



## **THE CONTRIBUTION OF PRINCIPAL SUPERVISION AND MOTIVATION FOR TEACHER ACHIEVEMENT TO THE MORALE IN PAHANDUT SUB-DISTRICT**

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**Abstract:** The problems were formulated in this study as follows whether there is a contribution of principal supervision to the morale of kindergarten teachers in Pahandut District; whether there is a contribution of teacher achievement motivation to the morale of kindergarten teachers in Pahandut District; whether the contribution is jointly supervised by the principal and the motivation of teacher achievement to the morale of kindergarten teachers in Pahandut District. The method used is a descriptive method, which is to describe the contribution of the principal's supervision and motivation for achievement to the work of kindergarten teachers in Pahandut Regency. The study population was 233 Kindergarten teachers, using the proportional random sampling technique, a sample of 139 teachers was obtained. Data collection techniques for principal supervision variables ( $X_1$ ), teacher achievement motivation variables ( $X_2$ ) and teacher morale variables ( $Y$ ) using questionnaires in the form of a Likert scale. Instrument testing uses data validation and reliability tests, while data analysis requirements testing uses normality tests, linearity tests, multicholnearity tests and heteroskedasticity tests. To determine the contribution of the principal supervision variable, the teacher achievement motivation variable to the teacher's morale in this study was carried out using regression and multiple regression tests using the SPSS 17.0 program application.

**Keywords:** Principal Supervision, Teacher Achievement Motivation, Teacher Morale

### **INTRODUCTION**

The low quality of human resources is a fundamental problem that can hinder the development and development of the national economy. The arrangement of human resources needs to be pursued gradually and continuously through a quality education system both in the formal, informal, and non-formal education pathways, ranging from basic education to higher education (Mulyasa 2004: 4). Mulyasa further said that the importance of developing a quality education system needs to be emphasized more, because various indicators show that existing education has not been able to produce resources in accordance with community development

and development needs. Supervising is an activity or supervisory action of a person who is given the task, responsibility and authority to carry out guidance and assessment of the person and or institution he fosters. A person who is assigned such a task is called a supervisor. In the field of education, it is called a school supervisor or supervisor of an education unit. Supervising needs to be done with the aim of improving the quality of education on an ongoing basis in the schools it supervises.

Academic supervision by the principal is the ability to foster teacher performance to improve the quality of the learning process, guidance, learning media, assessment and professional development



(Wahyusumidjo, 2014: 52). Academic supervision is an action taken in helping teachers develop the professionalism of the learning process (Priansa, 2014: 107). This success will be better if the principal's academic supervision ability is not only intended for assessing teacher performance in managing the teaching and learning process but also to assist teachers in improving teacher performance abilities. The principal conducts academic supervision by means of supervision to improve teacher performance. Supervision is a form of control so that educational activities in schools can be directed at predetermined goals, this action can also help teachers in developing their abilities in the learning process and teachers can be more careful not to make deviations in the learning process. As an academic supervisor, the principal has an obligation to help teachers become professionals so that teachers can improve the quality of the learning process. In addition to also acting as an educational consultant who is always a companion for teachers in improving the quality of education. With the help of supervision from the principal, it is hoped that the results of the implementation of the learning process in schools will be better and of higher quality so that the objectives of education will be achieved Academic supervision activities are not an assessment of teacher performance which only measures the quality of teachers in fulfilling the main duties and functions for the benefit of accreditation. In this case, academic supervision activities are a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning objectives. Thus, the essence of academic supervision is not at all to assess the performance of teachers in

managing the learning process, but to help teachers develop their professional abilities (Ginting, 2020: 17). Therefore, supervision activities should be routinely carried out by the principal towards teachers as one of the activities that are viewed positively in improving the quality of the learning process and efforts to improve teacher teaching performance.

