



Impact of Supervision and Motivation on Elementary Teacher Professionalism in Sumay, Tebo Regency

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ABSTRACT

School supervisors play a strategic role in enhancing school performance by providing academic and managerial coaching. This study examines the influence of school supervisors' academic supervision and teachers' work motivation on teacher professionalism. A quantitative approach with a correlational survey method was employed. The findings reveal that academic supervision by school supervisors in Sumay District, Tebo Regency, is categorized as high, indicating effective supervision practices that require further enhancement. Academic supervision positively and significantly influences teacher professionalism, accounting for 30.04% of the variance. Similarly, teacher work motivation is also high, contributing to a positive and significant influence on teacher professionalism at 46.10%. Overall, the professionalism of elementary school teachers in the district is rated as high, demonstrating good competency levels. Furthermore, the combined positive and significant influence of academic supervision and work motivation on teacher professionalism is 47.50%. These findings underscore the critical role of academic supervision and motivation in fostering teacher professionalism and highlight areas for continued improvement.

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INTRODUCTION

Teacher professionalism is one of the key factors in improving the quality of education in schools (Kasful, 2015). Professional teachers are able to plan, implement, and evaluate learning effectively and play an active role in developing student competencies. However, the reality in the field shows that not all teachers have an adequate level of professionalism (Prihatin & Subiyantoro, 2022; C. Rahayu et al., 2022). Various obstacles such as lack of work motivation, minimal supervisory support, and limitations in self-development are challenges in efforts to improve teacher professionalism (Karpoff, 2021).

Academic supervision by school supervisors plays an important role in supporting the improvement of teacher professionalism (Iskandar et al., 2019; Iskandar & Putri, 2020). Academic supervision aims to provide guidance, direction, and evaluation to teachers so that they are able to carry out learning tasks effectively. Unfortunately, in some cases, academic supervision has not been implemented optimally (Agama & Email, 2016; Senides et al., 2019; Vesper & Gartner, 1997). Factors such as lack of intensity of supervisor visits, less relevant supervision approaches, and limited supervisor competencies are obstacles to the implementation of quality supervision. On the other hand, teacher work motivation is also a factor that greatly influences their professionalism (Donkoh et al., 2023, 2023; Iskandar & Machali, 2020). Teachers who have high work motivation tend to be more enthusiastic in carrying out their duties, innovating, and improving their competence. However, many teachers face challenges in maintaining work motivation, such as high administrative burdens, lack of appreciation for performance, and a less supportive work environment.

School supervisors as educational personnel have a very strategic role in improving the quality of school performance through coaching, supervision in academic and managerial fields (Dullayaphut & Untachai, 2013; Nalim et al., 2020; Rohmatika, 2016). The duties and responsibilities of school supervisors are very important, only school supervisors who have high competence and creativity can carry out these duties. According to (Alawiyah, 2017; Mulyani, 2015) "supervisor competence is the ability that is the accumulation of a number of knowledge, attitudes and skills required in the position of supervisor." The competencies that school supervisors must have include personality competence, managerial supervision competence, academic supervision, educational evaluation, development research and social competence. According to Sagala (2009, quoted in Sutarjo, 2014. P. 108) "supervision is a service to teachers that aims to produce instructional improvements, learning services and curriculum development." The main task of the school supervisor is to carry out the supervisory function, namely managerial and academic supervision. According to (Abang et al., 2015) "motivation begins with a change in energy in the individual, this change occurs due to certain neurophysiological systems in the human organism." In learning activities at school, motivation can be carried out by the principal so that teachers carry out professional learning according to the teacher's code of ethics so that teachers can work optimally (A. Rahayu et al., 2023; Rofiatun Nisa & Eli Fatmawati, 2020).

The relationship between academic supervision, work motivation, and teacher professionalism shows that efforts to improve the quality of education cannot be done partially. Effective academic supervision can increase teacher work motivation by providing support, appreciation, and solutions to various obstacles faced (Iskandar, 2019; Kurniawati, 2017; Usman, 2016). Thus, the synergy between academic supervision and work motivation is very important in creating professional and quality teachers. Therefore, research on the influence of academic supervision by school supervisors and work motivation on teacher professionalism is relevant to be carried out. The results of this study are expected to provide recommendations for related parties, especially school supervisors and education policy makers, in improving teacher professionalism through effective supervision and strengthening work motivation.

Procedures

This study uses a quantitative approach with a correlational survey method to examine the effect of school supervisors' academic supervision and work motivation on teacher professionalism (Creswell, 2012; Sugiyono, 2019). The study population was all teachers in secondary schools in the research area, while samples were taken randomly using stratified random sampling techniques to ensure proportional representation based on school level and location. The sample size was determined using the Slovin formula with a 95% confidence level to obtain generalizable results.

