

The Influence Of Headmaster's Supervision And Achievement Motivation On Effective Teachers

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Abstract: This study aimed at examining 1) the influence of headmaster's supervision on effective teachers, 2) the influence of achievement motivation on effective teachers, and 3) the influence of headmaster's supervision and achievement motivation on effective teachers. This research used quantitative. Data were analyzed using multiple linear regression formula SPSS (Statistical Product and Service Solution) version 16.0 for windows. This study showed 1) there was significant influence of headmaster's supervision on effective teachers with $t_{obtained}$ 2,452 and t_{table} was 1,980; 2) there was significant influence of achievement motivation on effective teachers with $t_{obtained}$ 5,627 and t_{table} was 1,980, and 3) there was significant influence of headmaster's supervision and achievement motivation on effective teachers with $f_{obtained}$ 23,618 and f_{table} was 3,267. This research contributed to the headmaster should upgrade the supervision of teachers and achievement motivation where they would actualized the effective teachers.

Index Terms: Headmaster's Supervision, Achievement Motivation, Effective Teachers.

1 INTRODUCTION

THIS paper starts from the findings of Hamzah et al. (2013) in Kuala Lumpur, Malaysia and He Fei, China mentioned that supervision practices have a positive and medium relationship to teacher satisfaction in Kuala Lumpur, while there is a positive and strong relationship between them in He Fei. Then Saani (2013) in Ghana, West Africa also mentions that teacher supervision relates positively to teacher work performance. The appropriate strategies of supervision in schools will improve teacher work performance. Then the results of research Sudarjat et al. (2015) in Bogor mentioned that there is a very positive influence of the work motivation on the performance of teachers. When tested jointly, there is a very positive influence of the regular supervision and motivation to teacher performance. Furthermore, the findings of Idris (2016) in East OKU, Palembang revealed that an educational institution who has more competitive teachers have higher work ethic will improve teachers' professional competence. Other findings obtained by Oyewole and Alonge (2013) at Ekiti State, Nigeria concluded that there was a significant relationship between instructional supervisory role performance of headmasters and the motivation of their teachers. A positive relationship was found between experience of headmasters in performing their instructional supervisory roles and the motivation of their teachers. Therefore, the study recommends that the headmasters should pay more attention to their instructional supervisory role performance as it has a significant influence on the motivation of their staff. Shahzadi et al (2014) also concluded his research results that significant and positive relationship exists between employee motivation and employee performance. With the supervision of the Headmaster is expected to solve all problems and difficulties faced by teachers, and ultimately achieve the predetermined educational goals. In addition to the Headmaster's supervision, the most important thing that should not be separated from the role is the achievement motivation itself. Given that motivation is a driving factor affecting human behavior. Teachers who have high motivation in their work will certainly be motivated to do the job effectively and efficiently, so that the initial goals of teachers are planned can be implemented properly. This motivation certainly has different levels of each individual. There is a high motivation, low and moderate work and everything will affect the performance. Uno (2010: 8) argues that Atkinson's theory of success is determined by motivation, opportunities and incentives, and vice versa with a tendency to fail. Based on

that view, then motivation has an important role in carrying out various work carried by the teacher in order to achieve the goal that has been determined optimally. To make teachers as professionals, continuous and sustainable coaching is needed and making teachers as workers need to be respected and recognized professionally. To make them professional they are not merely improving their competence either through upgrading, training, or having the opportunity to learn again but also need to pay attention to the teacher from other aspect such as improvement of discipline, motivation, optimal teacher competence, supervision, giving incentives, decent salaries and professionalism which enable teachers are satisfied in working as educators (Dalyono, 2010: 32). Job satisfaction for teachers as educators is needed to improve their performance. Job satisfaction is concerned with the appropriateness between a person's expectations and the rewards provided. Teacher's job satisfaction impacts the job performance, discipline, and quality of work. The teachers who are satisfied with their work will improve their performance and will have a positive impact on improving the quality of education. The teacher's performance will be good if the teacher has loyalty and high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in teaching implementation, cooperation with all school citizens, student role model, good personality, honest and objective in guiding students, as well as responsibility for their duty. Therefore, the headmaster's job as manager is to assess the teacher's performance (Suprijono, 2014: 43). This assessment is important to do considering its function as a tool of motivation for the leadership to the teacher. Supervision is needed by teachers to improve their ability in managing the learning process effectively and efficiently (Bafadal 2009: 80). With the implementation of guidance provided by the headmaster will affect the formation of teachers' professional attitudes. Professional attitude of teachers is very important in maintaining and improving the professionalism of teachers because it always affects the behavior and daily activities of teachers. Professional behavior will be realized in the teacher if the institution gives more attention to the development of professional attitudes (Pidarta, 2006: 380). In addition, competency factors also affect teacher performance. According to Dharma (2008: 33-35), the current low level of teacher competence is due to factors that come from internal teachers themselves and other factors 1) income earned by teachers have not been able to meet the daily needs of the

