

## THE IMPACT OF ACADEMIC SUPERVISION AND WORK MOTIVATION ON THE LONG-TERM DEVELOPMENT OF TEACHER PROFESSIONALISM IN ELEMENTARY EDUCATION

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### Abstract:

This study aims to analyze the impact of academic supervision and work motivation on the long-term development of teacher professionalism in elementary education. Using a quantitative approach with a survey method, the study population consisted of elementary school teachers in Purwodadi District, Grobogan, Central Java, Indonesia, with a sample of 220 teachers selected through proportional random sampling. Data were collected using a questionnaire that had been tested for validity and reliability. Data analysis was conducted using Pearson correlation and linear regression to examine the effect of each variable on teacher professionalism. The results show that academic supervision has a positive and significant relationship with teacher professionalism (correlation coefficient of 0.512 and contribution of 26.2%), while work motivation also has a positive and significant relationship (correlation coefficient of 0.407 and contribution of 16.6%). These findings indicate that improving the quality of academic supervision conducted by school principals and strengthening teachers' work motivation play an essential role in enhancing teacher professionalism. This study provides empirical insights that can be used to develop strategies for the sustainable improvement of teacher professionalism. However, the study has limitations related to variables not explored, and further research is suggested to include additional external factors that may affect teacher professionalism.

### Abstrak:

Penelitian ini bertujuan untuk menganalisis dampak supervisi akademik dan motivasi kerja terhadap perkembangan jangka panjang profesionalisme guru di pendidikan dasar. Menggunakan pendekatan kuantitatif dengan metode survei, populasi penelitian terdiri dari guru sekolah dasar di Kecamatan Purwodadi, Grobogan, Jawa Tengah, Indonesia, dengan sampel 220 guru yang dipilih secara acak proporsional. Data dikumpulkan melalui kuesioner yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan dengan menggunakan uji korelasi Pearson dan regresi linear untuk mengetahui pengaruh masing-masing variabel terhadap profesionalisme guru. Hasil penelitian menunjukkan bahwa supervisi akademik memiliki hubungan positif dan signifikan dengan profesionalisme guru (koefisien korelasi 0,512 dan kontribusi 26,2%), sementara motivasi kerja juga menunjukkan hubungan positif yang signifikan (koefisien korelasi 0,407 dan kontribusi 16,6%). Temuan ini mengindikasikan bahwa peningkatan kualitas supervisi akademik yang dilakukan oleh kepala sekolah dan penguatan motivasi kerja guru memainkan peran penting dalam meningkatkan profesionalisme guru.

*Penelitian ini memberikan wawasan empiris yang berguna untuk merumuskan strategi peningkatan profesionalisme guru secara berkelanjutan. Namun, penelitian ini memiliki keterbatasan terkait variabel yang tidak diteliti dan dapat diperluas pada penelitian selanjutnya dengan memasukkan faktor eksternal lainnya yang memengaruhi profesionalisme guru.*

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## **INTRODUCTION**

Teacher professionalism is one of the key factors in improving the quality of education. Professional teachers are not only expected to possess adequate pedagogical competence but also to demonstrate professional attitudes and behaviors in carrying out their duties. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System states that teachers are professional educators whose main tasks include educating, teaching, guiding, directing, training, assessing, and evaluating students at various levels of formal education (Pemerintah Pusat 2003). This regulation emphasizes the importance of teacher professionalism in achieving educational goals.

Teacher professionalism is further reinforced in Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, which defines professionalism as work that requires specific expertise, skills, and competencies that meet certain quality standards and require professional education (Pemerintah Pusat 2005). Therefore, teachers are required to continuously develop their competencies to meet the demands of educational development and improve the quality of learning.

According to Dirsa, teachers as professional educators are expected to serve as role models in society and demonstrate professional competence in carrying out their responsibilities (Dirsa et al. 2022). Similarly, Amelia states that professional teachers have a strategic role in improving the quality of education (Amelia et al. 2022). This view is supported by Puspita and Lestari, who argues that professional teachers are capable of mastering teaching competencies and creating active, innovative, and engaging learning environments that enhance students' learning motivation and improve the quality of instruction (Puspita and Lestari 2025).

Teacher professionalism can be identified through several important aspects, including academic qualifications, teaching certification, and teacher competencies. Data obtained from the Education Coordinator Office in Purwodadi District, Grobogan Regency, indicate that 100% of elementary school teachers have met the minimum academic qualification of a bachelor's degree (S1). In addition, approximately 96% of teachers have obtained teaching certification. Despite these achievements, interviews with educational facilitators revealed that the implementation of teacher professionalism still varies in teaching practices.

