THE EFFECT OF ACADEMIC SUPERVISION AND COMPENSATION ON THE TEACHING MOTIVATION OF TEACHERS AT MADRASAH TSANAWIYAH NURFADHILAH MANGGARUPI GOWA

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Abstract

This study was motivated by the importance of teacher teaching motivation in supporting the quality of learning in madrasahs. Two factors believed to play a role in increasing teacher motivation are academic supervision and compensation. Academic supervision is a guidance process carried out by a supervisor, namely the school principal, to improve the quality of teaching conducted by teachers. Effective academic supervision by the head of the madrasah can help teachers develop their competencies, while appropriate compensation serves as an external incentive that influences work enthusiasm. However, the influence of these two factors on teaching motivation still needs to be further examined, especially in the context of Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa. Madrasah Tsanawiyah is a lower secondary education level within the Islamic education system in Indonesia, equivalent to junior high school (grades 7–9) in the international education system. Based on these findings, it can be concluded that academic supervision and compensation do influence teaching motivation, although the effect is relatively weak. Therefore, it is recommended that the madrasah head provide appreciation to high-performing teachers to improve their motivation and performance. In addition, teachers are expected to remain motivated to develop their professionalism through training, especially in the preparation of learning tools, and to develop the habit of reviewing literature relevant to their areas of expertise.

Keywords: Academic Supervision, Compensation, Teacher Teaching Motivation, School Principal, Teacher Performance, Educational Leadership

INTRODUCTION | مقدمة

Education is a fundamental human need in efforts to improve the quality of human resources. Without proper education, it is difficult for a nation to develop sustainably. The importance of education is emphasized in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 Paragraph 1, which states: *"Education is a conscious and planned effort to create a learning atmosphere and learning process so that learners actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state."*

One effective strategy to improve the quality of education is by enhancing the learning process. In this regard, academic supervision plays a central role. Academic supervision is a professional coaching process carried out by the school principal or madrasah head to help teachers improve the quality of their teaching. According to Yuspiani, educational supervision is

an integral part of school administration that aims to improve learning quality (Yuspiani, 2020). Arikunto and Jabar add that academic supervision should be based on empirical data from teaching activities, making it a strategic tool for improving education quality (Arikunto & Jabar, 2019). The main principles of academic supervision include clear objectives, effective communication, and an approach that supports the continuous professional development of teachers (Zepeda, 2021). Several indicators of academic supervision include classroom observation, class visits, teacher mentoring, coaching meetings, group discussions, and training (Mulyasa, 2021). Furthermore, Sola states that school principals have an important responsibility in developing teacher competencies continuously to achieve educational and instructional goals (Sola, 2024). The success of academic supervision is reflected in improved learning processes, enhanced teacher pedagogical competence, and increased student satisfaction (Khoza & Mthethwa, 2022). According to Hasan, Hariri, Rini, and Handoko, academic supervision by the school principal has a positive influence on teacher professionalism. Well-designed supervision particularly classroom observations, classroom visits, as well as mentoring and group discussions significantly enhances the development of teachers' pedagogical skills and intrinsic motivation (Hasan, Hariri, Rini, and Handoko, 2024). In this study, the focus is on three indicators: class visits, teacher mentoring, and group discussions.

In addition to supervision, compensation is also an important factor that can influence teacher motivation and performance. Compensation is defined as any form of reward, whether financial or non-financial, provided by an organization in return for employee contributions (Hasibuan, 2021). Hidayat classifies compensation into three main categories: job-based compensation, skill-based compensation, and team-based compensation (Hidayat, 2020). The main objectives of compensation are to foster work motivation, provide a sense of security, and support the achievement of organizational goals (Tampubolon, 2020). According to Simamora, the indicators of teacher compensation include salary, incentives, allowances (such as health and holiday bonuses), and facilities (Simamora, 2021). Therefore, this study uses those four indicators.

Teacher teaching motivation is a crucial factor in determining the effectiveness of the learning process. Motivation consists of internal and external drives that encourage teachers to carry out their teaching tasks optimally (Uno, 2019). From an educational psychology perspective, motivation is divided into two types: intrinsic motivation (e.g., personal satisfaction and sense of responsibility) and extrinsic motivation (e.g., rewards, salary, and work environment) (Dimyati & Mudjiono, 2020). In the context of educational management, teacher motivation greatly determines the success of the teaching and learning process, as motivated teachers tend to be more disciplined, creative, and productive (Suyanto & Jihad, 2020). In this study, the indicators of teaching motivation used are responsibility, achievement, self-control, and independence (Uno, 2019).

