

Correlation Of Educational Supervision With Teaching Motivation And Teacher Performance Elementary School-Junior High School One Roof Sub-District Of Wanasaba East Lombok

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Abstract: *This study aims to find the correlation between educational supervision with teaching motivation and teacher performance in Elementary School-Junior High School One Roof Sub-District of Wanasaba. The research approach used in this research is descriptive approach with correlational research type. The study included a population study with a population of 22 teachers. Instrument of teaching motivation data collecting is questionnaire and instrument of education supervision and teacher performance in the form of observation sheet. Data analysis using simple correlation technique and multiple correlation analysis to test the research hypothesis. The results of this study indicate that (1) There is a correlation between educational supervision and teaching motivation in Elementary School-Junior High School One Roof Sub-District of Wanasaba. (2) There is a correlation between the supervision of education and the performance of teachers in Elementary School-Junior High School One Roof Sub-District of Wanasaba. (3) There is a correlation between educational supervision with teaching motivation and teacher's performance at Elementary School-Junior High School One Roof Sub-District of Wanasaba. The three relationships formed are categorized strong enough. This means that if the supervision of education is implemented, it will contribute positively in improving teaching motivation and teacher performance in Elementary School-Junior High School One Roof Sub-District of Wanasaba.*

Keywords - Educational Supervision, Teaching Motivation, Teacher Performance.

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I. Introduction

The government is obliged to provide education for every citizen throughout the archipelago both in the city and in remote villages. One form of government commitment to realize education for every citizen, especially in remote areas, then in 2005 the Government of Indonesia launched a one-stop school program called the Elementary School-Junior High School One Roof [1].

The realization of the Elementary School-Junior High School program does not necessarily make the government's tasks complete, but the government has a further task that is to ensure the achievement of educational goals in every level of education including in Elementary School-Junior High School One Roof, one of the factors that guarantee the achievement of the goal education is the standard of educators and education personnel.

To maintain and improve the quality of education and professionalism of educators, a good quality assurance education system is required. One of the forms of quality education is through education supervision activities conducted by education supervisors and principals to educators (teachers).

However, in practice, the supervision of education has experienced many constraints in the field such as lack of supervisor resources both in quantity and quality, lack of time enough to supervise education especially by the principal because of the many work to be done. In addition, the constraints of educational supervision also came from the supervisory object of the teacher, where many of the teachers did not respond positively to supervision activities [3].

Educational supervision activities are expected to increase teachers' motivation in carrying out their main tasks and functions. Educational supervision activities as a form of external motivation is intended so that teachers are willing to carry out their main tasks and functions that have been established. [9].

Increased motivation of teachers in carrying out their main tasks and functions will affect their performance. Performance has a close relationship with productivity issues because performance is an indicator in determining how efforts to achieve high levels of productivity within an organization. In this regard, the effort to conduct educational supervision is to improve the motivation and performance in an organization, including the Elementary School-Junior High School One Roof is important.

The objectives of this research are (1) to find out the correlation between educational supervision with motivation to teach teacher at Elementary School-Junior High School One Roof Sub-District of Wanasaba. (2) Finding the correlation between the supervision of education and the performance of teachers in Elementary School-Junior High School One Roof Sub-District of Wanasaba. (3) Finding correlation between educational supervision with teaching motivation and teacher's performance in Elementary School-Junior High School One Roof Sub-District of Wanasaba.

Adam Dickey in [6] suggests that educational supervision is a planned activity aimed at improving teaching activities, while McNerney [6] sees that educational supervision as a way of guiding and critically assessing the teaching process.

According to [6] the key words of educational supervision are to provide assistance to teachers in order to develop their potential, the purpose of educational supervision is to provide services and assistance to develop teaching-learning situations that teachers do in the classroom.

In addition to having goals, educational supervision also has a very important function in developing the potential possessed by teachers. Briggs in [6] states that the function of educational supervision is not only an activity to improve the learning process, but to coordinate, stimulate, and motivate the development of the teacher profession.

Based on the objectives and functions of educational supervision mentioned above, it is known that the supervision of education has a very important role to improve and improve the quality of education. [6] explained that educational supervision has at least four important roles: 1) as coordinator; supervision role to coordinate teaching and learning program, 2) as a consultant; supervision acts as a donor, teachers can consult the problems they face through supervision. 3) as group leader; supervision plays a role in developing the potential of the group, for example through curriculum development activities and teacher professionalism development undertaken jointly, and 4) as an evaluator; supervision plays a role in assisting teachers in assessing outcomes and learning process.

