



The Effect of Academic Supervision and Managerial Ability on Teacher Competence Through Work Motivation

Anang Yuniyanto✉, Fakhruddin Fakhruddin, Amir Mahmud

Universitas Negeri Semarang, Indonesia

Article Info

History Article:

Received 01th December 2022

Accepted 02th

February 2023

Published 30th April 2023

Keywords:

Academic Supervision,
Managerial Ability,
Work Motivation,
Teacher Competence

Abstract

The objective of this study is to examine the causal relationships between academic supervision and the managerial abilities of principals, and their impact on teacher competence. This analysis will also consider job motivation as a mediating component in this relationship. The present study employs a quantitative methodology. The study's sample included 125 teachers from seven private vocational schools located in Temanggung Regency. The employed sample methodology was random sampling. The research instrument employed in this study consisted of a questionnaire that underwent initial testing to establish its validity and reliability. In the context of hypothesis testing, the process of data analysis often involves employing path analysis and the Sobel test to examine the role of mediating variables. The study's findings indicate that there exists a significant relationship between academic supervision, administrative ability of school principals, and work motivation. The influence of academic supervision and managerial abilities of principals on teacher competence is evident. The mediating role of work motivation is observed in the relationship between academic supervision, principal's administrative abilities, and teacher competence.

✉Correspondence:

Kampus Pascasarjana UNNES Jl Kelud Utara 3 Sampangan
Semarang, Indonesia

E-mail: anangyuniyanto@gmail.com

p-ISSN 2252-7001

e-ISSN 2502-454X

INTRODUCTION

The establishment of Vocational High School (SMK) education is a key initiative undertaken by the government to provide human resources with the necessary skills to effectively navigate the challenges posed by the industrial revolution 4.0. The Directorate of Vocational Schools, originally administered by the Director General of Primary and Secondary Education, has been transferred to the jurisdiction of the Director General of Vocational Education. Significant modifications have been implemented in vocational school education under the supervision of the Director General of Vocational Education. The revitalization initiative of SMK represents the government's dedication to the advancement of vocational education in SMK institutions. The total renewal of SMK education encompasses eight national education standards, which span from graduation criteria to evaluation standards. The enhancement of teacher competency should be prioritized in alignment with the prevailing requirements of IDUKA. The implementation of the revitalization program aims to enhance the educational system at SMK, with the objective of equipping students with the necessary skills and knowledge to effectively participate in the industrial revolution 4.0. This initiative is expected to contribute towards the achievement of the national education goals. The significance of SMK instructors in the achievement of national educational objectives is paramount.

The pedagogical competences of SMK instructors, as outlined in Permendiknas number 16 of 2007, encompass the following basic areas: The academic requirements for educators include: (1) understanding and addressing the various aspects of students' development, such as physical, moral, spiritual, social, cultural, emotional, and intellectual dimensions; (2) acquiring knowledge of learning theories and principles to effectively facilitate educational learning; (3) designing and implementing curriculum that aligns with the subjects being taught; (4) organizing educational activities and experiences to optimize learning outcomes; (5)

effectively utilizing information and communication technology to enhance the learning process;

(6) fostering the development of learners' potential by enabling them to explore and utilize their existing abilities; (7) engaging in clear, empirical, and respectful communication with learners; (8) conducting thorough assessment and evaluation of the learning process and outcomes; (9) utilizing the results of assessment and evaluation to improve the learning experience; and (10) engaging in reflective practices to continuously enhance the quality of education.

Based on the aforementioned description, a number of issues have been identified pertaining to the proficiency of private vocational instructors in Temanggung Regency. These issues primarily revolve around deficiencies in the areas of lesson planning, instructional delivery, assessment, and evaluation of learning outcomes. This is particularly evident among instructors teaching productive subjects who possess non-educational backgrounds. The level of work motivation among private vocational school teachers in Temanggung Regency appears to be suboptimal, as evidenced by the relatively low average scores obtained in the UKG assessments. The implementation

of the principal's monitoring program was disrupted due to the principal's attendance at official meetings. The managerial competencies of principals have not been fully established.

