

## **The Influence of Academic Supervision and Teacher's Work Motivation on Teacher's Competence in MTs Negeri of Palembang**

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**Abstract:** This study was conducted to describe the effect of academic supervision and teacher work motivation on teacher competence, either partially or simultaneously. The method used in this research is descriptive quantitative. The results achieved from the research that has been done state that partially academic supervision can have a positive and significant influence on teacher competence MTs Negeri throughout Palembang City; as well as with other partial tests that teacher work motivation can have a positive and significant influence on teacher competence; Meanwhile, the simultaneous test stated that academic supervision and teacher work motivation were able to have a positive and significant influence on teacher competence in MTs Negeri throughout Palembang City with a high level of influence.

**Keywords:** Academic Supervision, Competence, Motivation

### **A. Introduction**

Although education can essentially take place anywhere and at any time, most people still believe that formal education can only be acquired through educational institutions. Education administrators must acknowledge this notion as a challenge to deliver the finest service possible to achieve high-quality educational outcomes in schools. Therefore, not only do instructors work in an instructional capacity, but every aspect of the school bears complete accountability for carrying out the planned curriculum. Therefore, through the learning activities they conduct, teachers must be able to give students with changes in behavior and cognitive patterns as well as high-quality knowledge.

The instructor is the factor that most affects the development of high-quality educational procedures and results. Because a teacher's attempts to educate students have a significant impact on whether a teaching process is successful or unsuccessful. Mulyasa (2013) asserts that educators must be the first to improve the quality of education and the last to do so. As a result, a major influence on teaching

quality is the instructor element. If competent teachers are not supporting reform efforts, no meaningful progress is made toward raising the standard of education. Raising the standard of education is a difficult task. Because many factors influence it. Without efforts to pay attention and find solutions, efforts to improve the quality of education will be impossible to realize.

Teachers must carefully consider and plan to increase learning opportunities for pupils, as they play a significant influence in influencing the quality of instruction delivered. This demonstrates that educators are supposed to be capable of actively managing the learning process, serving as facilitators who constantly work to establish order in the classroom and utilizing their own teaching strategies, attitudes, and personal traits to do so (Wijaya, 2019). To accomplish the objectives, school officials – principals, instructors, students, officers, and employees – must cooperate and support one another. Therefore, it can be concluded that an organization's ability to successfully mobilize its existing human resources and ensure their efficient and effective use determines how successful the organization will be in reaching its predetermined goals. This is largely dependent on the leadership of the organization.

The quality of education is closely linked to the teaching and learning process, with effective teaching being crucial. A teacher's competence in personal, social, and professional aspects is essential for effective teaching. The school principal's role in forming competent teachers is crucial, as they help develop professional and competent teachers, ensuring a holistic education. According to Djamarah et al (2015), a teacher is someone who provides knowledge to students or professional staff who can enable their students to plan, analyze and conclude the problems they face. A professional educator who is one of the main factors in creating the nation's next generation is a teacher. Teachers are also stated as someone who is experienced in their professional field.

A leader with the ability to effect change is vital to raising the standard of instruction in formal educational settings. The job of leading the school falls to the principal, a teacher. A school's ability to advance greatly depends on the principal's ability to lead while doing his managerial duties. According to Lian (2017), leadership is an endeavor to persuade others, interpersonally, to accomplish one or more objectives via a communication process. This opinion can be explained by the use of influence through interpersonal relationships and an efficient communication procedure to accomplish preset aims.

Lian (2017) that leadership is the skill and ability to influence others to accomplish predefined objectives through actions to attain desired outcomes. Moreover, leadership is the capacity to persuade others – in this case, subordinates – to perform tasks that they may find unpleasant on a personal level to allow others to contribute

to the accomplishment of organizational objectives. Based on the aforementioned notion of leadership, it follows that for the madrasah to effectively achieve its objectives, the head of the institution must be able to influence and control those beneath him.

Leniwati & Arafat (2017) assert that the principal of the school serves as the main motivator, setting the course of school policy and deciding how best to achieve the objectives of both the school and education in general. The person in charge of planning and overseeing the madrasah's operations to ensure that they are directed, targeted, and significantly improved is known as the head of the madrasah. As a result, school principals are crucial in helping teachers become more competent, passionate, and skilled educators who can also grow themselves and impart information to pupils.

The madrasa head leads his institution with a very large role in increasing school progress. This is because the principal's job is to supervise activities that have been programmed so that they are directed, focused, and successful. School principals also play an important role in increasing teacher competency to be more enthusiastic and professional in teaching. The aforementioned is supported by Minister of National Education Regulation Number 13 of 2007 regarding requirements for principals of schools and madrasas. This regulation outlines five competencies that school principals must possess: social, managerial, entrepreneurial, personality, and supervision competence (Ministry of National Education, 2007). The primary area of interest for this study is the supervisory proficiency of school principals. Principal supervision is the ability of the principal to motivate teachers and let them know that they are working to the best of their abilities so that they can collaborate to complete their job tasks and improve competence.

