



The Influence of Pedagogic Competence, Academic Supervision, and Organizational Culture, on Performance Through Teacher Work Motivation at SMPN 1 Kaloran

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Abstract

This research aims to analyze the influence of academic supervision, organizational culture, and pedagogical competence on teacher performance through work motivation as an intervening variable at SMPN 1 Kaloran. Teacher performance is the result of a teacher's work or work performance based on their ability to manage teaching and learning activities in the classroom. Many factors influence teacher performance, including academic supervision, organizational culture, pedagogical competence, and work motivation. This research uses a quantitative approach. The population is 40 teachers of SMPN 1 Kaloran. The sampling uses the total sampling method. The research instrument is a questionnaire that was first tested for reliability and validity. The data investigation for hypothesis testing adopt] path analysis and the Sobel test to investigate the mediating variable. The findings show that academic supervision, organizational culture, and pedagogical competence have a significant influence on work motivation. Teacher performance affected by academic supervision, organizational culture, and pedagogical competence, mediated by teacher work motivation. Based on these findings, teacher performance can be improved through some improvements in academic supervision, organizational culture, pedagogical competence, and work motivation.

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INTRODUCTION

It has become a must to have competent and reliable human resources in different fields and levels in the current global era. Countries that have skilled and reliable human resources can successfully survive and play a role in today's competitive age. Some competitive advantages include the availability of skilled and reliable human resources. They have greater opportunities to be prominent and excel to win global competition.

Teachers and educators have a central position in the educational process. They are the spearhead (front executors) of all educational processes and activities (Gaffar 2007:120). The success of educational implementation is largely influenced by the teachers' performance. Their skills in preparing the educational process through an effective learning process are a driving factor to improve the student's achievement.

Patricia King (1993) explained that performance means an individual activity in carrying out his main tasks. A teacher's regular job is teaching the students at school. Therefore, it is better to enhance its performance to achieve an optimal learning process. According to Mangkunegara in Barnawissa and Mohammad Arifin (2017), performance results from the quantity and quality of work done by employees in fulfilling their duties based on their respective responsibilities.

A teacher's performance is considered good and satisfactory if the results have met the specified standards. Performance standards for teachers are contained in Law No. 14 of 2005 Article 35(1) on Teachers and Lecturers of the Republic of Indonesia. It states that the teacher's duties include carrying out the process of planning, implementing, and evaluating learning, and evaluating the students' learning outcomes.

Different teachers' backgrounds trigger different levels of ability. To identify the teachers' competency mastery, there must be a good mapping using a competency test. The Teacher Competency Test (UKG) aims to measure their basic subject knowledge. The basic competence to be assessed depends on the teachers' field of

study and academic qualifications. The competence to be tested is the teacher's capability to plan and implement, assess and evaluate the learning outcomes of the students. The test results will become a basis for reflection in the implementation of the teacher professional development program.

According to the Center for Information and Statistics on Education and Culture, the teachers' average score in Central Java Province is 66.14. It is higher than the average score of elementary school teachers, but it is lower than that of secondary school teachers in 2019. It is still below the national minimum standard (8.00). The average score of the junior high school teachers is higher than the elementary and vocational teachers as well as the score for the teachers in Temanggung regency. Besides, based on the average UKG score in Central Java province, the teachers in Temanggung regency have a higher average provincial UKG score. However, it is still lower than that set by the government.

The UKG score at SMPN 1 Kaloran is 67.88. Ideally, the teachers should be able to obtain a minimum standard, which is 80. However, in this case, the teachers of SMPN 1 Kaloran still have competence below the standard. The average UKG score is lower than the standard value of 80. It means that it is vital to pay more attention to evaluating the teachers' performance at SMPN 1 Kaloran. Performance appraisal can be feedback and follow-up for further performance improvement.

Previous studies showed that teacher performance was influenced by some factors like academic supervision, pedagogical competence, and organizational culture. Ardliana (2021) and Wardani (2022) found that teacher performance can be improved through pedagogical competence. Meanwhile, Hardono (2017), Irfan (2018), Manueke (2020), Sudirman (2021), and Rusalam (2022) explained that academic supervision significantly influences teachers' performance. Organizational culture factors also affect performance as stated by Widiyanti (2018), Elfridauli (2018), Nurilla (Nurilla et al., 2019), Ardliana (2021), and Puspitaningrum (2021).

