties as a teacher.

The ability of a teacher to carry out academic activities at school and to be accountable for the children under his supervision by raising learning attainment is known as teacher's performance. As a result, a teacher's performance can be seen as a circumstance that demonstrates his or her capacity to carry out his or her responsibilities at school and provides evidence of a behavior the teacher demonstrated when engaging students in learning activities (Supardi, 2015). The principal's coaching of teachers through monitoring is one of the variables that affects their performance. The principal's supervision service is one of the extrinsic elements that greatly contributes to job motivation, achievement, and teacher professionalism.

Work motivation is another aspect that influences teachers' performance. Work motivation is defined as anything that inspires enthusiasm or encouragement to work by the need that propels actions toward a certain goal and gives a motivator (Carrigan, 2011). The level of work motivation a teacher has affects whether they perform well or poorly, hence great motivation can lead to excellent performance from teachers. Motivation is an external and internal incentive for people, which can influence their work ethic or the caliber of their work (Fitria et al., 2019). Motivation

as a need that propels behavior toward a specific objective (Dweck, 2017). Workplace inspiration is anything that sparks interest in or incentive for productivity.

Therefore, the extent of a worker's achievement is also influenced by the strength and weakness of his job drive. (Birr et al., 2008) defines motivation as the drive or desire to obtain something from the heart in order to demonstrate it via academic success. Inborn motivation is motivation that is present from birth, meaning that motivation existing in a person without having to be learnt (Goodwyn, 2010). The second type of motivation is learnt motivation, or drive that develops as a result of personal learning, like the desire to master a new scientific field. Furthermore, Ryan & Deci (2000) emphasizes that there are two types of motivation: 1) physical motivation and psychological motivation. Physical motivation includes things like reflexes, instinctive impulses, and lust. While the will is spiritual motivation; 2) Motivation from both the inside and outside. Since every person has an innate need to act, intrinsic motivation refers to motives that are present without the need for external stimulation. For instance, someone studying may do it because they genuinely want to learn everything, not because of reward or praise. Extrinsic motivation refers to motives that are active and work as a result of outside influences.

For instance, a person might study because he knows he has a test the following morning with the hopes of doing well and earning praise from his partner or friends. High and positive motivation will play a significant role in helping teachers carry out teaching and learning activities in class, resulting in the production of excellent graduates. Activities for supervision are used to improve teaching skills and promote student learning. In order for teaching and learning to be more successful and for teachers to be more satisfied with their work, supervision promotes greater teacher autonomy. In order to improve teaching quality and student learning quality, the school principal, as the supervising executor, must be able to effectively guide teachers who can foster trust, stimulate and direct professional research, cooperative efforts that can demonstrate their ability to help teachers solve the problems they face, and be able to conduct studies and coaching.

The primary goal of vocational high schools, a division of the national education system, is to prepare graduates for the workforce and help them cultivate professional attitudes. High-motivated teachers and educators are essential for achieving high school goals since they will result in effective performance. High-motivated teachers will be able to perform to the best of their abilities. As a result, the school principal's attention is required to maintain teacher motivation and foster strong performance in order to meet academic objectives (Saidah et al., 2018).

The Principal of Muara Enim 1 State Vocational School and Muara Enim 2 State Vocational School provided a very clear picture of problems related to teacher's

performance that were not optimal due to the following reasons. This was based on the findings of observations by researchers at State Vocational Schools in the Muara Enim District through interviews with the Principal of Muara Enim 1 State Vocational School and the Head of Muara Enim 2 State Vocational School; 1) Because the principal rarely oversees instruction, some teachers hardly ever create lesson plans; 2) Some teachers frequently assign homework to students without being present in class, which ultimately hinders the efficacy and efficiency of learning in the classroom given that many students fall short of the minimum standard on learning evaluations; 3) Because the Principal rarely offers instructors direction, support, repair, or evaluation, there are still teachers who struggle with the teaching and learning process; 4) The teacher's work discipline is still lacking, as seen by the low level of teacher attendance. Teachers frequently arrive late for work and enter the classroom, which leads to uncontrollable situations when there is no teacher present or the teacher arrives late.

