

The Contribution of Principal Supervision and Motivation of Teacher Work Towards Teacher Attitudes to Work and Implementation of Teaching at State Junior High School in Bati-Bati District, Tanah Laut Regency



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ABSTRACT : This study aims to analyze how big the contribution is; supervising the principal of the teacher's attitude to work; supervising the principal on the implementation of the teacher's teaching duties; work motivation on teacher attitudes on work; work motivation on the implementation of teacher teaching tasks; the attitude of the teacher on the job towards the implementation of the teacher's teaching duties; supervision of the principal through the attitude of the teacher towards the implementation of the teacher's teaching duties; teacher's work motivation through the teacher's attitude on the job towards the implementation of the teacher's teaching duties. This study intends to describe and search for a number of existing research variables using correlational descriptive. The population of this research was collected from 97 teachers and 78 samples were obtained through proportional random sampling technique. This research is a descriptive correlational research with path analysis. Data collection was carried out using instruments consisting of principal supervision (25 items), teacher work motivation (28 items), teacher attitudes to work (41 items), teacher teaching assignments (43 items) which had been tested for validity and reliability. This research instrument tested the level of validity and reliability using the product moment person correlation test. The research data first tested for normality, linearity, and homogeneity. Data were collected using a questionnaire. Hypothesis testing was carried out using simple and multiple regression analysis techniques at a significant level of 0.05. The results of this study indicate that there is a significant positive contribution of principal supervision on teachers' attitudes to work; supervising the principal on the implementation of the teacher's teaching duties; work motivation on teacher attitudes on work; work motivation on the implementation of teacher teaching tasks; the attitude of the teacher on the job towards the implementation of the teacher's teaching duties. There is a significant positive contribution to the supervision of the principal through the attitude of the teacher on the job to the implementation of the teacher's teaching duties. There is a significant positive contribution to the teacher's work motivation through the attitude of the teacher on the job to the implementation of the teacher's teaching duties.

KEYWORDS: supervision of school principals, teacher work motivation, teacher attitudes on work, implementation of teaching tasks

INTRODUCTION

The implementation of a teacher's teaching duties in teaching is influenced by several aspects, including the supervision of the principal, the teacher's work motivation and the teacher's attitude to work. The results of the researcher's review of several previous studies stated that motivation had an effect on work attitudes. As (Wachidah, 2019) (Dewi, 2015) which states that work motivation has a positive and significant correlation to work attitudes. (Nurfadilah & Fariyah, 2021) mentions one of the factors that influence employee performance, namely the motivation factor, where motivation is a condition that moves a person to try to achieve goals or achieve desired results. The contribution or influence of the principal's supervision and the teacher's attitude on the job towards the implementation of the teacher's teaching duties was expressed by stating that there was a positive and significant contribution between the principal's supervision and the teacher's attitude on the job towards the implementation of the teacher's teaching duties.

Indonesian teachers always appear professionally with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education. Indonesian teachers have high reliability as the main resource for realizing the goals of national education, namely the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. a democratic and responsible state. Indonesian

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teachers are responsible for delivering their students to reach maturity as future leaders of the nation in all areas of life. The role of the teacher is increasingly important in the global era. Only through the guidance of professional teachers, each student can become a qualified, competitive and productive human resource as a national asset in the face of increasingly fierce and tough competition now and in the future. Indonesian teachers in their position as professionals function to increase the dignity and the implementation of the teaching duties of teachers serves to improve the quality of national education.

The teacher's attitude towards work is a teacher's belief in the work he carries, which is accompanied by certain feelings, and provides the basis for the teacher to make a response or behave in a certain way according to his choice. The teacher's attitude towards work affects the teacher's actions in carrying out their work activities. If a teacher has a positive attitude towards his work, then of course the teacher will carry out his functions and position as teaching staff and educators in schools with a full sense of responsibility. And vice versa, a teacher who has a negative attitude towards his work, he must only carry out his function and position as a mere routine. For this reason, it is very necessary to instill a positive attitude of teachers towards work, considering the role of teachers in the educational environment, in this case schools, is very important (Rivai & Murni, 2010).

