

The influence of school principal supervision, motivation, and work satisfaction on teachers' performance

Suriagiri Suriagiri ^{1*} Universitas Islam Negeri Antasari, Jl. A. Yani Km. 4.5 Banjarmasin, South Kalimantan, Indonesia.

A. Akrim ² Universitas Muhammadiyah Sumatera Utara, Jl. Kapten Muchtar Basri No.3, Medan, North Sumatera 20238, Indonesia.

Norhapizah Norhapizah ³ Universitas Lambung Mangkurat, Jl. H. Hasan Basry, Banjarmasin 70123, Indonesia.

Suggested Citation:

Suriagiri, Akrim, A., Norhapizah. (2022). The influence of school principal supervision, motivation, and work satisfaction on teachers' performance. *Cypriot Journal of Educational Science*, 17(7), 2523-2537
<https://doi.org/10.18844/cjes.v17i7.7684>

Received from February 25, 2022; revised from April 28, 2022; accepted from July 23, 2022.

©2022 Birlesik Dünya Yenilik Arastirma ve Yayıncılık Merkezi. All rights reserved.

Abstract

This paper aims to explore the relationship between school principal supervision, motivation and work satisfaction vis-a-vis teacher's performance in Indonesian education system. The accountability and quality assurance mechanism developed by the Indonesian government in the form of principal supervision works and directly impacts teacher's performance. It binds teacher to follow predefined patterns and if they deviate, they can face penalties. Moreover, motivation is linked with choice of profession and excellence in profession. Motivation can be drawn from monetary benefits, power associated with profession and prestige, or social status and respect. It has been observed that teachers are usually demotivated by lack of monetary and social benefits. It has been noted that teacher's performance enhances dramatically when they're not under undue pressure and are given their due liberty. Performance also increases when work place environment is suitable for nurturing the professional and personal skills of teachers. Furthermore, teachers are well motivated when they receive approval from their supervisors and when their colleagues were more cooperative. This also compensates for the lower monetary benefits and prestige associated with teaching. Data is collected from teaching sector of Indonesia via questionnaires. This study will help in ensuring a bright educational future for next generation in Indonesia.

Keywords: Principal Supervision, Work Satisfaction, Motivation, Teacher Performance

* ADDRESS FOR CORRESPONDENCE: Universitas Islam Negeri Antasari, Jl. A. Yani Km. 4.5 Banjarmasin, South Kalimantan, Indonesia.

E-mail address: [mail:suriagiri@uin-antasari.ac.id](mailto:suriagiri@uin-antasari.ac.id)

1. Introduction

The purpose of this paper is to assess how principal supervision, motivation and work satisfaction impact the performance of teachers in Indonesia. School Supervision is an integral part of accountability and quality assurance framework. There are only two types of people that can be suited for the job of supervisor (Kikulwe & Asindu, 2020; Malla & Brewin, 2020; Rahmatullah, Saleh, & Metroyadi, 2019). They are usually senior school teachers or principals and are required to report to the local Education office, Ministry of Education and Culture (MoEC) or the provincial Ministry of Religious Affairs (MoRA). Power is devolved in a way that at every level of education, there is a supervisor. Rahmatullah et al. (2019), asserts that at the national level various state departments such as Director to Primary and Secondary Staff Employment, the General Directorate of Teachers and Education Staff and The Ministry of National Education is responsible for the regulation of the Indonesian Education System.

One of the key objectives of principal supervision is the supervision of interaction between teachers and students in a classroom. A supervisor must make sure that classroom environment is suitable for achieving predefined results. In this regard, to avoid the conflict of interest, senior teachers and principals cannot be supervisors of their own schools (Crapanzano, Politano, Amendola, Koukouna et al., 2020; Daud, Setti, Khafif, Rocca et al., 2020; Shin & Hur, 2020). This ensures objectivity in their reports. Furthermore, it is also required of supervisors to assist teachers and principals in achieving required results and becoming more efficient, consequently making teachers more professional in their conduct (Bakota, 2020; Cesarec, Mikac, & Spevec, 2020; Hartiwi, Kozlova, & Masitoh, 2020; Rajsingh & Tripathi, 2020; Siddik & Rahi, 2020).

However, this mechanism can impact performance among teachers in both negative and positive ways. It is a well-documented opinion that teachers perform better when they are given liberty. In an environment where a supervisor is implanted to assess performance, it stifles creativity in class (Arif, Zainudin, & Hamid, 2019; Aymerich & Herce, 2020; Cruz, 2020). This results in a monotonous routine and churning out the same thing over and over. Consequently, teachers lose interest and motivation to do well. Furthermore, such supervision is highly ineffective as it politicizes education. Baluyos, Rivera, and Baluyos (2019) asserts that Indonesia's biggest issues is that despite receiving high enrollment, its quality has not improved. It is mainly because of this education system where teachers' creativity in classrooms is starved to death (Esia-Donkoh & Baffoe, 2018; Gezegin & Melike, 2020; Gümüşok & Balıkçı, 2020). If teachers are motivated by their internal urge to teach, they cannot motivate students to be independent. In any modern society, where the education system has been able to produce quantity and quality, supervisors do not hamper the creativity and independence of teachers. Yousaf (2018), asserts that Indonesia therefore, should adopt a model of supervision that fosters and stimulates creativity among students and teachers. As otherwise, the state of the education system will remain abysmal and students will not be able to compete in the market (Owan & Agunwa, 2019; Ozcan & Esra, 2020; Rusman, 2020).

Indeed, humans are generally motivated by three things when it comes to choice of professions, that is, a posit power or authority, prestige, and monetary benefits. According to Carol Embers, throughout human history, these motives have been the deterministic driving force behind human choice of profession (Friend, Grieve, Kavanagh, & Palace, 2020; Karjo & Ng, 2020; Poernamawijaya, Sulaiman, Suriansyah, & Dalle, 2018). It is essential that one must make teaching profession a combination of these three to keep motivation level high among teachers. Sociologically, what happens is that cream of a society is always attracted towards professions that have more gains such as medicine, bureaucracy and innovation (Kanungo & Chatteraj, 2020; Kashif & Akhtar, 2020; Prasetyono, Abdillah, & Fitria, 2018). It has been said that Hitler was advised by his teacher to make teachers of Germany free from worries of economic crisis and this will help Germany rise again. To date, teaching is the highest paid profession in Germany. Even Angela Merkel has reportedly said, 'How can I compare you with those who

taught you?. According to Lian (2020), the average pay of Indonesian teacher is about \$280 per month. Whereas average salary for teachers globally is roughly \$4150 per month. This disparity is extremely stark and one of the reasons why professional and motivated individual are not attracted to the education sector. Second, being a Muslim majority country, teachers have been venerated. But in recent times, even the prestige factor has also taken a . In this regard, neoliberal influence has created a psychological pattern that venerates selfish interests (Altounjy, Alaeddin, Hussain, & KOT, 2020; Nel & Masilela, 2020; Renata, Wardiah, & Kristiawan, 2018). Whereas teachers' veneration is directly linked with non-material benefits. Therefore, Prestige also doesn't attract motivated individuals. Lastly, in terms of authority and power, it has been observed historically that teachers had authority in society, their status was protected by rulers of that time (Habanabakize, 2019; Hassan & Meyer, 2021; Nugroho, Widdah, & Hakim, 2020). However, in contemporary context even that has eroded. Rather, teacher's liberty even in classrooms is being institutionalized. Hence, all the anthropological factors that influence people towards choosing a profession are not in favor of teaching. Consequently, the people the sector or system attracts lag motivation which hampers them (Kasalak & Dagyar, 2020; Nugroho et al., 2020; Özcan & Vural, 2020). As a result, it creates a population that lags necessary analytical and competitive capabilities to survive in practical life (Aragonés-Jericó, Kúster-Boluda, & López, 2020; Codina, Pestana, & Stebbins, 2020; Sunarsi, 2020).

