



## The influence of academic supervision, work motivation, and work discipline on the professionalism of high School teachers in Indonesia

Amos Rully, Lia Yuliana

Faculty of Education and Psychology, Yogyakarta State University, Indonesia

### Abstract

This research aims to determine: 1) the influence of academic supervision on the professionalism of high school teachers in the city of Agats; 2) the influence of work motivation on the professionalism of high school teachers in the city of Agats; 3) the influence of work discipline on the professionalism of high school teachers in the city of Agats; and 4) the influence of academic supervision, work motivation, and work discipline on the professionalism of high school teachers in the city of Agats. This study used a quantitative method with a survey research approach. The research was conducted at a high school in the city of Agats, with high school teachers serving as research subjects, including both ASN and non-ASN teachers. The sampling technique employed was a census or total sampling. Data collection for this study involved the use of a questionnaire. The instrument's construct validity was tested through expert Judgment. Empirical validity was calculated using the Pearson product-moment correlation and instrument reliability was assessed using the Cronbach's Alpha technique with the assistance of IBM SPSS (Statistical Product and Service Solutions) 25 software. Data analysis involved descriptive statistical techniques to depict and address the condition of all independent variables (X1, X2, and X3) and the dependent variable (Y). The research results show that: (1) There is a positive and significant influence of academic supervision on teacher professionalism by 10.6%, (2) there is a positive and significant influence of work motivation on teacher professionalism by 11.5%, (3) there is a positive and significant influence significant work discipline on teacher professionalism at 44.2%, and (4) there is a positive and significant influence of academic supervision, work motivation, and work discipline on teacher professionalism at 44.2%.

**Keywords:** Academic supervision, work motivation, work discipline, teacher professionalism

### Introduction

The teacher is the most important factor in determining the success of learning. Teachers are people who have direct contact with students' daily lives at school. They play an important role in determining a student's ability to achieve learning goals. Therefore, teachers are needed who are professionals in their respective fields. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teachers must have four competencies. The competencies in question are pedagogical, personality, social and professional competencies. These competencies must be fulfilled so that teachers can be considered capable of carrying out their mandate as well as possible.

The teacher certification program is one of the government's efforts to increase teacher professionalism. This program is a form of government attention to the existence of teachers who play an important role in the implementation of education in schools. In 2007, the Government of the Republic of Indonesia, through the Ministry of National Education, began implementing a teacher certification program with the aim of determining teacher competency in carrying out their duties as professional educators. With the teacher certification program, it is hoped that in the future teachers will be able to demonstrate their professionalism to produce quality educational output.

In fact, if you look at the results of the teachers who pass the PPG selection and the number of driving teachers is still small. Meanwhile, many students who graduate from elementary and middle school continue to the next level, their literacy and numeracy competency is still low and some have not mastered literacy and numeracy at all. This shows that the professionalism of teachers in Asmat

Regency is still questionable. Therefore, efforts are needed to increase the professional competence of existing teachers. The problems above show that in an effort to improve the quality of education, it is very important to pay attention to aspects of the quality of existing human resources. Kim & Jones in Siswandoko & Suryadi (2013) <sup>[15]</sup> stated that teacher professionalism is the most core factor in realizing quality education. Kim also stated that the quality of education cannot exceed the quality of teachers. This means that if we want to improve the quality of education we must first improve the quality of teachers, because quality education will not be realized without quality teachers. A study from Hanusek in Siswandoko & Suryadi (2013) <sup>[15]</sup> shows that teacher professionalism contributes to learning achievement by 34%, management 22%, study time 18% and physical facilities 26%.

Providing direction and guidance by the school principal plays an important role in efforts to grow teacher professionalism. The goal of academic supervision is to provide support and direction to educators to help them identify and overcome challenges and obstacles that arise during the teaching process. It is not intended to focus solely on identifying and critiquing teacher errors and shortcomings for evaluation purposes. These findings indicate that the focus of supervision is largely on providing guidance and support, not on making judgments or evaluations of teachers.

