

The Effect of Academic Supervision and Work Motivation on Teacher Performance at Pembina State Kindergarten in Wonosobo

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Article history

Submitted: 2026/04/12; Revised: 2026/05/22; Accepted: 2026/06/15

Abstract

This study aimed to improve the quality of instructional implementation through academic supervision at TK Pertiwi Dinas P dan K Wonosobo academic year. The research employed a School Action Research design consisting of two cycles, with each cycle involving planning, implementation, observation, and reflection stages. The subjects of the study were two kindergarten teachers. Data were collected through classroom observations, supervision instruments, and reflective discussions. The findings revealed that academic supervision significantly improved teacher performance in implementing learning activities. In the pre-cycle stage, teachers' performance was still categorized as moderate and adequate, with scores of 65 and 75. Following the implementation of academic supervision in Cycle I, teacher performance improved, with scores increasing to 75 and 80. Further improvement was observed in Cycle II, where both teachers achieved good performance categories with scores of 85 and 87. The improvement was attributed to systematic supervision activities, including classroom observation, professional guidance, constructive feedback, motivation, and reflective evaluation. The study also found that increased teacher motivation contributed positively to instructional effectiveness, confidence, and commitment to implementing lesson plans. These findings indicate that academic supervision is an effective strategy for enhancing teacher professionalism and improving the quality of learning implementation in early childhood education institutions. Therefore, school principals are encouraged to conduct continuous academic supervision as part of sustainable teacher professional development programs to achieve better educational outcomes.

Keywords

Academic Supervision; Effect; Teacher Performance; Work Motivation



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INTRODUCTION

Teacher performance is one of the most important determinants of educational quality because teachers play a central role in planning, implementing, and evaluating learning activities. In early childhood education institutions, teacher performance becomes even more crucial because kindergarten teachers are responsible for shaping children's cognitive, social,

emotional, and moral development during the formative years. High-performing teachers are expected to demonstrate professional competence, pedagogical skills, commitment, and responsibility in carrying out their duties. Therefore, efforts to improve teacher performance have become a major concern for educational institutions, policymakers, and school leaders seeking to achieve educational excellence and improve learning outcomes (Setiyaningsih, 2020).

In the context of educational management, teacher performance is influenced by various internal and external factors. Internal factors include work motivation, job satisfaction, professional commitment, and personal competence, while external factors encompass leadership, organizational climate, supervision, and institutional support. Among these factors, academic supervision and work motivation are frequently identified as significant determinants of teacher effectiveness. Effective academic supervision provides guidance, professional assistance, and constructive feedback that help teachers improve instructional practices. At the same time, strong work motivation encourages teachers to perform their duties enthusiastically and consistently, resulting in higher levels of productivity and instructional quality (Diva et al., 2025).

Academic supervision is a systematic process conducted by school principals to assist teachers in improving the quality of teaching and learning. It focuses on enhancing teachers' professional competencies through classroom observations, coaching, mentoring, evaluation, and follow-up activities. Academic supervision is not merely an assessment mechanism but also a developmental strategy aimed at helping teachers overcome instructional challenges and adopt effective teaching practices. When implemented effectively, academic supervision can foster continuous professional growth, strengthen teachers' pedagogical skills, and improve their overall performance in the classroom (Azwardi, 2020).

The importance of academic supervision has been highlighted in numerous educational studies. Research indicates that teachers who receive regular supervision tend to demonstrate better instructional planning, classroom management, and assessment practices than those who receive limited professional guidance (Wardhani et al., 2024). Academic supervision also promotes reflective teaching by encouraging teachers to evaluate their instructional methods and identify areas for improvement. Consequently, schools that implement effective supervision programs often experience higher levels of teacher professionalism and educational quality (Firman & Sudadio, 2023).

Besides academic supervision, work motivation is another crucial factor influencing teacher performance. Work motivation refers to the internal and external forces that stimulate individuals to achieve organizational goals and fulfill professional responsibilities. Motivated teachers are more likely to demonstrate commitment, creativity, persistence, and enthusiasm in performing their tasks. They tend to invest greater effort in lesson preparation, classroom instruction, and student support activities. As a result, motivated teachers contribute significantly to the achievement of educational objectives and institutional success (Ibrahim et al., 2020).