According to Mulyasa (2011), supervision is a method created especially to assist supervisors and teachers in learning many types of everyday responsibilities at school, enabling them to apply their skills and expertise to better serve the parents of participants. schools and education as productive learning environments. To guide teacher programs to become professional figures in education, there is a strong inclination to increase the quality of services in teacher professionalism, teacher qualifications need to be created and restructured. This is inextricably linked to the supervisor's assistance and direction.

It is the responsibility of a supervisor to assist instructors in receiving support so they can effectively perform their roles as educators and teachers. Professional educators, need to possess specialized knowledge that must be nurtured and developed over a set amount of time in the classroom, as well as the ability to master the ins and outs of education and teaching. According to this study, a competent

school administrator is an effective supervisor since they are crucial in assisting teachers in carrying out the teaching and learning process.

Burhanuddin (2015) states that the goal of supervision is to enhance the learning profession and create better teaching and learning environments through coaching. Based on the outcomes of academic supervision activities, the principal can evaluate the productivity of the teacher, pinpoint the teacher's areas of strength and weakness in their work, and give the instructor constructive criticism. It is hoped that increased productivity will lead to an improvement in the quality of the school; however, this is contingent upon the school principal's capacity to recognize and resolve issues or challenges through academic supervision activities before they become significant. The decentralization of education at the educational unit level is one of the key justifications for school principals to oversee teachers' academic performance to enable them to fulfill their tasks with the greatest possible effectiveness.

According to Saidah's (2018) and Muhajirin et al (2017) findings from the same year, academic supervision is strongly advised to be conducted continuously since it can improve instructor effectiveness. Similarly, Mardalena et al (2020) study verified that academic supervision implementation and teacher professional competence are positively correlated. It is therefore preferable to conduct this research to evaluate the consistency of the factors under study's influence.

Based on initial observations carried out by researchers at MTs Negeri Palembang City in December 2020, both at MTs Negeri 1 and MTs Negeri 2 it can be seen that this "A" accredited school is a superior madrasa and has enormous potential to become an educational institution. whose credibility is recognized. This can be seen from the strategic location of the school which creates an orderly and comfortable learning environment, the qualifications of the teaching staff, and the large number of students. One effort that can be made to achieve this is if the school has a leader who can bring about better changes to teacher performance competency through supervision.

According to the preliminary study, teachers in two MTs are under pressure from their principals to perform better by being more engaged, motivated, and enthusiastic. Nevertheless, the administrator frequently lacks direction and inspiration to raise teachers' effectiveness. Bringing in resource people or organizing outside training programs are two ways to find solutions. The survey also discovered that traditional teaching techniques, such as lectures, are still employed and that engaging learning activities or media, like computer- or Android-based apps, are hard to come by. Furthermore, classroom observation by school principals only takes place once a year and is done solely for administrative completeness. This is due to the head of the madrasah being too busy with official matters outside the

school environment. The principal only provides input in the form of suggestions and criticism without providing solutions.

This situation undoubtedly demonstrates how poorly the school principal has been carrying out his or her monitoring duties. To determine the caliber of the learning that is conducted at MTs Negeri, all teachers should be under periodic supervision and should participate in supervisory activities. Another issue is that the principal has so many responsibilities, both technically and non-technically, that supervision is not carried out to its full potential. This makes it difficult to keep an eye on the caliber of instruction that teachers are providing.

Based on this background and findings, researchers are interested in conducting careful and in-depth research on whether the implementation of academic supervision and teacher motivation carried out by madrasa heads influences teacher competence. So that the research process can be focused, a narrative with the research title "The influence of academic supervision and teacher work motivation on teacher competency in MTs Negeri throughout Palembang City" was prepared.

## **B. Methods**

This research was carried out at MTs Negeri Palembang City which consists of two madrasas, namely MTs Negeri 1 and MTs Negeri 2. The type of research is descriptive quantitative and correlational research using a quantitative approach. According to Sukmadinata (2008), research methods are a series of methods or activities for conducting research that are based on basic assumptions, philosophical and ideological views, questions, and issues faced. The population in this study was 151 consisting of 90 people from MTS Negeri 1 and 61 people from MTs Negeri 2. Next, the researchers took a sample of 50% of the 151 people, namely 75 people with a sample distribution of 45 teachers taken from MTs Negeri 1 and 30 teachers taken from MTs Negeri 2 Palembang. Data was obtained using questionnaires, observation, and documentation.

