

The Effect of Principal Academic Supervision, Work Climate and Work Motivation on the Performance of Public Elementary School Teachers in Bumi Makmur District, Tanah Laut Regency



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ABSTRACT: This research aims to analyze the relationships between the principal academic supervision, work climate, and work motivation on the performance of public elementary school teachers in Bumi Makmur District, Tanah Laut Regency. A descriptive quantitative method was employed. This research included 123 public elementary school teachers from 13 elementary schools in the Bumi Makmur District. Using proportional random sampling, 109 individuals were sampled. This analysis of the research data employed descriptive statistics and path analysis. The collection of data is performed using an instrument. Path analysis was applied to the research data to determine the direct and indirect relationships between variables, after undertaking normality, homoscedasticity, multicollinearity, and heteroscedasticity tests. The results indicated that the academic supervision of the principal is directly and significantly related to the teacher performance. Work climate is significantly and directly related to the teacher performance. There is a direct and significant relationship between work motivation and teacher performance. Academic supervision by the principal is directly and significantly related to the work climate. Principal academic supervision is significantly and directly related to variables of work motivation. There is an indirect relationship through the work climate between the principal's academic supervision and the performance of elementary school teachers in the Bumi Makmur District of Tanah Laut Regency.

KEYWORDS: Principal Academic Supervision, Work Climate, Work Motivation, Teacher performance

I. INTRODUCTION

Schools are organizations employed in education with the primary goal of creating individuals with personalities, intellectual qualifications, and faith in and obey Allah SWT. Principals and teachers who play a strategic role are indispensable to the implementation of quality education. Teachers as educators are one of the determining factors in accomplishing educational objectives. Consequently, teachers must have high professional performance. Teacher performance is the optimal execution of a teacher's responsibilities as an educator in the form of teacher work performance in learning (Akbar & Imaniyati, 2019; Dina Rika Yandini, Ahmad Suriansyah, 2022; Hairiyati, Sulaiman, 2022; Haitami & Suriansyah, 2022; Kardata et al., 2023; Purnasari et al., 2023). The criteria for the good teacher performance include (1) high quality and quantity of work, (2) punctuality, (3) effectiveness, and (4) autonomy.

The government has enacted regulations regarding the prerequisites for becoming a teacher as an endeavor to improve teacher performance. Article 8 of Law No. 14 of 2005 regarding teachers and lecturers stipulates that teachers must possess academic credentials, competencies, teaching certificates, physical and mental health, and the capacity to actualize national education objectives. In addition, Article 10 paragraph 1 specifies that, as education professionals, teachers must possess four competencies: (a) pedagogical competence, (b) personality competence, (c) social competence, and (d) professional competence. Furthermore, Article 11 paragraph 1 explains that the teaching certificates as stated in article 8 are given to the teachers who have the four competencies. In Chapter IV, article 20 (a) regarding teachers and lecturers, it is stated that teachers are required to plan learning, implement a quality learning process, and assess and evaluate learning outcomes as part of their professional duties. The fulfillment of the teacher's primary responsibility through teaching and learning activities is an example of teacher performance.

Factors affecting teacher performance include the principal supervision, work motivation, work discipline, interpersonal communication, teacher's personal character, skills at work, support from colleagues, welfare (reward system), teacher's work climate; career design; teacher positions and development opportunities according to Supardi (2013). The achievement of educational goals and objectives will be impacted by both high and low levels of teacher performance. In order for a teacher to

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perform well, the principal must guide, nurture, and direct them effectively (Jumi, Puspitasari, Sulaiman, 2022; Purnasari et al., 2023; Rusdiana, Ahmad Suriansyah, 2022).

The data collected from the elementary school principals in the Bumi Makmur District of the Tanah Laut Regency showed that the teacher performance remains low. Teachers have not fulfilled their responsibilities and functions adequately. This is evident from the low quality of teachers, which is exemplified by the unoptimized results of teachers' work, such as unprofessional execution of teachers' primary responsibilities, inappropriate teaching methods, and poor classroom management. The teacher performance is also low in quantity. It is proved from the results of teacher work that is still not in accordance with the goals achieved by the school, such as teacher services to students in teaching that are not optimal and have not reached the goal of meeting the needs of students, as evidenced by the low number of students who graduate each year. Other problems can be seen as a result of unsuitable teaching methods, so the management of teaching time in face-to-face teaching is inefficient. In addition, teachers are still undisciplined in attendance, and there are still teachers who are frequently late. The use of free time is also not effective and efficient, which should be used by teachers to conduct evaluations, but the time is used for other work outside the teacher's main responsibilities. Furthermore, teachers lack responsibility.