However, based on initial observations conducted at MTs Nurfadhilah Manggarupi Gowa on July 29, 2024, it was found that the implementation of academic supervision, provision of compensation, and teacher motivation were not yet optimal. Some of the issues observed include: teachers working outside their official teaching hours; underutilization of instructional aids; delays in paying honorary teacher salaries; incomplete lesson plans and teaching modules; unexplained teacher absences during class hours; low levels of discipline and work enthusiasm; teachers arriving late to class (10–15 minutes); lack of preparedness during supervision; limited time available for the madrasah principal to conduct supervision; and the need to improve the principal's academic supervision skills.

Based on this background, the researcher considers it necessary to conduct an in-depth study on the relationship between academic supervision and compensation with teacher teaching motivation. This study is titled "The Effect of Academic Supervision and Compensation on The Teaching Motivation of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa." The aim of this research is to analyze the extent to which these two independent variables contribute to improving teacher motivation, which in turn supports the overall improvement of educational quality within the madrasah environment.

METHOD | منهج

This research adopts a quantitative approach, which emphasizes numerical data and statistical analysis to objectively and systematically explain the relationships among variables (Sugiyono, 2019). The type of research used is ex post facto, which aims to identify causal relationships based on events or phenomena that have already occurred, without direct manipulation of the variables by the researcher (Sukardi, 2021). Accordingly, this study seeks to determine the influence of academic supervision and compensation on teachers' teaching motivation at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa.

Population and Sample

The population in this study consists of all teachers at MTs Nurfadhilah Manggarupi Gowa, totaling 22 individuals. Given the small population size, the entire population was used as the research sample through a total sampling technique (Bungin, 2020). This method allows the researcher to gain a comprehensive and representative understanding of the research context.

Ethical Considerations

This study adheres to standard ethical research principles, including:

1. *Informed consent*: All participants were informed about the purpose and benefits of the study and participated voluntarily.
2. *Confidentiality*: Respondents' personal data are kept strictly confidential and will not be published.
3. *Academic use*: All findings are used solely for academic and educational improvement purposes.

Data Collection Techniques

Data were collected using three main instruments:

1. *Questionnaire: The primary instrument used to measure all research variables. Each statement item is rated on a 5-point Likert scale, ranging from "strongly agree" to "strongly disagree" (Irukawa, n.d.).*
2. *Observation: Used to gather supporting data on the implementation of academic supervision, compensation distribution, and teachers' teaching motivation.*
3. *Documentation: Employed to obtain formal data such as organizational structure, the number of teachers, and supervision schedules (Sukmadinata, 2020).*

Indicators of Each Variable

- Academic Supervision: class visits, teacher mentoring, and group discussions.
- Compensation: salary, incentives, allowances (including health and holiday bonuses), and facilities.

- Teaching Motivation of Teachers: responsibility, achievement, self-development, and independence.

Data Analysis Techniques

Data analysis was conducted in two stages:

1. **Descriptive Statistics**: Used to describe trends and data distributions for each variable, providing an overview of the levels of academic supervision, compensation, and teachers' motivation.

2. **Inferential Statistics**: Used to test the hypotheses and examine the relationships between variables. The following tests were employed:

   o Normality Test: to ensure that data are normally distributed.

   o Linearity Test: to assess whether the relationships between variables are linear.

   o Simple Linear Regression Test: to determine the effect of academic supervision and compensation on teaching motivation individually.

   o Multiple Linear Regression Test: to determine the simultaneous effect of academic supervision and compensation on teaching motivation.

   o Correlation and Coefficient of Determination (R^2): to assess the strength of relationships and the proportion of variance explained by the predictors.

All data analyses were conducted using the SPSS statistical software to ensure accuracy and efficiency in data processing and interpretation.

RESULT	نتائج

This section presents the research findings in depth using both descriptive and inferential analytical approaches to answer the research questions and test the predetermined hypotheses.