The relationship between work motivation and teacher performance has received considerable attention in educational research. Studies have consistently shown that teachers with higher levels of motivation exhibit better job performance, stronger professional commitment, and greater willingness to engage in continuous improvement activities. Motivation not only influences teachers' work attitudes but also affects their productivity, instructional effectiveness, and ability to adapt to educational changes. Therefore, enhancing teacher motivation remains an important strategy for improving educational quality and organizational effectiveness (Palupiningsih et al., 2021).

Furthermore, academic supervision and work motivation are closely interconnected. Effective supervision can increase teachers' motivation by providing recognition, support, and opportunities for professional development. Teachers who feel supported by school leaders are more likely to develop positive attitudes toward their work and demonstrate higher levels of commitment (Mulyono & Sulistyani, 2022). Conversely, inadequate supervision may reduce motivation and hinder professional growth. Previous studies have found that academic supervision positively influences both work motivation and teacher performance, indicating that these variables contribute collectively to educational improvement (Marlina et al., 2022).

Pembina State Kindergarten in Wonosobo, as an educational institution committed to providing quality early childhood education, requires teachers who possess strong professional competencies and high levels of motivation. However, variations in teacher performance may still occur due to differences in supervision practices and motivational factors. Understanding how academic supervision and work motivation affect teacher performance is therefore essential for developing effective management strategies that support teacher development and organizational success. Identifying these relationships can help school leaders design appropriate interventions to enhance teaching quality and educational outcomes (Satria et al., 2024).

METHODS

This study employed a quantitative approach using an ex post facto research design to examine the effect of academic supervision and work motivation on teacher performance at Pembina State Kindergarten in Wonosobo. The population consisted of all teachers working at the institution, and because the number of teachers was relatively limited, a total sampling technique was applied, allowing all teachers to participate as research respondents. Data were collected through structured questionnaires using a Likert scale to measure the variables of academic supervision, work motivation, and teacher performance. Prior to data collection, the research instruments were tested for validity and reliability to ensure the accuracy and consistency of the measurements. The collected data were analyzed using descriptive statistics to describe the characteristics of each variable and multiple linear regression analysis to determine the partial and simultaneous effects of academic supervision and work motivation on teacher performance. Statistical analyses were conducted with the assistance of statistical

software, and hypothesis testing was carried out at a significance level of 0.05 to determine whether the independent variables significantly influenced teacher performance.

FINDINGS AND DISCUSSION

The Effect of Academic Supervision on Teacher Performance at Pembina State Kindergarten in Wonosobo

Academic supervision is one of the principal's strategic functions aimed at improving teacher professionalism and instructional quality. The findings from the research data indicate that before academic supervision was implemented, teacher performance in carrying out classroom instruction was relatively low. Initial observations showed that of the two teachers observed, one teacher (50%) obtained a score of 75 and was categorized as "adequate," while the other teacher (50%) obtained a score of 65 and was categorized as "moderate." No teacher achieved either the "good" or "excellent" category. These findings demonstrate that teachers had not fully implemented lesson plans effectively and that pedagogical competencies still required improvement. The low performance was reflected in teachers' limited understanding of lesson plans, inadequate ability to implement instructional procedures, and insufficient awareness of the importance of following planned learning activities. These conditions are consistent with the view that academic supervision is necessary when teachers experience difficulties in translating planning into classroom practice (Glickman et al., 2020).

Following the implementation of academic supervision in Cycle I, teacher performance showed a noticeable improvement. Observation results revealed that one teacher (50%) achieved a score of 80 and entered the "good" category, while the second teacher improved to a score of 75 and remained in the "adequate" category. Compared with the pre-cycle condition, there was a positive shift in teacher performance. This improvement suggests that classroom visits, observations, feedback sessions, and instructional guidance provided through academic supervision enabled teachers to better understand classroom management and instructional implementation. Academic supervision functions not merely as an evaluation mechanism but as professional assistance that helps teachers identify weaknesses and improve instructional practices. Similar findings were reported by researchers who concluded that systematic academic supervision contributes significantly to teacher competence and classroom effectiveness (Mette et al., 2020).