Tabel 1.1 Problem presentase

No	Problem Indicator	Percentage	Description
1	Principals without written and systematic supervision planning	38%	Lack of planning documents
2	Follow-up of supervision results not optimally used for teacher development	65%	Low utilization of results
3	Supervision implementation carried out according to schedules and SOPs	55%	Schedule/procedure inconsistency

The interview results show that around 40% of teachers focus on improving their teaching skills through training and professional development activities. Approximately 35% of teachers conduct reflective practices to evaluate and improve their teaching performance. However, only about 25% of teachers consistently implement innovative teaching practices in the classroom. This condition indicates that although many teachers attempt to improve their competencies, the implementation of professional practices, particularly in terms of innovation in learning, is still not optimal.

One of the factors that may influence teacher professionalism is academic supervision conducted by school principals. Academic supervision refers to professional guidance activities aimed at assisting teachers in improving the quality of teaching and learning processes. Through academic supervision, school principals can provide guidance, evaluation, and feedback to teachers regarding instructional practices. According to (Tri Yuli Lestari and Fisman Bedi 2025; Senang et al. 2024), academic supervision represents a form of instructional leadership that focuses on improving learning quality through continuous teacher development.

However, field conditions indicate that the implementation of academic supervision has not yet been carried out optimally. Based on meeting reports from the Education Coordinator Office in Purwodadi District, approximately 38% of school principals do not yet have systematic written plans for academic supervision. In addition, around 65% of supervision results have not been optimally utilized as a basis for teacher development, and only about 55% of supervision activities have been implemented according to the established schedule and procedures. These findings indicate a gap between the theoretical concept of academic supervision and its practical implementation in schools.

In addition to academic supervision, another factor that influences teacher professionalism is work motivation. Work motivation refers to the internal and external forces that encourage individuals to perform their duties effectively. According to Zahli, work motivation is the driving force that encourages individuals to carry out their work enthusiastically in order to achieve organizational goals effectively (Rizkya Zahli 2024). Teachers who have high work motivation tend to show strong commitment in performing their duties and continuously strive to improve their professional competencies.

However, reports from school performance evaluations in Purwodadi District in 2024 indicate that some teachers still demonstrate relatively low work motivation. This condition can be observed from inconsistent attendance, delays in preparing teaching plans, and limited initiative in developing innovative teaching media. Furthermore, approximately 42% of teachers reported that they were less motivated to participate in professional training independently without encouragement from school principals. These findings suggest that work motivation remains an important factor influencing the improvement of teacher professionalism.

Based on these issues, research on factors influencing teacher professionalism is necessary to provide empirical insights for improving the quality of education. This study focuses on two main variables, namely academic supervision and work motivation, as factors that are assumed to influence teacher professionalism. The novelty of this research lies in the integrated analysis of academic supervision and work motivation in explaining teacher professionalism in the context of public elementary schools in Purwodadi District. This study is expected to provide empirical evidence regarding the contribution of these variables to improving teacher professionalism.

Therefore, this study aims to analyze the effect of academic supervision and work motivation on the professionalism of public elementary school teachers in Purwodadi District, Grobogan Regency. This study is expected to provide both theoretical and practical contributions. Theoretically, this research is expected to enrich the body of knowledge in the field of educational management, particularly in relation to academic supervision, work motivation, and teacher professionalism. In addition, this study may serve as a reference for future researchers who are interested in examining similar variables.

Practically, this study is expected to provide valuable contributions to several stakeholders. For school principals, the findings of this research can be used as a consideration in improving the implementation of more effective and structured academic supervision. For teachers, this study is expected to serve as motivation to enhance their performance and professionalism in carrying out instructional duties. For policymakers in the field of education, the results of this study can be used as a basis for formulating policies related to improving teacher professionalism.

## **RESEARCH METHODS**

This study utilized a quantitative approach with a correlational research design to examine the effect of academic supervision and work motivation on teacher professionalism in elementary education (Asiyah et al. 2021; Wiyono et al. 2022). The research was conducted in public elementary schools located in Purwodadi District, Grobogan Regency, Central Java, Indonesia. The population for this study consisted of all public elementary school teachers in Purwodadi District, and the sample was drawn using proportional random sampling (Rachmadtullah et al. 2025). A total of 220 teachers were selected as the study's participants to ensure that each member of the population had an equal chance of being selected, providing

a representative sample (Sari and Komara 2025; MuliSa 2022).

