

CONTRIBUTION OF PRINCIPAL AND SUPERVISION ON THE PERFORMANCE OF TEACHER MOTIVATION SMKN 1 PALEMBAYAN

*Delfauzul¹, Waskito², Wakhinuddin Simatupang³, Hasan Maksum³

¹Student Master (S2) Technology Education, Postgraduate - Universitas Negeri Padang

²Department of Mechanical Engineering, Universitas Negeri Padang

³Department of Automotive Engineering, Universitas Negeri Padang

*E-mail: delfauzul@gmail.com

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ABSTRACT

Based on the initial survey in the field, the performance of the teachers of SMKN 1 Palembang seems still low, it is estimated that low teacher performance is caused by low teacher work motivation and lack of implementation of school principal supervision. This quantitative research aims to reveal the contribution of principal supervision and work motivation to the performance of teachers of SMKN 1 Palembang. The hypotheses proposed in this study are 3 hypotheses 1) the supervision of the principal takes effect on teacher performance; 2) Work motivation takes effect on teacher performance, and 3) Principal supervision and work motivation together contribute to teacher performance. The population of this study were all 37 teachers of SMKN 1 Palembang, so the sample in this study amounted to 28 teachers, not including the principal, the vice principal because the principal, and the deputy principal were the people who acted as supervisors. While the research data was collected through a questionnaire in the form of a Likert scale after being tested for validity and reliability. Based on the analysis of the research data, it was revealed that the supervision of the principal made a significant influence on teacher performance by 36,4% and work motivation made a significant influence on teacher performance by 24,7%. Together, principal supervision and work motivation influence 37.0% of teacher performance, and the remaining 63.0% was determined by other variables. Based on the findings of this study, it can be concluded that the two independent variables, namely the supervision of the principal and work motivation, play a very important role in improving teacher performance, in addition to other variables not examined in this study.

Keywords: Contribution, Principal, Teacher, SMKN 1 Palembang, Agam



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INTRODUCTION

To make teachers professionals, there is a need for continuous coaching, respect, and professional recognition (Ali, 1988; Rahayu, 2005). In addition, it is also necessary to increase discipline, provide motivation, guide supervision, provide incentives, and a decent salary so that it allows teachers to be satisfied working as educators.

Based on the results of interviews conducted with several teachers at SMKN 1 Palembang, Agam Regency, it was found that there were still many obstacles or problems related to the implementation of school principal supervision. In general, these problems include the quality of supervision from school principals, which is still low. Whereas supervision aims to help teachers see the goals of education and try to achieve those educational goals by fostering and developing legally sound teaching methods and procedures.

In addition, many teachers are less successful in teaching because they are less motivated to teach so that it has an impact on decreasing teacher productivity/performance. For this reason, the role of the principal is needed to motivate teachers to improve their performance.

METHODS

This study uses a quantitative approach with a correlational research design, which aims to identify and test data based on facts that have occurred to describe the research variables through numbers that generalize the results of the study to the population (Algifari, 1997). The population in this study was 36 teachers at SMKN 1 Palembang, Agam Regency. Sampling was carried out using stratified proportional random sampling, to provide equal opportunities for all members of the population to become samples. Sedarmayanti (2000); Purwanto (2004) argues that if the population size is less than 100, then the sampling is at least 50% of the population size. If the sample size is equal to more than 100, the sample size is expected to be at least 15% of the population size. This study uses 2 independent variables and 1 dependent variable. The two variables referred to are 1) Variable X_1 , namely Principal Supervision; and 2) Variable X_2 , namely Work Motivation. While the dependent variable or Y is Teacher Performance, to determine the contribution of independent variables to the dependent variable. The variables of this study are: Principal Supervision (X_1), Work Motivation (X_2), and Teacher Performance (Y) (Arikunto, 1998).

RESULT

Based on the results of the analysis and hypothesis testing, it shows that all of the proposed hypotheses can be accepted empirically. Thus it is believed that the independent variables of work motivation and supervision of the principal either individually or collectively contribute to the dependent variable of teacher performance (Table 1).

Table 1. Summary of Correlation and Regression Data for Variables X_1 , X_2 and Y

variables	Sig.	Correlation			Regression	
		r	r^2	Contributions	a	b
X_1 -Y	0.000	0.603	0.364	36.4%	59.303	0.603
X_2 -Y	0.000	0.497	0.247	24.7%	113.439	0.497
X_{1-2} -Y	$X_{0.370}=0.000$ $X_2=0.000$	0.608	1	37%	60.101	$b_1=0.522$ $b_2=0.110$

Data analysis shows that the Contribution of Principal Supervision (X_1) to teacher performance (Y) is 36.4% and Principal's supervision contribution (X_2) to teacher performance (Y) amounted to 24.7%, and the contribution together was 37%. This shows that the two independent variables are related to teacher performance by 37% while the remaining 63% is the contribution of other variables to the performance of teachers in SMKN 1 Palembang. Furthermore, the results of the descriptive analysis revealed that the supervision of the principal was in the very good category, with an achievement level of 89.51% of the ideal score.

