

THE RELATIONSHIP BETWEEN THE IMPLEMENTATION OF SCHOOL SUPERVISORS' SUPERVISION, THE SCHOOL PRINCIPLE'S LEADERSHIP STYLE AND MOTIVATION ONTEACHER PERFORMANCE

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ABSTRACT

The purpose of this study is to investigate The relationship between the implementation of school superintendent's supervision, the transformational leadership style of the principal and the motivation together for teacher performance. The research approach used in this study is a quantitative approach. The population in this study was all elementary school teachers in Cluster 3, Karang Tengah District, Tangerang City with a sample of 144 teachers who were taken randomly (random sampling). The analysis technique used is a double correlation analysis technique. Based on the results of the analysis, it is known that: 1) There is a positive and significant relationship of supervisory supervision with teacher performance. 2) There is a positive and significant relationship of leadership with teacher performance, 3) There is a relationship between work motivation and teacher performance. 4) There is a positive and significant impact of supervisory supervision, traditional leadership and work motivation together with teacher performance. Level of relationship between supervisory supervision Traditional leadership and work motivation with Teacher performance in a very high relationship category

Keywords: Supervisory Supervision, Traditional Leadership, Motivation, Teacher Performance

INTRODUCTION

The role of school supervisors has a positive contribution to improving the quality of education. Supervisors for TK/SD, SMP, SMA and SMK are educational staff whose role is very important in

fostering the professional abilities of teachers and principals in improving school performance. School supervisors function as supervisors, both academic supervisors and managerial supervisors. School supervisors as academic supervisors are obliged to help teachers' professional abilities so that teachers can improve the quality of the learning process. Supervisors as managerial supervisors are obliged to help the principal to achieve an effective school. Guidance and supervision of these two aspects should be the main task of the school supervisor.

The successful achievement of educational goals requires the skills of the school principal and the possession of standardized competencies so that carrying out their duties and functions can be carried out easily. This must be understood because the principal has an influence on the performance of the school as a whole. The principal in his leadership process is always related to the leadership style he uses. The principal's leadership style influences the performance of school personnel in increasing performance productivity in order to realize the vision and mission of the school itself.

Apart from leadership management, another factor that influences teacher performance is motivation. Motivation is a desire that arises from within a person to carry out certain activities in order to achieve the desired goals. Meanwhile, work motivation is a strong desire from within a person to carry out all activities related to his work in order to achieve organizational goals. Motivation arises as a result of giving a driving force that creates a person's enthusiasm so that they want to work together, work effectively and integrate with all their efforts to achieve satisfaction. This means that teachers who have high motivation will try to work better so that the desired goals can be achieved. Likewise, being a professional teacher must have motivation from within himself to become a teacher. If you don't have motivation, you won't be successful in teaching.

Previous studies (Dewi, 2015); (Putro, Rinawati, & Muh, 2013); (Suhadi, Mujahidin, Bahruddin, & Tafsir, 2018); (Ardiana, 2018); (Harefa, 2020) gave the answer that teacher work motivation greatly influences teacher performance and has a positive impact on student achievement. The study confirms that teachers who have high motivation will have an influence on achievement in educational institutions where teachers work. Study of factors that influence teacher motivation (Nasrun, 2016); (Anwar, 2019); (Maham, Bhatti, & Öztürk, 2020) which provides an understanding that leaders, the people closest to them are factors that can increase teacher motivation

Based on the results of the pre-research conducted by the author through interviews with several supervisors and the results of discussions with teachers, several problems were found, namely supervisory assistance was still not optimal, there was no well-coordinated supervision schedule, supervision was only used as a culture and to abort obligations, the supervisor's role was still limited to the relationship between leaders and subordinates, not yet being an educational consultant, so if there is implementation of supervision teachers become afraid and the low performance of supervisors is often experienced, reflected in a lack of understanding and mastery of supervision methods, techniques and principles, supervisors (supervisors) still oriented to supervision (control) and the main object is administration.

Based on interviews with school principals during the 2022/2023 academic year, school principals rarely provide coaching, advice, guidance, school principals have not made good efforts so that achievement results for teachers are not optimal, the role of school principals is also not optimal in motivating teachers to improve their performance so that the teacher seems relaxed about the existing rules plus, the teacher's motivation is still low in carrying out their duties, teachers are also found to behave impolitely such as smoking and using mobile phones when carrying out learning in class, learning activities are not in accordance with the allotted time allotted, where the material many but the allocation of learning time is limited.

