

# THE EFFECT OF PRINCIPAL SUPERVISION, SCHOOL CULTURE, AND WORK MOTIVATION ON THE PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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## ABSTRACT

The purpose of this study is to analyze the effect of principal supervision, school culture, and teacher work motivation on teacher performance. The method in this study is a causal survey method with path analysis techniques. The population in this study were all elementary school teachers in Cluster 1 of Periuk District, Tangerang City, totaling 139 teachers. With a sample of 103 teachers taken based on proportional random sampling, with path analysis techniques. The findings of this study reveal that principal supervision plays an important role in improving teacher performance. Effective supervision not only provides direction and control but also motivates teachers to carry out their tasks more responsibly and professionally. Likewise, school culture is shown to have a significant positive influence on teacher performance, where a conducive and collaborative culture fosters discipline, responsibility, and innovation among teachers. In addition to its direct impact on performance, principal supervision also has a strong effect on teacher work motivation, while school culture contributes positively to encouraging teachers to remain enthusiastic and committed in fulfilling their duties. Furthermore, teacher work motivation itself significantly enhances teacher performance, indicating that motivated teachers are more likely to achieve optimal results in the learning process. Another important finding is that principal supervision strongly shapes school culture, suggesting that leadership style and supervisory practices influence the values, norms, and habits that develop within the school environment. Collectively, these results highlight the interrelationship between supervision, school culture, and teacher motivation as key determinants of teacher performance improvement.

**Keywords:** *Principal Supervision, School Culture, Teacher Work Motivation, School Teacher Performance*

## INTRODUCTION

Teacher performance is the ability demonstrated by teachers in carrying out their duties or work. Performance is considered good and satisfactory if the objectives achieved are in accordance with the

established standards. In carrying out their professional duties, teachers are obliged to plan learning, implement a quality learning process, and assess and evaluate learning outcomes. The success of an educator can be seen if these criteria are achieved as a whole, then the teacher's performance will be considered to have good work quality. According to Law No. 14 of 2005 concerning Teachers and Lecturers article 10 paragraph (1), leadership style includes professional competence, pedagogical competence, personality competence, and social competence, which are obtained through professional education. This description shows diversity in examining the dimensions of leadership style. However, the substance boils down to the same dimensions.

To improve the quality of education, various efforts have been made, such as improving the competence of teachers through training and education, as well as improving learning facilities and infrastructure in schools. This is in accordance with the 2022 performance report of the Directorate General of Teachers and Educational Personnel, which sets three program targets with five program performance indicators, with the following achievement levels:

Table 1.1  
Program Performance Indicator Achievement Data

Program Objective	Program Performance Indicator	Target	Realization	Achievement Percentage
[SP 1] Improving the availability of professional educators and education personnel	[PPI 1.1] Percentage of regions with a good teacher distribution index and availability of education personnel	29.20	31.51	108.12
	[PPI 1.2] Percentage of teachers and education personnel who improved their competence	47.84	50.95	106.49
	[PPI 1.3] Percentage of teachers and education personnel who advanced in their career level	18.94	20.13	106.28
[SP 2.1] Improving accountability in services and management of education, culture, research, and technology budgets	[PPI 2.1] SAKIP rating of the Directorate General of Teachers and Education Personnel	A	A	100
[SP 3.1] Improving the implementation of bureaucratic reform at the Ministry of Education, Culture, Research, and Technology	[PPI 3.1] Number of work units in the Directorate General of Teachers and Education Personnel obtaining ZI-WBK/WBBM predicate	8	7	87.50

Source: 2022 Performance Report of the Directorate General of Teachers and Educational Personnel

Consequences As professionals, following the enactment of Law No. 14 of 2005 on Teachers and Lecturers, teachers are required to be able to carry out: 1) Their main duties of educating, teaching, guiding, directing, assessing, and evaluating students. 2) Additional duties relevant to the functions of the school/madrasah. 3) Therefore, teachers must be able to fulfill their obligations: a) Plan, implement, assess, and evaluate learning/guidance outcomes and implement improvements and enrichment. b) Continuously improve and develop academic qualifications and competencies in line with developments in science, technology, and the arts. c) Acting objectively and non-discriminatorily towards students (regarding gender, religion, ethnicity, race, and certain physical conditions, family background, and socioeconomic status). d) Upholding laws and regulations, legal and ethical codes for teachers, as well as religious and ethical values. e) Maintaining and fostering national unity and integrity.

