

The Influence Of Principal's Supervision On Teachers' Performance Motivation

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ABSTRACT

This study aims to determine whether the principle's supervision has a positive influence on teachers' performance motivation in Tomohon Christian Middle School. This study used a survey method with a correlational approach. The sample used was 39 teachers drawn randomly and proportionally from the population. There are three instruments used in this study, namely: the instrument using the principal's supervision indicator, the principal's motivation indicator, and the teacher's performance indicator. The correlation result between effectiveness principal supervision (X1) and teachers' performance (Y) is 0.972 with a contribution in amount of 94.487% and the t-test amount of $8.421 > t\text{-table} = 2.021$. It indicates that principal's supervision has an influence on teachers performance in Tomohon Christian Middle School. The correlation result between work motivation (X2) and teacher performance (Y) is 0.935 with a contribution amount of 87.442% and the value of t- count = $3.403 > t\text{-table} = 2.021$. It indicates that a work motivation has an influence on teacher performance in Tomohon Christian Middle School. The correlation result between principal supervision (X1) and work motivation (X2) is 0.979 with contribution of principal supervision (X1) and work motivation (X2) to teacher performance (Y) is 95.844% and the value of F-count is $406.565 > F\text{-table} = 3.26$ with the regression equation obtained from this study. This shows that there is a significant influence between the principal's supervision variables and work motivation on teachers' performance in Tomohon Christian Middle School.

Keyword: principal supervision, Motivation and performance Teacher.

INTRODUCTION

Education in Indonesia has a very substantial problem. In this era of globalization, Indonesia is required to improve an education and produce a good quality of human resources in order to be able to compete with others countries. In this era, Indonesia requires people who are able to think effectively, efficiently and productively. This can be achieved by having reliable educators who able to produce great generation in intelligence or even in behavior. Educators have a very important role in education, because having complete facilities are not sufficient to support the improvement of education quality if it is not supported by good and professional teachers.

The quality of education is strongly influenced by the quality of learning process carried out by

teachers. Therefore, improving teachers' competence in managing learning in schools is the responsibility of principal as a supervisor. Teachers need a good and professional guidance from the principle because professional problems will arise along with advances in science and technology. Apart from improving teacher's performance, this also have a positive impact on teachers' professional attitude.

Mangkunegara (2011, p. 67) explained that the factors which influence teachers' performance are motivation and work ability. It means people will work professionally if they have high work ability and sincerity in doing their job. Conversely, people will not be able to work professionally if they only have one of that two things.

To obtain professional teachers is required a guidance from the principal as a supervisor at school in order to be able to increase teachers competencies. In addition, motivation must be provided to teachers in order to improve their discipline and increase their satisfaction at work. One of the factors used as a measure for the success of a school is teachers' performance in teaching and learning activities. According to Hasibuan (2007, p. 94), performance is the result of work obtained by someone from work that is charged to them based on the skills, experience, sincerity and time given.

Teachers' teaching performance will be considered as good when implementing the elements consisting of loyalty and commitment in carrying out assignments, mastering and developing learning materials, having high discipline, being creative, able to work together, and being a role model for students. To obtain a satisfying quality of teaching and learning or good teachers' performance, the principle needs to supervise teachers' performance so that can provide guidance and instruction to all teachers in school. This supervision needs to be required, due to a good supervision can improve teaching and learning process which ultimately produce an expected education quality.

METHODOLOGY

This study used quantitative method with survey correlational approach. This study is non-experimental without the intervention of researchers on the research variables. Data collecting method used questionnaire in the form of scale developed by the researcher. The population unit in this study is the teachers in Tomohon Christian Middle School. Due to the fact that the number of teachers in Tomohon Christian Middle School is only around 43 people, this study will take a sample using the formula proposed by Ridwan and Akdon (2013, p. 254) as follows:

Where: n = Number of samples

N = Number of population

d^2 = Presisi (10%)

Sample to be taken are 39 respondents.

To test the validity of the instruments in this study, SPSS 22 program computer assistance was used. The normality test results can be seen in

appendix 2 and the conclusions in the instrument variable X1, there are 5 invalid items namely numbers 14, 21, 23, 26 and 30, whereas Instrument variable X2, there is 1 invalid item namely number 3, and instruments for variable Y, there are 11 invalid items namely numbers 1, 2, 14, 21, 24, 25, 27, 28, 30, 31, and 41.

