

## The Influence of Principal Supervision and Motivation on Teacher Performance at MTS Muhammadiyah Garut

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### Abstract

*The success of education as a system in schools is determined by many factors, and one of them is teacher performance. It plays a strategic role in the overall education and learning process at school. Teacher performance is understood as the work performance and appearance of teachers in carrying out their profession professionally and effectively to produce quality graduates. Many factors can influence teacher performance in schools, two of which are educational supervision and strong motivation. The aim of this research is to describe the influence of principal supervision and motivation on teacher performance at MTS Muhammadiyah Garut. The research method used in this study is the survey method with correlational analysis. This means that data is collected with the help of questionnaires. In this study, the instrument used to gather data on the three variables being researched was a questionnaire. Based on the data analysis results, it is concluded that: 1) The results of the hypothesis test show that there is a significant positive relationship between the independent variables of school principal supervision ( $X_1$ ) and motivation ( $X_2$ ) and the dependent variable of teacher performance ( $Y$ ) with a correlation coefficient of 0.874. The multiple regression relationship is linear with the equation model  $Y = -44.596 + 1.021 X_1 + 0.606 X_2$ ; 2) The independent variables of school principal supervision ( $X_1$ ) and motivation ( $X_2$ ), both individually and together, make a significant contribution to the dependent variable of teacher performance ( $Y$ ). The contribution of each independent variable to the dependent variable is as follows: school principal supervision variable is 67.8% and motivation variable is 48.8%. The contribution of both independent variables together to the dependent variable is 76.4%. Knowing that the contribution of school principal supervision ( $X_1$ ) and motivation ( $X_2$ ), 76.4%, to the performance of the teacher ( $Y$ ), it can be concluded that 23.6% of the performance of the teacher is due to other factors.*

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## 1. INTRODUCTION

Khaer (2022) states that “education is the basic capital for creating superior human resources. The main world of education is school. Schools are formal educational institutions that play an important role in improving the quality of education through learning in order to support the smooth flow of development in Indonesia as a whole. In this perspective of thinking, a nation cannot achieve progress without a good education system.”

Muslimin et al (2024) explain that “educational success is a combination of the roles of government, parents, educators (teachers), and other environmental elements. On the other hand, teachers are a very important political party. Therefore, teacher performance

must be considered. In an era of increasingly tense globalization, teacher performance must be improved while considering future educational challenges and growing quality and competitive human resources.”

Nazara (2023) explains that “the world of education is always developing all the time. HR experiences developments over time, this is very important for organizations, including human resources in schools, this is a necessity for the work of everyone in the organization. Regardless of the facilities and infrastructure, if the school does not have sufficient human resources, then the school is struggling to be competent and perform well and compete in the current competitive era.” Anam & Darmawan (2024) added that “teachers are always involved in achieving school goals as planners, organizers and administrators. If teachers perform well, the school will be able to achieve the desired success.”

Faiqoh (2019) states that “principal supervision is a type of guidance given by teachers to help them carry out their duties more effectively.” Suradi (2018) continues that “motivation is the drive that drives a person to improve their performance. Effective supervision of school principals and providing guidance on teacher issues can improve teacher performance. Likewise, it is the motivation of a teacher, both internal and external, that is his motivation to produce better results.”

Marhawati (2020) stated that “the supervision of the principal, led by the principal, will really help teachers in improving their skills in dealing with learning problems. The aim of the principal’s supervision is to help teachers improve their professional skills.” Hanim et al (2020) stated that “one of the organizational factors that influences teacher performance is the supervision of the principal. Especially improving the quality of human resources in Indonesia at the micro and macro levels. The lack of management carried out by the principal as a leader will cause problems for teacher work and the quality of teacher teaching must continue to be monitored and developed over a long period of time.” Aprida et al (2020) added that “without motivation, many teachers will not improve their performance. The teacher’s inability to improve his performance causes a decline in the quality of education and school quality.”