To measure the key variables (academic supervision, work motivation, and teacher professionalism), data were collected using a questionnaire developed based on established indicators for each variable. The five-point Likert scale was employed, ranging from strongly disagree to strongly agree, to capture the teachers' perceptions. Prior to data collection, the survey instrument underwent validity and reliability testing to ensure its appropriateness for use in the study. The instrument's validity was assessed using content validity and construct validity, while its reliability was measured using Cronbach's alpha to ensure consistency and dependability of the responses.

The collected data were analyzed using SPSS software for statistical analysis. Preliminary tests, including normality, linearity, and multicollinearity tests, were conducted to ensure that the data met the assumptions required for regression analysis (Queensland Cyber Infrastructure Foundation (QCIF) Ltd and Meloncelli 2025; Abdullahi and Adamu 2024). Multiple linear regression analysis was then applied to determine the individual (partial) and combined (simultaneous) effects of academic supervision and work motivation on teacher professionalism. This approach allowed for a comprehensive understanding of how each factor contributes to teacher professionalism, both independently and together.

## RESULTS AND DISCUSSION

### Results

#### Normality Test

The normality test aims to determine whether the data in the study is normally distributed. The test used in this study is the Kolmogorov-Smirnov statistical test (Bisma and Sanggala 2025; Sepandi 2021). The basis for decision-making is the Kolmogorov-Smirnov Normality Test. If the significance value is  $>0.05$ , the data is normally distributed. If the significance value is  $<0.05$ , the data is not normally distributed. The output results for SPSS 27.0 for Windows are as follows.

One-Sample Kolmogorov-Smirnov Test

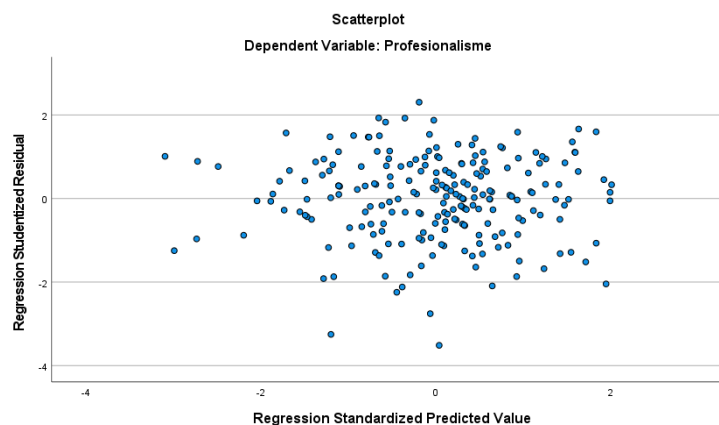
		Unstandardized Residual	
N		220	
Normal Parameters <sup>a,b</sup>	Mean	.0000000	
	Std. Deviation	4.89555461	
Most Extreme Differences	Absolute	.056	
	Positive	.028	
	Negative	-.056	
Test Statistic		.056	
Asymp. Sig. (2-tailed) <sup>c</sup>		.094	
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.098	
	99% Confidence Interval	Lower Bound	.090
		Upper Bound	.105

The significance results of the Kolmogorov-Smirnov test obtained an Asymp. Sig. (2-tailed) value of 0.094. This value is greater than the significance level of 0.05, so it can be concluded that the residual data is normally distributed. In addition, the

Monte Carlo Sig. (2-tailed) results show a significance value of 0.098 with a 99 percent confidence interval at the lower limit of 0.090 and the upper limit of 0.105, which further strengthens the conclusion that the data meets the assumption of normality.

### Heteroscedasticity Test

The heteroscedasticity test aims to determine whether there is inequality in the variance of residuals from one observation to another in the regression model. The graphical results can be seen in the following figure.



### Linearity Test

The linearity test is conducted to determine whether the regression equation is linear or nonlinear. The output results from SPSS 27.0 for Windows are as follows:

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Profesionalisme * Supervisi akademik	Between Groups	(Combined)	7647.751	66	115.875	2.397	<,001
		Linearity	3937.819	1	3937.819	81.443	<,001
		Deviation from Linearity	3709.932	65	57.076	1.180	.204
	Within Groups		7397.608	153	48.350		
Total			15045.359	219			

The results of the linearity test show that the significance value in the Linearity row is <0.001. This value is smaller than the significance level of 0.05, so it can be concluded that there is a significant linear relationship between academic supervision and teacher professionalism.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Profesionalisme * Motivasi kerja	Between Groups	(Combined)	6007.200	64	93.863	1.610	.009
		Linearity	2491.072	1	2491.072	42.721	<.001
		Deviation from Linearity	3516.128	63	55.812	.957	.570
	Within Groups	9038.159	155	58.311			
Total			15045.359	219			

The results of the linearity test show that the significance value in the Linearity row is <0.001. This value is smaller than the significance level of 0.05, so it can be concluded that there is a significant linear relationship between work motivation and teacher professionalism.

