

**Teacher Performance Reviewed From Work Motivation, Academic Supervision, Teacher Welfare and Competence**

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**ABSTRACT**

*This study aims to examine the simultaneous and partial effects of work motivation, academic supervision, welfare, and teacher competence on teacher performance at Madrasah Ibtidaiyah in Jebres District, Surakarta City. This research employed a quantitative approach with a survey research design. The population of this study consisted of all teachers working at Madrasah Ibtidaiyah in Jebres District, Surakarta City, totaling 41 teachers. The sampling technique used was a census technique, in which all members of the population were selected as research respondents. Data were collected using questionnaires. The data analysis techniques included multiple linear regression analysis, F-test, t-test, and coefficient of determination. The results indicate that work motivation, academic supervision, teacher welfare, and teacher competence simultaneously have a significant effect on teacher performance at Madrasah Ibtidaiyah in Jebres District, Surakarta City. Furthermore, partial analysis shows that each independent variable has a positive and significant influence on teacher performance. Based on these findings, it is recommended that Madrasah Ibtidaiyah in Jebres District, Surakarta City continuously enhance work motivation, strengthen academic supervision practices, improve teacher welfare, and develop teacher competence in order to improve teacher performance and educational quality.*

**Keywords :** *Teacher Performance, Work Motivation, Academic Supervision, Teacher Welfare, Teacher Competence.*

**INTRODUCTION**

Education is essentially a long-term investment that must be organized, prepared, and provided with the necessary facilities and infrastructure. Education is one of the basic human needs in order to improve the quality of human resources. Teachers are an influential component in creating quality education. Teachers must be competent in their fields to achieve success and professionalism. Professional teachers are expected to participate in national development to create students who are devout to God Almighty, virtuous, excel in science and technology, and have character. To realize professional teachers, teacher performance assessments are necessary.

Teacher performance assessment is a crucial tool for ensuring that teachers' performance aligns with established professional standards. However, in practice, teacher performance assessments are often administrative in nature and not fully utilized as a means of ongoing professional development and coaching. Weak work motivation, suboptimal academic supervision, low welfare, and suboptimal competency are obstacles to improving educational quality. This results in the potential for improving teacher performance being under-realized.

Based on initial observations at Islamic elementary schools (MI) in Jebres District, Surakarta City, various phenomena were found indicating suboptimal teacher performance. Most teachers still employ conventional learning methods, dominated by lectures, question-and-answer sessions, and assignments. This learning pattern tends to be less engaging for students and does not accommodate the development of innovative and contextual learning approaches.

Teacher performance assessment is closely related to the implementation of teachers' duties as professionals with targets and achievements of quality education. Teacher performance is the result of work and teacher achievements both in quality and quantity as a teacher's responsibility (Ma'rifah, 2023). Fariza, et al. (2023), explained that good teacher performance is influenced by several factors, one of which is work motivation and work experience. According to Yulia (2021), teacher performance is the result of an assessment of the process and work results achieved by teachers after carrying out their duties based on abilities, skills, experience, capabilities, and in accordance with teaching competencies which include pedagogical competence, personality competence, social competence and professional competence. Meanwhile, according to Hasanah & Zainuddin (2024), teacher performance in demonstrating their abilities includes developing learning programs, implementing learning programs, conducting evaluations of learning outcomes, conducting analysis of evaluations of learning outcomes, and carrying out improvement and enrichment programs. Thus, teacher performance is expected to contribute directly to improving the quality of learning carried out, while also helping teachers' career development as professionals.

In the context of education, teacher work motivation plays a crucial role in determining their level of commitment, creativity, and work enthusiasm. This will ultimately result in differences in teacher performance in improving the quality of education. Work motivation is an internal driving force that drives individuals to act to achieve specific goals (Azulaidin and Enita, 2021). Teacher work motivation can influence improved teacher performance in learning activities. A teacher's work motivation has a significant influence on educating, guiding, teaching, and providing understanding to their students (Minawati et al., 2023). Teachers with high work motivation will have the enthusiasm or drive to work better, thus producing quality students (Yulia, 2021). Conversely, low work motivation can impact learning stagnation and a decline in the quality of teacher performance.

Teacher interest and motivation in implementing learning innovations at MI (Islamic elementary school) in Jebres District remains relatively low. This is evident in the apathetic attitude of some teachers toward various educational reforms and their comfort with established routines. This situation has resulted in low-quality classroom learning, potentially hindering teacher professional development and performance.