After the validity test, invalid items are issued and their reliability is tested. The conclusion of the reliability test results is variable X1 = 0.899, variable X2 = 0.892 and variable Y = 0.942

To test the research hypothesis, data analysis was conducted. Preliminary analysis stage, namely data analysis will be conducted by using descriptive statistics, it is describing the data of each variable singly, while inference statistics will be used to test the hypothesis.

Descriptive statistics which will be used are averages, medians, modes, standard deviations, frequency tables and histograms. Hypothesis testing will be conducted by using simple and multiple regression analysis, as well as partial and multiple correlation analysis.

RESULT AND DISCUSSION

1.1. Results

The variable study result described respectively, the data in question consists of two independent variables namely principal supervision (X1) and the work motivation (X2), while the dependent variable is teacher performance (Y). Each data is made in the form of a frequency distribution with many classes following sturges' rules.

1) Principal's Supervision.

The results of the principal's supervision variables are presented in the form of a frequency distribution table. The lowest score is 100 and the highest score is 114, mode is 110, median is 108, the mean of the results of the study is 107.56.

2) Motivation of School Principals

The results of principal's supervision variables are presented in the form of a frequency distribution table. The lowest score is 100 and the highest score is 107, mode is 103, median is 103, the mean of the results of the study is 103.33.

3) Teacher Performance

The results of principal's supervision variables are presented in the form of a frequency distribution table. The lowest score is 128 and the highest score is 140, mode is 134, median is 134, the mean of the results of the study is 133.69.

The first analysis of the testing requirements is the normality test which aims to determine whether the data that has been distributed from

each variable which has been analyzed is normal or not. The normality test is intended to find out whether the symptoms under study have are influenced by the principal's supervision, work motivation and the teacher's performance are normally distributed or not. This normality test uses SPSS 22 computer program, and the output is presented in table 4.1 below.

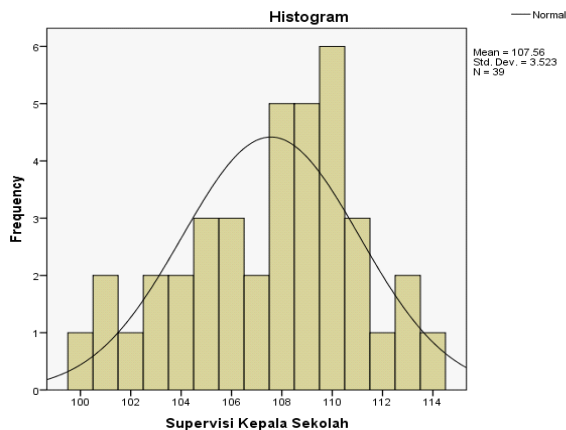
Table 1. Normality test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Teachers' performance	.119	39	.176	.966	39	.281
Principle supervision	.139	39	.056	.966	39	.287
Work motivation	.130	39	.096	.952	39	.098

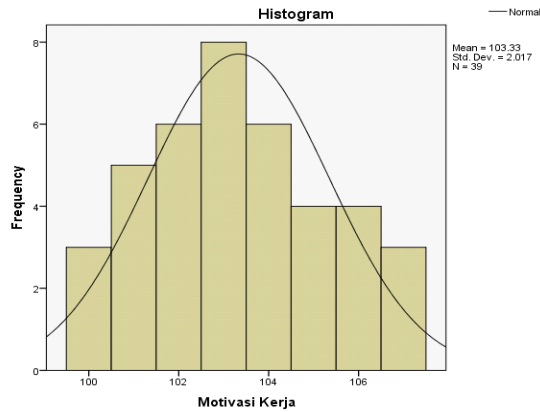
a. Lilliefors Significance Correction

Normality test results are shown in table 4.1., in the Shapiro-Wilk column [because sample is below 50] the significant score of principal's supervision variable is 0.287 and the significant score of work motivation variable is 0.098 and for teacher's performance variable is 0.281. The significant score of three variables is more than