Teachers should be fully responsible and highly committed in carrying out their duties. In order

for teachers and principals to perform well, supervision is necessary. Principals are often referred to as supervisors in the context of schooling. Supervision can be carried out by the principal or by the principal who performs the main duties and functions of guiding and supervising the educational unit. Educational supervision is guidance from the principal and/or school principal to teachers to improve the teaching and learning situation. Supervision activities are guidance to improve teacher capacity. The principal provides guidance to teachers regarding problems experienced by teachers. Good guidance is not looking for mistakes made by subordinates. Attention and good relationships in supervision activities will influence the success of supervision activities, which will ultimately affect teacher performance.

The influence of principal supervision, school culture, and work motivation on teacher performance has been discussed in several studies. Research findings show that principal supervision, organizational climate, and work motivation influence teacher performance (Rusmawati et al., 2021). Other studies also conclude that there is an influence of principal supervision on teacher performance (Najilah & Atikah, 2023), and research that concludes that there is an influence of principal supervision on the development of school culture (Wibowo & Mulyadi, 2020).

Based on the author's initial observations at elementary schools in the Periuk sub-district of Tangerang City, it was found that teaching was still not being carried out optimally and routinely as a product of teachers' work, there was a lack of mastery of teaching materials, a lack of teaching aids/learning media, teaching methods that were not yet varied, suboptimal implementation of the subject curriculum, evaluation or assessment only conducted when approaching mid-semester and end-of-semester exams, and a lack of alignment between teacher participation in training and the implementation of tasks. In addition, supervision activities by the principal are still oriented towards control, with the main focus being on administration, so that a partnership between teachers and the principal is not created and teachers even feel psychologically burdened by the thought of being assessed. In fact, supervision activities would be effective if the feeling of being free from various pressures was replaced with an atmosphere of service and fulfillment of informal needs.

Another problem found is the low level of teacher motivation. This is evident in the teaching and learning process in the classroom, where there are still teachers who merely deliver material without further explanation. For example, teachers simply write material on the board and then ask students to take notes. Not only that, there are also teachers who leave class early. Teachers who frequently leave the classroom will result in a reduction in teaching hours that could otherwise be used to provide additional explanations of the material being taught. The lack of education and training provided to teachers has resulted in low teacher competence. Many teachers experience excessive workloads, such as too many teaching hours, participating in extracurricular activities, and taking care of administrative tasks, which can reduce the time and energy they can spend on improving their performance.

Based on the problems and phenomena described above, the researcher is interested in conducting research with the title "The Effect of Principal Supervision, School Culture, and Teacher Work Motivation on the Performance of Public Elementary School Teachers in the Periuk District of Tangerang City." This research needs to be conducted to determine how principal supervision and work motivation affect teacher performance. In addition, it is hoped that it will encourage good principal supervision and work motivation so that the performance of public elementary school teachers in the Periuk District of Tangerang City will improve.

## **METHOD**

Based on the author's initial observations at elementary schools in the Periuk sub-district of Tangerang City, it was found that teaching was still not being carried out optimally and routinely as a product of teachers' work, there was a lack of mastery of teaching materials, a lack of teaching

aids/learning media, teaching methods that were not yet varied, suboptimal implementation of the subject curriculum, evaluation or assessment only conducted when approaching mid-semester and end-of-semester exams, and a lack of alignment between teacher participation in training and the implementation of tasks. In addition, supervision activities by the principal are still oriented towards control, with the main focus being on administration, so that a partnership between teachers and the principal is not created and teachers even feel psychologically burdened by the thought of being assessed. In fact, supervision activities would be effective if the feeling of being free from various pressures was replaced with an atmosphere of service and fulfillment of informal needs.

Another problem found is the low level of teacher motivation. This is evident in the teaching and learning process in the classroom, where there are still teachers who merely deliver material without further explanation. For example, teachers simply write material on the board and then ask students to take notes. Not only that, there are also teachers who leave class early. Teachers who frequently leave the classroom will result in a reduction in teaching hours that could otherwise be used to provide additional explanations of the material being taught. The lack of education and training provided to teachers has resulted in low teacher competence. Many teachers experience excessive workloads, such as too many teaching hours, participating in extracurricular activities, and taking care of administrative tasks, which can reduce the time and energy they can spend on improving their performance.

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## **FINDINGS AND DISCUSSION**

Based on the statistical analysis described above, the statistical values for each variable and the magnitude of the influence between variables can be determined. These results are used as the basis for the discussion of the research, as follows:

### **The Influence of Principal Supervision on Teacher Performance**

The path analysis results between the principal supervision variable (X1) and the teacher performance variable (X4) are 0.241 with a significance probability value of  $p_{x4x1} = 0.000$ . Because the p-value (Sig.) is smaller than  $\alpha$  ( $0.030 < 0.05$ ), it can be concluded that principal supervision has a significant effect on teacher performance.

