



THE INFLUENCE OF ACADEMIC SUPERVISION, WORK ENVIRONMENT, AND WORK MOTIVATION ON TEACHER PERFORMANCE

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Abstract: This study aims to explore the influence of academic supervision, work environment, and work motivation on teacher performance at SDN Gugus 1 in Meureubo District, West Aceh. Specifically, the objectives are (1) to assess the impact of academic supervision on teacher performance, (2) to evaluate the influence of work environment on teacher performance, (3) to determine the effect of work motivation on teacher performance, and (4) to analyze the combined effect of academic supervision, work environment, and work motivation on teacher performance. The study employs a quantitative approach, targeting a population of 114 teachers, with a sample of 89 selected through proportional random sampling using the Slovin formula at a 5% error margin. Data were collected using a Likert-scale questionnaire, which underwent validity and reliability testing. Multiple linear regression analysis was employed for data analysis, along with hypothesis testing through t-tests and F-tests and the determination coefficient, all processed using SPSS 21. The results indicate that academic supervision significantly influences teacher performance, with a p-value of 0.003. Similarly, work motivation significantly impacts teacher performance with a p-value of 0.000, and the work environment also shows a significant positive influence with a p-value of 0.041. Furthermore, the simultaneous analysis reveals a significant combined effect of academic supervision, work environment, and work motivation on teacher performance, with a p-value of 0.000. These findings suggest that enhancing academic supervision, improving the work environment, and fostering teacher motivation can effectively boost teacher performance in SDN Gugus 1. The study's implications extend beyond the local context, offering practical recommendations for educational institutions aiming to improve teacher performance through strategic interventions in supervision, environment, and motivation.

Keywords: Academic Supervision, Work Environment, Work Motivation, Performance, Teachers

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi pengaruh pengawasan akademik, lingkungan kerja, dan motivasi kerja terhadap kinerja guru di SDN Gugus 1, Kecamatan Meureubo, Aceh Barat. Secara khusus, tujuan penelitian ini adalah: (1) untuk menilai pengaruh pengawasan akademik terhadap kinerja guru, (2) untuk mengevaluasi pengaruh lingkungan kerja terhadap kinerja guru, (3) untuk menentukan pengaruh motivasi kerja terhadap kinerja guru, dan (4) untuk menganalisis pengaruh gabungan pengawasan akademik, lingkungan kerja, dan motivasi kerja terhadap kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif dengan populasi sebanyak 114 guru dan sampel sebanyak 89 guru, yang dipilih melalui proportional random sampling menggunakan rumus Slovin dengan margin kesalahan 5%. Data dikumpulkan menggunakan kuesioner berskala Likert yang telah diuji validitas dan reliabilitasnya. Teknik analisis data yang digunakan adalah analisis regresi linier berganda, dengan pengujian hipotesis menggunakan uji-t dan uji-F, serta koefisien determinasi yang diolah menggunakan SPSS 21. Hasil penelitian menunjukkan bahwa pengawasan akademik berpengaruh signifikan terhadap kinerja guru dengan nilai p sebesar 0,003. Motivasi kerja juga berpengaruh signifikan terhadap kinerja guru dengan nilai p sebesar 0,000, dan lingkungan kerja menunjukkan pengaruh positif signifikan dengan nilai p sebesar 0,041. Selain itu, analisis simultan menunjukkan bahwa pengawasan akademik, lingkungan kerja, dan motivasi kerja secara bersama-sama berpengaruh signifikan terhadap kinerja guru, dengan nilai p sebesar 0,000. Temuan ini menyarankan bahwa peningkatan pengawasan akademik, perbaikan lingkungan kerja, dan penguatan motivasi kerja dapat secara efektif meningkatkan kinerja guru di SDN Gugus 1. Implikasi penelitian ini melampaui konteks lokal, memberikan rekomendasi praktis bagi lembaga pendidikan yang ingin meningkatkan kinerja guru melalui intervensi strategis dalam pengawasan, lingkungan, dan motivasi.

Kata Kunci: Pengawasan Akademik, Lingkungan Kerja, Motivasi Kerja, Kinerja, Guru

DOI: <https://doi.org/10.37249/assalam.v8i2.793>

Received: 05 July 2024; **Revised:** 22 September 2024; **Accepted:** 20 October 2024

To cite this article: Satria, F., Marwan, M., & Bahri, S. THE INFLUENCE OF ACADEMIC SUPERVISION, WORK ENVIRONMENT, AND WORK MOTIVATION ON TEACHER PERFORMANCE. *Jurnal As-Salam*, 8(2), 149–167. <https://doi.org/10.37249/assalam.v8i2.793>

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INTRODUCTION

The goals of the Indonesian nation, as stated in the Preamble to the 1945 Constitution, include protecting all Indonesian people, advancing general welfare, educating the nation's life, and participating in maintaining world peace. Education plays a crucial role in achieving these goals, as outlined in Law Number 20 of 2003 concerning the National Education System, which aims to create a strong social order and involve every individual in becoming talented individuals capable of responding to the challenges of the times (Indonesia, 2003). Quality education is key to producing a generation that excels and can compete globally (John et al., 2020; Malik, 2023). Therefore, the importance of the role of teachers in education cannot be overlooked.