One of the most instinctive human emotion is of fear. It has been the one of the key factors that has made possible of human species. The principal reason why fear of authority works is because it makes people work better than they'd otherwise do a person would run faster if it for its survival. Similarly, fear of supervision and being judge on your performance enhances the urge of the teachers to do well. Secondly, it is not only the fear factor that comes in handy. It is also the factor of appreciation by people in authority that motivate people. If a supervisor a happy with a person's performance it'll impact on that person's motivation and work satisfaction (Saleh & Mutiani, 2021; Yasutomi, 2020; Youssoufou, 2020).

In the working environment of a School, another factor that matters is the support and approval of a teachers' colleagues (Lian, 2020). Research has found that teachers in Indonesia were more satisfied with their jobs in schools where colleagues were more supportive and helped in each other's growth. It is quite common in education systems that are influenced by neoliberal ideologies to have competition among colleagues which often turns into jealousy and backstabbing. This sort of negative or toxic work environment is not what is needed to promote and nurture compassion and understanding. This works counter to motivation and work satisfaction. Consequently, hampering the efficacy and efforts of teachers (Rahmatullah et al., 2019).

Monetary benefits are the primary reasons people choose a profession. As mentioned before, the average salary in Indonesia is not even close to the global average. This discourages highly qualified people from being a part of the education sector work force. Therefore, it is required that economic incentives in the form of pensions, free healthcare for family and free Education for off-springs should be given (Kartini, Kristiawan, & Fitria, 2020). In US Navy when they're training Navy Seals, they ask them to do their own chores from making beds to cooking. The purpose behind is making them responsible for their actions. Secondly, it helps in making them disciplined and boosts their self-esteem (Comighud & Arevalo, 2020). This same method can be applied in case of teacher's responsibilities and duties. It was found during interviews that people who did their duties and took care of their responsibilities as a teacher were satisfied by their work. They had high self-esteem, their students gave them positive feedbacks and they were able to indoctrinate students' key characteristics needed for character building (Ardliana, Rusdarti, & Suminar, 2021).

Another key factor that enhances work satisfaction is job security. It has been observed that in an education system where teachers have job security, they perform better and their work satisfaction level is high. In context of Indonesia, it is important to note that Principal Supervision is a two-edged sword (Erlangga, Sos, & Erlangga, 2021). Where it can enhance

accountability and ensure quality. It can also easily lead to job insecurity. This adversely impacts performance of the teachers as they focus more on securing their jobs rather than imparting quality-based education. Therefore, it is imperative that job security must be ensured and teachers must be provided breathing space. A happy teacher, is a good teacher. If a teacher is insecure, he is unable to perform, and hence the most important aspect of performance, work satisfaction cannot be achieved (Rafida & Julham, 2020).

Carol Embers talks at Length about the value of prestige in professional life. If a career doesn't provide one with opportunities for upward mobility both in careers and society. It'll never be a first-choice profession and even if people opted it as their first choice, they would always feel lack of job satisfaction (Noviyanti, Syofyan, & Evanita, 2019). Therefore, it is essential that upward mobility of teachers is ensured through natural and artificial means.

It has been a matter of a debate in social sciences, particularly in Anthropology and Gender Studies that whether or not females are better at professions such as teachers. A research study in Philippines shows that females are more likely to be more satisfied with their jobs as teachers than their male counterparts. Furthermore, it has been found that female teachers were much better in character building. They also were more motivated and performed better than males. (Sánchez-Martínez, Vilar, Irujo, Ulsamer et al., 2021).

In a nutshell, one can say that principal supervision works as long as it does not hamper work satisfaction, in other words, teachers generally remain motivated if they are happy with their jobs. This also reflects in their relationship with their students, colleagues and supervisors. It also helps in making sure that a better learning environment is given to students And they get a chance to live up to their full potential (Nasution, Lumbanraja, & Absah, 2018). The research was conducted to determine the relation between principal supervision, work satisfaction, motivation and teachers' performance.

2. Literature Review

Principal Supervision and Motivation

Supervision is a subtle and every so often misinterpreted role which can produce multiple effects on the performance of an employee. Where in some cases, a manager or supervisor may help in the improvement of outcomes or outputs, in others it can demotivate the staff. It has been observed that the lesser a manager interferes in the working of staff members, the better yield is expected from the staff due to their high motivation implied by confidence by the manager. Amani and Jumriadi (2020), reports that non-interference in the working of staff implies that a manager has faith in their staff for carrying out their duties. However, in some cases it has been observed that enhanced aloofness from the staff working has shown bad result and performance, as staff starts believing that they are free from any accountability (Amani & Jumriadi, 2020). Therefore, it is necessary to find the right balance to keep matters under control.

One of the most important tasks of managers and in case of educational institutions, of principals, is to keep the staff motivated. Where some principals like to keep a friendly environment, others want to keep a firm grip over the movement of staff and teachers (Arafat & Putra, 2021). This has very counterproductive results in terms of teachers' motivation levels. They feel disenchanted by the work and are demotivated by such managerial behaviors. Principals often find it difficult keeping a balance between the both i.e., keeping staff motivated as well as keeping a check on them. According to Delfauzul, Simatupang, and Maksum (2021), unmotivated staff have low performance in their work. They also keep their efforts limited and do not go the extra mile. In this case, managers become more critical about the performance of such staff members by keeping a close eye on their day-to-day activities. This effort results in further deterioration in performance (Delfauzul et al., 2021).

However, supervision has many positive aspects such as a principal hiring staff with the required and relevant set of skills for a particular job as well as in the form of the work ethic model of the school. According to Normasari (2020), the supervisor also urges his staff members to always be prepared about the future and be an effective problem solver. According to Jeb Blount, author of "People Follow You: The Real Secret to What Matters Most in Leadership," regularly recognizing the employee's accomplishments makes a good impression on the staff's mind and urges others to motivate in their works as well. Praising is an effective motivator and helps in establishing and maintaining a good relationship between managers and their staff (Poernamawijaya et al., 2018).