family, and lack of teachers' interest to add insight as an effort to increase pedagogy competence; 2) explosion of the number of graduates of higher education with teacher background from year to year, the number of students in a single class is quite large and the teacher's workload is large enough in one week; 3) the teacher's pedagogical competence has not been established, should every teacher show a competent attitude as an educator, not just as a teacher. Work motivation is something that raises the spirit or encouragement and work. Therefore the work motivation in psychology is a morale booster (Depdiknas, 2009: 35). Teachers become educators because of the motivation to educate. If he has no motivation he will not succeed to educate. The success of teachers in teaching because of this motivation is a sign of what has been done by the teacher. Teachers who are motivated to work will generate job satisfaction because the teachers' needs are met encourage teachers to improve their performance. This research was conducted in SMP Negeri 3 and 13 Kota Palembang. Both schools are interesting to be used as research sites with some considerations 1) the number of teachers ideal for the sample; 2) both schools have good accreditation in Kota Palembang; 3) according to Murtiningsih and Lian (2017) the headmaster always involves teachers in training and competition activities, and the headmaster always control activities as outlined in the teacher's work assessment, which is useful for improving teacher's potential and performance and to improve the quality of teaching and learning achievement SMP Negeri 13 Palembang; and 4) Sumatera News of October 31, 2016 states that SMP Negeri 3 Palembang won the South Sumatera Governor's award as "Clean and Culture School". From the exposure of recent research findings and the condition of SMP Negeri 3 and 13 Kota Palembang, according to the researchers "The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teacher is important to be examined. The results of this study are expected to contribute to all headmasters to always do supervision and provide motivation to teachers to achieve the effective teacher.

EFFECTIVE TEACHERS

Performance means what employees do or do not do (Mathis, 2006: 377). According to Hasibuan (2003: 87) understanding of the performance is to assess the ratio of the real work of quality standards and quantities produced by each employee. Performance is the result of success achieved by someone in the field of work according to certain criteria and evaluated by certain people. In addition, Robbins (2010: 218) argued that employee performance is a function and interaction between ability, motivation, and opportunity. In assessing the teachers' performance, there are several dimensions 1) the quality of work achieved based on the requirements of suitability; 2) job knowledge is the breadth of knowledge about work and skills; 3) creativeness is the authenticity of the ideas raised and the actions to solve the problems; 4) cooperation is the willingness to cooperate with others; 5) dependability of awareness and credibility in terms of attendance and completion of work; 6) initiative to carry out new tasks and in enlarging its responsibilities; and 7) personality, leadership, hospitality, and personal integrity (Gomes, 2011: 154). According to Mathis (2006: 378), teacher performance includes 1) quantity of work, 2) quality of work, 3) timeliness of results, 4) attendance, and 5) ability to work together. Performance evaluation has a number of goals in the organization. According Akadum (2013:

67) performance is the result of work in quality and quantity achieved by an employee in performing their duties according to the responsibilities. A person's performance is a combination of ability, effort, and opportunity that can be judged from his work (Akadum, 2013: 67). Definitely performance is a work achieved by person in carrying out the tasks assigned to him based on his skills, experience, and sincerity. Performance appraisal is to assess the ratio of real work results produced by each employee (Hasibuan, 2003: 87). Hasibuan (2003: 97) also stated that performance appraisal is a systematic evaluation of the work that has been done by employees and is intended for development. Then according to Siswanto (2011: 231) performance appraisal is an activity by management or supervisor. This study examines effective teacher. According to Moore (2005: 9) the effective teachers is a complex occupation requiring the development of knowledge and essential teaching skills, as well as continuous professional growth. To measure the effective teachers, there are 4 (four) indicators that must be met 1) making a quality planning and preparation; 2) preparing a positive learning environment; 3) using valid learning techniques; 4) portray professional behavior. The effective teacher indicator used in this research is according to Moore (2005: 9), 1) engage in quality planning and preparation; 2) prepare a positive classroom environment; 3) use proven instructional techniques; and 4) exhibit professional behavior. This will be developed in the form of a questionnaire as a research instrument.

