



The Effect of Principal Supervision and Work Culture Through Achievement Motivation on the Performance of Javanese Language Subject Teachers in Temanggung Regency

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Abstract

The aim of this study is to examine and evaluate the impact of principal supervision and work culture on performance, both directly and indirectly, with achievement motivation serving as a mediating factor. Several variables contribute to low teacher performance, such as inadequate principal oversight, unfavorable work culture, and insufficient teacher accomplishment incentive. This study employs a descriptive quantitative research approach, utilizing numerical data and statistical analysis through SPSS version 25. The focus of this study is on Javanese language instructors in both public and private junior high schools in Temanggung Regency, with a total of 104 individuals. The findings of this study suggest that principal supervision, work culture, and achievement motivation have a direct impact on teacher effectiveness. Indirectly, achievement motivation does not have the ability to mediate the influence of independent variables on the dependent variable. The findings indicate a clear and substantial correlation between principal supervision and work culture with teacher performance. However, it is important to note that the presence of an intervening variable, such as achievement motivation, does not mitigate the relationship between principal supervision and work culture on teacher performance.

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INTRODUCTION

Enhancing the quality of education in underdeveloped nations is a challenging task. In response to educational challenges, the government takes action, such as implementing national education standards. According to Chapter IV Article 10 paragraph 1 of the Law on Teachers and Lecturers No. 14 of 2005, teachers are required to possess certain competencies, namely educational competence, personality competence, social competence, and professional competence.

A teacher must possess all of these qualities in order to effectively carry out their tasks and obligations and achieve high performance. There are, indeed, teachers in the field who lack academic qualifications, educator certification, and have low potential and performance. According to Tilaar (1999: 104), enhancing the standard of education relies on various factors, primarily the effectiveness of teachers. Several variables contribute to low teacher performance, such as inadequate principal oversight, unfavorable work culture, and insufficient teacher accomplishment incentive.

According to the findings from interviews conducted with principals from several public and private junior high schools in Temanggung Regency, it was observed that some teachers did not fully prepare teaching materials throughout the monitoring process. This indicates that the inadequate level of teacher supervision stems from insufficient teacher motivation, which inevitably leads to subpar teacher performance and consequently affects the outcomes. Hence, enhancing performance is vital as it serves as a pivotal motivator for teachers to fulfill their professional responsibilities. According to Tabrani (2000: 17), teacher performance refers to the execution of the learning process within and outside the classroom, together with engagement in other tasks. According to Prawirosentono, performance refers to the outcomes of work accomplished by individuals or groups within an organization. These

outcomes are achieved based on their designated authorities and responsibilities, with the aim of legally attaining the organization's objectives while adhering to moral and ethical standards.

Fauza (2010) outlines the various factors that impact teacher performance, including the level of teacher education, teaching supervision, upgrading programs, a favorable work environment, facilities and infrastructure, the physical and mental well-being of teachers, the leadership style of the principal, welfare guarantees, and the managerial competence of the principal.

Supervision, as defined by Arikunto (2006:24), is the provision of support and advice by supervisors, namely supervisors and principals, to teachers and administrative personnel. The purpose of this activity is to enhance their performance in attaining educational objectives. Effective oversight by principals is crucial for enhancing teachers' instructional performance. A principal must actually comprehend and carry out the supervision role correctly and responsibly in the school he leads.

Work culture is an additional external aspect that impacts the performance of teachers. Due to the rapid worldwide development, new cultural values such as hard effort, discipline, excellence, timeliness, and achievement have become increasingly important. However, many Indonesians do not possess these qualities (Jalal and Supriyadi, 2001: 55). In order to generate high-caliber graduates, education must incorporate culture and encompass all facets of life (Tilaar, 2004). Work culture is a crucial aspect to be taken into account in an organization, as it serves as a mechanism for aligning the actions of personnel within the business towards the attainment of objectives. According to interviews, the work culture of educators does not meet expectations. Numerous violations, such as breaches of time discipline, have been identified. The work culture promotes a sense of the school being a "home" that must be protected, preserved, and enhanced in terms of

work quality, since it directly impacts the well-being of its inhabitants (Suhardan, 2010: 120).

In addition, accomplishment motivation is one of the various aspects that impact performance, alongside academic supervision and work culture. According to Mangkunegara (2011: 93), motivation is defined as an innate drive that prompts an individual to take action. Teachers with strong work motivation consistently exert significant effort to overcome various challenges in order to attain superior outcomes. The attainment of a goal is inherently linked to the level of motivation exhibited by teachers in their work. Motivation is a catalyst for passion and a determination to work towards obtaining achievement in one's career.

