

Academic supervision and work motivation as a contributing factor of teacher competence

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Abstract: This study aims to find an empirical contribution of academic supervision by school supervisors and work motivation to teacher competence. This research is a quantitative study with survey design, a cross-sectional technique. Samples were 84 respondents. Data were collected through a questionnaire and analyzed using descriptive analysis techniques, as well as regression analysis through SPSS. The findings of this study indicate that supervision by supervisors includes high categories. The R^2 value of the contribution of academic supervision of school supervisors to competencies was 30.4%. Contribution of teacher's work motivation to teacher competency R^2 value was 46.1%. The contribution of academic supervision of school supervisors and work motivation, to teacher competence, was 47%. Recommendations for the betterment of education in Indonesia are offered.

Keywords: Supervision, work motivation, and teacher competence

INTRODUCTION

Indonesian Educational Law No. 14 of 2005 concerning teachers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students (Republic of Indonesia, 2006). Revamping and improving teacher performance in schools absolutely needs to be done both individually and organizationally in an effort to improve the quality of human resources educators. Jones, Jenkin, and Lord (2006) are of the view that failing and low-performing teachers can have a negative impact on the school's reputation on society, student achievement, the performance of other teachers, the performance of support staff and school leadership and management.

Academic supervision and managerial supervision of supervisors is an attempt by a supervisor to improve work patterns and school performance, including teacher professionalism. Professional is work or activities carried out by a person and a source of living income that requires expertise or skills that meet certain quality standards or norms and require professional education. In relation to teacher professionalism, professional teachers are not just for one competency, but covering all competencies, namely: pedagogical competence, personality competence, professional competence, and social competence (Sagala, 2012). Teacher professional guidance development carried out by

supervisors, in general, has run as expected. However, the substance related to the work of teachers has certain weaknesses. Therefore coaching the ability of teachers must receive serious coaching through improving the function of academic supervision and managerial supervision of school supervisors.

On the other hand, for professional teacher schools with high performance is the key to the success of the teaching and learning process. For this reason, educational managers are required to understand and realize the importance of teacher performance in the education process. Next, it is necessary to analyze the strategic factors that affect teacher performance. The principal's leadership function, supervisor supervision, and work motivation are among a number of factors that determine teacher performance.

Many teachers teach with conventional methods and tend to be monotonous, a low pedagogical competence. There are still many teachers who do not meet the educational qualification standards, showing low professional competence. Some teachers do not yet have a sense of responsibility and motivation to advance, a lack of personality competence. Teachers have not been able to work together with fellow school peers or between schools, this problem will hamper school success, low social competence. Lack of motivation to teachers by principals in achieving learning goals; in the other words, they teach the goal is only to fulfill the obligation to the quantity of teaching hours alone. Therefore, one of the tasks of the principal is to be able to create professional teachers so that they can work in accordance with the directions given.

Research question

Based on the background of the problems that have been raised, below is a research question that will guide researchers in examining the contribution of supervisor supervision and work motivation to teacher competence, namely:

1. Is there supervision contribution by the supervisor to teacher competence?
2. Is there a contribution of work motivation to teacher competence?
3. Are there supervision contributions by supervisors and work motivation simultaneously to teacher competence?

LITERATURE REVIEW

Teacher Performance

Work performance or competence is part of human resource management which is closely related to the criteria for success in an organization. In general, performance comes from the word job performance or actual performance is the actual work performance or achievement achieved by someone in carrying out the main tasks, functions and responsibilities given to him. Jones et al. (2006) explain that the definition of performance leads to the conclusion that an individual's performance needs to be gauged with both behavior and outcomes in mind". The definition of performance leads to the conclusion that individual performance must be measured by both behavior and results in

mind. Performance is a real achievement that is displayed by someone after carrying out their duties and roles in the organization while productive performance is a level of achievement that shows high use results.

Teacher performance development needs to be done continuously from all levels involved in the education management process. Jones et al. (2006) suggested that developing teacher performance, ideally, as part of an ongoing management process, needs to be addressed at both the school and individual level. For individuals to take action to deal with teachers who do not meet performance standards, the aim is to minimize low performance.