HEADMASTER'S SUPERVISION

According Mulyasa (2009: 77) supervision is an activity to determine the essential conditions that will ensure the achievement of educational goals. The supervision orientation can be said as a process of assistance in developing teaching and learning situations in order to obtain better conditions. Supervision is the effort of the headmaster in assisting the development of teachers and other school personnel to achieve educational goals. The headmaster's supervision objective is to raise the awareness of teacher to work with his or her own ability to correct the deficiencies in performing the tasks based on the headmaster's assessment. In practice, the headmaster as a supervisor should consider 1) a collegial rather than hierarchical consultative relationship; 2) implemented democratically; 3) centered on educational personnel; 4) based on the needs of educational teachers; and 5) professional assistance (Mulyasa, 2009: 113). According to Mulyasa (2009: 114) headmaster supervisory activities can be carried out effectively through group discussions, class visits, individual talks and learning simulations. Teaching supervision is what school staff does to their staff to maintain the implementation of school activities that directly affect the teaching process. Burhanuddin (2008: 102) states supervision is the coaching given to all school staff so they can improve the ability to develop better teaching and learning situations. According to Bafadal (2009: 41), there are four phases in carrying out skills development 1) create a harmonious relationship; 2) needs analysis; 3) develop strategic and media; and 4) assess and revise. According to Siswanto (2011: 122), the efforts and guidance activities of the teacher include guidance in the classroom such the teaching method, the relationship between the students and the teacher and the teaching and learning process, the guidance outside the class includes making the unit lesson, writing and reviewing the

lesson unit. Bafadal (2009: 25) formulated about the quality supervision, professional supervision, and teacher's motivation.

ACHIEVEMENT MOTIVATION

According to Lai (2011) motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (perceptions, beliefs, and attitudes). Motivation is a change of energy in a person characterized by the emergence of "feeling" and preceded by the response to the existence of goals (Sardiman, 2010: 73-76). From this definition contains three important elements, 1) the motivation that initiates the occurrence of energy changes in the individual human self; 2) motivation is characterized by the appearance, taste, affection of a person; and 3) motivation will be stimulated the need. Motivation is one of the psychological factors that influence the teaching and learning process. There are so many "motives" to show why someone is doing something. The word "motive" is defined as the effort that drives someone to do something. Motives can be interpreted as an effort force person to perform certain activities in order to achieve the goal. Even the motif can be interpreted as an internal condition. According to McDonald (2012: 173) motivation is the change in energy in a person (person) characterized by the emergence of feelings and reactions to achieve goals. Vroom's Expectancy Theory describes the motivated behavior as goal oriented. He argues that people tend to act in a hedonistic way (Vroom, 1964) preferring the actions that will bring the highest subjective utility. Expectancy theory holds people to behave that produce desired combinations of expected outcomes (Kreitner and Kinicki, 1998). The expectancy theory states that the strength to act in a certain way depends on the strength of expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual (Robbins, 1993). Robbins (2010: 198) argues that motivation is a willingness to expend high levels toward organizational goals, conditioned by the ability to meet an individual's needs. Motivation can also be said as a willingness to achieve high levels to achieve goals (organization) or specific targets. In the motivation there are three elements of needs, efforts, and organizational goals. McClelland identifies two individual theories and behaviors in the workplace of Theory X and Theory Y. Theory X assumes that humans have a dislike of working attached to him and will avoid work where possible. Therefore people should be in control and treated for hard work. Theory X also assumes that the average human being has no responsibility, chooses to be directed and wants security. Theory Y assumes that human beings are self-directed when they commit to organizational goals. It assumes that if the work is satisfactory, results will be a commitment to the organization and under appropriate conditions, humans will learn to seek responsibility (Jennife, 2002).

