THE EFFECTS OF ACADEMIC SUPERVISION BY PRINCIPAL AND WORK MOTIVATION ON TEACHERS' PROFESSIONALISM

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Abstract

This study examines the influence of academic supervision by the school principal and work motivation on teachers' professionalism. Employing a quantitative approach with an ex post facto design, the research encompasses all junior high school teachers in South Lampung Regency. A sample of 130 teachers was obtained through simple random sampling. Data collection involved distributing questionnaires, and the analysis used simple linear regression. The findings reveal that both academic supervision by the school principal and work motivation have a positive and significant impact on teachers' professionalism. Specifically, in State Junior High Islamic Schools in South Lampung Regency, increased academic supervision by the head of the madrasah correlates with higher levels of teachers' professionalism. Similarly, increased work motivation corresponds with enhanced teacher professionalism. Therefore, the study recommends that school principals enhance the quality of academic supervision and foster greater work motivation among teachers to achieve higher professionalism.

Keywords: Academic Supervision, Work Motivation, Teacher Professionalism

INTRODUCTION | مقدمة

A professional job requires specific qualifications, such as demanding skills based on in-depth concepts and theories of science, emphasizing expertise in a particular field, necessitating adequate educational skill levels, and sensitivity to the societal impacts of the work being carried out (Asnah, 2019). Therefore, a professional teacher must demonstrate the competencies they possess, thereby driving the realization process and creating performance products that can support the enhancement of educational quality (Darma et al., 2022).

Professional teachers need to demonstrate their competencies, thus driving the realization process and generating performance outcomes that can support the improvement of education quality. Additionally, competent teachers can be identified through the acquisition of teaching certification alongside adequate professional allowances according to the standards of a sufficiently prosperous community (Darma et al., 2022). Professional teachers possess four competencies: pedagogical competence, personality competence, social competence, and professional competence. Furthermore, professional teachers should have good teaching skills,

broad insights, mastery of the curriculum, command of teaching media, technological proficiency, a good personality, and serve as exemplary role models (Sohaya, 2019). Beyond competencies, obtaining educator certification is necessary to become a professional teacher. Achieving this certification involves a lengthy process, requiring teachers not only to teach for a minimum of two years but also to hold a Unique Educator and Education Personnel Number (Isabella, 2016).

Based on the data obtained by the author from Simpatika of the Ministry of Religious Affairs in 2022, it shows that the number of certified teachers in State Junior High Islamic Schools (MTs Negeri) in South Lampung Regency is 89 out of 192 total teachers. However, this figure is still relatively low compared to the total number of teachers recorded in Simpatika, which is 192 teachers for both civil servants (PNS) and non-civil servants (Non-PNS) categories. These results indicate that the professionalism of teachers in State Madrasahs in South Lampung Regency is still considered suboptimal. The head of the madrasah, as a supervisor, can influence the formation of teachers' professionalism. The head of the madrasah, as a supervisor of educational staff, also has responsibilities in administration, management, development, supervision, and technical services to support the educational process within the educational institution.

The head of the madrasah, as a supervisor, has the task of assisting teachers in improving their teaching abilities, namely: (1) assisting teachers in better understanding and internalizing educational goals and basic competency standards so that educational objectives are achieved effectively; (2) helping teachers understand the needs and issues faced by students; (3) supporting teachers in implementing effective leadership to enhance teacher professionalism; (4) aiding teachers in designing learning programs; (5) assisting teachers in enhancing their professional competence; and (6) encouraging teachers to advance in their careers (Aldi, 2019). This aligns with the view of (Mustafida et al., 2021) that academic supervision tends to have a strong relationship with teacher professionalism, where teacher professionalism can be observed through the academic supervision conducted by the madrasah's head.

Therefore, there is a need for academic supervision conducted by the head of the madrasah, so that all members of the school community, particularly teachers, can be more professional in delivering lessons to students. The head of the madrasah and teachers can also comprehend the significance of academic supervision for enhancing teachers' professional competence, ultimately resulting in improved student learning outcomes. Additionally, according to (Putri et al., 2022).

