Student International Journal of Education (SIJE)
Volume 1, Number 1, 2023 pp. 13-21
P-ISSN: XXXX-XXXX E-ISSN: XXXX-XXXX
Open Access

The Influence of Principal Supervision and Motivation on Teacher Performance

Helsi Febrianti[1*], Nella Nella[2]

[1] Master Programme of Educational Admnistration Department, Universitas Negeri Padang, Padang, Indonesia
[2] Master Programme of Educational Admnistration Department, Universitas Negeri Padang, Padang, Indonesia

ARTICLE INFO

Article history:
Received January 25, 2023
Revised February 5, 2023
Accepted February 7, 2023
Available online February 7, 2023

Keywords:
supervision, motivation, performance

ABSTRACT

The goal of this writing is to know how the fundamental supervision and motivation affects their performance. In this study, quantitative research was used. Data on supervision, motivation, and performance were collected, and the data were then analyzed. First, it is important to have descriptive statistical analysis, then conditional tests, such as normality tests, linearity tests, heteroscedasticity tests, and multicollinearity tests. Finally, conclusions were chart aplication the t test and the f test. The acquisition and discussion section includes a description of the data analysis findings. According to the findings of data analysis using SPSS on the consequence of school base supervision and motivation on teacher performance, it can be summarize that there is an effect of supervision (X1) and motivation (X2), together on performance (Y). In conclusion, H1 is not accepted, meaning that no found effect of supervision (X1) on performance (Y). H2 is not accepted, meaning that no found effect of motivation (X2) on performance (Y) and H3 is not rejected, meaning that there is an influence of supervision (X1) and motivation (X2) together on performance (Y)

Corresponding Author:
Helsi Febrianti,
Email: febriantihelsi@gmail.com

1. INTRODUCTION

In school institutions, besides the need for an expert madrasah headmaster, qualified and expert educators are also needed (Rumhadi, 2017). This is because the success of an education depends on the quality of the teacher, because the teacher has an important role in learning held and the teacher also interacts directly with students (Rangga & Naomi, 2007). Schools must be able to create trust and show good work results in accordance with the expectations of all parties (Purwati & Muttaqiyathun, 2011). Good parties, such as how well teachers fulfill their tasks, determine trust and good work results (Laka et al., 2020).

Mangkunegara's opinion in T. Aritonang in Barnawi and Muhammad Arifin (2012), performance is the satisfactory performance of a teacher in follow out his responsibilities in accordance with his workload.This exposure has the implication that the teacher has the most important role in educational success (Winata, 2020). Therefore, teacher performance needs to be continuously upgraded so that they can carry out their responsibilities and obligations (Siregar, 2015). In essence, a teacher must have good performance in carrying out his duties, so that all things arranged by the teacher can be carried out optimally and this has a positive impact on the teacher himself and for the students he will educate and teach (Ubabuddin, 2020). The reality in the field is that sometimes teachers are not professional in carrying out

their duties, this is because, among other things, teachers have not been able to carry out learning in class properly so that the educational process in class is not optimal (Suryani, 2015).

To overcome this problem, a school principal must realize supervision of the teacher, this aims to provide knowledge about the extent to which the development of the teacher gives lessons to students and to find out whether the teacher is optimal in carrying out his duties, then a school principal provides direction and improvement to the teacher regarding the error as well as the advantages possessed by these teachers and can provide their own motivation for direct to fulfill their responsibilities as educators while also enhancing the standard and standard of education (Susanto, 2013). The teacher is the determinant of achieving educational goals through good work results so that the strategy for advancing the quality of education begins with "teachers" related to their professionalism (Muspawi, 2021). Efforts that can be applied is to carry out supervision activities. According to Adam and Dickey in Sohiron (2015) have defined supervision as a special service that concerns teaching and improvement in the learning process. In essence, educational supervision provides services to people who are supervised. Amatembun in Sohiron (2015) defines educational supervision as a directing activity towards improvement in education form improving the quality of learning.