Quality education requires quality educators. Primary school teachers, as the main drivers in the teaching-learning process, must receive planned career development (Johnson, 2018; Keay, 2019). Teachers must possess good pedagogical, professional, personal, and social competencies and meet other requirements set by educational institutions (Law Number 14 of 2005 concerning Teachers and Lecturers). Teacher performance greatly determines the quality of education and graduates. However, based on the 2021 Teacher Competency Test (UKG) data, the performance of public elementary school teachers in West Aceh Regency is still not optimal, with an average score of 43.75. Efforts to improve teacher competence and performance must be continuously pursued.

Research shows that some teachers in public elementary schools in Meureubo Subdistrict, West Aceh, are unable to perform their duties based on the school's vision and mission, struggle to adapt to technology, lack mastery of teaching methods and strategies, and are hindered by inadequate facilities and infrastructure. Factors influencing teacher performance include organizational mechanisms, group mechanisms, individual characteristics, and individual mechanisms (du Toit et al., 2022; Hendrawijaya, 2020). Additionally, work motivation, interest, salary, intelligence, and supervision also play crucial roles in teacher performance (Syamsiah et al., 2024; Wiyono et al., 2022). Therefore, various aspects affecting teacher performance must be addressed and improved.

Academic supervision is a crucial factor in enhancing teacher performance. Research indicates that academic supervision has a positive and significant impact on teacher performance (Ivagher et al., 2021; Ting & Chuang, 2024). The work environment also affects teacher performance; a supportive work environment improves performance, while an inadequate environment can diminish it (Masoom, 2021; Sims, 2021). Therefore, integrating effective academic supervision and a conducive work environment is essential for achieving optimal teacher performance.

Work motivation is another critical factor. Studies show that work motivation positively and significantly influences teacher performance (Seknun & Bugis, 2022; Zubaidah et al., 2021). Motivation drives individuals to perform their duties with enthusiasm and responsibility toward their work outcomes (Alamelu et al., 2017; Bushi, 2021). Thus, work motivation affects not only individual teacher performance but also the overall quality of education. This research aims to examine the impact of academic supervision, work environment, and work motivation on teacher performance at SDN Gugus 1 in Meureubo Subdistrict, West Aceh.

Based on the background presented, the researcher can describe the objectives of the study as follows:

1. To determine the influence of Academic Supervision on the performance of teachers at SDN Gugus 1 in Meureubo Subdistrict, West Aceh Regency.
2. To determine the influence of the Work Environment on the performance of teachers at SDN Gugus 1 in Meureubo Subdistrict, West Aceh Regency.
3. To determine the influence of Work Motivation on the performance of teachers at SDN Gugus 1 in Meureubo Subdistrict, West Aceh Regency.
4. To determine the simultaneous influence of Academic Supervision, Work Environment, and Work Motivation on the performance of teachers at SDN Gugus 1 in Meureubo Subdistrict, West Aceh Regency.

LITERATURE REVIEW

Teacher Performance

In this study, teacher performance refers to the ability and success of teachers in carrying out their teaching duties, as indicated by several indicators: (a) the teacher's planning of learning activity programs, (b) the implementation of learning activities, and (c) the evaluation/assessment of learning. Planning learning activity programs involve the development of structured lesson plans that align with the applicable curriculum. Implementing learning activities encompasses the teaching methods used by teachers and their interactions with students in the classroom. Evaluation or assessment of learning is the process of assessing student learning outcomes to determine the achievement of learning objectives (Ibrahim et al., 2022; Sweedan et al., 2022). These indicators form the basis for assessing the extent to which teacher performance meets the expected standards.

Academic Supervision

In this study, academic supervision refers to a series of activities aimed at helping teachers develop their abilities to manage the teaching and learning process to achieve learning objectives (Fahmi et al., 2019; Noor et al., 2020). Indicators of academic supervision include planning academic supervision programs, conducting academic supervision of teachers using appropriate approaches and techniques, and following up on the results of academic supervision to enhance teacher professionalism.

Work Motivation

Work motivation is the drive given to employees toward their work to help teachers achieve their goals, as indicated by their performance (Lusková & Hudáková, 2015; Pelletier et al., 2002). In this study, work motivation is measured through (a) the need for achievement, including managing tasks well, having a role model, and maintaining an

image; (b) the need for power, including having influence, controlling other employees, and enjoying giving advice; and (c) the need for affiliation, including wanting to be accepted by others, maintaining friendships, and working together.

Work Environment

The work environment encompasses everything around teachers that can influence them in performing their duties as educators (Mulyana et al., 2021). In this study, the work environment is measured through the following indicators: (a) the physical work environment, which includes (1) facilities and infrastructure, (2) environmental conditions, and (3) safety; and (b) the non-physical work environment, which includes (1) working relationships with superiors, (2) working relationships with fellow teachers, and (3) working relationships with school staff.

RESEARCH METHODOLOGY

The method used in this study is a quantitative method with a descriptive approach. Quantitative research methods are systematic, planned, and clearly structured, from research design to implementation (Helmold, 2019; Wilson, 2019). This study was conducted in all SDN Gugus 1 schools in Meureubo District, West Aceh Regency, Aceh Province, comprising 7 schools. The research was carried out over approximately 3 months, from April to June 2024, during the 2023/2024 academic year. The population in this study includes all teachers in SDN Gugus 1, Meureubo District, West Aceh Regency, Aceh Province, totaling 114 individuals.

