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EFFECT OF SUPERVISION INTENSITY, WORK MOTIVATION, AND COMMITMENT ON TEACHERS' PERFORMANCE

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ABSTRACT :*This research aims at finding out (1) the effect of principals' supervision intensity on teachers' performance, (2) the effect of work motivation on teachers' performance, (3) the effect of commitment on teachers' performance, (4) the effect of principals' supervision intensity on teachers' performance, (5) the effect of work motivation on teachers' performance. This research applies a quantitative method. The technique of data collection uses questionnaires. The technique of data analysis implements path analysis. Findings reveal that (a) principals' supervision intensity has positive and significant direct effect on teachers' performance, (b) work motivation has positive and significant direct effect on teachers' performance, (c) work commitment has positive and significant direct effect on teachers' performance, (d) principals' supervision intensity has positive and significant direct effect on work commitment, and (e) work motivation has positive and significant direct effect on work commitment.*

Keywords: Supervision Intensity, Work Motivation, Commitment, Teachers' Performance

I.   INTRODUCTION

Teachers play important roles in the educational realm particularly in formal education at schools. UNESCO unveiled a survey of teachers' quality. It is reported that Indonesia ranks 14 out of 14 developing countries. This means that teaching performance in Indonesia may fall short of expectations. In other words, many teachers in this country have not optimally performed their duties. Factors influencing teachers' performance are teachers' educational background, supervisory practice, training program, working climate, facilities, teachers' physical and mental condition, principals' leadership style, commitment, teachers' welfare, and principal's managerial ability (Fauze, 2010).

Yet, there is a discrepancy found in the aspect related to the functions of teachers at schools. This is due to the lack of motivation leading to teacher dissatisfaction. The teachers are less optimal because they have a small amount of direction and are less able to survive in learning circumstances full of pressure including amplifying the quality and learning process itself. Motivating principals are supposed to empower their teachers in order to create teachers with good performance as well as to professionally and consistently act in improving their own work quality. Yet, the teachers' performance is still regarded as low because of a great number of teachers who are unable to plan, perform, and evaluate their learning activities.

These issues indicate that a decline in teachers' performance, along with the quality of education, needs to be improved. In other words, teachers' performance is an important determinant for the development of educational quality. Principals' supervision intensity, work commitment and teachers' work motivation are some factors affecting teachers' performance at schools.

Principals' supervision is vital to correct and improve teachers' performance. A principal must truly understand and precisely demonstrate function of supervision at school. However, principals' supervision

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intensity is categorized low because of the lack of direction to the teachers in composing syllabus, deciding learning strategy, carrying out learning activities, managing, and using both learning media and facilities. Yet, these constraints still can be overcome by having more intense supervision from a principal. This supervision is expected to support the process of learning especially to the teachers in planning, acting, and evaluating the learning process.

The improvement of performance should go together with high motivation since it is a stimulus in carrying out the duties. Motivation is a driving force to create people's incitement in working and with all efforts, it will establish good cooperation in order to reach satisfaction. A teacher is supposed to feel motivated in teaching since the success of a teacher is underlied by how motivated he/she is. Teachers with motivation are satisfied with their duties because all needs fulfilled encourage them to improve their performances constantly. Unfortunately, most of the teachers are lack of support from both inside and outside of the school environment which then affected teachers' performance.

Work commitment is a teachers' effort for self-development, as it reflects commitment toward their duties. Yet, this commitment is still categorized low because of a number of teachers who are not composing their own syllabus and lesson plans, bringing the textbooks along, having incongruent learning programs with the teaching practice or even leaving the classroom in their work hours. Work commitment should become a serious concern and be promptly improved to increase teachers' performance. Issues related to the teaching performance will always continue to happen, thus, principals' assistance through supervision, motivation, and commitment are crucial to develop teachers' performance as well as to run their duties optimally.

II.   RESEARCH METHODOLOGY

This research is conducted in elementary schools of Pohuwato District. The population is 811 teachers, and samples are 89 teachers. Data analysis applies path analysis.

