



The Influence of Principal Supervision and Teacher Motivation on Teacher Performance at Kartika II-5 Elementary School

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Abstract

The purpose of this study was to determine how much influence the principal's supervision and teacher motivation have on teacher performance at Kartika II-5 Elementary School. This research is descriptive quantitative research. The population in this study was all 53 teachers at Kartika II-5 Elementary School, Bandar Lampung. In determining the sample using total sampling technique. Data collection techniques in this research include observation, questionnaires and literature study. Each variable consists of 15 statement items which are measured using a scoring scale of 1 to 4 using a Likert scale. The data analysis technique in this research is validity testing, reliability testing, simple and multiple linear regression testing, and hypothesis testing. Based on data analysis, it was found that the variables of principal supervision and teacher motivation influenced teacher performance, both partially and simultaneously.

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INTRODUCTION

Good human resources (HR) will also come from quality education. There are teachers who have the best abilities in the world of education, but the goals of education and teaching are not achieved. Teachers don't just teach; they also teach and train. Teachers must have the necessary abilities and competencies so that their duties and responsibilities can be carried out effectively. In elementary schools, teachers must have a minimum educational qualification of a fourth diploma (D-IV) or bachelor's degree (S1) in the field of elementary education (D-IV/S1, PGSD) or psychology and an accredited study program (Arini, 2019; Atrup & Kodriyah, 2022).

Teacher performance influences the success of learning objectives which consist of three aspects, namely clarity of tasks or work that is their responsibility, clarity of expected results from a job or function and clarity of time needed to complete a job so that it meets expectations (Ajepri et al., 2022). Therefore, in order for learning objectives to be fully achieved, the teacher as the person responsible for the success of learning must have the best and optimal performance.

To achieve optimal teacher performance, teachers must master the basic competencies required by general teachers. With teaching and learning experience, teachers will mature in mastering these competencies, so that optimizing teacher performance in

learning can certainly support and have a big influence on learning success. This is because teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess and evaluate students in early childhood education, formal education, basic education and secondary education (Aliyyah et al., 2020; Nurdin, 2021; Warif, 2019).

Furthermore, teachers' obligations include planning learning, implementing the learning process, as well as assessing and evaluating learning outcomes, improving and developing academic qualifications and competencies on an ongoing basis in line with developments in science, technology and art (Zulfitri et al., 2019). From the description above, teachers in the learning process activities at school occupy a very important role and function and without ignoring other supporting factors, teachers as educational subjects greatly determine the success of education itself.

According to Sholeh (2016), The principal in the school organization is very important because the strategic role of the principal influences teacher performance. School principals are expected to act as consultants and facilitators who understand teachers' needs and offer solutions. School principals are also expected to encourage teachers to be more innovative and creative and maximize their performance. When the quality of education in Indonesia is currently not evenly distributed across regions, the role of school principals becomes important.

In the context of developing teacher competency through supervision, it is

important to note that these activities do not only focus on increasing knowledge and skills in managing learning, but also encourage the development of motivation to improve the quality of performance. This is in accordance with the opinion of Indriawati et al. (2022), regarding teacher performance. Teacher performance is the level of success of a teacher in carrying out his duties and responsibilities as well as the teacher's ability to achieve the goals and standards that have been set as a teacher. Teacher ability is the basis for a teacher's good performance. Therefore, performance can be interpreted as the level to which a teacher achieves job requirements (Mangiri et al., 2021; Wahyuni et al., 2022).

Teachers have not fully carried out the very important roles and functions of teachers. Most teachers do not work full time. This can be influenced by many things, for example the academic supervision carried out by the school principal and the teacher's desire to work. Based on the researcher's observations of the factual situation and conditions in the Kartika II-5 Elementary School, Bandar Lampung environment, it shows that there are still many teachers who are less effective in teaching, due to the lack of direct supervision from the principal of the teachers, so that the teachers at Kartika II-5 elementary School, Bandar Lampung is very less motivated to teach, which has an impact on decreasing performance, apart from that there are still many teachers who teach without teaching preparation, the teacher data that researchers can get is as follows:

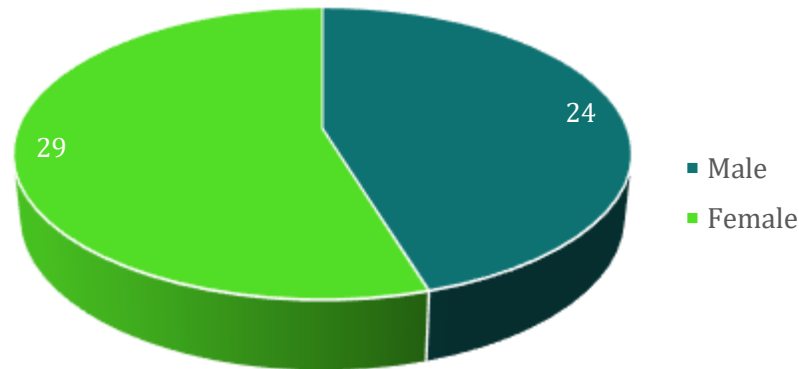


Figure 1. Kartika II-5 Elementary School Bandar Lampung Teacher Data

From the picture above, there are 24 men and 29 women. In this case, the number of female teachers is greater with a percentage of 54.7%. For greater clarity,

the data is further divided according to the age limit for teachers in Kartika II-5 Bandar Lampung.

Table 1. Number of Teachers Based on Age Limit

Gender	Age Limit	Total	Percentage (%)
Male	> 50 year	15 people	28,30%
Female	> 50 year	15 people	28,30%
Male	< 50 year	9 people	16,98%
Female	< 50 year	14 people	26,42%
Jumlah		53 people	100%

From table 1 above, the majority of teachers are over 50 years old. Junior teachers may face challenges in designing and implementing appropriate learning strategies, while senior teachers may have broader experience but may be stuck in established methods (Pradana et al., 2024).

Apart from supervision, motivation is also needed by teachers. According to Rivai, motivation is a series of attitudes and values that can influence each individual so that they can achieve more concrete things with individual goals (Jufrizen, 2018). Morals and values are intangible or tangible things that encourage a person to act in achieving goals. This encouragement consists of two components, namely the direction of behavior (working to achieve goals) and the strength of behavior (how strong the individual's efforts are in working).

Motivation includes feelings, thoughts and past experiences that a person has that are part of the company's inner and outer relationships. Apart from that, motivation is defined as the urge a person has to behave or act because they want to take action that can achieve goals or success. If an individual has strong motivation, he will take positive action in doing something, because he can achieve his goals.

Hamzah B. Uno in Fadhilah et al. (2020) stated that indicators of teacher work motivation can be seen through 1) responsibility in carrying out work; 2) achievements achieved; 3) self-development; and 4) independence in action. This independence is reflected in the attitude of teachers who always carry out their duties and responsibilities even though they are not ordered (Tarigan & Panggabean, 2022). Teachers consciously

carry out the work that is their responsibility so that they can provide a good learning experience (Pradana et al., 2022).

Based on the description above, the aims of this research is to determine the influence of principal supervision and teacher motivation on teacher performance at Kartika II-5 Elementary School Bandar Lampung, both partially and simultaneously.

RESEARCH METHODS

The design that will be carried out in this research is a quantitative descriptive research type. This research was conducted at Kartika II-5 Elementary School Bandar Lampung. The population in this study was all 53 teachers at Kartika II-5 Elementary School Bandar Lampung. In this research, a total sampling technique was used, namely a sampling technique using all members of the population as samples.

Data collection techniques in this research include observation,

questionnaires and literature study. Each variable consists of 15 statement items which are measured using a scoring scale of 1 to 4 using a Likert scale. The data analysis technique in this research is validity testing, reliability testing, simple and multiple linear regression testing, and hypothesis testing.

RESULTS AND DISCUSSION

The three variables used in this research, namely the principal's academic supervision variable, teacher work motivation, and teacher performance were measured using a questionnaire with a Likert scale consisting of 15 statement items and were declared valid and reliable through the validity and reliability of the instrument test.

Test Results of Principal Supervision Variables on Teacher Performance (X_1 -Y)

The following are the results of the t-test of the principal's supervision variable on teacher performance.

Table 2. T-Test Results of Principal Supervision Variables on Teacher Performance (X_1 -Y)

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	12.232	3.037		4.027	.000
	X_1 -Y	.468	.087	.600	5.356	.000

Based on table 2 above, it is concluded that the Principal Supervision variable has an influence on Teacher Performance. The results of the regression coefficients for the Principal Supervision variable on Teacher Performance are 0.468 with a constant value of 12,232, so it can be concluded that the simple linear regression equation is $Y = 12.232 + 0.468X_1$, it can be concluded that the Principal Supervision variable has a positive effect on Teacher Performance at Kartika II-5 Elementary School. Bandar

Lampung. This is in line with the research results of Pujianto et al. (2020) which states that the principal's academic supervision has a positive and significant effect on the performance of elementary school teachers. The better the implementation of the principal's supervision, the higher the teacher's performance will be (Zuldesiah et al., 2021).