The aforementioned instance suggests that there is still room for improvement in the administration of the teaching and learning process, teacher motivation, the principal's direction of teachers through academic monitoring, and teacher teaching performance. Based on the findings of the initial study, the researchers intended to carry out additional research to clarify how teacher's performance at State Vocational Schools in the Muara Enim District was a result of the influence of inadequate academic supervision and low levels of teacher motivation. Following interviews with a number of teachers, it was determined that the work motivation of teachers at State Vocational Schools in the Muara Enim District was not at its highest. This was because of a number of factors, including a lack of internal encouragement and a lack of appreciation for their duties. due to an uncomfortable working environment, insufficient for everyday necessities.

The researchers discovered that the instructing teacher did not have any preparations, such as lesson plans or other materials, in addition to conducting interviews with numerous teachers. This demonstrated that the teacher did not possess and apply the teaching competencies that should be used in learning activities. Because academic supervision activities and teacher work motivation, two crucial components in enhancing teacher's performance in a learning activity, have not been maximized at State Vocational Schools throughout the Muara Enim Sub-District, teacher's performance has not. Since the primary function of a teacher cannot be carried out effectively in these situations, the quality of instruction in state vocational schools throughout the Muara Enim District should be raised. The authors of this study, who chose the topic "The Effect of Academic Supervision and Teacher Motivation on Teacher's performance in State Vocational Schools in Muara Enim District" based on the background information provided above, are interested in undertaking additional research.

B. Methods

The Muara Enim Sub-District has two state vocational high schools in Muara Enim Regency, Muara Enim 1 State Vocational School and Muara Enim 2 State Vocational School, where this research was conducted. This study's time frame runs from July 2021 to November 2021. This study employed a quantitative research methodology. Academic supervision (X1), teacher motivation (X2), and teacher's performance (Y) are the quantitative research factors that will be assessed in this study. The Slovin method was employed to determine the sample size for this study because it is known that there will be more participants than 100 responders in the entire population. The participants in this study were all of the teachers at the State Vocational Schools in the Muara Enim District as well as the school principals. There are 155 people in all, 112 teachers make up the sample, and 30 teachers are included in the study studies. Teachers with at least two years of experience in the classroom and an undergraduate degree were used to collect the study's sample.

C. Results and Discussion

The Effect of Academic Supervision on Teacher's Performance

It is significant to note that the research sample's highest score, a 75.00, falls into the good category with a total of seventeen respondents. Two individuals claimed to have very good academic supervision. The academic supervision variable's greatest value is 85.71, while its lowest score is 71.43. There are some variations in the research samples' average academic supervision scores, but nothing ridiculous. Considering academic supervision from the perspective of gender (male and female), there is only a 0.78 difference in value. This value can be assumed to be a fair value because the difference in value is still included in the same interval, which is included in the high category for academic supervision. Academic supervision with teacher's performance has a positive and significant relationship was obtained by comparing the r-count value of $0.362 > r\text{-table } 0.195$.

It is within the moderately low association category and has a correlation coefficient of 36.2%, or the extent of the relationship between academic supervision and teacher's performance. The academic supervision variable's coefficient of determinant, or the size of its influence on teacher's performance, is 13.1%, indicating that it has a sufficient impact. The regression equation for testing the first hypothesis is $\hat{Y} = 48.326 + 0.360 X_1$. The results obtained from this study confirm some of the results of previous studies. Teacher's performance can be significantly and favorably impacted by school administrator monitoring (Pane & Dasopang,

2017). According to the findings of this study, teacher's performance increases with principal supervision, and vice versa, with principal supervision decreasing, teachers do less effectively.

