



The Effect of Pedagogic Competence, Academic Supervision, and the Work Environment on Performance Through Work Motivation

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Abstract

This study aims to analyze the effect of pedagogic competence, academic supervision, work environment on teacher performance through work motivation as an intervening variable in SMK Negeri Kabupaten Batang. Teacher performance is the result of work or work performance carried out by a teacher based on his ability to manage teaching and learning activities in the classroom. The population in this study were all State Vocational School teachers in Batang Regency as many as 277 people. The sample size of the study sample was 160 teachers. Sampling was done by proportional random sampling. The research instrument used was a questionnaire which first tested its validity and reliability. Data analysis for hypothesis testing used path analysis and Sobel test to test the mediating variables. The results showed: (1) Pedagogic competence, academic supervision, work environment, have a direct effect on work motivation, the effect is positive and significant. (2) Pedagogic competence, academic supervision, and work environment have a direct and indirect effect on teacher performance by mediating work motivation, the effect is positive and significant. Professional guidance provided by principals to teachers is an effort that provides opportunities for teachers to develop professionally so that they are even better in carrying out their main task of teaching in the classroom. These teachers become able and willing to improve and enhance the learning abilities of students.

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INTRODUCTION

The availability of competent and reliable Human Resources (HR) in various fields and levels is very important in today's global era. Armed with competent and reliable human resources, a country will be able to survive and play a role in an era full of competition as well as opportunities. The Program for International Study Assessment (PISA) in 2018 placed Indonesia as one of the countries with the lowest ranking in achieving the quality of education. Indonesia ranks 72 out of 78 participating countries.

The results of the 2018 PISA study released by the OECD show that the ability of Indonesian students to read achieved an average score of 371, while the average OECD score was 487. While the average score of mathematics reached 379 with an OECD average score of 487. Then for science, the average score of Indonesian students reached 389 with an OECD average score of 489. For the field of science, the level of competence refers to the ability of students to use general materials and procedural knowledge to recognize or distinguish explanations of simple scientific phenomena.

One of the causes of the low learning achievement of Indonesian students according to the results of the PISA study is the low quality of teachers in Indonesia. This needs to be considered, considering that student achievement will describe the quality of education in Indonesia. The quality of human resources can be improved either through improving the quality of education or by increasing formal training.

SMK as one of the vocational schools plays a strategic role in the development of human resources. This is because SMK has different characteristics from general education, both in terms of educational criteria, substance of lessons, and graduates. Vocational High School is a type of secondary education that specifically prepares its graduates to become experts, skilled and ready to enter the community in accordance with the field of study of interest. Thus, there is great hope that all SMK graduates can be accommodated into the job market.

In order to face the competition for labor skills in the era of free competition, vocational education is required to improve the quality of education and develop learning concepts that provide significant results in increasing skills or competencies.

Teacher Competency Test abbreviated as UKG is a test activity to measure basic competencies in the subject matter and pedagogics in the teacher content domain. The basic competencies of the field of study tested are in accordance with the field of study certification (for teachers who are already certified educators) and in accordance with the academic qualifications of teachers (for teachers who have not been certified educators). The pedagogic competence tested is the integration of pedagogical concepts into the learning process of the field of study in the classroom.

The teacher competency test must be followed by all teachers in positions, both PNS and non-PNS teachers. The teacher competency test is intended to determine the teacher's mastery map on pedagogic competence and professional competence. The teacher competency mastery map will be used as a basis for consideration in the provision of teacher professional coaching and development programs. The results of the Teacher Competency Test are focused on identifying teacher weaknesses in mastering pedagogic and professional competencies.

In 2019 for the Batang Regency area, data was obtained that the average UKG score for SMK teachers was 61.49. The average pedagogic score of the teachers in Batang Regency is 58.16. With the acquisition of Teacher Competency Test scores and pedagogical scores which are still far below the standard value of 80, the performance of SMK teachers in Batang Regency is very important to be considered and evaluated considering the difficulty of teachers carrying out professional tasks, namely tasks that can only be done with special competencies required. obtained through educational programs. Performance appraisal is important as a feed back as well as a follow-up for further performance improvement.

Expert opinion on performance is quite diverse. According to Aqil et al. (2020) performance is a manifestation of ability in the form of real work.

Teacher performance is the result of work achieved in schools to achieve school goals. Wigfield and Koenka (2020) explains that performance is a person's activity in carrying out the main tasks assigned to him. For example, a teacher, whose routine task is to carry out the teaching and learning process at school. The results achieved optimally from the teaching task are the performance of a teacher.

