

The Effect of Academic Supervision and Principal's Leadership on Teacher Performance through Work Motivation in SD Negeri Tasifeto Barat Belu District, East Nusa Tenggara

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Abstract

This study is aimed at examining the effect of academic supervision and leadership of the principal on teacher performance mediated by teacher work motivation. The method used in this study is a quantitative method, the results of the study will be processed using some statistical analysis, namely by using descriptive analysis techniques and path analysis techniques with the help of the SPSS program. The number of respondents used in this study was 75 respondents. All respondents were all public elementary school (SDN) teachers in the Tasifeto Barat-Belu-NTT Sub district which were spread across twelve Public Elementary Schools. Based on the results of the path analysis, it was concluded that academic supervision and leadership of the school principal either partially or simultaneously had a significant effect on work motivation and teacher performance. Furthermore, the analysis also showed that work motivation also has a significant effect on teacher performance, this showed that the better the academic supervision and leadership of the principal, the higher the teacher's work motivation can further improve teacher performance.

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INTRODUCTION

Education aims to improve the quality of human resources. To improve the quality of educational resources, teachers are a component of human resources that must be nurtured and developed continuously. The potential of the teacher's resources needs to continue to grow and develop in order to be able to function optimally. In addition, the influence of fast-paced change requires every teacher to continually learn to adjust to the development of science and technology and community mobility.

The role of teachers in efforts to improve the quality of education is very important. For this reason, teachers are required to organize quality learning processes. Efforts to improve the quality of learning must be carried out continuously because the quality of learning is dynamic. Even though the teacher already has several competencies, still in the field the teacher will encounter problems and situations that are constantly changing, such as curriculum, community demands and so on.

Schools as an organization that carries out the educational process with all its functions and results have tools that realize their functions and duties through the management of education used. A managerial implementer, as well as a leader in school organizations, is the principal. The principal is the key to success and whether or not the implementation of the education process. In its development, the supervisor of the education unit is more directed to owning and understanding even demanded to be able to practice what is contained in the ministerial regulation on oversight.

Increasing the existence of teachers in the management of Education is needed to face the challenges and demands of local, national and global change so that education reform needs to be planned, targeted and continuous. Good or bad performance of teachers determines the quality of learning in an institution. The government itself has set national education standards (SNP) as stipulated in government

regulation No. 32 of 2013 concerning the goal of Education with the national commitment to improving the quality and competitiveness of the nation.

Relating to the performance of teachers in carrying out teaching and learning activities and the task of professionalism of teachers in the law of the Republic of Indonesia No. 14 of 2005 article 20 (a) concerning teachers and lecturers emphasized that teachers have the task of professionalism in carrying out teaching and learning activities namely planning to learn, implementing quality learning processes, as well as evaluating and evaluating learning outcomes.

The results of Samsuadi's study (2015) conducted on teachers of SMK Negeri 1 Bantaeng Makasar showed that academic supervision and leadership of school principals jointly affected the work discipline of teachers. Where is discipline as a form of teacher professionalism. Furthermore, from the results of Indriana's research, I Nyoman and Gusti (2014) entitled "Determination of leadership, academic supervision and teacher attitudes with the performance of teachers in the Junior High School in Gerokgak sub-district" shows there is determination of academic supervision with teacher performance with a coefficient of determination of 32.3%. Teachers who have good performance certainly have a high commitment and can improve the ability to manage the learning as a form of teacher professionalism.

Roslina Septiani (2013) in her research revealed the same thing, the results of her study showed that work motivation was one of the factors that influenced 34% of the performance improvement of state junior high school teachers in Wonosari Regency. Astuti's research (2015) also states that there is a positive and significant relationship between work motivation and teacher performance. Akpan (2013) in his research entitled "*the influence of motivation of teachers' and their incentives in Akwa Ibom State, Nigeria*" concludes that teachers who have high motivation work more effectively while teachers who have low motivation work less effectively. Several studies above show that work

motivation has a positive effect on improving teacher performance, this makes researchers interested in making work motivation as an intervening variable in this study.

