

# The Effect of Work Motivation and Principal Supervision on Teacher Performance SMK YPE SUMPIUH

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## Abstract

This study aims to analyze the influence of work motivation and principal supervision on teacher performance at SMK YPE Sumpiuh. This study uses a quantitative method. The data used in this study is primary data obtained through questionnaires. The sample of this study is the entire teacher population of SMK YPE Sumpiuh, which totals 30 people. The sampling technique used is saturated sampling or the entire population is used as a sample member for the reason that the population is less than 100 people. The data were analyzed using multiple linear regression as well as validity, reliability, and classical assumption tests. The results of the study show that the work motivation and supervision of the principal have a positive and significant effect on teacher performance. The regression coefficient showed a value of 0.401 for work motivation and 0.930 for principal supervision. The Adjusted R Square value of 0.751 shows that these two variables are able to explain 75.1% of the variation in teacher performance, while other variables influence 24.9%. This study confirms that high work motivation and effective supervision from school principals can significantly improve teacher performance. Thus, school principals are advised to increase supervision and give appreciation to teachers' performance to encourage work morale and improve the quality of teaching in schools.

**Keywords:** *Work Motivation, Principal Supervision, Teacher Performance*

## INTRODUCTION

Schools need teachers as resources to successfully achieve organizational goals. Therefore, maximum instructor performance is required. This is because improving teacher performance will have an impact on achieving more effective goals (Fiannisa et al., 2024). Performance is the actual behavior shown by each worker as a work achievement in achieving organizational goals (Hasibuan & Munasib, 2020). Teacher performance is a barometer of academic progress. Therefore, in order to contribute to the achievement of school goals, teachers must work optimally to obtain the best results (Fiannisa et al., 2024).

A Private Vocational High School (SMK) called SMK YPE Sumpiuh is located on Jalan Raya Timur Sumpiuh in Banyumas Regency. This school, also known as SMEA YPE Sumpiuh, is the only business and management-based education place in Sumpiuh District. However, currently there are problems related to the suboptimal performance of teachers at SMK YPE Sumpiuh. The researcher conducted a preliminary study at SMK YPE Sumpiuh, interviewed the Deputy Head of Curriculum and many teachers. The findings show that the performance of teachers in this school is still relatively unsatisfactory.

**Table 1.** Teacher Performance Assessment of SMK YPE Sumpiuh

No.	Indicator	Year 2021/2022 Values	Year 2022/2023 Values
<b>A. Pedagogic Competence</b>			
1.	Develop a learning plan according to the curriculum	4	3
2.	Develop teaching modules that are comprehensive and in accordance with the needs of students	3	3
3.	Applying appropriate learning methods	3	2
4.	Manage the class well	3	3
5.	Using effective learning media	2	2
6.	Develop a valid and reliable evaluation tool	3	2
7.	Conduct periodic evaluations	3	3
8.	Use evaluation results for improvement	2	2
<b>Professional Competencies</b>			
9.	Master the subject matter well	4	3
10.	Able to explain the material clearly	3	3
11.	Able to answer students' questions appropriately	3	3
12.	Attend training/courses for professional development	4	3
13.	Participating in educational seminars/workshops	4	4
14.	Conducting simple research	2	2
<b>Social Competence</b>			
15.	Establish good relationships with students	4	3
16.	Understand the needs and characteristics of students	2	2
17.	Providing guidance and counseling to students	4	3
18.	Collaborate with fellow teachers	3	3
19.	Be active in school activities	2	2
20.	Respect the opinions of colleagues	2	2
<b>Personality Competencies</b>			
21.	Come on time	2	2
22.	Comply with school rules	3	3
23.	Be a role model for students in attitude and behavior	3	3
24.	Upholding the teacher's code of ethics	3	3
25.	Act fairly and wisely	3	3
26.	Demonstrate honesty in actions and speech	3	3
<b>Total Score</b>		<b>77</b>	<b>70</b>
<b>Teacher Assessment Conversion</b>			
<b>(Total score: overall score x 100)</b>		<b>74</b>	<b>67</b>

Description: Value Scale (1-4)

Source: SMK YPE Sumpiuh

Based on table 1, it can be seen that the total teacher performance score in 2021/2022 was 77 and decreased to 70 in 2022/2023. Teacher assessments in 2021/2022 of 74 have also decreased to 67 in 2022/2023. Based on the assessment of teacher performance results, it shows that the total score and conversion score of the teacher assessment of SMK YPE Sumpiuh are still far from 100. Therefore, the performance of teachers at SMK YPE Sumpiuh still needs to be improved because it is still not optimal.