One of the principal's roles in leading educational institutions is to supervise. Supervision comes from the words super and vision, super means above or higher and vision means to see, so supervision is an activity above to see, while supervisor is a person who supervises. Supervision carried out in schools is academic supervision. (Glickman, Manggar (2010) defines academic supervision as a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning goals. Academic supervision is an effort to help teachers develop their abilities to achieve learning goals. The principal's role as supervisor is to lead friends profession in schools to help develop abilities to achieve learning goals.

The teacher becomes an educator because of the motivation to educate. If he does not have motivation then he will not succeed in educating/teaching or if he teaches because he has to. The success of the teacher in teaching because of this encouragement/motivation is a sign that what the teacher has done has touched his needs. Teaching activities carried out by teachers who are interested in them because their needs are not in accordance with their own interests. Teachers who are motivated at work will lead to a positive attitude towards their work and the needs of teachers who are met will also encourage the implementation of the teaching duties of teachers in their schools.

METHOD

This research is a correlational descriptive research, which is a research that aims to describe and analyze direct and indirect correlations. The population in this study were all 97 public junior high school teachers in Bati-Bati District, Tanah Laut Regency. A sample of 78 people, the method of determining sample members was taken using the Proportional Random Sampling technique. Data were collected through teacher performance appraisal assessment instruments, principal supervision instruments were measured through learning program planning, implementation of learning programs and follow-up to learning program results, teacher work motivation instruments were measured through responsibility, work performance, opportunities for advancement, recognition of performance, and challenging work, the instrument of the teacher's attitude on the job is measured through cognitive, affective and conative, and the instrument of the implementation of the teacher's teaching task is measured through planning teaching, implementing teaching and conducting evaluations. The instrument was analyzed by means of testing the validity and reliability of the description of the collected data using path analysis to see direct and indirect correlations, by first testing normality, linearity, and homogeneity.

A total of four questionnaires were used in this study, namely the principal's supervision questionnaire, the teacher's work motivation, the teacher's attitude to work and the implementation of the teacher's teaching task. Data collection was carried out using an instrument consisting of 25 items of principal supervision (learning program planning, implementation of learning programs and follow-up to learning program results), 28 items of teacher work motivation (responsibility, work performance, opportunities for advancement, recognition of performance, and challenging work), teacher attitudes on work 41 items (cognitive, affective and conative) and implementation of teacher teaching tasks 43 items (planning teaching, implementing teaching and conducting evaluations). Before the instrument is used, the instrument is tested first. The data from the experimental results were analyzed to determine the validity and reliability. This study uses quantitative research that is intended to determine the correlation between principal supervision, teacher work motivation, and teacher attitudes on work towards the implementation of teaching tasks for State Junior High School teachers in Bati-Bati District, Tanah Laut Regency.

FINDINGS AND DISCUSSION

Based on the findings of assisted data with SPSS, found direct and indirect correlation coefficients. as described below:

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Table 1. Mean, Standard Deviation and Stage Variable of the Study

Variable	Mean	Standard Deviation	Stage
Principal Supervision	76.615	13.78	Stage
Teacher's Work Motivation	85,115	6,351	Currently
Teacher's Attitude at Work	139,820	15.796	Well
Implementation of Teaching Tasks	139,384	16.58 1	Tall

Table 2. Analysis regression X₁, X₂ and Z to Y

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	3,129	1.037		3.017	,007		
motivation	-,037	,150	-0.056	-,249	,806	,939	1.065
supervision	,022	,167	0.030	,130	,898	,910	1.099
attitude	,076	,166	,102	,458	,652	,937	1.068

Table 2 . Summary of path analysis results

Principal Supervision, Work Motivation on Teacher Attitudes at Work

Variable	Path Coefficient	T	P	R2 -
Principal Supervision	-0.231	-1.109	0.000	
Teacher's Work Motivation	- 0.137	-0.717	0.000	0.063

Supervision Head School , Motivation Work , Teacher 's Attitude At Work towards Implementation Teacher Teaching Task