The research conducted by Putri et al. (2022) indicates that the head of the madrasah is responsible for managing resources to effectively and efficiently achieve institutional goals. The head of the madrasah plays a crucial role in efforts to enhance the professionalism of teachers and other educational staff. Therefore, the substantial influence and positive encouragement provided to a teacher can generate strong motivation for them in their work, leading to job satisfaction within their working environment.

Teachers' professionalism can also be enhanced by the motivation that exists within a teacher (Agustina et al., 2021). Motivation is a concept used to describe the inner drives that stimulate and direct an individual's behavior (Uno, 2023). The influence of work motivation on teachers' professionalism has been confirmed by various researchers, such as in the study conducted by (Agustina et al., 2021), which found a significant relationship between work motivation and teachers' professionalism. Furthermore, according to (Iskandar et al., 2023), work motivation has a positive and significant impact on a teacher's motivation. This is reinforced by

the results of research by (Kastawi et al., 2021), indicating that work motivation has a highly significant influence on teachers' professionalism, accounting for 92.2%. However, studies specifically examining the influence of work motivation on teachers' professionalism in State Junior High Islamic Schools in Lampung are still relatively scarce.

The issues highlighted above constitute a concerning phenomenon considering the crucial role of teacher professionalism. A teacher's professionalism stands as a key determinant for the sustainability of an educational institution. The professionalism of a teacher not only influences the institution's future but also affects students' achievements and motivation in learning. According to (Seftiani et al., 2020), there is evidence demonstrating that a teacher's professionalism significantly impacts students' motivation to learn. Meanwhile, as per (Apriani, 2019), a teacher's professionalism affects students' learning achievements. Therefore, the author is intrigued and seeks to further understand the influence of work motivation on the professionalism of teachers in State Islamic Junior High Schools (MTs Negeri) throughout South Lampung Regency.

METHOD | منهج

The method utilized in this research is quantitative, employing an ex post facto design. The population under study comprises all teachers in State Islamic Junior High Schools (MTs Negeri) in South Lampung Regency, totaling 192 teachers. Sampling from the research population was conducted using a simple random sampling technique, resulting in 130 samples. Data collection in this study was gathered through a questionnaire. A questionnaire is a list of questions provided to individuals with the intention of eliciting responses in accordance with the user's request. The data obtained from the questionnaire, reflecting teachers' responses regarding work motivation and teacher professionalism, will undergo preliminary testing and subsequently be analyzed using simple regression.

RESULT | نتائج

Classical Assumption Test

a. Normality Test

The normality test in this research was conducted using the One-Sample Kolmogorov-Smirnov technique aided by SPSS 25 software. The results of the normality test for four variables can be observed in Table 1.

Table 1. Normality Test Result

Variabel	Sig. Value	Sig. Criteria	Description
Dependent: 1. Teacher Professionalism (Y) Independent: 1. Academic Supervision by Principal 2. Work Motivation	0.068	0.05	Normal

The results of the normality test using the Kolmogorov-Smirnov test in Table 1 show that the significance value is more than 0.05. Hence, it can be concluded that the data from the research findings are normally distributed.

b. Linearity Test

The linearity test in this study was conducted by employing the Compare Means function with the assistance of SPSS 25 software. Then, the linearity values were observed. The results of the linearity test in this study are presented in Table 2.

Table 2. Linearity Test Result

Variable	Sig. Criteria	Sig. Value
Teacher Professionalism * Academic Supervision by Principal	0.05	2.832
Teacher Professionalism * Work Motivation	0.05	0.16

The results of the linearity test in Table 2 indicate that the Deviation from Linearity Sig. value > 0.05, indicating a significant linear relationship between the independent and dependent variables.

c. Heteroskedasticity Test

The heteroskedasticity test in this study was conducted using the Glejser test with the assistance of SPSS 25 software. The results of the heteroskedasticity test in this research are displayed in Table 3.

Tabel 3. The Summary of Heteroskedasticity Test Results

Variable	Sig. Criteria	Sig. Value
Academic Supervision by Principal	0.05	0.386
Work Motivation	0.05	0.697

The results of the heteroskedasticity test in Table 3 show that the significance (Sig.) value for all variables is more than 0.05. Therefore, according to the decision-making basis in the Glejser test, it can be concluded that there is no presence of heteroskedasticity pattern in the regression model, indicating homogenous data. The prerequisite test for data analysis in this study has been fulfilled. Consequently, the next step is to conduct hypothesis testing.

