



The Effect of Academic Supervision, Teacher Compensation Through Work Motivation on The Performance of State Vocational High School Teachers in Landak District

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INFO ARTICLE

Keywords:

Academic
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Teacher
Performance

Abstract. The purpose of this study was to identify and analyze (1) the direct influence of academic supervision on teacher performance, (2) the direct influence of compensation on teacher performance, (3) the effect of work motivation on teacher performance, (4) the direct and indirect influence academic supervision of the teacher's performance through employee motivation, (5) the direct and indirect influence compensation of the teacher's performance through employee motivation. The type of research used is correlated with data collection tools using questionnaires, and the analysis techniques used are validity, reliability, regression analysis and path analysis. The results showed that Academic supervision on the performance of teachers by 0.308, or 30.8%, and motivation effect on teacher performance a contribution of 0.355, or 35.5%, and work motivation on teacher performance by 0.258, or 25.8%. Academic supervision has a direct or indirect effect on teacher performance. Indirect supervision of the performance of teachers through motivation is mediated with a contribution of 6.1528. Compensation directly or indirectly affects the performance of teachers through work motivation as mediation with a contribution of 3.2269.

INTRODUCTION

Teachers as guarantors of educational quality in the classroom, while the principal guarantees the quality of education in a wider area, namely in the educational unit he leads, (Sadewo et al., 2025). Teachers are an important component in the learning process, besides teachers also have an important role in improving the quality and standard of education. Both civil servant teachers and non-civil servant teachers, (Dimmera et al., 2023). In order to improve the quality and standard of education, teachers must maximize their performance, (Purnasari, 2020). According to Barnawi and Arifin (2012) teacher performance is the level of teacher success in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards. This is almost the same as the definition of teacher performance according to Supardi (2013), that teacher performance is a condition that shows a teacher's ability to carry out his duties at school and describes the existence of an action displayed by the teacher in carrying out learning activities.

Teacher performance basically refers to the activities carried out, a teacher as an educator must have high performance in order to improve the quality of educators and the quality of education, (Purnasari, 2020; Silvester et al., 2022). The quality of teacher performance will greatly determine the quality of educational outcomes, because teachers are the parties who have the most direct contact with students in the education or learning process at educational institutions. In accordance with Law No. 14 of 2005 Article 20 states that the teacher's obligation is to plan learning, implement the learning process, and assess the learning process. Based on an interview with the principal of SMKN 1 Sengah Temila, Landak Regency on January 5, 2024, there are still teachers who are less disciplined in their work, such as teachers arriving late during the learning process and teachers being absent from the teaching and learning process. In addition, teachers who are absent sometimes do not notify the school that the teacher cannot attend class. With the absence of teachers, the class will not be conducive and can miss learning materials and the classroom atmosphere will become noisy. In addition, teachers also do not utilize the media or information technology (IT) available as learning aids. so that in delivering lesson material, students pay less attention to the material delivered by the teacher. besides that there are still teachers who teach only giving assignments after that they are just left without supervision. While from the learning evaluation process there are still teachers who only give assignments without discussing the results of the tasks done by students. to improve the efficiency and effectiveness of achieving graduate competencies.

Referring to the role of the principal as a supervisor, in the regulation of the Minister of National Education No. 13 of 2007, there are five principal competencies, namely personality competency, managerial competency, entrepreneurial competency, supervision competency and social competency. One of the five competencies that must be possessed by the principal is supervision competency. The Director General of Improving the Quality of Educators and Education Personnel of the Ministry of National Education (2007: 4) firmly stated that tasks in the field of supervision are the duties of the principal related to teacher development for improving teaching. Teacher development activities are an inseparable part of every improvement in the quality of learning and improving the quality of education in the school. For this reason, the role of the principal is very important in improving the quality of teacher performance. In line with this, Juani, et al. (2016) said that supervision is a strategy to improve the competence and performance of a teacher in the teaching and learning process starting from making plans to evaluating learning.

There are several factors that can affect a teacher's performance, including motivation. Teachers as educators must be able to motivate themselves to always improve their performance. According to Sutrisno (2009: 115) motivation is a factor that drives someone to do a certain activity, therefore motivation is often interpreted as a factor that drives a person's behavior, every activity carried out by someone must have a factor that drives the activity. According to Clark (2003) motivation will also influence people to choose and do their jobs, persist with their jobs until someone is able to complete them. As a supervisor, the principal is also expected to be able to act as a consultant and facilitator who understands the needs of teachers and is able to provide alternative fulfillment Soebagyo (2012). For that, the role of the principal is very important in order to be able to motivate each teacher to be able to maximize their performance. In line with the opinion above, Ndapaloka et al. (2016) stated that the role of school supervisors and principals has an important role as motivators or external drivers for teachers to be more motivated to achieve, through the provision of professional assistance by supervisors and the implementation of good leadership patterns by the principal.