In addition to work motivation, academic supervision is a crucial managerial tool in managing teacher performance. The implementation of academic supervision by madrasah principals in Jebres District has not been optimal, focusing more on

administrative fulfillment without ongoing follow-up. Consequently, supervision has not fully served as a means of developing and continuously improving teacher performance.

Academic supervision aims to guide, foster, and evaluate the implementation of learning to ensure it meets established quality standards. The principal will assist teachers when they encounter obstacles in implementing their learning through scheduled and routine academic supervision. This allows teachers to carry out their duties effectively and improve their performance (Kustanti et al., 2024). Academic supervision by the principal to improve teacher performance can be addressed through increased awareness and commitment of the principal, as well as appropriate coaching and training (Wibawani et al., 2024). Supervision that is implemented in a planned, sustainable manner, and accompanied by constructive follow-up can improve teacher professionalism and performance. However, in practice, academic supervision is often carried out formally and is more oriented towards administrative interests, so that the function of coaching and developing teacher performance has not been optimal.

Welfare also plays a significant role in determining teacher performance. The welfare of MI teachers in Jebres District remains relatively low. All teachers are private employees (non-civil servants), with inadequate work environments, comfort, organizational climate, and recognition from superiors. This low welfare has resulted in decreased teacher morale, which ultimately impacts the quality of learning and student development.

From a human resource management perspective, well-being is part of an organization's reward system that influences individual job satisfaction and focus. Teachers need well-being to carry out their duties safely and comfortably (Ma'rifah, 2023). Teacher well-being encompasses financial aspects, such as salary and benefits, as well as non-financial aspects, such as awards, social security, and a conducive work climate. Teacher well-being, and all that it encompasses, contributes to teacher performance. Therefore, it is necessary to maintain and continuously improve existing teacher well-being to ensure optimal performance (Hasanah & Zainuddin, 2024). Low well-being has the potential to degrade teacher performance because teachers' attention and energy are divided between meeting economic needs outside of their professional duties.

Furthermore, teacher competence is a key human capital that significantly determines the quality of their performance. Teacher competence is not limited to knowledge of their professional duties, such as how to educate, teach, guide, direct, train, assess, and evaluate students. This knowledge is not consistently internalized and applied by teachers (Kustanti et al., 2024). Competent teachers are able to manage classes effectively, develop teaching materials tailored to student characteristics, and utilize learning technology appropriately. Teachers with strong competence are able to provide quality learning to students (Wibawani et al., 2024).

Based on this, it can be categorized that teacher performance at MI Sekecamatan Jebres Surakarta City is still low. This is despite the existing demands

for teachers as agents of change, becoming professionals and performing well to achieve quality education. Teacher competence is not limited to knowledge of their professional duties alone, but rather knowledge that is internalized and consistently applied by teachers. Teachers who possess good pedagogical, professional, social, and personality competencies will be able to manage learning effectively, adapt to change, and be relevant to students' needs.

Empirical phenomena at the Jebres District Elementary School in Surakarta City indicate complex teacher performance issues. The learning process is still dominated by conventional methods, the use of learning media is relatively low, and learning innovation has not yet developed optimally. Teacher motivation to implement innovation tends to be low, academic supervision is carried out only partially without ongoing follow-up, and teacher welfare is relatively low because all teachers are non-civil servants. These obstacles need to be addressed immediately because they will affect teacher performance and impact the quality of student graduates, the outcome of educational activities.

## RESEARCH METHODS

This study uses a quantitative approach. The author chose to use a quantitative descriptive method to determine the magnitude of the influence and significance between the variables of work motivation, academic supervision, welfare and teacher competence on teacher performance. This study was conducted at MI in Jebres District, Surakarta City, including: MI Ulumul Qur'an Ali Bin Abi Thalib, MI Special Program Al Islam Pucangsawit, MI Tahfidzul Qur'an Al Kautsar, and MI Special Program Al Barokah. The study period was 3 months. The author chose to conduct the research at MI in Jebres District, Surakarta City because the author works at one of these institutions and of course it will make it easier to obtain data for research purposes at the institution. The population and sample in this study were 41 teachers working at MI in Jebres District, Surakarta City. The sampling technique used in this study was the census technique, namely the entire population was used as a research sample to obtain a comprehensive data picture.(Sugiyono, 2019: 118). The variables used in this study consist of two variables, namely the independent variable (X) and the dependent variable (Y). The independent variables consist of work motivation (X1), academic supervision (X2), welfare (X3), teacher competence (X4), and the dependent variable is teacher performance (Y). The regression equation model used is as follows :

