

### The Influence of Principal's Supervision and Motivation on the Performance of Senior High School Teachers in Tondano



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#### Abstract

*Teacher performance is the work achievement attained by a teacher in carrying out their duties and responsibilities as an educator according to established professional competency standards. This study aims to determine the influence of principal's supervision and motivation on teacher performance in Tondano: (1) principal's supervision has a significant effect on teacher performance; (2) motivation has a significant effect on teacher performance; (3) principal's supervision and motivation simultaneously have a significant effect on teacher performance. The population in this study were teachers in Tondano. The method used was regression analysis with a sample size of 103 teachers. Data were collected using questionnaires and analyzed using simple and multiple regression techniques tabulated with SPSS for Windows version 25. The results showed that: (1) there is a significant influence of principal's supervision on teacher performance; (2) there is a significant influence of motivation on teacher performance; (3) there is a significant simultaneous influence of principal's supervision and motivation on teacher performance. Based on the research conclusions, it is suggested that: (1) teacher performance needs to be continuously improved; (2) principals need to conduct continuous supervision and enhance teacher work initiative by providing training for self-development, encouraging and motivating continuous growth; (3) schools must create conditions where teachers can optimize their performance.*

#### Abstrak

Kemajuan teknologi digital yang pesat secara mendasar telah membentuk kembali lanskap pengembangan sumber daya manusia (SDM). Artikel ini mengeksplorasi titik temu antara transformasi digital dan pengembangan SDM, dengan fokus pada bagaimana organisasi dapat memanfaatkan teknologi untuk meningkatkan kompetensi karyawan, mendorong pembelajaran berkelanjutan, dan meningkatkan kinerja secara keseluruhan. Berdasarkan tinjauan literatur sistematis, studi ini mengidentifikasi tantangan-tantangan utama—termasuk penolakan terhadap perubahan, kesenjangan keterampilan, dan masalah privasi data—di samping peluang-peluang seperti pembelajaran yang dipersonalisasi, analitik kinerja waktu nyata (real-time), dan peningkatan kelincahan (agility) organisasi. Temuan menunjukkan bahwa keberhasilan pengembangan SDM digital memerlukan keselarasan strategis antara adopsi teknologi, komitmen kepemimpinan, dan budaya belajar sepanjang hayat. Implikasi praktis bagi manajer SDM dan pembuat kebijakan turut dibahas.

## 1. INTRODUCTION

Education is a basic need for every human being, which can be facilitated by the state as one of the education implementers, and can be obtained through formal, informal, and non-formal education. Education itself can also serve as a means to enlighten the nation's life. In facing the future of Indonesian education, improvements that can support the quality of education are certainly needed to achieve the nation's ideals.

Teachers are among the many factors that determine the success of the learning process in schools. The absence of a teacher at school impacts students who will have difficulty learning and hinders the effective and efficient achievement of school goals. This means that teachers have a strategic role in the world of education and cannot be separated from the learning system. In improving the quality of education, teacher performance holds a very important position.

Teacher performance can be observed from work quality, work quantity, initiative, cooperation, and responsibility (Mangkunegara in Fitria et al., 2024). Teachers with good performance improve learning quality and student learning outcomes, while low teacher performance directly impacts declining education quality. Patti (2021) states that "teacher performance is the work result of teachers manifested in the form of knowledge, skills, values, and attitudes of teachers in carrying out their duties and functions, shown in appearance, actions, and work achievements." Teacher performance greatly determines education quality because it reflects work quality, responsibility, and the application of knowledge, skills, attitudes, and values in

learning that directly impact student learning outcomes.

One effort to improve teacher performance is through supervision carried out by the principal. According to Purwanto (2020: 87), "principal's supervision is a process not only limited to monitoring activities but also includes systematic observation, measurable assessment or evaluation, and constructive feedback on all learning and school management activities. This supervision is carried out in a planned and sustainable manner to ensure that every educational component operates according to established standards." Lie (2022) suggests that "with supervision from authorized parties, it can serve as a reference for improving teacher performance because teachers feel motivated and cared for." This aligns with research by Satriadi (2015) which states that principal's supervision has a significant influence on teacher performance.

Soetjipto and Kosasi in Nurmalasari (2024) state that "a supervisor's task is not to judge but to help, encourage, and provide confidence to teachers that the teaching-learning process can and must be improved. The development of various experiences, knowledge, attitudes, and skills of teachers must be professionally assisted so that teachers can develop in their work."