Correlations

		Profesionalisme	Supervisi akademik
Profesionalisme	Pearson Correlation	1	.512**
	Sig. (2-tailed)		<.001
	N	220	220
Supervisi akademik	Pearson Correlation	.512**	1
	Sig. (2-tailed)	<.001	
	N	220	220

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the Pearson correlation test, a correlation coefficient of 0.512 was obtained between academic supervision and professionalism. This value indicates a positive relationship with a moderate category.

Correlations

		Profesionalisme	Motivasi kerja
Profesionalisme	Pearson Correlation	1	.407**
	Sig. (2-tailed)		<.001
	N	220	220
Motivasi kerja	Pearson Correlation	.407**	1
	Sig. (2-tailed)	<.001	
	N	220	220

\*\* . Correlation is significant at the 0.01 level (2-tailed).

There is a positive relationship with a moderate level of relationship strength. A significance value (2-tailed) of <0.001 indicates that there is a statistically significant relationship between Work Motivation and Professionalism because the value is below 0.05.

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3937.819	1	3937.819	77.285	<.001 <sup>b</sup>
	Residual	11107.540	218	50.952		
	Total	15045.359	219			

a. Dependent Variable: Profesionalisme

b. Predictors: (Constant), Supervisi akademik

Based on the results of the Pearson correlation test, a correlation coefficient of 0.512 was obtained between academic supervision and professionalism with a significance level of <0.001. These results indicate a positive relationship in the moderate category, meaning that better academic supervision tends to increase professionalism.

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2491.072	1	2491.072	43.256	<.001 <sup>b</sup>
	Residual	12554.287	218	57.588		
	Total	15045.359	219			

a. Dependent Variable: Profesionalisme

b. Predictors: (Constant), Motivasi kerja

The calculation results show an F value of 43.256 with a significance level of less than 0.001. This significance value is less than 0.05, so it can be concluded that the regression model used is significant.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512 <sup>a</sup>	.262	.258	7.138

a. Predictors: (Constant), Supervisi akademik

Based on the Model Summary results, a correlation coefficient (R) value of 0.512 was obtained, indicating a positive relationship with a moderate category between academic supervision and professionalism. The R Square value of 0.262 indicates that academic supervision contributes 26.2% to professionalism, while the remaining 73.8% is influenced by other factors outside the research model. Based on the interpretation category of the coefficient of determination according to Li et al. the value of 26.2% is in the range of 17%–49%, so it can be categorized as a significant influence (Li et al. 2024).

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.407 <sup>a</sup>	.166	.162	7.589

a. Predictors: (Constant), Motivasi kerja

The R Square value of 0.166 indicates that work motivation can explain 16.6% of the variation in professionalism. Meanwhile, the remaining 83.4% is influenced by other factors outside the work motivation variable that were not examined in this model. Based on the interpretation category of the coefficient of determination according to Sumardi, the value of 16.6% is in the range of 5%–16%, so it is included in the category of low but definite influence.

## Discussion

This study shows that academic supervision and work motivation have a positive and significant effect on teacher professionalism, both partially and simultaneously. These findings support previous studies that suggest both external and internal factors influence teaching quality and teacher professionalism. However, it is important to note that while both variables have an impact, academic supervision was found to have a greater contribution to improving teacher professionalism. This finding indicates that improving the quality of academic

supervision by school principals can significantly enhance teachers' professional competence.

### **The Effect of Academic Supervision**

Academic supervision plays a crucial role in improving teaching quality and teachers' professional abilities. With well-planned, systematic, and continuous supervision, school principals can provide constructive feedback and adequate guidance to help teachers improve their teaching skills. This is in line with the findings of Setiyono et al, who found that academic supervision directly affects teacher professionalism (Setiyono et al. 2024; Poniman et al. 2025). Other studies, such as (Dewi and Singh 2022; Nasution et al. 2021), show that effective academic supervision can improve teachers' pedagogical competencies, while Damayanti et al. emphasizes the importance of school leadership involvement in supervision to encourage positive changes in teaching quality (Damayanti et al. 2023; Ayumi and Nasution 2025).