According to Conn et al. (2020) performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him.

It can be concluded that teacher performance is the ability shown by the teacher in carrying out his duties and obligations. The main task of the teacher includes the main activities, namely planning learning, implementing learning, assessing learning outcomes, guiding and training students, and carrying out additional tasks.

Many factors affect teacher performance, both internal and external factors. According to Conn et al. (2020) internal factors of teacher performance are factors that come from within the teacher that can affect their performance, for example, competence, skills, personality, perception, motivation to become a teacher, field experience, and family background. External factors of teacher performance are factors that come from outside the teacher that can affect their performance, for example salary, academic supervision, infrastructure, physical work environment, leadership.

According to Hoogveld, pedagogy is a science that studies the problem of guiding children towards certain goals, namely so that they will be "able to independently complete their life tasks". So, pedagogy is the science of educating children (Stinken-Rösner et al., 2020). Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards in the explanation chapter states that what is meant by pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize them. its various potentials. If

the teacher is able to implement these pedagogical abilities in learning, it will create a good quality of learning.

In his research, Habibi, et al (2016) stated that pedagogic competence has the greatest influence in influencing teacher performance in carrying out their duties to educate and teach students, it is necessary to prepare themselves well in preparing teaching tools consisting of syllabus, teaching plans and assessment tools. With good teaching planning and preparation, it is hoped that classroom learning will also run more effectively and efficiently so that student achievement will increase.

In another study, Habibi, et al (2018) stated that if the pedagogical competence applied in schools increases or becomes better, then the relationship between pedagogic competence and teacher performance is significant. Academic supervision is supervision carried out by the principal in an effort to help teachers develop their ability to manage the learning process for the achievement of learning objectives. Which consists of planning supervision, implementation of supervision, evaluation of supervision and follow-up supervision.

According to Muttaqin (2020) supervision is a coaching activity that is planned to assist teachers and other school employees in carrying out their work effectively. Muttaqin (2020) emphasized that the practical reflection of teacher performance assessment in academic supervision is to see the real conditions of teacher performance to answer questions, for example, what is actually happening in the classroom?, what are the teachers and students actually doing in the classroom? of all the activities in the classroom that are meaningful to teachers and students?, what has the teacher done in achieving academic goals?, what are the strengths and weaknesses of teachers and how to develop them? Based on the answers to these questions, information will be obtained regarding the ability of educators to manage learning (Tanjung, 2020).

Furthermore, Hasanah and Kristiawan (2019) stated that academic supervision emphasizes teacher development, so teacher professional development is more directed at efforts to improve and improve teacher professional abilities.

The work environment is everything that is around workers that can affect them at work. A good and clean work environment, getting enough light, free from noise and distractions, will definitely provide motivation for teachers to carry out classroom learning as well as possible. Therefore, the principal as a leader must be able to create a pleasant work environment for teachers so as to motivate the work of teachers.

Furthermore, according to Boström and Bostedt (2020) motivation is a change in energy in a person (personal) which is characterized by the emergence of effective impulses and reactions to achieve goals. Meanwhile, according to Poba-Nzaou et al. (2020) that motivation is a process that shows individual intensity, direction, and persistence of efforts towards achieving goals. Wigfield and Koenka (2020) defines motivation as a force, both from within and from outside that encourages a person to achieve certain predetermined goals.

Teacher work motivation is also a very important factor in influencing teacher performance to achieve educational goals. Teacher work

motivation is a condition that makes teachers have the will/need to achieve certain goals through the implementation of a task. If teachers have high work motivation, they will be encouraged to and try to improve their abilities in planning, implementing, and evaluating the applicable curriculum in schools so that they will get maximum work results.

According to Hardono et al. (2017) that work motivation mediates the effect of academic supervision on teacher performance, therefore improving teacher performance should be done through increasing work motivation. Likewise, Saidah (2018) in her research concludes that there is a positive and significant influence between academic supervision and teacher work motivation on teacher teaching performance. The more effective academic supervision and high work motivation, the higher the teacher's teaching performance will be. This study aims to analyze the effect of pedagogic competence, academic supervision, work environment on teacher performance through work motivation as an intervening variable for State Vocational High Schools in Batang Regency.

pedagogic competence, academic supervision, work environment, work motivation with teacher performance either directly or indirectly through teacher work motivation. From the description above, it can be described the correlation scheme between variables which is the analytical framework in Figure 1.