This study aims to describe and analyze the influence of: (1) principal's academic supervision on teachers' work motivation; (2) principal's managerial ability on teachers' work motivation; (3) principal's academic supervision on teachers' competence; (4) principal's managerial ability on teachers' competence;

(5) work motivation on teachers' competence; (6) principal's academic supervision through work motivation on teachers' competence; (7) principal's managerial ability through work motivation on teachers' competence.

Academic supervision refers to the provision of professional support and guidance to educators in the execution of their instructional

responsibilities. The responsibility of overseeing academic activities is under the purview of school principals, with the aim of enhancing the overall standard of education. Several research findings indicate that supervision variables have a statistically significant and favorable impact on teacher competence. However, it is worth noting that several studies have also revealed that the magnitude of this influence remains relatively low. The potential variability in the impact of academic supervision on teacher competency can be attributed to unexplored mediating factors within the study. This research aims to investigate the impact of academic supervision on teacher competence based on the provided description.

The variable of principal administrative capacity has the potential to impact the competence of teachers. Several research have demonstrated a favorable and statistically significant relationship between principle leadership and teacher ability. On the contrary, alternative research findings indicate that the level of principle leadership does not have a significant impact on teacher ability. According to Permendikbud Number 40 of 2022, principals are educators who are assigned extra responsibilities to oversee and administer educational institutions, with the aim of enhancing the educational standards in alignment with the shift towards student-centered learning. The principle is responsible for the leadership and management of schools, which encompasses the utilization of managerial abilities. This description highlights the necessity of doing research to examine the impact of administrative skill on teacher competency.

Several studies have demonstrated that there is a strong and statistically significant relationship between work motivation and teacher ability. Work motivation is an intrinsic force that resides within individuals and has the potential to influence the outcomes of their performance. It is imperative for educators to possess a strong sense of motivation in fulfilling their instructional responsibilities, with the ultimate objective of enhancing the educational standards inside educational institutions. The level of teacher competency is likely to be

enhanced when there is a strong sense of work motivation exhibited by the teacher. The present analysis leads to the inference that a strong inclination towards work motivation has a discernible impact on the level of teacher competency.

Based on the previous description, the author believes that academic supervision has an impact on the competency of teachers. The impact is moderated by an additional factor, specifically the motivation of teachers in their work. In conjunction with academic oversight, another autonomous factor that influences teacher proficiency is the administrative ability of the principal. The impact of the principal's administrative ability on teacher

proficiency is mediated by an additional variable, specifically teacher work motivation. This issue requires investigation through empirical inquiry.

Teacher Competence

Wibowo (2007) argues that competence refers to the capacity to effectively perform a job or task, drawing upon one's abilities and knowledge, while also demonstrating the necessary work attitude that aligns with the requirements of the job. According to Djaman Satori (2007), competence is derived from English competency, which encompasses proficiency, ability, and authority. Competence can be defined as the ability to effectively conduct tasks and activities that result in the successful attainment of desired objectives and circumstances. According to Kuncoro (2005), core competence plays a pivotal role in enabling a company or organization to fully accomplish its objectives and attain the ideal conditions.

Teacher competence refers to the capacity, authorization, capability, and expertise that a teacher possesses in effectively fulfilling their professional responsibilities in order to attain educational objectives. This study primarily centers on pedagogical competence, which is one of the four essential characteristics that instructors are required to possess. Within the context of pedagogical competence, educators are required to possess a comprehensive

understanding of student characteristics, mastery of learning theory, the ability to design curriculum, the capacity to execute educational instruction, the skill to measure and evaluate student learning results, and the ability to use these outcomes to enhance the quality of learning. Pedagogical competence refers to the ability and expertise of educators in several aspects of the teaching process, including the formulation of instructional plans, the execution of teaching strategies, the assessment and evaluation of student progress, and the utilization of evaluation outcomes to attain educational objectives.