However, it should be noted that supervision that is not systematic or not well-planned may result in ineffective teaching quality improvement. Limitations in the implementation of supervision, such as not adhering to the agreed schedule or lack of follow-up on supervision results, can hinder its effectiveness. Therefore, recommendations for academic supervision development should not only focus on scheduled implementation but also on the quality of interaction between the principal and teachers, along with follow-up actions focused on professional development.

### **The Effect of Work Motivation**

Although the contribution of work motivation to teacher professionalism is smaller than that of academic supervision, work motivation still plays an essential role as an internal factor that drives teachers to improve their performance. Teachers with high work motivation tend to be more responsible, disciplined, and proactive in developing their competencies and implementing innovations in teaching. This finding aligns with the research of Aini et al., which showed that work motivation influences teacher dedication and performance (Aini et al. 2023). Studies by Aris Sabthazi et al. also found that strong intrinsic motivation contributes to higher professional performance (Aris Sabthazi et al. 2024), while Mayangsari et al. highlight the importance of work motivation in increasing teachers' involvement in self-development and teaching (Mayangsari et al. 2025).

However, factors such as social welfare and educational facilities may also affect the level of work motivation among teachers. In this study, although work motivation has a significant contribution, other variables that may play a role in enhancing work motivation, such as financial incentives or emotional support from colleagues, were not explored. Therefore, future research should delve deeper into other factors that could strengthen work motivation, such as recognition or greater opportunities for professional development.

### **Synergy Between Academic Supervision and Work Motivation**

Simultaneously, academic supervision and work motivation have a strong effect on teacher professionalism. This indicates that improving teacher professionalism cannot rely on a single factor but requires a synergy between external factors like academic supervision and internal factors such as work motivation. Academic supervision serves as an external factor that provides direction and evaluation, while work motivation functions as an internal factor that drives teachers to implement improvements optimally. This finding supports the

study by Kholifah et al. and Haratua et al, which emphasizes that the synergy between external and internal factors is crucial for sustained teacher professionalism (Kholifah et al. 2024; Chandra S. Haratua et al. 2024). Sultana et al. also highlights the importance of balancing institutional support and teachers' intrinsic motivation to achieve quality education, while (Sultana et al. 2025) identified that collaboration between supportive education policies and teacher motivation significantly enhances teaching quality at the elementary school level (Muhammad Faizan Malik et al. 2025; Budiati and M. Entang 2022).

However, while academic supervision is more dominant, it is important to remember that without strong internal motivation, supervision might not be as effective. Therefore, school principals should not only focus on academic supervision but also play a role in creating a motivating environment for teachers, such as providing opportunities for training, development, and recognition of teachers' achievements. This study shows that improving teacher professionalism requires the integration of both school leadership support and the internal motivation factors that teachers possess.

### **Limitations of the Study and Recommendations for Future Research**

Although this study provides valuable insights, there are some limitations to consider. First, this study focuses solely on two main variables, academic supervision and work motivation, without considering other external factors such as national education policies, school infrastructure, or teachers' socio-economic conditions. Future research should explore additional variables that may also play a role in improving teacher professionalism, such as the quality of educational facilities, teachers' social welfare, or family support.

Furthermore, although the quantitative approach provides a clear understanding of the relationships between variables, qualitative methods, such as in-depth interviews with teachers or school principals, could provide a more detailed perspective on the challenges faced in implementing academic supervision and how work motivation is influenced by contextual factors.

This discussion emphasizes the importance of synergy between academic supervision and work motivation in improving teacher professionalism. Additionally, future research should consider other external factors to provide a more comprehensive understanding of teacher professionalism. Educational policies that integrate both factors can be more effective in enhancing education quality sustainably.

## **CONCLUSION**

This study concludes that academic supervision and work motivation are significant factors influencing teacher professionalism. Academic supervision plays a dominant role in enhancing professionalism through continuous guidance, support, and evaluation, while work motivation acts as an internal driving force that strengthens teachers' performance and professional commitment. Overall, the findings confirm that teacher professionalism is shaped not only by individual capacity but also by the quality of institutional support provided by school leadership. Therefore, improving teacher professionalism requires a balanced integration of both external and internal factors. Based on these findings, it is recommended that academic supervision be implemented more systematically, continuously, and with a focus on professional development. Additionally, efforts

should be made to enhance teachers' work motivation by creating a supportive work environment and providing opportunities for competency development. Future research is suggested to explore other factors contributing to teacher professionalism for a more comprehensive understanding.

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