Another factor affecting teacher performance is motivation. Motivation is a drive for individuals, both internally and externally, that can influence work ethic or work quality. According to Usman in Minawati (2023), "work motivation is a drive originating from a person to achieve desires in order to fulfill their needs, so that work motivation can encourage a person to increase their productivity, which will then align with the achievements of individuals,

groups, and the organizations they participate in."

In the context of teacher work motivation, teachers with high work motivation tend to be more enthusiastic in carrying out their duties, show high dedication, and strive to continuously improve their competencies (Trisnawati & Saman, 2025). Anggraeni et al. (2022) suggest that "teacher motivation is a drive to always do work according to plan. Teacher motivation enables teachers to complete work on time according to previously determined plans and goals." Therefore, efforts to improve teacher performance ideally combine managerial interventions (supervision) and strategies to enhance motivation.

However, reality based on field observations shows that teachers in Tondano have not fully achieved maximum performance. This is evident from low teacher performance achievements, observed from the personality competency aspect where motivation and teaching enthusiasm decrease due to unsupportive work environments such as damaged classroom facilities and infrastructure. Additionally, some teachers still lack time discipline, such as arriving late, not being punctual in starting and ending lessons, making teacher performance and professionalism ineffective.

Another problem found is the lack of supervision from principals, causing stagnant teacher performance. From the teachers' perspective, they do not receive clear direction or evaluation regarding teaching and learning activities, such as instructions on using teaching methods, and feedback is rarely given, so teachers do not know their weaknesses and strengths when teaching. According to Anif in Moulina (2022), "the principal's task as supervisor is

to be responsible and have full authority besides carrying out administrative duties, also to conduct supervision by providing assessment and guidance both technically and administratively to teachers under their guidance."

Based on the background problems described, the researcher is interested in further investigating "**The Influence of Principal's Supervision and Motivation on the Performance of Senior High School Teachers in Tondano.**"

### **Research Objectives**

Based on the formulated problems, the research objectives to be achieved are:

1. To determine the significant influence of principal's supervision on teacher performance in Tondano
2. To determine the significant influence of motivation on teacher performance in Tondano
3. To determine the simultaneous significant influence of principal's supervision and motivation on teacher performance in Tondano

## **2. LITERATURE REVIEW**

### **Teacher Performance**

Mangkunegara (2021: 67) states that "performance is work results in terms of quality and quantity achieved by a person in carrying out tasks according to their responsibilities." Meanwhile, Robbins & Judge (2022: 88) define "performance as the actual behavior displayed by a person as

work achievement based on role demands in the organization."

Teacher performance is the work result achieved by a teacher in carrying out their duties and responsibilities as an educator according to established professional competency standards. Teacher performance is not only seen from how well teachers deliver learning materials but also encompasses the entire process from learning planning, implementation of teaching and learning activities, evaluation of learning outcomes, to follow-up and continuous professional development.

According to Supardi (2019: 56), "teacher performance is the ability demonstrated by teachers in carrying out learning activities from planning, implementation, to evaluation of learning." Teacher performance is a manifestation of the competencies possessed in carrying out professional duties to produce effective learning (Mulyasa, 2020: 144).

The indicators of teacher performance according to Supardi (2014) are: (1) Ability to make lesson plans and teaching preparation; (2) Mastery of material to be taught to students; (3) Mastery of teaching methods and strategies; (4) Assignment of tasks to students; and (5) Ability to conduct assessment and evaluation.

### **Principal's Supervision**

Ngalim Purwanto (2020: 178) suggests that "supervision is part of the principal's leadership function to ensure learning activities run according to goals." Principal's supervision is one of the managerial functions in education administration that aims to ensure learning activities, administration, and teacher performance operate according to

established standards. Supervision is carried out through monitoring, assessment, guidance, and improvement efforts to enhance teaching and learning quality.

According to Purwanto (2020: 87), "principal's supervision is a process not only limited to monitoring activities but also includes systematic observation, measurable assessment or evaluation, and constructive feedback on all learning and school management activities. This supervision is carried out in a planned and sustainable manner to ensure that every educational component operates according to established standards."

According to Arikunto (2014), indicators of principal's supervision include: (1) Planning; (2) Implementation; (3) Evaluation and follow-up; and (4) Administrative supervision.