METHOD

This type of research is quantitative research, ex post facto because it is in accordance with the objectives to be achieved in this study, namely wanting to know the magnitude of the influence of

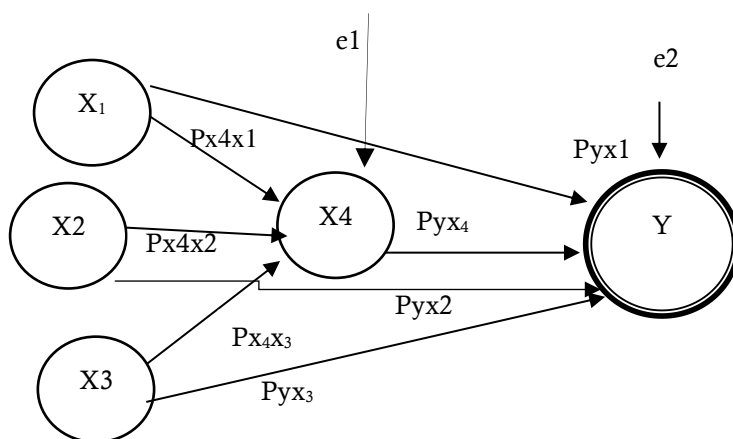


Figure 1. Research Analysis Framework with Path Information:

Px4x1 : The effect of pedagogic competence (X_1) on the work motivation of State Vocational High School teachers in Batang Regency (X_4)

Px4x2 : The effect of academic supervision (X_2) on the work motivation of State Vocational High School teachers in Batang Regency (X_4)

Px4x3 : The effect of the work environment (X_3) on the work motivation of State Vocational High School teachers in Batang Regency (X_4)

Pyx1 : The direct effect of pedagogic competence (X_1) on teacher performance (Y) and indirect effect through the work motivation of teachers at the Batang Regency State Vocational High School

Pyx2 : The direct effect of academic supervision (X_2) on teacher performance (Y) and indirect effect through the work motivation of teachers at the Batang Regency State Vocational High School

Pyx3 : The direct effect of the work environment (X_3) on teacher performance (Y) and indirect effect through the work motivation of teachers at the Batang Regency State Vocational High School

Pyx4 : The direct effect of work motivation (X_4) on teacher performance (Y)

Population and Sample

The population in this study were all teachers of State Vocational High Schools in Batang Regency as many as 277 people spread over four State Vocational Schools. The size of the sample is determined by using the table Krejcie and Morgan (Sugiyono, 2000: 63), obtained a research sample of 160 teachers. Sampling was done by proportional random sampling.

Research Variable

This study places pedagogic competence (X_1), academic supervision (X_2), and work environment (X_3) as independent variables, work motivation (X_4) as the intervening variable and teacher performance (Y) as the dependent variable.

Data Collection Techniques and Instruments

Data collection techniques are research instruments. The research instrument used is a questionnaire that has been tested for validity and reliability. The test of the instrument on the subject of the non-sample population was 30 teachers of State Vocational Schools of the non-sample research population. As for the results of the validity test of 92 items that are not valid 1 item, item number is invalid no. 64 and all variables are reliable. Data analysis used path and Sobel test for mediation test.

RESULTS AND DISCUSSION

In testing the influence of pedagogic competence, academic supervision and work environment on work motivation partially linear regression analysis was used with the help of SPSS for Windows Release 24.0 computer software. Before determining the magnitude of the influence of the variables of pedagogic competence, academic supervision and work environment on the work motivation of teachers at the State Vocational High School in Batang Regency, it is necessary to first analyze the close relationship between the two variables. Based on the computer output regarding the regression coefficient, the regression coefficient of pedagogic competence, academic supervision and work environment on work motivation is 0.816 or the effect is $(0.816)(0.816) = 0.665$ or 66.5% and this coefficient is positive. This shows that if the pedagogic competence, academic supervision is increasing and the work environment is getting better, the work motivation of the teachers of SMK Negeri Batang Regency will also increase. The regression model of pedagogic competence, academic supervision and work environment with work motivation is significant, this is indicated by the magnitude of the test value $t = 3,501$, $t = 2,382$, $t = 7,891$ is greater than the t table alpha 0,05 ($df = 156$) of 1.645. With the computer output Sig = 0.001, Sig = 0.018, and Sig = 0.000, it is smaller than alpha (α

= 0.05) which means it is significant. Partial test results are presented in Table 1.