From the explanation above, educational supervision means coaching. Coaching is all activities related to planning, formulating, developing, guiding, directing, and evaluating all matters in education in a better direction (Kurniasari, 2018). According to Purwanto in Jasmani & Syaiful Mustofa (2013) describes efforts that can be made in educational supervision, namely designing the enthusiasm and desire of teachers to carry out tasks, trying to create, developing, looking for the right methods for education, frame good cooperation with other teachers, trying to improve the quality of teacher knowledge such as workshops and others (Kusnandi, 2020). Another factor that also has an influence on the performance of educators is motivation. According to Hamzah B. Uno (2007) work motivation is a situation in which individuals are encouraged to carry out their duties based on institutional and personal goals (Isbianti & Andriani, 2021). In essence, motivation can arise from individuals and also from the encouragement of other people, with motivation, individuals can carry out tasks well which of course will also be responsible for the results obtained (Dauhan, 2020).

According to Herawati & Ermawati, (2020) motivation is a condition from within that gives encouragement to follow out various jobs in order to achieve goals (Aziz & Putra, n.d.). According to (Nopitasari & Krisnandy, 2019) Motivation is interpreted as a condition that can arouse, maintain and direct a person's behavior towards their environment (Cut Suryani, 2015). Meanwhile, according to Walsa & Ratnasari, (2016) said motivation as a collection of attitudes and values that affect individuals in achieving goals. According to Hasibuan (2016) motivation is the driving force for creating individual work enthusiasm so that they want to work well for their success (Rahmaniah, 2021).

According to Sedarmayanti (2011) motivation is a people's willingness to act to meet personal needs (Fitri et al., 2022). According to K.A.Miskiani and I.W. Bagia (2021) explained that motivation has a strong influence on teacher performance (Gardjito et al., 2014). According to this study, motivation can be summarized is related to teacher performance. So, with the supervision and motivation activities provided by supervisors to teachers, teachers can develop their profession continuously and the expected educational goals can be achieved (Maryam Muhammad, 2016). This study is important to do considering that the teacher is an educator who needs to be supervised and given supervision and motivational activities so that the teacher's ability to teach becomes more innovative and the performance of the teacher in providing teaching is increased (Abd. Khalid Hs. Pandipa, 2019).

2. METHOD, DATA, ANALYSIS

This study is a quantitative one that collects information on supervision, communication, and performance. The information is then analyzed, starting with a descriptive analysis, before conditional test analysis, Finally, conclusions are drawn after analysis of hypothesis test, which counted the t test and f test. The acquistion and discussion section covers a description of the data analysis findings.

3. RESULT AND DISCUSSION

Result

The following table 1 is a data table for analyzing t the impact of supervision and motivation on teacher performance

Table 1. Research Data

No Responden	Supervision	Motivation	Performance
1	75	79	78
2	76	80	82
3	77	81	76
4	76	87	82
5	76	83	86
6	81	88	84
7	78	84	87
8	75	75	76
9	78	82	76
10	75	84	85
11	75	80	77
12	79	85	86
13	79	85	89
14	75	80	78
15	76	84	83
16	75	79	80
17	79	89	83
18	75	80	86
19	87	85	85
20	78	83	82
21	79	82	84
22	75	79	82
23	77	81	83
24	75	78	84
25	80	81	82
26	78	79	82
27	77	79	80
28	75	80	82
29	77	78	83
30	78	80	81

a. Descriptive Analysis

Descriptive statistical analysis intends to describe the behavior of each variable such as namely Supervision (X1), Motivation (X2) and Performance (Y). The table 2 below shows the acquistionof descriptive statistical data analysis:

Table 2. Descriptive Statistical Analysis

Descriptive Statistical Analysis

	N	Min	Max	Mean	Standard Deviation
Supervision	30	75	87	79,9667	3,28511
Motivation	30	75	89	81,6667	3,21991
Performance	30	76	89	82,1333	3,3706
Valid N (listwise)	30				

b. Conditional test

1) Test of Normallity

The purpose test of normallity is to show if the study data are normallity dispart or not. Decision making criteria:

a) The data are not regularly dispart if the significant worth is less than 0.05.
b) The data are regularly dispart if the significance value is greater than or equal to 0.05.