[7] defines motivation as a process of beginning and maintenance of activities directed at goal objectives. Meanwhile, according to [4] states that motivation is a process that explains the strength, direction, and persistence of a person in an effort to achieve goals.

According to [7] the motivation is differentiated into 2 kinds of Intrinsic motivation and extrinsic motivation. The emergence of intrinsic motivation does not require stimulation from the outside because it already exists within the individual itself, that is appropriate or in line with their needs. Motivation associated with meaning and the role of cognition is more of intrinsic motivation, that is motivation that arises from within, such as interest or curiosity (curiosity), so that one is no longer motivated by forms of incentives or punishment. While extrinsic motivation arises because of the stimulation from outside the individual, for example in the field of education there is a positive interest in educational activities arise because of the benefits.

How strong the motivation of the individual will be much to determine the quality of behavior that he displays, both in the context of learning, work and other life. Abraham Maslow [4] classifies the five most basic human needs such as Figure 1.

According to Maslow, the most basic need in man is the physiological needs (lahiriyah). For teachers or employees, the need for salary, becomes the basic motive of a person willing to work, where it becomes effective and can provide high productivity for the organization.

The next need is the need for security (Safety Needs). This necessity leads to a sense of security, security, and assurance of a person in his position, position, authority and responsibility as a teacher or employee.

In addition to the need for a sense of security in working one also has social needs (Social Needs). These needs include the need for compassion, friendship, and cooperation in working groups or between working groups.

Another need that is needed also by someone that is the need for awards (Esteem Needs). These needs include the need for position, promotion and the need for other symbols in one's status.

The last need required by someone according to Maslow is the need for self-actualization. Everyone wants to develop their work capacity well, it is a need to realize all the abilities (skill) and often appear on the things that are appropriate to achieve one's image and self-esteem.

Maslow's theory of motivation absolutely shows self-fulfillment as the fulfillment of needs characterized by growth and development of the individual. The success of an organization or institution is influenced by various factors, both factors coming from within and coming from the environment. Of the various factors, motivation is a factor that is dominant and can move other factors toward the effectiveness of work, in some cases motivation is often equated with the engine and steering of the car that serves as a driver and steering.

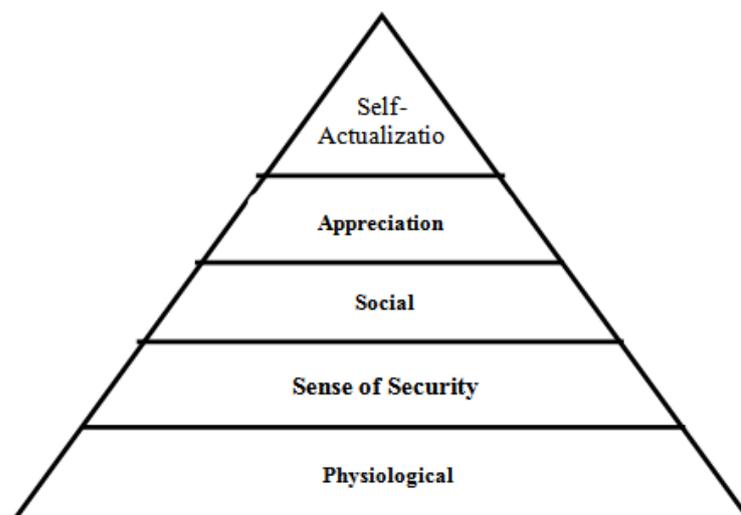


Figure 1. Basic Human Needs

From the above explanation, the researcher concluded that the indicators that influence teacher's motivation to teach are: 1) self-development, 2) independence, 3) rewards, and 4) responsibility.

Teacher Performance

[8] stated that teacher performance is the ability of a teacher in carrying out the task of learning in school and has responsibility to the learners in improving its achievement. While [2] stating the teacher performance is the work achieved by a teacher in carrying out the tasks assigned to him based on his skills, experience and sincerity.

In education management, teacher performance has a very close relationship with teacher development management. If the teacher development management is implemented systematically and well planned it will be obtained by teachers who have high competence, and through teachers who have high competence will be born teachers who have high performance.