Academic Supervision

Glickman (as cited in Hartanto, 2019) defines academic supervision as a set of interventions aimed at enhancing instructors' capacity to effectively oversee the educational process, hence enhancing their pedagogical and professional skills, ultimately resulting in improved student outcomes. According to Daresh and Hartanto (2019), academic supervision is a proactive approach aimed at assisting educators in enhancing their instructional proficiency to effectively attain educational objectives. Academic supervision is a purposeful effort aimed at providing support and guidance to educators in order to foster the growth and enhancement of their professional skills and expertise. The form of support provided includes various elements associated with education, such as the development of lesson plans (referred to as RPP), instructional techniques, utilization of multimedia and educational tools, evaluations of learning achievements, classroom-based research, and other related areas.

Academic supervision by the principal includes the provision of professional support to teachers in relation to various aspects of educational activities, including the formulation, implementation, and evaluation of supervision programs. The role of principals includes a range of activities and obligations that contribute to the achievement of successful learning outcomes within the classroom setting, mostly through

effective supervision. In the execution of supervision, principals are required to adhere to the standards of academic supervision. The process of supervision encompasses three main stages: pre-observation, observation, and post-observation activities.

Managerial Competence

According to Rosyada (2016), the managerial competencies of school principals should be given careful consideration as the initial step in executing managerial tasks. These competencies include (1) the capacity to generate ideas, which involves the principal's ability to provide insights on problems, innovate through policy-making, and employ imaginative thinking to establish connections between disparate concepts; (2) the ability to plan; (3) the ability to organize; (4) effective communication skills, encompassing the capacity to comprehend others, actively listen, possess proficiency in oral and written language, and foster the development of others; (5) motivational skills, involving the facilitation of others in achieving predetermined objectives, inspiring those in their area, and assisting others in assessing their own contributions and accomplishments; (6) evaluation skills. The principal's managerial competence is exemplified by their capacity to make suitable, precise, and relevant judgments.

The principal's administrative ability refers to their proficiency in various areas, including the development of school programs, adherence to national education standards, implementation of supervision and assessment processes, demonstration of effective school leadership, and management of school management information systems. Principals, in their managerial capacity, bear the responsibility of ensuring the effective and efficient execution of education within schools, with the ultimate goal of achieving high-quality education. In order to effectively manage the 8 National Education Standards (SNP), principals are required to possess managerial abilities that comply with relevant legal regulations. The effective administration of 8 National Education Standards (SNP) will result in the achievement of high-quality educational

outcomes. In reality, school principals are not solely responsible for overseeing the implementation of the 8 National Education Standards (SNP) in accordance with national guidelines, but are also anticipated to achieve the standards established by the governing authorities. Hence, the effectiveness of the educational institution relies on the courage and managerial competence of the principal in overseeing the implementation of the 8 (SNP).

Work Motivation

The term "motivation" originates from the Latin word "*movere*" and the English verb "to move," both of which denote the action of moving. According to Hasibuan (2013), motivation is derived from the fundamental term "motive," which refers to stimulation, desire, and driving force that generates an individual's inclination to engage in activity. According to Winardi (2013), work motivation is an inherent capacity within individuals that can be influenced by various external factors, particularly material incentives, resulting in either positive or negative impacts on their performance outcomes. The extent of these effects is contingent upon the specific circumstances and conditions faced by the individuals in question.

Work motivation refers to the internal force that motivates individuals to give maximum efforts and perform efficiently in order to attain the desired objectives within a work setting. In order to facilitate the delivery of quality education through meaningful learning, it is imperative for a teacher to have a strong sense of job motivation.

Numerous aspects serve as sources of motivation for teachers, encompassing both inner and extrinsic elements. Intrinsic factors are mostly driven by self-motivation, namely an individual's desire for admiration, recognition, trust, responsibility, and possibilities for self-development. In contrast, extrinsic motivation is primarily shaped by external stimuli, including but not limited to financial compensation, workplace conditions, interpersonal dynamics, and institutional regulations.