Demands from various parties for the quality of teacher learning are getting higher, but the reality among State Elementary School teachers in Cluster 3, Karang Tengah District, Tangerang City, that is difficult to deny is that there are still many deficiencies and weaknesses at the application level. This

can be seen from the pre-research that the author conducted in November 2022 that the quality of learning in public elementary schools in Cluster 3, Karang Tengah District, Tangerang City is still low and there are still many student scores that are below the KKM (Minimum Completeness Criteria) but are forced to be pulleyed to be able to promoted to next grade. Of the 20 teachers surveyed, 15 teachers (75%) applied conventional learning strategies and methods and most were still unable to utilize modern information, using ICT (Computer Information Technology) in the learning process.

Based on the author's interview with school principals in Public Elementary Schools in Cluster 3, Karang Tengah District, Tangerang City in November 2022, there has not been much research related to school supervision, especially in cluster 3, Karang Tengah District, Tangerang City, even though to improve the quality of supervision it must first It is known how supervision has been carried out so far. This results in a lack of information about the magnitude of the relationship between the implementation of school supervisor supervision, the principal's leadership style and motivation with teacher performance from previous studies. Based on the problems above, the authors need to do further research regarding the relationship between the implementation of school supervisor supervision, the principal's leadership style and motivation with teacher performance.

METHOD

This research is a correlation research with a quantitative approach. Survey research is intended to obtain a general description of the leadership and leadership performance of school principals. In order to explain the research variables, a descriptive and correlative level of explanation was carried out. The population in this study were all teachers at the Gugus 3 Elementary School, Karang Tengah District, Tangerang City, with a sample of 144 teachers taken at random (random sampling). The analysis technique used is multiple correlation analysis technique.

FINDINGS AND DISCUSSION

Based on the statistical analysis that has been described above, it can be seen the values of the statistical results for each variable and the level of the relationship between the independent variables and the dependent variable. These results serve as the basis for the discussion of research, as follows:

Supervisor Supervision Relations with Teacher Performance

Based on the results of the correlation analysis between supervisory supervision and teacher performance, the Pearson Correlation value was (r_{count}) 0.637. with a significance value of 0.000. When compared to the value of $r_{count} > r_{table}$ ($0.637 > 0.164$). Likewise with the Sig value $< \alpha$ value ($0.000 < 0.05$). With these results, it can be concluded that there is a relationship between supervisory supervision and teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City. The level of strength of the relationship between variables X1 and Y, seen based on the r_{count} value of 0.637, if entered into the Pearson Correlation table, the value is in the range 0.60 – 0.799, so it can be concluded that there is a high relationship between supervisory supervision and teacher performance.

The results of this study support previous research conducted by Astuti, et al (2016) which stated, There is a positive influence of school supervisor supervision on teacher performance. This is in accordance with the opinion of Sagala (2019) who argues that the school supervisor as a supervisor is a person who can act as a partner for the school principal and other education staff who are expected to be present at school as counselors to overcome various problems faced by teachers and other education staff in carry out tasks.

Supervision of school supervisors in accordance with their duties, functions and authorities will contribute to creating an increase in the quality of education, where school supervisors provide assistance and guidance, motivate, provide direction and services to improve teachers' abilities in the

learning process. Conceptually, in this study, the activities of coaching, mentoring, direction, motivation, and services carried out by school supervisors are in accordance with the main tasks and functions as well as the authority and responsibility given to them to improve teacher performance.

Research on the relationship between supervisor supervision and teacher performance has been carried out by many researchers in the field of education. In these studies, supervisory supervision is interpreted as an effort to assist teachers in improving the quality of learning through class observations, providing feedback, and providing guidance and training.

Several studies have shown that effective supervisory supervision can improve teacher performance. For example, research conducted by Elwan and Ebrahim (2020) in Egypt shows that supervisory supervision that focuses on providing constructive and supportive feedback can improve teacher performance in managing the classroom and improve student learning outcomes.

Another study conducted by Khusaini and Bambang (2019) in Indonesia shows that regular and systematic supervisory supervision can increase teacher motivation and performance in teaching. In addition, research conducted by Yasin and Hanif (2018) in Pakistan shows that supervisory supervision who provides support and motivation to teachers can improve teacher performance in managing classes and increase student participation in learning.

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From the description above it is explained that supervisory supervision is very influential on teacher performance, this is a positive thing for the progress of the education unit that is shaded by

educators. The task of supervisors is not only to supervise educators but also to guide, motivate, provide solutions to any problems and also provide opportunities for self-development.