FINDINGS
A.   Description of Research Variable
1.   Principals' supervision intensity (X_1) variable
Descriptive analysis result of principals' supervision intensity analysis is as follow:

Table 1: Principals' supervision intensity

	Frequency	Percent	Valid Percent	Cumulative Percent
Intense	48	53.9	53.9	53.9
Sufficiently Intense	35	39.3	39.3	39.3
Less Intense	6	6.7	6.7	100.0
Total	89	100.0	100.0	

Source: Data Collection of SPSS 21, 2019
Table 4.3 illustrates that 48 teachers or 53.90% perceive intense supervision, 35 teachers, or 39.30% perceive sufficient supervision, and 6 teachers or 6.70% perceive less intense supervision performed by their principals.

2.   Work Motivation (X_2) Variable
Descriptive analysis result of work motivation variable is as follow:

Table 2 : Work Motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
High	59	66.3	66.3	66.3
Sufficient	29	32.6	32.6	98.9
Low	1	1.1	1.1	100.0
Total	89	100.0	100.0	

Source: Data Collection of SPSS 21, 2019
Table 4.5 indicates that there are 59 teachers or 66.30% with high motivation, 29 teachers or 32.60% with sufficient motivation, and 1 teacher or 1.10% with low motivation.

3.   Work Commitment Variable (X_3)
Descriptive analysis result of respondents' responses is as follow:

Table 37 : Work Commitment

	Frequency	Percent	Valid Percent	Cumulative Percent
High	64	71.9	71.9	71.9
Sufficient	23	25.8	25.8	97.8
Low	2	2.2	2.2	100.0
Total	89	100.0	100.0	

Source: Data Collection of SPSS 21, 2019
Table 4.7 shows that work commitment variable has 3 categories including 64 teachers or 71.90% with high commitment, 23 teachers or 25.80% with sufficient commitment, and 2 teachers or 2.20% low commitment.

4.   Teachers' Performance (Y) Variable
Descriptive analysis result of teachers' performance is as follow:

Tabel 4: Teachers' Performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Good	61	68.5	68.5	68.5
Sufficient	27	30.3	30.3	98.9
Less	1	1.1	1.1	100.0
Total	89	100.0	100.0	

Source: Data collection of SPSS 21, 2019
Table 4.9 demonstrates that 61 teachers or 68.50% are able to manage good performance, 27 teachers or 30.30% are with sufficient performance, and 1 teacher or 1.10% has less performance.

B.   Result of Path Analysis and Hypothesis Testing
In path analysis, there are two crucial values namely correlation value and standardized coefficient. Meanwhile, in hypothesis testing, they are called the t count and the t table. The value of t_{able} depends on the amount of df (degree of freedom) along with its significance used. By using the significance level of 5% and df value of n-k-1 = 87-3-1 = 85, the t_{table} value of 1.988 is obtained.
The correlation coefficient (r) is needed for path analysis calculation. In the first equation, it is found that the correlation of principals' supervision intensity, work motivation, and work commitment towards teachers' performance are 0.678, 0.703, and 0.897 respectively. Furthermore, in the second equation, it is found that the correlation of principals' supervision intensity and work motivation towards work commitment are 0.626 and 0.678 sequentially. The following is the result correlation analysis (r) testing using SPSS 21:

Table 5: Correlation Coefficient

		Y	X1	X2	X3
Pearson Correlation	Teachers' Performance	1.000	.678	.703	.897
	Supervision Intensity	.678	1.000	.526	.626
	Work Motivation	.703	.526	1.000	.678
	Work Commitement	.897	.626	.678	1.000
Sig. (1-tailed)	Teachers' Performance	.	.000	.000	.000
	Supervision Intensity	.000	.	.000	.000
	Work Motivation	.000	.000	.	.000
	Work Commitement	.000	.000	.000	.
N	Teachers' Performance	89	89	89	89
	Supervision Intensity	89	89	89	89
	Work Motivation	89	89	89	89
	Work Commitement	89	89	89	89