Apart from a lack of supervision or supervision, bad habits can also be caused by a lack of work motivation and work discipline. Taruh (2020) <sup>[21]</sup> said that a person's work motivation will experience ups and downs in the face of work, the consequences of which have a big impact on the

organization where the person works. Forming work motivation requires cultivating a positive individual personality or character, because increasing work motivation that is rooted in wrong beliefs and motivation can have detrimental consequences for both the individual and the organization.

Work motivation for a teacher is important, because with high work motivation the teacher's work can be completed and not feel burdened by the large workload given by the leadership. Having high work motivation will of course support a teacher's professionalism at work. However, in fact, teacher work motivation is still considered low by education observer Mohammad Abduhzen (Wurinanda, 2015). Many teachers do not carry out their profession based on their heart's calling and therefore do not carry out their duties optimally.

There is a strong correlation between work discipline and work motivation and work morale. Work discipline can be achieved through formal means such as discipline development training. This training covers various aspects, including compliance with punctuality, efficient use of energy, careful management of expenses, and other related factors. The cultivation of work discipline can also be fostered through effective leadership which becomes a positive example for the world of work. According to Sastrohadiwiryono and Syuhada (2019), the behavior shown by a leader often has the ability to foster high work discipline in his subordinates.

This problem often occurs at school. There are quite a few violations committed by teachers which shows that they still lack discipline. One of the ways in which the work discipline of high school teachers can be seen is their attendance when entering and leaving school. Apart from time discipline, high school also disciplines how to dress and behave. Apart from that, a teacher's work discipline can also be seen from the teacher's attitude in carrying out his duties or work as an educator. A teacher who has high discipline will not delay work and always complete it on time even if there is no supervision from the leadership.

Based on the problem limitations above, the problem formulation in this research are

1. How big is the influence of academic supervision on the professionalism of high school teachers in Agats City?
2. How big is the influence of work motivation on the professionalism of high school teachers in Agats City?
3. How big is the influence of work discipline on the professionalism of high school teachers in Agats City?
4. How big is the influence of academic supervision, work motivation and work discipline on the professionalism of high school teachers in Agats City?

Based on the observed relationship between variable X and variable Y, the author is able to formulate the following hypothesis

**H1:** There is a positive and significant influence of academic supervision on the professionalism of high school teachers in the city of Agats.

**H2:** There is a positive and significant influence of work motivation on the professionalism of high school teachers in the city of Agats.

**H3:** There is a positive and significant influence of work discipline on the professionalism of high school teachers in the city of Agats.

**H4:** Academic supervision, work motivation, and work discipline simultaneously have a significant influence on the professionalism of high school teachers in the city of Agats.

## Research Method

### Research Type

This research falls under the category of ex post facto research as it investigates variables that have already taken place prior to the commencement of the inquiry. This study employs a quantitative descriptive approach, which is a research method that objectively and factually describes data. Specifically, it utilizes quantitative research techniques to analyze the influence of academic supervision, work motivation and work discipline on the professionalism of high school teachers in Agats City.

### Data Source

The sample consisted of 83 individuals who were all high school teachers in the city of Agats. Given the maximum number of participants of 100, the sampling strategy employed was total sampling, also known as census sampling (Sugiyono, 2020: 154) <sup>[17]</sup>, which ensured that every member of the population was utilized for research samples. To gather full data for this study, questionnaires were sent to every high school teacher in the city of Agats.

### Data Collection Techniques and Instruments

This research used a questionnaire. Questionnaires collect data by asking questions to respondents (Sugiyono, 2022: 219) <sup>[20]</sup>. The questionnaire in this research was distributed to respondents, namely all high school teachers in the city of Agats to obtain the data needed to analyze the influence of academic supervision, work motivation and work discipline on the professionalism of high school teachers in the city of Agats.