Table 1. Number of sample teachers at SDN Cluster 1, Meureubo District, West Aceh Regency

| NO | Primary school name | Total number of teachers | Proportion | Number of samples |
|----|--------------------------|--------------------------|----------------------|-------------------|
| 1 | SD N Pasi Pinang | 14 | $(14/114) \times 89$ | 11 |
| 2 | SD N Langung | 11 | $(11/114) \times 89$ | 9 |
| 3 | SD N Peunaga | 13 | $(13/114) \times 89$ | 10 |
| 4 | SD N Pondok Geulombang | 14 | $(14/114) \times 89$ | 11 |
| 5 | SD N Gunong Kleng | 12 | $(12/114) \times 89$ | 9 |
| 6 | SD N Peunaga Cut Ujong | 11 | $(11/114) \times 89$ | 9 |
| 7 | SD N Perumnas Peunyareng | 12 | $(12/114) \times 89$ | 9 |
| 8 | SD N Terpadu Alpen | 15 | $(15/114) \times 89$ | 12 |
| 9 | SD N Paya Peunaga | 12 | $(12/114) \times 89$ | 9 |
| | Total | 114 | | 89 |

The data collection technique used in this study is a questionnaire or survey, which serves as a tool for measuring variables distributed to the selected teacher respondents. A questionnaire is a data collection method that involves providing a set of written questions or statements to respondents for them to answer. Data analysis is used to simplify the data, making it easier to interpret. This analysis is conducted using simple regression analysis to process and discuss the obtained data, as well as to test the proposed hypotheses. The data analysis technique in this study utilizes SPSS version 21 software for assistance.

FINDINGS AND DISCUSSION

Findings

1. Data Description

The data description aims to provide an overview of the spread of data or data distribution accompanied by tables and histogram graphs. Data is processed from research results that have been collected through tests and questionnaires, which include four variables, namely Academic Supervision (X1), work environment (X2), work motivation (X3), and teacher performance (Y). This research was carried out on teachers at SDN Gugus I, Meureubo District, West Aceh Regency, in 2024. The data presented in this section are the results of respondents' answers via a questionnaire distributed to teachers at SDN Gugus I, Meureubo District, West Aceh Regency, as the research sample. The number of questionnaires distributed was 89 questions in accordance with the number of research samples. Next, the research data obtained is tabulated according to the needs of research data analysis. The research data is a general description of the distribution of data that will be distributed via graphs. Graphic values include the average (mean), the average of the two middle (median) scores that have the highest frequency (mode), range, lowest score (minimum), highest score (maximum), frequency distribution and histogram. The results of data processing assisted using SPSS 21 data for each research variable will be described and presented in summary form.

2. Description of Research Variables

In this section, the respondents' answers are distributed according to the research variables. The teacher performance variable (Y) is the dependent variable in the study, while there are three independent variables: academic supervision (X1), work environment (X2), and work motivation (X3).

a) Academic Supervision Variable

The frequency distribution of scores for the Academic Supervision variable is presented in Table 2 below.

Table 2. Frequency distribution for academic supervision score (X1)

| Class | Class Intervals | Absolute Frequency | Relative Frequency | Cumulative Frequency (%) |
|--------------|------------------------|---------------------------|---------------------------|---------------------------------|
| 1 | 61 – 63 | 1 | 1,12 | 1,12 |
| 2 | 64 – 66 | 6 | 6,74 | 7,87 |
| 3 | 67 – 69 | 14 | 15,73 | 23,60 |
| 4 | 70 – 72 | 18 | 20,22 | 43,82 |
| 5 | 73 – 75 | 28 | 31,46 | 75,28 |
| 6 | 76 – 78 | 12 | 13,48 | 88,76 |
| 7 | 79 – 82 | 10 | 11,24 | 100 |
| Total | | 89 | 100,00 | |

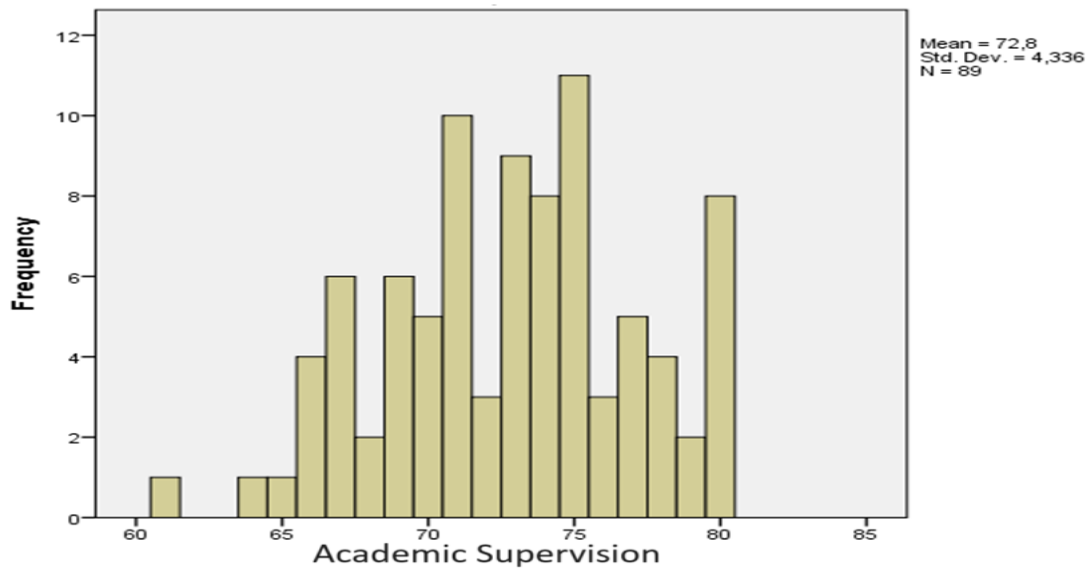


Figure 1. Histogram of academic supervision scores (X1)