Instructors' performance can be maximized through the use of supervisory activities carried out by school principals in directing learning evaluation methods and procedures. The principal reviews teacher lesson plans and provides direction on methodologies and procedures for learning evaluation. This review of the lesson plan makes the teacher disciplined in preparing lesson plans and not just copy-pasting the previous year's lesson plan, so that the teacher's performance becomes better.

The Effect of Teacher Motivation on Teacher's Performance

At State Vocational Schools in the Muara Enim District, teacher's performance is predominant with a frequency of 72.73 and 23 participants. This value's achievement falls under the heading of being good. The final score of these respondents, which was higher than 81.00, revealed that 5 (five) respondents' performance fell into the "very good" category. Respondents to the study received a maximum score of 81.82 and a minimum score of 68.18 in relation to instructor performance. The research sample's sample of teachers' performance, as measured by their average score, fell into the "good" category.

The results of the correlation test show that there is a positive and significant association between teacher motivation and performance in State Vocational Schools in the Muara Enim District, with the r -count value being $0.573 > r$ -table 0.195 . Therefore, it is crucial to boost teacher motivation in order to reinforce the link between it and student success. The t -count value for testing the hypothesis using a straightforward linear regression test is 7.331 . This value is translated as a t -table value of 1.980 , which means that $7.331 > 1.980$ and t -count $> t$ -table.

Test results for the correlation coefficient, specifically the r -count value of 0.573 , which indicates that the magnitude of the correlation coefficient or the magnitude of the relationship between teacher motivation and teacher's performance is 57.3% , can be used to understand the relationship between teacher motivation and performance. The strength of the connection falls under the "quite close" category. In the State Vocational Schools located throughout the Muara Enim District, the teacher's motivation variable has a 32.8% coefficient of determinant, which falls under the category of sufficient effect.

Based on the results of the tests performed, the regression equation produced in this study is $\hat{Y} = 26.056 + 0.654 X_2$. That is, changes in the value of Y will depend on

changes in the value of X2. Any increase or decrease that occurs in the value of X2 will affect the prediction of a teacher's performance.

The Effect of Academic Supervision and Teacher Motivation on Teacher's performance

The final score of 77.27 has the highest frequency of 23 respondents or study samples when it comes to teacher's performance achievements. The majority of study participants claimed that their performance was good. There were two who thought their performance was excellent. Performance is given a maximum score of 87.50. Although 64.77 is the lowest final score, it is still considered sufficient for the performance category. Teacher's performance in research locations tends to be good simultaneous hypothesis testing through multiple linear regression tests or known as the f-test obtained a value of $31.697 > f\text{-table of } 3.07$, which means that there is a positive and significant influence of academic supervision and teacher motivation on teacher's performance in State Vocational Schools in Muara Enim District.

In the Muara Enim District's State Vocational Schools, academic supervision and teacher motivation together have a relationship with teacher's performance that is close, accounting for 60.6% of the variance. Academic oversight and teacher motivation have a combined impact of 36.8% on teacher's performance at State Vocational Schools in Muara Enim District, making them sufficient influences.

In the process, the regression equation that can be used to predict the value of Y in this study is $\hat{Y} = 15.799 + 0.207 X_1 + 0.583 X_2$. Based on this equation, changes in the value of Y will depend on changes in the value of X or depending on changes that occur in the perspective of the independent variables. The performance of teachers is improved by academic monitoring. This demonstrates how teacher's performance enhancement will be impacted by the school principal's effective academic supervision. The level of a teacher's performance increases with their level of motivation. Teacher's performance benefits from teacher motivation. This demonstrates how a high degree of motivation will impact a teacher's high performance. Through work incentive, the adoption of academic monitoring has an indirect impact on teacher's performance.

D. Conclusion

The following are the study's findings: Teacher's performance is positively and significantly impacted by the factors of academic supervision and teacher motivation. The two factors of teacher motivation and academic oversight have a favorable and considerable impact on teachers' performance.

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