The Relationship Academic Supervision and Achievement Motivation to the Teachers’ Performance at Elementary Schools

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Abstract: The aims of this research to find out the relationship academic supervising and achievement motivation to the teachers’ performance at the elementary schools in Tangerang Regency. In this research, there were 204 teachers in the population, and 146 teachers were selected as the sample using the proportional stratified random sampling technique. This is a correlation study aimed at investigating the relationship between academic supervision, motivation for achievement, and teachers’ performance, both individually and collectively. This research is highly valuable for school principals in advancing the field of educational management science, especially with regard to academic supervision and teacher performance development. The novelty in this study is that teacher performance has increased by optimizing the implementation of supervision and generating teacher achievement motivation. Achievement motivation so far has not been an aspect of coaching from school principals.

Keywords: Academic Supervision, Achievement Motivation, Teachers’ Performance

A. Introduction

Results of the 2018 Program for International Student Assessment (PISA). As in previous years, Indonesia’s ranking was unsatisfactory. PISA is an evaluation survey of the world’s education systems that measures the performance of secondary school students. This assessment is carried out every three years and is divided into three main points, namely literacy, mathematics, and science. Indonesia’s score is relatively low because it ranks 74th out of 79 countries in the world. Based on data from the 2003 National Research and Development Agency of the Ministry of National Education regarding the eligibility of teachers to teach, it is shown that from the school level teachers who are not qualified to teach are 45.2% of elementary school teachers, 23.3% of junior high school teachers, 15.4% of high school teachers, 14% of vocational teachers, from with these data, the government needs to pay serious attention to teacher performance. Government efforts have been realized with certification for educators to improve performance (Kunandar, 2007).
From the results of the school principal’s report to the supervisor regarding the results of the teacher performance assessment in the 2022 assessment year which is reported periodically, it is also obtained that the average teacher performance score is in the sufficient category with a score of 34-41 or converted to 61-75. This fact is still the maximum value far from the expectations that the teacher should achieve optimal value. The results of the e-supervision report of school principals and school supervisors for 2022 from BPMP Banten, teacher performance in learning only increased by 8.88% from the three stages of supervision. This shows that the performance of a teacher in carrying out his duties is not only determined by the abilities and competencies that exist within the teacher in carrying out his duties at school, but is also influenced by factors both internally and externally. Several factors include achievement motivation and academic supervision that teachers receive from supervisors.

In this study, the problems studied were the relationship between academic supervision and teacher performance, the relationship between achievement motivation and teacher performance, and the relationship between academic supervision and achievement motivation together with the performance of elementary school teachers in Tangerang District. Performance is the most important aspect in achieving a goal. Performance or performance translated into performance, also means work performance, work achievement, work execution/work performance. In the dictionary The New Webster Dictionary as described (Ruby, 2002) gives three meanings for performance namely first achievement, second performance, and thirdly execution of tasks. In connection with the above, in this study the teacher’s performance in question is more focused on carrying out the task. Teacher performance is the teacher’s ability and effort to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes. Teacher performance achieved must be based on standards of professional ability while carrying out obligations as a teacher at school. The success of implementing education is largely determined by the readiness of teachers in preparing their students through the learning process. Many factors affect teacher performance. According to Dekawanti (2011) Factors that influence teacher performance include “level of teacher education, learning supervision, upgrading programs, conducive climate, facilities and infrastructure, physical and mental conditions of teachers, leadership style of school principals, guarantees of welfare, ability school principal management:’

The concept of achievement motivation was first formulated by Henry Alexander Murray (Thrash & Elliot, n.d., 2001). Murray uses the term need for achievement for achievement motivation, which he describes as the desire or tendency to do
something difficult as quickly and as well as possible. Furthermore, Murray also stated that achievement motivation is the driving force to achieve the highest possible level of learning achievement for the sake of expectations for himself. Achievement motivation is a need that encourages individuals to make an effort to achieve goals, namely to produce better performance in accordance with standards of excellence (Werdhiastutie et al., 2020). A person is considered to have high achievement motivation, if he has the desire to perform better than others in the same situation. Achievement motivation is an individual’s drive to achieve success by always trying to overcome all obstacles that hinder the achievement of goals. Achievement motivation is an ability that comes from itself to achieve success in an efficient way to get maximum results.