Hypothesis Testing

a. The Influence of Academis Supervision (X1) on Teacher Professionalism (Y)

After conducting the data analysis prerequisite test, the next step is to perform simple regression analysis. The initial step involves conducting simple regression analysis for variable X1, which is Academic Supervision by the Madrasah Head. For a clearer understanding of the results of the simple regression variable test, please refer to Table 4.

Table 4. The Results of the Test for Variable X1 on Y

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	30.535	8.014		3.810	.000
Academic Supervision by Principal	.480	.060	.574	7.932	.030

a. Dependent Variable: Teacher Professionalism

Souce: *Output* SPSS 25

According to Table 4 test results, the constant value of the Unstandardized Coefficients is 30.535. This figure represents the constant value, indicating that if there is no Academic Supervision by the Madrasah Head (X1), the consistent value of Teacher Professionalism (Y) is

30.535. Meanwhile, the regression coefficient value is 0.480. This figure signifies that for each 1% increase in the level of Academic Supervision by the Madrasah Head (X1), Teacher Professionalism (Y) will increase by 0.480. Therefore, the regression equation is Y = 30.535 + 0.480 X1.

The basis for decision-making in regression analysis is by comparing the significance value (Sig.). In the SPSS output, the significance value (Sig.) is 0.03. This value is less than (<) the probability of 0.05, indicating that there is an influence of Academic Supervision by the Madrasah Head (X1) on Teacher Professionalism (Y). Additionally, apart from comparing the (Sig.) values, comparison between the calculated t-value and the critical t-value can also be utilized. Based on the given output, the calculated t-value is 7.932, while the critical t-value is 1.979. As the calculated t-value is greater than the critical t-value, it can be concluded that there is an influence of Academic Supervision by the Madrasah Head (X1) on Teacher Professionalism (Y).

Then, to determine the extent of the influence of Academic Supervision by the Madrasah Head (X1) on Teacher Professionalism (Y), one can refer to the value of R Square or R2 found in the SPSS output under the Model Summary section. The correlation coefficient of Academic Supervision by the Madrasah Head concerning Teacher Professionalism can be observed in Table 5.

Table 5. The Correlation Coefficient X1 on Y

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574ª	.330	.324	9.970

a. Predictors: (Constant), Academic Supervision by Principal
Souce: *Output* SPSS 25

Based on the above output, the R Square value is 0.330. This value signifies that Academic Supervision by the Madrasah Head (X1) toward Teacher Professionalism (Y) accounts for 33.0%, while 66.0% of Teacher Professionalism (Y) is influenced by other variables. Therefore, this relationship can be depicted in Figure 1.
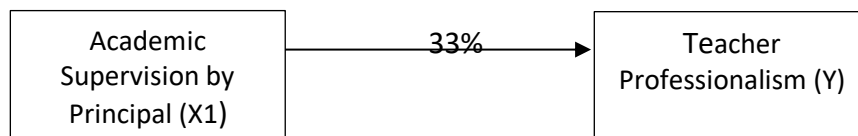
Figure 1. The Correlation Coefficient X1 on Y

b. The Influence of Teacher Work Motivation (X2) on Teacher Professionalism (Y)

After conducting the simple regression test for variable X1, the analysis continued by performing a simple regression test for variable X2. For a clearer understanding of the results of the simple regression variable test, please refer to Table 6.

Tabel 6. The Results of the Test for Variable X2 on Y

		Coefficientsª				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.064	2.972		6.078	.000
	Work Motivation	.908	.035	.915	25.729	.032

a. Dependent Variable: Teacher Professionalism
Souce: *Output* SPSS 25

Based on the test results, the constant value of Unstandardized Coefficients is 18.064. This value signifies that if there is no Teacher Work Motivation (X2), the consistent value of Teacher Professionalism (Y) is 18.064. Meanwhile, the regression coefficient is 0.908. This value means that for every 1% increase in the level of Teacher Work Motivation (X2), Teacher Professionalism (Y) will increase by 0.908. Thus, the regression equation is Y = 18.064 + 0.908X2.