Source: Data Collection of SPSS 21, 2019
Based on the previous result, the values are denoted from the correlation between each independent variable and dependent variable; dependent variable and mediator variable. Additionally, results of standardized coefficient value and the hypothesis testing are presented as follows:

a.   First Equation Testing
Analysis result using SPSS program is presented in the following table 6::

Table 6: Direct Effect

Model	R	B	Koefisien Jalur	T	Sig.
Supervision Intensity	0.678	0.168	0.114	2.955	0.004
Work Motivation	0.703	0.144	0.101	2.383	0.019
Work Commitment	0.897	0.694	0.623	10.548	0.000

Source: Data Collection of SPSS 21, 2019

Based on the previous figures, the path analysis structural equation modeling is:

$$\hat{Y} = 0{,}114X_1 + 0{,}101X_2 + 0{,}623X_3 + 0{,}162e$$

Further, it can be illustrated that path structure of X_1, X_2, and X_3 variables to Y is as follow:
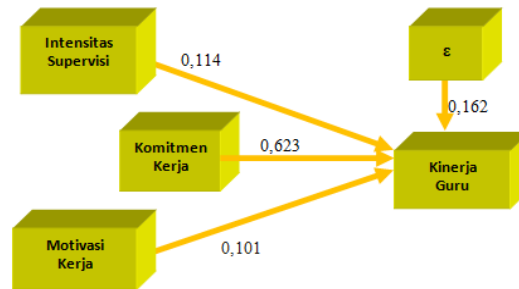
Picture 1: Path Analysis Structure
The effect of X_1, X_2, and X_3 on Y

Based on the previous table and construct, the following is the hypothesis testing results presented:

1.　The effect of principal supervision intensity

Based on the analysis, t_{count} value of principals' supervision intensity is 2.955. If it compares to t_{table} value of 1.988, the t_{count} is higher than t_{table}. Therefore, it is deduced that principals' supervision intensity has a positive and significant direct effect of 11.40% on teachers' performance at elementary schools of Pohuwato District.

2.　The effect of work motivation on teachers' performance

Based on the analysis, t_{count} value of work motivation is 2.383. If it compares to t_{table} value of 1.988, the t_{count} is higher than t_{table}. Therefore, it is deduced that work motivation has a positive and significant direct effect of 10.10% on teachers' performance

3.　The effect of work commitment on teachers' performance

Based on the analysis, t_{count} value of work commitment is 10.548. If it compares to t_{table} value of 1.988, the t_{count} is higher than t_{table}. Therefore, it is deduced that work commitment has a positive and significant direct effect of 62.30% on teachers' performance.

b.　Second Equation Testing

Analysis result of positioning work commitment as dependent variable and principals' supervision intensity and work motivation as independent variables is presented as in the following table 7:

Table 7 : Indirect Effect

Model	r	β	Path Coefficient	t	Sig.
Supervision Intensity	0.626	0.371	0.232	4.414	0.000
Work Motivation	0.678	0.483	0.328	5.740	0.000

Source: Data collection of SPSS 21, 2019

Based on the previous figures, the path analysis structural equation modeling is:

$$\hat{Y} = 0{,}232X_1 + 0{,}328X_2 + 0{,}440e$$

Further, it can be illustrated that path structure of X_1, X_2, and X_3 variables to Y is as follow:
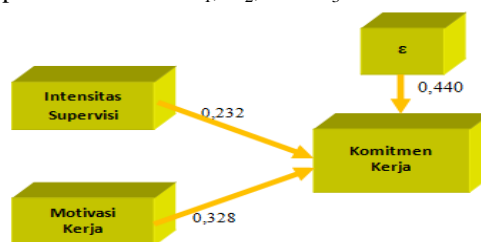
Picture 2 : Structure of X1 and X2 effects on X3

Based on the table and construct above, the following presents the hypothesis testing results:

1)   The effect of principals' supervision intensity on work commitment

Based on the analysis, t_{count} value of principals' supervision intensity is 4.414. If it compares to t_{table} value of 1.988, the t_{count} is higher than t_{table}. Therefore, it is deduced that principals' supervision intensity has a   positive and significant direct effect of 23.20% on work commitment.

