

Implementation of Managerial Supervision and Teacher Motivation to Improve the Quality of Learning for Junior High Schools in Waway Karya District, East Lampung Regency

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ABSTRACT

The quality of learning is the result of the results of teacher work motivation carried out by the teacher, performance improvement is influenced by factors of managerial supervision and teacher motivation and. The aims of this study were to analyze: (1) The influence of the implementation of managerial supervision on the quality of learning, (2) The effect of teacher motivation on the quality of learning, and (3) The effect of the implementation of managerial supervision and teacher motivation together on the quality of learning. The results of the analysis obtained in this study are as follows: (1) The influence of the implementation of managerial supervision on the quality of learning. This can be explained by the equation $\hat{Y} = 80.240 + 0.119 X_1$. With the regression equation, it can be interpreted that if the implementation of managerial supervision on the quality of learning is 21.10%, (2) The effect of teacher motivation on the quality of learning can be explained by the equation $\hat{Y} = 57.550 + 0.164 X_2$. With the regression equation, it can be interpreted that if the implementation of teacher motivation on the quality of learning is 14.10%, and (3) the influence between the implementation of managerial supervision and teacher motivation together on the quality of learning, can be explained by the equation $\hat{Y} = 68.217 + 0.174 X_1 + 0.142 X_2$. With the regression equation, it can be interpreted that if the implementation of managerial supervision and teacher motivation on the quality of learning is 25.60%. With the conclusion that the results of the research above are to find out the influence between the implementation of managerial supervision and teacher motivation together on the quality of learning in junior high schools throughout the Waway Karya District, East Lampung Regency.

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1. INTRODUCTION

The low quality of learning for teachers is a classic problem that is our shared responsibility, both education providers in particular and society as users of education in general. Education is a conscious effort that is deliberately designed to achieve a predetermined goal. Education aims to improve the quality of Human Resources. One effort to improve the quality of education is through the learning process in quality schools. The learning process is a system to improve the quality of education. There are so many components that can affect the learning process, one of which is the application of targeted and effective managerial supervision. Having an understanding of who the stakeholders are and what type of influence they have is important for public organizations to minimize conflict in their projects. Each stakeholder has different levels of power and chooses distinct strategies to influence decisions, either by influencing the availability of resources or the outcome produced by using such resources (Falqueto, Hoffmann, Gomes, & Onoyama Mori, 2020).

Supervision is an activity carried out by educational unit supervisors in the context of assisting school principals, teachers and other education personnel to improve the quality and effectiveness of education and learning. Supervision is aimed at two aspects, namely; managerial aspects and academic aspects. Managerial supervision focuses on observing aspects of school management and administration that function as supports for the implementation of learning. While academic supervision focuses on the supervisor's observation of academic activities, in the form of learning both inside and outside the classroom.

2. METHODS

This research is a quantitative type research. To measure the influence between the implementation of managerial supervision and teacher motivation together on the quality of learning. The population consisted of 146 junior high school teachers in Waway Karya District, 108 respondents were taken in this study. The data were collected using a questionnaire. Which has been validated using the reliability coefficient of teacher performance calculation results ($r_y = 0.05$). The indicator of the principal's supervision variable used in this study is the ability of school principals in: (1) planning supervision programs, (2) implementing supervision, (3) evaluation and assessment of supervision results, and (4) teacher improvement and development. While the indicator of the teacher's performance variable is the teacher's ability to: (1) plan learning, (2) implement learning, (3) conducting evaluation and assessment, and (4) carrying out follow-up and improvement enrichment. Hypothesis testing is done by simple regression analysis. Test data normality requirements carried out by the Kolmogorov-Smirnov test with significance criteria > 0.05 , and a linearity test carried out by F test with a significance level of 5%.

3. FINDINGS AND DISCUSSION

Learning Quality

According to Umar Hamalik learning is: "modification or strengthening behavior through experience". (in Abdul Rahmat: 2004: 12), according to this understanding, learning is a process, an activity and not a result or goal. Meanwhile, according to Dimiyati (2006: 11), learning is a "state of interaction between the internal state and the cognitive processes of students"; with environmental stimuli". Usman (in Abdul Rahmat 2005: 4), added that learning is defined "as a process of changing behavior thanks to experience and practice". That is, the purpose of the activity is a change in behavior, both concerning knowledge, skills and attitudes, even covering all aspects of the organism or personality. So, the essence of learning is change. In the end, Gagne (in Dimiyati, 2006: 10) argues that learning is: a complex activity. Learning outcomes in the form of capabilities after teaching. People have skills, knowledge, attitudes and values that arise from these capabilities, (1) stimulation that comes from the environment, and (2) cognitive processes carried out by the learner. Thus