The Relationship between Transformational Leadership and Teacher Performance

Based on the results of the analysis of the correlation analysis between transformational leadership and teacher performance, the Pearson Correlation value was 0.540. When compared to the value of $r_{count} > r_{table}$ ($0.540 > 0.164$). Likewise with the Sig value $< \alpha$ value ($0.000 < 0.05$). Then the null hypothesis (H_0) is rejected and the working hypothesis (H_a) is accepted. Thus it can be stated that there is a relationship between transformational leadership and teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City. The Pearson Correlation value is 0.540, in the range 0.40 – 0.599, so it can be stated that there is a moderate relationship between transformational leadership and teacher performance.

The results of this study are in accordance with what was stated by Musbikin (2013) that the achievement and realization of professional teachers is very dependent on the skills/capabilities of the school principal's leadership. According to Karwati & Priansa (2015) said that the principal is one of the components of education that is influential in improving teacher performance. The expert's opinion shows that the leadership of the school principal is very much needed because it plays a role in developing schools and improving teacher performance and professionalism.

A school principal who has a transformational leadership style will encourage teachers in the education units they lead to be aware of the importance of their work assignments, and encourage them to prioritize their educational units rather than their own interests, which are manifested in the form of performance. Transformational leadership from school principals makes teachers more sensitive to the value and importance of work, as explained by Sutikno (2014) that transformational leadership can raise the awareness of its followers by directing them to higher ideals and moral values.

Gibson (1987) in Umam (2012) states that one of the factors that influence performance is the organization, including organizational structure, job design, leadership, and reward systems. Principal leadership will work well if they understand the existence of schools as complex and unique organizations, and develop school life by providing the widest possible opportunities for teachers to develop and innovate.

With a transformational leadership style, a school principal will have strong self-confidence, high commitment, clear vision, diligent, hardworking and militant, consistent, able to show important, big, and noble ideas, and be able to transmit them to teachers at school. the educational unit he leads. The school principal always demonstrates his commitment to the education unit he leads and tries to continuously inspire the spirit of the teachers through growing enthusiasm and optimism by inspiring behavior that can motivate teacher performance.

Principals who have a transformational leadership style always pay attention to the input of teachers as material for decision making, and pay attention to the needs of teachers regarding their career development. This is in line with Bas (1975) in Sagala (2018) that transformational leadership is able to transform and motivate followers.

Many studies have shown a positive relationship between transformational leadership and teacher performance. Transformational leadership is defined as a type of leadership that focuses on motivating and inspiring followers to achieve common goals, fostering creativity and innovation, and helping followers to reach their full potential.

Several studies show that transformational leadership can improve teacher performance. For example, research conducted by Voon, Lo, Ngui, and Ayob (2011) in Malaysia shows that transformational leadership by school principals can improve teacher performance in teaching, planning lessons, and conducting assessments.

Another study conducted by Li and Li (2019) in China shows that transformational leadership carried out by school principals can increase teacher job satisfaction and influence teacher performance through mediating job satisfaction. However, there is also research indicating the existence of other factors that affect the relationship between transformational leadership and teacher performance. For example, research conducted by Sahoo and Sahoo (2019) in India shows that factors such as organizational support, motivation, and a conducive work environment also contribute to teacher performance.

Overall, research on the relationship between transformational leadership and teacher performance shows that effective transformational leadership can improve teacher performance. However, to achieve optimal results, transformational leadership must be supported by other factors such as organizational support, motivation, and a conducive work environment.

Relationship between Work Motivation and Teacher Performance

The results of the correlation analysis between work motivation and teacher performance obtained a Pearson Correlation value of 0.544, with a Sig value $< \alpha$ value ($0.000 < 0.05$). Then the null hypothesis (H_0) is rejected and the working hypothesis (H_a) is accepted. Thus it can be stated that there is a relationship between work motivation and teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City.

The Pearson Correlation value is 0.544, this shows that work motivation and teacher performance have a moderate relationship. The value of the correlation coefficient is positive, this means that work motivation has a direct relationship with teacher performance, so that the higher the work motivation, the higher the teacher performance and vice versa, the lower the teacher's work motivation, the lower the teacher's performance. Based on the results of the correlation significance test with the t test, it was found that the correlation coefficient obtained was significant. This is because $t_{count} > t_{table}$ ($7.723 > 1.977$). From the results of the hypothesis testing above, it can be stated that the second hypothesis which states that there is a positive and significant relationship between work motivation and teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City is proven to be true.

The results of this study are also in line with Mangkunegara (2010) (Umam, 2012) that motivational factors are formed from an employee's attitude in dealing with work situations. Motivation is a condition that moves employees towards achieving goals. Work motivation arises because it is learned through experience or interaction with other people or social interaction. Teachers who have high work motivation feel comfortable and passionate about their performance.