While relating to the teaching profession, Government Regulation No. 74, 2008 concerning Teachers, in general terms explains that, "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, basic education and secondary education". Article 2 of the law explains that "teachers have a professional position at the level of early childhood education, basic education and secondary education, in the formal education pathway adopted in accordance with statutory regulations. Basically, teacher performance can be seen from the quality of learning in accordance with established performance standards. This is stated in Minister of Education Regulation No. 16 of concerning the qualifications and competency standards of teachers, states that the performance of elementary school classroom teachers can be shown from how much the required competencies are met. These competencies include personality competencies, social competencies and professional competencies.

Professional teacher performance is shown by how much the competencies. Besides, good teacher performance will certainly produce good student learning achievement. Teacher performance is the ability and success of teachers in carrying out learning tasks shown by indicators: (1) the ability to draw up a learning plan, (2) the ability to carry out learning; (3) the ability to make interpersonal relationships; (4) ability to carry out an assessment of learning outcomes; (5) ability to carry out enrichment; and (6) ability to carry out remedial.

Supervision

One of the factors influencing teacher performance is supervision activities. Aseltine, Faryniarz, and Rigazio-Digilio (2006) defined teacher supervision and evaluation as an important focus for principals and other administrators. Teacher supervision and evaluation is an important focus for school principals and other administrators. Supervision in education generally refers to efforts to improve the teaching and learning situation. Through supervision, Aseltine et al. (2006) explained that a person can identify student involvement, peer assessment, and opportunities for children to work together as important components of effective classrooms. Supervision is essentially professional guidance in an effort to improve the teaching and learning situation. In line with this opinion, Sagala (2012) believes that educational supervision is providing assistance to

teachers to improve the teaching and learning situation and improve teaching quality to help students to be better in learning ".The problem of learning quality concerns an essential problem, namely the problem of the quality of teaching conducted by the teacher must receive continuous and continuous supervision and coaching. This problem is closely related to the supervision of education carried out by the leader to his teachers.

Furthermore, to obtain ongoing supervision, UPI's Educational Administration Lecturer Team (2014, p. 315) divides the main functions of education supervision as follows; (1) conduct inspections, (2) research results of inspections in the form of data, (3) assessment, (4) training, (5) coaching. Related to the indicators and dimensions of supervision in education, Glickman (2002), mentioned three supervision approaches that can be applied by a supervisor, in this case, is the school supervisor, namely (1) the directive approach; (2) collaborative approach; (3) instructive approach. These three dimensions can represent all models and techniques of academic supervision carried out by school supervisors. The existence of heterogeneous teachers causes the use of techniques and supervision models to vary from one teacher to another according to their needs. Through these supervision approaches, a supervisor can determine the appropriate supervision techniques and models to provide guidance to teachers.

Supervision approaches into 3 dimensions in more detail as follows: "(1) the supervisor directive approach emphasizes classification behavior, presents, directs, shows standardization, and strengthens in developing assignments for teachers, then in (2) a collaborative approach, supervisors emphasize the behavior of presenting, explaining, listening, problem solving negotiations and used to develop contracts between teachers and supervisors, (3) non-directive approaches, listening behavior, encouraging, classifying, presenting and solving the problems used to make a teacher's plan (Glickman, 2002).

Work motivation

Every person in carrying out a certain action must be driven by the existence of certain motives. Motivation is a major component of complex psychological principles and forces within each person. Besides, motivation also arises because of the results of interactions between individuals with the situation, therefore each individual has their own motivation that may be different from other individuals. There are many understandings given by the authors about motivation. Santrock (2008) stated that motivation is a process that gives enthusiasm, direction and persistence in behavior. Motivation differs based on four psychological perspectives, namely: (1) behavioral perspective, emphasizing external rewards and punishment as a key in determining motivation, (2) humanistic perspective, emphasizing an individual to develop personality, freedom to choose their destiny, (3) cognitive perspective, emphasize that an individual's thoughts will guide their own motivation, (4) social perspective, emphasize one's motives for dealing with others safely.