learning is: "a set of cognitive processes that change the nature of environmental stimulation, through information processing, into new capabilities". Learning is teaching students to use educational principles and learning theory which is the main determinant of educational success. Learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by students or students. The concept of learning according to Corey (in Syaiful, 2006: 61), is "a process in which a person's environment is deliberately managed to enable him to participate in certain behaviors in special conditions to produce responses to certain situations, learning is a special subset of education . ". Gagne and Brings (in Rahmat, 2011: 52), define instruction (learning) as: "a system that aims to assist the student learning process, which contains a series of events that are designed, arranged in such a way as to influence and support the occurrence of student learning processes that are internally".

In Darmadi's opinion (2009: 53), includes several principal requirements, including: a) Physical requirements, namely physical health, which means a teacher must be healthy and not have dangerous infectious diseases, b) Psychological requirements, namely spiritual health who means not experiencing mental disorders, c) Mental requirements, namely having a good mental attitude with the educational profession, dedication and having a high dedication to their duties and positions, d) Moral requirements, namely having a noble character and having a high moral attitude , and e) Intellectual requirements, namely high knowledge and skills obtained from educational institutions for educational staff who provide provisions to carry out their duties and obligations as educators. In line with that, according to Purwanto (in Kunandar, 2011: 51) says the attitudes and qualities of a good teacher include: a) Being fair, b) Trusting and liking his students, c) Patience and self-sacrifice, d) Having authority in front of students, e) Enthusiastic, f) Be good with other teachers, g) Be good with the community, h) Really master the subject, i) Like the subjects it gives, and j) Knowledgeable.

Broadly speaking, the factors that influence learning outcomes can be divided into two types, where these factors will encourage student achievement. These factors are as follows:

- a) Factors originating from within humans can be classified into two, namely biological and psychological factors which can be categorized as biological factors including age, maturity, and health. Meanwhile, what can be categorized as psychological factors are fatigue, mood, motivation, interest and study habits.
- b) Factors originating from outside the human self, can be classified into two, namely human factors and non-human factors such as nature, objects, animals, and the physical environment.

According to sunarto and hartono (2008: 11), the factors that influence learning outcomes include: (1) cognitive differences, (2) individual differences, (3) differences in motor skills, (4) differences in background, (5) differences in talent, and (6) differences in learning readiness. Meanwhile, according to Sudjana (2009: 39), the learning outcomes achieved by students are influenced by two main factors, namely from within the student and factors that come from outside the student or environmental factors. Factors that come from students, especially their abilities, the ability of students has a great influence on the learning outcomes achieved. Learning outcomes are the results achieved by students after learning as measured by grades or numbers in the learning evaluation. Whether or not student learning outcomes are influenced by several factors, namely intrinsic and extrinsic. However, what is more dominant in influencing student learning outcomes are extrinsic factors, namely teacher optimization and creativity, and how a teacher can transfer knowledge properly, understandably, and be accepted by his students.

In this case, a good way of transferring knowledge is how a teacher gives encouragement to better understand the material not only by discussion and lecture methods but how to provide understanding, and the acceptance of a knowledge to be understood and understood must be accompanied by the way a teacher conveys material, with using media, evaluating learning and teaching styles of teachers and using other methods such as the snowball method. If a teacher in learning applies this method, the effectiveness of learning can be achieved properly. Based on the

description above, it can be concluded that the quality of learning in teachers, the elements that can be developed include: pedagogic competence, professional competence, personal competence, and social competence.

Managerial Supervision Supervision

Is an activity carried out by supervisors of educational units in the context of assisting school principals, teachers and other education personnel to improve the quality and effectiveness of the implementation of education and learning. Supervision is aimed at two aspects, namely; managerial aspects and academic aspects. Managerial supervision focuses on observing aspects of school management and administration that function as supports for the implementation of learning. In the Guidelines for the Implementation of the Duties of School/Madrasah Supervisors (Directorate of Education Personnel, 2009: 20), managerial supervision is supervision relating to aspects of school management that are directly related to improving the efficiency and effectiveness of schools which include planning, coordination, implementation, assessment, development of resource competencies educational human resources (HR) and other resources. In carrying out the managerial supervisory function the school/madrasah supervisor acts as: 1) collaborator and negotiator in the process of planning, coordinating, developing school management, 2) assessors in identifying weaknesses and analyzing school potential, 3) information center for school quality development, and 4) evaluator on the meaning of the results of supervision.