Based on the data presented in Table 2 and Figure 1, it can be observed that the highest score is 80, the lowest score is 61, and the mean score is 72.80, with a median of 73.00. The empirical score range is between 61 (minimum) and 80 (maximum), resulting in a range of 20. The number of respondents with scores above the mean is 50 (56%), while the number of respondents with scores below the mean is 39 (44%). In this study, the academic supervision variable is measured through three indicators consisting of 16 items. Each respondent's answer is scored from 1 to 5, where 5 represents "Strongly Agree" and 1 represents "Strongly Disagree." Based on this data, the class interval length can be determined by subtracting the lowest score from the highest score and then dividing by the number of class intervals.

$$P = \frac{(16 \times 5) - (16 \times 1) + 1}{5}$$

$$P = \frac{(80) - (61) + 1}{5} = 13$$

Table 3. Frequency distribution of academic supervision variables

| No | Intervals | Criteria | Frequency | |
|-------|-----------|-----------|-----------|------|
| 1 | 13-25 | Very Low | 0 | 0% |
| 2 | 26-38 | Low | 0 | 0% |
| 3 | 39-51 | Moderate | 0 | 0% |
| 4 | 52-64 | High | 2 | 2% |
| 5 | 65-78 | Very High | 87 | 98% |
| Total | | | | 100% |

The table above shows that the respondents' answers regarding academic supervision are fairly good, with the highest frequency score being 87 or 98%. This is also supported by a 2% frequency for respondents who agree with the statements. There are no respondents who disagreed, strongly disagreed, or were neutral regarding the academic supervision.

b) Work Environment Variables

The frequency distribution of scores for the work environment variable (X2) can be presented in Table 4 below:

Table 4. Frequency distribution for work environment score (X2)

| Class | Class Intervals | Absolute Frequency | Relative Frequency | Cumulative Frequency (%) |
|--------------|-----------------|--------------------|--------------------|--------------------------|
| 1 | 34 – 35 | 1 | 1,12 | 1,12 |
| 2 | 36 – 37 | 2 | 2,25 | 3,37 |
| 3 | 38 – 39 | 10 | 11,24 | 14,61 |
| 4 | 40 – 41 | 26 | 29,21 | 43,82 |
| 5 | 42 – 43 | 28 | 31,46 | 75,28 |
| 6 | 44 – 45 | 22 | 24,72 | 100,00 |
| 7 | 46 – 47 | 0 | 0,00 | 100,00 |
| Total | | 89 | 100,00 | - |

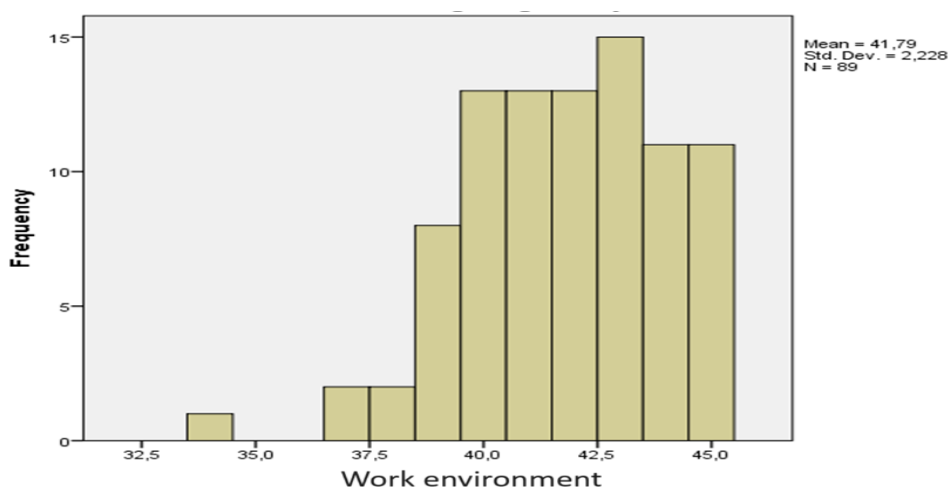


Figure 2. Histogram of work environment scores (X2)

Based on the data in Table 4 and Figure 2, it can be seen that the highest score is 45, the lowest score is 34, and the average score is 41.79, with a standard deviation of 2.228. There are 50 respondents (56%) with scores above the average, while 39 respondents (44%) have scores below the average. In this study, the work environment variable is measured using 2 indicators detailed in 11 questions. Respondents rate each answer to the 11 questions on a scale from 1 to 5, with 5 representing the highest level (strongly agree) and 1 representing the lowest level (strongly disagree). Based on this data, the class interval length can be determined by subtracting the lowest score from the highest score and dividing the result by the number of intervals.