The results of the first hypothesis indicate that the principal's supervision variable contributes to teacher performance. This means that the supervision of the principal has a

predictive relationship to teacher performance with a correlation coefficient (r_{x_1y}) = 0.603, with the form of the relationship expressed in the equation $\hat{Y} = 59.303 + 0.603 X_1$. This means that if the supervision of the principal is not carried out, the performance figure obtained is only 59.303, but if there is an addition of 1 (one) unit, then the principal's supervisory will increase by 0.603 X_1 . The coefficient of determination (r^2) of 0.364 indicates that the supervision of the principal has a role in determining teacher performance by 36.4%. This means that if the supervision of the principal is carried out seriously and makes the work atmosphere pleasant and in the end it will improve teacher performance. Conversely, if the supervision of the principal is not done well, the teacher's performance will also decline. In order to improve teacher performance, the supervision of the principal must be improved in providing assistance, direction, guidance, and motivation.

The level of achievement of the work motivation variable shows a good category, namely 87.56% of the ideal score. When viewed from testing the second hypothesis, this variable contributes to teacher performance. This means that work motivation has a predictive relationship with teacher performance with a correlation coefficient (r_{x_2y}) = 0.497, with the form of the relationship expressed in the equation $\hat{Y} = 113.439 + 0.497 X_2$. This means that if you do not have the motivation to carry out their duties, the performance figure obtained is only 113.439, but if there is an addition of 1 (one) unit, the teacher's commitment will increase by 0.497 X_2 . The coefficient of determination (r_2) of 0.247 indicates that work motivation plays a determining role in improving teacher performance by 24.7%. This means that the increasing work motivation, the more teacher performance will increase. Likewise, if the motivation to work is reduced, it will result in decreased teacher performance.

The results of the third hypothesis indicate that the variables of school principal supervision and work motivation contribute to teacher performance. This means that principal supervision and work motivation have a predictive relationship with teacher performance with a correlation coefficient ($r_{x_{12}y}$) = 0.608 with the form of the relationship stated in the equation $\hat{Y} = 60.101 + 0.522X_1 + 0.110X_2$. This means that if there is no implementation of the supervision of the principal and the teacher is not committed to carrying out their duties, the performance figure obtained is only 60.101, but if there is an increase of 1 (one) unit, the supervision will increase by 0.522 X_1 and motivation will increase by 0.110 X_2 . The coefficient of determination (r_2) of 0.370 indicates that the principal's supervision and work motivation play a role as determinants in improving teacher performance by 37%. This means that the increased supervision of the principal and work motivation together, the performance of teachers will also increase. Based on the description above, it can be seen that the results of this study that most contributed to performance were the supervision of the principal, then followed by work motivation. This means, the better the supervision of the principal, the more teacher performance will be, and vice versa, if the supervision of the principal does not go as planned and work motivation is also low, this will cause a decrease in teacher performance. Therefore these two factors must be improved.

CONCLUSION

Based on the results of the research that has been carried out and analyzed, the following conclusions are 1) Supervision of school principals contributed very significantly to the performance of teachers in SMKN 1 Palembang by 36.4%. This shows that the better the implementation of school principal supervision, the better the performance of teachers at SMKN 1 Palembang; 2) Work Motivation has a very

significant contribution to the performance of teachers of SMKN 1 Palembang 24.7%. This means, the increased work motivation, the better the performance of the teachers of SMKN 1 Palembang; 3) Principal supervision and teacher work motivation together contribute to the performance of teachers at SMKN 1 Palembang by 37%. This shows that the principal's supervision and work motivation determine teacher performance. If the two variables are higher, the teacher's performance will also be higher. Thus the supervision of the principal and work motivation can be used to predict the performance of teachers in SMKN 1 Palembang. The results of data analysis and hypothesis testing show that the principal's supervision and work motivation make a significant contribution to teacher performance both individually and collectively. This shows that the supervision of the principal and teacher work motivation statistically shows a positive and significant contribution to teacher performance. The results of this study also reveal that the supervision of the principal is in the very good category while the work motivation of the teachers is in a good category. Therefore the principal is responsible for improving the methods and techniques of supervision that will be carried out by the principal properly and seriously, and the principal is also responsible for increasing work motivation. Efforts to increase the supervision of school principals can be carried out by school principals and vice-principals periodically. The implementation of supervision is not to find mistakes, weaknesses, frighten, and judge the ability of a teacher, but supervision activities are to provide assistance, direction, guidance, and motivation to the teacher so that they can carry out their duties properly. If the implementation of supervision can be carried out by good and sustainable supervision principles, it will improve teacher performance. Work motivation can be done by mapping work motivation by their respective task fields. For teachers who do not have work motivation, coaching is carried out, participating in school activities, providing opportunities to take part in training and seminars that can increase awareness, responsibility, morale, and discipline in achieving learning goals.

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