THE EFFECT OF MOTIVATION AND SUPERVISION ON TEACHER PERFORMANCE AT MADRASAH ALIYAH

Dina Rahayu[1], Dedi Irawan[2]

[1]Postgraduate Program in Economic Education, Faculty of Teacher Training and Education, University of Riau, Indonesia
[2]Physics Education, Faculty of Teacher Training and Education, Riau University

*Corresponding author's email:
dinarahayu0709@gmail.com

Abstract-The study discusses the influence of motivation and supervision on teacher performance at Madrasah Aliyah (MA). Work motivation and supervision are considered important to support teacher performance, but this study highlights the unique MA environment because it combines teaching religious values with general subjects. The method used is quantitative with multiple linear regression analysis to see if there is a relationship between motivation and supervision on teacher performance. Data were obtained through a Likert-based questionnaire filled out by 30 teachers as respondents. The results of the study found that motivation and supervision did not affect teacher performance. This indicates that there are other more dominant factors, such as teacher training, work environment conditions, and education policies. Based on these results, the study recommends the need for continuous teacher competency development, implementation of supervision according to needs, and improvement of teacher welfare to encourage better performance at Madrasah Aliyah.

Keywords: *work motivation, academic supervision, teacher performance, Madrasah Aliyah, multiple linear regression.*

1. Introduction

Teachers play a very important role in determining the quality of learning and learning outcomes. Optimal learning outcomes can only be achieved with the support of competent teachers. One way to improve performance is through supervision, which can be done with two approaches, namely group supervision and individual supervision (Wiyono et al., 2022). Research shows a relationship between supervision and teacher work motivation, both of which contribute to improving teacher performance. Effective supervision can increase teacher work motivation, which has a positive impact on the quality of their teaching (Supriadi et al., 2021). In addition, work motivation is also a key factor in improving teacher performance. This factor can be influenced by several things, such as salary, authority in the profession, social status, and awards (Suriagiri et al., 2022).

Previous studies have shown that supervision has a significant impact on teacher performance. This supervision provides the direction and support needed by teachers to improve their performance. In addition, high work motivation also encourages teachers to be more active and produce better results (Puri et al., 2023). No less important, job satisfaction also affects teacher performance. This satisfaction can be increased through effective supervision and strong work motivation (Maryanti et al., 2021). Supervision can increase teacher work motivation. Research shows that supervision results can be used to further motivate teachers. High motivation helps improve teacher performance in various aspects, such as punctual attendance, completeness of administration, quality of learning, and participation in school activities (Rosamaji, 2023). High work motivation is also directly related to improved student learning outcomes (Rosamaji, 2023). In addition, research also shows a significant positive contribution from principal supervision to teachers' work attitudes and implementation of their teaching duties. Teachers' work motivation also plays a role in forming a positive work attitude, which will then improve their performance in teaching (Sabri et al., 2022). The combination of academic supervision by the principal and high work motivation has a major impact on teacher performance (Palupiningsih et al., 2021).

However, most studies on the relationship between motivation and supervision on teacher performance often focus on public schools. Few studies examine this topic in the context of Madrasah Aliyah (MA), which has different characteristics and challenges compared to public schools. In MA, in addition to academic aspects, teachers are also required to instill religious values in students. Therefore,

understanding the influence of motivation and supervision on teacher performance in the MA environment is important to obtain a more specific and relevant picture.

This study offers a new contribution by focusing on Madrasah Aliyah (MA) schools as the object of research. Although many studies have been conducted on public schools, this study digs deeper into how work motivation and supervision affect teacher performance in MA environments, which have different characteristics and educational cultures. In Madrasah Aliyah, teachers are not only required to teach academic materials, but also to instill religious and moral values. Therefore, the influence of work motivation and supervision on teacher performance in MA may be different compared to public schools, which is the uniqueness of this study. Thus, the results of this study are expected to provide a new perspective in improving teacher performance in MA through more specific supervision and increasing work motivation.

The formulation of the problem in this study is as follows:
a. How does work motivation influence teacher performance at Madrasah Aliyah?
b. How does academic supervision by the principal affect teacher performance at Madrasah Aliyah?

The purpose of the study is to understand more deeply how academic supervision and work motivation affect teacher performance, especially in Madrasah Aliyah. This institution has different challenges and characteristics when compared to public schools.

