

The Influence of Principal's Academic Supervision on Teachers' Professionalism Teaching Motivation as a Mediator for Kindergarten Teachers

Isriyati¹, Tri Suminar², Ali Formen³

^{1,2,3} Department of Early Childhood Education, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

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ABSTRACT

The success of a school in achieving its learning program objectives is largely determined by its principals' leadership styles. School principals are expected to conduct academic supervision of the teachers in their institutions. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives. Motivation is an encouragement in a person to make changes in behavior, in this case the expected behavior is teacher professionalism. Based on his approach is ex-post facto research. The purpose of this study is to analyze the influence of academic supervision on teacher professionalism through teaching motivation. The results of the study that Academic Supervision Mediates Teacher Professionalism both directly and indirectly. Recommendations for school principals to carry out academic supervision in a structured manner.

Keywords: Academic Supervision, Teaching Motivation, Teacher Professionalism

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Corresponding Author:

Isriyati
Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia
Email: isriyati84@students.unnes.ac.id

1. INTRODUCTION

The success of a school in achieving the goals of its learning program is largely determined by the leadership style of a school leader (W. Z. S. Utami & Garnika, 2022). The principal, as the direct leader of the school, certainly knows the real situation and conditions of the school very well. In addition, the principal also knows the shortcomings and advantages of the teachers. Therefore, the principal has the obligation to supervise the teachers in his school without exception (Handhini et al., 2020). Efforts to improve the competence of school principals are continuously carried out, including by establishing standardization of the competence of school principals, the government through the Ministry of Education and Culture (Permendikbud) Number 6 of 2018 concerning the assignment of teachers as principals. (Erpidawati & Adri, 2017) stated that as a leader, a head of an educational institution must be responsible for all activities within his institution. The statement indicates that the head of the institution must have the competence to direct all available resources in achieving the objectives including in terms of empowering teachers to achieve maximum performance. Larasati et al., (2020) Leadership defines leadership as the ability to inspire trust and support to the people needed in order to achieve the goals of the institution. Research results from (Hadi et al., 2009; Harimurti, 2019; Mairizal, 2018; Musyadad et al., 2022; Riyadi & Mulyapradana, 2017) states that the supervision of the principal can significantly affect the motivation of teacher performance and teacher professionalism. Research results from (Mulyani et al., 2021) concluded that the influence of academic supervision and work culture on the professionalism of kindergarten teachers in Banyumanik District was 81.5%. Research results (Sarumaha, 2019) concluded that there is an influence of work motivation and teacher professionalism on teacher performance. In addition, from the results of the study (Hafid, 2017; Mairizal, 2018) revealed that there is a relationship between academic supervision, teacher performance, teacher motivation and professionalism in carrying out the role as a teacher. Motivation as a process that determines the intensity, direction, and perseverance of individuals in trying to achieve goals (Sasmi, 2021). Powered by (Ardana & Hendra Divayana, 2020) states that motivation can encourage the desire to devote all energy to the desired goal. Motivation is a process that begins with a physiological or psychological deficiency that drives behaviors or drives aimed at goals or incentives. Teacher work motivation is an encouragement that influences teachers to work in meeting school goals (Hardono et al., 2017). These results are supported by research (Sarumaha, 2019; Hasanah & Kristiawan, 2019; Riyadi & Mulyapradana, 2017) stated that there was an influence of work motivation on teacher performance by 64.70%. Research (Alhusaini et al., 2020) stated the influence of motivation on teacher performance by 44.80%. From the description above, it can be concluded that teacher performance plays an important role in developing the quality of student education. Organizational Culture that should be positive values applied in schools, implementation of principal supervision that should be good and teacher work motivation that should be right.

The author also found that there are heads of ECCE institutions who still lack to implement or practice structured academic supervision to increase teachers' motivation in teaching at the institutions they lead and increase self-development to improve their professionalism as teachers. Based on the results of interviews conducted, there are still teachers who have low motivation, salary gaps between teachers with one another, lack of interaction between teachers and students and lack of teacher interaction with parents/community. The urgency of the role of supervision of the head of

the kindergarten is very strategic in building motivation and also teacher self-development, so the author is interested in observing the influence of the competence of academic supervision of a head of an educational institution on teacher professionalism through motivation as a mediator at the kindergarten institution level.