One of the strategies to improve teacher performance is to inspire teachers to work harder. Motivation can come

from resources attached to the individual called internal motivation, or from external sources called external motivation (Mahfud, 2020). A teacher who is not enthusiastic about his profession will have difficulty carrying out his role as a guide, educator, and teacher for his students. In contrast, educators who demonstrate a high level of work motivation often perform their duties with enthusiasm (Minawati et al., 2023). Many academic studies show the beneficial impact of work motivation on teacher performance effectiveness. However, other studies also produce conflicting conclusions, namely that teacher performance is not affected by work motivation (Rohim & Umam, 2020; Wijaya, 2021).

The quality of education and teacher effectiveness can be improved through effective supervision (Doko et al., 2022). Academic supervision, which is a continuous effort to improve teacher performance, is one of the supervision strategies used by school principals. Teachers will benefit from academic monitoring if it is methodically implemented by principals who seek to improve teacher effectiveness. The greater the improvement in teacher performance, the better the supervision provided (Minawati et al., 2023). Previous studies have shown that the increase in teacher effectiveness is the result of the supervision of school principals (Minawati et al., 2023; Raimah & Kamaruddin, 2022; Sherly et al., 2021; Viani et al., 2022). Another study shows that principal supervision does not affect teacher performance (Hazli & Saputra, 2019).

Based on the explanation above, the performance of teachers at SMK YPE Sumpiuh is below standard due to the lack of motivation and work supervision from the principal. Further research is needed to analyze indicators that have an impact on teacher performance which is still a gap research in previous studies.

## **BIBLIOGRAPHY**

### **Teacher Performance**

Performance is a combination of a person's efforts and the results obtained (Fiannisa et al., 2024). Performance is the result or measure of a person's success in a certain period of time in completing a job, which is compared to many things, such as targets, goals, or standards for work results that are agreed upon by both parties (Afriyanli & Sabandi, 2020). Teacher performance can be understood as the behavior of teachers during carrying out their duties and the effectiveness of teachers in carrying out their role as educators, this can encourage students to achieve their goals. (Doko et al., 2022).

Authority and responsibility, work discipline, initiative, and efficiency, are elements that affect performance, this was mentioned by Sutrisno (2019) in Hasibuan (2020). Several indicators can be used to assess performance, including (Lahagu & Hidayat, 2023) Ability to understand the material, mastery of basic competencies, preparation of unit mapping, preparation of learning implementation plans (RPP), classroom management, use of learning media, development of interpersonal relationships, preparation of assessment and evaluation tools, and implementation of assessment and evaluation of learning.

### **Work Motivation**

Something that can boost a person's morale is motivation (Fiannisa et al., 2024). Work motivation is an encouragement in the principal to achieve better results (Handayani et al., 2023). Motivation can also be defined by a series of attitudes that can influence individuals to achieve goals (Mahfud, 2020). The indicators of work motivation in this study consist of (Lahagu & Hidayat, 2023) internal motivation and external motivation.

### **Principal Supervision**

The purpose of supervision is to assist teachers and other staff in developing or improving the success of efficient teaching and learning activities based on predetermined goals (Doko et al., 2022). Improving instruction and work processes that are saved simultaneously is another aspect of supervision (Afriyanli & Sabandi, 2020). Principal supervision indicators consist of (Raimah & Kamaruddin, 2022) academic and managerial supervision.

## **RESEARCH METHOD**

This study applies quantitative analysis. A survey with a statement based on the indicators used is the scope of this research. 30 participants, all of whom are teachers at SMK YPE Sumpiuh, participated in this study. The entire population was used for the sample because the population was less than 100. The data investigation used multiple linear regression analysis.

Performance is the result or level of success of a person as a whole during a certain period of time in carrying out tasks compared to various possibilities such as work performance standards,

targets and objectives or criteria that have been determined in advance and agreed upon (Afriyanli & Sabandi, 2020). Work motivation is an encouragement in a school principal to achieve better results (Handayani et al., 2023).