Law No. 14 of 2005 on Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education, primary and secondary education.

From the definition above, in the operational level of teachers is a determinant of the success of education through its performance at the institutional and intruksional level. Therefore, the improvement of teachers' performance in schools needs to be done either by the teachers themselves through the motivation they have as well as supervisors and principals through guidance such as supervision and others.

Teacher performance can be seen clearly from the learning that is shown and also from the learners' achievement. A good teacher performance will result in good learning achievement of students, then good teacher performance is seen from the results obtained from the assessment of learners. Thus, it is clear that assessing and understanding the performance of teachers can not be separated from learners as learners, and the level of learning achievement achieved by learners is a picture of teacher performance as a planner and learning manager or class administrator.

Based on the above explanation, teacher performance indicators in this study include: 1) able to arrange the administration of learning, 2) active and effective learning, and 3) carry out the assessment of learning.

II. Method

The research approach used in this research is descriptive approach with correlational research type. The study included a population study with a population of 22 teachers. Instrument of teaching motivation data collecting is questionnaire and instrument of education supervision and teacher performance in the form of observation sheet. Data analysis using simple correlation technique and multiple correlation analysis to test the research hypothesis.

III. Result And Discussion

Before data analysis, firstly tested normality and linearity data. From the results of tests conducted indicate that all data have been qualified for hypothesis testing by using statistical tests. The statistical test results are presented in Table 1.

Table 1. Statistical Test Results

No	Variabel	r _{count}	r _{table}	KP	t _{count}	t _{table}	F _{count}	F _{table}	α
1	Educational Supervision (X) with Motivation to Teach (Y1)	0,536	0,444	28,73	3,067	1,734	-	-	0,05
2	Educational Supervision (X) with Teacher Performance (Y2)	0,486	0,444	23,63	2,710	1,734	-	-	0,05
	Educational Supervision (X) with Teaching Motivation (Y1) and Teacher Performance (Y2)	0,580	0,444	26,11	-	-	4,835	3,590	0,05

Source: Processed data analysis of correlation between variables

First Hypothesis Test

Based on the results of data analysis between the variables of educational supervision with teaching motivation obtained correlation coefficient value of 0.536, this value if consulted with the table of correlation intervals then the correlation value belongs to the category strong enough.

Further more to know that the research hypothesis Ha accepted or rejected, then the value of r count should be consulted with the value of r table at the level of significance 0.05 obtained r table value of 0.444. If the value of $r_{count} > r_{table}$ then Ha hypothesis accepted, because the value of $r_{count} > r_{table}$ then the hypothesis Ha who said There is a relationship between Supervision of Education with Teaching Motivation Teachers in Elementary School-Junior High School One Roof Sub-District of Wanasaba was accepted.

The magnitude of the relationship between the supervision of education with teaching motivation is calculated by the coefficient of determinant, the calculation results obtained a number of 28.73%, to determine the value of determinant coefficient above significant or not it must be calculated t value, the result of calculating the value t obtained 3.067, count then consulted with the value of t table at the level of significance 0.05 obtained t table value of 1.734. If $t_{count} > t_{table}$ then the relationship between variables significant, because $t_{count} > t_{table}$ hence the correlation between the variables of education supervision with motivation to teach significant.

Second Hypothesis Test

The results of data analysis between the variables of educational supervision and teacher performance obtained correlation coefficient value of 0.486, the value of this correlation is categorized strong enough.

Then to prove the research hypothesis Ha accepted or rejected, then the value of r count should be consulted with the value of r table at the level of significance 0.05 obtained r table value of 0.444, because the value $t_{count} > r_{table}$ then the hypothesis Ha who said There is a relationship between Supervision Education with the performance of teachers in the Elementary School-Junior High School One Roof Sub-District of Wanasaba was accepted.

The amount of the relationship between the supervision of education with teacher performance is calculated by determinant coefficient, the calculation results obtained by the number of 23.63%, to determine this value is significant or not it must be calculated t value, the result of calculating the value t obtained 2.710, t count then consulted with value t table at the level of significance 0.05 obtained t table value of 1.734. If $t_{count} > t_{table}$ then the relationship between variables is significant, because $t_{count} > t_{table}$ then the relationship between the variables of education supervision and teacher performance is significant.