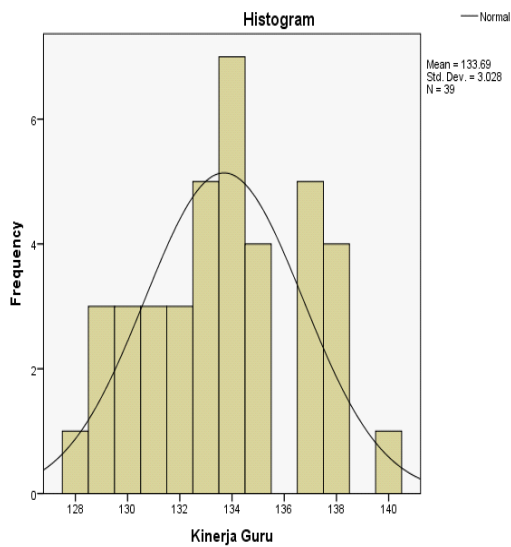
0.05. It shows that the three variables are normally distributed. More clearly, it can be seen in Figure 4.1 - 4.3 which explains that the normal curve formed by the three variables forms or resembles a bell which concludes the three variables are normally distributed.



Picture 1. Curve Normal Principal supervision variable



Picture 2. Variable Normal Curve Work motivation



Picture 3. Teacher Performance Variable Normal Curve

After the normality test is carried out, the testing requirements are continued at the second stage,

namely data linearity testing. Data linearity testing also uses SPSS 22 program computer assistance. The output of the test is presented in tables 4.2 and 4.3 below.

Table 2. Linearity Test X1 against Y

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Supervisi Kepala Sekolah	Between Groups	(Combined)	337.808	14	24.129	55.152	.000
		Linearity	328.790	1	328.790	751.521	.000
		Deviation from Linearity	9.017	13	.694	1.585	.159
	Within Groups		10.500	24	.437		
Total		348.308	38				

The linearity test results of the Principle's supervision (X1) on teachers' performance (Y)

are presented in table 4.2. It shows that the significance score is $0.159 > 0.05$, when it is seen

from the column F, the score obtained by F-count is $1.585 < F\text{-table } [0.05 \text{ df } 13.24] = 2.15$. It

indicates that there is a significant linear relationship between the X1 and Y variables.

Table 3. Linearity Test X2 against Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Motivasi Kerja	Between Groups	(Combined)	314.508	7	44.930	41.208	.000
		Linearity	304.455	1	304.455	279.234	.000
		Deviation from Linearity	10.053	6	1.675	1.537	.199
	Within Groups		33.800	31	1.090		
	Total		348.308	38			

The linearity test results of work motivation variables (X2) to the teachers performance variable (Y) are presented in table 4.3. It shows that the significance score is $0.199 > 0.05$ and if it is seen from the column F, score obtained by F-count is $1.537 < F\text{-table } [0.05 \text{ df } 8.29] = 2.28$. This shows that there is a significant linear relationship between the X2 variable and the Y variable. After the test requirements are fulfilled, the three data variables are normally distributed and the variable X1 has a linear relationship with Y and the variable X2 has a linear relationship with Y, then the data processing continues on testing the hypothesis.

Testing the first hypothesis (Effect of X1 on Y)

Hypothesis 1 in this study is:

H0: There is no influence of principle's supervision (X1) on teachers' performance (Y) in Tomohon Christian Middle School.

H1: There is an influence of school principal supervision (X1) on teachers' performance (Y) in Tomohon Christian Middle School.

The statistical hypothesis is:

$$H0: \rho_{yx1} = 0$$

$$H1: \rho_{yx1} \neq 0$$

To test the hypothesis SPSS 22 computer program assistance is used and the output is contained in the following.

Table 4. Price r the effect of variable x1 on y

Correlations			
		Kinerja Guru	Supervisi Kepala Sekolah
Kinerja Guru	Pearson Correlation	1	.972**
	Sig. (2-tailed)		.000
	N	39	39
Supervisi Kepala Sekolah	Pearson Correlation	.972**	1
	Sig. (2-tailed)	.000	
	N	39	39

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation score (r) between the principal's supervision variable (x1) and the student learning outcome variable (y) at a significant (2-tailed) level is 0.972. Furthermore, with score correlation obtained, the contribution (contribution) of variable x1 to y with the

formula: $KP = r^2 \times 100\% = 0.9722 \times 100\% = 94.487\%$. This means that in this study the supervision of school principals contributed 94.487% to teachers' performance.