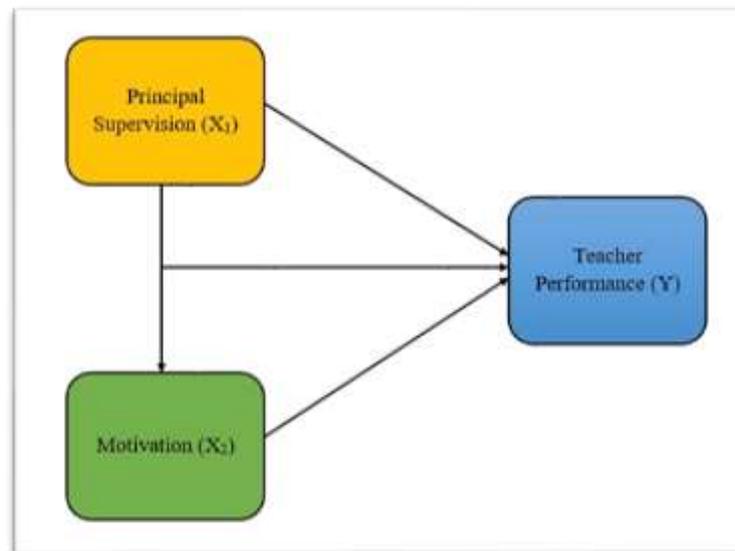
Suciningrum et al (2021) explain that “motivation is a person’s encouragement to try to change their behavior so that they can better meet their needs. Motivation comes from the teacher’s attitude towards school activities. Motivation is the spirit that moves teachers to achieve organizational goals.” Harapan (2020) states that “teachers’ closeness to work situations and positive mental attitudes can increase teachers’ motivation to achieve high performance. A highly motivated teacher will strive earnestly and show interest, attention, and involvement in tasks or activities. According to this view, teachers are often unsuccessful because they are not motivated to teach, which affects the productivity or performance of teachers. Therefore, school principals should have the opportunity to encourage teachers to improve their performance.”

Nurjanah et al (2021) explain that “teacher performance is a very important factor in improving the quality of education and is the key to the success of providing education. Teachers are people who have responsibility and authority for the education of their students. In order for teachers to produce good performance, a teacher must have the ability, will and effort in teaching and learning process activities which include planning, organizing, implementing and evaluating learning outcomes.”

Therefore, the research team is interested in paying attention to the above problem through the research process in the field with the hope that objective data and information can be obtained about the existence of this relationship and for the purposes in question, the research team formulated a title, namely: “The Influence of Principal Supervision and Motivation on Teacher Performance at MTS Muhammadiyah Garut.”

## 2. RESEARCH METHODS

The method used in this research is a survey method with a correlational statistical analysis approach. This means that the data are netted with the help of a questionnaire. In this study the instrument raised the data of the three variables studied using the help of a questionnaire.



**Image 1. Constellation of The Three Study Variables**

Hasbi et al (2023) stated that “correlational research is a non-experimental analysis method used to examine the relationship between two or more variables using statistical analysis techniques. This approach does not aim to examine the influence of external variables on the variable being studied.”

Gay was quoted by Ramadhani and Albina (2018) as stating that “correlational research is classified as ex-post facto research, this is due to its nature which does not involve manipulation of research variables, but only observes and analyzes the relationships that exist between these variables.”

## 3. RESULTS AND DISCUSSION

The results of the research and discussion in this research can be described as follows:

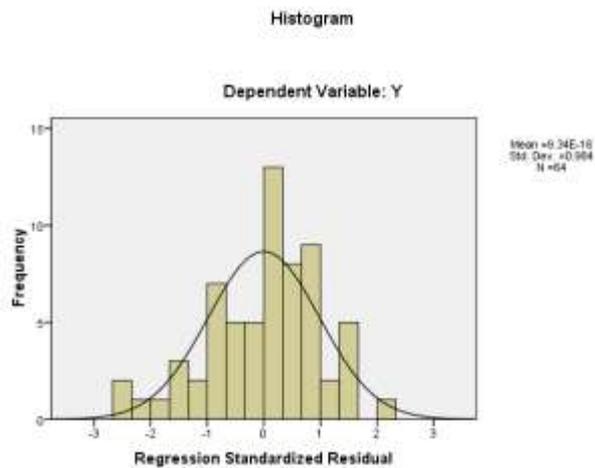
### 3.1. Research Results

The results of the research on principal supervision ( $X_1$ ) and motivation ( $X_2$ ) for teacher performance ( $Y$ ) can be explained as follows:

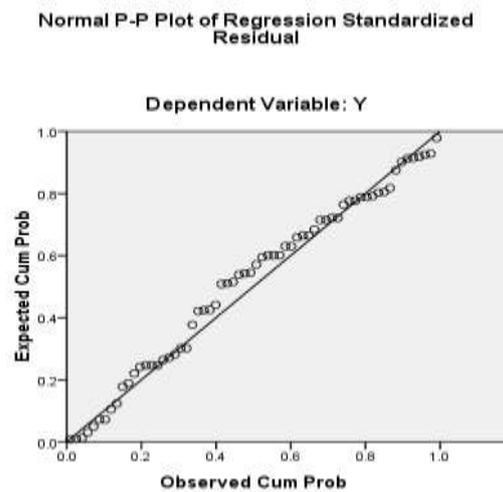
#### 3.1.1. Normality Test

Through the SPSS 20 for Windows calculation process, the results of the normality test for the principal’s supervision variable ( $X_1$ ) and motivation ( $X_2$ ) on teacher performance ( $Y$ ) were obtained that the data (points) spread around the diagonal line and the spread followed the diagonal line, which means that regression is suitable to be used to predict the principal’s supervision variable ( $X_1$ ) and motivation ( $X_2$ ) on teacher performance ( $Y$ ).

