

THE INFLUENCE OF ACADEMIC SUPERVISION AND MANAGERIAL LEADERSHIP ON TEACHER WORK MOTIVATION IN GUGUS 25 SDN 2 MATA IE, ACEH BESAR DISTRICT

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ABSTRACT

The purpose of this study was to determine the planning, implementation, evaluation and solutions in improving teacher performance in Cluster 25 SDN Mata, namely Aceh Besar District. This study uses a qualitative approach. Data obtained from various sources and in various ways in the form of interviews, observations and through literature study. The results of this study indicate that the competence of the principal in an effort to improve teacher performance in Cluster 25 SDN Mata Ie, Aceh Besar district is good, the principal in Cluster 25 SDN Mata Ie makes an annual school work plan that involves 8 educational standards, provides criteria for employee performance targets, PKG related to teacher behavior, in its implementation and involving teachers in scientific forums such as education and training, school principals also carry out evaluations of educational supervision of teachers, and the efforts made as managers in improving performance are building good communication with all teachers in building a culture productive work.

Keywords: *Academic Supervision, Managerial, Teacher Work Motivation*

1. INTRODUCTION

Schools as formal educational institutions function to prepare human resources and are an important component in development in all fields. Superior human resources are the main requirement for the realization of an advanced nation and state. Regardless of the amount of natural resources (SDA), capital and infrastructure available, in the end it is only in the hands of reliable human resources that the nation and state development targets can be achieved. In this perspective of thinking, a nation cannot make progress without a good education system.

School as a system has components that are related to each other and contribute to the achievement of goals. These components are students, curriculum, teaching materials, teachers, principals, other education personnel, environment, facilities, learning processes and results or outputs. All of these components must develop according to the demands of the times and environmental changes that occur around them. To develop, of course there must be a process of change.

The teacher is a human figure who occupies a position and plays an important role in education. In schools, the teacher is an element that greatly influences the achievement of educational goals in addition to the elements of students and other facilities. The success of implementing education is largely determined by the readiness of teachers in preparing their students through teaching and learning activities. However, the teacher's strategic position to improve the quality of educational outcomes is strongly influenced

by the teacher's professional ability and the quality of his performance. The professional ability and quality of teacher performance is largely determined by the teacher's desire to continue to be creative and innovate in order to develop their competence. This desire is reflected in the teacher's motivation to work.

According to Fahmi (2011: 170), motivation and productivity are parts that are interrelated to one another. An increase in work motivation will affect an increase in productivity, and vice versa.

2. LITERATURE REVIEW

2.1 Academic supervision

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives (Glickman, et al; 2007)..

2.2 Managerial

A group of arts and sciences on organizing everything legitimately. The perpetrator of this science is claimed to be the manager. a manager certainly needs and even must master managerial knowledge using good.

So how to succeed managerially? The key means knowing what rules perfectly lead me, you, and all of us to achieve biological success. These rules include how to work with people and how to do it yourself..

2.3 Teacher work motivation

Teacher work motivation is the drive or desire that arises from a teacher to educate, teach (plan, implement, and assess), guide, direct, and train students as well as possible by directing all existing potential.

3. METHODS

This study wanted to know the effect of the democratic leadership style of the principal and the academic supervision of the principal on the work motivation of teachers both separately and together. In accordance with the problems studied, this research uses a quantitative approach with non-experimental or ex post facto research types, which means that this research does not provide

treatment for the research object but rather examines the facts that have occurred and been experienced by the research object.

This study uses a quantitative approach because it is suspected that the more democratic the leadership style of the school principal and the better the academic supervision carried out by the principal can lead to higher teacher work motivation. The differences that occur and are experienced by the object of research are the material of study in this study. The relationship between the differences that occur and are experienced by the object of research on the independent variable and the dependent variable would be more appropriate if studied using a quantitative approach.

4. RESULTS & DISCUSSION

Based on the results of research from 62 respondents who have answered the questionnaire distributed by researchers, it shows that the managerial leadership of school principals in cluster 25 SDN 2 Mata Ie in Darul Imarah District, Aceh Besar Regency which is in the very satisfying category is 5 people (8.06%), satisfying category is 28 people (45.16%), moderately satisfying category is 19 people (30.65%), unsatisfactory category is 9 people (14.52%) and undemocratic is 1 person (1.61%). The minimum score is 47 and the maximum score is 160 with a standard deviation of 22.35635. Overall, the average score of the principal's managerial leadership style is 110.35, which is included in the moderately democratic category. Based on this data, it can be concluded that the average managerial leadership style of school principals in Gugus 25 SDN 2 Mata Ie, Darul Imarah District, Aceh Besar Regency is categorized as quite satisfactory.