Variable	Path Coefficient	T	P	R2 -
Principal Supervision	0.022	0.130	0.000	
Teacher's Work Motivation	- 0.037	-0.249	0.00 1	0.015
Teacher's Attitude at Work	0.076	0.458	0.000	

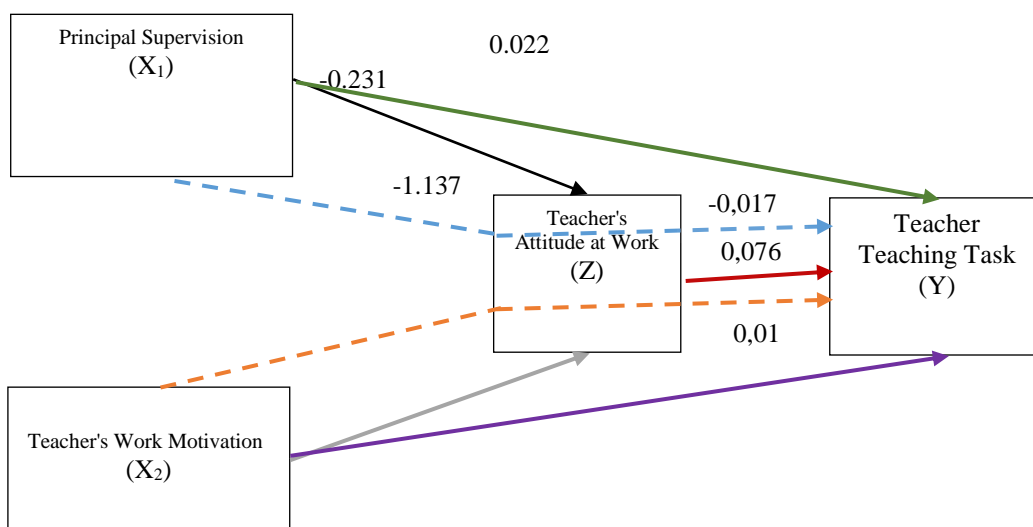


Figure 1. Path Analysis Model X₁, X₂ Z and Y

Based on Table 1 as well as Figure 1, the hypothesis in study this could seen in Tables 2 and 3.

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Table 3. Summary of Hypothesis Testing Decisions H₁ H₂ H₃ H₄ H₅

Hypothesis	P	Decision
H ₁ There is significant positive contribution of Principal Supervision on teacher's attitude to work	0.000	Accepted
H ₂ There is significant positive contribution of Principal Supervision on implementation teaching task	0.000	Accepted
H ₃ There is significant positive contribution to motivation teacher work on teacher's attitude to work	0.000	Accepted
H ₄ There is significant positive contribution to motivation teacher work to implementation of teaching task	0.000	Accepted
H ₅ There is significant positive contribution of the teacher's attitude to work to implementation of teaching task	0.000	Accepted

Table 4. Summary of H₆ and Hypothesis Testing Decisions H₇

Hypothesis	Direct	Indirect	Decision
	H ₆ There is significant positive contribution Principal Supervision through teacher's attitude to work to implementation of teaching task	0.001	
H ₇ There is contribution positive significant motivation teacher work through teacher's attitude to work to implementation of teaching task	0, 000	0, 010	Received

Table 3 is a summary of the decisions H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 4 is a summary of the decisions for testing the H₆ and H₇ hypotheses provided that if the direct correlation coefficient is less than the indirect correlation coefficient, then the hypothesis is accepted. Based on the results of the analysis in Tables 3 and 4, in this study, the correlation between variables was found which can be explained as follows.

A. The Contribution of Principal Supervision on Teacher Attitudes at Work at a State Junior High School in Bati-Bati District, Tanah Laut Regency

The results of the study indicate that there is a positive and significant contribution to the supervision of the principal on the attitude of teachers to work at the State Junior High School in Bati-Bati District, Tanah Laut Regency. This is supported by the t value of 6.332 with $p = 0.000$ because the price of $p < 0.05$. So the conclusion is H₀ is rejected and H₁ is accepted. Good supervision will improve the attitude of the teacher on the job. The results of this study strengthen the research (Runiartha et al., 2014) (Djumhuriyah, 2021) (Hulwani, 2014) and Hasibuan which shows that the supervision of the principal has a positive and significant contribution to teacher attitudes on work. The extent to which teachers are able to carry out learning, periodically the principal needs to carry out supervision activities, which can be done through class visits to observe the learning process directly, especially in the selection and use of methods, media used and student involvement in the learning process.