One of the strategies used to improve teacher performance in schools is by compensation. With the provision of compensation, it is expected to be able to improve the performance of a teacher in teaching at school, especially teachers who teach at SMKN in Landak Regency. As explained by Simamora (2004:442) stated that employee compensation affects their performance and tendency to stay with the organization or look for other jobs. The need for employees for income or their desires are required fairly by the organization making compensation programs increasingly vital for human resource

management. Compensation is one of the important functions in human resource management (HRM), because Compensation helps in strengthening the key values of the organization and facilitates the achievement of organizational goals. Compensation is a form of appreciation given to teachers as a reward for their contributions to the organization. According to Yensi (2010) Compensation that is well managed or implemented properly in the long term can be strategic for the organization and can be used as an effective tool to achieve, maintain and maintain a productive work spirit.

METHOD

This study uses a descriptive quantitative approach with a correlational design, designed to find the influence of academic supervision (X1), compensation (X2) and motivation (X3) on teacher performance (Y).

The population of this study was 192 with a sample of 130 teachers from 4 State Vocational High Schools in Landak Regency with the following characteristics: 1) all population members are teachers who teach at State Vocational High Schools (SMKN). 2) population members have a bachelor's background. The research instrument was a questionnaire consisting of three variables, namely the academic supervision variable which was described as 33 question items, compensation was described as 10 question items, motivation was described as 23 and performance was 24 question items. After being consulted, it was then tested on 30 respondents with the intention of determining the validity and level of reliability of the instrument.

The trial was conducted on teachers outside the research respondents. The validity test used the Pear Product Moment correlation coefficient while the reliability test used Cronbach Alpha. From the Validity and Reliability Test of the academic supervision variable, there were 30 question items with a reliability of 0.930, valid compensation 7 question items with a reliability of 0.891, valid motivation 16 question items with a reliability of 0.896. and valid performance variables 11 question items with a reliability of 0.640.

RESULTS AND DISCUSSION

Research result

Based on the results of filling out the questionnaire covering academic supervision, compensation, work motivation and teacher performance, the results obtained regarding the academic supervision variable carried out by the principal from 130 respondents, most respondents answered in the good category with a total of 60 teachers with a percentage of

48%, for the compensation variable, most respondents answered in the fairly good category with a total of 53 teachers with a percentage of 41%, for the motivation variable, most respondents answered in the good category with a total of 61 teachers with a percentage of 47%, while for the performance variable, most respondents answered in the good category with a total of 83 with a percentage of 63%.

The results of the first stage regression analysis were used to determine the effect of academic supervision and compensation on work motivation. The results of the first stage regression analysis obtained the beta coefficient of the academic supervision variable of 0.228 so that it can be concluded that the academic supervision variable has a direct effect on work motivation of 0.228 or 22.8%. While the beta coefficient of compensation is 0.206 so that it can be concluded that the compensation variable has a direct effect on work motivation of 0.206 while the rest is 0.206 or 20.6%.

Regression equation I is $X_3 = 40.288 + 0.228 X_1 + 0.206 X_2$, where X_1 is academic supervision, X_2 is compensation and X_3 is work motivation. The constant value shows a value of 40.288, this means that if the independent variable is considered fixed, the average value of the work motivation variable is 40.288. The regression coefficient of the academic supervision variable is 0.228, which means that every additional value of the academic supervision variable by 1000 will increase the value of the work motivation variable by 228. The regression coefficient of the compensation variable is 0.206, which means that every additional value of the compensation variable by 1000 will increase the value of the work motivation variable by 206.

The results of the second stage regression analysis were used to determine the effect of academic supervision, compensation and work motivation on performance. The results of the second stage regression analysis obtained the beta coefficient of the academic supervision variable of 0.308 so that it can be concluded that the academic supervision variable has a direct effect on teacher performance of 0.308 or 30.8%. The beta coefficient of compensation is 0.355 so that it can be concluded that the compensation variable has a direct effect on teacher performance of 0.355 or 35.5%. The beta coefficient of work motivation is 0.258 so that it can be concluded that the work motivation variable has a direct effect on teacher performance of 0.258 or 25.8%.