### **Motivation**

Uno (2021: 35) suggests that "motivation is a force within an individual that can drive a person's behavior to achieve goals or fulfill certain needs." Meanwhile, Robbins & Judge (2022: 88) state that "motivation is a process involving the intensity, direction, and persistence of an individual's efforts toward achieving a goal."

Anggraeni et al. (2022) suggest that "teacher motivation is a drive to always do work according to plan. Teacher motivation enables teachers to complete work on time according to previously determined plans and goals." The indicators of teacher motivation according to Hamzah B. Uno (2014) include: (1) Responsibility in performing work; (2) Achievements attained; (3) Self-development; and (4) Independence in acting.

## Conceptual Framework

The conceptual framework of this research is based on the theoretical foundation that principal's supervision and motivation influence teacher performance, both partially and simultaneously.

## Research Paradigm

The research paradigm shows: (1) The influence of principal's supervision on teacher performance; (2) The influence of motivation on teacher performance; (3) The simultaneous influence of principal's supervision and motivation on teacher performance.

## Hypotheses

Based on the theoretical framework, the research hypotheses are:

- **H1:** Principal's supervision has a significant effect on teacher performance
- **H2:** Motivation has a significant effect on teacher performance
- **H3:** Principal's supervision and motivation simultaneously have a significant effect on teacher performance

## 3. RESEARCH METHOD

### Research Design

This study used a quantitative method with multiple regression techniques, aimed at determining and analyzing the influence of principal's supervision and motivation on teacher performance.

## Population and Sample

The population consisted of all teachers in Tondano State Senior High Schools totaling 138 teachers. Using the Slovin formula with a 5% error margin, the sample size was calculated as 103 teachers. Proportionate stratified random sampling was employed based on the number of teachers in each school.

## Research Instruments

Three instruments were used, each with 15 statement items using a Likert scale (1-5):

- Teacher performance instrument (adapted from Supardi, 2014)
- Principal's supervision instrument (adapted from Arikunto, 2014)
- Motivation instrument (adapted from Hamzah B. Uno, 2014)

## Validity and Reliability

All instruments were tested for validity and reliability. The validity test using Pearson Product Moment correlation with  $r$ -table = 0.361 at 0.05 significance level showed all 45 statement items were valid. Reliability testing using Cronbach's Alpha yielded: teacher performance (0.826), principal's supervision (0.853), and motivation (0.856), all exceeding 0.60, indicating high reliability.

## Data Analysis Techniques

Data analysis included: (1) Descriptive statistics; (2) Prerequisite tests (normality, linearity, multicollinearity); (3) Simple regression analysis for H1 and H2; (4) Multiple regression analysis for H3.

## 4. RESULTS

### Descriptive Statistics

The descriptive statistics for each variable were as follows:

- **Principal's Supervision (X1):** Mean = 57.51, Median = 56.00, Std. Deviation = 9.800
- **Motivation (X2):** Mean = 58.64, Median = 59.00, Std. Deviation = 10.693
- **Teacher Performance (Y):** Mean = 59.08, Median = 60.00, Std. Deviation = 10.403

### Prerequisite Test Results

**Normality Test:** The Kolmogorov-Smirnov test showed Asymp. Sig. (2-tailed) = 0.200 > 0.05, indicating normally distributed data.

**Linearity Test:** The Deviation from Linearity values were 0.207 (X1-Y) and 0.175 (X2-Y), both > 0.05, indicating significant linear relationships.

**Multicollinearity Test:** VIF values for both independent variables were 1.306 (<10), indicating no multicollinearity issues.

### Hypothesis Testing Results

#### H1: Influence of Principal's Supervision on Teacher Performance

Simple regression analysis yielded the regression equation:  $\hat{Y} = 25.242 + 0.588X1$ . The ANOVA test showed F-count = 44.767 > F-table = 3.93, with significance 0.000 < 0.05. The correlation coefficient  $r = 0.554$  with coefficient of determination  $R^2 = 0.307$ , meaning principal's supervision contributed 30.7% to teacher performance.

#### H2: Influence of Motivation on Teacher Performance

Simple regression analysis yielded the regression equation:  $\hat{Y} = 19.228 + 0.680X2$ . The ANOVA test showed F-count = 96.204 > F-table = 3.93, with significance 0.000 < 0.05. The correlation coefficient  $r = 0.698$  with coefficient of determination  $R^2 = 0.488$ , meaning motivation contributed 48.8% to teacher performance.