The results show that principal supervision has a significant effect on teacher performance with a path coefficient of 0.241 and a p-value of 0.000. When compared to the theoretical study in Chapter II, these results are in line with the theory proposed by (Sergiovanni, 2021), which also confirms that good supervision can provide constructive feedback to teachers, thereby increasing their motivation and productivity. Thus, the results of this study reinforce the theory that principal supervision is not only supervision but also guidance that can improve teachers' professionalism in teaching.

The results of this study are in line with the results of a study conducted by (Afriyanli & Sabandi, 2020), which showed that principal supervision has an effect on teacher performance. Teachers who receive good supervision are better able to improve their professionalism and apply innovations in learning. Another study conducted by (Rawis et al., 2021) shows that principal supervision has an effect on teacher performance. This study emphasizes that principal supervision is a key factor in

improving teacher performance and the quality of education in schools. With effective supervision, teachers can be more motivated to develop their competencies, thereby contributing to the creation of a better and higher quality learning process.

Based on the above statements, it can be concluded that with good supervision, teachers are more encouraged to improve their competence, apply more creative learning methods, and create a conducive learning environment for students. In addition, supervision also helps to ensure that educational standards in schools are maintained, so that the quality of learning can continue to be improved. Therefore, principal supervision is not just an evaluation, but also a continuous coaching process to create professional and qualified educators.

### The Influence of School Culture on Teacher Performance

The path analysis results between the school culture variable (X2) and the teacher performance variable (X4) are 0.461 with a significance probability value of  $p_{x3x1} = 0.000$ . Because the p-value (Sig.) is smaller than  $\alpha$  ( $0.000 < 0.05$ ), it can be concluded that school culture has a significant effect on teacher performance.

This study found that school culture has a positive influence on teacher performance with a path coefficient value of 0.461 and a p-value = 0.000. When compared to the theoretical study in Chapter II, these results are in line with the theory proposed by (Handayani, 2020), which asserts that a good school culture can increase teacher motivation and create a conducive environment. The results of this study reinforce the theory that effective principal supervision can encourage teachers to work better with higher motivation.

The results of this study are in line with the results of a study conducted by (Riana, 2020), which showed that school culture has an influence on teacher performance. A strong school culture encourages teachers to continue to develop, innovate in learning, and improve their competencies in order to achieve better educational outcomes. Thus, creating a positive school culture is an important factor in efforts to improve teacher performance and overall education quality.

Another study conducted by (Pratama & Sri, 2021) showed that school culture has an influence on teacher performance. A positive school culture, such as a supportive school culture, inspirational leadership, and values that encourage professionalism, can increase teachers' motivation and dedication in carrying out their duties. When the school culture promotes collaboration, innovation, and appreciation for teacher performance, teachers tend to be more enthusiastic about teaching and strive to improve the quality of learning. Thus, a conducive school culture not only affects teacher performance but also contributes to improving the quality of education in schools.

Based on the above statements, it can be concluded that school culture has a significant influence on teacher performance because a positive and supportive environment can increase their motivation and professionalism in teaching. A good school culture, such as inspirational leadership, effective communication, and values that encourage collaboration and innovation, enables teachers to develop and be more dedicated to their duties. With a conducive school culture, teachers feel more appreciated and motivated to improve their competence and the quality of learning, which ultimately has an impact on improving the overall quality of education.

### The Effect of Principal Supervision on Work Motivation

The path analysis results between the principal supervision variable (X1) and the teacher work motivation variable (X3) are 0.810 with a significance probability value of  $p_{x3x1} = 0.000$ . Because the p-value (Sig.) is smaller than  $\alpha$  ( $0.000 < 0.05$ ), it can be concluded that principal supervision has a significant effect on teacher work motivation.

This study found that effective supervision can increase teacher work motivation through

guidance and constructive feedback. When compared to the theoretical review in Chapter II, these results are in line with the theory proposed by (Rivai & Murni, 2020), which states that supervision is a motivational factor that increases job satisfaction. The results of this study support the theory that effective principal supervision can increase teacher motivation through the support provided.

The results of this study are in line with the results of a study conducted by (Rochimin et al., 2023), which showed that principal supervision has an effect on teacher motivation. Principals should intensify supervision evaluations, increase monitoring of teacher performance, and encourage teacher involvement in school activities to increase their motivation.