RESEARCH METHOD

In this research, we used quantitative design to see the partial and simultaneous influence between the variables (Sugiyono, 2012: 25). The purpose of quantitative research is to develop and use mathematical models, theories or hypotheses related to natural phenomena (Sugiyono, 2012: 26). The quantitative research variables tested in this study consist of headmaster supervision (X1) on the effective teacher (Y), achievement

motivation (X2) on effective teacher (Y). While simultaneous hypothesis testing the headmaster supervision (X1) and achievement motivation (X2) on effective teacher (Y), then all data obtained is processed with a quantitative analysis.

RESULTS AND DISCUSSION

1. Influence of Headmaster's Supervision on Effective Teacher

The result of the research shows that the supervision of Headmaster has a significant effect on effective teacher. These results support the proposed hypothesis in which the headmaster's supervision has a significant effect on effective teacher. According to the result of calculation based on regression equation, it can be explained that if the headmaster's supervision score (X1) increases 1 unit score, then effective teacher (Y) will increase equal to 22,628, 1 unit score with provisions headmaster's supervision (X1) constant. Regarding whether or not there is a significant influence between headmaster's supervision (X1) on effective teacher (Y), the headmaster's supervision got $t_{obtained}$ score 2,452 with significant 0.000 ($p < 0.05$) with t_{table} of 1,980 or in other words $t_{obtained} > t_{table}$, then reject H_0 and accept H_a . It shows there is a significant influence between headmaster's supervision variable (X1) on effective teacher (Y). In formulating objectives, less supporting facilities and implementation strategies, the implementation of teaching supervision follows the stages such planning, the observation, and the learning process becomes effective, but not achieved all teachers are supervised according to the program. The techniques used by the headmaster are individual techniques, group techniques and clinical supervision. Follow-up is the provision of assistance and guidance to teachers who experiencing difficulties in the implementation of tasks, professional improvement and training. But it has not been implemented as a plan in the supervision program. Inhibiting factors in the implementation of supervision such lack of competence of some supervisors, activities outside the unplanned supervision schedule, difficult to change old habits. The results of this study prove that the teacher as imperfect individual and social beings who need help, close to him to help him in carrying out his duties and responsibilities, in this case the teacher's competence is influenced by the influence of headmaster's supervision. The result of this research is similar to Wiryanto's research (2002) concluded that there is a positive correlation between teachers' perception toward headmaster's supervision with effective teacher, relationship strength level is 0,85 and effective contribution is 72,64%. Furthermore, Prasetyo's findings (2006) concluded that there is significant influence of headmaster's supervision on the competence of elementary school teachers in Sumowono Sub-district, Semarang with determination coefficient of 55.80%, and (3) simultaneous influence on achievement motivation and headmaster's supervision to the competence of elementary school teachers in Sumowono District Semarang with the coefficient of determination 97.3%, the rest teacher competence is influenced by other factors outside the research variables. In addition it is supported also by Purbasari (2015) that academic supervision affects the variable performance of teachers in learning by 23.2% with the criterion of moderate relationship. It means, the teacher performance variable can be explained by academic supervision variable 23,2% through linear relationship $Y = 75,977 + 0,4X$. Therefore, in order to

improve teacher performance, academic supervision must be implemented optimally. Recommendations based on the results of research include on the implementation of academic supervision, headmaster should pay more attention to supervision implementation, whereas the teachers should further improve its performance, especially in the aspects of learning evaluation and follow-up student assessment results. These five findings, to be supporters of the results of this study in accordance with the proposed hypothesis, where there is influence of the headmaster's supervision of effective teacher. Supervision is a service effort and assistance in the form of guidance from superiors (headmasters) to school personnel (teachers) and other school officers. Supervisors act as stimulators, counselors and consultants for teachers in improving teaching and creating good teaching and learning situations. In addition, supervision is expected to bring the impact of good development for the progress of the teaching process through improving the existing curriculum in schools as one means in improving the quality of education.