Data normality test acquistion from Supervision (X1), Motivation (X2) and Performance (Y) variables. The table 3 below shows the acquistion of the normality test analysis:

Table 3. Test of normality

Tests of Normality

	Kolmgrv-Smrnv[a]			Shpiro-Wilk		
	Statistic	Df	Sign.	Statistics	df	Sign.
Supervision	0,149	30	0,087	0,948	30	0,15
Motivation	0,164	30	0,038	0,954	30	0,215
Performance	0,184	30	0,011	0,952	30	0,195

a. Lilliefors Significance Correction

Normality Test Chart

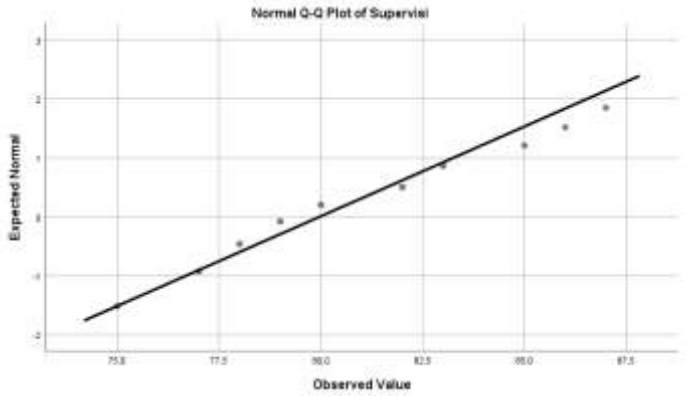

Figure 1. Graph of Supervision Variable Normality Test (X1)

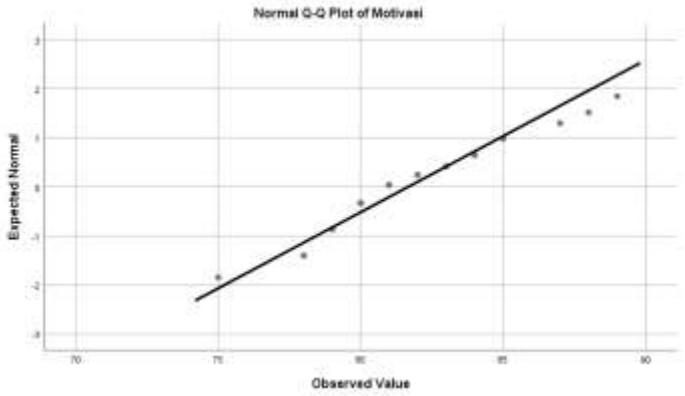

Figure 2. Graph of Motivational Variable Normality Test (X2)

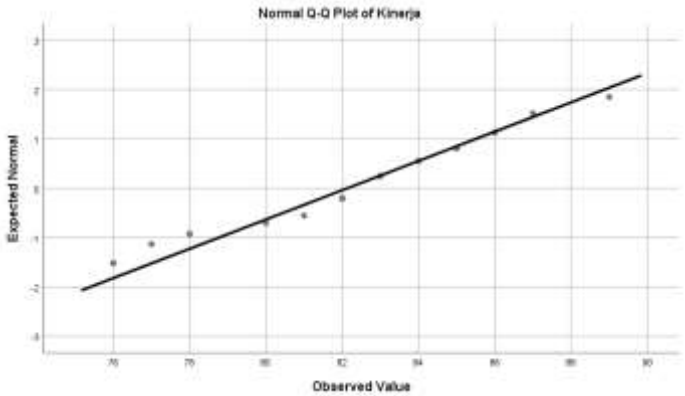

Figure 3. Performance Variable Normality Test Graph (Y)

2) Linearity Test

The goal is to state the effects of three linear or non-linear factors. Decision-Making Standards

a) Linear connection the independent and the dependent is identified if the significant value of the departure from linearity is greater than 0.05.
b) It is determined is not linear the independent and the dependent if the significant outgo from linearity is smaller than 0.05.

The table 4 below shows of the linearity test for Supervision (X1), Motivation (X2) and Performance (Y) variables:

Table 4. Linearity Test

ANOVA Table

			Sum of Squars	df	Mean Squars	F	Sign.
Performance * Supervision	Between Groups	(Combined)	172,217	9	19,135	2,43	0,047
		Linearity	82,961	1	82,961	10,6	0,004
		Deviation from Linearity	89,256	8	11,157	1,42	0,249
	Within Groups		157,25	20	7,863		
	Total		329,467	29			

3) Heteroscedasticity Test

One of the traditional tests and a need for regression analysis is the heteroscedasticity test. The purpose of this test is to show what the residual variety of one variable and another is unequal. In an ideal regression model, neither heteroscedasticity. The test, known as the Rank Spearman test, is used to identify the signs of heteroscedasticity. Decision-making criteria:

a) It is said that there is no signs of heteroscedasticity if the sig. value (2-tailed) is greater than 0.05.
b) A sign of heteroscedasticity is stated to exist if the significant worth (2-tailed) is less than 0.05.

