

Supervision, Leadership, and Working Motivation to Teachers' Performance

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Abstract: *This study aims at determining the effect of supervision, leadership and working motivation to teachers' performance. The research was conducted on junior high schools in the city of Bogor, West Java, Indonesia. Survey and data analysis by using regression and correlation analysis are used to test the effect of three independent variables of supervision, leadership and working motivation to one dependent variable of teachers' performance. Tested on the level of confidence of 0.05 to 289 teachers by using proportional random sampling, the result reveals that there is a positive relation found among all variables. By observing coefficient of determination, it is concluded that supervision can boost the performance up to 72.4%, leadership reaches 72% and working motivation contributes 77.2 %.*

Keywords: *Supervision, Leadership, Working motivation, Teachers, Performance.*

1. INTRODUCTION

Education is a process of conscious effort made systematically, planned and organized to achieve the goal. The goal is in an effort to mature learners in a certain period to enable them to live independently without relying on anyone else. This may happen when all the components that have the obligation to make the innovation process through the potential learners have done their part proportionally.

Education aims to develop skills relating to changes in knowledge, attitudes, and skills besides shaping the character and dignity civilization in the context of the intellectual life of the nation, through the development of students' potentials to become religious and devoted to God Almighty in addition to being democratic and responsible citizens. To realize the above expectations, a process of careful planning and implementation involving considerable professional management and monitoring is necessarily done continuously and sustainably. And this can only be done by a teacher who possesses competence, excellent professionalism, pedagogic, socially and personally capable as the main actor.

Teacher is one of components in the management of the school having a very strategic role in the effort to develop the potential of learners forcing him to always play an active role in as a professionals in are of learning.

Realizing the implementation of a good teacher performance requires some supporting factors both internally and externally. Internal factor is the motivation of the teacher's own work, to possess desire to do the work in accordance with the standards prescribed or expected.

Having good work motivation in performing duties and responsibilities, a teacher will be able to lift and push the spirit to continue to complete the work. In addition to employee motivation, there are some external factors that can support the performance of teachers including the leadership of principal in conducting direction, guidance and provision of care that is done continuously and sustainably. Principal is usually a teacher who is given additional duties and responsibilities for managing the organization of the school. Principals should have the basic concept of right leadership in managing the school that may affect all subordinates to carry out duties and responsibilities properly.

Mostly, by visiting to the school, the supervision of the teachers is done only once a year. This practice seems to have not touched the meaning of that supervision yet as teachers often assume that all the planning is made in writing only as fulfillment of the work that is provided there because

sometimes process conducted by teachers in the classroom in the learning process often does not reflect things that are contained in a plan made by the teachers themselves. Besides, the supervisors who came to supervise is often assumed by teachers merely just for the sake of fulfilling obligation since the supervisors are rarely willing or in high spirit step into the classroom where teaching-and-learning process occurs.

Based on the background, as well as restrictions on problem identification, problems in this study is then formulated as follows: 1) is there a positive effect on the performance of the regular supervision of the teacher? 2) Is there a positive impact of school leadership on teacher performance? 3) Is there a positive influence of teachers' work motivation on the performance?

2. LITERATURE REVIEW

Teacher is one of components in the management of the school that has a very strategic role in the effort to develop the potential of learners as a teacher in carrying out their duties must have a clear target to achieve and form the basis encouragement to work and to be applied for a certain period of time. According Hadari Nawawi (2011), the performance is the result of execution of the work, both physical / material and non-physical / non material. From here it is obvious that the teacher can be observed when the performance has physical evidence of work planning and administering of the activities that have been programmed, and possessing scheme of reporting the work process.

Many factors affect the performance of a teacher in an organization either human or nonhuman that may hinder the teachers' performance such as regular supervision, school leadership and motivation. Thus, performance of a teacher in the school is the ability to show the results of the output of activities carried out within a certain time.