METHOD

This study uses regression as a quantitative research methodology. The participants of this study consisted of all teachers employed in private Vocational High Schools (SMK) within Temanggung Regency. The total number of participants was 421, distributed over fifteen schools. The researchers employed the Area Random Sampling technique to choose the sample for this investigation. The sample sizes were determined proportionally for each school, with SMK Dr. Sutomo Temanggung having 37 teachers, SMK Muhammadiyah 1 Temanggung having 22 teachers, SMK General Bambang Sugeng having 10 teachers, SMK Anwarus Solichin Kranggan having 9 teachers, SMK 17 Parakan having 29 teachers, SMK Muhammadiyah 1 Ngadirejo having 11 teachers, and SMK Nahdlatul Ulama Temanggung having 7 teachers. The methodology employed for data collection in this study involved the use of a questionnaire. Path analysis was employed in this work to conduct hypothesis testing. Path analysis is a statistical technique employed to examine the direct and indirect impacts of independent factors on a dependent variable by considering the mediating variables.

RESULT AND DISCUSSION

Through the use of path analysis, the research hypothesis will be put to the test in an effort to establish whether or not there is a direct effect between the independent variable and the intervening variable and the intervening variable on the dependent variable, or whether or not there is an indirect effect between the independent variable and the dependent through the intervening variable. The results of numerous linear regression tests are summed up on figure following:

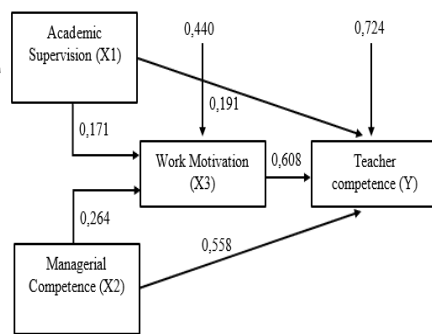


Figure 1. Schematic of regression between Variables

Description:

X1: Independent variable academic supervision

X2: Independent variable managerial competence

X3: Mediating variable work motivation

Y: Dependent variable teacher competence

Academic Supervision on Work Motivation

The findings indicated a significant relationship between the variable of academic of work motivation (X3), as evidenced by a significance value of 0.001. The study reveals that there is a significant correlation between principal supervision and job motivation among private vocational school teachers in Temanggung Regency, with a coefficient of determination of 17.1%. The results of this investigation indicate a statistically significant good outcome. This finding suggests that effective supervision by principals has a positive influence on the level of work motivation among instructors at private vocational schools in Temanggung Regency.

The Effect of Principal Managerial Ability on Work Motivation

The findings indicated a strong relationship between the principal's administrative skills (X2) and work motivation (X3), as evidenced by a significance value of 0.000. The study reveals that there is a significant relationship between the principal's managerial skills and the work motivation of private vocational school instructors in Temanggung Regency, accounting for 26.4% of the variance in work motivation. The results of this investigation demonstrate a statistically significant positive

outcome. This finding suggests that the level of a principal's administrative competence has a significant influence on enhancing the work motivation of instructors in private vocational schools located in Temanggung Regency.

The Effect of Principal Academic Supervision on Teacher Competency

The regression coefficient for the variable representing the principal's academic supervision is 0.191, which corresponds to a percentage value of 19.1%. Furthermore, the coefficient is positive in nature. This observation demonstrates a positive correlation between the quality of academic supervision provided by the principal and the level of competence shown by teachers. The t-test findings for the variable of the principal's academic supervision yielded a value of 1.983, with a significance level of < 0.05 . This indicates that there is a statistically significant beneficial impact of the principal's academic supervision on the competence of private SMK teachers in Temanggung Regency.

The Effect of Principal Managerial Ability on Teacher Competency

The regression coefficient for the variable representing the principal's administrative skill is 0.558, indicating a positive relationship. This coefficient may also be interpreted as 55.8%. This observation indicates a positive correlation between the administrative abilities of the principal and the level of teacher competence. The t-test findings for the variable of the principal's managerial ability yielded a value of 3.076, indicating a statistically significant relationship. The significance value of 0.003, which is less than the predetermined threshold of 0.05, suggests that the principal's managerial ability has a favorable impact on the competence of private SMK instructors in Temanggung Regency.