Supervision is obtained from the English language, namely supervision or in Indonesian it is interpreted as supervision. Supervision is an activity in the form of guidance for employees to improve or create effective teaching and learning activities based on planned goals (Doko et al., 2022). Discipline is an orderly state of an employee to obey the rules that have been made in carrying out activities (Fiannisa et al., 2024)

## RESULTS AND DISCUSSION

### Research Results

#### Respondent Description

The respondents' gender, age, length of employment, and final education are presented in the following table:

**Table 2.** Respondent Description

Description	Group	Frequency	Percentage (%)
Gender	Man	9	30
	Woman	21	70
Age	20-30 years old	8	26,7
	31-40 years old	10	33,3
	41-50 years old	4	13,3
	51-60 years old	8	26,7
Education	Bachelor	29	96,7
	Postgraduate	1	3,3
Working Period	1-10 years	13	43,3
	11-20 years	7	23,3
	21-30 years old	5	16,7
	31-40 years old	5	16,7

Source: Primary Data Processed (2024)

According to Table 2, the majority of respondents are women (21.7%), with 10 people (33.3%), aged 31 to 40 years, 29 people (96.7%), and 13 people (43.3%) having a working period of 1-10 years.

### Validity and Reliability Test Results

The table below displays the findings of the research validity test:

**Table 3.** Validity Test Results

Variable	Indicator	Calculate r value	Table r values	Information
Work Motivation	X1.1	0,823	0,374	Valid
	X1.2	0,943	0,374	Valid
	X1.3	0,964	0,374	Valid
	X1.4	0,907	0,374	Valid
	X1.5	0,964	0,374	Valid
	X1.6	0,878	0,374	Valid
	X1.7	0,878	0,374	Valid
Principal Supervision	X2.1	0,707	0,374	Valid
	X2.2	0,677	0,374	Valid
	X2.3	0,696	0,374	Valid
	X2.4	0,704	0,374	Valid
	X2.5	0,857	0,374	Valid
	X2.6	0,862	0,374	Valid
	X2.7	0,579	0,374	Valid
	X2.8	0,815	0,374	Valid
	X2.9	0,712	0,374	Valid
Teacher Performance	Y.1	0,83	0,374	Valid
	Y.2	0,824	0,374	Valid
	Y.3	0,798	0,374	Valid
	Y.4	0,738	0,374	Valid
	Y.5	0,841	0,374	Valid
	Y.6	0,825	0,374	Valid
	Y.7	0,633	0,374	Valid
	Y.8	0,922	0,374	Valid
	Y.9	0,922	0,374	Valid

Source: Primary Data (2024)

Table 3 shows that the validity of the statements in the questionnaire supported by the instruments used in the survey has a higher value than the r value in the table.

The following table displays the results of reliability testing:

**Table 4.** Reliability Test Results

Variable	Cronbach's Alpha	Admission Deadline	Information
Work Motivation	0,961	0,6	Reliable
Principal Supervision	0,887	0,6	Reliable
Teacher Performance	0,934	0,6	Reliable

Source: Primary Data Processed (2024)

The results of the reliability test showed that the work motivation was 0.961, the performance of teachers was 0.934, and the supervision of the principal was 0.887. Table 4 shows the results. The value of Cronbach's alpha variable in this study is greater than 0.6, which indicates that the variable is incremental dependent.

### Results of the Classic Assumption Test

#### 1) Normality Test

**Table 5. Normality Test Results**

One-Sample Kolmogorov-Smirnov Test			
		Standardized Residual	
N			30
Normal Parameters <sup>a,b</sup>	Mean		.0000000
	Std. Deviation		.96490128
Most Extreme Differences	Absolute		.120
	Positive		.074
	Negative		-.120
Test Statistic			.120
Asymp. Sig. (2-tailed) <sup>c</sup>			.200d
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Mr.		.316
	99%	Lower Bound	.304
	Confidence Interval	Upper Bound	.328

Source: Primary Data Processed (2024)

Statistical significance of Asym. Sig., (2 tailed) in Table 5 is  $0.200 > 0.05$ , indicating a normal distribution of research.

## 2) Multicollinearity Test

**Table 6. Multicollinearity Test Results**

Coefficients <sup>a</sup>					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	-8.993	4.890		-1.839
	Work Motivation	.401	.143	.328	2.812
	Principal Supervision	.930	.170	.637	5.460

Source: Primary Data Processed (2024)

Table 6 shows that the two primary variables, namely work motivation and supervision of school principals, have a tolerance value of  $> 0.1$  and a VIF value of  $< 10$ , so that it shows that there is no evidence of multicollinearity in the research model.