The aforementioned facts demonstrate that the performance of public elementary school teachers in the Bumi Makmur District remains low. In order for a teacher to perform well, the principal must guide, nurture, and direct them effectively. A school principal is expected to have the skills and competencies necessary to provide guidance and input regarding the teacher's duties through supervision. In accordance with the principal's primary responsibilities, as outlined in Article 9 of Permendikbud No. 15 of 2018, which include managerial, entrepreneurial, and supervisory duties. Principals must provide academic supervision to all current teachers in order to improve the quality of education in schools (Hidayati, Risna, Ahmad Suriansyah, 2022; Sabri, Muhammad, Muhammad Saleh, 2022; Suriansyah & ., 2015; Wina Novita, Sulaiman, 2022). This will assist teachers in developing their capacity to manage the learning process in order to attain learning objectives.

Academic supervision is a series of activities designed to assist teachers in developing their capacity to manage the learning process in order to accomplish learning objectives (Naufal Akbar, Muhammad, Muhammad Saleh, 2022; Noviecka Weyanthi, Wahyu, 2022; Nurul Hidayah, M. Saleh, 2022; Wahyu, Wahyu, 2022). Academic supervision is an endeavor to assist teachers in achieving academic objectives. Moreover, academic supervision is associated with fostering and assisting teachers in enhancing the quality of the teaching and learning process, thereby enhancing the quality of student learning outcomes. The teacher's supervision in this research is based on The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 Concerning the Assignment of Teachers as Principals that explains three aspects of academic supervision activities, namely the planning process for academic field supervision activities, academic field supervision of teachers, steps for following up on the outcomes of academic field supervision (Jumi, Puspitasari, Sulaiman, 2022; Nurul Hidayah, M. Saleh, 2022; Sabri, Muhammad, Muhammad Saleh, 2022).

The work climate, in addition to academic supervision, also influences the performance of teachers (Firdaus et al., 2022; Mahdiana, Saleh, M, 2022; Muhammad Abidin, Ahmad Suriansyah, 2022). The work climate is a condition that depicts the relationship among school participants that is influenced by the physical, social, and cultural environment and will have an impact on the improvement of teacher performance. Work climate is a condition or state of the work environment in which an employee is able to perform his or her duties comfortably, calmly, and without dread. The indicators utilized are based on the findings of Litwin and Stringer's study (Wirawan, 2018), namely responsibility, identity, warmth, support and conflict.

Teacher performance is also affected by teacher motivation. Motivation can essentially originate from within self or from others (Ahmadiyahanto, Ahmad Suriansyah, 2022; Haji Munirah, Aslamiah, 2022; Niemi & Kousa, 2020; Purwanti & Suhaimi, 2020). With motivation, a person can do something with enthusiasm, which is responsible for the results of their work. Motivation stimulates an individual to exert a great deal of effort towards organizational objectives, which supported by capability to meet individual needs. Motivation is the willingness to expend a high level of effort in pursuit of organizational objectives, contingent on the ability of that effort to satisfy an individual need (Thoha, 2014). As per the Herzberg indicators of work motivation Hasibuan (2016) there are two types of need factors motivation variable and maintenance variable. Many factors influence teacher performance according to the preceding description. Since this is the background of this research, the research objective is to disclose and investigate in greater depth the factors that influence teacher performance by limiting the factors of principal academic supervision, work climate, and work motivation in elementary school teachers in the Bumi Makmur District of the Tanah Laut Regency.

II. METHOD

This research employed a quantitative approach. The objective of this research is to describe and analyze the direct and indirect relationships between principal academic supervision, work climate, and work motivation on the performance of public elementary school teachers in Bumi Makmur District, Tanah Laut Regency. This research population included 123 teachers from 13 public elementary schools in the Bumi Makmur District. The sampling technique utilized Proportional Random Sampling,

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choosing 109 individuals as the samples. This analysis of research data employed descriptive statistics and path analysis. The research data was gathered by utilizing a questionnaire. The data was organized using a Likert scale whose validity and dependability have been evaluated using correlation. The collected data was analyzed using path analysis to determine the direct and indirect relationships between variables, after performing the normality, homoscedasticity, multicollinearity, and heteroscedasticity tests. Analysis of data used path analysis.