The decision-making basis in regression analysis involves comparing the value of (Sig.). The SPSS output shows a significance (Sig.) value of 0.032, which is less than (<) the probability of 0.05. This indicates that there is an influence of Teacher Work Motivation (X2) on Teacher Professionalism (Y). Besides comparing the (Sig.) value, comparison can also be made between the calculated T-value and the T-table value. According to the output, the calculated t-value is 25.729, while the t-table result is 1.979. As the calculated t-value is greater than the t-table value, it can be concluded that there is an influence of Teacher Work Motivation (X2) on Teacher Professionalism (Y).

Then, to determine the extent of the influence of Teacher Work Motivation (X2) on Teacher Professionalism (Y), one can refer to the value of R Square or R2 in the Model Summary section of the SPSS output. The correlation coefficient between work motivation and teacher professionalism can be seen in Table 7.

Table 7. The correlation coefficient X2 on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.915ᵃ	.838	.837	4.901

a. Predictors: (Constant), Work Motivation
Source: *Output* SPSS 25

Based on the output, it is known that the value of R Square is 0.838. This value signifies that Teacher Work Motivation (X2) towards Teacher Professionalism (Y) accounts for 83.8%, while 16.2% of Teacher Professionalism (Y) is influenced by other variables. Therefore, it can be depicted in Figure 2.
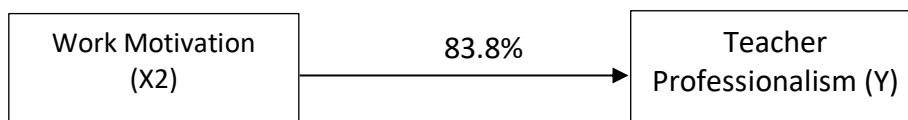
Work Motivation (X2)	→ 83.8% →	Teacher Professionalism (Y)

Figure 2. The correlation coefficient X2 on Y

DISCUSSION | مناقشة

The Influence of Teacher Academis Supervision (X1) on Teacher Professionalism (Y)

Based on the statistical analysis between the academic supervision by the head of the madrasah and teachers' professionalism, correlation and determination coefficients were obtained. Academic supervision by the head of the madrasah contributes to teachers' professionalism. This implies a relationship between academic supervision by the head of the madrasah and teachers' professionalism. This aligns with research findings indicating that academic supervision by the head of the madrasah is one of the influencing factors on teachers' professionalism (Sirojuddin, 2020; Lorensius et al., 2022; Hanafiah et al., 2022; Hapizoh et al., 2020; Mulloh, 2022; Matondang and Syahril, 2021; Mukhlasin, 2020).

Supervision in academia aims for the development of professionalism, quality oversight, and fostering motivation (Directorate General of Primary and Secondary Education, 2017). This

statement indicates that aside from its objectives, academic supervision offers several benefits for teachers. The benefits of academic supervision for supervised teachers include the individual teacher understanding and becoming aware of their strengths and weaknesses in the learning process, which encompass: a. Creating lesson plans (RPP); b. Executing the learning process (learning experience and learning activities) in the classroom; c. Planning and developing instructional tools; and d. Serving as reflective material for teachers to enhance and expand their insights and knowledge (Lubha et al., 2022).

In this research, the value of the influence of academic supervision by the head of the madrasah on teachers' professionalism is 33.0%. This indicates that academic supervision by the head of the madrasah is the primary independent variable that MTs Negeri in South Lampung Regency needs to consider in enhancing teachers' professionalism. It demonstrates that the head of the madrasah plays a significant role and holds responsibility in fulfilling the functions and duties of their position. Academic supervision by the head of the madrasah is crucial in developing professional teachers and fostering the expected professional attitudes. As education progresses towards better quality, academic supervision by the head of the madrasah is deemed capable of meeting educational needs for empowerment and improving future educational quality (Hidayah, 2016). This aligns with the view of (Mustafida et al., 2021) that academic supervision tends to have a strong relationship with teachers' professionalism, indicating that teachers' professionalism can be observed through academic supervision conducted by the head of the madrasah. Thus, it can be said that relevant supervision aligned with educational demands for quality improvement is academic supervision by the head of the madrasah.