2. METHOD

Based on his approach, it is ex-post facto research. Ex-post facto research is a study conducted to examine events that have occurred and then trace back to find out the factors that can cause these events. In this study, the variables to be studied are events that have occurred. Data analysis of this study used a quantitative approach. According to Sugiyono (2016) quantitative research methods are research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, quantitative / statistical data analysis with the aim of testing hypotheses that have been set. The population used in this study is kindergarten teachers in Semarang Regency covering 19 sub-districts. The population used in this study were kindergarten teachers in Semarang Regency. The number of kindergarten teachers in Ungaran District, Semarang Regency as a population in this study amounted to 140. East Ungaran District and West Ungaran District are in the center of government of the Education, Youth and Sports Office of Semarang Regency, because of the proximity factor to the agency, the East Ungaran and West Ungaran sub-districts were sampled in this study. In research that is a self-report from teachers.

3. RESULTS AND DISCUSSION

Based on the results obtained by research in the field through questionnaire instrument sheets distributed to kindergarten teachers in East Ungaran and West Ungaran sub-districts. As this objective shows that the variables of this study terdiri dari 3 variabel, dimana 1 variabel as an independent variable, namely academic supervision, 1 variable as a non-free variable (dependent), namely teacher professionalism, and 1 more variable as an intervening variable (mediator variable), namely work motivation variable. The data in this study is primary data, where the data is taken directly from respondents by distributing questionnaires to respondents of kindergarten teachers in Semarang Regency, totaling 140 respondents.

1) Characteristics of Respondents

Based on the results of filling in the questionnaire by respondents, the following characteristics of respondents were obtained.

A. Gender

The results of respondents' characteristics by gender are presented in the following table.

Tabel 1 Characteristics of respondents by sex

Gender	Sum	Percentage
Male	1	0,7
Female	139	99,3
Total	140	100%

Source: Data processed, 2023

The results of table 1 show that of the 140 respondents of kindergarten teachers in Semarang Regency, some of them are female, namely 139 people (99.3%). Then, respondents who are male are only 1 person (0.7%).

B. Period of Service

The results of respondent characteristics based on length of service are presented in the following table.

Tabel 2 Characteristics of respondents by length of service

Period of Service	Sum	Percentage
1-10 year	56	40,0
11-20 year	62	44,3
21-30 year	19	13,6
> 30 year	3	2,1
Total	140	100%

Source: Data processed, 2023

The results of table 2 show that of the 140 respondents of kindergarten teachers in Semarang Regency, most of them have worked for 11-20 years, namely 62 people (44.3%).

C. Education

The results of respondents' characteristics based on education are presented in the following table.

Tabel 3 Characteristics of Respondents by Education

Education	Sum	Percentage
Senior High School	25	17,9
Diploma	4	2,9
Bachelor	110	78,6
Master Degree	1	0,7
Total	140	100%

Source: Data processed, 2023

The results of table 3 show that of the 140 respondents of kindergarten teachers in Semarang Regency, most of them have Bachelor education, which is 110 people (78.6%).

D. Employment Status

The results of respondent characteristics based on Employment Status are presented in the following table.

Tabel 4 Characteristics of Respondents by Employment Status

Employment Status	Sum	Percentage
Government Employees	0	0,0
Private Employees	140	100,0
Total	140	100%

Source: Data processed, 2023

The results of table 4 show that of the 140 respondents of kindergarten teachers in Semarang Regency, all (100%) are private teachers.

2) Deskripsi Variabel Penelitian

A. Supervisi Akademik

The picture of academic supervision for teachers in Semarang Regency is presented in the following table.