Some principles that must be met in managerial supervision are: 1) Supervisors must distance themselves from authoritarianism where they act as superiors and principals/teachers as subordinates, 2) Supervision must be able to create harmonious human relations. Human relations that must be created must be open, friendly and informal. 3) Supervision must be carried out continuously. Supervision is not a part-time task that is only carried out occasionally if there is an opportunity, 4) Supervision must be democratic. Supervisors may not dominate/or selectively select in the implementation of supervision. The pressure point for democratic supervision is active and cooperative, 5) The supervision program must be integral. In every educational organization there are various behavioral systems with the same goal, namely educational goals, 6) Supervision must be comprehensive. The supervision program must cover all aspects, because in essence one aspect must be related to other aspects, 7) Supervision must be constructive. Supervision is not always to look for teacher mistakes, 8) Supervision must be objective. In preparing, implementing and evaluating the success of the supervision program, it must be objective. Objectivity in the preparation of the program means that the supervision program must be prepared based on the real problems and needs faced by the school.

This can be explained through the opinion of educational experts as follows: In the Guide to the Implementation of the Duties of School/Madrasah Supervisors (Directorate of Education Personnel, 2009: 20), it is stated that managerial supervision is supervision relating to aspects of school management that are directly related to increasing school efficiency and effectiveness. which includes planning, coordinating, implementing, evaluating, developing the competence of human resources (HR) in education and other resources. It can be concluded that managerial supervision is supervision related to aspects of school management that are directly related to increasing school efficiency and effectiveness which includes planning, coordination, implementation, assessment, development of educational Human Resources (HR) competencies and other resources.

1. **Monitoring and Evaluation** (The main method that must be carried out by educational unit supervisors in managerial supervision is, of course, *monitoring*).
2. **Monitoring/Supervision** (*Monitoring* is an activity aimed at finding out the development of the implementation of school administration, whether it is in accordance with plans, programs and/or established standards, and finding obstacles that must be overcome in program implementation (Rochiat, 2008: 115). Monitoring is more centered on controlling during the

program and is more clinical in nature. Through monitoring, feedback can be obtained for schools or other related parties to succeed in achieving goals. The aspects that are observed in monitoring are things that are developed and implemented in School Development Plan (RPS). In carrying out this monitoring, of course, supervisors must equip themselves with a list or checklist containing all school indicators that must be observed and assessed. Evaluation (Evaluation

3. **activities** are intended to find out the extent to which the implementation of school administration has been successful or the extent to which it has been successful. achievement that has been achieved within a certain period of time. The main objectives of the evaluation are to: determine the level of program implementation, b) determine the success of the program and c) obtain material/input in planning for the following year.

a) Reflection and Focused Group Discussion

In accordance with the new school management paradigm, namely empowerment and participation, *the judgment* of the success or failure of a school in implementing programs or achieving standards is not only a supervisory authority. The results of monitoring carried out by supervisors should be communicated openly to the school, especially the principal, vice principal, school committee and teachers. Together the school can reflect on the existing data and find for themselves the inhibiting and supporting factors that they have felt so far. The supervisor's role in this case is as a facilitator as well as being a resource person when needed, to provide input based on his knowledge and experience.

b) Method Delphi

So far, most schools formulate visions and missions in "good" sentences, without being based on philosophy and deepening the potential that exists. As a result, the vision and mission are unrealistic, and do not inspire school members to achieve them. method Delphi is an efficient way to involve many stakeholders regardless of status factors which often become obstacles in a discussion or deliberation. For example, if a school holds a joint meeting between the school, the education office, community leaders, students and teachers, the discussion is usually dominated by certain people who are confident to speak in the forum. The rest of the participants will only be passive listeners. method Delphi can be conveyed by supervisors to school principals when they want to make decisions involving many parties. The steps according to Gorton (1976: 26-27), are as follows:

- 1) Identify individuals or parties who are considered to understand the problem and wish to be asked for their opinion regarding school development.
- 2) Each party is asked to submit their opinion in writing without being accompanied by their name/identity.
- 3) Collect the opinions that come in, and make a list in order according to the number of people who share the same opinion.
- 4) Resubmit the list of formulations of opinions from the various parties to be given priority order.
- 5) Re-collect the order of priorities according to the participants and convey the final results of the priority decisions of all participants whose opinions were consulted.

c) c) Workshop

Workshop or workshop is one of the methods that supervisors can take in conducting managerial supervision. This method is of course group in nature and can involve several principals, vice principals and/or school committee representatives. Organizing this workshop is of course adjusted to its purpose or urgency, and can be held together with the Principal's Working Group or other similar organizations. For example, supervisors can take the initiative to hold workshops on

developing KTSP, administrative systems, community participation, assessment systems and so on. Based on the description above, it can be concluded that managerial supervision can be developed by involving elements, including: the aspects include supervision planning, supervision implementation and supervision evaluation.