## **C. Results and Discussion**

Since this study analyzes hypotheses, whose data is in numerical form due to data collected via a research questionnaire, quantitative approaches are thought to be the most appropriate approach. Researchers can gather accurate study data by employing data collection strategies that are relevant and acceptable for the type of research they are conducting as well as the information they need. A questionnaire is one of the methods utilized to collect data for this study. In addition, methods for documenting are employed.

The requirements of this research can be satisfied by using a variety of data collection strategies. The purpose of the questionnaire was to gather data on the competency, job motivation, and academic supervision of instructors employed by MTs Negeri in Palembang City. Data such as the number of teachers and other information that has been recorded in reports or archives at the research site is obtained through documentation.

Researchers also utilize library study techniques to be able to strengthen theories and add reading material in the context of carrying out research and reporting. The use of library research is an important one because relevant studies from scientific journals are part of library research. The results of this research show that each independent variable has a close relationship and a positive influence on the dependent variable.

### **The Influence of Academic Supervision on Teacher Competence**

**Table 1. Hypothesis Testing Results 1 "t-test"**

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,499	5,734		,261	,795
Academic Supervision	,981	,070	,852	13,930	,000

a. Dependent Variable: Teacher Competency

The highest score for the academic supervision variable was 83.70, with as many as 16 people. In-depth analysis revealed that 6 people stated that academic supervision was going very well. The highest score achieved by research respondents for the academic supervision variable was 90.22 and the lowest score was 75.00. The average academic supervision score in each school in the research sample varies. The difference between the highest and lowest values is not that far apart. When compared, the difference between the final average values is only 1.38. This difference is still normal and not significant because the highest and lowest scores are still included in the same category, namely that academic supervision has gone well.

Hypothesis testing was carried out through the t-test, the t value obtained for the academic supervision variable was 13.930 > t-table, namely 1.993, which means that the alternative hypothesis (Ha) for testing hypothesis 1 was declared accepted. Therefore, it is stated that academic supervision has a positive and significant influence on teacher competency in MTs Negeri throughout Palembang City. Other

proof can also be done by looking at the significance value, namely  $0.000 < 0.05$ , which means that the alternative hypothesis ( $H_a$ ) for  $H_1$  is accepted.

The magnitude of the correlation coefficient or the magnitude of the relationship between academic supervision variables and teacher competence is 0.852 or 85.2% and is included in the very strong relationship category. The determinant coefficient or the magnitude of the influence of the academic supervision variable on teacher competence is 0.727 or 72.7%, which means it has a high influence. The research's findings also corroborate those of earlier investigations, including those carried out in 2020 by Pujianto et al. The implementation of effective academic supervision by school principals has the potential to significantly and favorably affect teacher performance. Teacher performance is the outcome of good competence in the teacher, even though it is not directly related to teacher competence. Similarly, if implemented properly and sustainably, academic monitoring can undoubtedly enhance teacher effectiveness, according to Mudzakir's (2016) research.

A similar finding was made in Riastuti's (2017) study, which demonstrated that academic supervision can significantly and favorably affect teachers' performance. Research conducted in border, remote, and developing areas, however, yields distinct results. Similar to the findings of a research carried out in 2021 by Sanoto et al, which reported that the program for academic monitoring, which had been put in place in Bengkayang Regency—a large, remote, and impoverished area—had no appreciable impact on raising teacher competency. The professionalism and skill of instructors in the area are influenced by numerous other factors. But generally speaking, adding academic supervision to the majority of study objectives can significantly and favorably raise teacher competency. For every educational component to fully benefit from these activities, it is therefore strongly advised that the heads of madrasas arrange academic monitoring in a planned and organized manner.

### **The Influence of Teacher Work Motivation on Teacher Competence**

For 13 respondents, the teacher work motivation variable's highest frequency value was 78.26. This value's achievement falls into the "good" category. An in-depth investigation revealed that five respondents rated their motivation for their jobs as extremely good. Regarding job motivation, the research participants' maximum score was 89.13, while their lowest score was 75.00. The research sample's average score for each school's teacher work motivation shows that they are classified as having good work motivation. because each school's average score falls into the good category. This value is not constant, but it is quantitative. The highest score, namely at MTs Negeri 1 Palembang was 81.62, while at MTs Negeri 2 Palembang it was 80.36. The highest and lowest scores are still in the same category, namely, work motivation is in the good category.