B. Contribution of Principal Supervision to the Implementation of Teacher Teaching Tasks at State Junior High Schools in Bati-Bati District, Tanah Laut Regency

The results of the path analysis show that the principal's supervision has a Beta value of 0.022 with a significance value of 0.000, which means that the principal's direct supervision contributes significantly to the implementation of teaching tasks for State Junior High School teachers in Bati-Bati District, Tanah Laut Regency.

Supervision is assistance from school principals aimed at teachers and other education personnel in order to increase their professional abilities, provide educational and teaching assistance, select teaching aids and appropriate teaching methods and appropriate assessment techniques. According to (Hulwani, 2014) Suharsimi Arikunto, 2004) (صباحي, n.d.) (Runiartha et al., 2014) (Wayan Ariana, Nyoman Dantes, 2015) the main activity of supervision is to provide guidance to teachers so that the quality of learning increases which can be seen from the achievements student learning and the quality of the school's graduates.

In order for the teacher's role in the task of educating to be successful, it is necessary for the teacher to provide guidance by means of supervision, the principal as a supervisor is burdened with the role and responsibility of monitoring, fostering, and improving the teaching and learning process in schools.

C. Contribution of Teacher's Work Motivation to Teacher's Attitude at Work at a State Junior High School in Bati-Bati District, Tanah Laut Regency

The results showed that there was a positive and significant contribution of teacher work motivation to teacher attitudes at work. This is supported by the t value of 7.345 with $p = 0.000$, because the price of $p < 0.05$, then H₀ is rejected, then H₂ is accepted. Thus, it can be said that there is a significant contribution between teacher work motivation and teacher attitudes towards teacher

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work at SMP Negeri Bati-Bati District. Good work motivation will improve the teacher's attitude to work. The results of this study are supported by research (Dewi, 2015) (Syamra & Barat, 2016) (Kastawi et al., 2021) Lugianto which states that motivation affects performance.

D. Contribution of Teacher Work Motivation to the Implementation of Teacher Teaching Tasks at State Junior High Schools in Bati-Bati District, Tanah Laut Regency

The results showed that there was a positive and significant contribution of teacher work motivation to the implementation of teacher teaching tasks. This is supported by the t value of 8.474 with $p = 0.000$, because the price of $p < 0.05$ then H_0 is rejected, then H_4 is accepted. Thus it can be said that there is a significant contribution between teacher work motivation on the implementation of teacher teaching tasks at SMP Negeri Kecamatan Bati-Bati. Good work motivation will improve the implementation of teacher teaching tasks. Calculation of the magnitude of the direct effect of work motivation on the implementation of the teacher's teaching duties after a regression analysis obtained a price of R^2 of 0.025. The amount of $R^2 = 0.025$ means that it is 2.5%. These results are supported by research (Kastawi et al., 2021) (Febrina Subagia et al., 2019) (Ningrat et al., 2020) who state that motivation affects performance.

E. The Contribution of Teachers' Attitudes to Work on the Implementation of Teachers' Teaching Tasks at State Junior High Schools in Bati-Bati District, Tanah Laut Regency

The results showed that there was a positive and significant contribution of the teacher's attitude on the job to the implementation of the teaching task of the teacher. After the regression analysis was carried out, the price of $R^2 = 0.084$ was obtained. The value of $R^2 = 0.084$ means that 8.4% of the role of the implementation of the teaching task was caused by attitude. teacher on the job and the price of t is 5.415 with $p = 0.000$, because the price of $p < 0.05$ then H_0 is rejected and H_5 is accepted. Thus it can be said that there is a significant contribution between the attitude of the teacher on the job to the implementation of the teaching task of the teacher at the State Junior High School in Bati-Bati District. The results of this study are supported by research (Hulwani, 2014) (Wachidah, 2019)(Cookson & Stirk, 2019) who stated that there is an improvement in attitudes towards the elementary teacher profession which will ultimately have an impact on increasing elementary school teacher performance, teaching abilities and work motivation.