Academic Supervision of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

Based on the results of descriptive analysis, a standard deviation value of 8, a mean score of 57.5, a maximum score of 75, and a minimum score of 43 were obtained. Data categorization was carried out based on specific ranges by dividing the subjects into three categories. The categorization table for the academic supervision questionnaire is presented as follows:

Table 1. Academic Supervision Questionnaire Categorization

Category Limits	Interval	Frequency	Percentage	Description
$X < (\mu-1,0\sigma)$	X <49,5	3	14%	Low
$(\mu-1,0\sigma) \leq X < (\mu + 1,0\sigma)$	49.5≤ X <65,5	17	77%	Medium
$(\mu + 1,0\sigma) < X$	65,5≤ X	2	9%	High
Total		22	100%	

Based on the categorized data analysis into three levels, it was found that 3 respondents (14%) rated it in the low category, 17 respondents (77%) in the medium category, and 2 respondents (9%) in the high category. Thus, it can be concluded that the level of academic supervision of teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa falls into the medium category. This indicates that although academic supervision is being implemented, its application is not yet optimal.

Compensation for Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

Based on the results of descriptive analysis, a standard deviation of 7, a mean score of 51.5,

a maximum score of 65, and a minimum score of 40 were obtained. Data categorization was carried out based on specific ranges by dividing the subjects into three categories. The categorization table for the compensation questionnaire is presented as follows:

Table 2. Compensation Questionnaire Categorization

Category Limits	Interval	Frequency	Percentage	Description
X < (μ-1,0σ)	X <44,5	4	18%	Low
(μ-1,0σ) ≤ X < (μ + 1,0σ)	44.5≤ X <58,5	15	68%	Medium
(μ + 1,0σ) < X	58,5≤ X	3	14%	High
Total		22	100%	

Based on the categorized data analysis into three levels, it was found that 4 respondents (18%) rated it in the low category, 15 respondents (64%) in the medium category, and 3 respondents (14%) in the high category. Therefore, it can be concluded that the compensation provided to teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa is in the medium category. It also suggests that while compensation is being provided, the system still needs improvement in order to fully support the enhancement of teaching motivation.

The Teaching Motivation of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

Based on the results of the descriptive analysis, a standard deviation of 5, a mean score of 57, a maximum score of 69, and a minimum score of 46 were obtained. Data categorization was conducted by dividing the subjects into three categories based on specific intervals. The categorization table for the teaching motivation of teachers questionnaire is presented as follows:

Table 3. the Teaching Motivation of Teachers Questionnaire Categorization

Category Limits	Interval	Frequency	Percentage	Description
X < (μ-1,0σ)	X <52	3	14%	Low
(μ-1,0σ) ≤ X < (μ + 1,0σ)	52≤ X <62	16	72%	Medium
(μ + 1,0σ) < X	62≤ X	3	14%	High
Total		22	100%	

Based on the categorized data analysis into three levels, it was found that 3 respondents (14%) rated in the low category, 16 respondents (72%) in the medium category, and 3 respondents (14%) in the high category. Thus, it can be concluded that the level of teaching motivation of teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa is in the medium category. Furthermore, it shows that teachers have an adequate level of enthusiasm, but further efforts such as recognition and training are needed to improve it.

The Effect of Academic Supervision on the Teaching Motivation of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

Normality Test: Based on the Kolmogorov-Smirnov test, the significance value was 0.200 (> 0.05), indicating that the data are normally distributed.

Linearity Test: The significance value for deviation from linearity was 0.524 (> 0.05), suggesting that the relationship between academic supervision and teaching motivation is linear.

Simple Linear Regression Test: The regression analysis resulted in the equation Y = 51.103 + 0.100X, with a t-value of 6.289 and a significance value of 0.000 (< 0.05), indicating a significant effect.

Correlation Test: The Pearson correlation value was 0.483, indicating a moderate correlation.

Coefficient of Determination: The R Square value was 0.025, meaning that academic supervision contributes 2.5% to the variation in teaching motivation of teachers. This indicates that although there is a relationship, other factors play a more dominant role in influencing teacher motivation.