III. RESULTS AND DISCUSSION

The results of data analysis and path analysis showed the direct and indirect relationship coefficients as shown in Figure 1.

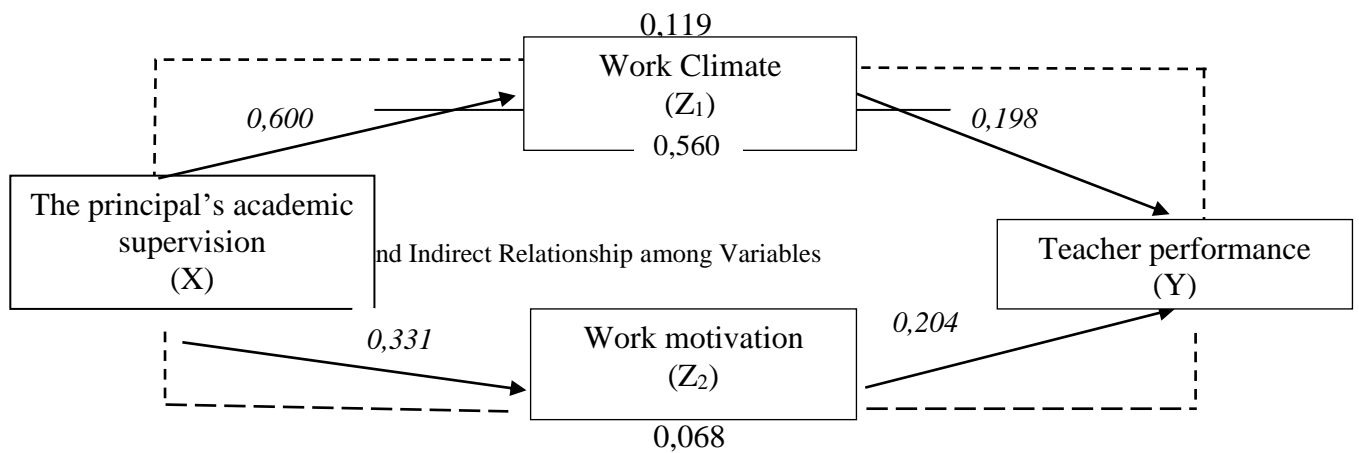


Table 1. Decision of Hypothesis Testing H₁, H₂, H₃, H₄, and H₅

Hypothesis		P	Decision
H ₁	There is a positive, significant effect of principal academic supervision on teacher performance	0,560	Accepted
H ₂	There is positive, significant effect of work climate on teacher performance	0,198	Accepted
H ₃	There is a positive, significant effect of work motivation on teacher performance	0,204	Accepted
H ₄	There is a positive, significant effect of principal academic supervision on work climate	0,600	Accepted
H ₅	There is a positive, significant effect of principal academic supervision on work motivation	0,331	Accepted

Table 2. Decision of Hypothesis Testing H₆ and H₇

Hypothesis	Direct	Indirect
H ₆	0,560	0,119
H ₇	0,560	0,068

The results of the path analysis as presented in table 1 are a summary of the decisions regarding H₁, H₂, H₃, H₄, and H₅ with a significance value less than 0.05. Therefore, the hypothesis is accepted. Table 2 decision results H₆ and H₇ are recognized under the condition that the significance value criterion is less than 0.05. Based on the analysis results presented in Table 1 and 2, this research identified a relationship between variables that can be explained as follows:

1. Principal academic supervision is significantly and directly associated with teacher performance

Given that $P_{xy} = 0.560$, indicating a direct relationship between the principal's academic supervision variable (X) and teacher performance (Y), it can be concluded that the principal's academic supervision variable has a direct and statistically

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significant effect on the teacher performance. This suggests that there is a positive and significant relationship between the academic supervision of the principal and the teacher performance. According to previous research by Suhaimi and Wardaniah (2017) there is a positive correlation between principal supervision and the performance of public elementary school teachers in the Tanjung District of Tabalong Regency. Studies found that provide additional evidence that the academic supervision has a positive and significant effect on the teacher performance (Lilis Kusriani, Ahmad Suriansyah, and Muhammad Saleh, 2018; Norhadaniah, Saleh, M., and Metroyadi, 2022; and Naufal Akbar, Muhammad, Muhammad Saleh, M.,2022).