#### H3: Simultaneous Influence of Principal's Supervision and Motivation on Teacher Performance

Multiple regression analysis yielded the regression equation:  $\hat{Y} = 9.789 + 0.300X1 + 0.547X2$ . The ANOVA test showed F-count = 60.825 > F-table = 3.09, with significance 0.000 < 0.05. The correlation coefficient  $R = 0.741$  with coefficient of determination  $R^2 = 0.549$ , meaning principal's supervision and motivation together contributed 54.9% to teacher performance.

### Summary of Hypothesis Testing Results

Hypothesis	Relationship	Coefficient	t/F-count	Sig.	Conclusion
H1	X1 → Y	r = 0.554	t = 6.691	0.000	Accepted
H2	X2 → Y	r = 0.698	t = 9.808	0.000	Accepted
H3	X1, X2 → Y	R = 0.741	F = 60.825	0.000	Accepted



## 5. DISCUSSION

### **The Influence of Principal's Supervision on Teacher Performance**

The research findings indicate that principal's supervision has a significant positive influence on teacher performance in Tondano. This means that the higher the quality of principal's supervision, the higher the teacher performance. This finding aligns with Nurmalasari's research (2024) which found a very significant positive relationship between principal's supervision and teacher performance. Similarly, Rawis et al. (2021) emphasized that "the principal's role as a supervisor is one of the most important roles in school management and development. Supervision by school owners is also important and can provide support to school teachers and education professionals to collectively achieve educational goals."

The contribution of principal's supervision to teacher performance was 30.7%, indicating that while supervision is an important factor, there are other factors influencing teacher performance not examined in this study.

### **The Influence of Motivation on Teacher Performance**

The research findings show that motivation has a significant positive influence on teacher performance in Tondano. This indicates that the higher the motivation, the higher the teacher performance in the classroom. This finding is consistent with Rahim & Alkadri's research (2023) which found a very significant positive relationship between motivation and teacher performance. According to Patti

(2022), "motivation is a drive that arises from within a person, consciously or unconsciously, to perform an action for a specific purpose."

Motivation contributed 48.8% to teacher performance, which is higher than the contribution of principal's supervision. This suggests that internal factors such as personal drive, responsibility, achievement orientation, and self-development play a more substantial role in determining teacher performance.

### **The Simultaneous Influence of Principal's Supervision and Motivation on Teacher Performance**

Together, principal's supervision and motivation have a very significant influence on teacher performance. This indicates that the higher the principal's supervision and motivation, the higher the teacher performance. These results align with previous research by Nurmalasari (2024), which found a significant simultaneous influence of principal's supervision and motivation on teacher performance.

The combined contribution of both variables was 54.9%, meaning more than half of the variance in teacher performance can be explained by these two factors. The remaining 45.1% is influenced by other factors not examined in this study, such as work environment, compensation, leadership style, organizational culture, work discipline, and job satisfaction (Kamijan, 2021).

## 6. CONCLUSION

Based on the research conducted on senior high school teachers in Tondano, the following conclusions can be drawn:

1. **Principal's supervision (X1)** contributes significantly and positively to teacher performance (Y) with a coefficient of determination of 30.7%. The higher the quality of principal's supervision, the higher the teacher performance.
2. **Motivation (X2)** contributes significantly and positively to teacher performance (Y) with a coefficient of determination of 48.8%. The higher the motivation, the higher the teacher performance.
3. **Principal's supervision (X1) and motivation (X2)** simultaneously contribute significantly and positively to teacher performance (Y) with a coefficient of determination of 54.9%. The higher the quality of principal's supervision and motivation, the higher the teacher performance.

## 7. SUGGESTIONS

Based on the research findings and analysis, the researcher offers the following suggestions:

1. **For teachers:** Teacher performance in Tondano needs to be continuously and sustainably improved. Teachers should actively seek self-development opportunities and maintain high motivation in carrying out their professional duties.
2. **For principals:** Principals need to conduct continuous supervision and enhance teacher work initiative by providing training for self-development, encouraging

and motivating teachers to continuously grow and improve their competencies.

3. **For schools:** Schools must create conditions where teachers can optimize their performance, including providing adequate facilities and infrastructure, fostering a positive work environment, and implementing fair performance evaluation systems.

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