The most important goal of supervision is facilitating a healthy and comfortable environment within the working area. In this way, staff feels more independent and contented while performing their duties. Prasetyono et al. (2018), urges managers to occasionally become involve in the activities of the staff by helping them in completion of their tasks, giving an ear to their problems both on campus and off campus, and sharing personal experience, as all this gives confidence to the staff and teachers and thereby, reduces the level of stress at the job and creating a friendly environment. (Rahmatullah et al., 2019).

However, micromanagement has drastic effects on the motivation levels of the teachers. Teachers have a high self-esteem and nothing demotivates them more than a constant check on their activities (Sumantri, Lian, & Eddy, 2021). Micromanagers oversee every act of the workforce, providing them no room to take initiative on their own. Albeit being non-critical verbally, a supervisor habitual to micromanagement and seldom allowing his teachers to work at on their own, is taken more seriously by teachers than criticism, as it questions their ability to perform a task (Syaputra, 2020).

Ujiarto, Rusdarti, Rifai, and Raharjo (2017) suggests that the supervisor should draw less attention towards the daily activities of the teachers as it may result in demotivation. Teachers therefore, should be granter more independence. Lee Gross, asserts that the only thing that the principal should be concerned about is knowing that teachers recognize the school's mission statement and letting them know the importance of working towards it. Apart from this, the principal should allow theeacherm to perform their duties without unnecessarily peeping in their work (Poernamawijaya et al., 2018).

If reducing supervision doesn't enhance the teacher's motivation level, then the problem lies in other factors. It is possible that the post that the person is hired does not involve his area of expertise and therefore does not feel confident while performing his job (Normasari, 2020). Or, they have grown the feeling of being not cared by the organization and that their contributions are counted as minor. Finding solutions to these problems can increase motivation without the need to increase supervision, Studies have revealed that teachers always tend to change their work-places throughout their lives because of the lack of trust and due to being undervalued. According to Normasari (2020), these factors count more than monetary success. However, where a manager plays the role of mentor and a guide and helps in every in emotional as well as technical realm, the rate of retention is considerably high.

A hostile relationship between the teachers and principals creates bad impression on the students as well. They tend to lack professional attitude as they enter professional lives in their future (Prasetyono et al., 2018). To keep this relationship healthy and amicable, it is important for the principal to recognize and reward the teacher on good performance. This will urge everyone to give their best in performing their tasks. A few good words can raise the morale of teachers and enhance their motivation. When the principal shows himself to be a part of the teachers' world, it mitigates the us vs them mentality and promotes a healthy environment. In this way, teachers tend to strive to provide better results and avoid making mistakes (Sumantri et al., 2021).

H1: Principal Supervision has a significant negative relationship with Motivation

Work Satisfaction and Motivation

Job satisfaction is defined as the level of happiness the workers feel while performing their work. It is a constructive response from the mind that a person gets as he is working or performing his tasks. With the help of surveys, some renowned organizations are trying to measure this feeling (Amani & Jumriadi, 2020). It is important to understand that the definition and justification for job satisfaction vary from person to person. What may feel like as a bliss for one person may not be enough or even worth working for, for another person.

According to Noviyanti et al. (2019), there are multiple ingredients of work satisfaction which include, organizational attitude towards the input of employees, promotional policy, peers and partners, culture of the work area, balance between work and life, value of work, monetary benefits and incentives and job security. An organization which incentivizes using ingredients will provide more job satisfaction to its employees (Nasution et al., 2018). Motivation, as described by Rafida and Julham (2020), is a cognitive mean which facilitates a person in making his own choices. With freedom of choice within the realm of work environment, employees and in particular, teachers feel more motivated to perform a task (Sánchez-Martínez et al., 2021). When a teacher is motivated in performing and completion of his duties, it provides and fosters an aura of job satisfaction (Sudirman, Sherly, Candra, Dharma et al., 2021).

Freedom and independence provide a sense of motivation which then provides job satisfaction as well as performance. Nasution et al. (2018) illustrate that when the managers present themselves more like a human being and less like a boss, and assign everyone tasks according to their ability and area of expertise, it enhances their satisfaction to them in their work and thus highly motivates them (Rafida & Julham, 2020). Therefore, the following hypothesis is proposed:

H2: Work Satisfaction has a significant positive relationship with Motivation

Motivation and Teacher's performance

Scholars have discovered a positive relation between motivation and job performance. According to Comighud and Arevalo (2020), motivation is positively related to work performance, organizational commitment and job satisfaction. Job independence also compliments motivation (Ardliana et al., 2021). When teachers are motivated and are satisfied by their work, their performance is also enhanced. As per Erlangga et al. (2021), motivation is highly related to job autonomy and high performance. This is for manager's important data because, the higher autonomy of employees the more individuality the employee has. The manager can give more support to other employees (Andriani, Kesumawati, & Kristiawan, 2018).

Syaputra (2020) states that if teacher's are satisfied and happy with their job and work profile, they are highly motivated and thus their performance is increased. There has been another find by Delfauzul et al. (2021) that as a person is motivated and is satisfied by his work and job profile, not only does he wish to finish the job and but also feels rewarded by the completion of the task.

Finally, Amani and Jumriadi (2020), found that teacher who have high levels of motivation are more involved with students and inspire them to perform good. They also give them examples from the practical world and it becomes their mission to give society a better breed of individuals. According to Sudirman et al. (2021), these teachers also have future plans for not only themselves but also for their students. They prepare their lectures in an optimized manner and give their best when performing their task. Motivated employees are disposed to be more creative than those who have low levels of motivation (Prasetyono et al., 2018).

H3: Motivation has a significant positive relationship with Teacher performance

Principal Supervision and Teacher's Performance

Supervision, as asserted above, can have a negative impact on the motivation levels of teachers. The same is true for their performance (Rahmatullah et al., 2019). The hypothesis drawn above shows a positive relation between motivation and performance, thereby if the later has a negative relation with supervision, the former is also thought to have a negative relation with supervision (Lian, 2020).

However, if supervision is used in an effective mannf er and is designed to be more encouraging than discouraging, it can yield high levels of results and high quality performance from the teachers. The principal should always respect teachers and never act in a way as to damage their sense of self-respect (Arafat & Putra, 2021). He/she should recognize their good work in person (one to one) and in meetings. Furthermore, he should prioritize the needs of teachers over other administrative matters (Saleh & Mutiani, 2021).

Nevertheless, in most of the schools, principals perform the role of micromanager and thus take a keen look at every action of the teacher, this embitters the relationship between them and thus drastically affects the performance among teachers (Murtiningsih, Kristiawan, & Lian, 2019).