Danim & Suparno (2009) also states that academic supervision is the work process of supervisors in diagnosing, determining focus, conducting professional guidance, and assessing the increase in teacher professionalism in carrying out the learning process, both individually and collectively. This means that supervision activities have a broad meaning as assistance from supervisors, in this case school supervisors to school principals and teachers in their target areas in achieving educational goals. From some of the theoretical explanations above, it can be concluded that academic supervision is an aid in increasing the professionalism of teachers in carrying out learning in order to improve student learning outcomes and achievements.

B. Methods

This study uses a quantitative method with a correlational approach. Correlational research is research that is intended to determine whether there is a relationship between two or several variables in the study. The interrelated variables in this study are the relationship between academic supervision variables (independent variable 1) and performance (dependent variable), the relationship between achievement motivation variable (independent variable 2) and performance (dependent variable) and the relationship between academic supervision and achievement motivation as a whole. together (independent variables 1 and 2) with teacher performance (dependent variable).

This research was conducted at the Balaraja District Elementary School, Tangerang Regency, Banten Province for 6 (six) months from January to June 2023. The population in this study were all teachers of the Balaraja District Elementary School, Tangerang Regency, totaling 204 people spread over 28 school. The sampling technique in this study used a proportionate stratified random sampling technique with a total of 146 people.
Data collection techniques using a questionnaire in the form of a questionnaire. The data analysis technique is in the first step by processing descriptive statistical data. Both requirements testing uses the Kosmogorof Smirnov (KS) Data Normality Test. The three hypothesis tests were done using Correlation Product Moment, with an error rate of 5% by comparing the calculated prices with the rtable prices for the specified sample.

Provisions for the conclusion that if the price r-count > r-table price then Ha is accepted and Ho is rejected, and vice versa. Then, to find out the correlation of the relationship partially and together, the t test is used. The t-count price is then compared to the t-table price with an error level of 5%. If t-count > from t-table = Ho is accepted, it means that the partial correlation coefficient found is significant or can be generalized.

C. Results and Discussion

The result of the research showed that; 1) partially, academic supervising has a positive correlated and significantly with the teachers’ performance at school, with the coefficient correlation r-test 0.662 > r-table 0.159, sig scores 0.000 < 0.05 and t-test 10.603 > t-table 1.960. It is showed that the more academic supervising the higher teachers’ performance, 2) achievement motivation has a positive and significant to the teachers’ performance, with scores r-test 0.460 > r-table 0.159, sig scores 0.000 and t-test 6.210 > t-table 1.960. It can be said that the more achievement motivation the higher teachers’ performance, 3) both academic supervising and achievement motivation have positive correlated and significant to the teachers’ performance, with coefficient correlation r-test 0.684 > r-table 1.59 at sig scores 0.000 and F-test 62.87 > F-table 3.06.

The Relationship between Academic Supervision and the Performance of Public Elementary School Teachers

From the results of hypothesis testing, it can be concluded that the value of the correlation coefficient and the significance of the relationship between Academic Supervision (X1) and Teacher Performance (Y) is at a fairly strong and significant level. This can be interpreted that partially, there is a positive and significant relationship between Academic Supervision and Teacher Performance with a percentage of 43.82%. This shows that academic supervision is a factor that contributes to improving teacher performance.
This conclusion is in line with the results of Kodariah’s (2016) research concerning the effect of school principals’ academic supervision and teacher achievement motivation on teaching performance of public elementary school teachers in Sumedang Regency. The results showed that there was a joint positive and significant influence between the academic supervision of school principals, teacher achievement motivation on the teaching performance of public elementary school teachers in Sumedang Regency by 52.2%.

Likewise, Hoque et al., (2020) research on the relationship between supervision and teacher performance and behavior in elementary schools in Malaysia concluded that there is a close relationship between the three variables where supervision makes a real contribution to improving teacher performance.