$$P = \frac{(9 \times 5) - (9 \times 1) + 1}{5}$$

$$P = \frac{(45) - (9) + 1}{5} = 7$$

Table 5. Frequency distribution of work environment variables

| No | Intervals | Criteria | Frequency | |
|-------|-----------|-----------|-----------|------|
| 1 | 7-13 | Very Low | 0 | 0 |
| 2 | 14-20 | Low | 0 | 0 |
| 3 | 21-27 | Moderate | 0 | 0 |
| 4 | 28-34 | High | 1 | 1% |
| 5 | 35-42 | Very High | 88 | 99% |
| Total | | | | 100% |

Based on the table and diagram above, it can be observed that the respondents' answers regarding the work environment are quite favorable. The highest frequency score is 88, or 99%, which indicates strong agreement, and there is also a 1% frequency for the statement agreeing with the work environment. None of the respondents expressed strong disagreement, disagreement, or partial disagreement with their work environment.

c) Work Motivation Variable

Frequency description of Work Motivation (X3) is presented in Table 6 below.

Table 6. Frequency distribution of work motivation scores (X3)

| Class | Class Intervals | Absolute Frequency | Relative Frequency | Cumulative Frequency (%) |
|-------|-----------------|--------------------|--------------------|--------------------------|
| 1 | 40 – 41 | 7 | 7,87 | 1,12 |
| 2 | 42 – 43 | 11 | 12,36 | 20,22 |
| 3 | 44 – 45 | 0 | 0,00 | 20,22 |
| 4 | 46 – 47 | 23 | 25,84 | 46,07 |
| 5 | 48 – 49 | 22 | 24,72 | 70,79 |
| 6 | 50 – 51 | 18 | 20,22 | 91,01 |
| 7 | 52 – 53 | 8 | 8,99 | 100,00 |
| Total | | 89 | 100,00 | - |

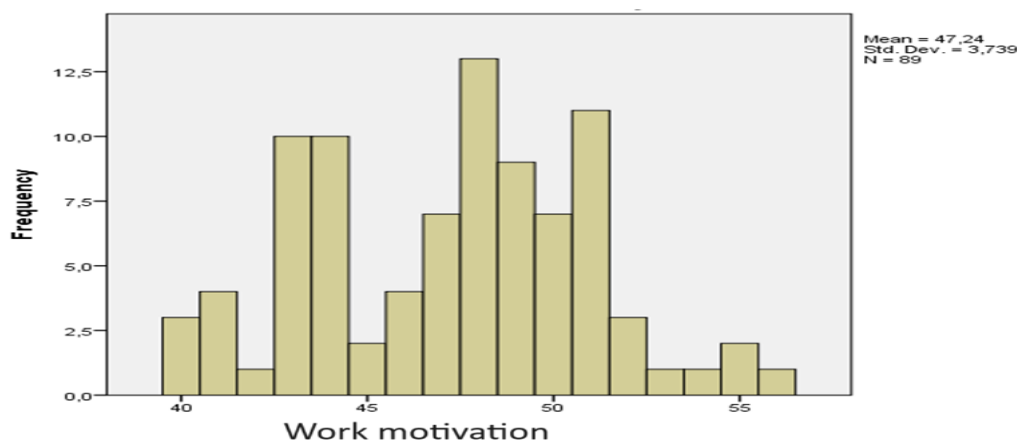


Figure 3. Histogram of work motivation scores (X3)

Based on the data in Table 6 and Figure 3, it can be observed that the highest score is 56, the lowest score is 40, and the mean score is 47.24, with a standard deviation of 3.739. The number of respondents scoring above the average is 48 people (54%), while respondents scoring below the average amount to 41 people (46%).

In this study, the variable of work motivation is measured through three indicators explained in 14 questions. Each response given by the respondents is scored on a scale of 1 to 5, with 5 representing the highest level (strongly agree) and 1 representing the lowest level (strongly disagree). Based on this data, the length of the class interval can be found by subtracting the lowest score from the highest score and dividing the result by the number of class intervals.

$$P = \frac{(11 \times 5) - (11 \times 1) + 1}{5}$$

$$P = \frac{(55) - (11) + 1}{5} = 9$$

Table 7. Frequency distribution of work motivation variable

| No | Intervals | Criteria | Frequency | |
|--------------|-----------|-----------|-----------|-------------|
| 1 | 9-17 | Very Low | 0 | 0% |
| 2 | 18-26 | Low | 0 | 0% |
| 3 | 27-35 | Moderate | 0 | 0% |
| 4 | 36-44 | High | 27 | 30% |
| 5 | 45-55 | Very High | 62 | 70% |
| Total | | | | 100% |

Based on the table and diagram above, it can be seen that the respondents' responses to work motivation are relatively good. The highest frequency value is 62 or 70%, which is complemented by the "agree" statement with a frequency value of 27 or 30%. None of the respondents mentioned that they strongly disagreed, disagreed, or somewhat disagreed with their work motivation.

d) Teacher Performance Variable

The frequency distribution of teacher performance scores (Y) is presented in Table 8.