Another study conducted by (Hamdani et al., 2024) shows that principal supervision has an effect on teacher work motivation. Principal supervision plays an important role in increasing teacher work motivation through effective guidance, evaluation, and mentoring. With good supervision, teachers feel appreciated, receive clear directions, and are encouraged to improve their competence and innovation in learning.

Based on the above statements, it can be concluded that optimal supervision also increases teachers' sense of responsibility and job satisfaction. Constructive feedback and support from the principal can increase teachers' enthusiasm and commitment, thereby having a positive impact on the quality of teaching and the professionalism of educators.

#### The Influence of School Culture on Work Motivation

The path analysis results between the school culture variable (X2) and the teacher work motivation variable (X3) are 0.186 with a significance probability value of  $p_{x3x2} = 0.000$ . Because the p-value (Sig.) is smaller than  $\alpha$  ( $0.000 < 0.05$ ), it can be concluded that school culture has a significant effect on teacher work motivation.

This study found that school culture affects teacher work motivation with a coefficient value of 0.186 and a p-value = 0.000. When compared to the theoretical study in Chapter II, these results are in line with the theory proposed by (Anwar & Halim, 2021), which states that a strong school culture can increase teacher loyalty and commitment. The results of this study are in line with the theory that a positive school culture contributes to an increase in teacher work motivation.

The results of this study are in accordance with the results of a study conducted by (Stiawati & Maisaroh, 2022), which showed that a positive school culture has a significant influence on teacher work motivation, because a conducive school culture can increase their enthusiasm and dedication in carrying out their duties. A school culture that reflects the values of professionalism, cooperation, and innovation creates an atmosphere that supports teacher growth and development. When schools implement a culture that values achievement, provides moral support, and encourages active participation, teachers will feel more motivated to improve their performance and competence.

Another study conducted by (Murni & Sulasmi, 2021) found that school culture has a significant effect on work motivation. A good school culture plays a role in building a sense of togetherness and collective responsibility among teachers. Teachers who feel appreciated and supported in the school culture tend to be more enthusiastic in carrying out their duties and have a higher commitment to the institution where they serve.

The results of the study show that school culture has a significant but minimal influence on teacher work motivation. This can be explained by the fact that teacher work motivation is more influenced by intrinsic factors such as job satisfaction, professional recognition, and psychological well-being than by the organizational culture environment. According to research (Kadarsih et al., 2025), although a positive school culture can create a conducive work environment, the main factors that drive teacher motivation come from personal satisfaction and a sense of achievement in their work. Therefore, school culture only serves as a supporting factor that helps create a comfortable working atmosphere, but it is not the main factor that determines individual motivation levels.

In addition, school culture often takes a long time to have an impact on individual behavior and attitudes. According to research (Arafat et al., 2025), principal policies and incentive systems have a more direct impact on teacher motivation than elements of organizational culture, which tend to be abstract and develop gradually. Other factors such as financial well-being, workload, and interpersonal relationships with colleagues are often more dominant factors in increasing or decreasing teacher motivation. Therefore, although school culture contributes to teacher motivation, its impact is relatively small compared to other factors that are more directly related to daily work experiences.

Based on the above statements, it can be concluded that with a strong and positive school culture, teachers are not only more motivated but also better prepared to face challenges in the world of education. They will be more open to change, more creative in developing learning methods, and more oriented towards achieving better results for students. Therefore, building a supportive school culture is a strategic step in improving teacher motivation and the overall quality of education.

#### The Influence of Work Motivation on Teacher Performance

The results of the path analysis between the work motivation variable (X3) and the teacher performance variable (X4) show a coefficient of 0.295 with a significance probability value of  $p_{x3x4} = 0.295$ . Since the p-value (Sig.) is smaller than  $\alpha$  ( $0.013 < 0.05$ ), it can be concluded that work motivation has a significant influence on teacher performance.

This study found that work motivation has a positive effect on teacher performance, with a coefficient value of 0.295 and a p-value of 0.013. When compared to the theoretical framework in Chapter II, this result is consistent with the theory proposed by Purwanto (2021), which emphasizes that individuals with high motivation tend to demonstrate better job performance. The findings of this research support the theory that work motivation is an important factor in improving teacher performance.

The results of this study are also in line with the findings of Utami et al. (2024), which revealed that work motivation significantly influences teacher performance. Work motivation plays a major role in enhancing teacher performance because strong internal and external drives encourage teachers to work more optimally. Highly motivated teachers tend to be more disciplined, dedicated, and committed to giving their best in the teaching process. With strong motivation, teachers are more active in developing their competencies, applying innovative teaching methods, and creating an inspiring learning environment for students.