(Ruswandi, 2011; Suroso, Rusdarti and Utomo 2015) entitled "The Effect of Academic Supervision, Education, Training, Teacher Professional Competence on Teacher Performance Through Work Motivation" comparison of non-optimal academic supervision and good academic supervision models will affect teacher performance. Researchers make academic supervision and leadership of school principals as factors that influence teacher performance based on several things. Yulyana's research (2013) entitled "the influence of school principal supervision and teacher work discipline on teacher performance in-state high schools in Mojokerto" shows that there is an influence of academic supervision on teacher performance with a correlation coefficient of 72.3% and a coefficient of determination of 52.3%, that is because the teacher feels helped by the activities of academic supervision in improving his ability and overcoming problems of the teaching and learning process. The influence of the principal's supervision on teacher performance shows that if the supervision of the principal is carried out it will make a real contribution to improving teacher performance. So that researchers consider relevant education and training affect teacher performance with the assumption that the implementation of academic supervision can improve teacher performance through guidance from supervisors and principals to teachers to improve the quality of teacher performance to produce quality students.

Another factor that influences teacher performance is work motivation. It is this work motivation factor that is predicted to influence the performance of SD Negeri teachers in the West Tasifeto District, Belu NTT. Judging from many previous studies, it shows that motivation which is used as intervening can increase the influence of large independent variables on the dependent variable. As the results of the Astuti research literature study (2015) titled "the

relationship between certification and work motivation with the performance of teachers in the Public Elementary School District of Jekan Raya, Palangkaraya City" related to work motivation shows that teacher work motivation is an encouragement from outside or inside the teacher to do work or his assignment in accordance with the significant goal affect teacher performance with a correlation coefficient of 60.1%.

Teacher work motivation is a factor that can affect teacher performance because work motivation is a stimulus that arouses the teacher's passion at work. This was confirmed by Sunarto (2001: 6) with his description that teacher performance would be good if there were stimuli that aroused motivation, both motivation from within and from outside. Motivation will lead to positive things if it affects the satisfaction of the teacher and vice versa if it leads to negative things it will affect dissatisfaction. Teachers without job satisfaction cannot be expected to have a high commitment to the organization. There is a tendency for teachers to avoid their work, such as not being involved in work, not being enthusiastic in teaching, rejecting policies and organizational values. it can even happen that the teacher switches to another job or another organization if there is a promising opportunity.

Based on the explanation above, teacher performance is closely related to teacher work motivation. Thus, work motivation is an important element in improving teacher performance and human resources. In general, motivation is interpreted as an encouragement both from within (intrinsic) and from outside (extrinsic) themselves so that the teacher will work hard, be sincere, and complete and be oriented to the quality of work. Many experts claim that Indonesian human resources are "lazy" (Suwanto et al, 2009: 111) in the sense that there is less incentive to work hard and lack quality-oriented.

In addition to work motivation factors, to improve teacher performance also requires an increase in school principal leadership. The results of the study of several experts indicate

that the leadership style found in every organization is a factor related to teacher performance, organization, and organizational effectiveness. Meister in Mulyasa (2007: 159) argues that there are several determinants of teacher work performance including leadership, climate, type of leadership, leaders from 33 other influential factors. Concerning this opinion, it can be concluded that the principal's leadership influences the teacher's performance.

Principal leadership problems include a) not all principals treat school organizations as a totality by placing all organizational units in the school that are led in the right roles and proportions, b) not all principals provide opportunities for subordinates to participate in the process decision making, and c) not all principals are open to the ideas, views, and suggestions of others including their subordinates.

The role of the principal is very important in improving teacher performance because the principal is the person who is given the additional task of conducting leadership. The principal's leadership affects the level of effectiveness of the performance of teachers and also students. Therefore, leadership can be interpreted as a way a leader influences the behavior of subordinates to want to work together productively, efficiently, and effectively in order to achieve organizational goals. Leadership behavior is called a leadership style. The leadership style used by a leader will influence the pattern of policymakers. So leaders must know and understand correctly about the behavior that is led as well as school leadership or education.