2. Theoritical review

Work motivation is a factor that drives teachers to achieve optimal teacher performance in teaching. Herzberg (1959) put forward a theory of two factors that are relevant in this context, namely motivator factors (such as rewards and achievements) and hygiene factors (such as working conditions and salary). In a study by Suriagiri et al. (2022), it was found that factors such as rewards, social status, and recognition significantly influence teacher work motivation. High work motivation correlates with better performance, as shown by Rosamaji (2023), who found that work motivation contributed to increased attendance, teaching administration, and quality of interaction with students.

Supervision by the principal plays an important role in providing direction, feedback, and support for teachers to improve their performance. Wiyono et al. (2022) identified that group and individual supervision effectively assist teachers in their professional development. Research by Puri et al. (2023) showed that principal supervision has a positive effect on teacher performance by creating a supportive work environment and encouraging collaboration. Furthermore, Maryanti et al. (2021) emphasized that effective supervision can increase teacher job satisfaction, which has a direct impact on the quality of learning.

Supervision not only affects teacher performance but can also increase their work motivation. Sabri et al. (2022) found that principals who provide regular academic supervision can create a positive work attitude among teachers. This is reinforced by Palupiningsih et al. (2021) who stated that the combination of good academic supervision and high work motivation has a major impact on improving teacher performance. Rosamaji (2023) added that supervision that provides positive feedback encourages teachers to work better and produce better quality teaching.

Madrasah Aliyah (MA) has unique challenges, where teachers are not only responsible for academic teaching but also instilling religious values. Putri et al. (2020) showed that academic supervision combined with work motivation can help teachers in MA carry out their dual roles effectively. Research by Ahmad and Hidayat (2021) also highlighted that principal supervision is very relevant in improving teacher performance in MA, especially in terms of balancing academic and spiritual goals.

The literature review shows that work motivation and academic supervision have a significant impact on teacher performance. Previous studies by Puri et al. (2023), Rosamaji (2023), and Sabri et al. (2022) highlighted the importance of the principal's role in providing effective supervision to improve teacher motivation and performance. In the context of Madrasah Aliyah, a deeper understanding of the influence of these two factors is needed to address the specific challenges faced by teachers in this educational environment.

3. Research methodology

Data collection using questionnaires as a tool to measure teacher motivation, supervision, and performance. Before being used, the questionnaire has been tested for validity and reliability. The research sample consisted of 30 teachers who were selected as respondents to fill out the questionnaire. Secondary

data comes from researchPutri, L., et al. (2020).Multiple linear regression analysis is used to process the data. With multiple linear regression, we can understand how much influence each motivation and supervision variable has on the performance variable, and how strong the relationship is between them. This method helps to make predictions and evaluate the influence of these variables simultaneously.

In order for the regression model to be considered valid, the data used must approach a normal distribution. If the data does not meet this requirement, data transformation can be done to fix it. In addition, the requirements that must be met are free from multicollinearity, heteroscedasticity, and autocorrelation problems. Decisions are made based on the significance values listed in the coefficient table. Regression testing is carried out with a confidence level of 95% or a significance level of 5% ($\alpha = 0.05$). This shows a relationship between motivation and supervision variables and teacher performance.

The hypotheses tested in this study are as follows:

H01:Motivation has no effect on performance.

Ha1: Motivation influences performance.

H02: Supervision has no effect on performance.

Ha2: Supervision has an effect on performance.

H03: There is no significant simultaneous influence between motivation and supervision on performance.

Ha3: There is a significant simultaneous influence between motivation and supervision on performance.

4. Research Results and Discussion

The following are the results of research conducted by researchers in this study:

1. Normality Test

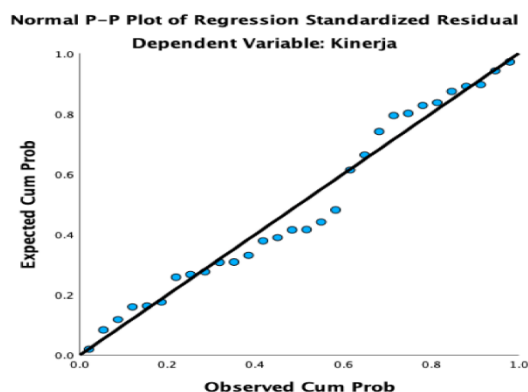   The results of the normality test are depicted in the PP Plot as follows:

Figure .1 PP Plot Graph

   The Normal PP Plot image follows a straight line, indicating that the data distribution is normal. This result is in accordance with one of the basic assumptions in linear regression using the OLS (Ordinary Least Squares) method.