In four psychological perspectives on motivation, Santrock (2008) divides motivation into two parts, namely: (1) intrinsic motivation is internal motivation to do something for something itself (the goal itself), (2) extrinsic motivation is to do something

to get something else, the way to achieve goals in external motivation is often influenced by external incentives such as rewards and punishments.

Furthermore motivation in the concept of organizational behavior, many experts argue about work motivation, Newstrom (2011), specifically defines the definition of work motivation as "the result of a collection of internal and external forces that cause workers to choose the way to act accordingly and use certain behaviors. Ideally, this behavior will be directed towards the achievement of organizational goals. Heller (1998) explained that motivation is the desire to act, everyone can be motivated by several different forces. At work, we need to influence subordinates to align their motivation with organizational needs. "

Based on some of the above, it can be explained that work motivation is encouragement, strength, enthusiasm and persistence of one's behavior to work activities. Encouragement and strength can come from within and outside themselves to act on the achievement of organizational goals. Meanwhile, in this research, the teacher's work motivation means it is encouragement, strength, enthusiasm and persistence of the behavior of a teacher to his work activities, namely in teaching and learning activities.

Framework

A study framework is very important and useful to avoid mistakes in arguing. The framework of thought in this study was born from theory. The framework of thought is the essence of the theory that has been developed in order to provide answers to problem-solving, which states the interrelationships of variables based on theoretical discussion.

In this study elementary school, teacher performance variables are indicated by pedagogic competence, personality competence, social competence and professional competence set out (Mendiknas, 2007a). Supervision variable is the ability of supervisors in supervision activities that can be assessed by teacher perceptions as indicated by personality competencies, managerial supervision competencies, academic supervision competencies, and educational evaluation competencies, social competencies (Mendiknas, 2007a) concerning Standards Elementary School Supervisor Competencies. The variable work motivation of teachers is shown by recognition, appreciation in the form of money, improved performance, interpersonal relationships, the importance of work, achievement of goals and work atmosphere (Boyle, 2014).

Based on the interrelationship between the variables that are the problem in this study, it can be described the scope of research studies to achieve the research objectives, namely the effect of supervision, and work motivation on teacher performance. For clarity, the image below describes the relationship of research variables as follows:

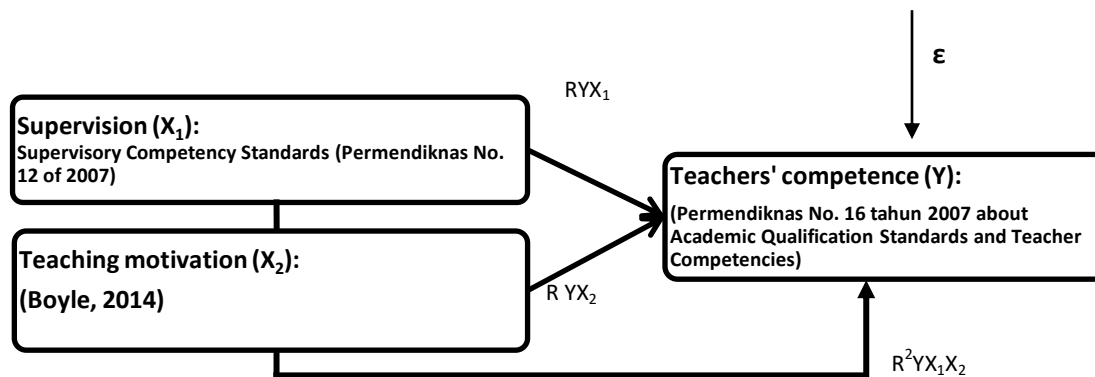


Figure 1. proposed model

RESEARCH METHODS

Researchers and Research Participants

The survey research design was used in this study. The cross-sectional survey in this study is a procedure in quantitative research that provides the opportunity to administer surveys to a sample or the entire population to describe attitudes, opinions, behavior or characteristics of a population at one time (Creswell, 2014). The current study population consists of all the teachers of Senior High School 3 Sungai Penuh. The participants consisted of 84 teachers. With a total sampling technique, this research was conducted by selecting individuals in groups.