The output of the test for heteroscedasticity are displayed in the following table:

Table 5. Heteroscedasticity Test

Coefficients[a]

Model		Unstandardizd Coeff		Standardizd Coeff	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,649	8,224		0,565	0,577
	Supervisi	-0,231	0,258	-0,445	-0,894	0,379
	Motivasi	0,197	0,263	0,373	0,749	0,46

a. Dependent Variable: Abs_Res

4) Multicollinearity Test

In the linear regression, there is multicollinearity, or a significant link between the independent (X). Indicators of multicollinearity can be found by inspect the variance inflation factor and tolerance value (VIF).

a) By examining the toleration worth: If the toleration worth is more than 0.10, multicollinearity is not present.
b) By examining the VIF value: If the VIF value is less than 10.00, multicollinearity is not present.

The acquisition of the multicollinearity test are displayed in the table 6 below:

Table 6. Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	39,004	14,244		2,738	0,011		
	Supervision	0,322	0,447	0,313	0,72	0,478	0,145	6,903
	Motivation	0,213	0,456	0,204	0,468	0,644	0,145	6,903

a. Dependent Variable: Performance

c. Hypothesis Test

To identify the influence of two or more independent factors on one dependent variable, multiple linear regression analysis is used. Developing a hypothesis

H1 = found an influence of Supervision (X1) on Performance (Y)
H2 = found an Influence of Motivation (X2) on Performance (Y)
H3 = found an influence of supervision (X1) and motivation (X2) together on performance (Y)

Confidence Level = 95%, α = 0.05

1) t test

Decision Making Criteria:

a) If the sig value is smaller <0.05 or t count > t table then found an influence of X on Y
b) If the sig value is greater > 0.05 or t count < t table then found is no influence of X on Y

t table = t (α/2; n-k-1) = t (0.025;27) = 2.052

From the table 7 below shown the hypothesis test for X1 and X2 for variable Y using the t test

Table 7. t Test

Coefficients[a]

Model		Unstd Coeff		Std Coefficients	t	Sig.
		B	Std. Errors	Beta		
1	(Constant)	39,004	14,244		2,738	0,011
	Supervision	0,322	0,447	0,313	0,72	0,478
	Motivation	0,213	0,456	0,204	0,468	0,644

a. Dependent Variable: Performance

2) F test

Decision-making standards:

a) If the significant worth is less than 0.05 or the F count is higher than the F table, then X and Y are both concurrently affected.
b) If the significant value is higher than 0.05 or the F count is lower than the F table, then there is no simultaneous influence of variable X on variable Y.

From the table 8 below shown F test result with F table = 3.34

Table 8. F Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	84,94	2	42,47	4,689	,018[b]
	Residual	244,526	27	9,057		
	Total	329,467	29			

From the table 9 below shown Coefficient of Determination

Table 9. Coefficient of Determination

Model of Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimated
1	,508[a]	0,258	0,203	3,00941

a. Predictors: (Constant), Motivation, Supervision

Discussion

a. Descriptive Analysis

From the table, the interpretation of the data generated can be explained as follows:

1) Supervision Variable (X1), from the table above it can be interpreted that the min. value is 75, the max. value is 87 and the average value (mean) is 79.9667. The standard deviation is 3.28511.
2) Variable Motivation (X2), from the table above it can be interpreted that the min. value is 75, the max. value is 89 and the evenly value (mean) is 81.6667. The standard deviation is 3.21991.
3) Performance Variable (Y), from the table above it can be interpreted that the min. value is 76, the max. value is 89 and the evenly value (mean) is 82.1333. The standard deviation is 3.37060.

b. Conditional Test

1) Normality Test

Follow the normality test analysis, the following Shapiro-Wilk significant values were found: 0.150 for the supervision variable (X1), 0.215 for the motivation variable (X2), and 0.195 for the performance variable (Y). The Sig Shapiro-Wilk value exceeds the 5% (0.05) standart of significance, or sig.> 0.05. That the data is type distributed is explained by this. The chart below shows the findings of the study data normalcy test in more detail. In chart of the QQ Plot normality test graph above, it is clear that the dots accompany and approach the diagonal line, so it can be summarized that the research data for the Supervision (X1), Motivation (X2) and Performance (Y) variables are normally distributed.