Table 8. Frequency distribution of teacher performance scores (Y)

| Class | Class Intervals | Absolute Frequency | Relative Frequency | Cumulative Frequency (%) |
|--------------|-----------------|--------------------|--------------------|--------------------------|
| 1 | 52 - 54 | 1 | 1,12 | 1,12 |
| 2 | 55 - 57 | 7 | 7,87 | 8,99 |
| 3 | 58 - 60 | 10 | 11,24 | 20,22 |
| 4 | 61 - 63 | 12 | 13,48 | 33,71 |
| 5 | 64 - 66 | 22 | 24,72 | 58,43 |
| 6 | 67 - 69 | 22 | 24,72 | 83,15 |
| 7 | 70 - 72 | 15 | 16,85 | 100,00 |
| Total | | 89 | 100,00 | - |

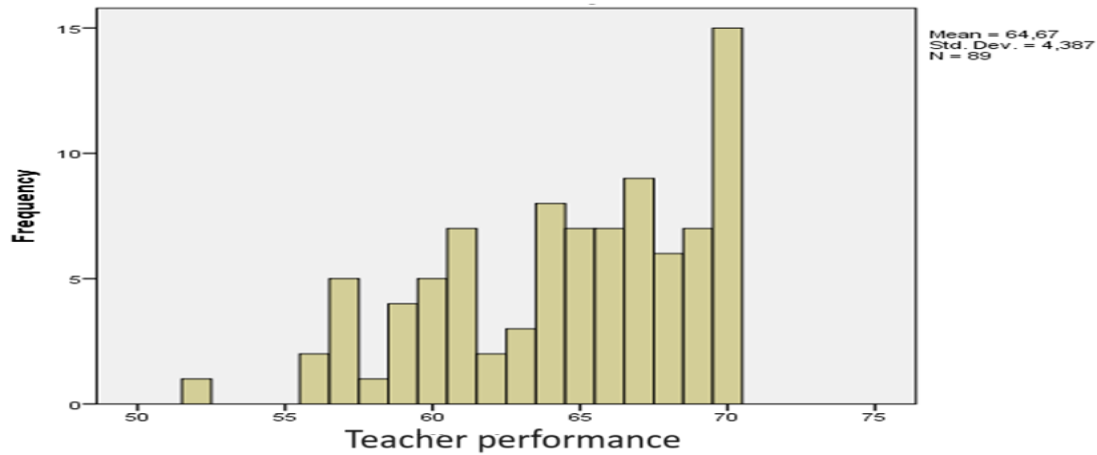


Figure 4. Histogram of teacher performance scores (Y)

Based on the data in Table 8 and Figure 4, it can be seen that the highest score is 70, the lowest score is 52, and the mean score is 64.67, with a standard deviation of 4.387. The number of respondents with scores above the mean is 59 people (66%), and the number of respondents with scores below the mean is 30 people (34%).

In this study, the teacher performance variable was measured through 3 indicators explained in 14 questions. Respondents rated each answer to the 14 questions on a scale of 1-5, with 5 representing the highest level (strongly agree) and 1 representing the lowest level (strongly disagree). Based on these data, the length of the class interval can be found by subtracting the lowest score from the highest score and dividing the result by the number of class intervals.

$$P = \frac{(14 \times 5) - (14 \times 1) + 1}{5}$$

$$P = \frac{(70) - (14) + 1}{5} = 11$$

Table 9. Frequency distribution of teacher performance variable

| No | Intervals | Criteria | Frequency | |
|--------------|-----------|-----------|-----------|-------------|
| 1 | 11-21 | Very Low | 0 | 0% |
| 2 | 22-32 | Low | 0 | 0% |
| 3 | 33-43 | Moderate | 0 | 0% |
| 4 | 44-54 | High | 1 | 1% |
| 5 | 55-65 | Very High | 88 | 99% |
| Total | | | | 100% |

From the table and figure above, it is evident that the respondents' answers regarding teacher performance are quite positive, with the highest frequency score being 88 or 99%. This is balanced by the statement of agreement with a frequency score of 1 or 1%. Meanwhile, the responses of strongly disagree, disagree, and moderately disagree regarding teacher performance are very low, at 0%.

3. Description of Research Respondents

Based on Gender Data, this section aims to understand the gender proportion of respondents. The characteristics of respondents based on gender are presented in the following table:

Table 10. Frequency distribution of gender

| NO | Gender | Frequency | Percentage |
|--------------|--------|-----------|-------------|
| 1 | Male | 5 | 5,61 |
| 2 | Female | 84 | 94,38 |
| Total | | 89 | 100% |

The table above represents the characteristics of respondents from the Primary Schools in Gugus I, Meureubo District, based on gender. Respondents are divided into two categories: male and female. The research results show that out of 89 respondents, the majority are female teachers, totaling 84 people (94.38%), while the remaining 5 respondents are male teachers (5.61%).

4. Significance Testing with T-Test

Partial testing is conducted to determine the influence of each independent variable on the dependent variable. The influence of independent variables (X1), (X2), and (X3) on the dependent variable (Y) can be seen in the following table:

Table 11. Partial test (T-Test)

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 1,970 | 7,835 | | ,251 | ,802 |
| Supervisi Akademik | ,315 | ,102 | ,315 | 3,097 | ,003 |
| Lingkungan Kerja | ,695 | ,162 | ,373 | 4,298 | ,000 |
| Motivasi Kerja | ,218 | ,105 | ,201 | 2,077 | ,041 |

a. Dependent Variable: Kinerja Guru

Based on Table 11 above, the following can be concluded:

a. The Influence of Academic Supervision on Teacher Performance

From Table 4.12, it is known that the coefficient value for academic supervision is 0.315, which is positive. It means that academic supervision has a positive effect on teacher performance. The t-value (t-hitung) is 3.097 > t-table 1.662, and the significance value (sig) is 0.003 < 0.05. Therefore, the decision is to reject Ho1 and accept Ha1. It indicates that the academic supervision variable (X1) partially has a positive and significant effect on teacher performance (Y). Thus, the supervision factor contributes to employee performance.

b. The Influence of Work Environment on Teacher Performance

The coefficient value for the work environment is 0.695, which is positive. It means that the work environment has a positive effect on teacher performance. The t-value (t-hitung) is 4.298 > t-table 1.662, and the significance value (sig) is 0.000 < 0.05.