The Effect of Work Motivation on Teacher Competence

The findings indicate that there is a direct and statistically significant relationship between the variable of job motivation and teacher

competency, as evidenced by the significance value of

0.000. The regression coefficient for the work motivation variable is 0.608, indicating a positive relationship with the dependent variable. This number can be interpreted as explaining 60.8% of the variance in the dependent variable. This finding demonstrates a positive correlation between work motivation and teacher competency, indicating that as job motivation increases, so does the level of competence exhibited by teachers. The impact of work motivation on the competency of private SMK instructors in Temanggung Regency is both positive and significant. The study's findings indicate that there is a positive correlation between the level of work motivation among private SMK teachers in Temanggung Regency and their overall competency.

The Effect of Principal Academic Supervision on Teacher Competence through Work Motivation

The impact of academic supervision by principals on teacher competency, mediated by work motivation, is an indirect effect. The concept of work motivation is as a mediating variable. The present investigation yielded a result of 29.5% based on the conducted analysis. The presence of a positive sign signifies that any alteration in the independent variable of academic supervision by the principal will result in a corresponding change in teacher competence in the same positive direction. The findings from the Sobel test indicate that work motivation plays a mediating role in the relationship between the principal's academic supervision and the competence of private SMK teachers in Temanggung Regency. The Sobel test yielded a value of

2.444 with a p-value of 0.015, which is statistically significant at a significance level of 0.05. Based on the findings presented, it can be inferred that work motivation plays a significant role in mediating the impact of academic supervision by principals on the competency of instructors in private vocational schools located in Temanggung Regency. The findings of this

study suggest that the provision of academic supervision has a notable and constructive impact on the level of teacher competence. Effective academic supervision can significantly enhance teacher competence. The impact of academic supervision on teacher competence is likely to be more pronounced when it is mediated by work motivation.

The Effect of Principal's Managerial Ability on Teacher Competency through Work Motivation

The indirect influence of the principal's managerial abilities on teacher competency is mediated by job motivation. The variable of work motivation serves as a mediating variable. This study yielded findings indicating that the principal's administrative ability has a significant impact on teacher competence, as mediated by work motivation, with an effect size of 71.9%. The presence of a positive sign signifies that any alteration in the variable representing the principal's administrative skill will result in a corresponding change in teacher competence, moving in the same direction. The findings from the Sobel test indicate that work motivation mediates the relationship between the principal's administrative skills and the competence of teachers in private vocational schools in Temanggung Regency. The Sobel test yielded a value of 2.624, with a p-value of 0.009, which is statistically significant at the 0.05 level. Based on the findings presented, it can be inferred that work motivation plays a significant role in mediating the impact of the principal's administrative abilities on the competency of private vocational school instructors in Temanggung Regency. The findings of this study suggest that there is a notable and favorable impact of the principal's administrative proficiency on the competence of teachers. The administrative proficiency of a competent principal can significantly influence the enhancement of teacher competence. The impact of the principal's managerial aptitude on the competence of teachers is likely to be more pronounced when it is influenced by job motivation.

CONCLUSION

Based on the findings and subsequent analysis presented in this research, the study draws the following conclusions: firstly, there exists a significant impact of the principal's academic supervision on the motivation levels of teachers; secondly, the principal's managerial ability significantly influences the work motivation of teachers; thirdly, the principal's academic supervision has a notable effect on the competence of teachers; fourthly, the principal's managerial ability significantly impacts the competence of teachers; fifthly, work motivation significantly influences the competence of teachers; and finally, the principal's academic supervision indirectly affects teacher competence through its influence on work motivation..