Similar findings were reported by Salim (2020), who concluded that work motivation significantly affects teacher performance. This study shows that work motivation is crucial in enhancing teacher effectiveness and efficiency in carrying out their tasks. Motivated teachers not only follow the curriculum but also take the initiative to improve themselves through training, seminars, or educational research. High motivation also increases creativity and resilience in facing challenges, such as managing heterogeneous classrooms or adapting teaching strategies to student needs.

Based on the above findings, it can be concluded that high work motivation positively impacts the overall quality of education. Teachers with strong motivation are more likely to create interactive and engaging learning experiences, ultimately improving student achievement. Therefore, it is important for schools and policymakers to continuously provide support, recognition, and a conducive school culture to maintain and enhance teacher motivation.

#### The Influence of Principal Supervision on School Culture

The results of the path analysis between the principal supervision variable (X1) and the school culture variable (X2) show a coefficient of 0.944 with a significance probability value of  $p_{x1x2} = 0.000$ . Since the p-value (Sig.) is smaller than  $\alpha$  ( $0.000 < 0.05$ ), it can be concluded that principal

supervision has a significant influence on school culture.

This study found that principal supervision significantly influences school culture, with a path coefficient of 0.944 and a p-value of 0.000. When compared to the theoretical framework in Chapter II, this finding is consistent with the theory proposed by Wibowo & Mulyadi (2020), which explains that principals who carry out regular supervision can increase teachers' awareness of positive school culture. This study confirms that principal supervision plays an important role in shaping a positive school culture. Through effective supervision, principals are able to foster an environment that supports collaboration, discipline, and innovation in learning.

The findings of this research are also in line with Suryadi (2021), who found that principal supervision significantly influences school culture. Principal supervision plays a key role in forming and strengthening school culture. Through effective monitoring, principals can ensure that positive values such as discipline, cooperation, and professionalism are consistently implemented by all school members. Proper supervision also helps create a harmonious school culture where teachers feel supported and motivated to perform optimally. Thus, a positive school culture can be formed through direction, evaluation, and guidance provided by the principal to teachers and staff.

Similarly, Wibowo & Mulyadi (2020) also confirmed that principal supervision has a positive and significant influence on teachers' adherence to school culture. Regular supervision can increase awareness among all school elements about the importance of a strong work culture. Principals who are active in guiding and supervising not only ensure compliance with school rules but also foster an innovative and adaptive culture. By providing exemplary leadership and constructive feedback, principals encourage teachers and staff to maintain a conducive work atmosphere and strengthen positive interactions within the school culture.

Based on these findings, it can be concluded that consistent supervision enables school culture to develop in a better direction. Teachers who receive supportive supervision are more likely to align themselves with school standards and demonstrate greater responsibility. This leads to the creation of a disciplined, communicative, and quality-oriented work culture. Therefore, principal supervision is not only aimed at improving individual performance but also at building a healthy and productive school ecosystem.

## CONCLUSION

Based on the research results and discussion, several important conclusions can be drawn as follows:

1. There is a direct positive and significant effect of principal supervision on the performance of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. The path analysis between the principal supervision variable (X1) and the teacher performance variable (X4) is 0.241, with a significance probability value of  $p_{x4x1} = 0.030$ , with a percentage value of 93.4%.
2. There is a direct positive and significant effect of school culture on the performance of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. The path analysis between the school culture variable (X2) and the teacher performance variable (X4) is 0.461, with a significance probability value of  $p_{x3x1} = 0.000$ , with a percentage value of 93.8%.
3. There is a direct positive and significant effect of principal supervision on the work motivation of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. The path analysis between the principal supervision variable (X1) and the teacher work motivation variable (X3) is 0.810 with a significance probability value of  $p_{x3x1} = 0.000$ , with a percentage value of 97%.
4. There is a positive and significant direct effect of school culture on the work motivation of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. The path analysis



between the school culture variable (X2) and the teacher work motivation variable (X3) is 0.186 with a significance probability value of  $p_{x3x2} = 0.000$ , with a percentage value of 90.3%.

5. There is a positive and significant direct effect of work motivation on the performance of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. The path analysis between the work motivation variable (X3) and the teacher performance variable (X4) is 0.295 with a significance probability value of  $p_{x3x1} = 0.013$ , with a percentage value of 94.1%.
6. There is a positive and significant direct effect of principal supervision on the school culture of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. the path between the principal supervision variable (X1) and the school culture variable (X2) is 0.944 with a significance probability value of  $p_{x2x1} = 0.000$ , with a percentage of 89.2%

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