Teacher motivation

Motivation is an impetus that causes a person to do something, change energy to create conditions or an environmental system that supports and allows for the learning process to take place. The teacher is someone who conveys knowledge to students. The understanding of teacher motivation is a stimulus and incentive for teachers to convey knowledge to students. Motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act or do something. Motives cannot be observed directly, but can be interpreted in their behavior, in the form of stimulation, encouragement, or power generation for the emergence of a behavior Isbandi R in Hamzah B. Uno (2006: 3). Natawijaya (2010: 46), explains that "motivation is a process to activate motives into actions or behavior". According to Uno (2006: 3), motivation is a force both within and outside that encourages a person to achieve certain predetermined goals. Uno (2007: 1). According to Sardiman (2005: 156), motivation is a change in energy in a person's personality which is characterized by the emergence of affective and reactions to achieve goals. Motivation includes concepts such as the need for achievement, the need for affiliation, habits and one's curiosity about something. (Uno, 2006: 4). Judging from the source, motivation can be divided into two types, namely: 1) Intrinsic motivation, namely encouragement that comes from within oneself, generally due to awareness of the importance of something that suits their needs, and 2) Extrinsic motivation, namely encouragement that comes from outside himself both from his colleagues and from the surrounding environment, as well as instrumental, such as curriculum, place, time, learning equipment, and others.

The success of the teaching and learning process can be seen from the learning motivation shown by students when carrying out learning activities. According to Sudjana, the symptoms of growing motivation to learn can be seen from several sides, namely: 1) Student interest and attention in learning, 2) Student enthusiasm in carrying out their assignments, 3) Student responsibility in carrying out their tasks, 4) Reaction shown by students to the stimulus given by the teacher, and 5) Feeling happy and satisfied in doing the assignments given. (Nana Sudjana, 2005: 61). According to Sardiman (2005: 125), there are also several principles in motivation, such as: 1) Praise is more effective than punishment, 2) Students have basic psychological needs that need to be satisfied, 3) Motivation that comes from within the individual is more effective rather than motivation that comes from outside, 4) Behavior that is in accordance with the wishes needs to be strengthened (reinforcement), 5) Motivation easily spreads to other people, and 6) A clear understanding of goals will stimulate learning motivation.

Based on the conclusions above, it can be concluded that teacher motivation is an element that can be developed from teacher motivation which includes indicators: having a high level of willingness, responsibility for work, daring to take risks, and realizing work plans.

4. CONCLUSION

Based on theoretical studies and conclusions from the results of data analysis, it can be concluded that: implementation of managerial supervision and teacher motivation together on the quality of learning. This conclusion is realized from the findings of the following analysis:

1. There is a positive and significant influence between the implementation of managerial supervision on the quality of learning. The magnitude of the effect of managerial supervision on the quality of learning in this study is based on the results of calculations in the sufficient category. Empirically, the research results inform that the implementation of managerial supervision affects the quality of learning. The magnitude of the influence of the implementation of managerial supervision on the learning quality of junior high schools in Waway Karya District, East Lampung Regency is 21.10%, the rest is influenced by factors outside of this study.
2. There is a positive and significant influence between teacher motivation on the quality of learning. The magnitude of the influence of teacher motivation on the quality of learning in this study is based on the results of calculations in the sufficient category. The dimensions of teacher motivation on the quality of learning have a significant influence. Empirically the research results inform that teacher motivation affects the quality of learning. The magnitude of the influence of teacher motivation on the learning quality of junior high schools in Waway Karya District, East Lampung Regency is 14.10%, the rest is influenced by factors outside of this study.
3. Simultaneously there is a positive and significant influence between managerial supervision and teacher motivation together on the quality of learning. The dimensions of managerial supervision and teacher motivation together on the quality of learning. The magnitude of the influence of managerial supervision and teacher motivation together on the quality of learning is 25.60%, the rest is the influence that comes from other factors.

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