2. Work climate has a direct and significant relationship with teacher performance

The result of research showed that $Pz1y = 0.198$, which indicates that there is a direct relationship between the work climate variable (Z1) and the teacher performance variable (Y). Therefore, the work climate has a direct and statistically significant effect on the teacher performance. The work climate has a positive and significant impact on the performance of public elementary school teachers in the Bumi Makmur District of the Tanah Laut Regency. The positive coefficient indicates that teacher performance will increase proportionally to the degree to which the school's work climate is conducive. This is consistent with the findings of Noviecka Wieyanthi and Wahyu, S. (2022), who found a direct correlation between organizational climate and teacher performance. Another study with comparable findings was conducted by (Vitria, V., Sulaiman, S., Rizalie, A. M., and Suhaimi, S.2021).

3. Work motivation has a direct and significant relationship with teacher performance

The result of research showed that $Pz2y = 0.204$, which indicates that there is a relationship between the work motivation variable (Z2) and the teacher performance (Y), so it can be concluded that the work motivation has a direct and significant influence on the teacher performance. This implies that the greater the teacher's work motivation, the greater their performance. This study's findings corroborate Normaini, Aslamiah, and Sulaiman's (2022) study showing that work motivation has a direct influence on teacher performance. The studies) demonstrate that employee motivation has a positive and significant effect on work performance (Bienstock & Marker, 2015; Barnawi, 2014; Hasturmadi, 2018; Theodora, 2015; Wahyudi, 2019).

4. Principal academic supervision is significantly and directly related to the work climate

The result of research showed that $Pxz1 = 0.600$ denotes a direct relationship between the principal academic supervision variable (X) and the work climate (Z1). The principal academic supervision variable obtained a sig value of 0.000 (Sig. value < 0.05) and a t-value of 7.763 greater than the t-table value, indicating that it has a direct and statistically significant effect on the work climate variable. The results of this study are consistent with the findings of (Ghautama, W. S.,2015; Meldarena, A.,2019).

5. Principal academic supervision is significantly and directly related to the work motivation

The result of research showed that $Pxz2 = 0.331$, indicating that there is a direct relationship between the principal academic supervision variable (X) and the work motivation variable (Z2). Thus, the principal academic supervision has a direct and significant effect on the work motivation. The results of testing the hypothesis indicate that the academic supervision of the principal influences work motivation. The greater the principal's ability for academic supervision, the greater the teacher's motivation to work. The results of this research are consistent with those of (Meldarena, A., 2019; Ndapaloka, V., Hardyanto, W., and Prihatin, T.,2017).

6. The indirect relationship between principal academic supervision and teacher performance through work climate

The result of research showed that there is a positive indirect relationship between the principal academic supervision and teacher performance through the work climate of public elementary school teachers in the Bumi Makmur District of the Tanah Laut Regency. A positive work climate can be created if the manager of the organization implements effective supervision. School principal must implement a variety of policies to enhance the school's work climate for all participants. Supervising the performance of teachers' duties is one of the principal's primary responsibilities for fostering a positive work environment. With the principal's effective academic oversight, the work environment, or in this case, the work climate, will be positively impacted and will foster excellent teacher performance. According to research conducted by Pujianto, P., Arafat, Y., and Setiawan, A. A. (2020), there is an indirect relationship between the principal academic supervision and the teacher's performance through the teacher work climate.

7. Indirect relationship between principal's academic supervision and teacher performance through work motivation

The result of research showed that there is an indirect relationship between the principal academic supervision and teacher performance through work motivation at the Public Elementary Schools in Bumi Makmur District, Tanah Laut Regency. The greater the quality of the principal supervision, the greater the teacher's work motivation, which will ultimately result in enhanced teacher performance. Therefore, it can be concluded that principal supervision and work motivation are interrelated, given that teachers are assisted and encouraged to improve their performance. To enhance teacher performance, teachers must also

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be highly motivated at work. The impact of principal supervision on teacher performance is readily apparent when considering work motivation. This is consistent with the research results concluded that enhancing teacher performance through academic supervision and work motivation (Mariah & Sa'ud, 2013; Wahyu, Wahyu, 2022).

IV. CONCLUSION

There is a relationship between the principal academic supervision, work climate and work motivation both directly and indirectly on the performance of public elementary school teachers in Bumi Makmur District, Tanah Laut Regency based on the results of the research.

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