Table 1. Test – t Dependent Variable Work Motivation

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients		
1 (Constant)	11,103	4,287		2.590	.011
Pedagogic	.237	.068	.224	3.501	.001
Supervision	.158	.066	.167	2.382	.018
Enviroment	.692	.088	.524	7.891	.000

a. Dependent Variable: Motivation

Source: Primary Data Processed 2021

Based on the results of multiple regression, the results of the structural model can be described as path analysis of the teacher performance variable with work motivation as the intervening variable, which is described in the path analysis in Figure 1.

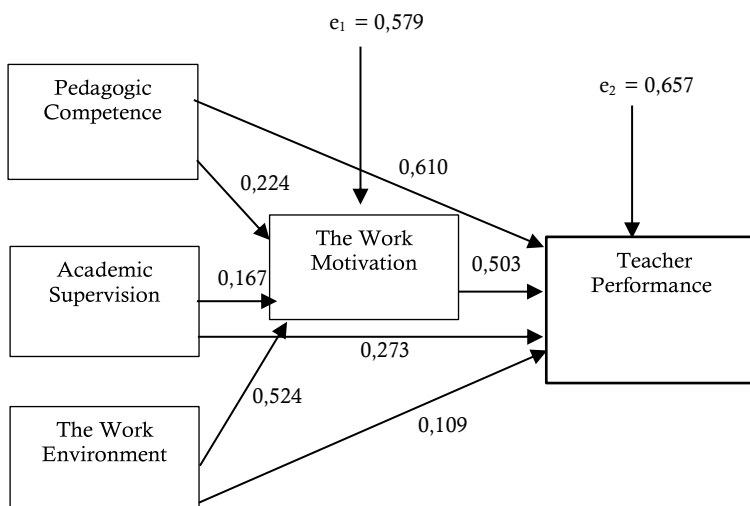


Figure 2. Results of Intervening Variable Path Analysis Model or Mediation of Work Motivation of State Vocational High School Teachers in Batang Regency

Based on the path analysis in Figure 1, the direct influence of pedagogic competence, academic supervision, and work environment on the work

motivation of State Vocational High School teachers in Batang Regency, in detail is presented in Table 2 as follows:

Table 2. Variable Analysis of Direct Effects on Work Motivation of State Vocational High School Teachers in Batang Regency

No.	Variable	Direct Effect on Work Motivation
1	Pedagogic Competence	(0.224) (0.224) = 0.0502 atau 5.02%
2	Academic Supervision	(0.167) (0,167) = 0.0279 atau 2.79%
3	The Work Environment	(0.524) (0.524) = 0.2745 atau 27.45%

Source: Primary Data Processed 2021

Based on the path analysis in Figure 1, the influence of pedagogic competence, academic supervision, and work environment on the

performance of State Vocational High School teachers in Batang Regency, both direct and indirect effects are detailed in Table 3.

Table 3. Path Analysis of Intervening Variables or Mediation of Work Motivation of State Vocational High School Teachers in Batang Regency

Variable	Direct Effect on Teacher Performance	Indirect Influence on Teacher Performance	Total
1 Pedagogic Competence	(0.610) (0.610) = 0.3721 or 37,21%	(0.224) (0.503) = 0.1127 or 11,27%	0.3721 + 0.1127 = 0.4848 or 48,48%
2 Academic Supervision	(0.273) (0.273) = 0.0745 or 7,45%	(0.167) (0.503) = 0.0840 or 8,4%	0.0745 + 0.0840 = 0.1585 or 15,85%
3 The Work Environment	(0.109) (0.109) = 0.0119 or 1.19%	(0.524) (0.503) = 0.2636 or 26.36%	0.119 + 0. 2636 = 0.2755 or 27.55%

The Influence of Pedagogic Competence on Teacher Work Motivation

Based on the results of the analysis with multiple regression, there is a positive influence of pedagogic competence on work motivation, which is 0.224 or 5.02%. This means that the direct influence of pedagogic competence on work motivation is 5.02%. The results of the analysis also prove significant, which can be seen from the t-count value equal to 3.501. The calculated t number is proven to be greater than the table value $t = 1.645$. Thus the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) of 0.000 which is less than 0.05. The results of this study explain that pedagogic competence is a competence expressed as a set of intelligent actions full of responsibility that a person has as a condition to be considered capable by the community in carrying out tasks. Tasks in certain fields of work according to the Decree of the Minister of National Education No. 045/U/2002 are stated in elements of competence and one of them is pedagogic competence. The findings of this study that pedagogic competence has an effect on teacher work motivation are positive and significant. The positive sign means that the better the teacher's pedagogic competence, the work motivation will increase in the same direction. With good pedagogic competence, the teacher is a competent teacher in education and teaching. Teachers who are competent in teaching will carry out fun learning for students. Thus the teacher is an encouragement or work motivation as well as self-motivation in carrying out daily tasks as a teacher.