The research instrument is a structured questionnaire developed based on indicators of academic supervision, work motivation, and teacher professionalism. The validity and reliability of the instrument were tested first through a trial on a small sample before being used widely. Academic supervision is measured based on the dimensions of planning, implementation, and evaluation of supervision. Work motivation is measured using indicators of intrinsic and extrinsic needs, while teacher professionalism is measured through indicators of pedagogical competence, professional competence, and commitment to the profession.

Data collection was conducted by distributing questionnaires to teachers who were respondents. The collected data were analyzed using descriptive statistics to provide an overview of each variable, and inferential statistics, such as multiple linear regression analysis, to test the relationship and influence between academic supervision and work motivation on teacher professionalism. Hypothesis testing was conducted at a significance level of 5% to determine the significance of the relationship between variables.

The results of the data analysis will reveal how much influence academic supervision and work motivation partially or simultaneously have on teacher professionalism. In addition, this study will also identify the dominant factors that influence teacher professionalism. These findings are expected to be the basis for recommendations for school supervisors in increasing the effectiveness of academic supervision and providing insight for schools to strengthen teacher work motivation.

FINDINGS AND DISCUSSION

Academic Supervision of School Supervisors and Its Influence on Teacher Professionalism

Overall, based on the questionnaire that the presenter has managed as seen from the results of the questionnaire filled out by teachers and principals of SDN Sek, Sumay District, Tebo Regency, it is included in the high category. This is assumed that the supervisor has carried out supervision well and has carried out the supervision process well in accordance with the functions and roles of school supervisors well. "Academic supervision is one of the main tasks of school supervisors."

Academic supervision is one of the main tasks of school supervisors. According to (Syafaruddin, 2003). "academic supervision is a supervisory function that is related to the aspect of coaching and developing the professional abilities of teachers in improving learning subjects and guidance at school." Meanwhile, according to Pusbangtendik BPSDM Kemendiknas (2011,

p. 19), "academic supervision or academic supervision is a supervisory function, which is related to the aspect of implementing the tasks of coaching, monitoring, assessing and training professional teachers in (1) planning learning (2) implementing learning (3) assessing learning outcomes (4) guiding and training students, and (5) carrying out additional tasks that are attached to the implementation of main activities in accordance with the teacher's workload (PP 74/2008)."

From the academic supervision found in the field, there is also an influence on teacher professionalism. R shows the Regression between Academic Supervision of school supervisors, principals with teacher professionalism, which is 0.551. Meanwhile, R Square shows the coefficient value of determination of Academic Supervision of school supervisors with teacher professionalism of 0.304 or 30.04%. Thus, it means that teacher professionalism is predicted to be 30.09% can be explained by academic supervision of school supervisors and the remaining 60.0% is explained by variables that have not been included in this model, meaning that if the performance level is 100% then the academic supervision of school supervisors contributes 30.09%.

Based on the description above, there is a relationship between the academic supervision of school supervisors and teacher professionalism. This means that the better the academic supervision of school supervisors and principals, the better the performance of a teacher. Likewise, the worse the academic supervision of school supervisors and principals, the lower the professionalism of a teacher.

Teacher Work Motivation and Its Influence on Teacher Professionalism

From the findings in the field, the motivation of teachers at SDN Se, Sumay District, Tebo Regency is motivated in carrying out learning practices. Yunus (2007; 45) put forward a number of factors in work that influence individual work motivation as follows:

- a. A sense of security, namely the certainty of obtaining permanent employment, holding a position in the organization for as long as possible as they hope.
- b. Opportunity to progress, namely the possibility to advance, move up a level, gain position and expertise
- c. Type of work, namely the existence of work that is in accordance with educational background, experience, talents and interests.
- d. The good name of the workplace (Company), namely the company (School) which gives employees pride when working at that company or school.
- e. Co-Workers are like-minded co-workers who are suitable for collaboration.
- f. Wages (Pay) is the income received
- g. Supervisor is a leader or superior who has a good relationship with his subordinates, knows his subordinates, and considers the opinions expressed by his subordinates.
- h. Working hours are regular or certain working hours in a day
- i. Working conditions, such as cleanliness of the workplace, temperature, work space, ventilation, noise, odors, etc.
- j. Facilities (benefits) include leave opportunities, health insurance, medical treatment and so on.

The findings of this study are also in line with the findings of previous research by Hendra (2003) at SMP Negeri SDN Se, Pelayangan District, Jambi City. Work motivation is one of the factors that determine the high and low performance of a teacher. Motivation is also related to a person's psychological factors as a form of relationship between attitudes, needs and satisfaction that occurs in humans. The stimulus for humans is to try to fulfill their needs, both material and non-material. The fulfillment of material needs is a work motivation that comes from outside the individual teacher but has a great influence on the psychological satisfaction of a teacher. Fulfilled teacher needs, at least their basic needs, teachers will be more focused on working and showing performance that is in accordance with the demands of their profession. From this finding, the impact or implication is that teacher work motivation in teaching and other educational activities is good and this must be improved and maintained in order to create better education.