2)   The effect of work motivation on work commitment

Based on the analysis, t_{count} value of work motivation is 5.740. If it compares to t_{table} value of 1.988, the t_{count} is higher than t_{table}. Therefore, it is deduced that work motivation has a positive and significant direct effect of 32.80% on work commitment

III.   DISCUSSION

1.   The effect of principals' supervision intensity on teachers' performance

Findings show that the t_{count} value for principals' supervision intensity is 2.955. If it compares to t_{table} value of 2.955, then the t_{count} is higher than t_{table}. The significance value of principals' supervision intensity is lower than the probability value of 0.05 or 0,004<0,05. This signifies that principals' supervision intensity has a positive and significant direct effect of 11.40% on teachers' performance. This effect demonstrates that intense supervisory practice from a principal has given good contribution yet needs improvement in order to bring greater impact on teachers' performance.

Unfortunately, principals have not seriously improved and overcome the unpleasant findings. This is also highlighted by Sahertin (2000:19) that principals' supervision intensity is a determined effort of a person who leads and is responsible for all components in the school by providing services to educational stakeholders, particularly teachers either in groups or individually as a way of increasing the quality of the learning process and outcomes.

The descriptive testing result reveals that 48 teachers or 53.90% perceive intense supervision, 35 teachers, or 39.30% perceive sufficient supervision, and 6 teachers or 6.70% perceive less intense supervision performed by their principals. This means that principals are constantly active conducting supervisory practice aiming to fulfill their responsibilities as leaders in their schools. For instance, be responsible for school developments, including active observation and integrated supervision to enhance teachers' competence and students' outcomes.

The importance of principals' intensity in supervisory practice by Sedarmayanti (2018:284) is that the assessment taken is an input for teachers to improve their performances.

The result of this insignificant effect is in line with Admodiwiro (2011:41). He stated that the duty of a supervisor is not to judge but to help, encourage, and ensure the teachers that the learning process can be improved

2.   The effect of work motivation on teachers' performance

Findings show that t_{count} value of work motivation is 2.383. If it compares to t_{table} value of 1.988, the t_{count} is higher than t_{table}. The significance value of work motivation is lower than the probability value of 0.05 or 0,019≤0,05. This signifies that work environment has a positive and significant direct effect of 10.10% on teachers' performance at elementary schools of Pohuwato District. This effect also demonstrates that the higher motivation is, the better teachers' performance will be in carrying out their duties as educators.

Similarly, Pasolong (2007:176) stated that a person's performance is determined by his/her ability and motivation to work. In other words, it is interpreted that high motivation affects one's performance in carrying out his/her duty as an employee in an organization

Furthermore, the descriptive testing result reveals that 59 teachers or 66.30% have high motivation, 29 teachers or 32.60% have sufficient motivation, and 1 teacher or 1.10% has low motivation. These show that teachers are highly motivated to perform their duties and responsibilities in order to reach the best working result in the process of learning as well as fulfilling tasks and responsibilities out of teaching activity, i.e., administrative management.

This result is in accordance with Fredick Hezberg et al. (Wirawan, 2013). They pointed out about motivational and hygiene "maintenance" factors. Based on this theory, motivational factors are things to encourage people to be excellent; related to the intrinsic nature or self-sourced. Hygiene, on the other hand, is factors related to extrinsic nature which also plays a role for one's behavior in life.

3.   The effect of Work Commitment on teachers' performance

Findings show that t_{count} value of work commitment is 10.548. If it compares to t_{table} value of 1.988, the t_{count} is higher than t_{table}. The significance value of work commitment is lower than the probability value of 0.05 or 0,000≤0,05. This signifies that work commitment has a positive and significant direct effect of 62.30% on teachers' performance. This effect also shows that work commitment has an immense impact on the development of teachers' outcomes since committed teachers will tend to do their jobs with the utmost process and expectations.