### Data Analysis Techniques

Firstly, the study assessed the instrument's reliability and validity of the data. Furthermore, the gathered data will be analysed using linear and multiple regression analyses with IBM Statistical Package for Social Sciences (SPSS) version 25.0.

## Findings and Discussion

### The Influence of Academic Supervision on Teacher Professionalism in Agats City

The results of testing the first hypothesis show a significance value of 0.002 which is smaller than the significance level used of 0.05. This means that the first hypothesis is accepted, namely that there is a positive and significant influence between academic supervision on the professionalism of high school teachers in the city of Agats. In this study, the R Square was 0.118, which means that the influence of the academic supervision variable on the teacher professionalism variable was 11.8% and the remaining 88.2% was determined by factors outside academic supervision.

The simple regression results are  $Y = 53.457 + 0.309 X_1$  which shows that the constant value is 53.457 and the regression coefficient value is 0.309. So this shows, if the

academic supervision variable has a value of zero then the teacher professionalism value is 53.457. If there is an increase in academic supervision by one point, then teacher professionalism increases by 0.309.

The findings in the first hypothesis are in accordance with the opinion expressed by Burhanudin *et al.* (2021) <sup>[5]</sup>, namely that academic supervision is a coaching and supervision activity carried out by the school principal on specified objects to improve and increase the quality of the aspects that will be improved. Apart from that, the findings in the first hypothesis are also relevant to research conducted by Mujahirin *et al.* (2017) in their journal entitled "The Influence of Academic Supervision and Teacher Participation in MGMP through Work Motivation on the professionalism of SMA/MA Teachers", because they both reveal that there is a positive and significant influence of academic supervision on the professionalism of SMA teachers.

### **The Influence of Work Motivation on the Professionalism of High School Teachers in Agats City**

The results of testing the second hypothesis show a significance value of 0.000 which is smaller than the significance level used of 0.05. This means that the second hypothesis is accepted, namely that there is a positive and significant influence between work motivation on the professionalism of high school teachers in the city of Agats. In this study, the R Square was 0.161, which means that the influence of the work motivation variable on the teacher professionalism variable was 16.1% and the remaining 83.9% was determined by factors outside work motivation.

Teacher motivation in carrying out their duties and responsibilities can be understood as a psychological process that includes the relationship between attitudes, needs and decision making that occur within teachers when carrying out their duties and responsibilities. Therefore, instructor motivation can be understood as a comprehensive process of offering incentives or stimuli to educators, thereby encouraging their voluntary involvement without any coercion (Ardana *et al.*, 2020).

The findings in the second hypothesis are in accordance with the opinion expressed by Kastawi *et al.* (2021) <sup>[9]</sup>, namely that the better the work motivation, the greater the teacher's professionalism and vice versa, if the work motivation is not good, the teacher's professionalism will decrease. Apart from that, the findings in hypothesis two are also relevant to research conducted by Kastawi *et al.* (2021) <sup>[9]</sup> in their journal entitled "The Contribution of Work Motivation and the Role of School Principals to the Professionalism of High School Teachers", because they both reveal that there is a positive and significant influence of work motivation on the professionalism of high school teachers.

### **The Influence of Work Discipline on the Professionalism of High School Teachers in Agats City**

The results of testing the third hypothesis show a significance value of 0.000 which is smaller than the significance level used of 0.05. This means that the third hypothesis is accepted, namely that there is a positive and significant influence of work discipline on the professionalism of high school teachers in the city of Agats. In this study, the R Square was 0.477, which means that the influence of the work discipline variable on the teacher

professionalism variable was 47.7% and the remaining 52.3% was determined by other factors outside work discipline.

The simple regression results are  $Y = 11.054 + 1.093X$  which shows that the constant value is 11.054 and the regression coefficient value is 1.093. So this shows, if the work discipline variable has a value of zero then the teacher professionalism value is 11.054. If there is an increase in academic supervision by one point, then professionalism increases by 1.093.