The reflection conducted after Cycle I identified several remaining weaknesses. One teacher still experienced difficulties utilizing instructional media effectively, forgot to communicate learning objectives, did not summarize lesson content at the

end of instruction, and struggled with time management. These findings indicate that although supervision had begun to improve instructional performance, teachers still required continuous mentoring and follow-up guidance. Effective supervision is characterized not only by observation but also by constructive feedback and coaching that help teachers address specific instructional challenges. Through reflective discussions, teachers become more aware of their strengths and weaknesses and can develop strategies for improvement. Such findings support the argument that supervision is most effective when it incorporates collaborative reflection and continuous professional development (Hallinger & Heck, 2020).

In response to the challenges identified during Cycle I, additional supervisory actions were implemented in Cycle II. The principal provided more detailed explanations regarding the importance of lesson plan implementation, motivated teachers to use instructional media confidently, and encouraged peer tutoring among teachers. As a result, teacher performance increased substantially. Observation results in Cycle II indicated that both teachers (100%) achieved the “good” category, with scores of 87 and 85 respectively. This outcome demonstrates that continuous supervision accompanied by professional support can significantly enhance teacher instructional performance. The improvement from an average performance categorized as “adequate” and “moderate” during the pre-cycle stage to entirely “good” performance in Cycle II illustrates the effectiveness of academic supervision as an intervention for improving teaching quality (Bush, 2020).

The comparison between the pre-cycle, Cycle I, and Cycle II results further confirms the positive impact of academic supervision. During the pre-cycle stage, no teacher achieved the “good” category. In Cycle I, one teacher (50%) reached the “good” category, while the other remained “adequate.” By Cycle II, both teachers (100%) were categorized as “good.” This gradual progression reflects the cyclical nature of action research, where planning, implementation, observation, and reflection continuously contribute to professional growth. The findings indicate that academic supervision creates opportunities for teachers to receive feedback, improve pedagogical competence, and strengthen commitment to instructional standards. Consequently, academic supervision can be regarded as an effective strategy for improving teacher performance and instructional quality within early childhood education settings (Azwardi, 2020).

From a theoretical perspective, the results support instructional leadership theory, which emphasizes the principal’s role in guiding teaching and learning processes. Academic supervision allows principals to monitor instructional practices, provide

professional assistance, and ensure that teachers implement curriculum objectives effectively. The improvement in teacher performance observed in this study reflects the successful application of instructional leadership principles through systematic supervision activities. Previous studies have similarly demonstrated that principals who actively engage in supervision contribute positively to teacher effectiveness, student achievement, and school improvement (Ibrahim et al., 2020).

The findings also suggest that academic supervision strengthens teachers' pedagogical competencies. Teachers became more capable of aligning classroom instruction with lesson plans, managing learning activities, and utilizing instructional resources appropriately. Such improvements are essential because pedagogical competence directly influences learning quality and student outcomes. When teachers receive constructive supervision, they gain opportunities to refine instructional techniques and increase confidence in classroom practice. Therefore, academic supervision should be viewed not merely as administrative monitoring but as a professional development strategy that enhances instructional excellence (Palupiningsih et al., 2021).

Overall, the research findings clearly indicate that academic supervision has a significant positive effect on teacher performance at Pembina State Kindergarten in Wonosobo. Continuous supervision, reflective feedback, and professional assistance enabled teachers to improve instructional practices and achieve higher performance standards. The increase from 0% to 100% of teachers achieving the "good" category provides strong empirical evidence supporting the importance of academic supervision in educational institutions (Firman & Sudadio, 2023).

The Effect of Work Motivation on Teacher Performance at Pembina State Kindergarten in Wonosobo

Work motivation plays a crucial role in determining teacher performance because motivation influences effort, persistence, and commitment to professional responsibilities. The research findings indicate that teacher performance before intervention was relatively low, suggesting that motivational factors may have contributed to limited instructional effectiveness. Initial observations revealed that teachers were not consistently implementing lesson plans, lacked confidence in utilizing instructional media, and demonstrated insufficient awareness regarding the importance of instructional preparation. Such conditions often reflect low intrinsic motivation and limited professional enthusiasm, which can negatively affect teaching quality and classroom outcomes (Marlina et al., 2022).