The Effect of Academic Supervision on Teacher's Work Motivation

Based on the results with multiple regression, there is a positive influence of academic supervision by the principal on the work motivation of teachers, which is 0.0279 or 2.79%. This means that the direct influence of academic supervision on work motivation is 2.79%. The results of the analysis also prove significant, which can be seen from the t-count

value equal to 2.382. The calculated t number is proven to be greater than the table value $t = 1.645$. Thus the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) = 0.018 which is smaller than 0.05. This condition describes in accordance with the desired theory, namely that academic supervision is a series of activities by the principal as a supervisor in helping teachers develop their ability to manage the learning process for the achievement of learning objectives.

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process, so assessing teacher performance in managing the learning process is one of the activities that cannot be avoided in the learning process (Hartiwi et al., 2020). The effect of academic supervision on teacher work motivation is the smallest effect of all the variables studied. However, the effect is positive and significant, this is in accordance with the theory of academic supervision carried out by school principals in supervising teachers. Supervision is nothing but an effort to provide services to teachers both individually and in groups to improve teaching (Saihu, 2020). The principal's task is as a supervisor, but the effect of academic supervision is relatively small in increasing teacher work motivation in teaching. Academic supervision carried out by the principal is a natural thing in motivating teachers.

The Influence of Work Environment on Work Motivation

Based on the results with multiple regression, there is a positive effect of the work environment on the work motivation of teachers, namely 0.2745 or 27.45%. This means that the direct influence of the work environment of the organization on the work motivation of teachers is 27.55%. The results of the analysis also prove significant, the results of the analysis that can be seen from the computational output help obtained the t-count value equal to 7.891. The calculated t number is proven to be greater than the table value $t = 1.645$. Thus the hypothesis can be accepted, and reject the null hypothesis or seen

from the significance value (Sig) = 0.000 is smaller than 0.05. The calculated t number is proven to be greater than the table value $t = 1.645$. Thus the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) = 0.000 is smaller than 0.05. This condition illustrates in accordance with the desired theory, namely that the teacher's work environment is a dimension of the relationship between humans, ethics, norms and discipline as well as the order of noble values that are upheld in State Vocational Schools in Batang Regency. The results of the analysis show the coefficient value of 0.2745 or 27.45%.

The Effect of Pedagogic Competence on Teacher Performance

The results of the analysis with multiple regression and path analysis can be seen that there is a positive influence of pedagogic competence on job readiness. The effect of pedagogic competence on work performance is a direct influence, while the effect is 0.3721 or 37.21%. This means that the direct influence of pedagogic competence on work performance is 37.21%. The results of the analysis also prove significant, the results of the analysis that can be seen from the help of the computational output obtained the value of t count equal to 8,390. The calculated t number is proven to be greater than the table value $t = 1.645$. Thus the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) = 0.000 is smaller than 0.05. This also proves that in accordance with the desired theory, the theory states that the better the pedagogic competence, the better the teacher's performance.

The effect of pedagogical competence on teacher performance by 37.21% is a direct influence, while the influence of pedagogic competence on teacher performance is indirectly through work motivation of 11.27%. Thus the effect of pedagogic competence on teacher performance in total is $37.21\% + 11.27\% = 48.48\%$. The findings of this study indicate that the results are positive and significant.

The Effect of Academic Supervision on Teacher Performance

The results of the analysis with multiple regression can be seen that there is a positive influence of academic supervision on teacher performance that is equal to 0.745 or 7.45%. This means that the direct influence of academic supervision on teacher performance is 7.45%. The results of the analysis also prove significant, which can be seen from the t-count value equal to 3.442. The calculated t number is proven to be greater than the table value $t = 1.645$. The influence of academic supervision on teacher performance indirectly through teacher work motivation is 0.840 or 8.40%. Thus the total effect of academic supervision on teacher performance is 15.85%, this effect is the smallest effect in this study. However, the hypothesis of the influence of academic supervision on teacher performance through work motivation is acceptable, and rejects the null hypothesis or is seen from the significance value (Sig) = 0.000 which is smaller than 0.05. This condition describes in accordance with the desired theory, namely that academic supervision is an effort to help teachers develop their abilities to achieve learning objectives, so as to improve teacher performance.