2.1. Teachers' Performance

Rue and Byars (2007) define performance as how well an employee meets the requirements of the job. Basically the employee's performance is determined by three factors: effort, ability, and direction. Effort refers to how hard a person works; ability is an effort that is related to one's ability, and direction is the activity that refers to how well the person understands what is expected from work. It means that the performance will be realized when in the process of achievement; it is supported by three factors that cannot be separated. If one factor is not possessed by the teacher, then the performance will be low. A teacher who has a high performance is the result of combination of how much efforts in carrying out the work, how high competency to do the job as well as the extent to which of the purpose of the work is well understood. The basic principles in performing well is to uphold honesty highly, to conduct maximum learning process, to have a high sense of responsibility, to have clear objectives, to concentrate on results and to cooperate, to have a pattern of continuous work, and always to do continuous improvement. Further, Schermerhon, Hunt and Osborn (2010) explain that the performance is much influenced directly by 1) the individual attributes such as the ability and experience, 2) organizational support such as resources and technology, and 3) business or a person's willingness to work hard at any job. The achievement of very highly performed teacher cannot be separated from the influence of a leader, co-workers, stakeholders as well as a very strong effort from individuals themselves.

Based on the above theory, it is concluded that teacher performance is a result, the view or the product of the efforts and activities in order to meet the criteria of a job at a particular time span, with indicators: 1). preparation of lesson plan, 2). fun teaching-and-learning environment, 3). Conducive classroom, 4). Assessment management, 5) professional development. 6). administrating / archiving, and 7). Reporting the results of the work.

2.2. Superintendent' Supervision

According Syaeful Sagala (2006), supervision is assisted effort given to teachers in performing professional duties so that teachers can help students to learn better than before. Thus, supervision can also be interpreted as an aid in the development of better learning or an activity that is provided to help teachers carry out their work to become more optimal. This way, supervision has a function to direct, coordinate, develop, guide and organize others in achieving the objectives which are set out in the school situation leading to the sense that supervision has a significant meaning to give help and guidance.

Supervision is often translated as keeping an eye on , but actually it has special meaning, namely to help and to participate in efforts to improve the quality, to improve teaching and learning situations, to foster creativity of teachers, to provide support in involving teachers in school activities, and to foster a sense of responsibility of teachers in implementing duties. According to Abdul Hads and Nurhayati (2010), supervision is the assistance given to subordinates (teachers) in order to grow both personally and socially with emphasize on professional aspects. Thus, it can be interpreted that supervision is systematic and well-planned effort undertaken by a supervisor (in this case the School Trustees) to foster, to encourage and to direct the teachers to achieve educational goals effectively through better learning process.

The process of supervision is part of the school superintendent's task in implementing the views or approaches that involve teachers to optimally apply their whole creativities. Besides, it is an effort of school superintendent to guide teachers in improving learning process that includes planning the program, presentation, method, and evaluation.

From a number of theories it is concluded that what is meant by the school superintendent is coaching, direction, and guidance for the improvement and development of abilities and skills of teachers in contributing to the aims of education. The indicators are: 1). Composing supervision programs, 2). Assistance to teachers individually or in groups. 3) Teachers professional development. 4). Implementing monitoring or surveillance activities. 5). Teachers' performance assessment. 6). Reflection on the results of the assessment, 7). Using the findings of the assessment. 8). Reporting the results of supervision.

The hypothesis formed to test for this purpose is:

H1: Regular supervision positively influences teacher's performance within school organizations in Bogor, Indonesia

2.3. Principal Leadership

According to Yukl (2009), leadership is a deliberate process of a person to emphasize a strong influence on others to guide, create a structure, as well as facilitate activities and relationships within a group or organization. Thus, leadership of a principal in a group should be able to exert influence, capabilities and activities to influence others around them in order to implement responsibilities as a member of the organization to achieve educational goals.

Several important things in leadership, among others, are: 1) behavior leading activities, 2) the activity of power relationships with members, 3) the process of communication in directing an activity, 4) personal interaction in achieving the goals, 5) taking the initiative in improving job satisfaction, 6) the organization's activities to improve achievement.