Suprianto (2019), Setyanti (2020), and Ratnasari (2021) found different results. They showed that pedagogical competence does not affect teacher performance. Lumbantoruan (2021) and Siahaan (2022) also reported that academic supervision does not affect teacher performance. Meanwhile, Hamzah (2020) and Satria (2020) concluded that organizational culture does not affect the teachers' performance at school

Those different findings provide opportunities for further research by presenting an intervening variable. The variable is work motivation which determine and influence the teachers' performance. In this research, work motivation acts as an intervening variable according to the theory of human behavior by Attribute Fritz Heider. Human behavior is influenced by motivation and basic abilities. If the ability is high but the motivation is low, the performance will be weak. Motivation can be a driving force for a subject to take certain actions to achieve specific goals.

METHOD

It is quantitative research, ex post facto with a correlation research design. The research adjusted the objective to be achieved. It is to determine and identify the effect of academic supervision, organizational culture, and pedagogical competence, on teacher performance through work motivation as an intervening variable at SMPN 1 Kaloran. The research population is 40 teachers of SMPN 1 Kaloran. The sampling uses the total sampling method. It means that all teachers become the sample. The research instrument is a questionnaire that was first tested for reliability and validity. The proposed hypothesis is analyzed using the path analysis method. It aims to analyze the relationship pattern among academic supervision, organizational culture, and pedagogical competence on the teachers' performance at SMPN 1 Kaloran through the work motivation variable. The Sobel test examines the mediating variable.

The descriptions above generate a correlation scheme among the variables as the analysis framework:

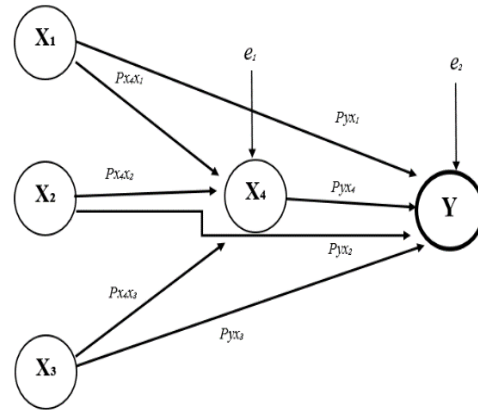


Figure 1. Research Analysis Framework

Note:

X₁ = Pedagogic Competence

X₂ = Academic Supervision

X₃ = Organizational Culture

X₄ = Work Motivation

Y = Teacher Performance

RESULTS AND DISCUSSIONS

Multiple regression and path analysis test the hypothesis and detect the influence of the mediating variable (intervening variable) between independent and dependent variables. Multiple linear regression tests the effect of academic supervision, organizational culture and pedagogical competence on the teachers' performance through teacher work motivation. Table 1 summarizes the multiple linear regression test results. Table 2 displays the path analysis calculations.

Table 1. Path Analysis Result

Variable	T Value	sig
Pedagogic Competence	3.606	0.001
Academic Supervision	3.746	0.001
Organnization Culture	2.220	0.033

The Influence of Pedagogic Competence on Teacher Work Motivation

Regression testing shows that the effect of the two variables is "significant" and "positive". It means that Pedagogic Competence positively and significantly influences Work Motivation. This finding is similar to Habibi, et al.(2016) who found that pedagogical competence plays a role in influencing teachers' motivation in preparing themselves and teaching instruments (syllabus, lesson plans, and assessment media). Besides, it also influences the teachers' motivation in carrying out their tasks (educating and teaching the students). The pedagogical competence indicator that has the greatest impact on the variable of teachers' work motivation at SMPN 1 Kaloran is the ability to develop a curriculum. In other words, the teachers can compose a syllabus or--in the Merdeka curriculum-- commonly known as the Learning Objectives Flow (ATP) based on the applicable curriculum. They can also design appropriate lesson plans, learning outcomes, and learning strategies to create more beneficial learning and improve their motivation to learn better in the classroom.