The findings in the third hypothesis are in accordance with the opinion expressed by Haudi, *et al.*, (2022), namely that whether a teacher's work discipline is good or not influences the professional competence of high school teachers. Apart from that, the findings in the third hypothesis are also relevant to research conducted by Atmojo (2022) <sup>[11]</sup> in his journal entitled "The Influence of Work Discipline on Teacher Professionalism", because they both reveal that there is a significant influence of work discipline on teacher professionalism.

### **The Influence of Academic Supervision, Work Motivation, Work Discipline on the Professionalism of High School Teachers in Agats City**

The results of testing the fourth hypothesis show a significance value of 0.000 which is smaller than the significance level used of 0.05. This means that the fourth hypothesis is accepted, namely that there is a positive and significant influence between academic supervision, work motivation and work discipline on the professionalism of high school teachers in the city of Agats. In this research, the R Square is 0.485, which means that the influence of academic supervision, work motivation and work discipline variables on teacher professionalism variables is 48.5% and the remaining 51.5% is determined by factors outside the academic supervision, work motivation and discipline variables. Work.

The multiple regression results are  $Y = 8.736 + 0.042X_1 + 0.090X_2 + 1.010X_3$  which shows that the constant value is 8.736, meaning that if academic supervision, work motivation and work discipline are zero then teacher professionalism is worth 8.736. This equation also shows that the regression correlation value Furthermore, the regression coefficient Furthermore, the regression coefficient

Among the three independent variables used in this research, the one that has the greatest influence on the teacher professionalism variable is the work discipline variable, namely 47.7%. Meanwhile, the work motivation variable has an influence of 16.1% and the one with the smallest influence is the academic supervision variable of 11.8%. Based on these results, teachers are expected to continue to improve work discipline, especially in attendance, responsibility for compliance with rules and skills. Teachers are required to foster a mindset that is characterized by respect, compliance and obedience to explicit and implied rules, while demonstrating the ability to apply them without avoiding responsibility for any violations that may occur in order to fulfill responsibilities and exercise the powers given. (Sulistiyo & Wijayanto, 2016).

Meanwhile, work motivation and academic supervision, which only have a smaller influence, should not be ignored. By increasing work motivation, teacher professionalism can

be increased, and vice versa, if motivation is not good then teacher professionalism will decrease (Kastawi *et al.*, 2021)<sup>[9]</sup>. Effective work motivation is likely to result in the development of loyalty, in line with the relevant legal framework. The consequences of this phenomenon include increased dedication to the organization, showing pro-organizational behavior in accordance with the principles of Organizational Citizenship Behavior (OCB), resilience in facing various pressures, a firm attitude towards discriminatory actions, and achieving high levels of performance (Taruh, 2020)<sup>[21]</sup>.

Likewise, academic supervision has been proven to have an influence on teacher professionalism. The implementation of academic supervision is not to look for teacher mistakes but is basically to provide assistance services to teachers to improve the teaching and learning process carried out and improve the quality of learning outcomes which of course will increase the professionalism of a teacher (Bahri, 2014)<sup>[4]</sup>.

### Conclusion

Based on the data analysis, the conclusions of this research can be formulated as follows

1. There is a positive and significant influence of academic supervision on high school teacher professionalism of 10.6% as shown by the regression test with a sig value.  $0.003 < 0.05$ .
2. There is a positive and significant influence of work motivation on high school teacher professionalism of 11.5% as shown by the regression test with a sig value.  $0.002 < 0.05$ .
3. There is a positive and significant influence of work discipline on high school teacher professionalism of 44.2% as shown by the regression test with a sig value.  $0.000 < 0.05$ .
4. There is a positive and significant influence of academic supervision, work motivation and work discipline together on high school teacher professionalism of 44.2% as shown by the multiple regression test with a sig value.  $0.000 < 0.05$ .

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