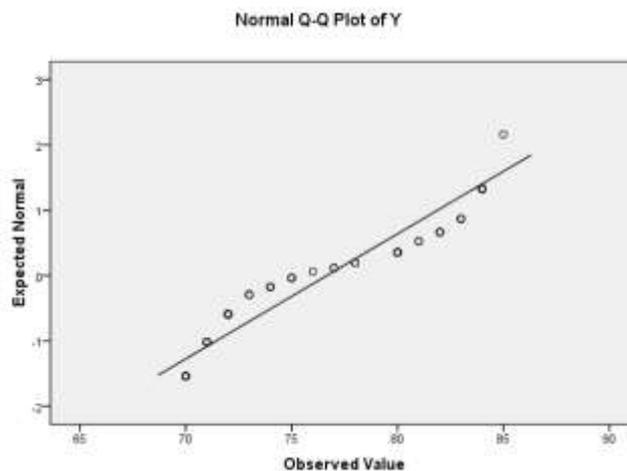
In order to strengthen the test results, a Raw Error Normality Histogram, Raw Error Plot PP Normal Graph, and QQ Plot Normal Graph are displayed for each sample.



**Image 2. Histogram Normality Raw Error Teacher Performance Data (Y)**



**Image 3. PP Normal Histogram Plot Error Raw Teacher Performance Data (Y)**



**Image 4. Histogram Normal QQ Plot Master Performance Data (Y)**

**3.1.2. Correlation Coefficient (r)**

Performing a simple linear regression analysis with the help of SPSS 20 for Windows it can be seen that the correlation coefficient value (R) = 0.874, which means the relationship between the variables supervision of the principal (X<sub>1</sub>) and motivation (X<sub>2</sub>) on the performance of the teacher (Y) is positive and quite strong. For clarity, it can be seen in the table as follows:

**Table 1. Correlation Coefficient (R) and Determination Coefficient (R Square) Values of The Principal Supervision Variable (X<sub>1</sub>) and Motivation Variable (X<sub>2</sub>) to Teacher Performance Variables (Y)**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.874 <sup>a</sup>	.764	.756	2.580	1.573

a. Predictors: (Constant), X<sub>2</sub>, X<sub>1</sub>

b. Dependent Variable: Y

**3.1.3. Determination Coefficient (r<sup>2</sup>)**

The determination coefficient or R Square of 0.764 is the square of the correlation coefficient. This shows that 76.4% of the variables for teacher performance (Y) were determined by the variable factors of supervision of the principal (X<sub>1</sub>) and motivation (X<sub>2</sub>), while the remaining 23.6% were determined by other factors.

**3.1.4. T Test**

The t-test was performed to test the regression significance of the variables supervision of the principal (X<sub>1</sub>) and motivation (X<sub>2</sub>) on the performance of the teacher (Y). Through the SPSS 20 for Windows program, the t<sub>count</sub> value and significance are obtained as found in the following table:

**Table 2. T<sub>count</sub> and Significance of Principal Supervision Variables (X<sub>1</sub>) and Motivational Variable (X<sub>2</sub>) to Teacher Performance Variable (Y) Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-44.596	8.824		-5.054	.000
	X <sub>1</sub>	1.021	.121	.630	8.448	.000
	X <sub>2</sub>	.606	.129	.351	4.710	.000

a. Dependent Variable: Y

Based on the SPSS 20 for Windows, the calculation of the variables supervision of the principal (X<sub>1</sub>) and motivation (X<sub>2</sub>) for teacher performance obtained is 8,448 with a df of 62 in ½ □ (0.05) obtained by a table of 1,670 so that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted.

The calculation of the motivation variable (X<sub>2</sub>) for teacher performance (Y) obtained is 4,710 with df 62 in ½ □ (0.05) obtained by t<sub>table</sub> of 1,670 so that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. Based on the analysis above with the help of SPSS 20 for Windows, the following multiple regression equation was obtained:

$$\hat{Y} = f(X_1, X_2)$$

$$\hat{Y} = -44,596 + 1,021 X_1 + 0.606 X_2$$

The constant of -44,596 states that if there are no values for principal supervision ( $X_1$ ) and motivation ( $X_2$ ) for teacher performance ( $Y$ ) it is -44,596 while the regression coefficient of 1,021 states that every addition of 1 (one) value to the principal supervision variable ( $X_1$ ) will increase the teacher performance variable ( $Y$ ) by 1,021 times at the constant -44,596 and the regression coefficient 0.606 states that every addition of 1 (one) value to the motivation variable ( $X_2$ ) will increase the teacher performance variable ( $Y$ ) by 0.606 times at the constant -44.596.