Based on the results of the discussion, it can be explained that the principal's democratic leadership style variable partially has a significant influence on teacher work motivation. This can be explained that teacher work motivation is influenced by how to give assignments, how to communicate, how to lead meetings, how to make decisions, how to encourage subordinate enthusiasm and how to supervise a principal. The results of this study are in line with the results of research conducted by Susanto and Aisyah (2010: 36) which states that leadership has a significant influence on motivation. Although the leadership variable in this study was not specifically mentioned as a democratic leadership style, but at least it has proven that leadership factors in general have an influence on motivation.

Based on the results of the research above, it can be explained that of the 62 respondents who have answered the questionnaire about the academic supervision of the principal of the cluster of

25 SDN 2 Mata Ie Darul Imarah District, Aceh Besar Regency, which included a very good category as many as 9 people (14.52%), a good category as many as 40 people (64.52%), a fairly good category as many as 11 people (17.74%), a less good category as many as 2 people (3.23%). The minimum score is 54 and the maximum score is 164 with a standard deviation of 23.246. Overall, the average score of the principal's academic supervision of 114.26 is in the good enough category. From this data, it can be concluded that the average academic supervision of school principals in cluster 25 of SDN 2 Mata Ie, Darul Imarah District, Aceh Besar Regency is categorized as good.

The results of simple regression analysis of principals' academic supervision on teachers' work motivation obtained a value of 1,197 with a significance of 0.000 ($p \leq 0.5$). The magnitude of the influence of the principal's academic supervision on teacher work motivation is 65.4%. The correlation coefficient between the principal's academic supervision and teacher work motivation of 0.809 is included in the very strong category. This means that the effect of the principal's academic supervision on teacher work motivation shows a positive and significant regression coefficient, if the principal's academic supervision increases, the teacher's work motivation will also increase.

Based on this description, it can be explained that the principal's academic supervision variable partially has a significant influence on teacher work motivation. This means that good classroom visits, good monitoring, good personal conversations, good document checks, activities outside the classroom and good assessments carried out by principals are able to significantly increase teacher work motivation.

Other research results show that the principal's managerial leadership style and the principal's academic supervision together have a significant effect on teacher work motivation in cluster 25 of SDN 2 Mata Ie, Darul Imarah District, Aceh Besar Regency with an F value of 135.064 while the Ftable value at the 0.05 confidence level shows a figure of 3.081. While the probability value (Sig) is 0.000 which means it is smaller than the significance level of 0.05. The correlation coefficient of the two independent variables on the dependent variable shows a value of 0.846 which is included in the very strong category with the magnitude of the influence of the principal's managerial leadership style and the principal's academic supervision together on teacher work motivation by 71.6%.

Based on this description, it can be explained that every activity carried out by a person is inseparable from various motives and attitudes, which encourage a person to carry out a series of actions called activities. Motivation is the driving force that arises from within a person to do something. Without motivation, someone will not do something. With the improvement of a conducive work culture and climate through a democratic leadership style, as well as an effort to provide assistance to teachers to improve or improve the teaching and learning process and situation in the form of good supervision, teacher work motivation will be improved based on the results of this study, efforts to improve the leadership style of school principals towards a more democratic direction and improve the implementation of academic supervision by school principals are highly expected so that teacher work motivation can be improved. We understand that the quality of education in Indonesia is still relatively low. Especially madrasah education, which is still considered a second-class education by the community. One of the factors causing the low quality of education in Indonesia is the relatively low motivation of teachers. Therefore, improving the quality of education is our shared responsibility, especially principals, teachers and society in general. Through a democratic

principal leadership style and good principal academic supervision, it is expected to increase teacher work motivation.

Furthermore, high teacher motivation will improve the quality of education in Indonesia. Thus, through the application of a democratic principal's leadership style and the implementation of good academic supervision by the principal, it will contribute to the success of the national education goals, namely educating the nation's life and developing the whole Indonesian human being, namely a human being who believes and is devoted to God Almighty and has noble character, has knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility.

5. CONCLUSION

Based on the results of hypothesis testing, the following conclusions can be drawn:

1. There is a significant positive effect of the principal's democratic leadership style on teacher work motivation by 65.3%.
2. There is a significant positive effect of the principal's academic supervision on teacher work motivation. 65.4%

There is a significant positive influence of 71.6% of the principal's democratic leadership style and the principal's academic supervision together on teacher work motivation in cluster 25 of SDN 2 Mata Ie, Darul Imarah District, Aceh Besar Regency.

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