The findings and hypothesis testing results also support Tsauri (2022) who studied the teachers' competency in motivating their work. Those who have pedagogical competence will be more motivated to keep improving themselves. Thus, better pedagogical competence means stronger motivation in managing learning. This condition fosters quality education entirely, bearing in mind that the teachers who have a strong motivation in carrying out their duties as educators will encourage the realization of an effective, innovative, creative, and enjoyable learning process. Later, pedagogical competence will improve education quality. The poor teacher's ability to make proper lesson plans makes them unprepared to carry out better learning. Therefore, the classroom will be less conducive and the learning outcomes will not be optimal. For this reason, the teacher's pedagogical abilities or competencies are one way to motivate them to remain innovative.

The Effect of Academic Supervision on Teacher Work Motivation

Regression testing shows that the effect of the two variables is "significant" and "positive". It means that Academic Supervision positively and significantly affects Teacher Work Motivation. This condition is consistent with the desired theory. Academic supervision is a set of activities by the head teacher as supervisor to help teachers develop their ability to direct the learning process to achieve learning goals.

The positive and significant effect of academic supervision on teacher work motivation in this research is in line with Alfonso (2011:79) who stated "Instructional supervision is herein described as behavior formally designed by the organization that directly influences teacher behavior in such means to facilitate student learning and attain the aims of the organization". Schools as educational organizational units should provide the best services to the students by providing quality education to improve the education quality. At this point, the school management should be able to fulfill its function of motivating the teachers to carry out their tasks and to enable the students to have creative, challenging and entertaining learning processes.

The research findings are similar to Nisa' (2021) who found that academic supervision as measured through indicators of academic supervision planning, implementation, and follow-up is a factor that influences the teacher motivation in conducting the learning process in the class. Concerning this research, a school principal must understand the teachers' motivation when making a policy. To motivate the teachers, the principal must know what motivates the teachers to expect. A well-planned and programmed academic supervision supported by continuous feedback and follow-up will motivate the teachers to improve their performance. Therefore, the organizational goals can be smoothly achieved according to the plan.

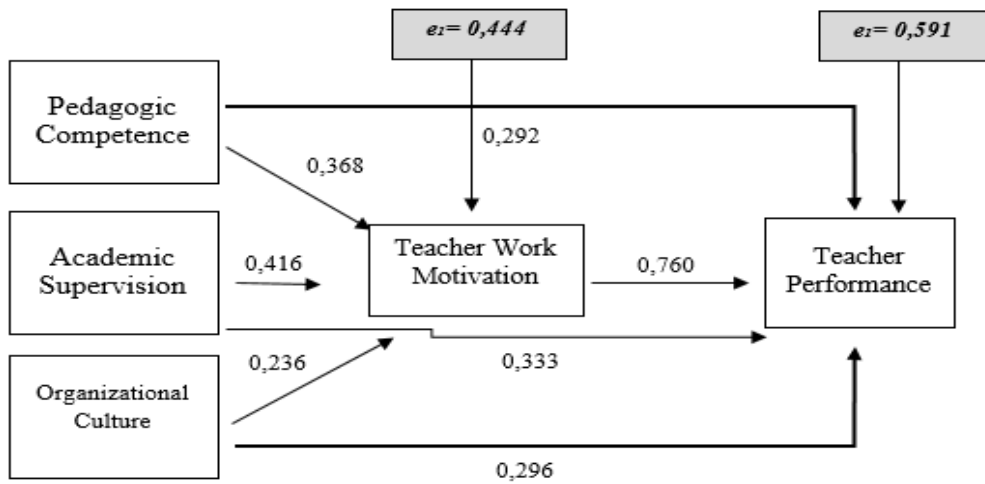


Figure 2 Results of Intervening Variable Path

Table 2. Path Analysis of Teacher Work Motivation

No	Variable	Direct Influence on Teacher's Work Motivation
1	Pedagogic Competence	$(0.368)(0.368) = 0.1354$ or 13.54 %
2	Academic Supervision	$(0.416)(0.416) = 0.1730$ or 17.30 %
3	Organizational Culture	$(0.236)(0.236) = 0.0566$ or 5.66%