Data were collected through a questionnaire and analyzed using descriptive techniques and regression analysis techniques (simple regression analysis and multiple regression analysis) with the single-step method. Data is processed with the help of the SPSS application. The variables in this study were divided into two namely; independent variable (independent variable), namely supervision by the supervisor (x_1), and work motivation (X_3). The dependent variable is teacher competency (Y). In this study, the data are described based on the facts that exist without giving treatment to the object under study.

This research was conducted at Senior High School 3 Sungai Penuh. The questionnaire was distributed voluntarily and the list of questions was closed. Access is very important in quantitative research because it will affect how data will be obtained and with who will provide the data. To get access to research sites, researchers will use a variety of networks and relationships that have been established both with teachers, principals and school supervisors. The questionnaire survey was conducted by researchers systematically by asking the same questions to a sample of a predetermined population. The researcher met with the participant (teacher) directly and then each teacher selected received the questionnaire and filled out the question, then the researcher waited ± 2 weeks to take back the questionnaire that had been distributed. In the process of

collecting data until the presentation of data, researchers conceal the location and names of participants in order to protect if the research results raise pros and cons that endanger both the location and research participants.

Data analysis

The research instrument trials in the form of reliability tests were conducted before the questionnaire was given to respondents. The purpose of testing the instrument is to avoid questions that are unclear meaning besides this test aims to determine the level of consistency of a variable.

Table 1.

Questionnaire Levels

A-4 Point Scale of Likert	
1	Never
2	Seldom
3	Often
4	Always

Research with quantitative methods (survey design) needs to use data analysis. This analysis is related to the calculation of the answers to the problem formulation and hypothesis testing. Descriptive statistical analysis in this study was used to determine the level of respondents' answers to each question and obtain an average score of each indicator to further determine the level of response of respondents of each variable examined through the guidelines of the mean level (average).

To describe the supervision variable by supervisors, work motivation and teacher competency use the mean guidelines (average) in table 2 which will be consulted with the mean criteria / category table as follows:

Table 2.

Interpretation of Score, Mean Value

Interval	Category Supervision	Motivation	Teaching performance
1,00 – 1,75	Very low	Very low	Very low
1,76 – 2,50	Low	Low	Low
2,51 – 3,25	High	High	High
3,26 – 4,00	Very high	Very high	Very high

Furthermore, to test the hypothesis of the contribution of X1, X2, X3 to Y, a regression analysis technique (simple regression analysis and multiple regression analysis) is used with the single-step method by looking at the magnitude of the R² (percentage of the R²). All data is processed with the help of the SPSS statistical application.

RESEARCH FINDINGS AND DISCUSSION

Descriptive findings resulted in the level of supervision of the Supervision variable included in the very high category with a mean value of 3.2608. Teacher's Work Motivation is in the very high category with a mean value of 3.3465. Teacher's performance is in the very high category with a mean value of 3.4447.

Table 3.

Coefficients and Effect Size

H	Path	R	R ²	Mean Square	T Statistics	P Values	Significance
H1	X1 => Y	0,673	0,453 (45,3%)	4408,028	6,243	0.000	Yes
H2	X2 => Y	0,832	0,693 (69,3%)	6738,708	16,488	0.000	Yes
H3	X1 & X2 => Y	0,862	0,743 (74,3%)	2408,373	9,825	0.000	Yes

The results of testing hypothesis 1 found that there was a contribution of supervision by the supervisor to the competence of the teacher of Senior High School 3 Sungai Penuh. This is indicated by the R Square Number or the Determination Coefficient of contribution of 45.3%. Thus, it means that the teacher competency variable (Y) can be explained by the supervision variable (X2) or supervision by the supervisor contributing 45.3% to the teacher competency.