H4: Principal Supervision has a significant negative relationship with Teacher Performance

Work Satisfaction and Teacher's Performance

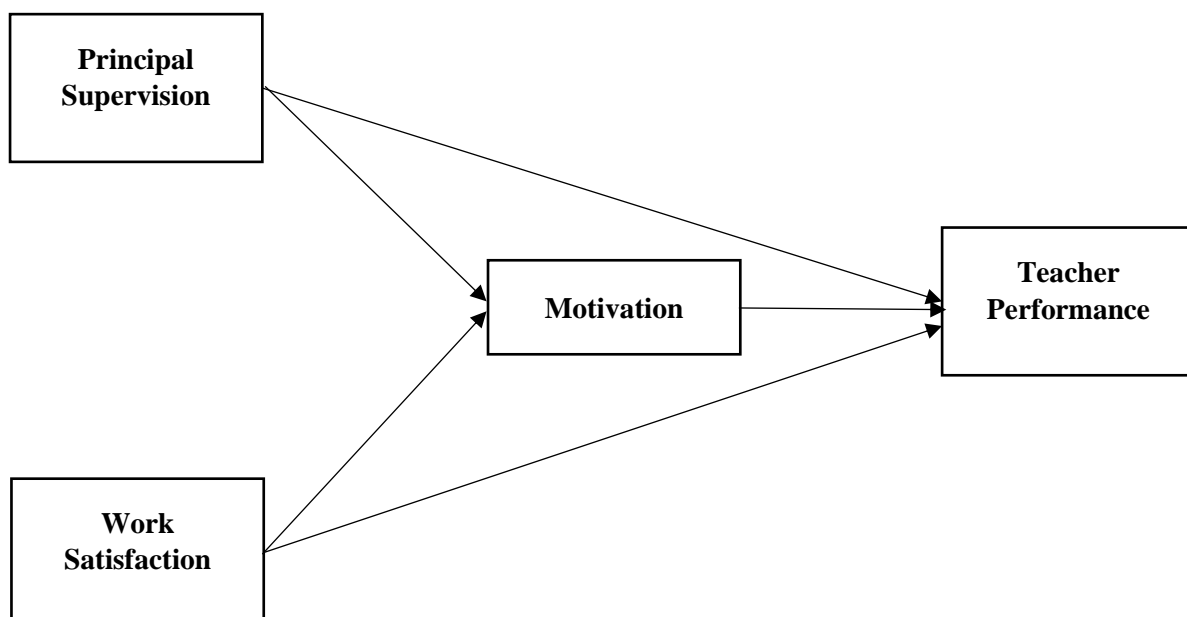
Work satisfaction is observed to have a positive impact on the performance of teachers. Teachers who are more satisfied with their job and nature of work tend to be highly motivated. They channel their motivation through their actions and enhance their results (Sunarsi, 2020). Teachers who are satisfied with their work and work environment tend to complete their tasks beforehand and consider it a reward to finish their work before time. They are also observed to be imparting more objective knowledge to students and thereby raising the standard of education (Nugroho et al., 2020).

H5: Work Satisfaction has a significant positive relationship with Teacher Performance

H6: Motivation significantly mediates between Principal Supervision and Teacher Performance

H7: Motivation significantly mediates between Work Satisfaction and Teacher Performance

Research Framework



3. Research method

This research paper is written in the Indonesian context where data was collected to find the relation between Principal Supervision, Work Satisfaction, Motivation and Teacher's Performance. For the purpose of this study, Principal Supervision and Work Satisfaction were taken as independent variables. On the other hand, the effect of these variables is checked on Teacher's Performance which is the dependent variable in this regard. Motivation was taken as a mediator between the two aforementioned independent variables i.e., Principal Supervision and Work Satisfaction and the dependent variable, that is, Teacher's Performance. For data collection purposes, the questionnaire technique was used and respondents were identified from the education sector. A Five-point Likert scale was used to measure responses. The questions ranged from strongly disagree to strongly agree i.e. starting from 1 to 5. 650 questionnaires were distributed among teachers out of which 460 were usable. Finally, the PLS-SEM technique was used to analyze the data.

The first part of the questionnaire was related to the socio-demographic information or background of the respondents, while question related to variables of the study were included in the second part. The respondents were ensured about the confidentiality of the data and information, before being handed-over the questionnaire, and this was done to develop a relation of trust and acquire their consent or willingness for participation in the study.

4. Results

The convergent validity test was conducted to analyze the link between the understudy variables chosen. The relationship between the selected variables for the purpose of this study was observed to be positive. The items were placed on the broad study of alpha and composite reliability. The values of alpha and composite reliability for the selected variables were higher than 0.7, which is in-line with our study. It shown that an advanced level of correlation was found amongst the designated variables. In addition to that, this relation was approved by the incidence of AVE values, which were higher than 0.5. The table below presents the results of the convergent validity test.

Table 1. Convergent Validity

Variables	Items	Loadings	Cronbach's Alpha	CR	AVE
Motivation	M1	0.849	0.885	0.913	0.677
	M2	0.865			
	M3	0.77			
	M4	0.86			
	M5	0.764			
Principal Supervision	PS1	0.761	0.885	0.912	0.633
	PS2	0.777			
	PS3	0.82			
	PS4	0.824			
	PS6	0.806			
	PS8	0.784			
Teacher Performance	TP1	0.806	0.904	0.925	0.674
	TP2	0.828			
	TP3	0.851			
	TP4	0.794			
	TP5	0.791			
	TP6	0.856			
Work Satisfaction	WS2	0.858	0.884	0.92	0.742
	WS3	0.921			
	WS5	0.846			
	WS6	0.818			

For the determination of discriminant validity, HTMT, i.e. Heterotrait-Monotrait, was opted. It is deemed as a suitable technique for the analysis of the discriminant value for the variables. HTMT value should not exceed 0.9, at the utmost priority, which was found by the given results, confirming the presence of the discriminant value. The results are shown as follows in Table 2:

Table 2. HTMT

	M	PS	TP	WS
M				
PS	0.286			
TP	0.319	0.477		
WS	0.564	0.602	0.595	

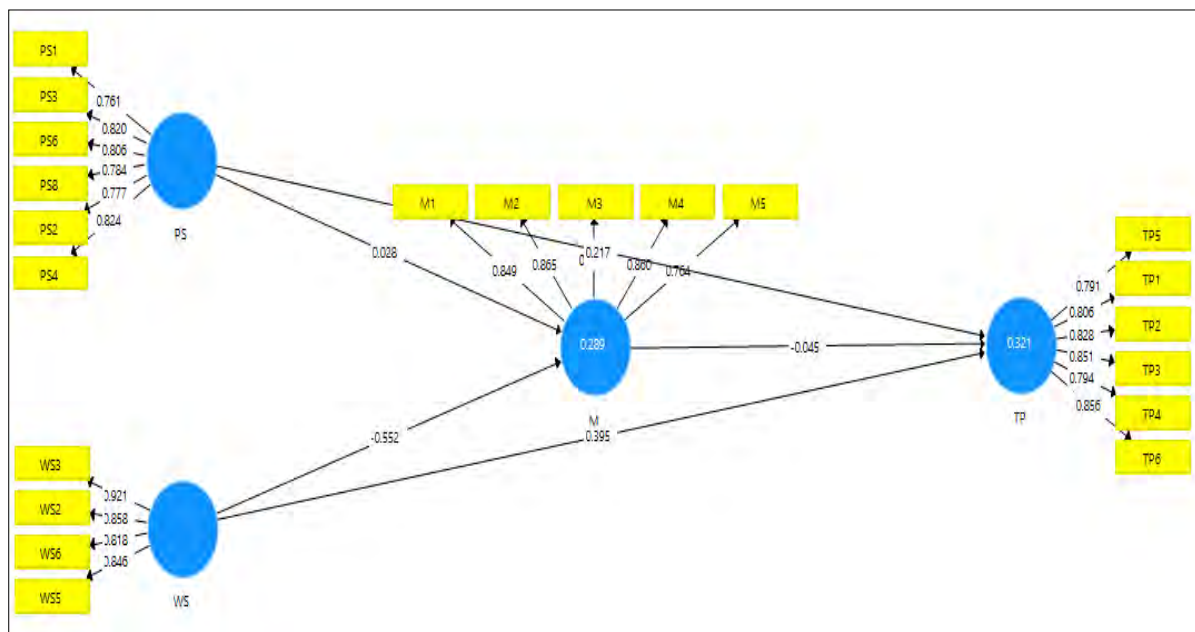


Figure 2: Measurement Model Assessment

Table 3 results show a strong relationship between Work satisfaction and Motivation, which results in better Teacher Performance within organizations. Likewise, Principal Supervision too is related to Teacher's performance. On contrary, Motivation does not show any significant evidence of having an impact on both Principal Supervision and Teacher's Performance, whereas, Work satisfaction and motivation show positive results. Therefore, following data supports three hypotheses i.e., H3, H4 and H5 where the value of "p" of the hypotheses is less than 0.05, while the values of "t" are higher than 1.64 without any zero in between them. On the other hand, value of "t" and "p" in H1 is 0.610 and 0.271, while value of "t" and "p" in H2 is 0.418 and 0.338, respectively, which specifies no relation between Motivation and Teacher's Performance, and Principal Supervision and Motivation, respectively

Table 3. Main Effects

Hypotheses	Std. Beta	Sample Mean	Std. Error	T Value	P Values	Decision
H1 M -> TP	-0.045	-0.051	0.073	0.610	0.271	Not Supported
H2 PS -> M	0.028	0.026	0.067	0.418	0.338	Not Supported
H3 PS -> TP	0.217	0.222	0.066	3.304	0.000	Supported
H4 WS -> M	-0.552	-0.555	0.065	8.476	0.000	Supported
H5 WS -> TP	0.395	0.388	0.094	4.209	0.000	Supported

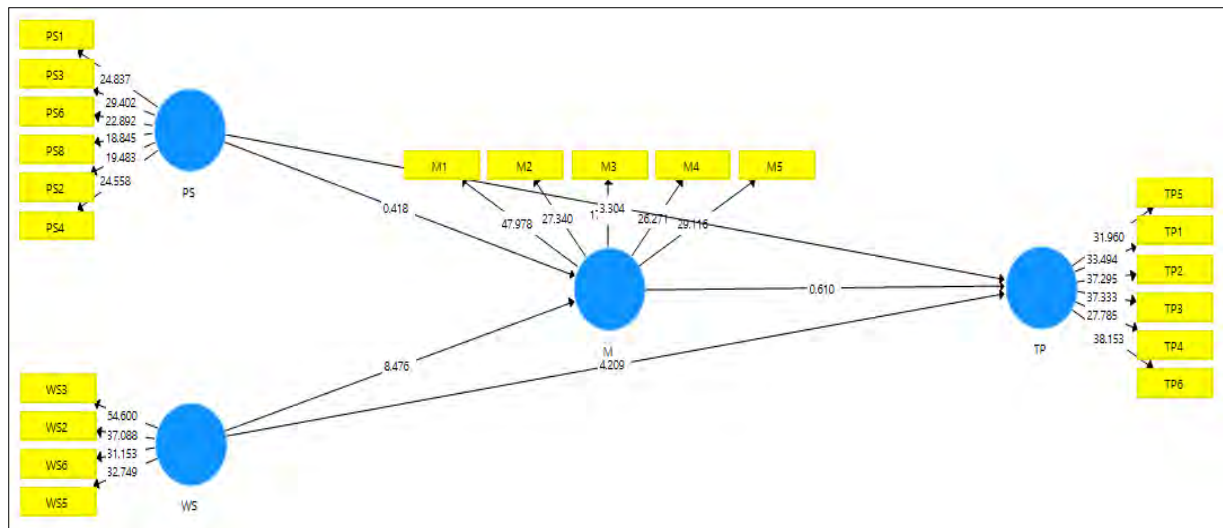


Figure 3: Structural Model Assessment

During the course of this study, the role of mediator was taken by Motivation to play for the comprehensive analysis. In order to explore its role as a mediator between the dependent and independent variables, the Bootstrapping analysis was run. The table below shows the results of this analysis. In relation to the analysis, no important relation is found between1 Motivation as a mediator between both, first, Principal Supervision and Teacher's Performance; and second, Work satisfaction and Teacher's performance. Therefore, both H6 and H7, are not supported.

Table 4. Indirect Effects

Hypotheses	Std. Beta	Sample Mean	Std. Error	T Value	P Values	Decision
H PS -> M -> TP	-0.001	-0.002	0.007	0.194	0.423	Not Supported
H WS -> M -> TP	0.025	0.03	0.043	0.579	0.281	Not Supported

5. Conclusion

The Indonesian government hopes to boast a 'world class' education system by 2025. For that purpose, Indonesia has made some major strides, enrollment rates have been high while drop-out ratio has decreased. Children stay longer in schools than before. For over a decade, the Government of Indonesia has dubbed their aim of an education system that can produce 'smarter' and 'competitive' individuals that would be able to compete in the international market. However, a higher literacy rate is often oversold. By and large, the standard of education has remained stagnant; marked by poor tuition, poor learning while teachers are unskilled and lack essential knowledge of their respective subjects. This situation is an outcome of inadequate funding, human resource deficits and poor management. Therefore, in order to overcome problems related to the quality of teaching, skill deficit among teachers and to ensure high quality and accountability, initiatives like Principal Supervision have been taken. The purpose behind this is to ensure that teachers are trained, motivated and high level of work satisfaction is ensured so that they can perform better. Similarly, analysis done by some independent organizations like the World Bank (WB), Asian Development Bank (ADB) and Organization for Economic Co-operation and Development (OECD) suggest that the solution lies in management, human resource development and funding. Other experts have put the blame on power politics. A fundamental change is needed in politics and social power dynamics in the Indonesian society at large. Otherwise, the same power patterns will keep repeating making it impossible for an effective administrative system required to establish a quality education system.