2) Linearity Test

The significance value for the linearity test data in the table's column for deviation from linearity is 0.249. This amount is higher than the 5% (0.05) level of significance or significantly higher than 0.05. This explains why there is a linear link between the Supervision (X1), Motivation (X2) and Performance Variables (Y).

3) Heteroscedasticity Test

The data table above results that the significance values for the two independent variables' test results were 0.379 and 0.460, respectively, which are higher than an alpha of 0.05. It can be concluded that there is neither heteroscedasticity nor homogeneity because the variances of all independent variables are the same.

4) Multicollinearity Test

The VIF value for the Supervision (X1) and the Motivation (X2) obtained from the test results was 6.903 10, and the tolerance value for the Supervision (X1) and the Motivation (X2) was 0.145 > 0.10, indicating that there is no multicollinearity between the two variables. This explanation can be made from the analysis results in the table.

c. Hypothesis Test

1) t Test

Results of data analysis

a) Supervision Variable Hypothesis Test (X1) on Performance (Y)
b) It may be deduced that H1 was not accepted because there was no effect of Supervision (X1) on Performance from the significant value of Supervision (X1) on Performance (Y) of 0.478 > 0.05 and a t-count worth of 0.720 2.052. (Y).
c) Motivational Variable Hypothesis Test (X2) on Performance (Y)
d) It may be deduced that H2 is not accepted because there is no influence of supervision (X2) on performance after obtaining a significant value of motivation (X2) on performance (Y) of 0.644 > 0.05 and a t-count worth of 0.468 2.052. (Y).

2) F Test

The influence of supervision (X1) and motivation (X2) on performance (Y) had a significance value of 0.018 0.05, and the projected F worth was 4.689 > F table 3.35, which indicates that H3 is accepted and that the effect of supervision (X1) and motivation (X2) on performance is real (Y).

According to the outcomes of the aforementioned data analysis, the R square worth is 0.258. This indicates that the Performance variable (Y) is influence by the Supervision (X1) and Motivation (X2) factors simultaneously to the extent of 25.8%.

4. CONCLUSION

In conclusion, H1 is not accepted, meaning that no found effect of supervision (X1) on performance (Y). H2 is not accepted, meaning that no found effect of motivation (X2) on performance (Y) and H3 is not rejected, meaning that there is an influence of supervision (X1) and motivation (X2) together on performance (Y).

5. REFERENCES

Abd. Khalid Hs. Pandipa. (2019). *Teacher Performance in improving the Quality of Education at SMAN 1 Lore Utara*. *Administrative Scientific Journal*, *12*(1), 1–9.

Aziz, N., & Putra, S. D. (n.d.). *THE INFLUENCE OF LEADERSHIP STYLE AND MOTIVATION ON TEACHER PERFORMANCE IN SD KARTIKA 1-11 PADANG*. https://doi.org/10.46306/vls.v2i2

Cut Suryani. (2015). *Implementation of educational supervision in improving the learning process at MIN Sukadamai City of Banda Aceh. Didactic Scientific Journal*, *Vol. 16*(01), 24.

Dauhan, novientry sangiang. (2020) The Effect of Work Culture on Teacher Performance. *Social, Humanities, and Education Studies (SHEs)*, *3*(3), 2301–2306.

Fitri, A., Auzar,), Burhanuddin, D., Pendidikan, D., & Pekanbaru, K. (2022). *THE INFLUENCE OF PRINCIPAL ACADEMIC SUPERVISION AND WORK MOTIVATION ON THE PERFORMANCE OF KINDERGARTEN TEACHERS IN TAMPAN DISTRICT, PEKANBARU CITY.* https://jmp.ejournal.unri.ac.id/index.php/JMP/index

Gardjito, A. H., Musadieq, M. Al, & Nurtjahjono, G. E. (2014). *The Influence of Work Motivation and Work Environment on Employee Performance (Study on Production Department Employees of PT. Karmand Mitra Andalan Surabaya). Journal of Business Administration (JAB*, *13*(1), 1–8. https://www.academia.edu/36161486/PENGARUH_MOTIVASI_KERJA_DAN_LINGKUNGAN_KERJA_TERHADAP_KINERJA_KARYAWAN_Studi_pada_Karyawan_Bagian_Produksi_PT_Karmand_Mitra_Andalan_Surabaya

Isbianti, P., & Andriani, D. E. (2021). *Academic Supervision Practices of Junior High School Principals in Klaten , Central Java. Journal of Education Management*, *3*(1), 75–85.