2. The Influence of Achievement Motivation on Effective Teacher

From the result of the research showed that achievement motivation have significant effect on effective teacher. These results also support the proposed hypothesis in which achievement motivation has a significant effect on effective teacher. The result of regression explained that if the score of achievement motivation (X2) increased 1 unit score, then the effective teacher (Y) will increase equal to 0,594 unit score, with provision of achievement motivation value (X2) constant. Regarding the presence or absence of significant influence $t_{obtained}$ acquisition of achievement motivation (X2) of 5,607 with a significant level of 0.001 ($p < 0.05$), then reject H_0 it shows there is a significant influence between achievement motivation (X2) on effective teacher (Y). This shows that achievement motivation (X2) has an effect on effective teacher (Y). This is in line with the results of research Choliq (2015) testing of the accuracy of the regression model obtained from Test F. Based on the analysis, obtained score $f_{obtained} = 68.337$ while the score $f_{table} = 2.674$ so $f_{obtained} > f_{table}$ with probability 0.000 smaller than 0.05. This shows that effective teacher variable can be explained by variation of achievement motivation variable, school climate, and job satisfaction significant at 5%. Thus the multiple linear regression model used is accurate. The coefficient of determination (R²) 0.618 has the meaning of achievement motivation variable, school climate, and job satisfaction contribute 61,8% to effective teacher change, or can explain effective teacher equal to 61,8%. The coefficient of achievement motivation regression of 0.661 shows the magnitude of the influence of achievement motivation on effective teacher with direct influence. This means that the higher the achievement motivation, the higher the level of effective teacher. Regression analysis results obtained $t_{obtained} 8.440$ while $t_{table} 1.657$ so $t_{obtained} > t_{table}$ means H_0 rejected, tested that the achievement motivation has positive effect on effective teacher. The results of this study can be understood because obviously if the teachers have achievement motivation, then they will try to carry out their duties and responsibilities as well as possible. Ultimately the competence of teachers will be in line with if the teacher performs duties and responsibilities as well as possible in accordance with the ability of teacher.

3. The Influence of Headmaster's Supervision and

Achievement Motivation on Effective Teacher

From the result of the research show that headmaster's supervision and achievement motivation have significant effect on effective teacher. These results support the proposed hypothesis in which the headmaster's supervision and achievement motivation have significant effect on effective teacher. By taking a significant level of 0.004 ($p < 0.05$), then H_0 is rejected and H_a accepted, this can be seen from the F test conducted where $f_{obtained}$ is $23.618 > f_{table}$ of 3.267. It can be concluded that there is influence simultaneously between headmaster's supervision and achievement motivation toward effective teacher as well as showing a positive relationship between headmaster's supervision and achievement motivation toward effective teacher. This suggests that headmaster supervisory variables and achievement motivations affect the effective teachers together. Headmasters need to optimize the guidance to teachers through the implementation of academic supervision and more to improve transformational leadership applied in schools to improve the effective teaching, to realize the quality of learning in the framework of improving the quality of education. The teachers should improve the effective teaching in the classroom by establishing good cooperation with all components of the school, especially the headmaster in the administration of academic supervision and in the implementation of transformational leadership. The results of this study in accordance with the opinion of Biehler & Snowman (2016) which mentions that many factors that affect the enterprising teachers in work and often found that teachers who work hard and high motivation for achievement suddenly not enthusiastic at all to do something because the death of a husband or his wife (the need to be loved will make the headmaster understand why teachers who are hungry, sick or have poor physical condition have no motivation to work). The results of this study prove that the ability of teacher can be improved There is Expectancy theory suggested by Vroom (2015: 245) states that the forces that motivate a person to work diligently in doing his job depend on the mutual relationship between what is wanted and needed from the work.

CONCLUSION

Based on the results of data analysis, it can be concluded that 1) there was significant influence of headmaster's supervision on effective teachers with $t_{obtained} 2,452$ and t_{table} was 1,980; 2) there was significant influence of achievement motivation on effective teachers with $t_{obtained} 5,627$ and t_{table} was 1,980, and 3) there was significant influence of headmaster's supervision and achievement motivation on effective teachers with $f_{obtained} 23.618$ and f_{table} was 3,267. This research contributed that the headmaster should upgrade the supervision of teachers and achievement motivation where they would actualized the effective teachers.

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