2. Heteroscedasticity

   The heteroscedasticity test is carried out through Scatterplot, which shows the distribution pattern between the residuals and the predicted values of the motivation and performance variables that have been standardized. The results of this analysis can be seen in the following Scatterplot visualization:
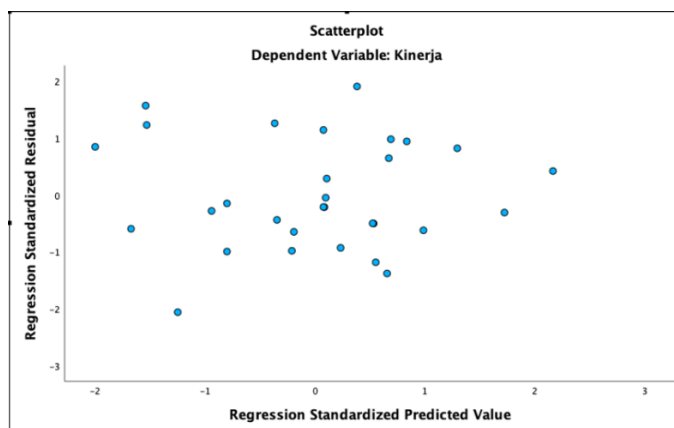
Fig. 2 Scatterplot chart

Based on this scatter plot visualization, it can be concluded that the assumption of homoscedasticity is met. This means that the residual variance remains stable across the range of predicted values.Thus, the applied linear regression model does not show any heteroscedasticity problems, so the analysis results can be considered valid.

Table. 1 Multicollinearity Test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	25.183	5,786		4.352	<.001		
	motivation	.234	.193	.239	1.210	.237	.884	1.131
	supervision	-.230	.204	-.222	-1.126	.270	.884	1.131

Source: Data processed by researchers using SPSS

a. Dependent Variable: Performance

Both Motivation and Supervision variables do not have a significant effect on Performance, because the p-value of both is greater than 0.05. A Tolerance value greater than 0.1 indicates that there is no indication of multicollinearity problems. In addition, a VIF value of less than 10 indicates that the relationship between motivation and supervision variables does not show high multicollinearity. With high Tolerance and low VIF (around 1,131), so there is no significant multicollinearity between the Motivation and Supervision variables.

3. Multiple Linear Regression Test

Table.2 Multiple Linear Regression Test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.183	5,786		4.352	<.001
	motivation	.234	.193	.239	1.210	.237
	supervision	-.230	.204	-.222	-1.126	.270

Source: Data processed by researchers using SPSS

Interpretation:

Intercept Value (B) = 25.183: When Motivation and Supervision are zero, the predicted Performance value is 25.183. Significance ($p < 0.001$) indicates that the constant is statistically significant.

a. Influence of Motivation (X_1) on Performance (Y)

Coefficient B=0.234: Every 1 unit increase in Motivation will increase Performance by 0.234 units, assuming Supervision remains constant. p-value = 0.237 (> 0.05): Since the p-value is greater than 0.05, Motivation does not have a significant effect on Performance, this means H01 is accepted, and Ha1 is rejected.

b. Influence of Supervision (X_2) on Performance (Y)

Coefficient B = -0.230: Every 1 unit increase in Supervision actually reduces Performance by 0.230 units, assuming Motivation remains constant. p-value = 0.270 (> 0.05): Since the p-value is greater than 0.05, Supervision also has no significant effect on Performance, this means H02 is accepted, and Ha2 is rejected.

Table 3 F Test

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71,066	2	35,533	1,020	.374b
	Residual	940.401	27	34,830		
	Total	1011.467	29			

Source: Data processed by researchers using SPSS

F test = 1.020 with Sig. = 0.374: Because p-value (0.374) > 0.05, it means that hypothesis H03 is accepted, and Ha3 is rejected. Motivation and Supervision do not have a significant effect simultaneously on Performance. Most of the variation in Performance is explained by other factors outside Motivation and Supervision.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.265a	.070	.001	5.902

Source: Data processed by researchers using SPSS

R (Correlation Coefficient) = 0.265: This indicates a very weak correlation between the Motivation and Supervision variables and the Performance variable. R Square = 0.070 (7%): Only 7% of the variation in Performance can be explained by the Motivation and Supervision variables, while the remaining 93% of the variation is influenced by other factors not included in the model. Adjusted R Square = 0.001: This value indicates that after considering the number of independent variables, the model has almost no significant predictive ability. Std. Error of the Estimate = 5.902: This indicates a significant difference between the predicted value by the model and the actual value of Performance.