**3.1.5. F Test or Anova Test**

Test F aims to test the significance of the regression model of principal supervision ( $X_1$ ) and motivation ( $X_2$ ) on teacher performance ( $Y$ ). The results of test F are in the following table:

**Table 3. Calculate the Principal Supervision Variable ( $X_1$ ) and Motivational Variable ( $X_2$ ) to Teacher Performance Variable ( $Y$ )**

ANOVA<sup>b</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1314.174	2	657.087	98.740	.000 <sup>a</sup>
	Residual	405.936	61	6.655		
	Total	1720.109	63			

a. Predictors: (Constant),  $X_2$ ,  $X_1$

b. Dependent Variable:  $Y$

Through the help of computer processing based on the SPSS 20 for Windows,  $F_{count}$  is obtained at  $98,740 > F_{table} 3,993$  so that  $H_0$  is rejected and  $H_1$  is accepted. This shows that the regression model of the principal supervision variable ( $X_1$ ) and the motivation variable ( $X_2$ ) are significantly correlated with the teacher performance variable ( $Y$ )

**3.2. Discussion**

Based on the results of research conducted, it has been proven that there is an influence of principal supervision ( $X_1$ ) and motivation ( $X_2$ ) on teacher performance ( $Y$ ) at MTS Muhammadiyah Garut. The close relationship between the variables supervision of the principal ( $X_1$ ) and motivation ( $X_2$ ) on the performance of the teacher ( $Y$ ) is reflected in the magnitude of the correlation coefficient value ( $r$ ) resulting from the calculation of the correlation between the independent variables supervision of the principal ( $X_1$ ) and motivation ( $X_2$ ) on the dependent variable performance of the teacher ( $Y$ ), which is 0.874.

The determination coefficient or R Square of 0.764 is the square of the correlation coefficient. This shows that 76.4% of teachers' performance ( $Y$ ) is determined by supervision of the principal ( $X_1$ ) and motivation ( $X_2$ ), while the remaining 23.6% is determined by other factors.

Based on the SPSS 20 for Windows calculation, the principal's supervision ( $X_1$ ) and motivation ( $X_2$ ) calculation obtained is 4,710 with a df of 62 in  $\frac{1}{2} \square (0.05)$ , a table of 1,670. Thus,  $t_{count} (4,710) > t_{table} (1,670)$  so that  $H_0$  is rejected and  $H_1$  is accepted.

The motivation calculation ( $X_2$ ) with teacher performance (Y) obtained is 4,710 with df 62 in  $\frac{1}{2} \square (0.05)$  obtained by  $t_{table}$  of 1,670 so that  $H_0$  is rejected and  $H_1$  is accepted.

This shows that the regression coefficient of the principal supervision variable ( $X_1$ ) and motivation variable ( $X_2$ ) is significantly correlated with the teacher performance variable (Y) at MTS Muhammadiyah Garut.

Through the help of data processing based on the SPSS 20 for Windows calculation,  $F_{hitung}$  was obtained amounting to 98,740. The critical price of the value  $F_{table}$  with the free degree of numerator 1 and denominator 63 in  $\square (0.05)$  is 3.993.

Thus,  $F_{calculate} (98,740) > F_{table} (3,993)$  so that  $H_0$  is rejected and  $H_1$  is accepted. This shows that the regression models of the variables supervision of the principal ( $X_1$ ) and motivation ( $X_2$ ) are significantly correlated with the variables performance of the teacher (Y).

#### 4. CONCLUSION

The results of the hypothesis testing were found to conclude that together there was a significant positive relationship between the independent variables of principal supervision ( $X_1$ ) and motivation ( $X_2$ ) to the dependent variable of teacher performance (Y) with a correlation coefficient of 0.874. The double regression relationship is linear with the equation model  $\hat{Y} = -44.596 + 1.021 X_1 + 0.606 X_2$ .

The contribution of each independent variable to the dependent variable was the supervisory variable of the principal 67.8% and the motivational variable 48.8%. The contribution of the two independent variables together to the dependent variable was 76.4%. With the knowledge of the contribution of the variables supervision of the principal ( $X_1$ ) and motivation ( $X_2$ ) of 76.4% to the performance of the teacher (Y), it can be concluded that 23.6% of the performance of the teacher is due to other factors.

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