Source: Primay Data Processed 2022

Table 3. Path Analysis of Teacher Work Motivation

No	Variable	Direct Influence on Teacher's Motivation	Influence on Work	Indirect Influence on Teacher's Motivation	Influence on Work	Total
1	Pedagogic Competence	$(0.292)(0.292) = 0.0852$ or 8.52%	or	$(0.368)(0.760) = 0.2797$ or 27.97%	or	0.3649 or 36.49%
2	Academic Supervision	$(0.333)(0.333) = 0.1109$ or 11.09%	or	$(0.416)(0.760) = 0.3162$ or 31.62%	or	0.4261 or 42.61%
3	Organizational Culture	$(0.296)(0.296) = 0.0876$ or 8.76%	or	$(0.236)(0.760) = 0.1794$ or 17.94%	or	0.2670 or 26.70%

Source: Primay Data Processed 2022

Academic supervision has the strongest effect on work motivation. This means that the principal's academic supervision affects the teachers' motivation to teach the students. Good supervision will help the teachers achieve learning goals. It can also instill a strong

commitment to their tasks at school. This finding is in line with Daryanto & Rahmawati (2015) who explained that the main goals of academic supervision include encouraging teachers to develop their abilities and pay real attention to their duties and responsibilities. Supervision is coaching for better guidance from

the supervisor (school leader) to improve the quality of learning, leading to an improvement in the quality of education. Based on the investigation results and prior knowledge, the supervision of the school head has an impact on the teachers' work motivation. Better supervision of the school head will increase the work motivation of the educational staff. The school leader should be able to guide, direct, encourage and meet the needs of teachers in fulfilling their duties and responsibilities. In that way, they will always have a strong motivation to work optimally to achieve educational goals effectively and efficiently.

Influence of Organizational Culture on Teacher Work Motivation

Regression testing shows that the effect of the two variables is "significant" and "positive". Organizational culture has a positive and significant effect on teachers' work motivation. This research is in line with Stiawati (2022) who concluded that organizational culture can produce a good environment to motivate teachers in teaching and educating students. Good organizational culture makes the teachers feel comfortable carrying out the learning process. When they are comfortable with their jobs and have a strong motivation in teaching, they can improve the quality of education. An ideal organizational culture has at least a 'strong' character. It means that organizational culture must motivate the members' behavior to align individual and organizational goals. The organizational culture of teachers is the dimension of correlation between people, ethics, norms, and discipline and the ordering of noble values, which is strongly represented at SMPN 1 Kaloran. The outcome of this research reflects that a good organizational culture can be a driving force or motivation for individuals to carry out their duties optimally. Therefore, they can perform a good performance based on the organizational goals. Good organizational culture makes teachers feel motivated to carry out the learning process. If the teacher is satisfied with his work and has good motivation in

teaching, he can enhance the quality of education.

Based on the research findings and supported by previous theories, Organizational Culture influences the work motivation of educational staff. Better organizational culture can instill a sense of belonging, loyalty, and self-confidence. It can also encourage the teachers to think positively about the school where they work so that they can have a strong motivation to work optimally to achieve educational goals effectively and efficiently.

The Effect of Pedagogic Competence on Teacher Performance through Teacher Work Motivation

Regression testing shows that the effect of the two variables is "significant" and "positive". It means that Pedagogic Competence positively and significantly influences Teacher Performance. The hypothesis test shows that the direct effect value of pedagogical competence on teacher performance is 0.0852. Meanwhile, the indirect influence of work motivation on teacher performance through job satisfaction is found by multiplying $0.368 \times 0.760 = 0.2797$. The calculation results show that the indirect effect of Pedagogic Competence through work motivation is higher ($0.2797 > 0.0852$) than the direct effect on Teacher Performance. These findings indicate that there is an indirect effect of pedagogic competence on teacher performance through work motivation. Thus, it can be concluded that work motivation can mediate the influence of pedagogic competence on teacher performance.

This finding is in line with Suprianto (2019) who found that teacher pedagogical competence has a positive and significant effect on teacher performance. This means that if educators can manage to learn well, understand educational insights or foundations, understand their students, develop curriculum and syllabus properly, and design the learning effectively, their performance will also be improved.