REFERENCE

- Anggraini, M. (2022). The Effect of Principal Supervision on Teacher Pedagogical Competence. *Journal of Innovation in Teaching and ...*, 2(3), 170-174.
- Arifin, J. (2022). Implementation of Principal Academic Supervision Management in Improving the Quality of Teacher Professional Competence. *JIP - Scientific Journal of Education Science*, 5(9), 3850-3857.
- Ariyanti, I., Miyono, N., & Retnaningdyastuti, R. (2020). The Influence of Principal Managerial Competence and Organizational Climate on the Professionalism of State Elementary School Teachers in Tenganan District, Semarang Regency. *Journal of Education Management (JMP)*, 8(2), 242-258.
- Dody, S. (2016). The Role of Self Awareness in Mediating the Effect of Supervisory Academic Supervision and Principal Managerial Ability on Teacher Competence. *Journal of Social Science Education*, 26(1), 35-43.
- Efendi, F. (2022). The Effect of Self-Development and Learning Supervision On the Competence of PKN Teachers in South Solok District, 6, 886-892.
- Habibi, B. (2015). The Effect of Principal Managerial Competence and Teacher Work Motivation on the Professionalism of Smk Bismen Teachers in Tegal City. *December*, X(2), 188-195.
- Hartanto, S., & Purwanto, S. (2019). Supervision and teacher performance appraisal.
- Hatta, M. (2018). Four Competencies to Build Teacher Professionalism.
- Hilel, A., & Ramirez-García, A. (2022). The Relationship between Professional Environmental Factors and Teacher Professional Development in Israeli Schools. *Education Sciences*, 12(4).
- Hilmi, A. H. (2018). The influence of teacher motivation on teacher competence in realizing the quality of Islamic religious education learning. *Khazanah Akademia*, 2 (2580-3018), 85-93.
- Ministry of Education and Culture (2018). Permendikbud No. 15/2018 on the Workload of Teachers, Principals, and School Supervisors. In *kemdikbud* (Vol. 53, Issue 9, pp. 1689-1699).
- Kemdiknas. (2007). Permendiknas No 16 of 2007 on Teacher Academic Qualification and Competency Standards.
- Magdalena, M. (2022). The Role of Academic Supervision and Work Motivation on Improving Teacher Competence in Elementary Schools. *Journal of Education and Counseling Volume 4 Number 4 Year 2022* E- ISSN: 2685-936X and P-ISSN: 2685- 9351, 4(4), 79.
- Muhajirin, M., Prihatin, T., & Yusuf, A. (2017). The Effect of Academic Supervision and Teacher Participation in MGMP Through Work Motivation on the Professionalism of SMA/MA Teachers. *Educational Management*, 6(2), 170-177.
- Paini. (2022). Pengaruh Supervisi Akademik Terhadap Peningkatan Kompetensi dan Motivasi Guru Matematika di Kabupaten Labuhanbatu Selatan. *Jurnal*

- MathEducation Nusantara Vol. 5 (2), 2022, 81 - 88, 5(2), 81–88.
- Sanoto, H., Soesanto, Soegito, A., & Kardoyo. (2021). The Effect of Academic Supervision on Improving Teacher Competence in 3T (Frontier, Remote, Disadvantaged) Areas. *Journal of Education and Culture*, 11(2), 166-172.
- Singerin, S. (2021). The Impact of Academic Supervision on Teacher Pedagogical Competence and Teacher Performance: The Moderating Role of Teacher Efficacy. *International Journal of Elementary Education*, 5(2), 496.
- Siriparp, T., Buasuwan, P., & Nanthachai, S. (2022). Pengaruh kepemimpinan instruksional kepala sekolah, efikasi guru kolektif, dan peran guru terhadap efikasi diri guru: Pemeriksaan mediasi yang dimoderasi. *Kasetsart Journal of Social Sciences*, 43(2), 353-360.
- Sutihat, I. (2022). THE INFLUENCE OF PRINCIPAL SUPERVISION AND CAREER DEVELOPMENT ON TEACHER ACHIEVEMENT MOTIVATION IN ONE OF THE SCHOOLS IN KUNINGAN REGENCY. P-ISSN: 2620-4363 & E-ISSN: 2622-1098 *Edum Journal*, Vol 5, No 1, March 2022, 5(1).
- Syakir, M. J., & Pardjono, P. (2015). The Effect of Principal Leadership, Work Motivation, and Organizational Culture on the Competence of High School Teachers. *Journal of Educational Management Accountability*, 3(2), 226-240.