Factors such as academic supervision, work culture, and success motivation have an impact on the low performance of teachers. Previous researchers have extensively utilized these elements as research material. A pertinent study addressing the same issue was conducted by Nida Aulia (2020). Her research, carried out in Ciputat, examined the variables of academic supervision and teacher performance. The study concluded that there was a significant impact of the principal's academic supervision on the performance of teachers at Al Syukro Universal Islamic College Ciputat.

Suryadi (2020) and Stiawati (2022) have demonstrated that job motivation is impacted by either school culture or organizational culture. A study conducted in Jember by Risky Nur Adha, Nurul Qomariah, and Achmad Hasan Hafidzi (2019) found that work culture has a substantial impact on the performance of employees in the Jember Regency Social Service. Work culture refers to a set of commonly held beliefs and assumptions that a certain group of people acquire in order to effectively address external challenges and maintain internal cohesion. Wardhani (2022) conducted research on the issue of motivation. They discovered that intrinsic motivation has an impact on the degree of teacher performance. Additionally, they observed that

accomplishment motivation is positively and moderately related to performance.

Additionally, a pertinent study on the same issue is the research conducted by Handayani & Rasyid (2015), which affirms that there is a notable impact of principal leadership, teacher job motivation, and work culture collectively on the performance of public high school instructors in Wonosobo.

Considering the issues surrounding the underperformance of teachers in Temanggung Regency, as mentioned in the study's background, and the existing research gaps on the connection between supervision, work culture, achievement motivation, and teacher performance, it is necessary to conduct further research. This research aims to investigate the impact of principal supervision services, work culture, and teacher achievement motivation on the performance of Javanese language subject teachers in Temanggung Regency.

The primary objective of this study is to ascertain the direct impact of principal supervision, work culture, and achievement motivation on teacher performance. Additionally, it aims to examine the indirect influence of principal supervision and work culture on teacher performance, mediated by the intervening variable of achievement motivation.

METHOD

This study employs a quantitative descriptive research methodology. The study design enhances objectivity through the utilization of quantitative data and statistical analysis. This research is not solely descriptive; it can also establish a specific level of correlation between variables. The focus of this research is on the teachers who teach the Javanese language topic in Temanggung Regency. This includes 35 instructors from public junior high schools and 18 teachers from private junior high schools, making a total of 104 teachers.

The purpose of the research is to conduct hypothesis testing on the causal relationship

between supervision, work culture, and teacher achievement motivation, and their impact on teacher performance. Thus, research takes the form of verification through the process of operationalizing concepts or variables into tangible features, which can be observed and measured as empirical data or information. Descriptive analysis is employed to investigate and examine the data.

The analysis methodology employed consists of two methods: regression and path analysis. Regression is employed to ascertain the direct impact, whilst path analysis is utilized to ascertain the indirect impact. According to Ghozali (2011: 249), the route analysis method is employed to examine the impact of intervening variables.

RESULTS AND DISCUSSIONS

The study employs three data analysis methodologies, specifically: descriptive statistical analysis, prerequisite test analysis, and hypothesis testing.

Descriptive statistics refer to statistical methods employed to evaluate data by providing a detailed description of the obtained data, without aiming to draw any overarching conclusions or generalizations. The primary objective of descriptive statistical analysis is to present a comprehensive summary of the variables employed, including the minimum value, maximum value, average, and standard deviation in each study. Descriptive statistical analysis provides a comprehensive portrayal of the conditions present in each investigation. Descriptive statistical analysis provides an overview of the conditions and characteristics of respondents' answers to each concept or variable examined. Descriptive analysis involves presenting data in a frequency distribution table, computing the mean value, total score, and level of responder achievement, and interpreting the findings.

Prerequisite test for analysis The study employed route analysis, utilizing techniques of multiple regression analysis. Prior to executing the path analysis test, the classical assumption

test is performed as a prerequisite. The precondition test consists of four components: normalcy test, linearity test, heteroscedasticity test, and multicollinearity test.

This study aims to conduct a path analysis using multiple regression analysis techniques. Specifically, it seeks to examine the direct relationship between the independent variable and the dependent variable, as well as the indirect relationship between these variables by considering the influence of mediating or intervening variables. Table 1 presenting the results of regression analysis, computed using SPSS version 25.