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Information :

Y	: Teacher Performance Variable
X1	: Motivation Variables
X2	: Competency Variable
X3	: Discipline Variable
X4	: Work Environment Variables

- a : constant
- b1, b2, b3, b4 : correlation coefficient
- e :error termnuisance error

**RESULTS AND DISCUSSION**

Table 1  
Multiple Linear Regression Results

No	Variables	Unstandardized B	Information
1	(Constant)	6,901	Positive
2	Work motivation	0.272	Positive
3	Academic Supervision	0.257	Positive
4	Welfare	0.278	Positive
5	Teacher Competence	0.247	Positive

Source: processed data

Based on the table above, it can be seen that the regression equation formed is:

$$Y = 6.901 + 0.272 X_1 + 0.257 X_2 + 0.278 X_3 + 0.247 X_4$$

From this equation it can be explained that:

- a. Constant (a)  
This means that if work motivation, academic supervision, teacher welfare and teacher competence are considered constant, then teacher performance is positive.
- b. Work Motivation Coefficient (b1)  
This means that if work motivation increases, teacher performance will increase.
- c. Academic Supervision Coefficient (b2)  
This means that if academic supervision increases, teacher performance will increase.
- d. Teacher Welfare Coefficient (b3)  
This means that if teacher welfare increases, teacher performance will increase.
- e. Teacher Competency Coefficient (b4)  
This means that if teacher competence increases, teacher performance will increase.

**Model Feasibility Test**

Table 2 Model Testing Results

Model	F count	Ftable	Sig.	Standard	Information
Regression	20,062	2.63	0,000	0.05	Eligible Model

Source: processed data

From the results of the feasibility test of the model, it was obtained that F count > F table was 20,062 > 2.63 with a significance of 0.000 means that this

analysis is significant with a significance level of less than 0.05, so  $H_0$  is rejected and  $H_a$  is accepted. In other words, there is an intermediate influence of work motivation, academic supervision, teacher welfare and teacher competences simultaneously and significantly on the performance of elementary school teachers in Jebres District, Surakarta City and meets the feasibility test for the model.

**Hypothesis Testing**

Table 3 Hypothesis Testing Results

Hypothesis	thitung	table	Sig.	Standard	Information
H1	2,824	>1,709	0.008	0.05	Ha Accepted
H2	2,141	>1,709	0.039	0.05	Ha Accepted
H3	3,651	>1,709	0.001	0.05	Ha Accepted
H4	2,395	>1,709	0.022	0.05	Ha Accepted

Source: processed data

Based on the results of the t-test in the table above, it can be explained in the following form:

- a. The Influence of Work Motivation on Teacher Performance  
The work motivation variable has a value  $t_{hitung} > t_{table}$  ( $2,824 > 1,709$ ) and significance  $0.008 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence on work motivation on teacher performance in Elementary Madrasah in Jebres District, Surakarta City.
- b. The Influence of Academic Supervision on Teacher Performance  
The academic supervision variable has a value  $t_{hitung} > t_{table}$  ( $2,141 > 1,709$ ) and significance  $0.039 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence of academic supervision on teacher performance in Elementary Madrasah in Jebres District, Surakarta City.
- c. The Influence of Welfare on Teacher Performance  
The discipline variable has a value  $t_{hitung} > t_{table}$  ( $3,651 > 1,709$ ) and significance  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence on welfare on teacher performance in Elementary Madrasah in Jebres District, Surakarta City.
- d. The Influence of Teacher Competence on Teacher Performance  
The teacher competency variable has a value  $t_{hitung} > t_{table}$  ( $2,395 > 1,709$ ) and significance  $0.014 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a positive and significant influence on teacher competence on teacher performance in Elementary Madrasah in Jebres District, Surakarta City.

**Coefficient of Determination Test (R<sup>2</sup>)**

Table 4 Results of the Coefficient of Determination

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Standard Error of the Estimate</i>
1	0.831	0.690	0.656	2,811

Source: processed data

Based on the calculation results, the adjusted R square value was 0.656. This means that the variables of work motivation, academic supervision, welfare, and teacher competence contributed 65.6% to teacher performance, while the remaining 34.4% was explained by other variables not proposed in this study, such as discipline, leadership, commitment, and others.