The factors that affect teacher's performance are attendance, school development, professional development, knowledge of subject matter, pedagogy skills, relationship with students and creativity for assist learning. Here, it will be discussed how they are linked with motivation, work satisfaction and principal supervision (Wolomasi, Asaloei, & Werang, 2019). One of the basic indicators of teacher's performance is his or her attendance percentage. It is common knowledge that if a teacher is motivated, he or she would prefer to be present at school rather than take a leave or otherwise underperform. It is clear that supervisors are assigned the responsibility of taking a note of attendance percentage and make it a key factor in preparing appraisal of a teacher. It also adds the fear factor for teachers as their promotions and probations are dependent on their appraisal reports. Therefore, it has been observed during research that teachers that had higher attendance percentage had positive appraisal reports, showed work satisfaction and we're intrinsically motivated in their profession.

Furthermore, a school's development is dependent upon the performance of its teachers. If the teachers perform well, it will receive more funds, and attract better students. Moreover, it also aides in the professional development of teachers. The better the performance, the better their skilled in their respective fields. Another factor that influences a teacher's performance is his or her pedagogical skills. Teaching should never be a last resort of people as a profession; it should be a priority. If people make it their priority, they'd better able to understand its intrinsic concepts and will be more creative in ways of imparting in their knowledge. In contemporary times, merely delivering a lecture is not enough, one must be able to deliver one's lecture in a way that learning becomes enjoyable One must be able to incorporate various activities to make learning and understanding easier for students. It has been noted, teachers that have the aforementioned set of skills are normally more motivated and satisfied with their professions. They do not need threats of disciplinary action to make them work, a carrot would suffice for them. This is because for the right people, teaching isn't taxing but is, in fact, an enjoyable activity.

Naturally, it is essential for teachers to be masters of their subject. They must be experts of their subject or field. The Indonesian Education systems face a major setback in this regard. Their teachers are not well equipped with knowledge due to which the students they teach lag basic complete skills required to compete at the international level. Therefore, it is essential that teachers are made masters of their art so that the product they produce could be of world class level, quality or standard. In this regard, principal supervision, work satisfaction and motivation provides the bases on which the edifice of high-quality teachers can be built.

Lastly, interpersonal relationships go long way in shaping character of pupils. A teacher should be able to adjust according to nature of students. If a student is reserved and introvert, a teacher must be able to communicate with him or her by going at her level. If a student is an extrovert, a teacher must be able to quench his or her thirst for connectivity and communication. In this regard, supervisors can devise programs that are specific to teacher's personality. This personality-based training will help teachers in enhancing their personal skills that will consequently enhance quality of education as interpersonal relationship between teachers and pupils prosper.

It can be concluded from this research that the Indonesian Education Systems has improved over last four decades although there is evidently still need for more improvement in the future. The Indonesian Government has the will to make adjustments and changes to improve the performance of the education system. Furthermore, Indonesia's supervision system has positive and negative impacts on performance and motivation of teachers. This is because it can also be used as a political tool to degrade or harm another person. Secondly, work satisfaction is a function of monetary benefits, work place environment and upward social and professional mobility. This consequently translates into more motivation, improving the performance of teachers. If study suggestions are implemented in practice, it is possible to take the first step towards a 'world-class' education system as envisioned by the Government of Indonesia.

References

- Altounjy, R., Alaeddin, O., Hussain, H. I., & KOT, S. (2020). Moving from bricks to clicks: Merchants' acceptance of the mobile payment in Malaysia. *International Journal of eBusiness and eGovernment Studies*, 12(2), 136-150. <https://doi.org/10.34111/ijegeg.202012204>
- Amani, M., & Jumriadi, A. H. (2020). The Influence of School Principal Supervision, Motivation, and Work Satisfaction on Teachers' performance. *International Journal of Early Childhood Special Education (INT-JECSE)*, 29(5), 804-810. <https://doi.org/10.24205/03276716.2020.1078>
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International Journal of Scientific & Technology Research*, 7(7), 19-29. Retrieved from <https://www.researchgate.net/profile/Manajemen-Pendidikan/publication/332264353>
- Arafat, Y., & Putra, A. Y. (2021). The Effect of Supervision and Work Motivation of School Principal to the Performance of Elementary School Teachers. In *International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* (pp. 278-282): Atlantis Press. <https://dx.doi.org/10.2991/assehr.k.210716.051>
- Aragonés-Jericó, C., Kúster-Boluda, I., & López, N. V. (2020). Value-experience Transfer through Sports Sponsorship: Background and Consequences. *Journal of Sport Psychology*, 29(1), 133-142. Retrieved from <https://rpd-online.com/index.php/rpd/article/view/53>
- Ardiana, B., Rusdarti, R., & Suminar, T. (2021). Effect of Principal Leadership, School Culture and Pedagogic Competence Through Work Motivation on Teachers Performance. *Educational Management*, 10(2), 273-283. Retrieved from <https://journal.unnes.ac.id/sju/index.php/eduman/article/view/47208>
- Arif, S., Zainudin, H. K., & Hamid, A. (2019). Influence of Leadership, Organizational Culture, Work Motivation, and Job Satisfaction of Performance Principles of Senior High School in Medan City. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 2(4), 239-254. <https://doi.org/10.33258/birci.v2i4.619>
- Aymerich, F. B. J., & Herce, J. A. (2020). Countercyclical labor productivity: the case of Spain. *Spanish Journal of Economics and Finance*, 43(122), 105-118. <http://cude.info/index.php/CUDE/article/view/84>
- Bakota, I. (2020). "Diamond Stage" in Sino-Croatian Relations. *Croatian International Relations Review*, 26(86), 156-176. <https://doi.org/10.37173/cirr.26.86.6>
- Baluyos, G. R., Rivera, H. L., & Baluyos, E. L. (2019). Teachers' job satisfaction and work performance. *Open Journal of Social Sciences*, 7(08), 206-221. <https://doi.org/10.4236/jss.2019.78015>
- Cesarec, I., Mikac, R., & Spevec, D. (2020). The Concept of Human Security as a Basis for the Application of Big Data Concept in Establishment of Early Warning System for Crisis Management in the Republic of Croatia. *Croatian International Relations Review*, 26(86), 72-95. <https://doi.org/10.37173/cirr.26.86.3>
- Codina, N., Pestana, J. V., & Stebbins, R. A. (2020). Fitness Training As a Body-Centered Hobby: the Serious Leisure Perspective for Explaining Exercise Practice. *Journal of Sport Psychology*, 29(2), 73-81. Retrieved from <https://rpd-online.com/index.php/rpd/article/view/11>
- Comighud, S., & Arevalo, M. (2020). Motivation In Relation To Teachers' Performance. *International Journal of Scientific and Research Publications (IJSRP)*, 10(04) <http://dx.doi.org/10.29322/IJSRP.10.04.2020.p10071>
- Crapanzano, C., Politano, A., Amendola, C., Koukouna, D., & Casolaro, I. (2020). Vortioxetine-induced nausea and its treatment: a case report. *Archives of Clinical Psychiatry (São Paulo)*, 47(5), 160-161. <https://doi.org/10.1590/0101-60830000000254>
- Cruz, O. d. I. (2020). A comparative analysis of the competitive strategies of European and US telecom operators since the Global Financial Crisis. *Spanish Journal of Economics and Finance*, 43(123), 243-258. <https://doi.org/10.32826/cude.v43i123.214>
- Daud, P. F., Setti, V., Khafif, T. C., Rocca, C. C., & Serafim, A. d. P. (2020). Pragmatic Language and Schizophrenia: Interpretation of Metaphors. *Archives of Clinical Psychiatry (São Paulo)*, 47(6), 209-211. <https://doi.org/10.15761/0101-60830000000263>