Regression equation II is $Y = 21,460 + 0.308 X_1 + 0.355 X_2 + 0.258 X_3$, where X_1 is academic supervision, X_2 is compensation and X_3 is work motivation and Y is teacher performance. The constant value shows a value of 21,460, this means that if the independent variable is considered fixed, the average value of the teacher performance variable is 21,460. The regression coefficient of the academic supervision variable is 0.308,

which means that every additional value of the academic supervision variable by 1000 will increase the value of the teacher performance variable by 308. The regression coefficient of the compensation variable is 0.355, which means that every additional value of the compensation variable by 1000 will increase the value of the work motivation variable by 355. The regression coefficient of the work motivation variable is 0.258, which means that every additional value of the compensation variable by 1000 will increase the value of the work motivation variable by 258.

Based on the results of the two analyses, a causal relationship was obtained between academic supervision, compensation, work motivation and teacher performance as shown in Figure 1.

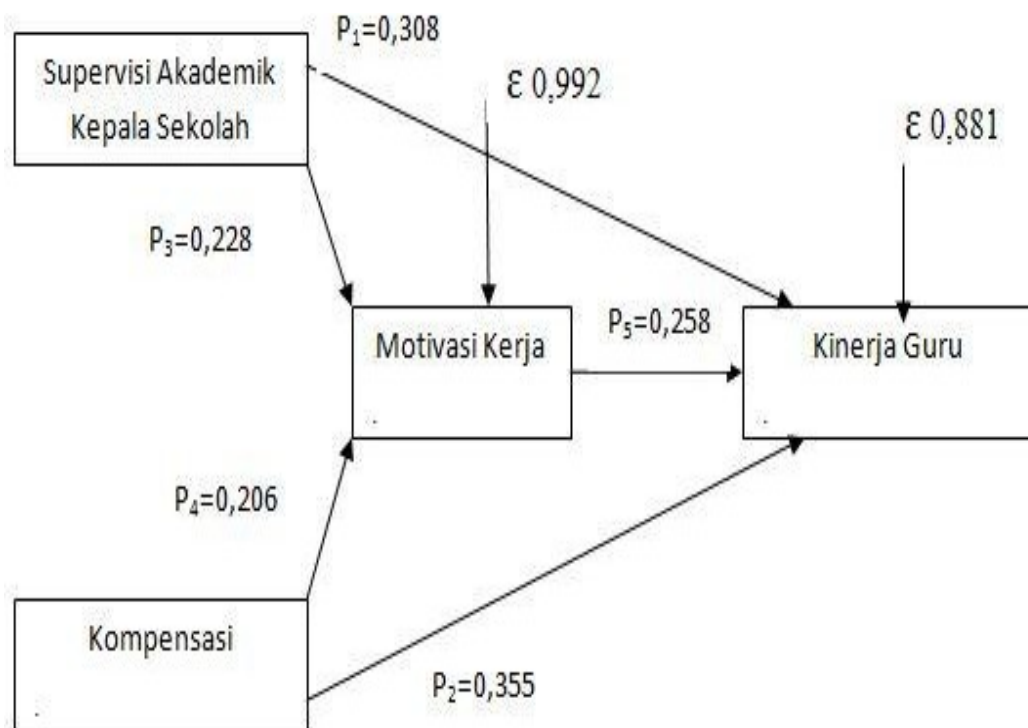


Figure 1. Causal relationship between academic supervision, compensation, work motivation and teacher performance

In this study, a Sobel test was also conducted to test the strength of the indirect influence of the variables independent to the dependent variable through the intervening variable. The first Sobel test to find the indirect effect of academic supervision variables on teacher performance through work motivation obtained the results From the calculation results obtained $t_{count} = 6.1528$. Furthermore, t_{count} compared with t_{table} , it can be concluded that there is a mediation effect $t_{count} = 6.1528. > t_{table} 1.978$. So it can be concluded that work motivation mediates the relationship between academic supervision and teacher performance significantly. The second Sobel test to see the indirect effect between compensation on teacher performance through work

motivation obtained the results $t_{count} = 3.2269$. Furthermore, t_{count} compared with t_{table} , it can be concluded that there is a mediation effect $t_{count} = 3.2269 > t_{table} 1.978$. So, it can be concluded that work motivation mediates the relationship between compensation and teacher performance significantly.

Based on the results of the analysis, it shows that the coefficient value of $sig\ 0.000 < 0.05$, the significance value is smaller than the specified significance level, likewise the calculated t value of $4.267 > t_{table} 1.978$, this shows that the principal's academic supervision has a direct positive and significant effect on teacher performance, the results of the analysis can also be interpreted that the better the supervision carried out by the principal, the better the teacher's performance will be and vice versa, the worse the academic supervision carried out by the principal, the worse the teacher's performance will be.