With regard to the morale of state kindergarten teachers in Pahandut Regency, especially in carrying out daily learning and tasks, it is still not optimal. Based on the results of interviews with several principals, the following problems can be identified: RPPH made by teachers has never been updated, in making RPPH some teachers are just copy and paste, many teachers do not have IT skills so that it is difficult to get the latest materials, teacher handbooks are less varied, there are still many teachers who only leave notes, lack of teacher creativity in making and using learning media. The motivation to excel and head supervision is very correlated with the teacher's morale, where motivation will provide a very strong impetus to do, direct, overcome and control a person's potential in carrying out a job. As stated by (Izzati, 2015) Motives are abstract things that are always associated with behavior, the definition of motives that concerns the drivers, desires, stimuli, desires, powerhouses and reasons and impulses in humans so as to encourage an action.

In conjunction with this research, the researcher will examine the motivation for achievement and the supervision of the principal to the enthusiasm of teachers. To further enrich the study of the motivation for achievement and supervision of the principal, this researcher aims to find out whether the level of motivation and supervisi



of the principal contributes to the morale of teachers.

Supervision in a narrow sense is to see the negative parts that occur in school, after seeing what happens, it will be corrected by revealing the positive aspects (Arikunto, 2004: 3). Sergiovanni (1987) asserts that the practical reflection of the assessment of teacher performance in academic supervision is to see the reality of the conditions for answering questions, for example what is really happening in the classroom, what is actually done by the teacher and students in the classroom, which activities of the whole activity in the classroom are meaningful for the teacher and students, what the teacher has done in achieving academic goals. What are the advantages and disadvantages of teachers and how to develop them.

Based on the answers to these questions, information will be obtained about the teacher's ability to manage learning activities. Motivation comes from the Latin word "*Movere*" which means impulse or driving force. Furthermore, absorbed in English "*motivation*" means the giving of motiv, the month of motiv or the thing that gives rise to impulse or the state that gives rise to impulse (Arifin et al, 2003: 58). It can be concluded that motivation is abstract, that is, it is not visible to the naked eye, so it can only be known through one's behavior or actions. The emergence of motivation due to the encouragement to achieve or realize certain goals that have been set. Motivation should focus on the factors that give rise to or encourage the activity of individuals, these factors include needs, motives, and drive-drives. Motivation is process-oriented and relates to the perpetrator, direction, purpose, and reciprocity of the behavior received for

performance. It can also be concluded Motives and motivations can encourage, move individual activities to do, work, do something in an organization.

Motivation is the provision of a driving force that creates enthusiasm for one's work, so that they want to work together, work effectively and be integrated with all their efforts to achieve satisfaction (Ahmadiyahanto, Ahmad Suriansyah, 2022; Dudy Rachmat, Aslamiah, 2022; Haji Munirah, Aslamiah, 2022; Sabri, Muhammad, Muhammad Saleh, 2022; Suratman, Revelation, 2022; Vienna Novita, Solomon, 2022).

#### **METHOD**

This research is classified as descriptive. Descriptive research is research that aims to obtain an idea of a certain situation. In this study, it uses a correlational descriptive design because it examines and solves the current problems that are being faced. This method is used to explain, analyze and interpret data on variable motivation for achievement and supervision of principals on the morale of kindergarten teachers in Pahandut Regency. The intended population is the overall number of homogeneously existing members. The population of this study was all kindergarten teachers in Pahandut District, spread across 38 kindergarten that met the criteria. Based on this, the number of samples in this study ranged from 130 to 140 teachers, of which 139 were expected to be eligible for analysis. The data collection technique uses a questionnaire in the form of written questions that will be answered by teachers.



**FINDINGS AND DISCUSSION**

**Description of Research Data**

The intended research data are data related to the supervision of the principal (X<sub>1</sub>), the motivation for teacher achievement (X<sub>2</sub>) and the morale of the teacher (Y). An overview of each research variable will be presented in the form of a data description in the form of a subvariable average table, frequency distribution table, histogram, variable score group, average (mean), standard deviation, data variance, score category. The description of the results of the study is presented as follows.