Research has shown that high work motivation can improve teacher performance. Work motivation is defined as the drive or desire of individuals to achieve goals and achieve satisfaction in their work. Teacher performance itself is defined as the teacher's ability to achieve the learning outcomes desired by students.

Several studies have shown a positive relationship between work motivation and teacher performance. For example, research conducted by Chen and Chen (2017) in Taiwan shows that intrinsic motivation, such as the desire to achieve job satisfaction, can improve teacher performance in teaching and providing feedback to students.

Other research conducted by Haryanto and Supriadi (2019) in Indonesia shows that high work motivation can improve teacher performance in developing effective learning programs and providing good learning experiences for students.

However, there is also research showing that there are other factors that influence the relationship between work motivation and teacher performance. For example, research conducted by Cetin and Bayrak (2019) in Turkey shows that factors such as school principal support, good working conditions, and self-development opportunities also contribute to teacher performance.

Overall, research on the relationship between work motivation and teacher performance shows that high work motivation can improve teacher performance. However, to achieve optimal results, work motivation must be supported by other factors such as the support of the school principal, good working conditions, and opportunities for self-development.

Supervisory Supervision Relationship (X1), Transformational Leadership (X2) and Work Motivation (X3) Together with Teacher Performance (Y)

Based on the results of the analysis of multiple correlation analysis between supervisory supervision, transformational leadership and work motivation with teacher performance, a Pearson Correlation value of 0.816 is obtained when compared to the value of $r_{count} > r_{abel}$ ($0.816 > 0.164$). Thus the null hypothesis (H_0) is rejected and the working hypothesis (H_a) is accepted. So it can be concluded that there is a relationship between supervisory supervision of transformational leadership and work motivation with teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City.

The Pearson Correlation value is 0.816, so it can be concluded that there is a very high relationship between supervisory supervision of transformational leadership and work motivation and teacher performance. Supervisory supervision and transformational leadership contribute to teacher performance by 0.666 (66.6%). This means that together with supervisory supervision, transformational leadership and work motivation contribute 66.6% to teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City.

The results of this study support previous research conducted by Hutagaol (2016), which stated that there is a positive and significant relationship between transformational leadership and work motivation and teacher performance, implying that the better the teacher's perception of school principal supervision, transformational leadership and work motivation a teacher, the better the performance.

Research on the relationship between supervisory supervision, transformational leadership, and teacher performance shows that supervisory supervision and transformational leadership together can improve teacher performance.

For example, research conducted by Wicaksono and Subiyantoro (2018) in Indonesia shows that supervisory supervision and transformational leadership both have a positive effect on teacher performance. The results of this study indicate that effective supervisory supervision and motivating transformational leadership can improve teacher performance in teaching and provide a better learning experience for students.

Another study conducted by Akbari, Bahrani, and Mokhtari (2019) in Iran also showed similar results. This research shows that supervisory supervision and transformational leadership together have a positive influence on teacher performance, particularly in terms of more effective use of educational technology.

However, it should be kept in mind that the relationship between supervisor supervision, transformational leadership, and teacher performance can be influenced by other factors such as work motivation and principal support. For example, research conducted by Fatah, Perdana, and Hasanah (2020) in Indonesia shows that the support of school principals also contributes to teacher performance.

Overall, research on the relationship of supervisory supervision, transformational leadership, and teacher performance shows that supervisory supervision and transformational leadership together can improve teacher performance. However, other factors such as work motivation and school principal support must also be considered.

CONCLUSION

Based on the results, it can be concluded: 1) There is a positive and significant relationship between supervisory supervision and teacher performance. This is evident from the results of the $t_{count} > t_{table}$ ($0.637 > 0.164$) and the Sig value $< \alpha$ value ($0.000 < 0.05$). 2) There is a positive and significant relationship between transformational leadership and teacher performance. This is evident from the results of $t_{count} > t_{table}$ ($0.540 > 0.164$) and Sig value $< \alpha$ value ($0.000 < 0.05$). 3) There is a relationship between work motivation and teacher performance. This is evident from the $t_{count} > t_{table}$ ($0.544 > 0.164$) and the Sig value $< \alpha$ value ($0.000 < 0.05$). 4) There is a positive and significant relationship between supervisory supervision, transformational leadership and work motivation together with teacher performance. This is evident from the results of $t_{count} > t_{table}$ ($0.816 > 0.164$) and Sig value $< \alpha$ value ($0.000 < 0.05$). The degree of relationship between supervisory supervision and transformational leadership and work motivation with teacher performance is in the very high relationship category.

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