The results of the study show that although motivation and supervision play a role in improving teacher performance, there are other factors that may be more influential but have not been measured. Factors that need to be considered in further research are professional training, work environment, and more comprehensive education policies, which can have a major impact on teacher performance. Therefore, further research is needed involving various other factors to get a more complete picture. The results of this study also revealed that work motivation and supervision do not have a major influence on teacher performance, but it is important to understand that teacher performance is influenced by many complex factors. Therefore, further studies are needed by considering more relevant factors in order to understand more deeply how to improve teacher performance. Based on the findings of this study, several policies that can be implemented to improve teacher performance in Madrasah Aliyah are as follows:

a. Strengthening Continuous Professional Development Programs: Madrasah Aliyah should organize regular training that focuses not only on academic learning, but also on improving the ability to teach religion. This step can improve the professionalism of teachers in managing classes and implementing the curriculum more effectively.
b. Optimizing Supervisory Support: Although supervision does not show significant direct influence, the role of supervision in helping teachers to develop and overcome the challenges they face in teaching remains very important. Therefore, supervision should be more based on practical needs and skill development.
c. Teacher Welfare: Providing appropriate incentives and supporting teacher welfare both financially and non-financially will strengthen their commitment in carrying out educational duties in Madrasah Aliyah. Stronger motivation can be created if teachers feel appreciated and supported comprehensively.

5. Conclusion

This study found that work motivation and supervision did not have a significant impact on teacher performance at Madrasah Aliyah (MA). Thus, it shows that there are other factors that are more influential, such as training, work environment, and education policies..Teachers at Madrasah Aliyah also face special challenges because in addition to teaching, they must guide students in understanding religious values. To improve teacher performance at MA, a more comprehensive approach is needed. Some steps that can be taken are providing training that is in accordance with teacher needs, increasing supervision that supports the development of skills, and paying attention to teacher welfare, both in terms of material and non-material. These steps are expected to create a more comfortable working environment, increase teacher enthusiasm, and help them work more optimally.

Reference

Ahmad, S., & Hidayat, R. (2021). Impact of school leadership and teacher motivation on performance. Journal of Educational Leadership and Policy Studies, 25(2), 122-135.

Adriana, F., et al. (2022). Effects of supervisory behavior and teacher motivation on job performance. International Journal of Educational Leadership, 17(4), 160-173.

Djazuli, D., & Zainuddin, M. (2020). Exploring academic supervision's role in teachers' professional development. Journal of Educational Development, 16(3), 40-55.

Herzberg, F. (1959). The motivation to work. John Wiley & Sons.

Kurniawan, T., & Riani, M. (2019). The role of motivation and supervision in enhancing teacher performance. Educational Management Journal, 22(1), 58-70.

Maryanti, A., et al. (2021). The impact of academic supervision and work motivation on teacher performance. Journal of Educational Management, 29(3), 145-158.

Palupiningsih, S., et al. (2021). The role of academic supervision and work motivation in improving teacher performance. International Journal of Educational Science and Research, 3(2), 102-115.

Palupiningsih, U., Fitria, H., & Wahidy, A. (2021). The impact of principal academic supervision and work motivation on teacher performance. Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021).https://doi.org/10.2991/assehr.k.210716.166

Putri, L., et al. (2020). Leadership and teacher motivation as predictors of teacher performance. Journal of Teacher Development, 11(2), 178-192.

Rosamaji, D. (2023). The influence of academic supervision and work motivation on teacher performance. Journal of Educational Studies, 42(4), 320-330.

Rosamaji, R. (2023). Improving teacher work motivation through academic supervision in SDN Sendangmulyo 04 Semarang City. Fikroh: Journal of Islamic Thought and Education, 16(2).https://doi.org/10.37812/fikroh.v16i2.894

Sabri, A., & Rustam, I. (2022). The influence of supervisory support on teachers' job satisfaction and performance. Asia Pacific Education Review, 23(4), 591-605.

Supriadi, D., et al. (2021). The role of academic supervision in enhancing teachers' performance. International Journal of Educational Research, 34(5), 145-159.

Suriagiri, E., et al. (2022). Factors influencing teacher motivation in Indonesian schools. Journal of Educational Psychology, 18(1), 88-100.

Wiyono, B., Widayati, S., Imron, A., Bustami, A., & Dayati, U. (2022). Implementation of group and individual supervision techniques, and its effect on the work motivation and performance of teachers at school organization. Frontiers in Psychology, 13.https://doi.org/10.3389/fpsyg.2022.943838