Based on this research, it is evident that academic supervision by the head of the madrasah positively influences teachers' professionalism. This aligns with the study conducted by Putri et al. (2022), which mentions that the head of the madrasah is responsible for managing resources to achieve institutional goals effectively and efficiently. In the research conducted by Muhajirin et al. (2017) regarding the influence of academic supervision by the head of the madrasah on teachers' professionalism, the impact was reported at 19.6%. When compared to this current research, the obtained influence appears to be larger. This discrepancy could be due to various factors such as research location and sample size. Additionally, the random selection of samples might lead to inaccuracies in the selected sample, thus influencing the magnitude of the impact obtained in this study.

Nevertheless, regardless of the extent of contribution provided by academic supervision by the head of the madrasah, it will always have an impact on teachers' professionalism. Therefore, any positive improvement in academic supervision by the head of the madrasah will lead to an enhancement in teachers' professionalism. The existence of a positive influence between academic supervision by the head of the madrasah and teachers' professionalism proves that the theory stating that academic supervision by the head of the madrasah can enhance teachers' professionalism.

The Influence of Teacher Work Motivation (X2) on Teacher Professionalism (Y)

Based on the statistical analysis between work motivation and teacher professionalism, correlation coefficients and determination coefficients were obtained. Work motivation contributes to teacher professionalism. This implies there is an influence between work motivation and teacher professionalism. These findings explain that work motivation is one of the factors influencing teacher professionalism.

According to Robbins, motivation is the willingness to exert a high level of effort toward organizational goals conditioned by the ability of that effort to satisfy individual needs (Musyadad et al., 2022). Teacher professionalism can be enhanced by the work motivation inherent within a teacher (Agustina et al., 2021). Motivation is a concept we use to describe the impulses that arise within an individual, propelling and directing behavior (Uno, 2023).

Based on this research, it is evident that work motivation has a positive and significant impact on teachers' professionalism. Regardless of the extent of the contribution made by work motivation, it will always influence teachers' professionalism. Therefore, any positive increase in work motivation will drive an improvement in teachers' professionalism. The impact of work motivation on teachers' professionalism has been confirmed by various studies indicating a significant relationship between work motivation and teachers' professionalism (Agustina et al., 2021; Kastawi et al., 2021; Saifullah, 2020; Soffa et al., 2019; Wiranti, 2021; Yulianto, 2019).

Furthermore, according to (Iskandar et al., 2023), work motivation also has a positive and significant effect on teachers' professionalism, signifying that work motivation has a positive and significant influence on the motivation existing within a teacher. This is reinforced by the research conducted by (Kastawi et al., 2021), which identified a positive effect of 92.2% between work motivation and teacher professionalism. When compared with the research conducted by (Kastawi et al., 2021), the current study's findings obtained a smaller impact, specifically at 83.8%. This disparity may be due to differences in research locations and varying sample sizes. Additionally, the random selection of samples can lead to the inaccuracy of the selected sample, consequently affecting the magnitude of the influence obtained in this research.

The presence of a positive influence, linear regression, and a positive correlation between work motivation and teacher professionalism substantiates the theory suggesting that work motivation can enhance teacher professionalism, as stated in the literature, aligning with the proposed theoretical framework.

CONCLUSSION | خاتمة

There is a positive influence of academic supervision by the head of the madrasah on teachers' professionalism in State Junior High Islamic Schools in South Lampung Regency. When the variable of academic supervision by the head of the madrasah increases, the variable of teachers' professionalism tends to rise. This means that as the score of academic supervision by the head of the madrasah increases, the level of teachers' professionalism also increases.

There is a positive influence of work motivation on the professionalism of teachers in State Islamic Junior High Schools in South Lampung Regency. When the variable of work motivation tends to increase, the variable of teacher professionalism also tends to rise. This implies that the higher the score of work motivation, the higher the teacher's professionalism.

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