**Relationship between Achievement Motivation and Performance of Public Elementary School Teachers**

The results of hypothesis testing show that the value of the correlation coefficient and the significance of the relationship between Achievement Motivation (X2) and Teacher Performance (Y) is at a moderate level and has a significant relationship. The results of this study support what was stated by Kodariah (2016) regarding the effect of school principals’ academic supervision and teacher achievement motivation on teaching performance of public elementary school teachers in Sumedang Regency. The results showed that there was a joint positive and significant influence between the academic supervision of school principals and teacher achievement motivation on the teaching performance of public elementary school teachers in Sumedang Regency.

This result implies that the higher the teacher’s achievement motivation, the better the teacher’s teaching performance. Renata et al. (2018), regarding the Effect of Principal Supervision and Achievement Motivation on Teacher Work Effectiveness, concluded that there is a significant influence of school principal supervision on teacher work effectiveness, as well as achievement motivation having a joint effect on teacher work effectiveness. To get high performance a teacher must have clear plans and goals, and of course this is implemented by working hard using the abilities and competencies they have to achieve the desired goals. If this is done, it will in turn improve teacher performance in learning at school. It’s different if someone doesn’t have high achievement motivation, they tend to carry out their duties and responsibilities at random.

In general, the achievement motivation variable is already in the moderate relationship category with rcount 0.460, with an influence level of 21.16%. This shows
that achievement motivation is one of the factors that determine the increase in teacher performance in learning at school. The higher the achievement motivation, the higher the teacher’s performance.

**Relationship between Academic Supervision and Achievement Motivation with Teacher Performance**

The results of hypothesis testing show that the value of the correlation coefficient and the significance of the relationship between Academic Supervision (X1) and Achievement Motivation (X2) together with Teacher Performance (Y) is at a strong level and has a significant relationship. The results of this study are in line with the results of Renata’s research, (2018) concerning the Effect of Principal Supervision and Achievement Motivation on Teacher Work Effectiveness, concluding that there is a significant influence of school principal supervision on teacher work effectiveness, as well as achievement motivation having a joint effect the same for the effectiveness of the teacher’s work.

From the research findings, it can be seen that the determination of the two variables namely academic supervision is 43.82% and achievement motivation is 21.16%. This fact shows that academic supervision is more dominant and has a strong relationship with teacher performance. For this reason, it has been proven through this research that the supervision factor carried out by supervisors has an important role in improving teacher performance in schools. However, some school supervisors still neglect their duties as supervisors.

When viewed from the determination together obtained an image of 46.8%. Thus, the increase in teacher performance in learning at school is strongly influenced by these two factors. For this reason, in the future, school principals and school supervisors must carry out their duties as supervisors better, so that supervision goals can be achieved properly. As revealed by Arikunto (2004) that the general purpose of supervision is to provide assistance such as repairing and guiding subordinates/supervised people so that these personnel are able to improve the quality of their performance, especially in carrying out tasks, namely carrying out the learning process.

This also includes supporting the programs of the Ministry of National Education and Higher Education, that school principals and teachers must ensure the implementation of good and quality learning activities in schools or also known as learning leadership. Thus, the supervisory functions are carried out by supervisors in order to guarantee the implementation of good and quality learning activities in
schools. Likewise, the achievement motivation of teachers in carrying out their duties at school also needs to be increased in the future. Someone who has achievement motivation does not only carry out their duties by working hard and with full responsibility, but further than that what is done in carrying out their duties as a teacher also produces quality work that is efficient which can also provide opportunities for those concerned to improve their careers at school to a higher level, both as teachers, principals and school supervisors.

D. Conclusion

Based on the results of data analysis, hypothesis testing, and discussion of the research results described above, there is a problem with teacher performance that is closely related to academic supervision and achievement motivation in schools. Thus, the writer can draw the following conclusions: Academic Supervision has a positive and significant relationship with the Performance of Public Elementary School Teachers in Balaraja District, Tangerang Regency; Achievement Motivation has a positive and significant relationship with the Performance of Public Elementary School Teachers in Balaraja District, Tangerang Regency; Academic Supervision and Achievement Motivation have a positive and significant relationship with the Performance of Public Elementary SchoolTeachers in Balaraja District, Tangerang Regency.