According to Soebagio (2006: 161), Educational leadership requires primary attention because through good leadership we can expect to mobilize qualified personnel in various fields both as thinkers or workers, which in turn can improve quality human resources. A leader or principal can provide good examples for employees or teachers, motivate employees or teachers and always pay attention to employees or teachers in doing so will improve the performance of employees or teachers.

Teacher work motivation is measured according to the opinions or views of teachers, especially those relating to 1) internal motivation, consisting of drive to work, career advancement, recognition obtained, a sense of responsibility at work, interest in tasks, and encouragement of achievement and 2) external motivation, consisting of interpersonal relationships, salary/honorarium, supervision of the principal, and working conditions.

Program for International Students Assessment (PISA) placed the quality of education in Indonesia at a low ranking. Responding to this, Minister of Education and Culture Muhadjir Effendy commented, lest the sample from this survey were students from East Nusa Tenggara (NTT). This indicates that as if the quality of Education in the Province of NTT was so low that it was considered as the impact of the low quality of Education in Indonesia. This statement also emphasized that the Minister of Education and Culture released their responsibilities and was unable to create equal education and improve the quality of Education in every region in Indonesia. As a high-ranking government official who has the authority, duty, and function to deal with the field of Education and Culture nationally, it must be the full responsibility of the Ministry of Education and Culture in carrying out its vision and mission.

Following that, NTT must also be aware of the poor condition of formal education in NTT. Many school-age children are forced to drop out of school because of financial difficulties. It is noted that there are 11 percent of schools that are not feasible or damaged from all schools in NTT, as well as a shortage of teachers and inadequate teacher quality in every region in NTT in terms of improving the quality of education, especially in NTT. This condition must be restored by all stakeholders to work hand in hand to build quality national education, especially in NTT.

Thus, increasing the existence of teachers in the management of education is needed to face global challenges and demands for local, national and global change so that education needs to be planned, targeted and sustainable.

Efforts to improve teacher professionalism can be done by increasing work motivation, work performance or productivity, providing various types and forms of training and professional education. The teacher is a profession that in its activities is full of challenges, always dealing with the demands of professional quality and the mandate of the community, people, stakeholders, and government. Good or bad performance of teachers determines the quality of learning in an institution. The government itself has set national education standards (SNP) as stipulated in government regulation No. 32 of 2013 concerning realizing the goals of education with national commitments in improving the quality and competitiveness of the nation.

Based on data from the *Belu District PPO Office in 2017*, there is still a lack of educators or teachers in Belu Regency, NTT. Judging from the level of education most of the teaching staff is still dominated by the levels of Education D1, D2, and D3. Whereas teachers who are bachelor in S1 are still lacking. With this effort, the government is expected to be able to improve the quality and competence of educators so that these teachers can meet the empowerment of teachers towards professional teachers. To achieve good quality education is greatly influenced by the performance of teachers in carrying out their duties so that teacher performance is an important demand for achieving educational success. In general, good quality education is a benchmark for the success of the performance shown by the teacher. Teacher educators must be capable of covering mastery of subject matter, mastery of professional teacher and education, mastery of ways to adjust and personality to complete tasks.

According to Sallis (2010: 267), Education quality is a function of effective learning processes, leadership, teacher participation, student participation, management, organization, physical environment and resources, school customer satisfaction, input and facility support, and school culture. The optimization of each of these components determines the quality of the school as an Education organizing unit. We can

conclude this statement that the teacher as an educator has an important role that in carrying out their duties must have a high initiative in dealing with every problem.

Another problem related to teacher performance is that not all teachers carry out their duties professionally in the implementation of learning. The implementation of learning is the implementation of the RPP to achieve basic competency which is carried out interactively, inspirational, fun, challenging, motivating students to actively participate, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of the participants students. The core activities use methods that are tailored to the characteristics of students and subjects, which can include the process of exploration, elaboration, and confirmation. Observation results show that the majority of teachers only use the lecture method in delivering learning material, centering on the teacher, not on the needs of students who are minimally interactive.