The score of t-count is 8.421, while t-table with an error level is 5% and $dk = n - 2$, then obtained

t-table = 2.021. Then, when it is compared, t-count = 8.421 > t-table = 2.021, it means that hypothesis 1 rejects H0 (which states that principle's supervision has no influence on teachers' performance in Tomohon Christian Middle School) and accepts H1 (which states that principle supervision has an influence on teachers' performance in the Tomohon Christian Middle School).

Second Hypothesis testing (Effect of X2 on Y)

Hypothesis 2 in this study is:

H0: There is no influence of work motivation on teacher performance in Tomohon Christian Middle School.

H1: There is an influence of work motivation on teacher performance in Tomohon Christian Middle School.

The statistical hypothesis is:

$$H0: \rho_{yx2} = 0$$

$$H1: \rho_{yx2} \neq 0$$

To test the hypothesis SPSS 22 computer program assistance is used and the output is contained in the following.

Table 5. Price r the effect of variable x2 on y

Correlations			
		Teacher Work	Work Motivation
Teacher Work	Pearson Correlation	1	.935**
	Sig. (2-tailed)		.000
	N	39	39
Work Motivation	Pearson Correlation	.935**	1
	Sig. (2-tailed)	.000	
	N	39	39

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation score (r) between work motivation variable (X2) and teachers' performance variable (Y) at the significant level (2-tailed) is 0.935. Furthermore, with correlation score obtained the contribution (contribution) of variable X2 to Y with the formula: $KP = r^2 \times 100\% = 0.935^2 \times 100\% = 87.442\%$. It indicates that in this study, work motivation contributed 87.423% to teachers' performance. Then, to test the closeness of the relationship (correlation) between the variables of work motivation and teachers' performance used the t-test obtained with the following formula.

T-count obtains score amount of 3.403, while t-table with an error level is 5% and $dk = n - 2$, then t-table obtains score amount of 2.021. So when it is compared, t-count = 3.403 > t-table = 2.021. It means that hypothesis 1 rejects H0 (which states that there is no influence of work motivation on teachers' performance in Tomohon Christian Middle School) and accepts H1 (which states that

there is an influence of work motivation on teachers' performance on Tomohon Christian Middle School).

Testing the third hypothesis (Effect of X1 and X2 on Y)

Hypothesis 3 in this study is:

H0: There is no joint effect between the supervision of the principal and work motivation on teachers' performance in Tomohon Christian Middle School.

H1: There is a joint influence between the supervision of school principals and work motivation on teachers' performance in Tomohon Christian Middle School.

The statistical hypothesis is:

$$H0: \rho_{yx1x2} = 0$$

$$H1: \rho_{yx1x2} \neq 0$$

To test the hypothesis, SPSS 22 computer program help is used and the output is contained in the following tables.

Tabel 4.6. Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.979 ^a	.958	.955	.640		
• Predictors: (Constant), Work Motivation, Principal Supervision						
Tabel 4.7. ANOVA^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	333.541	2	166.770	406.565	.000 ^b
	Residual	14.767	36	.410		
	Total	348.308	38			
a. Dependent Variable: Work Teacher						
b. Predictors: (Constant), Work Motivation, Principal Supervision						

Tabel 4.8. Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.620	6.746		3.501	.001
	Principal Supervision	.610	.072	.710	8.421	.000
	Work Motivation	.430	.126	.287	3.403	.002
a. Dependent Variable: Work Teacher						

The data in table 4.6 shows the magnitude of influence of principle’s supervision and work motivation on teacher performance is in amount of (r) 0.979 while the contributions x1 and x2 with y are $KP = r^2 \times 100\% = 0.9792 \times 100\% = 95.844\%$. To test the significance of the multiple correlation coefficient, the F test is used, the results of which can be seen in Tables 4.7 and 4.8. The data in table 4.8 variable significance score of x1 is 0,000 and x2 is 0.002 smaller than the probability score of 0.05. Furthermore, the data in table 4.7 shows the score of F-count is $406.565 > F\text{-table} = 3.26$. It indicates that there is a significant influence of the principal's supervision variables and work motivation on teacher’s performance.