Discussion

Based on the results of the analysis shows that the coefficient value $sig\ 0.000 < 0.05$, the significance value is smaller than the specified significance level, as well as the t value of $4.947 > t_{table} 1.978$, this shows that compensation has a direct positive and significant effect on teacher performance, the results of the analysis are also in line with the results of Alisyah Pitri's research (2017) with the title the effect of compensation on teacher performance at SMPN 3 Batusangkar with the results of the effect given compensation on teacher performance is 17.1% and 82.9% from other factors. This means that compensation has an effect on teacher performance of 17.1%. It can be interpreted that the better the compensation received, the better the teacher's performance will be and vice versa, the worse the compensation received by the teacher, the worse the teacher's performance will be.

Based on the results of the analysis, it shows that the coefficient value of $sig\ 0.000 < 0.05$, the significance value is smaller than the specified significance level, as well as the calculated t value of $3.763 > t_{table} 1.978$, this shows that work motivation can have a direct positive and significant effect on the performance of teachers at State Vocational Schools in Landak Regency.

Based on the calculation of path analysis, it shows that the principal's academic supervision has a direct effect through work motivation on performance, this is because the direct effect value is smaller than the indirect effect value ($0.308 < 0.058$). The results of the analysis show that the sig coefficient value is $0.025 < 0.05$, the significance value is smaller than the specified significance level, as well as the t count value of $2.267 > t_{table} 1.978$, this shows that compensation can have a direct positive and significant effect on

work motivation in State Vocational High School teachers in Landak Regency.

Based on the calculation of path analysis, it shows that compensation does not directly affect through work motivation on performance, this is because the value obtained is $t_{count} = 3.2269$. Furthermore, t_{count} is compared with t_{table} , it can be concluded that there is a mediation effect $t_{count} = 3.2269 > t_{table} 1.978$. So, it can be concluded that work motivation mediates the relationship between compensation and teacher performance significantly.

CONCLUSION

Based on data analysis and hypothesis testing, the following conclusions can be drawn: (1) Principal's academic supervision has a direct positive and significant effect on the performance of teachers at State Vocational Schools in Landak Regency. Thus, it can be concluded that the better the supervision carried out by the principal, the better the teacher's performance will be and vice versa, the worse the academic supervision carried out by the principal, the worse the teacher's performance will be. (2) Compensation has a direct positive and significant effect on the performance of teachers at State Vocational Schools in Landak Regency. That the better the compensation received, the better the teacher's performance will be and vice versa, the worse the compensation received by the teacher, the worse the teacher's performance will be. (3) Work motivation has a direct positive and significant effect on the performance of teachers at State Vocational Schools in Landak Regency. This shows that the higher the teacher's work motivation, the better the teacher's performance. Likewise, if the teacher's work motivation is low, it will have an impact on decreasing teacher performance. (4) Academic supervision has an indirect effect through motivation on teacher performance. This means that the principal fosters teacher professionalism, especially in the learning process through supervision, which can indirectly motivate the work of teachers at State Vocational Schools in Landak Regency. This means that the implementation of supervision carried out by the principal will indirectly improve teacher performance and will have an impact on teacher work motivation. (5) Compensation has an indirect effect on teacher performance through work motivation. This means that in providing compensation received by teachers, especially in their duties as educators, in addition to being able to improve performance indirectly, it can also motivate the work of State Vocational School teachers in Landak Regency. This means that the better the compensation received by teachers, the better the teacher's performance will be and have an impact on teacher work motivation.

By knowing the positive influence between academic supervision, compensation, and work motivation on the performance of teachers at State Vocational High Schools in Landak Regency, it is expected to be useful for the development of science, especially educational management. 1) For Principals of State Vocational High Schools in Landak Regency; a) Principals can further improve academic supervision activities carried out by the principal, with a schedule and procedures that have been set in order to improve teacher performance and teacher motivation, b) Principals should routinely hold monthly meetings in order to establish good relationships between teachers and principals, so that good interaction is created and can increase motivation for teachers because they feel there is guidance, c). Principals should always carry out supervision activities on an ongoing basis so that teachers feel more cared for in order to improve teacher performance. 2) For Teachers; a) Teachers continue to strive to increase motivation in carrying out their duties and obligations as educators so that they can achieve better work results. 3) For the government; a) the government should pay attention to the welfare received by teachers so that this can increase work motivation and teacher performance, especially teachers who teach at State Vocational High Schools in Landak Regency.

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