Qualified pedagogical competence will make it easier for the teachers to prepare the lessons, including designing appropriate learning formulas for achieving optimal learning outcomes. Internal motivation like a sense of

responsibility for completing assignments as educators encourage them to pay close attention to the learning preparation process such as designing the best learning programs. Good teaching preparation by designing learning programs with accurate proportions and using modern media and various learning methods can reduce the students' boredom in the classroom. External motivation covers meeting needs and recognition of abilities by superiors or colleagues. They can encourage the teachers to optimize their competencies to complete their duties and obligations. The effect of pedagogical competence on teacher performance through motivation is a considerable influence in this research. Good pedagogic competence supported by strong work motivation will lead to optimal performance. Supported by the theory described above, teachers who can carry out their duties professionally with optimal encouragement or motivation will have positive impacts on the optimal learning process.

The Influence of Academic Supervision on Teacher Performance through Teacher Work Motivation

. Regression testing shows that the effect of the two variables is "significant" and "positive". It means that academic supervision positively and significantly affects teacher performance. The hypothesis testing shows that the direct effect score of academic supervision on teacher performance is 0.1109. Meanwhile, the indirect effect of organizational culture on teacher performance through job satisfaction is obtained by multiplying $0.416 \times 0.760 = 0.3162$. The calculation results show that the indirect effect of academic supervision through work motivation is higher ($0.3162 > 0.1109$) than the direct effect on teacher performance. These indicate that there is an indirect effect of academic supervision on teacher performance through work motivation. Therefore, work motivation is a variable that mediates the effect of academic supervision on teacher performance.

This result is in line with Yusuf (2013) who stated that supervision, support, and motivation from the principal will increase the teachers' productivity. The support function in learning supervision is to provide professional guidance, motivation, and technical assistance to help the teachers develop their ability to achieve learning

objectives and improve their performance. The research findings on the effect of academic supervision on teacher performance illustrate that academic supervision is vital to help teachers in improving their performance. The findings of this research support the theory put forward by Alfonso (2011) who stated "Instructional supervision is herein defined as behavior officially designed by the organization that directly affects teacher behavior in such a way to facilitate pupil learning and achieve the goals of the organization."

The research findings, supported by the theory and previous studies described above conclude that the principal's supervision affects teacher performance. Better and proper supervision can improve teacher performance. It is because if the principal can appropriately guide, direct, foster, and fulfill the work needs of the teachers in carrying out their duties and responsibilities and motivate them well, they will be always motivated to work optimally to achieve the educational goals effectively and efficiently.

The Influence of Organizational Culture on Teacher Performance through Teacher Work Motivation

. The results of the t-test show that the t-test is "significant" and "positive" (the sign on t and the beta coefficient is positive). It means that organizational culture has a positive and significant effect on teacher performance. The hypothesis testing shows the direct effect score of organizational culture on teacher performance is 0.0876. Meanwhile, the indirect effect of organizational culture on teacher performance through teacher work motivation is obtained by multiplying $0.236 \times 0.760 = 0.1794$. The calculation results show that the indirect effect of organizational culture through work motivation is higher ($0.1794 > 0.0876$) than the direct effect on teacher performance. These results indicate that there is an indirect effect of organizational culture on teacher performance through work motivation. Therefore, it can be concluded that work motivation is a mediating variable of the influence of organizational culture on teacher performance.

The findings of this research indicate that conducive organizational culture (marked by independent and innovative school members who can collaborate and comply with applicable regulations, are result-oriented, and respect each other) can positively and significantly influence teacher performance. The impact of the influence of Organizational Culture on performance will further increase if it is collaborated or supported by work motivation from internal and external sources. The performance referred to in this research is the teacher's ability shown in carrying out his duties and obligations. There is a concordance between the results of this study and some other literature. A conducive climate and organizational culture are very crucial to make the students feel happy and have a positive attitude toward their teachers. Thus, the teachers will be more valuable. The student's parents and the community around them will also feel accepted and involved. Coaching and improving the educators' performance by school principals will be very closely related to organizational culture. As a distinctive character, organizational culture can be a guide that provides a framework and foundation in the form of ideas, enthusiasm, ideas, and ideals that direct the teachers to achieve school goals and the expected quality of education. This is in line with Ansar & Masaong (2011:187) who argued that organizational culture will influence the way work is done and the way school members behave. Thus, the organizational culture that prevails and is embraced by its members plays a vital role in improving the quality of the members' performance. A superior organizational culture will raise and establish a superior performance quality.