- Delfauzul, D., Simatupang, W., & Maksum, H. (2021). Contribution of Principal and Supervision on the Performance of Teacher Motivation Smkn 1 Palembang. *International Journal of Educational Dynamics*, 3(2), 1-4. <https://doi.org/10.24036/ijeds.v3i2.312>
- Erlangga, H., Sos, S., & Erlangga, H. (2021). The Influence of Motivation, Ability, Organizational Culture, Work Environment on Teachers Performance. *Turkish Journal of Computer and Mathematics Education*, 12(4), 99-108. <https://doi.org/10.17762/turcomat.v12i7.2549>
- Esia-Donkoh, K., & Baffoe, S. (2018). Instructional Supervisory Practices of Headteachers and Teacher Motivation in Public Basic Schools in Anomabo Education Circuit. *Journal of Education and e-Learning Research*, 5(1), 43-50. <https://doi.org/10.20448/journal.509.2018.51.43.50>
- Friend, C., Grieve, L. B., Kavanagh, J., & Palace, M. (2020). Fighting Cybercrime: A Review of the Irish Experience. *International Journal of Cyber Criminology*, 14(2), 383-399. <http://dx.doi.org/10.5281/zenodo.4766528>
- Gezegin, B. B., & Melike, B. (2020). Metadiscourse in academic writing: A comparison of research articles and book reviews. *Eurasian Journal of Applied Linguistics*, 6(1), 45-62. <https://doi.org/10.32601/ejal.710204>
- Gümüşok, F., & Balıkcı, G. (2020). Promoting extended student talk in an EFL classroom. *Eurasian Journal of Applied Linguistics*, 6(2), 205-228. <https://doi.org/10.32601/ejal.775799>
- Habanabakize, T. (2019). The Effect of Economic Growth And Exchange Rate On Imports and Exports: The South African Post-2008 Financial Crisis Case. *International Journal of Economics and Finance Studies*, 12(1), 223-238. <https://doi.org/10.34109/ijefs.202012114>
- Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The Effect of Certified Teachers and Principal Leadership toward Teachers' Performance. *International Journal Of Educational Review*, 2(1), 70-88. <https://doi.org/10.33369/ijer.v2i1.10629>
- Hassan, A., & Meyer, D. (2021). Financial development–income inequality nexus in South Africa: A nonlinear analysis. *International Journal of Economics and Finance Studies*, 12(2), 15-25. <https://doi.org/10.34109/ijefs.202012206>
- Kanungo, E., & Chatteraj, P. (2020). Award of Compensation as a Mode of Victim Restoration: A Comparative Analysis of Laws in India, New Zealand and Germany. *International Journal of Criminal Justice Sciences*, 15(2), 325-342. <http://dx.doi.org/10.5281/zenodo.4743317>
- Karjo, C. H., & Ng, A. (2020). Hate Speech Propaganda from and against Muslims in Facebook Posts. *International Journal of Cyber Criminology*, 14(2), 400-416. <http://dx.doi.org/10.5281/zenodo.4766989>
- Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies*, 20(1), 156-164. <http://dx.doi.org/10.52155/ijpsat.v20.1.1730>
- Kasalak, G., & Dagyar, M. (2020). The Relationship between Teacher Self-Efficacy and Teacher Job Satisfaction: A Meta-Analysis of the Teaching and Learning International Survey (TALIS). *Educational Sciences: Theory and Practice*, 20(3), 16-33. <https://doi.org/10.12738/iestp.2020.3.002>
- Kashif, A., & Akhtar, Z. (2020). Detecting Deception using Reality Monitoring: A Multi-method Exploration. *International Journal of Criminal Justice Sciences*, 15(2), 191-215. <http://dx.doi.org/10.5281/zenodo.3835429>
- Kikulwe, E., & Asindu, M. (2020). Consumer Demand and Prospects for Commercialization of Nutritionally Enhanced GM Bananas in Uganda. *Agbioforum*, 22(1), 13-24. Retrieved from <https://www.agbioforum.info/index.php/agb/article/view/18>
- Lian, B. (2020). The Influence of Principal Supervision and Organizational Climate toward Teacher's Performance. *Electronic Research Journal of Social Sciences and Humanities*, 2(2), 172-187. <https://doi.org/10.31219/osf.io/4u6jh>
- Malla, S., & Brewin, D. G. (2020). An Economic Account of Innovation Policy in Canada: A Comparison of Canola, Wheat, and Pulses. *Agbioforum*, 22(1), 25-36. Retrieved from <https://mospace.umsystem.edu/xmlui/handle/10355/86604>

- Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The Correlation Between Supervision of Headmaster and Interpersonal Communication With Work Ethos of the Teacher. *European Journal of Education Studies*, 6(1), 246-256. <http://dx.doi.org/10.46827/ejes.v0i0.2398>
- Nasution, S. K., Lumbanraja, P., & Absah, Y. (2018). Analysis on the Influence of Individual Capacity and Work Environment on Employees' Work Satisfaction with Motivation as Intervening Variable at Bumiputera 1912 Mutual Life Insurance, Medan Branch Office. *International Journal of Research and Review*, 5(1), 145-158. Retrieved from http://www.ijrrjournal.com/IJRR_Vol.5_Issue.10_Oct2018/Abstract_IJRR0019.html
- Nel, D., & Masilela, L. (2020). Open Governance For Improved Service Delivery Innovation In South Africa. *International Journal of eBusiness and eGovernment Studies*, 12(1), 33-47. <https://doi.org/10.34111/ijebeg.202012103>
- Normasari, L. (2020). Contribution of Principal Supervision, Principal Leadership, and Work Motivation on Performance of Private Vocational High Schools Teachers in Tanah Bumbu Regency. *Journal of K6 Education and Management*, 3(2), 187-195. <https://doi.org/10.11594/banj.03.02.10>
- Noviyanti, E., Syofyan, E., & Evanita, S. (2019). The Effect of Leadership, Work Motivation and Work Satisfaction on Performance of Employees of Education and Culture Department in Padang Pariaman. In *Third Padang International Conference on Economics Education, Economics, Business and Management, Accounting and Entrepreneurship* (pp. 685-695): Atlantis Press. <https://dx.doi.org/10.2991/piceeba-19.2019.74>
- Nugroho, B. S., Widdah, M. E., & Hakim, L. (2020). Effect of organizational citizenship behavior, work satisfaction and organizational commitment toward Indonesian school performance. *Systematic Reviews in Pharmacy*, 11(9), 962-971. <https://doi.org/10.31838/srp.2020.9.140>
- Owan, V. J., & Agunwa, J. N. (2019). Principals' Administrative Competence and Teachers' Work Performance in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria. *Online Submission*, 7(1), 20-28. Retrieved from <https://philpapers.org/rec/OWAPAC>
- Ozcan, H., & Esra, K. (2020). Development of the Attitude towards Science Scale: A Validity and Reliability Study. *Eurasian Journal of Educational Research*, 20(85), 109-134. <https://doi.org/10.14689/ejer.2020.85.6>
- Özcan, N. A., & Vural, Ö. (2020). The Mediator Role of Thriving in the Relationship between Self-Efficacy and Mindfulness in Middle-Adolescence Sample. *Educational Sciences: Theory and Practice*, 20(3), 56-66. <https://doi.org/10.12738/jestp.2020.3.005>
- Poernamawijaya, L. W., Sulaiman, S., Suriansyah, A., & Dalle, J. (2018). Contribution on supervision of supervisor, principals motivation, kindergarten teacher performance to improving the kindergarten quality in West Banjarmasin, Indonesia. *European Journal of Alternative Education Studies*, 3(2), 129-146. <https://doi.org/10.5281/zenodo.2261031>
- Prasetyono, H., Abdillah, A., & Fitria, D. (2018). Academic supervision toward teacher's performance through motivation as intervening variable. *Journal of Education and Learning (EduLearn)*, 12(2), 188-197. <https://dx.doi.org/10.11591/edulearn.v12i2.7324>
- Rafida, T., & Julham, T. (2020). Relationship Following Training and Achievement Motivation with Work Satisfaction Learning Citizens in Mandir Institution Courses and Training of Tanjung Balai City. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 598-604. <https://doi.org/10.33258/birci.v3i1.816>
- Rahmatullah, M., Saleh, M., & Metroyadi, M. (2019). Contribution of the Principal Supervision and Work Motivation on Teacher Performance at Public High School in Barito Kuala District. *Journal of K6 Education and Management*, 2(2), 118-125. <https://doi.org/10.11594/jk6em.02.02.06>
- Rajsingh, S., & Tripathi, N. (2020). Equitable and Reasonable Utilization of Water Resources: A Critical Analysis in Context of Indo-Bangladesh Ganges Water Sharing. *BiLD Law Journal*, 5(2), 103-118. Retrieved from <http://bildbd.com/index.php/blj/article/view/36>
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4), 44-49. Retrieved from <https://www.researchgate.net/profile/Manajemen-Pendidikan/publication/332264339>

- Rusman, A. (2020). Model of Performance Improvement of Certified Teachers in Private Vocational Schools. *Eurasian Journal of Educational Research*, 20(86), 25-38. <https://doi.org/10.14689/ejer.2020.86.2>
- Saleh, M., & Mutiani, M. (2021). The Role of the Principal in Increasing Teacher Performance Through Periodic Academic Supervision. *AL-ISHLAH: Journal of Education*, 13(2), 1135-1141. <https://doi.org/10.35445/alishlah.v13i2.889>
- Sánchez-Martínez, I., Vilar, R., Irujo, J., Ulsamer, D., Cano, D., Casaca Soares, C., . . . Celdrán, M. (2021). Effectiveness of the Validation Method in Work Satisfaction and Motivation of Nursing Home Care Professionals: A Literature Review. *International journal of environmental research and public health*, 18(1), 1-14. <https://doi.org/10.3390/ijerph18010201>
- Shin, Y., & Hur, W.-M. (2020). Supervisor incivility and employee job performance: The mediating roles of job insecurity and amotivation. *The Journal of psychology*, 154(1), 38-59. <https://doi.org/10.1080/00223980.2019.1645634>
- Siddik, M. A. B., & Rahi, S. T. (2020). Cybercrime in Social Media and Analysis of Existing Legal Framework: Bangladesh in Context. *BiLD Law Journal*, 5(1), 68-92. Retrieved from <http://bildbd.com/index.php/blj/article/view/25>
- Sudirman, A., Sherly, S., Candra, V., Dharma, E., & Lie, D. (2021). Determinants of Teacher Performance: Exploring the Role of Satisfaction and Motivation as Mediation. *Journal of Education and Teaching*, 54(1), 68-79. <http://dx.doi.org/10.23887/jpp.v54i1.32417>
- Sumantri, F. M., Lian, B., & Eddy, S. (2021). The Impact of Supervision from Head of School and Motivation of Educator in Working on the Performance of Educator. In *International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* (pp. 72-75): Atlantis Press. <https://dx.doi.org/10.2991/assehr.k.210716.013>
- Sunarsi, D. (2020). The Analysis of The Work Environmental and Organizational Cultural Impact on The Performance and Implication of The Work Satisfaction. *Scientific Journal of Public Administration*, 9(2), 237-246. <https://doi.org/10.26858/jiap.v9i2.11761>
- Syaputra, M. D. (2020). The Effect of School Principal Supervision and Teacher Motivation on the Performance of Public Elementary Teachers in Kemuning District Indragiri Hilir. *Journal of Educational Management*, 8(2), 146-155. <http://dx.doi.org/10.31258/jmp.8.2.p.146-155>
- Ujiarto, T., Rusdarti, R., Rifai, R., & Raharjo, T. J. (2017). Effect of The School Principal's Management, Academic Supervision, Organizational Culture, and Work Motivation to The Teacher's Professionalism. *The Journal of Educational Development*, 5(3), 414-424. <https://doi.org/10.15294/jed.v5i3.18128>
- Wolomasi, A. K., Asaloei, S. I., & Werang, B. R. (2019). Job Satisfaction and Performance of Elementary School Teachers. *International Journal of Evaluation and Research in Education*, 8(4), 575-580. <https://doi.org/10.11591/ijere.v8i4.20264>
- Yasutomi, A. (2020). When Soldiers Speak Out against Their Own Military : A Study of Non-Academic Books Published by Retired Japanese Officers. *Res Militaris*, 10(1), 1-21. Retrieved from <https://resmilitaris.net/index.php/2020/01/01/id1031546/>
- Yousaf, S. (2018). Effects of Supervision Practices of Principals on Work Performance and Growth of Primary School Teachers. *Bulletin of Education and Research*, 40(1), 285-298. Retrieved from http://pu.edu.pk/images/journal/ier/PDF-FILES/20_40_1_18.pdf
- Youssoufou, N. K. (2020). Prospects for the integration of African states into the armaments industry sector. *Res Militaris*, 10(1), 1-16. Retrieved from <https://resmilitaris.net/index.php/2020/01/01/id1031544/>