The results of testing hypothesis 2 found that there is a contribution of work motivation to the competence of the teacher of Senior High School 3 Sungai Penuh. This is indicated by the R² or the Determination Coefficient of contribution of 69.3%. Thus, it means that the teacher competency variable (Y) can be explained by the work motivation variable (X3) or work motivation contributing 69.3% to the teacher competency.

Hypothesis 3 test results found that there is a contribution of supervision by supervisors and work motivation together to the competence of teachers of Senior High School 3 Sungai Penuh. This is indicated by the R² or the Determination Coefficient of contribution of 74.3%. Thus, it means that the dependent variable (teacher competency) is explained by the independent variable consisting of supervision and work motivation or contributing together by 74.3% to teacher competency.

The implementation of supervisory activities based on what is perceived by the teachers of Senior High School 3 Sungai Penuh can be categorized high. This can be interpreted that supervision by the supervisors of the teachers who are in each school tends to run well and run as expected. When related to the supervisor's main tasks, the UPI Administrative Lecturer Team (2014), stated that education supervision is essential as a professional guidance for teachers. Sagala (2012) stated that supervision carried out by school supervisors is basically an effort to provide guidance, fostering, encouraging, and guiding for the education units concerned to organize learning programs according to the

standards required. The implication of the findings of this study is that the efforts made by school supervisors are considered to be good, but it still needs to be improved, school supervisors need to increase the frequency of visits both in quality and quantity to conduct academic supervision of teachers and principals who have been certified or not certified (PNS and honorary) continuously or continuously.

Teacher's work motivation is encouragement and persistence of teacher behavior towards teaching and learning activities. Teacher's work motivation as perceived by the teachers of Senior High School 3 Sungai Penuh is categorized high. This can be interpreted that the work motivation of teachers in themselves is classified as good with encouragement and good enthusiasm in teaching and learning activities. The implication of this finding is that teacher's work motivation in teaching activities is maintained. Ideally, a teacher has factors to direct his behavior to achieve certain goals, including in terms of improving teaching performance.

The competencies of the teachers Senior High School 3 Sungai Penuh as perceived by the teachers themselves belong to the high category. This is very reasonable when connected with the findings of previous independent variables such as supervision and work motivation of teachers who are also categorized high. Supervision by supervisors is intended to improve the professional abilities of teachers through performance, and work motivation is an encouragement and enthusiasm of teachers in efforts to improve performance. The implication of the findings of this study is that the performance of the teacher of Senior High School 3 Sungai Penuh needs to be maintained and needs to continue to receive attention from the School Supervisor, the supervisor, in this case, is the school supervisor, and the work motivation that exists within the teacher himself. Because teacher performance in this case is dynamic and at one time teacher performance may be in the good category, but at other times it might be in the unfavorable category.

The results of the simple regression analysis of the first hypothesis test showed that there was a contribution of supervision by the supervisor to teacher competence with an effective contribution of 45.3% with a significance level of 0,000. If teacher competency reaches a percentage level of 100%, then 45.3% is contributed by supervision by the supervisor. This can be interpreted that if the teacher's competency is classified as high (as stated in the previous descriptive findings) not only the competency of the teacher, but also because of the role of supervision by supervisors who contribute to teacher competency. Once the supervisory supervisor's contribution to the teacher's performance means, Sagala (2012), holds that the presence of school supervisors is a place for brainstorming to discuss various matters regarding syllabus preparation, lesson plans, learning evaluation, use of learning models, strategies and techniques. The implication of the findings of this study is that supervision activities by supervisors contribute to increasing teacher competency so that various teaching problems can be overcome and the quality of learning services provided to students is continuously improving.