## 3) Heteroscedasticity Test

**Table 7. Heteroscedasticity Test Results**

Coefficients <sup>a</sup>					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	2.501	2.722		.919
	Work Motivation	.112	.079	.328	1.406
	Principal Supervision	-.111	.095	-.274	-1.173

Source: Primary Data Processed (2024)

Based on Table 7, the primary supervision variable has a sig value of 0.251 and the work motivation variable has a sig value of 0.171. The sig value of these two variables  $> 0.05$  does not indicate the existence of heteroscedastistas.

## Multiple Linear Regression Analysis Results

**Table 8. Multiple Linear Regression Test Results**

Coefficients <sup>a</sup>					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	-8.993	4.890		-1.839
	Work Motivation	.401	.143	.328	2.812
	Principal Supervision	.930	.170	.637	5.460

Dependent Variable: Teacher Performance

Source: Primary Data Processed (2024)

The multiple linear regression equation is shown in Table 8:

$$Y = -8.993 + 0.401X_1 + 0.930X_2$$

The following explanation can be used to explain the above equation:

- 1) If the variables of work motivation and supervision of the principal are not present, a constant value of -8.993 indicates a teacher performance value of -8.993.
- 2) The number of regression in the work motivation variable was 0.401. The teacher's performance value influenced by the value of other variables will increase by 0.401.
- 3) If the other independent variables do not change, the increase in the principal supervision variable on the teacher's performance score will increase by 0.930. It can be seen that the regression coefficient of the principal supervision variable is 0.930.

## Determination Coefficient Test Results

**Table 9.** Determination Coefficient Test Results  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1 (Constant)	-.876a	.768	.751	2.273

Source: Primary Data Processed (2024)

The Adjusted R Square value in Table 9 of 0.751 shows that the elements of work encouragement and supervision of the principal have an influence of 75.1% on the effectiveness of teacher performance. This study does not take into account other variables that have an influence of 24.9% on teacher performance.

## Hasil Uji Goodness of Fit

**Table 10.** Goodness of Fit Test Results

		ANOVA			
Model		Sum of Squares	df	Mean Square	F
1	Regression	462.379	2	231.190	44.750
	Residual	139.487	27	5.166	
	Total	601.867	29		

Source: Primary Data Processed (2024)

Table 10 shows a defined F value of 44.750 and a sig value of  $0.001 < 0.05$ . Thus, the supervision and motivation of the principal affects the effectiveness of teachers.

## Hypothesis Test Results

With a positive t-number of 5.460 and a sig value of 0.001, the principal supervision variable shows a significant and beneficial impact of the principal's supervision on teacher performance. There is a considerable relationship between teacher effectiveness and work motivation shown in table 8 with a positive t-number of 2.812 and a sig value of 0.009.

## Discussion

### a. The Effect of Work Motivation on the Performance of Teachers of SMK YPE Sumpiuh

In general, the performance of SMK YPE Sumpiuh is positively influenced by work motivation. This shows that the performance of teachers at SMK YPE Sumpiuh will be better if they have more work motivation. Based on research, teachers of SMK YPE Sumpiuh can fulfill their work goals and shoulder their responsibilities. The environment at SMK YPE Sumpiuh makes teachers enthusiastic to work, which makes them very motivated to achieve their goals. Previous studies have found that work motivation affects teacher performance. (Haryono et al., 2020; Lahagu & Hidayat, 2023; Yusuf & Kamaruddin, 2023; Zubaidah et al., 2021). However, the results of this study are contrary to the findings (Rohim & Umam, 2020; Wijaya, 2021).

### b. The Effect of Principal Supervision on the Performance of Teachers of SMK YPE Sumpiuh

A study of the data shows that the performance of teachers at SMK YPE Sumpiuh is positively influenced by the supervision of the principal. This shows that the teachers of SMK YPE Sumpiuh work better with the motivation of the principal. The results of this study show that school principals not only have the ability to provide quality educational services, but can also attract teachers' interest and encourage teachers to improve their skills. This finding is in line with the findings of other studies that show that there is a positive correlation

between teacher productivity and supervision carried out by school principals (Minawati et al., 2023; Raimah & Kamaruddin, 2022; Sherly et al., 2021; Viani et al., 2022). But the findings of this study contradict previous findings (Hazli & Saputra, 2019).

## CONCLUSION

The above research results in the conclusion that the performance of teachers of SMK YPE Sumpiuh is positively influenced by the work motivation and supervision of the principal. This study shows that school principals must show more gratitude and admiration for outstanding teachers because they can increase morale and improve student achievement. Furthermore, the study found that to ensure the teaching and learning process runs smoothly, school administrators need to improve their supervision by removing various barriers.

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