The results of the simple regression analysis of the second hypothesis test show that there is an influence of work motivation on teacher professionalism with an effective contribution of R indicating a regression between work motivation and teacher professionalism of 0.461. Meanwhile, R Square shows the coefficient value of determination of work motivation on teacher professionalism of 0.461 or 46.10%. Thus, it means that teacher professionalism is predicted to be 46.10% can be explained by work motivation. And the remaining 54.90% is explained by variables that have not been included in the model. Based on the research results (Aulina, 2018; A. Rahayu et al., 2023) concluded that there is a positive relationship between achievement motivation and work performance/achievement. This means that leaders, managers, and employees who have high achievement motivation will achieve high achievements, and vice versa, those with low performance due to low work motivation (p. 104). Employees can work professionally because they have high motivation. Employees who have high motivation will usually carry out their duties with enthusiasm and energy because there are certain motives and goals behind these actions. This motive is a driving factor that gives him strength so that he is willing and willing to work hard.

Based on previous research conducted by Yulinana (2006) entitled "the influence of intellectual ability and work motivation on teacher professionalism in Kebumen Regency" concluded that work motivation has a significant positive and significant effect on teacher professionalism. And reinforced by the research findings of Bahri (2011), reported that a survey of 55 junior high school teachers with civil servant status in Gowa Regency, South Sulawesi Province determined that there was a significant influence between work motivation on the professionalism of junior high school teachers in Gowa Regency with an influence of 3.2%. from the description above, there is a relationship between work motivation and teacher professionalism. This means that the higher the work motivation of a teacher, the higher the results of the teacher's professionalism and vice versa, teachers whose performance is low are due to low work motivation.

DISCUSSION

The results of the questionnaire, filled out by teachers and principals of SDN Sek in Sumay District, Tebo Regency, indicate that academic supervision by school supervisors is categorized as

high. This finding suggests that supervisors have effectively carried out their roles and responsibilities in accordance with the functions of academic supervision. According to Syafaruddin (2003), academic supervision is a supervisory function that focuses on developing teachers' professional abilities to improve teaching and learning practices in schools. Similarly, Pusbangtendik BPSDM Kemendiknas (2011) defines academic supervision as activities related to coaching, monitoring, evaluating, and training professional teachers in various aspects, including planning, implementing, and assessing learning outcomes, as well as guiding and training students.

The regression analysis further supports this relationship, showing a positive and significant influence of academic supervision on teacher professionalism, with a coefficient (R Square) of 30.04%. This implies that 30.04% of the variation in teacher professionalism can be explained by academic supervision, while the remaining 69.96% is attributed to other factors not included in the model. These findings confirm that effective academic supervision contributes to improved teacher professionalism. Supervisors who consistently provide quality guidance and support can positively impact teachers' performance. Consequently, to maintain and enhance teacher professionalism, it is essential to strengthen the role of school supervisors in academic supervision.

Teacher Work Motivation and Its Influence on Teacher Professionalism

The study also reveals that teachers in Sumay District, Tebo Regency, demonstrate high levels of work motivation, which positively influences their professionalism. Yunus (2007) identifies several factors contributing to work motivation, including job security, opportunities for advancement, job alignment with personal skills, pride in the workplace, collegiality, adequate wages, supportive leadership, favorable working conditions, and available benefits. These factors play a critical role in shaping teachers' attitudes and dedication to their work.

The regression analysis shows a positive and significant influence of work motivation on teacher professionalism, with an effective contribution of 46.10% (R Square = 0.461). This indicates that nearly half of the variation in teacher professionalism can be explained by teachers' work motivation, while the remaining 53.90% is influenced by other variables not included in the model. Teachers with high motivation are more likely to perform their duties enthusiastically and energetically, driven by specific goals and incentives. These findings align with previous research by Hendra (2003), which emphasized that work motivation significantly impacts teachers' performance.

Furthermore, Aulina (2018) and Rahayu et al. (2023) concluded that individuals with high achievement motivation tend to demonstrate better work performance. Similarly, Yulinana (2006) and Bahri (2011) found a significant positive correlation between work motivation and teacher professionalism. These studies reinforce the notion that motivated teachers are more likely to exhibit professionalism in their work, while low motivation often results in lower performance. The findings of this study underscore the importance of both academic supervision and work motivation in enhancing teacher professionalism. To ensure better educational outcomes, it is essential to improve the quality of academic supervision while simultaneously fostering teachers' motivation. School leaders and supervisors should focus on creating supportive environments,

providing professional development opportunities, and addressing teachers' material and non-material needs to sustain their enthusiasm and dedication to teaching. By strengthening academic supervision and boosting work motivation, schools can better equip teachers to meet professional demands, ultimately contributing to the overall quality of education in Sumay District and beyond.

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