**Description of Principal Supervision**

The respondents' responses can also be calculated from several items combined into one variable called variable X<sub>1</sub>, namely the principal supervision variable which is processed in the form of a frequency distribution table as follows:

Table 4.2 Range, minimum, maximum, mean, standard deviation and variance values

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Principal Supervision	139	60.00	84.00	144.00	116.0216	11.47364	131.644
Valid N (listwise)	139						

Based on the data it can be determined:  
 The number of classes of intervals (K) with the formula sturges,  
 $K = 1 + 3.3 \log n$  (n = number of samples)  
 $K = 1 + 3.3 \log 139 = 8.07 \approx 8$   
 To calculate the length of the interval (i) is as follows:

$$i = \frac{R}{K}$$

Table 4.3. Principal Supervision Frequency Distribution (X<sub>1</sub>)

Interval classes	Middle Value (X <sub>i</sub> )	Frequency (F)	Relative frequency (F)%
84 – 91	87,5	1	0,72
92 – 99	95,5	4	2,88
100 – 107	103,5	33	23,74
108 – 115	111,5	32	23,02
116 – 123	119,5	30	21,58
124 – 131	127,5	26	18,71
132 – 139	135,5	11	7,91
140 – 147	143,5	2	1,44
Sum		139	100

Based on table 4.3. then it can be known from the lowest interval score to the highest interval. The tendency of supervising the principals of KINDERGARTEN Negeri in Pahandut Regency, in addition to being able to be displayed on the frequency distribution list and histograms, can also be done by categorizing the level of tendency. For this purpose, the ideal average score (Mi) and the ideal standard deviation score (Sdi) are used as criteria. The tendency of principal supervision is divided into three categories as follows:

The number of question items is 29 pieces, the lowest answer choice is 1 and the highest is 5, so,

$$\text{Ideal lowest value} = 1 \times 29 = 29$$

$$\text{Ideal highest value} = 5 \times 29 = 145$$

$$\text{Mi} = 1/2 (\text{ideal lowest value} + \text{ideal highest value})$$

$$= 1/2 (29 + 145)$$

$$= 87$$

$$\text{Sdi} = 1/6 (\text{highest ideal value} - \text{lowest ideal value})$$



$$= 1/6 (145 - 29)$$

$$= 19.33$$

$$Mi + Sdi = 87 + 19.33$$

$$= 106.33$$

$$Mi - Sdi = 87 - 19.33$$

$$= 67.67$$

Based on Mi and Sdi scores, the principal's supervision score can be grouped as follows:

Table 4.4. Principal Supervision Score Group (X<sub>1</sub>)

Interval	Frequency (F)	Relative frequency (F)%	Classification
106.33 and above	106	77,94	Tall
67,67 – 106,33	33	22,06	Keep
67.67 and below	0	0	Low
Sum	139	100	

From table 4.4. Above, it can be seen that a small percentage of principals had scores in the group of 67.67 –106.33 (22.06%) and most had scores in the group of 106.33 (77.94%). This shows that the supervision of kindergarten state school principals in Pahandut Regency, East Java Province, is in a > **high** classification.

**Description of Motivational Outstanding Teacher**

The respondents' responses can also be calculated from several items combined into one variable called variable X<sub>2</sub>, namely the teacher achievement motivation variable which is processed in the form of a frequency distribution table as follows:

Table 4.6 Range, minimum, maximum, mean, standard deviation and variance values variable Motivation for Teacher Achievement (X<sub>2</sub>)

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Motivation for Achieving Teachers	139	35.00	98.00	133.00	117.7554	8.59376	73.853
Valid N (listwise)	139						

Based on the data it can be determined:  
The number of classes of intervals (K) with the formula sturgess,  
 $K = 1 + 3.3 \log n$  (n = number of samples)  
 $K = 1 + 3.3 \log 139$   
 $= 8.07 \approx 8$  classes

To calculate the length of the interval (i) is as follows :

$$i = \frac{R}{K}$$

Table 4.7. Frequency Distribution of Teacher Achievement Motivation (X<sub>2</sub>)

Interval classes	Middle Value (X <sub>i</sub> )	Frequency (F)	Relative frequency (F)%
98 – 102	100	11	7,92
103 – 107	105	9	6,47
108 – 112	110	19	13,67
113 – 117	115	18	12,95
118 – 122	120	30	21,58
123 – 127	125	42	30,22
128 – 132	130	9	6,47
133 – 137	135	1	0,72
Sum		139	100