According to Beer (2009:19) that commitment immensely affects teachers' performance. Thus, an organization with high commitment will have sustained performance.

Descriptive testing results find that 61 teachers or 68.50% are able to manage good performance, 27 teachers or 30.30% are with sufficient performance, and 1 teacher or 1.10% has less performance. This means that teachers are able to achieve the best results on their duties as educators in which they are able to conduct academic and non academic activities with good results even though some shortcomings need to be improved through maximizing the roles of principals, educational stakeholders, and the teachers themselves.

Syaharuddin Y (2016) stated that organizational commitment positively affects teachers' performance. Apparatus' commitment will gain the overall organizational objectives, particularly in terms of a more effective hotel tax acceptance.

4. The effect of Principals' Supervision Intensity on Work Commitment

Findings show that t_{count} value of principals' supervision intensity is 4.414. If it compares to t_{table} value of 1.988, the t_{count} is higher than t_{table}. The significance value of principals' supervision intensity is lower than the probability value of 0.05 or $0,000 \leq 0,05$. Therefore, this signifies that principals' supervision intensity has a positive and significant direct effect of 23.20% on work commitment. This effect shows that principals' supervision intensity induces teachers to be constantly committed to perform their duties well.

This result is in compliance with Jones in Mulyasa (2003:155) that supervision is an inseparable part of the whole educational administration aiming to specifically develop the effectiveness of school personnel' performances and teachers' commitments pertaining to the main responsibilities in education. Therefore, supervision is an effort of principals in leading teachers and other school officials through some improvements e.g., stimulation, accretion of duties, teacher developments, revision on educational objectives, materials and methods in teaching, and evaluation.

The supervisory practice of supervisors will positively impact on teachers' competence. Wahjosumidjo (2005:171) argued that the framework of fostering teacher competence through supervision is not only focusing on knowledge development and learning management skill, but also encouraging the expansion of motivation in improving performance quality. Besides fostering the teachers, the principals are also functioned as a motivator. Hence, every element of the leadership should be able to consciously bring both subordinates and colleagues along to achieve the objectives.

5. The effect of Work Motivation on Work Commitment

Hypothesis testing results show that t_{count} value of work motivation is 5.740. If it compares to t_{table} value of 1.988, the t_{count} is higher than t_{table}. The significance value of principals' supervision intensity is lower than the probability value of 0.05 or $0,000 \leq 0,05$. This signifies that work motivation has a positive and significant direct effect of 32.80% on work commitment. This effect shows that highly motivated teachers are encouraged to do their jobs well and able to emerge desire to maintain and improve their works.

These statements are in accordance with Mar'at (2000:87), stating that the commitment of an employee is influenced by several factors occurred in the workplace such as motivation, compensation, training, functions of the employer, cooperation climate, and conflicts.

The descriptive result reveals that the work commitment variable has 3 categories showing 64 teachers or 71.90% with high commitment, 23 teachers or 25.80% with sufficient commitment, and 2 teachers or 2.20% with low commitment. This indicates that teachers hold high loyalty in performing their duties. This attitude becomes a stimulus for the teachers to work based on the regulations and to have a sense of belonging in order to achieve the school vision and mission.

In corresponds to these results, Darmanto (2008:178) argued that supervisory practice aims at providing assistance in developing an ideal teaching and learning situation through increasing professionalism in teaching, assessing teachers' ability as educators and instructors, and assisting teachers to continuously improve their commitment in their respective fields, along with making improvements and guidance for the sake of educational quality developments

IV. CONCLUSION

Principals' supervision intensity has a positive and significant direct effect on teachers' performance. Work motivation has a positive and significant direct effect on teachers' performance. Work commitment has a positive and significant direct effect on teachers' performance. Principals' supervision intensity has a positive and significant direct effect on work commitment. Work motivation has a positive and significant direct effect on work commitment

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