The result of simple regression analysis of the second hypothesis test shows that there is a contribution of work motivation to teacher competency with an effective

contribution of 69.3% with a significance level of 0,000. If teacher competency reaches a percentage level of 100%, then 69.3% is contributed by work motivation. This can be interpreted that if the teacher's competency is classified as high (as stated in the previous descriptive findings) it is not only the teacher's competency, but also because of the role of the teacher's work motivation that contributes to the teacher's competence. Of the two independent variables, as stated previously, the variable of work motivation had the greatest contribution to teacher competence, amounting to 69.3%. Every person in doing a certain action must be driven by the existence of certain motives, in line with Wibowo (2013), explaining that motivation usually arises because of unmet needs, goals to be achieved, or because of the desired expectations. Muchlas (2012) opined that motivation is actually the result of interaction between individuals and the situation. The implication of the findings of this study is that teacher work motivation is the factors that exist in a teacher to move and direct their behavior to meet certain goals contribute to the competency of the teacher.

The results of the multiple regression analysis with the single step method of the third hypothesis test showed that there was a contribution of supervision and work motivation together to the competencies of the teachers of Sungai 3 Public High School with an effective contribution of 74.3% with a significance level of 0,000. From the results of the multiple regression analysis it can be interpreted that if the description of teacher competency is high (as stated in the previous descriptive findings) not only the competency of the teacher itself, but also because of the role of supervision by the supervisor, and the work motivation of the teacher in it that contributes significantly on teacher competence. From the results of a simple regression analysis as stated earlier, the supervision variable contributed 30.4% and work motivation had the greatest contribution to teacher competence at 74.3%. Armstrong (2000) argues that it is a record of a person's accomplishments. The point is that performance is a record of one's achievement.

In this research, problem teacher competence which is the ability or work competence achieved by a teacher as productivity and quality of one's work in a school. Another problem is that teacher competence is dynamic and can often change, Rivai and Mulyadi (2012), argue that there are several factors related to performance, namely: perceptions, roles, norms, status, group size, demographic composition, group assignments, and cohesiveness. From this explanation, it can be interpreted that many factors affect performance both internal and external. Jones et al. (2006) explain other impacts arising from low teacher competence, namely low-performing teachers have a negative impact on: school reputation and standing in the community, student achievement and achievement, other teacher performance, support staff performance, and school leadership and management. The implication of the findings of the multiple regression analysis in this study is that teacher performance is strongly influenced by external and internal factors. In this finding supervision by supervisors and work motivation significantly contribute to teacher competency.

Policy Conclusions and Recommendations

Based on the analysis of questionnaire data from 84 respondents, there were 84 high school 3 National High School teachers, the supervision obtained was included in the high category. Teacher's Work Motivation is in the high category. Teacher competencies are in the high category. Further findings also indicate that there is a contribution to supervision of teacher competence. This is indicated by the R^2 or the Determination Coefficient of contribution of 45.3%. There is a contribution of work motivation to teacher competence. This is indicated by the R^2 or the Determination Coefficient of contribution of 69.3%. There is a contribution of supervision and work motivation together to teacher competence. This is indicated by the R^2 Number or the Determination Coefficient of contribution of 74.3%.

In this study supervision, and work motivation contribute to the competence of the teachers, then with the guidelines on the conclusion, the authors submit suggestions and recommendations that the teachers are suggested to be able to maintain the teacher competencies that have been achieved as required and listed in Permendiknas No. 16 of 2007 as well as increasing work motivation, especially on recognition in carrying out the learning process, thereby increasing his competence in carrying out tasks. The principal of Senior High School 3 Sungai Penuh is recommended to be able to maintain the achievements and improve the principals' competencies, especially social competencies as stated in Permendiknas No. 13 of 2007 (Mendiknas, 2007b). Besides taking concrete steps in improving teacher competence through policies that can be innovative. Supervisor of Senior High School 3 Sungai Penuh is recommended to be able to maintain the achievement of the competency standards of supervisors (Mendiknas, 2007c). In addition, it needs improvement and renewal in conducting supervision activities so that the assistance provided to teachers contributes more to improving teacher competency. The head of the Sungai Penuh City education office as the leader of the City level educational institution needs to carry out various activities that are able to encourage teachers to carry out their duties properly in order to improve the competence of high school teachers in Sungai Penuh City.

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