**Discussion**

1. The influence of work motivation on teacher performance in Elementary Madrasah in Jebres District, Surakarta City.

Based on the tests presented in Table IV.9, work motivation has a positive and significant effect on teacher performance. These results demonstrate that the higher the work motivation, the more significant the improvement in teacher performance. This research aligns with previous research conducted by (Azulaidin & Enita, 2021); (Minawati, et al., 2023) Work motivation has a positive and significant influence on teacher performance.

Teacher work motivation is reflected in their commitment to learning, discipline in attendance, and commitment to developing and implementing learning materials. Teachers with high work motivation tend to demonstrate better work ethic, are able to manage classes effectively, and strive to improve the quality of learning despite limited facilities and infrastructure. Therefore, efforts to increase teacher work motivation at the Jebres District Elementary School in Surakarta City, whether through awards, supportive work environments, or strengthening the role of the principal, are strategic steps in continuously improving the quality of madrasa education.

2. The influence of academic supervision on teacher performance at the Elementary Madrasah in Jebres District, Surakarta City.

Based on the tests presented in Table IV.9, it is shown that academic supervision has a positive and significant effect on teacher performance. These results demonstrate that the higher the level of academic supervision, the more significant the improvement in teacher performance. This research aligns with previous research conducted by (Yulia, 2021); (Wibawani, et al., 2024) Academic supervision has a positive and significant influence on teacher performance.

Academic supervision conducted by the principal serves as a professional development tool that helps teachers plan, implement, and evaluate the learning process more effectively. Planned and ongoing supervision provides constructive feedback to teachers, enabling them to identify weaknesses in learning and make continuous improvements. Academic

supervision serves not only as a supervisory activity but also as a professional mentoring process that encourages improved teacher performance.

3. The influence of welfare on teacher performance at the Elementary Madrasah in Jebres District, Surakarta City.

Based on the tests presented in Table IV.9, it is shown that welfare has a positive and significant effect on teacher performance. These results demonstrate that the higher the welfare, the more significant the improvement in teacher performance. This research aligns with previous research conducted by (Ma'rifah, 2023); (Hasanah & Zainuddin 2024) welfare has a positive and significant influence on teacher performance.

Teacher welfare is not only related to financial aspects, but also includes the fulfillment of non-material needs, such as a sense of security in the job, a comfortable work environment, and support from the madrasah. Teachers who feel prosperous tend to have better emotional stability, so they are able to carry out teaching tasks with full responsibility and consistency. Teacher welfare is a strategic factor in improving teacher performance. Efforts to improve teacher welfare at the Madrasah Ibtidaiyah in Jebres District, Surakarta City, both through improving financial well-being and creating a conducive work environment, are important steps in supporting the improvement of the quality of madrasah education.

4. The influence of teacher competence on teacher performance at the Elementary Madrasah in Jebres District, Surakarta City.

Based on the tests presented in Table IV.9, it is shown that teacher competence has a positive and significant effect on teacher performance. These results demonstrate that the higher the competence, the more significant the improvement in teacher performance. This research aligns with previous research conducted by (Kustanti, et al., 2024); (Wibawani, et al., 2024) Teacher competence has a positive and significant influence on teacher performance.

Teacher competence and performance are also evident in the improved quality of teacher-student interactions. Competent teachers tend to be more adaptive to the learning needs of elementary school students, are able to create a conducive learning environment, and demonstrate professionalism in carrying out their roles as educators. This condition has an impact on increasing the effectiveness of the learning process and achieving the goals of madrasah education. Improving teacher competence is one of the main keys to improving teacher performance. Therefore, efforts to develop teacher competence at elementary schools in Jebres District, Surakarta City, both through ongoing training, academic supervision, and other professional development activities, need to be continuously improved to support the continuous improvement of the quality of madrasah education.

## **CONCLUSION AND SUGGESTIONS**

The research was conducted to determine the influence work motivation, academic supervision, welfare, and teacher competence on teacher performance at Madrasah Ibtidaiyah in Jebres District, Surakarta City. Using the census method, a sample of 41 respondents was obtained and the data analysis used was multiple linear regression test. Based on the results of the hypothesis testing and the discussion that has been done, it can be concluded that motivation, academic supervision, welfare, teacher competence have a positive and significant influence on teacher performance.

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