The school principal as an educator when performing roles as teachers' superintendent is to guide the school teachers in teaching programs and guidance and counseling in terms of implementing teaching programs, evaluating learning outcomes and counselling services as well as ability to give an example of what good teaching is like. Furthermore, according to Rue and Byars (2007) leadership is the ability to influence others so that the person is trying to reach the goal vigorously.

The principal as leader covers the aspects; 1) having a strong personality, in terms of honest, confident, responsible, bold decision-making, high-minded, able to control emotions and serving as a role model / exemplary, 2) understanding the conditions of teachers, employees, students, having a program / efforts to improve welfare employees, to hear advice, suggestions, criticism of teachers / employees / students through meetings, 3) having vision and understanding the school's mission, capable of taking decision for internal affairs school , 4) the ability to communicate orally and verbally to both t teachers and other education personnel, capable of expressing ideas in the form of oral able to communicate verbally with the students and the community / parents.

Based on a number of the above theory, it is concluded that school leadership is an act or behavior of principals in influencing and encouraging others (teachers) in order to make changes and achieve the objectives. Indicators are: 1) mentoring and directing teacher's activity, 2) giving reward and punishment, 3) maintaining relationships with teachers and personnel, 4) attention to the needs and welfare of teachers, 5) controlling working atmosphere, 6) attention to job performance of teachers, 7) initiative in improving job satisfaction, 8) an assessment of the teachers and personnel.

Therefore, we hypothesized that:

H2: Principal school leadership positively influences teacher performance within school organizations in Bogor Indonesia.

2.4. Working Motivation

According to Hasibuan (2012) motivation is the driving force provision that creates the excitement of one's work so they want to cooperate, to work effectively and integrated with all its resources to achieve satisfaction. It seems clear that the motivation serves as the driving, steering and driving behavior to achieve a purpose. Motivation is one of the most important factors for improving the performance of teachers in performing their duties so as to get maximum results and the achievement of a goal expected. Colquitt (2009) gives the sense that motivation involves processes providing energy, directing, and maintaining behavior or attitude. This views suggests that motivation is able to provide energy or strength in determining direction, intensity and persistence as well as maintain behavior to carry out the work.

Furthermore, the factors that work in the process of motivation according to Robbins (2009) can be prefixed with an insatiable desire (unsatisfied). With the insatiable desire then appears tranquility (tensions) within the individual, giving rise to a boost (drives) to search for how to realize something not satisfied. Once the requirement is satisfied then the tension will decrease (reduction of tensions) but it will reappear if unsatisfied needs are found again.

There are some characteristics of people who have high motivation such as: 1) doing things as well as possible, 2) doing something to achieve success, 3) completing tasks that require effort and skills, 4) desire to be famous or to master a particular field, 5) doing a difficult job with satisfactory results, 6) doing something very meaningful, and 7) do something better than others.

Based on the above theory, it can be concluded that work motivation is power or energy from within itself (intrinsic) or from outside (extrinsic) in maintaining, arousing and mobilizing efforts and behaviors to achieve goals or job satisfaction. With the following indicators, intrinsic motivation consists of: 1) a sense of responsibility in doing the job, 2) passion to achieve job satisfaction; 3) spirit in improving livelihoods, 4) the behavior of self-development while extrinsic motivation consists of: 1) recognition, appreciation and confidence in doing the job, 2) communication with the personnel in the work environment

Thus, we hypothesized that:

H3: Working motivation positively influences teacher performance within school organizations in Bogor Indonesia.

3. DATA COLLECTION

This study applies mix method with direct observation to the field aimed at analyzing the phenomenon occur when the research took place then confirm the finding by using direct depth interview. This way, writers apply *Sequential Explanatory Mixed Methods*. Descriptive statistics and quantitative analysis are used for finding initial solution to the problem encountered. The entity of this study were 1700 public school teachers of junior highs in Bogor, West Java Indonesia. Sampling was conducted in 40 districts in Bogor through proportional random sampling technique. By using formula of Isaac and Michael (Sugiyono, 2010) 289 teachers were taken as sampling unit.