Teaching and learning activities of teachers tend to use old concepts, there are no new concept ideas so that students' thinking processes are less active. Teacher activities are more prominent than students and are limited to rote learning, non-collaborative, and seem to stagnate in the absence of creative and innovative learning that is fun so that the impact on student learning outcomes. In addition, there are still many teachers who are not disciplined in the use of work time. Information obtained from several students is known that teachers are often late for class to start the learning process. Less often, teachers using existing technology media show poor performance on school infrastructure such as computers and projectors not being used optimally.

Assessment of learning outcomes must be carried out by teachers in measuring the level of achievement of students' competencies, as well as being used as a land for preparing progress reports on learning outcomes and improving learning outcomes. Assessment is carried out

consistently and systematically by using tests and notes in written and oral form, performance observation, attitude measurement, and self-assessment.

The government in this matter has regulated and directed national education as stipulated in Law Number 20 of 2003 concerning the National Education System. In Article 3 states the purpose of national education which reads: National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to educate the life of the nation, the development of the potential of students to become human beings who believe and be devoted to God Who Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. If we consider the purpose of education in the National Education System, which is to form a complete Indonesian human being in the sense of the availability of quality human resources, then it must be supported by educators who are performing well.

The performance of educators will be enhanced if supported by supervision, motivation and good guidance. Supervision is a coaching activity that is planned to assist teachers in doing their work effectively. For supervision to be carried out effectively, there must be a principle of belief and the principle of supervision. If the principles and principles are considered and actually carried out by the supervisor, the teacher is expected to carry out the task tends to achieve the expected goals.

Motivation is the desire within an individual that drives to act (Moekiyat, 2002: 5). In government organizations, including in the school environment, motivation is needed to encourage employees to carry out their duties, so that they can achieve the expected goals. Motivation is one of the tasks of leadership in order to direct potential and human resources to achieve organizational goals. To improve employee performance, guidance is needed. Guidance can be done by anyone who is deemed capable of providing guidance.

Guidance is assistance that can be given to each individual to be able to live life activities, develop their perspective, make their own decisions and bear the burden alone. Guidance and counseling is the discussion of a problem with an employee, with the primary intention to help the employee in order to better deal with the problem.

According to Pujiyanti (2013), work motivation and discipline have an influential contributed to the teacher's performance of 79.50%, motivation influences people to choose and do their job to hold on to their duties until a person can complete his task.

Based on the description of the observations and background of the problem above, the researcher was compelled to conduct a study on the influence of academic supervision and school principal leadership on teacher performance through work motivation in the SD Negeri Tasifeto Barat Belu subdistrict, East Nusa Tenggara.

METHOD

This research is research (*Explanatory research*) that will prove the casual relationship between (*independent variables*), namely academic supervision, school principal leadership, and (*intervening variables*), namely work motivation, and (*dependent variables*), namely teacher performance.

The population in this study were all public elementary school teachers (SDN) in Tasifeto Barat-Belu-NTT Subdistricts, which were spread across twelve Public Primary Schools. The sample in this study was taken using the *Proportional Cluster Random Sampling Technique* because there were quite a lot of research objects/data sources. The application of this technique was carried out in two stages, the first stage determining which schools were sampled in Kecamatan Tasifeto Barat Belu district, NTT whose teachers would be randomly sampled through a lottery. The use of this technique is based on the assumption that the population is normally distributed (Sugiyono, 2012: 121).

The data in this study besides being analyzed descriptively will also be analyzed using path analysis techniques with the help of the SPSS program.