The regression equation obtained from this study is hypothesis 3 rejects H0 (which states that there is no joint effect of principle supervision and work motivation on teachers’ performance in Tomohon Christian Middle School) and accepts H1 (there is a joint effect of school principal supervision and work motivation on teachers’ performance in Tomohon Christian Middle School).

Discussion

The influence of the principal's supervision variable (X1) with the teacher's performance variable (Y)

Based on a simple correlation analysis, the correlation score between the effectiveness of school principals (X1) and teacher performance (Y) is 0.972 with a contribution of 94.478% and t-count is $8.421 > t\text{-table} = 2.021$. It indicates that there is an influence of the principal's supervision on teachers’ performance in Tomohon Christian Middle School and also the better supervision conducted by the principal, the teacher's performance will be increased. Conversely, if supervision is not carried out as well as possible by the principal, the teacher's performance will also decrease. The implication of this study is to improve teachers’ performance, it is necessary to pay attention to principle supervision, due to the fact that principle supervision is one of the most important factors for improving teachers’ performance.

This is in accordance with what Kambey pointed out (2006, p. 130) that leadership is an important part of management. According to Mintzberg, in

Keith Davis and Newstrom (Kambey, 2006, p. 130), the role of the leader is clearly the most important of all roles. In line with is stated by Koontz and Wehrich (Kambey, 2006, p. 130) that leadership is an important aspect of managing. System failure affects the achievement of the goals, largely due to the humans' inability to move in a conducive manner, and that inability is the result of leaders' low ability. The same view was expressed by Richards and Eigel (Yukl, 2009, p. 4) "leadership is a way of articulating a vision, realizing values, and creating an environment for achieving something. Therefore, managerial ability of the principal is necessary in order to improve the quality of education in schools more specifically for teacher performance. Then the principal must be able to organize the teachers in creating maximum performance.

The effect of Work Motivation variable (X2) on Teachers' Performance variable (Y)

Based on a simple correlation analysis, the result of work motivation correlation (X2) with teachers' performance (Y) is 0.935 with a contribution of 87.442% and t-count is 3.403 > t-table = 2.021. It indicates that there is an influence of work motivation on teachers' performance in Tomohon Christian Middle School and how important the work motivation on teachers in improving the performance. This is in line with the statement proposed by Kambey (2006, p. 81) that motivation is the whole process of promoting / increasing one's motives in such a way which encourages them to do something (acting) with enthusiasm to achieve the desire goals in an effort to satisfy their needs. In line with what Robert Kreitner and Angelo Kinicki (Wibowo, 2010, p. 378) that motivation is a psychological process generating and directing behavior toward the goals achievement or behavior which directed to the goals, so if a teachers have a motivation in working, it will make them achieve educational goals which indirectly make maximum performance achievement. If teachers have less work motivation, it will make teachers performance is in a low level. The implication of this study is improving teachers' performance through work motivation, because motivation is one factor

which greatly influences the achievement of maximum performance.

The effect of Principal Supervision variable (X1) and Work Motivation (X2) on Teachers' Performance (Y)

Based on the results of multiple correlation testing, the correlation result is amount of 0.979 with the contribution of x1 and x2 to y is 95.844% and the score of F count is 406.565 > F-table = 3.26 with the regression equation obtained from this study. It indicates that there is a significant influence between the principal's supervision variables and work motivation on teachers' performance in Tomohon Christian Middle School, principle's supervision and work motivation give a big contribution on teachers' performance in Tomohon Christian Middle School. The findings of this study are in line with Gibson et. al. statement (1985, pp. 51-53) whose stated that comprehensively that performance can be influenced by individual variables which include the ability and background of the teacher, and organizational variables such as leadership and individual psychological variables including work motivation.

CONCLUSION

Based on the research findings, it can be concluded that: 1) There is an influence of principle's supervision on the teachers' performance in Tomohon Christian Middle School, 2) There is an influence of work motivation on teachers' performance in Tomohon Christian Middle School, 3) There is jointly influence of principle's supervision and work motivation on teacher performance in Tomohon Christian Middle School.

The results of this study certainly have an implications that principals are required to carry out a supervision to teachers in schools as maximal as possible in order to improve an expected quality of education. In addition, teachers and principals must be able to motivate each other in order to improve teachers' performance which ultimately can affect the quality of education.

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