The Effect of Compensation on the Teaching Motivation of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

Normality Test: Based on the Kolmogorov-Smirnov test, the significance value was 0.200 (> 0.05), indicating that the data are normally distributed. Linearity Test: The significance value for deviation from linearity was 0.547 (> 0.05), indicating that the relationship between compensation and teaching motivation is linear. Simple Linear Regression Test: The regression equation is Y = 50.450 + 0.124X, with a t-value of 6.039 and a significance value of 0.000 (< 0.05), indicating a significant effect. Correlation Test: The Pearson correlation value of 0.448 shows a moderate correlation. Coefficient of Determination: The R Square value is 0.029, meaning that compensation contributes 2.9% to the variation in teaching motivation of teachers. These findings reinforce the idea that fair and relevant compensation can boost teachers' work enthusiasm, but its effect remains limited.

The Effect of Academic Supervision and Compensation on the Teaching Motivation of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

Multiple Correlation Test: The significance value for the F change is 0.562 (> 0.05), indicating no significant simultaneous effect. Multiple Linear Regression Test: The significance value is 0.579 and the F value (Fcount) is 0.562, which is less than the F table value of 14.314, indicating no significant effect. Coefficient of Determination: The R Square value is 0.056, meaning that academic supervision and compensation jointly contribute 5.6% to the variation in teaching motivation of teachers. Although the contribution is small, the relationship is significant. The results suggest that a combination of professional development and both material and non-material rewards plays a role in enhancing motivation. However, this also indicates that many other factors beyond academic supervision and compensation influence teachers' teaching motivation.

DISCUSSION | مناقشة

Academic Supervision of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

The analysis results show that academic supervision at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa falls into the moderate category. The majority of teachers (77%) assessed the implementation of supervision as adequate, though not yet optimal. This indicates the need for improvement in the academic mentoring strategies by the principal to be more responsive to teachers' needs.

This finding aligns with previous studies by Kodariah et al. and Nisa et al., which also indicated that academic supervision in various schools was in the moderate category due to inconsistent implementation and lack of integration with teacher professional development. This occurs because although school leaders have developed supervision plans, the technical implementation is not yet fully optimal (Kodariah et al., 2020).

Teacher Compensation at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

Compensation also falls into the moderate category, based on 64% of respondents' assessments. Although some teachers feel adequately appreciated, the compensation system

does not fully support increased teaching motivation. This indicates that the compensation system still needs improvement. It is recommended that the principal ensures compensation processes are fair, transparent, and timely especially concerning salary and allowance payments.

This condition is consistent with findings by Nurhayati and Maula, which revealed that compensation in some madrasahs falls into the moderate category due to the lack of professional training, performance evaluations, workshops, and educational seminars provided by the schools (Maula, 2019; Nurhayati, 2024).

The Teaching Motivation of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

Overall, the teaching motivation of teachers is in the moderate category (72%). This indicates that teachers have a sufficient level of enthusiasm in carrying out their duties, although further efforts are needed through rewards, training, and the reinforcement of a culture of appreciation.

This research supports findings by Wahida and Rizal, who also found that teacher work motivation was in the moderate category and required reinforcement through managerial and work environment improvements. Therefore, it is important for the principal to recognize teacher performance through awards, create a comfortable work environment, and carry out continuous supervision to enhance motivation (Rizal, 2019; Wahida, 2021).

The Effect of Academic Supervision on the Teaching Motivation of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

This study shows that academic supervision has an influence of 2.09% on teaching motivation at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa. The correlation between variables indicates a moderate relationship. This shows that the effect of academic supervision on teaching motivation still needs optimization. Optimization can be achieved by increasing the principal's attention to teachers' emotional needs, listening to their concerns and aspirations, and creating discussion and collaboration spaces to solve problems together.

These results are consistent with Rachmawati research, which found a significant relationship between supervision and teacher motivation, although the scope and methods used were different (Rachmawati, 2021).

The Effect of Compensation on Teaching Motivation of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

Compensation has a significant influence of 2.05% on teaching motivation of teachers. The correlation value is in the moderate category (r = 0.448). This means that fair and relevant compensation can boost teachers' work enthusiasm. It indicates that compensation should be further optimized.

This finding reinforces the results of Maula and Wahidah, who emphasized that compensation plays an important role in improving teacher performance and motivation, particularly in the context of private or religious schools with budget constraints (Maula, 2019; Wahida, 2021).