Tabel 5 Statistical Description of Academic Supervision

Varibel	n	Mean	SD	Minimum	Maksimum
Academic Supervision	140	110,64	9,88	83	136

Based on table 5, it can be seen that from 140 respondents of kindergarten teachers in Semarang Regency, they received academic supervision with an average score of 110.64 with standardsdeviation 9.88. The minimum value is 83 and the maximum is 136. Then for more details the values of academic supervision variables are categorized into: very less, less, good, and very good, so they are presented into the following frequency distributions

Tabel 6 Frequency Distribution Based on Academic Supervision

Value Interval	Academic Supervision	Sum	Percentage
28-56	Very less	0	0,0
57-84	less	2	1,4
85-112	good	87	62,1
113-140	Very good	51	36,5
	Total	140	100%

Source: Data processed, 2023

The results of table 6 show that of the 140 respondents of kindergarten teachers in Semarang Regency, most received academic supervision in the good category, which was 87 people (62.1%).

B. Teaching Motivation

The picture of teaching motivation for teachers in Semarang Regency is presented in the following table.

Tabel 7 Statistical Description of Teaching Motivation

Varibel	n	Mean	SD	Minimum	Maksimum
Teaching Motivation	140	117,31	10,50	90	155

Based on table 7, it can be seen that the average value of teaching motivation for kindergarten teachers in Semarang Regency is 117.31 with a standard deviation of 10.50. The minimum motivation value is 90 and the maximum is 155. Then for more details the values of teaching motivation variables are categorized into: very less, less, good, and very good, so they are presented into the following frequency distribution.

Tabel 8 Frequency Distribution Based on Teaching Motivation

Value Interval	Teaching Motivation	Sum	Percentage
32-64	Very less	0	0,0
65-96	less	1	0,7
97-128	good	123	87,9
129-160	Very good	16	11,4
	Total	140	100%

Source: Data processed, 2023

The results of table 8 show that of the 140 respondents of kindergarten teachers in Semarang Regency, most teachers in Semarang Regency have good teaching motivation, which is 123 people (87.9%).

C. Teacher Professionalism

The picture of professionalism in teachers in Semarang Regency is presented in the following table.

Tabel 9 Statistical Description of Professionalism

Varibel	n	Mean	SD	Minimum	Maksimum
Teacher Professionalism	140	106,05	7,83	78	126

Based on table 9, it can be seen that the professionalism of kindergarten teachers in Semarang Regency has an average score of 106.05 with a standard deviation of 7.83. The lowest professional score is 78 and the highest is 126. Then for more clarity the variable values of teacher professionalism are categorized into: very less, less, good, and very good, so it is presented into the following frequency distribution.

Tabel 10 Frequency Distribution Based on Teacher Professionalism

Value Interval	Professionalism	Sum	Percentage
26-52	Very less	0	0,0
53-78	less	1	0,7
79-104	good	91	65,0
105-130	Very good	48	34,3
	Total	140	100%

Source: Data processed, 2023

The results of table 10 show that of the 140 respondents of kindergarten teachers in Semarang Regency, most of the teachers have Good professionalism, which is 91 people (65.0%).

4. CONCLUSION

With limited research on the teaching and learning of social studies in Nigeria in the early years of schooling, this research adds to the body of knowledge on teachers' interpretation of the curriculum and how it unfolds in practice. Learning involves cognition, emotion and a social environment that promotes collaboration and connectedness (Smith, 2017). Play-based pedagogies connect cognition and emotion and includes approaches that invoke imagination and creativity. In this study, the data was analysed using the lens of play-based pedagogies. The findings confirm that teachers have incorporated pedagogies such as story-telling, inquiry, discovery, discussion, dramatisation, illustration and field trips, as advocated in the social studies curriculum. The examples provided by teachers links to strategies that draws on the characteristics of guided play, aimed at actively engaging learners through inquiry.

Based on the results of research and discussion, the conclusions of this study are: 1. There is a positive and significant influence of academic supervision on the teaching motivation of kindergarten teachers in Semarang district. 2. There is a positive and significant influence of Academic supervision on the Professionalism of Kindergarten Teachers in Semarang district. 3. There is a positive and significant influence of teacher teaching motivation on the professionalism of kindergarten teachers.

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