To find out how much influence the Principal Supervision variable has on Teacher Performance, see table 3 below:

Table 3. Calculation Results of Simple Correlation Coefficient Testing for Variable X₁ against Variable Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.600 ^a	0.360	.347	1.976

From table 3 above, it is known that the R-Square value of the Principal Supervision variable is 0.360 or 36.0%, so the remainder (64.0%) is influenced by other independent variables which are not included in this research.

Test Results of Teacher Motivation Variables on Teacher Performance (X₂-Y)

The following are the results of the t-test of teacher motivation variables on teacher performance.

Table 4. T-Test Results of Motivation Variables on Teacher Performance (X₂-Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.344	2.437		5.885	.000
	X ₂ -Y	.812	.140	.631	5.815	.000

Based on table 4 above, it is found that the Teacher Motivation variable has an influence on Teacher Performance. The results of the regression coefficients for the Teacher Motivation variable on Teacher Performance are 0.812 with a constant value of 14,344, so it can be concluded that the simple linear regression equation is $Y = 14.344 + 0.812X_2$, it can be concluded that the Teacher Motivation variable has a positive effect on Teacher Performance at Kartika II-5 Elementary School Bandar Lampung.

This is in line with the research results of Damayani et al. (2020) and Sari et al. (2022) which states that there is a significant influence of teacher work motivation on teacher performance. According to Sari et al. (2021), The willingness to work will ultimately have an impact on the results of the work itself. Teachers have self-motivation to achieve better achievements than what they have done.

To find out how much influence the work motivation variable has on teacher performance, see table 5 below:

Table 5. Calculation Results of Simple Correlation Coefficient Testing for Variable X₂ against Variable Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.631 ^a	0.398	.387	1.915

From table 5 above, it is known that the R-Square value of the Principal Supervision variable is 0.398 or 39.8%, so the remainder (60.2%) is influenced by

other independent variables which are not included in this research.

Test Results for Principal Supervision Variables and Teacher Motivation on Teacher Performance (X_1X_2-Y)

The following are the results of the F-test for principal supervision variables and teacher motivation and teacher performance.

Table 6. F-Test Results

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	144.171	2	72.086	21.602	.000 ^b
	Residual	166.848	50	3.337		
	Total	311.019	52			

It can be seen from table 6 above that the Principal Supervision and Teacher Motivation variables together have a positive effect on Teacher Performance at Kartika II-5 Elementary School Bandar Lampung with a significant value of $0.000 < 0.05$. This is in line with the research results of Aprida et al. (2020) and Ramlang et al. (2022) which states that there is an influence of principal supervision and teacher work motivation together on teacher performance. School principals play an important role in improving

teacher performance in their schools; Consequently, principals must effectively oversee academics and motivate teachers in schools to participate in training that broadens their knowledge, enabling them to deliver high-quality work (Ramlang et al., 2022).

Next is the Determination test (R^2). The coefficient of determination R^2 essentially measures how far the model's ability to explain independent variations. Here are the results:

Table 7. Coefficient Test Calculation Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.781 ^a	0.609	.642	1.827

Based on Table 7 above, it is known that the coefficient of determination or R-Square value is 0.609. The R-Square value states that the variables of principal supervision and teacher motivation simultaneously influence teacher performance, namely 60.9%, while the remainder (39.1%) is influenced by other variables not studied.

CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion presented above, it can be concluded that 1) there is an influence between the principal's supervision variables on teacher performance at Kartika II-5 Elementary School, Bandar Lampung; 2) there is a relationship between teacher

motivation variables and teacher performance at Kartika II-5 Elementary School, Bandar Lampung; and 3) Simultaneously, there is an influence between the principal supervision variables and work motivation on teacher performance at Kartika II-5 Elementary School, Bandar Lampung.

Based on the results and discussion above, it still shows that the Principal Supervision variable received a low rating from respondents. Therefore, principals should plan to spend more time visiting teachers and continuously monitoring assigned tasks. In addition, future researchers can expand this research by studying other factors that can influence teacher performance, such as discipline

and the leadership style of school principals. They can also use other methods, such as conducting in-depth interviews with respondents.

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