Kurniasari, rani. (2018). *Providing Motivation and Its Impact on Employee Performance at the Jakarta Telecommunication Company*. *Widya Cipta: Jurnal Sekretari Dan Manajemen*, *2*(1), 32–39. https://ejournal.bsi.ac.id/ejurnal/index.php/widyacipta/article/view/2551

Kusnandi, K. (2020). *Educational Supervision Functionalization To Form The Character Of Teacher Honesty In Improving The Quality Of The Teacher Profession And Learning. Journal of Education Forum*, *7*(1), 85. https://doi.org/10.25157/wa.v7i1.3252

Laka, B. M., Burdam, J., & Kafiar, E. (2020). *Role of Parents in Improving Geography Learning Motivation in Immanuel Agung Samofa High School*. *Journal of Research Innovation*, *1*(2), 69–74. https://doi.org/10.47492/jip.v1i2.51

Maryam Muhammad. (2016). *The Influence of Motivation in Learning*. *Lantanida Journal*, *4*(2), 90. https://jurnal.arraniry.ac.id/index.php/lantanida/article/download/1881/1402%0Ahttps://media.neliti.com/media/publications/287678-pengaruh-motivasi-dalam-pembelajaran-dc0dd462.pdf

Muspawi, M. (2021). *Teacher Performance Improvement Strategy. Batanghari Jambi University Scientific Journal*, *21*(1), 101. https://doi.org/10.33087/jiubj.v21i1.1265

Purwati, S., & Muttaqiyathun, A. (2011). *The Effect of Employee Motivation on Employee Performance at Pt Anindya Mitra Internasional Yogyakarta*. In *Jurnal Fokus Manajemen Bisnis* (Vol. 1, Issue 1, p. 70). https://doi.org/10.12928/fokus.v1i1.1301

Rahmaniah, R. (2021). *The Effect of Educational Supervision and Work Motivation on Teacher Performance at SMA Negeri 1 Makassar*. *Jurnal Ilmiah Ecosystem*, *21*(3), 587–601. https://doi.org/10.35965/eco.v21i3.1151

Rangga, M., & Naomi, P. (2007). *The Effect of Self-Motivation on Student Learning Performance (Case Study on Paramadina University Students)*. *Abmas,79*, *II*(2), 1–8.

Rumhadi, T. (2017). *The Urgency of Motivation in the Learning Process. Journal of Religious Training*, *11*(1), 33–41. bdksurabaya.e-journal.id ? article ? download

Siregar, M. D. (2015). *Teacher Performance in Managing the Process of Student Social Sciences Learning Outcomes*. *Jurnal Education*, *10*(2), 233–247.

Suryani, C. (2015). *Implementation of Educational Supervision in Improving the Learning Process at Min Sukadamai, City of Banda Aceh. Didactic Scientific Journal*, *16*(1), 23. https://doi.org/10.22373/jid.v16i1.585

Susanto, H. (2013). *Factors influencing the performance of vocational high school teachers. Journal of Vocational Education*, *2*(2), 197–212. https://doi.org/10.21831/jpv.v2i2.1028

Ubabuddin, U. (2020). *Implementation of Learning Supervision as an Effort to Improve the Duties and Role of the Teacher in Teaching. Nidhomul Haq: Journal of Islamic Education Management*, *5*(1), 102–118. https://doi.org/10.31538/ndh.v5i1.512

Winata, E. (2020). *The Influence of Motivation and Discipline on Employee Performance at Grand Inna Medan. Ilman Journal: Journal of Management Science*, *8*(1), 23–27.

Sedarmayanti. 2011. *HUMAN RESOURCE MANAGEMENT, BUREAUCRATIC REFORM AND MANAGEMENT OF CIVIL SERVANTS.* Bandung: Refika Aditama.

Siti Nur Aishah et al. 2018. *THE IMPACT OF MOTIVATION ON JOB SATISFACTION IN A QUANTITY CONSULTING FIRM, ACCEPTING INTERNATIONAL CONFERENCE ON GLOBAL BUSINESS AND SOCIAL SCIENCES (ICGBSS).*

Sohiron. 2015. *EDUCATIONAL ADMINISTRATION AND SUPERVISION*. Pekanbaru: Educational Creation.