Based on table 4.7. Then it can be known from the lowest interval class to the highest interval class. The tendency of motivation for teacher achievement in state elementary schools in Pahandut Regency, in addition to being able to be displayed on the frequency distribution list and histograms, can also be done by categorizing the level of tendency. For this purpose, the ideal average score (Mi) and the ideal standard deviation score (Sdi) are used as criteria. The tendency of teacher achievement motivation is divided into three categories as follows: The number of question items is 27 pieces, the lowest answer choice is 1 and the highest is 5, so that,

$$\text{Ideal lowest value} = 1 \times 27 = 27$$

$$\text{Ideal highest value} = 5 \times 27 = 135$$

$$\text{Mi} = \frac{1}{2} (\text{ideal lowest value} + \text{ideal highest value})$$

$$= \frac{1}{2} (27 + 135)$$

$$= 81$$

$$\text{Sdi} = \frac{1}{6} (\text{highest ideal value} - \text{lowest ideal value})$$

$$= \frac{1}{6} (135 - 27)$$

$$= 18$$

$$\text{Mi} + \text{Sdi} = 81 + 18$$

$$= 99$$

$$\text{Mi} - \text{Sdi} = 81 - 18$$

$$= 63$$

Based on Mi and Sdi scores, the teacher's achievement motivation score can be grouped as follows:

Table 4.8. Teacher Achievement Motivation Score Group (X<sub>2</sub>)

Interval	Frequency (F)	Relative frequency (F)%	Classification
99 and above	133	95,68	Tall
63 – 99	6	4,32	Keep
63 and below	0		Low
Sum	139	100	

From table 4.8. Above, it can be seen that a small percentage of teachers have scores in groups 63 - 99 (4.32%) and most have scores in groups of 99 (95.68%). This shows that the motivation for outstanding teachers at SD Negeri se Kecamatan Rejoso, Pahandut Regency, East Java Province, is in a > **high** classification.

### Description of Teacher's Morale

The respondents' responses can also be calculated from several items combined into one variable called variable Y, namely the teacher morale variable which is processed in the form of a frequency distribution table as follows:

Table 4.10. Range, minimum, maximum, mean, standard deviation and variance values variable Morale Teacher (Y)

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Teacher's Morale Valid N (listwise)	139	44.00	95.00	139.00	117.2950	9.82193	96.470

Based on the data it can be determined: The number of classes of intervals (K) with the formula sturgess,

$$K = 1 + 3.3 \log n \quad (n = \text{number of samples})$$

$$K = 1 + 3.3 \log 139$$

$$= 8.07 \approx 8 \text{ classes}$$

To calculate the length of the interval (i) is as follows :

$$i = \frac{R}{K}$$

$$= = = 5.62 \approx 6$$

Table 4.11



Frequency Distribution of Teacher Morale (Y)

Interval classes	Middle Value (X <sub>i</sub> )	Frequency (F)	Relative frequency (F)%
95 – 100	97,5	7	5,04
101 – 106	103,5	13	9,35
107 – 112	109,5	22	15,83
113 – 118	115,5	31	22,30
119 – 124	121,5	34	24,46
125 – 130	127,5	17	12,23
131 – 136	133,5	10	7,19
137 – 142	139,5	5	3,60
Sum		139	100

The tendency of teacher morale in public elementary schools in Pahandut Regency, in addition to being able to be displayed on the frequency distribution list and histograms, can also be done by categorizing the level of tendency. For this purpose, the ideal average score (Mi) and the ideal standard deviation score (Sdi) are used as criteria. The tendency of the teacher's morale is divided into three categories as follows: The number of question items is 28 pieces, the lowest answer choice is 1 and the highest is 5, so that,

$$\text{Ideal lowest value} = 1 \times 28 = 28$$

$$\text{Ideal highest value} = 5 \times 28 = 140$$

$$\text{Mi} = \frac{1}{2} (\text{ideal lowest value} + \text{ideal highest value})$$

$$= \frac{1}{2} (28 + 140)$$

$$= 84$$

$$\text{Sdi} = \frac{1}{6} (\text{highest ideal value} - \text{lowest ideal value})$$

$$= \frac{1}{6} (140 - 28)$$

$$= 18.67$$

$$\text{Mi} + \text{Sdi} = 84 + 18.67$$

$$= 102.67$$

$$\text{Mi} - \text{Sdi} = 84 - 18.67$$

$$= 65.33$$

Based on Mi and Sdi scores, the teacher's morale score can be grouped as follows:

Table 4.12. Teacher Morale Score Group (Y)

Interval	Frequency (F)	Relative frequency (F)%	Classification
102.67 and above	127	91,37	Tall
65,33 – 102,67	12	8,63	Keep
65.33 and below	0	0	Low
Sum	139	100	

From table 4.12. Above, it can be seen that a small number of teachers have a score in the group of 65.33 – 102.67 (8.63%) and most have a score in the group of 102.67 (91.37%). This shows that the morale of teachers in > KINDERGARTEN in Pahandut Regency, East Java Province, is in a **high** classification.

### Contribution of Principal Supervision (X<sub>1</sub>) to Teacher Morale (Y)

Based on the findings obtained from the answers of the teachers who were respondents in this study, it showed that the supervision of school principals in Pahandut District was highly categorized. Most of the principals have carried out their functions, namely in developing the curriculum, it can be seen that the principal has explained the general principles of education, educational and teaching objectives in accordance with the curriculum, explained how to develop the school curriculum according to the socio-cultural conditions of the community. From the results of the study concluded: from the price t calculate  $X_1 = 2.322$ , the value of the coefficient = 0.026; the price t calculate  $X_2 = 2.606$ , the value of the coefficient = 0.296, the price of t calculate  $X_3$



= 3.164, the value of the coefficient = 0.003. Thus all free variables (X) partially positively affect the bound variable (Y) with a confidence level of 95%. The Anova test obtained a price  $F_{count} = 78.939$  with a significance value of 0.000, meaning that all free variables (X) simultaneously had a significant positive effect on the bound variable Y, with a confidence level of 95%. Effective donation (SE)  $X_1 = 2.0\%$ , (SE)  $X_2 = 5.9\%$ , (SE)  $X_3 = 78.9\%$  while relative donation (SR)  $X_1 = 2.30\%$ , (SR)  $X_2 = 6.80\%$ , (SR)  $X_3 = 90.90\%$ .

### **Contribution of Achievement Motivation (X<sub>2</sub>) to Teacher Morale (Y)**

Based on the findings obtained from the answers of teachers who were respondents in this study, it shows that the motivation for achieving KINDERGARTEN teachers in Pahandut District is high in category. Most teachers in carrying out their duties always measure their ability to achieve goals, he accepts tasks and carries out his duties as part of his life so as to cause excitement in work, happy and happy in carrying out tasks. In this study, it was seen that a teacher gets information about his work that he needs and the relationship with his colleagues is also high, eventually it will cause morale.

### **Contribution together with Principal Supervision (X<sub>1</sub>) and Teacher Achievement Motivation (X<sub>2</sub>) to Teacher Morale (Y)**

Based on the findings on the morale of KINDERGARTEN teachers in Pahandut District in the subvariables: sincerity, excitement, cooperation, innovation, maintaining ethics and success, including high. Most teachers receive attention in improving the teaching and learning process, it can be seen that the principal pays close

attention to the RPPH compiled by the teacher, provides an effective and efficient teaching example and guides how to assess student progress, assess teacher performance and inform modern learning media and guide how to use it. Most working teachers have earned enough salaries, professional benefits, educator benefits, but as family needs increase, it is possible that there is still a small percentage of teachers seeking additional income. The principal in this case plays an important role, so that the teacher does not leave his main duties in order to find additional income. The average principal has not been able to provide sufficient incentives in carrying out extracurricular activities

### **CONCLUSION**

There is a contribution of jointly (simultaneously) the supervision of the principal and the motivation of outstanding teachers to the morale of KINDERGARTEN teachers in Pahandut District. Based on the effective contribution of the two free variables to teacher teaching performance, it can be concluded that which shows the contribution of the principal supervision is as large as 2.07% to the teacher's work and the teacher's motivational contribution of 19.03% to the teacher's work partner. Total The contribution of principal supervision and teacher achievement motivation to the teacher's work is 31.10%.

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