Techniques of data collection in this study is in the form of questionnaire. The normality assumption is prerequisites to proceed to further test. Analysis is conducted with multiple linear regression and hypothesis testing is performed at a significance level of 0.05. Normality test is calculated with Lilliefors test while homogeneity is performed with Bartlett test.

4. RESULT AND DISCUSSION

The teachers of listed organizations were asked to participate in the survey by responding their opinions for four different measures in supervision, principal's leadership, working motivation and performance. The normality and homogeneity are performed with Lilliefors test and Bartlett test. Data are normally distributed and homogenous as the value of each variable is not exceeding the critical value for Lilliefors test and above the critical value for Bartlett test.

4.1. The Effect of Supervision to Teacher's Performance

In order to test whether supervision is crucial factor for influencing teachers' performance, t-test has been conducted. Since the t value as shown in table 1 is higher than the critical value of t table, we accept the alternate hypothesis. Thus, it can be stated that supervision positively influences teacher performance within school organizations in Bogor Indonesia. The strength of association of supervision (X_1) to teacher's performance (Y) is observable from coefficient correlation (r_{y1}) = 0.851.

Table1. Significance test and coefficient of correlation of supervision (X_1) to teacher's performance(Y)

Observation	R	R ²	t _{test}	t _{table} α		Conclusion
n	r _{y1}	r ² _{y1}	t _{ov1}	0,05	0,01	
289	0.851	0.724	27.464	1.658	2.326	Significant

Based on the calculation results as shown in Table 1, it is obtained that t test is > t table. This means that the correlation coefficient of supervision to teacher performance is significant. The hypothesis stating that *regular supervision positively influences teacher's performance within school organizations in Bogor, Indonesia* is acceptable, meaning the more regular supervision of the teacher, the better the performance of the teachers. The coefficient of determination of 0.724 means regular supervision factor contributes to the teacher's performance as of 72.4% while 27.6 % is influenced by other factors.

4.2. The Effect of Principal's Leadership to Teacher's Performance

Another t test is conducted to find out whether principal's leadership is crucial factor for influencing teachers' performance. Since the t value as shown in table 2 is higher than the critical value of t table, we accept the alternate hypothesis. The strength of association of principal's leadership (X_2) to teacher's performance (Y) is observable from coefficient correlation (r_{y1}) = 0.849.

Table2. Significance test and coefficient of correlation of principal's leadership (X_2) to teacher's Performance(Y)

Observation	R	R ²	t _{test}	t _{table} α		Conclusion
n	r _{y1}	r ² _{y1}	t _{ov1}	0,05	0,01	
289	0.849	0.720	27.464	1.658	2.326	Significant

Based on the calculation results as shown in Table 2, it is obtained that t test is > t table. This means that the correlation coefficient of principal's leadership to teacher performance is significant. The hypothesis stating that *principal school leadership positively influences teacher performance within school organizations in Bogor Indonesia* is acceptable, meaning the more effective the leadership's principal, the better the performance of the teachers. The coefficient of determination of 0.720 means leadership's principal factor contributes to the teacher's performance as of 72.% while 28 % is influenced by other factors.

4.3. The Effect of Work Motivation to Teacher's Performance

Further t test is conducted to find out whether work motivation is contributing factor in determining teachers' performance. Since the t value as shown in table 3 is higher than the critical value of t table, we accept the alternate hypothesis. The strength of association of work motivation (X_3) to teacher's performance (Y) is observable from coefficient correlation (r_{y1}) = 0.879.

Table3. Significance test and coefficient of correlation of work motivation (X_3) to teacher's performance(Y)

Observation	R	R ²	t _{test}	t _{table} α		Conclusion
n	r _{y1}	r ² _{y1}	t _{ov1}	0,05	0,01	
289	0.879	0.772	27.464	1.658	2.326	Significant

Based on the calculation results as shown in Table 3, it is obtained that t test is > t table. This means that the correlation coefficient of work motivation to teacher performance is significant. The hypothesis stating that *working motivation positively influences teacher performance within school organizations in Bogor Indonesia* is acceptable, meaning the higher the motivation, the better the performance of the teachers. The coefficient of determination of 0.772 means working motivation factor contributes to the teacher's performance as of 77.2% while 22.8 % is influenced by other factors.