Therefore, the decision is to reject H_{o2} and accept H_{a2} . It indicates that the work environment variable (X_2) partially has a positive and significant effect on teacher performance (Y). Thus, the work environment factor contributes to teacher performance.

c. The Influence of Work Motivation on Teacher Performance

The coefficient value for work motivation is 0.218, which is positive. It means that work motivation has a positive effect on teacher performance. The t-value (t_{hitung}) is $2.077 > t_{table} 1.662$, and the significance value (sig) is $0.041 < 0.05$. Therefore, the decision is to reject H_{o3} and accept H_{a3} . It indicates that the work motivation variable (X_3) partially has a positive and significant effect on teacher performance (Y). Thus, the work motivation factor contributes to teacher performance.

5. Simultaneous Regression Test

This test is conducted to determine whether all the independent variables, including academic supervision, work environment, and work motivation, have a significant simultaneous effect on the dependent variable, which is teacher performance. The results of the test can be seen in Table 12 below.

Table 12. Simultaneous test (F-Test)

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 651,260 | 3 | 217,087 | 21,374 | ,000 ^b |
| | Residual | 863,302 | 85 | 10,156 | | |
| | Total | 1514,562 | 88 | | | |

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Motivasi Kerja, Lingkungan Kerja, Supervisi Akademik

From the results in the table above, the first hypothesis is tested using the F-test, which evaluates whether academic supervision (X_1), work environment (X_2), and work motivation (X_3) together influence teacher performance (Y). This F-test shows that the calculated F-value (F_{hitung}) is 21.374, and the significance value (sig) is 0.000. With degrees of freedom $Df_1 = 3$ (for X_1, X_2, X_3) and $Df_2 = 89 - 3 = 86$, the F-table value at a 5% significance level (0.05) is 2.71. Since the calculated F-value (21.374) is greater than the F-table value (2.71) and the significance value (0.000) is less than 0.05, the decision is to reject H_{o4} and accept H_{a4} . It means that the variables of academic supervision, work environment, and work motivation collectively have a significant effect on the performance of teachers at SDN Gugus I, Meureubo Subdistrict, West Aceh Regency.

Discussion

1. The Influence of Supervision on Teacher Performance

Based on the research results, it was found that the calculated t-value is 3.097, which is greater than the t-table value of 1.662. It indicates that academic supervision significantly influences teacher performance. This finding aligns with the research conducted by Basuki, which also found that academic supervision has a significant effect on teacher performance (Basuki, 2019). Similarly, Ivanger et al., in their study, concluded that academic supervision significantly impacts teacher performance (Ivagher et al., 2021).

Teacher performance encompasses efforts to improve teaching, including stimulating, selecting career growth and teacher development, and revising educational goals, teaching materials, methods, and teaching evaluations. A collaborative and collegial supervisory approach significantly impacts performance-based learning, as demonstrated by a study in East Java, Indonesia (Wiyono et al., 2021). Findings from Khan et al. in Pakistan indicate that the principal's instructional leadership indirectly enhances students' academic performance through teachers' organizational commitment (Khan et al., 2020). Similarly, a study in Libya revealed a positive correlation between educational supervision and teacher performance in teaching English, with training programs playing a mediating role (Shakuna et al., 2016).

In conclusion, evidence from these studies supports the claim that academic supervision significantly affects teacher performance, influencing both teacher and student outcomes. However, it is important to note that the specific impact may vary based on the context and the nature of the supervision applied.

Therefore, it can be concluded that both research findings and the theories discussed convincingly show that academic supervision has a positive and significant effect on teacher performance. It supports the assumption that to improve teacher performance, academic supervision is crucial in helping teachers enhance their effectiveness.

2. The Influence of Work Environment on Teacher Performance

Based on the research results, it was found that the calculated t-value (t_{hitung}) is 4.298, which is greater than the t-table value (t_{tabel}) of 1.662. It indicates that the work environment significantly influences teacher performance. This finding is consistent with previous research conducted by Citriadin et al., which found a positive and significant influence between the work environment and teacher performance (Citriadin et al., 2019). Similarly, Bakar & Omar reported that the work environment positively and significantly affects teacher performance (Bakar & Omar, 2018).

The work environment in schools is important to ensure a comfortable working atmosphere. A comfortable work environment for teachers can enhance their performance. A work environment is considered suitable if the people within it can carry out their activities optimally. A suitable work environment can have long-term positive impacts, while a poor work environment can result in difficulty in achieving effective and efficient work systems.

Teacher Well-being and work performance, teacher empowerment (TE) positively correlates with teacher well-being in the workplace, which in turn affects work performance (Yusoff & Tengku-Ariffin, 2020). Organizational culture factors such as commitment, communication, and recognition impact teacher performance in higher education institutions. Work culture significantly affects teacher performance in teaching factories, indicating that a better work culture results in better teacher performance. Human resource management significantly impacts teacher well-being and educational performance, emphasizing the need for a sustainable environment that supports teacher well-being (Leonor et al., 2023; Suhartini et al., 2024). Organizational culture, leadership styles, work ethics, and work commitment have positive and significant effects on teacher performance and student academic achievement.