Tabel 1. Regression Model 1

| Variable | Unstandardized Coefficients | t | Sig. |
|-----------------------|-----------------------------|-------|---------|
| (Constant) | 11.186 | 6.326 | 0.000 |
| Principal Supervision | 0.071 | 2.458 | 0.016 |
| Work culture | 0.093 | 2.463 | 0.015 |
| R | = 0.369 | F | = 7.960 |
| R Square | = 0.136 | Sig. | = 0.001 |
| Adjusted R Square | = 0.119 | | |

The Effect of Principal Supervision on Work Motivation

The t-test results for principal supervision with achievement motivation yielded a t-value of 2.458, which exceeds the critical t-value of 1.98, indicating statistical significance. The p-value (Sig.) of 0.016 is smaller than the predetermined significance level of 0.05. The effect size of principal supervision on achievement motivation is 0.174 or 17.4%, suggesting a moderate impact. It is important to note that 82.6% of the variance in achievement motivation is attributed to factors not examined in this study. The research findings, analyzed using SPSS, indicate positive and statistically significant results. It can be inferred that an increase in the level of principal supervision will lead to a corresponding increase in the level of accomplishment motivation among junior high

school Javanese language instructors in Temanggung Regency.

According to a study conducted by Martono & Prihatin (2021), principal supervision has a beneficial and substantial impact on teacher motivation. The level of motivation will rise in direct correlation with the growth in principle supervision. Enhancing motivation in a favorable manner will likewise impact the attainment of organizational objectives. Enhanced teacher motivation leads to improved output and optimal attainment of teacher work results. The findings of this study corroborate Hasibuan's research, which posits that supervision has a significant impact on teacher job motivation.

The Effect of Work Culture on Achievement Motivation

The findings indicated a significant relationship between the work culture variable and accomplishment motivation, as evidenced by a p-value of 0.015 (<0.05) and a t-score of 2.463, which exceeded the critical t-value of 1.98. The utilization of work culture variables accounts for 22.9% of the impact on accomplishment motivation, while the remaining 77.1% is attributable to other factors that were not considered as variables in this study. The findings of this investigation demonstrate favorable and statistically significant outcomes. The correlation between work culture and accomplishment motivation among junior high school Javanese language instructors in Temanggung Regency is such that a positive work culture leads to higher levels of achievement motivation.

The findings of this study align with the research conducted by Mardhani et al., (2023), which asserts that a positive work culture has a direct impact on enhancing teacher motivation. A teacher's motivation is directly influenced by the quality of their work culture. According to a study conducted by Mardhani et al., (2023), it was shown that a positive work culture in a firm has a significant impact on employee motivation. The quality of an organization's work culture directly impacts a teacher's

motivation and therefore enhances their performance.

Table 2. Regression model 2

| Variable | Unstandardized Coefficients | t | Sig. |
|------------------------|-----------------------------|-------|----------|
| (Constant) | 13.139 | 2.780 | 0.006 |
| Principal Supervision | 0.073 | 2.076 | 0.040 |
| Work Culture | 0.095 | 3.376 | 0.001 |
| Achievement motivation | 0.099 | 2.878 | 0.005 |
| R | = 0.541 | F | = 13.809 |
| R Square | = 0.293 | Sig. | = 0.000 |
| Adjusted R Square | = 0.272 | | |

The Effect of Principal Supervision on Teacher Performance

The study results indicate that the Sig. value for the principal supervisory variable on teacher performance is 0.040, which is less than the significance level of 0.05. Additionally, the t-count value (2.076) is greater than the t-table value (1.98). The impact of principal supervision on teacher performance accounts for 15.1%, while the remaining 84.9% is attributable to other factors that were not considered as variables in this study. The outcomes of this research, analyzed using SPSS, indicate positive and statistically significant findings. It may be inferred that an increase in the level of supervision provided by the principal will lead to a corresponding improvement in the performance of junior high school java instructors in Temanggung Regency. These findings align with Supardi's (2018) study, which suggests that supervision significantly impacts teacher performance. The principal's supervision aids teachers in enhancing the quality of their performance, so maximizing the learning process and ensuring high-quality outcomes.

The Effect of Work Culture on Teacher Performance

The research findings indicate that work culture variables have a significant impact on teacher performance, as evidenced by a Sig. value of 0.001 (<0.05) and a t-count value of 3.376, which is greater than the critical t-value of 1.98. The utilization of work culture has a 32.1% impact on teacher effectiveness, while the remaining 67.9% is attributable to other characteristics that were not considered as variables in this study. The analysis of data using SPSS demonstrates favorable and statistically significant outcomes in terms of value acquisition. This demonstrates a positive correlation between the quality of work culture among junior high school Javanese language instructors in Temanggung Regency and their performance.