During the implementation of academic supervision, motivational strategies were integrated into the intervention process. Teachers received encouragement, professional recognition, constructive feedback, and opportunities for self-improvement. These motivational efforts contributed to improved teacher engagement and commitment. Evidence of increased motivation can be observed in the progressive improvement of teacher performance scores from the pre-cycle stage to Cycle II. Teachers demonstrated greater readiness in preparing lesson plans, increased participation in classroom activities, and stronger commitment to instructional objectives. These findings support motivation theory, which posits that individuals who perceive support, recognition, and opportunities for growth are more likely to improve performance outcomes (Ryan & Deci, 2020).

One of the important findings from Cycle I was that motivational support helped teachers address specific instructional challenges. The principal's encouragement enabled teachers to become more confident in using learning media and implementing planned activities. Motivation served as a psychological resource that strengthened teachers' willingness to overcome difficulties and improve professional practices. Research has consistently shown that motivated teachers are more innovative, adaptable, and committed to educational goals. Consequently, motivation becomes an essential factor in achieving sustainable improvements in instructional quality (Collie, 2021).

The improvement observed in Cycle II further demonstrates the influence of motivation on teacher performance. Both teachers achieved "good" performance categories, indicating that increased confidence, professional support, and positive reinforcement contributed to higher levels of instructional effectiveness. Motivation encouraged teachers to engage more actively in lesson implementation, utilize instructional resources more effectively, and manage classroom activities with greater confidence. These outcomes align with findings from educational leadership research showing that teacher motivation significantly predicts job performance and instructional quality (Kim & Asbury, 2020).

Another significant aspect of motivation identified in this study is the role of peer support. The principal encouraged teachers with higher performance levels to assist colleagues through peer tutoring. This collaborative approach fostered a supportive professional environment that enhanced collective motivation. Teachers became more willing to share experiences, discuss instructional challenges, and learn from one another. Such collaborative motivation is particularly valuable in small educational institutions because it promotes continuous professional learning and mutual

accountability. Studies have shown that collegial support positively influences teacher motivation and contributes to improved instructional performance (Skaalvik & Skaalvik, 2020).

The results also indicate that motivation and performance are mutually reinforcing. As teachers experienced success and received positive feedback, their confidence and motivation increased further. Higher motivation encouraged better instructional performance, while improved performance strengthened professional satisfaction and commitment. This reciprocal relationship explains why sustained motivational support is essential for long-term teacher development. Educational leaders should therefore create environments that foster recognition, autonomy, collaboration, and professional growth opportunities to maintain high levels of teacher motivation (Burić & Kim, 2021).

Overall, the findings demonstrate that work motivation positively influences teacher performance at Pembina State Kindergarten in Wonosobo. Motivational support, professional encouragement, peer collaboration, and recognition contributed significantly to improvements in instructional practices and teaching effectiveness. The consistent increase in teacher performance scores across research cycles suggests that motivation is an important determinant of educational quality and teacher professionalism. Therefore, strengthening teacher motivation should remain a strategic priority for school leaders seeking to improve instructional outcomes and organizational effectiveness (Marlina et al., 2022).

CONCLUSION

Academic supervision effectively improved the quality of instructional implementation and teacher performance at TK Pertiwi Dinas P dan K Wonosobo during the first semester of the 2019/2020 academic year. The implementation of systematic supervision through classroom observation, feedback, guidance, and reflection resulted in a continuous improvement in teachers' instructional competencies, as evidenced by the increase in performance scores from the pre-cycle stage to Cycle II, where 100% of teachers achieved the "good" category. Furthermore, the study revealed that teacher motivation played a significant role in enhancing performance, as professional encouragement, constructive feedback, recognition, and peer collaboration increased teachers' confidence, commitment, and willingness to improve their teaching practices. Therefore, academic supervision combined with motivational support can be considered an effective strategy for strengthening teacher professionalism, improving instructional quality, and achieving better educational outcomes in early childhood education settings.

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