Based on evidence from these abstracts, it is clear that there is a positive and significant influence between the work environment and teacher performance, as demonstrated by the impact of teacher attitudes, emotional intelligence, teacher empowerment, organizational culture, work culture, and human resource management on teacher performance.

3. The Influence of Work Motivation on Teacher Performance

Based on the research results, the calculated t-value (t-hitung) is 2.077, which is greater than the t-table value (t-tabel) of 1.662. It indicates that work motivation significantly influences teacher performance. This finding is consistent with previous research conducted by Selasih et al., which found a positive and significant influence of teacher work motivation on teacher performance (Selasih et al., 2019). Similarly, Alamelu et al. reported that work motivation significantly affects teacher performance (Alamelu et al., 2017). Good work motivation provides the drive for teachers to perform their jobs optimally. When the drive or need for work motivation in their workplace is met, it can lead to behaviors directed towards educational goals.

Intrinsic Motivation Factors and Teacher Performance Research emphasizes the importance of intrinsic motivation factors such as training and promotion in influencing work performance, aligning with the idea that teacher motivation can positively impact performance (Kurniawan et al., 2022). Leadership also plays a role in influencing teacher motivation, with the leadership style of school principals linked to increased teacher achievement motivation. Research highlights the relationship between motivation and employee satisfaction, which can be extrapolated to teacher satisfaction and performance. Studies on motivation differences between male and female students may indicate potential variations in teacher motivation and its impact on performance (Aarabi et al., 2013).

Based on the evidence from these studies, it can be concluded that teacher motivation has a positive and significant influence on teacher performance, especially when considering intrinsic motivation factors, leadership influence, and the relationship between motivation and employee satisfaction. However, it is important to note that while these studies provide valuable insights into the factors affecting motivation and performance, they do not explicitly address the direct correlation between teacher motivation and teacher performance.

4. The Influence of Academic Supervision, Work Environment, and Work Motivation on Teacher Performance

Based on the research results, the calculated F-value (F-hitung) is 21.374, which is greater than the F-table value (F_tabel) of 2.71. It indicates that academic supervision, work environment, and motivation collectively influence teacher performance.

The findings of this study are aligned with the theory by Colquitt et al., which posits that several factors influence teacher performance. These factors include organizational mechanisms, such as organizational culture and structure. Group mechanisms also play a role, including leadership, teamwork processes, and team characteristics. Additionally, individual characteristics like personality, cultural values, and abilities are significant. Individual mechanisms further influence performance,

encompassing job satisfaction, stress, motivation, trust, justice, ethics, and learning and decision-making (Colquitt et al., 2022).

This study's results are consistent with the above theories, both theoretically and empirically, showing the influence of academic supervision, work environment, and work motivation on the performance of teachers at SDN Gugus I in Meureubo District. Therefore, it can be concluded that the higher the levels of academic supervision, work environment, and work motivation, the higher the teacher's performance. Conversely, lower levels of academic supervision, work environment, and work motivation result in lower teacher performance.

The coefficient of determination (adjusted R^2) from the assessment of academic supervision, work environment, and work motivation on teacher performance is 0.410. It indicates that 41% of the variation in teacher performance can be explained by the obtained regression equation. The remaining 59% is explained by other variables not included in this study.

CONCLUSION

Based on the research findings, it can be concluded that academic supervision, work environment, and work motivation significantly influence the performance of teachers at SDN Gugus I in Meureubo District, West Aceh. Academic supervision has a positive and significant impact on teacher performance, contributing 28.1% to the observed changes in performance. The work environment also has a significant positive effect, accounting for 22.9% of the variation in teacher performance. Similarly, work motivation contributes 14.4% to teacher performance improvements. When these three factors are considered together, they have a combined positive and significant influence on teacher performance, with an F-calculated value of 21.374 and a significance level of 0.000. The overall contribution of academic supervision, work environment, and work motivation to teacher performance is 41%, as indicated by the R Square value. The remaining 59% of the variance in teacher performance is influenced by other variables not included in this study. These findings suggest that efforts to enhance academic supervision, improve the work environment, and boost work motivation can lead to substantial improvements in teacher performance. Therefore, educational administrators and policymakers should focus on these areas to achieve better educational outcomes.

This study provides an important contribution to understanding the influence of academic supervision, work environment, and work motivation on teacher performance. Specifically, the study strengthens empirical evidence on the significance of academic supervision in enhancing teacher effectiveness. However, some limitations need to be considered. First, this study focuses only on teachers at SDN Gugus 1, Meureubo District, West Aceh, limiting the generalization of the findings to a broader context. Second, the study only addresses three main variables (academic supervision, work environment, and work motivation) and does not take into account other factors that may also contribute to teacher performance, such as teacher competence, peer support, and educational policies. These limitations may affect the accuracy of predictions regarding teacher performance.

In the future, further research may consider expanding the scope to cover a wider area and a larger sample size to ensure the generalizability of the findings. The research can also explore other variables that might influence teacher performance, such as emotional intelligence, digital skills, and parental involvement in education.

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