**Table 2. Hypothesis Testing Results 2 “t-test”**

Model	Coefficients				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1 (Constant)	5,047	6,147			,821	,414
Teacher Work Motivation	,940	,076	,824		12,416	,000

a. Dependent Variable: Teacher Competency

To test the hypothesis related to the work motivation variable, linear regression analysis was carried out via the “t” test. A tcount value of 12.416 was obtained which was then interpreted into a t-table value of 1.993, which means  $t_{count} > t_{Table}$ ;  $12,416 > 1,993$ . Based on this, it can be concluded that the alternative hypothesis is accepted, which means that teacher work motivation has a positive and significant influence on the competence of teachers serving in State MTs throughout Palembang City. To confirm these results, it can also be seen from the significance value, namely  $0.000 < 0.05$ , which means the alternative hypothesis ( $H_a$ ) is accepted and the statistical hypothesis ( $H_0$ ) is rejected.

**Table 3. Correlation Coefficient and Determinant Coefficient Hypothesis 2**

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,824 <sup>a</sup>	,679	,674	1,92676

a. Predictors: (Constant), Teacher Work Motivation

The correlation coefficient or magnitude of the relationship between teacher work motivation and teacher competency is 0.824 or 82.4%. The size of this relationship is included in the close category. The determinant coefficient or the magnitude of the influence of the teacher work motivation variable on teacher competence is 0.679, which means 67.9% and is included in the fairly high influence category. The study’s findings confirm the findings of Damayani et al (2020) investigation. that despite direct examination of teacher performance in the prior study, there is a substantial relationship between work motivation and performance. In the interim, this study assesses teachers’ abilities to perform their primary duties and responsibilities. Similar findings were obtained in Yani & Indrawati (2016) study, which showed that teacher competency is positively and significantly impacted by work motivation.

As a result, it is strongly advised that all educators develop further and become more motivated to do their jobs. It can undoubtedly assist the attainment of strong

competencies through strong work motivation, which implies that it can maximize performance and meet learning objectives as well as overall educational goals.

### **The Influence of Academic Supervision and Teacher Work Motivation on Teacher Competence**

As many as 12 persons had the maximum frequency of teacher competency, which was reflected in the final score of 82.61. According to the majority of study participants, instructor competency fell into the "good" category. According to a thorough analysis, nine people have attained extremely good competency in their academic careers. The respondents' lowest score was 75.00, and their best score was 88.04. Teachers working in research settings typically have strong levels of competency. since the obtained average value falls inside that category's range. Since the two grades remain in the same category and the teachers working in both schools are competent, the reasonableness of the grade difference is still accepted.

To test the hypothesis which was prepared simultaneously, it was carried out using the F test. The results obtained stated that  $F\text{-count} = 129,853 > F\text{-table } 3.12$ , which means that there is a positive and significant influence of academic supervision and teacher work motivation on the competency of State MT teachers throughout the city. Palembang. Another test to confirm this can be seen from the significance value obtained, namely  $0.000 < 0.05$ , which means the alternative hypothesis ( $H_a$ ) is accepted and the statistical hypothesis ( $H_0$ ) is rejected.

With a correlation coefficient of 0.885, or the magnitude of the relationship between the two independent variables and the dependent variable, academic supervision, teacher work motivation, and teacher competence together account for 88.5% of the relationship, placing them in the very close relationship category. Together, academic supervision and teacher work motivation have a positive and significant influence on teacher competence of 78.3%, placing them in the high influence category. The determinant coefficient, or the magnitude of the influence of the two independent variables on the dependent variable, is 0.783.

The study's findings corroborate those of several other investigations, including those carried out by Anis, 2016, Muhajirin et al., (2018), Saidah (2018), and Mardalena et al (2020). Effective academic supervision and teachers' strong work motivation can both have a good and significant impact on teacher performance, which was examined as a dependent variable through teacher competency. But as it can also help maximize a teacher's competency, Ahmad (2016) stressed the significance of school principal leadership as an additional factor to consider.

Syakir & Pardjono's (2015) study produced similar findings, showing that other factors as well as work motivation could have a positive and significant impact on

maximizing teacher competency at the same time. Consequently, it makes sense to properly apply the combination of these two variables in schools to maximize the success of every task associated with the delivery of education.

#### **D. Conclusion**

Academic supervision can have a positive and significant influence on the competence of teachers serving in MTs Negeri throughout Palembang City. The magnitude of the influence exerted by the academic supervision variable on teacher competence is included in the high category.

Teacher work motivation can have a positive and significant influence on the competence of teachers serving in MTs Negeri throughout Palembang City. The magnitude of the influence exerted by the work motivation variable on teacher competence is included in the quite high category.

Academic supervision and teacher work motivation together can have a positive and significant influence on the competence of teachers serving in MTs Negeri throughout Palembang City. The magnitude of the influence exerted by the two independent variables on the dependent variable is included in the high category.

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