According to Mardhani et al., (2023), work culture has a beneficial impact on an individual's performance. An individual's work culture is not developed in isolation. Instead, it is created through a multitude of processes that involve human resources and all necessary equipment. Most agencies strive to establish a robust and resilient work culture, as it leads to enhanced performance.

The Effect of Achievement Motivation on Teacher Performance

The findings demonstrated a direct impact of the achievement motivation variable on teachers' performance, as indicated by a significant value. The value of 0.005 (<0.05) indicates statistical significance, and the t-count value of 2.878 is greater than the t-table value of 1.98. The impact of achievement motivation variables on teacher performance accounts for 28.5%, while the remaining 71.5% is attributed to other factors that were not considered as variables in this study. This discovery demonstrates favorable and substantial outcomes. This demonstrates a positive correlation between accomplishment motivation and teacher performance, indicating that as the level of achievement

motivation increases, so does the level of teacher performance.

Thus proving that the higher and better the achievement motivation, it will improve the performance of junior high school java language teachers in Temanggung Regency. This is in line with research conducted by Cleophas Ondima (2014) entitled Effectsof Motivation on teacher's performance in Kenyan Schools: A Survey of Nyamira District Secondary Schools in Nyamira County with the result that work motivation is the dominant factor in improving teacher performance, this is a recommendation to increase teacher work motivation if you want to get more teacher performance.

The Effect of Principal Supervision on Teacher Performance Through Achievement Motivation

The principal supervision has a direct impact of 15.1% on teacher performance. Additionally, there is an indirect effect of 4.95% on performance through the mediation of achievement motivation. Overall, the total effect of principal supervision on performance, including both direct and indirect effects, is 20.05%. This discovery demonstrates favorable outcomes. The positive association between the principal's supervision variable and the teacher's performance is strong, with higher levels of monitoring resulting in improved performance.

The favorable outcomes of the aforementioned calculations exhibit an inverse relationship when subjected to the sobel test. The calculation using the Sobel test yielded a z value of 1.86609279 (<1.98), indicating that the intervening variable (achievement motivation) is unable to mediate the influence of the principal's supervision on the performance of junior high school / MTs Javanese language teachers in Temanggung Regency. The findings of this study are in contradiction with the research carried out by Handayani & Rasyid (2015). According to Handayani & Rasyid (2015), principal supervision has a notable impact on the performance of public high

school teachers in Wonosobo. This effect is mediated by motivation. Intervening variables have the ability to either mediate or moderate the impact of principal supervision on teacher effectiveness. Additional research findings corroborate the study conducted Atik et al., (2023), which demonstrate that leadership exerts a favorable and substantial impact on performance.

The Effect of Work Culture on Teacher Performance Through Achievement Motivation

The direct impact of work culture on teacher performance is 32.1%, while the indirect impact of work culture through accomplishment motivation is 6.52%. The combined impact of principal supervision on performance, mediated by achievement motivation, is 38.62%. This discovery demonstrates favorable outcomes. A positive correlation exists between good work culture characteristics and the performance of junior high school Javanese language instructors in Temanggung Regency.

The favorable outcomes of the aforementioned calculations exhibit an inverse relationship when subjected to the Sobel test. The calculation using the Sobel test yielded a z value of 1.87122582 (<1.98), indicating that the intervening variable (achievement motivation) is unable to mediate the influence of work culture on the performance of junior high school Javanese language teachers in Temanggung Regency for the second time.

The findings of the Sobel test, indicating that the motivation variable does not act as a mediating variable in the relationship between work culture and performance, contradict the research conducted by Handayani & Rasyid (2015). According to Handayani & Rasyid (2015), work culture has a substantial impact on the performance of public high school teachers in Wonosobo, with motivational mediation playing a role. Handayani & Rasyid (2015) further validated that the motivation variable, acting as an intermediary variable, effectively mediates the connection between work culture

and teacher performance in public high schools in Wonosobo city.

CONCLUSION

Based on the findings from data analysis, description, research testing, and research discussion, this study can be summarized as follows: 1. There is a strong and positive correlation between the variables of principal supervision and work culture, directly impacting accomplishment motivation. 2. The variables of principal supervision, work culture, and achievement motivation have a direct and considerable favorable influence on teacher performance. 3. The presence of achievement motivation as an intervening variable does not have the ability to mediate the impact of principal supervision and work culture, which are independent factors, on teacher performance, which is the dependent variable.

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