RESULT AND DISCUSSION

Based on the results of the descriptive analysis of respondents' characteristics, the results of the analysis showed that of the 75 respondents studied, the majority of respondents were female (68%), while the remaining 32% of respondents were male. In terms of age, of the 75 respondents studied, most respondents were 30-40 years (53.3%), while the remaining 16% of respondents were <30 years old, as many as 22.7% of respondents were aged 41-50 years and as many as 8 % of respondents aged > 50 years. In terms of tenure, of the 75 respondents studied in this study, the majority of respondents had a working period of 3-5 years (61.3%), while the remaining 17.3% of respondents aged 1-3 years and as many as 21.3% respondents aged > 5 years.

Regression Model I

- 1) The effect of significant academic supervision variables on work motivation is 0,000 with a T count of 7.131 and a positive marked regression coefficient of 0.385. Because the significance value obtained <0.05 and the regression coefficient are positive then Ho is rejected and it is concluded that academic supervision has a positive and significant effect on teacher work motivation, the better the teacher's academic supervision the higher the teacher's work motivation, and vice versa.
- 2) The effect of significant academic supervision variables on work motivation is 0,000 with a T count of 7.131 and a positive marked regression coefficient of 0.385. Because the significance value obtained <0.05 and the regression coefficient are positive then Ho is rejected and it is concluded that academic supervision has a positive and significant effect on teacher work motivation, the better the teacher's academic supervision the higher the teacher's work motivation, and vice versa.

Regression Model II

- 1) The effect of significant academic supervision variables on teacher

performance is 0.006 with a T count of 2.006 and the regression coefficient is positive at 0.218. Because the significance value obtained <0.05 and the regression coefficient are positive then Ho is rejected and it is concluded that academic supervision has a positive and significant effect on teacher performance, the better the teacher's academic supervision, the higher the teacher's performance, and vice versa.

- 2) The influence of the principal's leadership variable significantly on teacher performance is 0,000 with a T count of 3.663 and a positive-marked regression coefficient of 0.251. Because the significance value obtained <0.05 and the regression coefficient are positive then Ho is rejected and it is concluded that the principal's leadership has a positive and significant effect on teacher performance, the better the principal's leadership, the higher the teacher's performance, and vice versa.
- 3) The influence of the work motivation variable significantly on teacher performance is 0,000 with T count 3,836 and the regression coefficient is positive with 0,488. Because the significance value obtained <0.05 and the regression coefficient are positive then Ho is rejected and it is concluded that work motivation has a positive and significant effect on teacher performance, the higher the teacher's work motivation, the higher the teacher's performance, and vice versa.

CONCLUSION

Based on the results of multiple linear regression analysis, it was concluded that teacher work motivation has a positive and significant effect on teacher performance. Teachers who have high work motivation tend to have high performance. Based on the results of the analysis, teacher motivation is directly affected by the leadership of principals and academic supervision, schools with good leadership of principals tend to increase teacher work motivation, as well as variables of academic supervision, the results of the study show that good academic supervision tends to increase motivation teacher's work.

In addition to work motivation, another factor that can directly influence teacher performance is the principal's leadership factor, while the academic supervision variable, is proven to be unable to directly influence teacher performance. Good principal leadership tends to improve teacher performance, while good academic supervision may not necessarily improve teacher performance. Good academic supervision can improve teacher performance if the implementation of academic supervision can increase teacher work motivation. This is probably due to the presence of the principal is something which is very instrumental in the good or bad performance of teachers. Principals who lead well tend to encourage teachers to give a good performance, in contrast to academic supervision, the implementation of academic supervision that is not able to increase teacher work motivation has no effect on teacher performance.

The results of this study indicate that the academic supervision and leadership of the headmaster contributed quite a lot to work motivation and teacher performance. The contribution of academic supervision and leadership principals to teacher work motivation is 71.00% while the remaining 29.00% teacher work motivation variance is influenced by factors outside the academic supervision and leadership of the school principal, while the contribution to work motivation is given, academic supervision and leadership of school principals on teacher performance amounted to 75.40% while the remaining 24.60% of teacher performance variance was influenced by other factors outside of work motivation, academic supervision and leadership of school principals.

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