The Combined Effect of Academic Supervision and Compensation on Teaching Motivation of Teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa

Simultaneously, academic supervision and compensation affect teacher motivation by 5.06%. Although the contribution is relatively small, the relationship is significant. This shows that a combination of professional development and both material and non-material rewards plays a

role in improving teacher motivation. It implies that academic supervision and compensation still need to be optimized, and improvements in both areas are necessary.

This finding aligns with studies by Kumaedah and Ilaiya, which showed that teacher motivation is influenced by many factors, including supervision, compensation, and a supportive work environment (Ilaiya, 2020; Kumaedah, 2022).

Practical Implications and Policy Recommendations

The findings of this study have several practical implications for school management, particularly at MTs Nurfadhilah Manggarupi Gowa and similar institutions. To effectively enhance teacher motivation, relying solely on supervision and compensation is not sufficient. A more comprehensive strategy is required. The following policy recommendations may be adopted:

- **Strengthening Continuous Training**: School principals should facilitate teachers' participation in training programs, especially those related to the development of teaching materials.

- **Appreciation and Recognition System**: Develop a reward system (both material and non-material) for high-performing teachers to increase their motivation and performance.

- **Improvement of the Compensation System**: Ensure that the compensation system, including the timely and transparent payment of honoraria for non-permanent teachers, is well-implemented to avoid issues such as delayed payments.

- **Enhancing Supervision Skills**: Principals need to improve their supervisory skills, particularly in communication and in adopting supportive approaches for teachers' professional development.

Challenges faced by school principals, such as limited time for supervision and the need for improved supervisory skills, can be addressed through the implementation of peer mentoring programs between senior and junior teachers, as well as the use of technology to simplify the administrative aspects of supervision. This model can thus be adopted by other schools facing similar challenges.

CONCLUSSION | خاتمة

Based on the results of data analysis and discussion, it can be concluded that academic supervision, compensation, and the teaching motivation of teachers at Madrasah Tsanawiyah Nurfadhilah Manggarupi Gowa are generally in the moderate category. This indicates that although all three aspects are in place, there is still room for improvement, particularly in implementing more supportive supervision and ensuring fair and timely compensation.

Individually, academic supervision and compensation influence the teaching motivation of teachers, although the effect is relatively weak. Similarly, the combined influence of both variables on teacher motivation is only 5.06%. This means that teaching motivation is influenced by many other factors beyond the two variables studied.

Therefore, efforts to improve teacher motivation should not rely solely on strengthening supervision and compensation, but must also involve more comprehensive strategies, such as providing recognition, promoting continuous professional development, and creating a supportive and appreciative work environment.

Research Limitations

This study has several limitations that need to be considered. First, the sample size was relatively small, consisting of only 22 teachers. This limits the generalizability of the findings to a broader population beyond MTs Nurfadhilah Manggarupi Gowa. Second, the study used a quantitative approach with a questionnaire as the primary instrument. While quantitative data provides a general overview, it may not fully capture the depth and complexity of teachers' perceptions and experiences. Third, the study focused only on two independent variables (academic supervision and compensation) and their impact on teaching motivation. However, as the findings suggest, many other factors contribute to teacher motivation.

Suggestions and Recommendations

Based on the findings and limitations of this research, the following suggestions are proposed for future studies and practical implementation:

For Future Research:

- Future researchers are encouraged to use a larger sample size and include multiple schools to enhance the external validity and generalizability of the findings.

- Employ a mixed methods approach that combines quantitative and qualitative methods (such as in-depth interviews or focus group discussions) to gain a richer and more nuanced understanding of how academic supervision and compensation affect teacher motivation.

- Incorporate additional relevant variables, such as work environment, school leadership, or organizational culture, to develop a more comprehensive model of the factors influencing teaching motivation.

For Practical Implementation:

- School principals are advised to recognize and reward outstanding teachers to boost their motivation and performance.

- Teachers are encouraged to stay motivated in developing their professionalism through participation in training programs, particularly those related to the preparation of teaching materials, and to regularly engage with literature relevant to their field of expertise.

- School principals should also provide adequate facilities and infrastructure to support the teaching process, and enhance two-way communication with teachers to better understand their needs and challenges.

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