Furthermore, result of qualitative research interviews, observation and documentation in three Junior High School in the city of Bogor, confirms the tendency of the relationship between Supervision,

Leadership, and Working Motivation to Teachers' Performance. This finding also strengthens the quantitative research hypothesis results testing that there is a positive significant relationship among observed variables.

4.4. Interaction of Supervision, Leadership, and Working Motivation to Teachers' Performance

When tested together the model is specified as:

$$\hat{Y} = b_0 + b_1X_1 + b_2X_2 + b_3X_3$$

Where:

\hat{Y} = Teacher's Performance

b_0 = constant

b_1, b_2, b_3 = regression coefficient

X_1 = Supervision

X_2 = Principal's Leadership

X_3 = Work Motivation

Tabel4. Multiple Regression Analysis Summary

Model	B	R	R ²	F-test	F-tablel α		Conclusion
					0,05	0,01	
				485.57	3.874	6.724	Significant
Constant	-4.3145						
Supervision	0.305						
Principal's Leadership	0.262	0.914	0.836				
Work Motivation	0.425						

Tables 4 show the results of multiple regression analysis. The table reports a significant F statistic, indicating that the model has strong prediction strength ($F = 485.57, p < 0.01$). As further shown in Table 4, the regression does a good fit on modeling teachers' performance as 83.6% of the variation in determination of teachers' performance is explained by the model (R Square = 0.836). Only 16.4% of teachers' performance is influenced by factors not included in the model.

The model derives the following equation: $\hat{Y} = -4.3145 + 0.305X_1 + 0.262X_2 + 0.425X_3$.

Observing the value of regression coefficient from the highest to the lowest, this model confirms that Work Motivation (X_3) as the most dominant variable in determining the teachers, performance, followed by Supervision (X_1) and Principal's Leadership (X_2).

5. CONCLUSION

Based on research results obtained through collecting data as well as analyzing the data both quantitatively and qualitatively on variables of the regular supervision, principal's leadership, and work motivation to performance of teachers in Junior High Schools located in Bogor, West Java, Indonesia, several conclusions are drawn:

- There is a very significant positive effect of regular supervision on the performance of the teacher, which means that the more effective and regular supervision of supervisors, the higher the level of teacher performance that can be seen from the results of quantitative research demonstrated by the coefficient of determination = 0.724 indicating supervision contributes 72.4% to the performance of teachers. This result is also supported by the results of qualitative research conducted through field observations, interviews with informants, and extracting documents showing when inspectors giving guidance and coaching regularly and effectively there will always be improvement in the performance of teachers.
- There is a very significant positive effect of school leadership on teacher performance. It means that the more effective the leadership of the principal, the better the level of teacher performance that can be seen from the results of quantitative research demonstrated by the coefficient of determination = 0.720 indicating leadership contributes as much of 72.0% to the teacher performance of teachers. This result is also supported by the results of qualitative research

conducted through field observations, interviews with informants, and extracting documents indicating if the principals exert leadership, the performance of teachers will continue to improve.

- There is a very significant positive effect of work motivation on the performance of teachers' work motivation meaning that the more motivated the teachers, the higher the level of teacher performance observable from the results of quantitative research demonstrated by the coefficient of determination = 0.772 indicating work motivation contributes as much of 77.2% to the performance of teachers. This result is also supported the results of qualitative research conducted through field observations, interviews with informants, and extracting documents indicate if the teacher has the power or energy from within itself (intrinsic) or from outside (extrinsic) to maintain it will improve teachers' performance.
- When tested jointly, there is a very significant positive effect of the regular supervision, school leadership and motivation to teacher performance. Observing the coefficient of determination = 0.836, those three variables altogether contribute 83.6% to teacher performance while 16.4% of teachers' performance is influenced by factors not included in the model. This model confirms that work motivation is the most dominant variable in determining the teachers' performance, followed by supervision and principal's school leadership.

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