Third Hypothesis Test

The results of data analysis between the variables of educational supervision with teaching motivation and teacher performance obtained correlation coefficient value of 0.580, this correlation value belongs to the category strong enough.

Then to membuktiksn hypothesis research Ha accepted or rejected, then the value of r arithmetic consulted with the value of r table at the level of significance 0.05 obtained r table value of 0.444, because the value $r_{count} > r_{table}$ then the hypothesis Ha who said There is a relationship between Supervision Education with motivation teaching and performance of teachers in the Elementary School-Junior High School One Roof Sub-District of Wanasaba was accepted.

The amount of correlation between educational supervision with teaching motivation and teacher performance is calculated by determinant coefficient, calculation result obtained value equal to 26,11%, to determine value of determinant coefficient above significant or not it must be calculated value of F, result of calculation value of F obtained figure 4,835, the value of F arithmetic is consulted with the value of F table at the level of significance 0.05 obtained F table value of 3.590. If $F_{count} > F_{table}$ then the relationship between variables is significant, because $F_{count} > F_{table}$ then the relationship between the variables of educational supervision with teaching motivation and teacher performance is significant.

Based on the description of the data and hypothesis testing will be discussed the results of research in accordance with the purpose of research is to find the presence or absence of correlation among variables: (1) Finding the correlation between supervision of education and motivation to teach teachers in Elementary School-Junior High School One Roof Sub-District of Wanasaba. (2) Finding the correlation between the supervision of education and the performance of teachers in the Elementary School-Junior High School One Roof Sub-District of Wanasaba. (3) Finding correlation between educational supervision with teaching motivation and teacher's performance in Elementary School-Junior High School One Roof Sub-District of Wanasaba.

The correlation between educational supervision and motivation to teach at Elementary School-Junior High School One Roof Sub-District of Wanasaba.

The results showed that the supervision of education has a positive and significant correlation with teaching motivation. This can be known from the correlation coefficient value of 0.536 with the category quite strong.

The result of analysis also shows the percentage of correlation between educational supervision and teaching motivation 28,73%. This value is considered significant after the t test. the result of calculating the value of t obtained the number 3.067, t value then consulted with the value of t table at the level of significance 0.05 obtained t table value of 1.734. because $t_{count} > t_{table}$ then the relationship between variables significant.

The results of this analysis indicate that the supervision of education contributed in improving motivation of teaching by 28.73% while the rest caused by other factors.

The relationship between the supervision of education and the performance of teachers in the Elementary School-Junior High School One Roof Sub-District of Wanasaba.

From the results of the study illustrates the supervision of education has a positive and significant relationship with teacher performance. It is known from the correlation coefficient value of 0.486 with strong enough category.

The result of the analysis also shows the correlation between educational supervision and teacher performance by 23,63%. This value includes significant after t test. the result of calculating the value of t obtained figures 2,710, t_{count} then consulted with the value of t_{table} at the level of significance 0.05 obtained t table value of 1.734. because $t_{count} > t_{table}$ then the relationship between variables significant.

The results of this analysis indicate that the supervision of education contributes in improving teacher performance by 23.63% while the rest is caused by other factors.

The relationship between educational supervision with teaching motivation and teacher performance in Elementary School-Junior High School One Roof Sub-District of Wanasaba.

The results showed that the supervision of education has a positive and significant relationship with teaching motivation and teacher performance. It is known from the correlation coefficient value of 0,580 with strong enough category.

The analysis also shows the relationship between educational supervision with teaching motivation and teacher performance of 26.11%. This value including significant after the F test. F calculation results obtained figures 4.835, F count then consulted with the value of F table at the level of significance 0.05 obtained F table value of 3.590. because the value $F_{count} > F_{table}$ then the relationship between variables significant.

The results of this analysis indicate that the supervision of education contributes in improving the motivation of teaching and teacher performance together by 26.11% while the rest is caused by other factors.

IV. Conclusion

From the result of data analysis and discussion it can be concluded that there is a correlation between educational supervision with teaching motivation, teacher performance in Elementary School-Junior High School One Roof Sub-District of Wanasaba and there is correlation between education supervision with teaching motivation and teacher performance in Elementary School-Junior High School One Roof Sub-District of Wanasaba belonging to the category strong enough.

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