Previous research found the same thing. Elfridauli (2018) and Pramono (2022) stated that there is a positive and significant influence of organizational culture on teacher performance. The performance itself is the result of the synergy of some factors. These factors include a conducive organizational culture supported by work motivation from internal and external sources. Uno explained that work motivation is one of the factors that also determine one's

performance. Next, the teachers' work motivation is nothing but a process to move them forward so that their behavior can be directed towards real efforts to achieve the goals (Uno, 2016: 71).

Based on the results of this research supported by the theory and previous studies presented, it is clear that an organizational culture that respects each other and works together in a team will make the teachers feel comfortable and strengthen their motivation to work.

The Influence of Organizational Culture on Teacher Performance through Teacher Work Motivation

The results of the t-test show that this hypothesis is accepted. Thus, it can be concluded that work motivation has a positive and significant influence on teacher performance at SMPN 1 Kaloran. It can be internal and external encouragement for the teachers to carry out or take action and complete their tasks properly to achieve a certain goal and improve their performance. The findings are following Uno (2016: 71) who found that work motivation can determine someone's performance. Next, the teachers' work motivation is nothing but a process to move them forward so that their behavior can be directed towards real efforts to achieve the goals (Robbins, 2013). This is similar to Syamra (2016) that concluded three points: 1) there can be an effect of financial compensation on work motivation with a value of 51%, 2) there is an effect of financial compensation on good performance directly or indirectly with a value of 11.02%, while the indirect effect is 12.23%, 3) there is an effect of work motivation on teacher performance with a value of 26.41%, and 4) there is an effect of financial compensation and work motivation on teacher performance.

This condition illustrates that work motivation is very crucial in determining performance. Highly motivated teachers will always try to improve their performance. The research findings on the effect of work motivation on teacher performance are in line with Robbins' opinion which states that work motivation can

arouse, direct, and maintain human behavior to do a job to achieve goals.

The dominant teacher work motivation comes from an internal source with four indicators. These indicators include responsibility in carrying out tasks, completing tasks with clear targets, being independent in acting, having a happy feeling at work, and achievements. There are also external sources with indicators of opportunities to get promotions and getting proper recognition and rewards that contribute to the performance although not significant. This is in line with Sumadi Suryabrata (2016: 6) who divided the motives into two, namely intrinsic motives and extrinsic. Intrinsic motives do not need to be stimulated from outside. They already exist within the individual itself. Meanwhile, the extrinsic ones can function because of external stimuli. The results of this study are also in line with Agustina (2020). Teacher work motivation influences their performance at Madrasah Tsanawiyah in Bontotiro sub-district, Bulukumba regency. This means that strong internal and external motivation will contribute to their performance. The performance level is determined by the strength or weakness of the motivation. Therefore, there should be various efforts to improve the performance like arousing motivation so that they have a stronger desire and enthusiasm to carry out their duties.

Based on the research results supported by the theory and previous research described above, teacher work motivation influences teacher performance. Stronger motivation will better improve performance because the teachers will have better responsibility in carrying out tasks, feelings of pleasure at work, opportunities for promotion, and the desire to obtain recognition and appropriate rewards. All of them will also improve the teachers' ability to complete the tasks and obligations.

CONCLUSION

The results conclude that (1) pedagogic competence, academic supervision, and organizational culture directly influence work motivation, (2) pedagogic competence, academic

supervision, organizational culture, and work motivation directly influence teacher performance, and (3) Pedagogic competence, academic supervision, and organizational culture affect teacher performance mediated by work motivation. These findings predict that Academic Supervision, Organizational Culture, and Pedagogic Competence affect Work Motivation, and Work motivation will improve the teachers' performance.

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