The Influence of the Work Environment on Teacher Performance

The results of the analysis with multiple regression can be seen that there is a positive influence of the work environment on teacher performance that is equal to 0.119 or 1.19%. This means that the direct influence of the work environment on teacher performance is 1.19%. The results of the analysis also prove significant, the results of the analysis that can be seen from the computational output help obtained the t-count value equal to 2.674. The calculated t number is proven to be greater than the table value $t = 1.645$. The indirect effect through teacher work motivation is 26.36%. Thus the total influence of the work environment through the work motivation of teachers is 27.55%. The hypothesis can be accepted, and rejects the null hypothesis or is seen from the significance value (Sig) = 0.000 less than 0.05. Thus the hypothesis

can be accepted, and reject the null hypothesis or seen from the significance value (Sig) = 0.000 is smaller than 0.05. This condition describes in accordance with the desired theory, namely that the work environment is a dimension of the relationship between humans, a pleasant, safe, peaceful work environment, feeling at home/at home for teachers so as to motivate the work of teachers at SMK in Batang Regency. The results of the analysis show that the total coefficient value is 0.2755 or 27.55%. The results of this study explain that teachers in carrying out their daily duties human relations are important in supporting the organizational environment and the discipline and ethical values that are created in their lives.

The Effect of Work Motivation on Teacher Performance

Based on the results of the path analysis, it can be explained that there is a positive influence of work motivation on teacher performance, namely 0.503 or (0.503) (0.503) = 25.30%. This means that the effect of work motivation on the performance of SMK teachers is 25.30%. The results of the analysis also prove significant, which can be seen from the t-test value equal to 7.312. The calculated t number is proven to be greater than the table value $t = 1.645$. Thus the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig = 0.000) less than 0.05. The effect of work motivation on teacher performance by 25.30% is a direct influence. Thus the effect of work motivation on teacher performance is 25.30% while the effect is positive and significant. A positive sign can be interpreted that if there is a change in teacher motivation at work, there will be a change in teacher performance in the same direction.

The results of this study indicate that pedagogic competence has the greatest influence on teacher performance. Thus, teachers should always improve their pedagogical competencies, namely the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to

actualize their various potentials. If the teacher is able to implement these pedagogical abilities in learning, it will create a good quality of learning.

While the results of this study that supervision has the smallest effect on teacher performance. Principals should carry out teacher supervision cooperatively, meaning that there is good cooperation between school principals and supervised teachers so that coaching activities provide technical assistance to teachers in carrying out the learning process, which aims to improve the professional abilities of teachers and improve the quality of learning.

Principals should carry out follow-up supervision in order to have a real impact on improving teacher professionalism. The follow-up can be in the form of reinforcement and awards given to teachers who have met the standards, educational warnings given to teachers who have not met the standards and teachers are given the opportunity to participate in further training so that teacher professionalism increases.

CONCLUSIONS

The effect of pedagogic competence on work motivation, the effect is positive and significant. The better the pedagogic competence of the teacher, the work motivation will increase in the State Vocational School teachers. The effect of academic supervision on work motivation, the effect is positive and significant. The better the academic supervision, the work motivation will increase for State Vocational School teachers. The influence of the work environment on work motivation, the effect is positive and significant, meaning that the better the teacher's work environment, the work motivation will increase in the teachers of State Vocational Schools in Batang Regency. The effect of pedagogic competence on teacher performance through work motivation has a positive and significant effect. This influence is the biggest influence in the findings of this study. If the pedagogic competence is getting better, then the teacher's performance is getting better at the State Vocational School teachers in Batang Regency.

The effect of supervision on teacher performance through direct work motivation is positive and significant, meaning that if academic supervision and work motivation are getting better, the teacher's performance will be better or increase as well, for SMK Negeri teachers in Batang Regency. The influence of the work environment on teacher performance through work motivation is directly positive and significant. If the work environment and work motivation are getting better, the teacher's performance will be better, or it will also increase in the State Vocational School teachers.

The effect of work motivation on teacher performance. As for the positive and significant effect, it means that the better or the higher the work motivation, the teacher's performance will also increase at the State Vocational School teachers. The principal as a learning supervisor has a very strategic role to improve the professional competence of teachers as one of his leadership tasks, namely as a supervisor in advancing education through learning. Professional guidance provided by principals to teachers is an effort that provides opportunities for teachers to develop professionally so that they are even better in carrying out their main task of teaching in the classroom. These teachers become able and willing to improve and enhance the learning abilities of students.

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