F. The Contribution of Principal Supervision to the Implementation of Teacher Teaching Tasks through Teacher Attitudes in the Work of State Junior High School Teachers in Bati-Bati District, Tanah Laut Regency

The results of this study after paying attention to the coefficient of the F price on the ANOVA test, at a significance level of 0.05, the F value of 0.135 with $p = 0.001$ was obtained, and seen from the standardized coefficients (beta). The beta coefficient in this analysis shows the price of 0.042 (X1), and 0.111 (Z), because the price coefficient of $p < 0.05$ then H_0 is rejected. Thus, it can be said that there is a positive and significant contribution between the supervision of the principal and the attitude of the teacher in working together on the implementation of teaching tasks for the teachers of SMP Negeri Bati-Bati District. The results of this study are supported by research (Hulwani, 2014) (Djumhuriyah, 2021) (Wachidah, 2019) who stated that there is a positive and significant contribution to the supervision of the principal through the attitude of the teacher on the job towards the implementation of teacher teaching tasks.

G. The Contribution of Teacher Work Motivation to the Implementation of Teacher Teaching Tasks through Teacher Attitudes on the Work of State Junior High School Teachers in Bati-Bati District, Tanah Laut Regency

The results of this study indicate the magnitude of the contribution of the teacher's work motivation variable (X2), the teacher's attitude to work (Z) can contribute to the implementation of the teacher's teaching task (Y), after analyzing the data collected, the results of the regression analysis are as follows. The magnitude of $R^2 = 0.043$ means that 4.3% of the variance in the implementation of teacher teaching tasks can be explained by the teacher's work motivation and teacher's attitude towards work and is seen in the standardized coefficients (beta). The beta coefficient in this analysis shows the price of 0.136 (X2), and 0.162 (Z), then to find out whether the value is significant or not, a test is carried out on the t-statistical value. By paying attention to the F price coefficient on the ANOVA test, at a significance level of 0.05, the F price is 0.566 with $p = 0.000$, because the price coefficient $p < 0.05$, then H_0 is rejected. Thus, it can be said that there is a positive and significant contribution between the work motivation of teachers and the attitude of the teachers to work together on the implementation of teaching tasks for the teachers of SMP Negeri Bati-Bati District. The results of this study are supported by (Kastawi et al., 2021) (Syamra & Barat, 2016) (Dewi, 2015) stating that if the work motivation of teachers and the role of the principal is getting better, the professional teacher will also increase.

CONCLUSION

Based on the results of research and discussion on the contribution of principal supervision and teacher work motivation to teacher attitudes on work and the implementation of teacher teaching tasks, several conclusions can be drawn that: there is a positive and significant contribution from principal supervision to teacher attitudes at work. The amount of the variable contribution is 4.1% with sig. =0.000; there is a positive and significant contribution from the supervision of the principal on the implementation of the

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teacher's teaching duties. Because the contribution of the variable is 0%, with sig.= 0.000 ; there is a positive and significant contribution of work motivation to teacher attitudes on work. The contribution of the variable is 1%, with sig.= 0.000; there is a positive and significant contribution of work motivation to the implementation of teacher teaching tasks. The amount of the variable contribution is 2.5%, with sig.= 0.000; there is a positive and significant contribution of the teacher's attitude on the job to the implementation of the teacher's teaching duties. The magnitude of the contribution of the variable is 8.4%, with sig.= 0.000; there is a positive and significant contribution from the supervision of the principal of the teacher's attitude to work together on the implementation of the teacher's teaching duties. The results of multiple regression test showed the amount of contribution (Adjusted R Square) 7.8% with sig = 0.001; There is a positive and significant contribution from work motivation and teacher attitudes to work together on the implementation of teacher teaching tasks. The results of multiple regression test showed the amount of contribution (Adjusted R Square) 3.3% with sig = 0.000.

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