



THE RELATIONSHIP OF SCHOOL PRINCIPAL SUPERVISION AND TEACHER WORK MOTIVATION WITH TEACHER JOB SATISFACTION

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ABSTRACT

High motivation and satisfaction will contribute to a person's performance at work. In this case, its achievement requires support from all parties. Supervision is one way to see, review and assess employee performance by superiors. This research aimed to determine the relationship between principal supervision and teacher motivation and satisfaction at SD Gugus Sunglases Nusaniwe. The population in this study were all teachers, totaling 146 samples. The sampling technique was determined using proportional random sampling. So we got 109 samples. The instrument used in this research was a questionnaire using 5 answer choices. The instrument has been tested for validity and reliability with a significance level of $0.361 > r$ table. The reliability test uses the Cronbach's alpha formula > 0.7 . Analysis uses multiple correlation analysis methods. The results of the research show that there is a positive and significant relationship between principal supervision and teacher satisfaction at SD Gugus I Sunglasses Nusaniwe Ambon Tcount value (7.064) t -table (1.982) and there is a positive and significant relationship between principal supervision and teacher work motivation with elementary school teacher satisfaction Fcount (40.896) $>$ Ftable (0.660).

Keywords: principal supervision; teacher satisfaction; teacher work motivation

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INTRODUCTION

A teacher is an instructor who is an important component in education, namely the teaching and learning process (Kaur, 2019). Schools must have potential human resources in order to create students with character (Handayani Tyas & Naibaho, 2020). The role of a teacher in a profession includes educating, teaching, and providing training (Munawir, Salsabila, & Nisa', 2022). Teachers as teaching staff in schools are human resources who must be cared for, trained and given training in order to continuously develop their professional abilities (Hoesny & Darmayanti, 2021). Teachers' duties are closely related to improving human resources through the education sector, therefore efforts are needed to improve the quality of teachers to become professional (Qutni, Kristiawan, & Fitriani, 2021).

In daily activities, teachers as individuals can feel job satisfaction, which is an assessment of their work, namely how far their work as a whole satisfies their needs. Teacher satisfaction and dissatisfaction with work can have an impact both on the individual teacher concerned

and on the organization where the teacher carries out activities (Ansah-Hughes, 2016). Job satisfaction is concerned with the conformity between a person's expectations and the rewards provided (Hasan, Jawaad, & Butt, 2021). Job satisfaction for teachers as educators is needed to improve their performance. One way teachers' feelings of satisfaction can be seen is their superiors' appreciation of teacher performance (Lutfah, Hariyati, & Handyaningrum, 2019). This condition will have an impact on work performance, discipline and the quality of teacher work. The positive impact that teachers will show in the form of satisfaction with management will most likely have a positive impact on improving the quality of education (Gray & Diloreto, 2016). Teachers who play truant, teach unplanned, are lazy to go on strike, often complain are signs of low teacher satisfaction (Ekosusilo & Soepardjo, 2014).

The principal is a superior in the school environment, where a principal has a strategic role in providing assistance to teachers in stimulating teachers towards efforts to maintain a better teaching and learning atmosphere. Apart from that, supervision can actually be carried out by the principal who plays the role of supervisor. The implementation of the learning process in the classroom does not always provide the desired results, there are shortcomings and weaknesses found in the learning process (Puspitarini & Hanif, 2019). Motivation is a person's psychological process and is greatly influenced by various factors. In general, this can arise from within and from outside (Cook & Artino, 2016). Teacher work motivation is motivation that causes teachers to be enthusiastic about teaching because their needs are met, school principals who realize that the essence of leadership lies in a clear relationship between leaders and those they lead and understand Leadership as an activity to influence others (Utomo, 2018).

The results of research using field observations showed that elementary schools were in Cluster I, Nusaniwe Ambon sub-district, it is known that there are still teachers who have not created learning tools (Syllabus & RPP), the learning process has not used RPP, the learning process is not optimal, the use of teaching aids and learning media is not sufficient, teaching methods does not vary, does not carry out evaluations in an orderly manner. There are still teachers who have not participated in the training carried out to develop teacher abilities and skills, school principals in carrying out their duties have not carried out intensive supervision of teachers. The person in charge who supervises teachers is the school principal. Supervision can be carried out to see teacher satisfaction, teacher work motivation, and see the number of teachers whose performance level is still below the standard of suitability for their own work. Many things can cause discrepancies in results such as lack of technical guidance or training related to their work, lack of work motivation, low honor/salary, work environment, lack of teacher competence in educating and teaching, low skills possessed by teachers, colleagues who are not suitable in a Schools also influence teacher performance and incompatibility with the principal's managerial system was also found. Teacher dissatisfaction can be seen from the expression of feelings of displeasure when the principal gives orders and displeasure with the issuance of new policies. Increasing teacher performance achievements is one of the development programs for school principals as leaders of educational institutions. Achieving teacher performance must be fought for, especially for teachers who are lazy at work and often miss work time and prefer to joke around and teachers who take advantage of their work time. The aim of this is for teachers to make optimal use of their time, have self-confidence and feel comfortable with their work. If teachers achieve good performance in their main job duties, it will bring positive results in their school. Based on the description above, the objectives of this research are the relationship between school principals and teacher motivation with teacher job satisfaction at Elementary School Cluster I, Nusaniwe District.

METHOD

This type of research is quantitative research with a correlational design. The population included in this research is civil servant and non-civil servant teachers. The proportional random sampling technique was chosen for sampling used in this research. Instrument used in this research was a questionnaire using 5 answer choices. The questionnaire was made in printed or hardcopy form and distributed to teachers at SD Gugus I Nusaniwe sub-district. Validity calculations were tested on 30 people out of 53 respondents. The way to determine whether an instrument is valid or not is to consult the correlation calculation results with the correlation coefficient table at a 5% error level or a 95% significance level of 0.361. If $r_{count} > r_{table}$ with a significance level of 5% then the item/item is declared valid and if $r_{count} < r_{table}$ then the item is declared invalid. If it turns out that a question is invalid, it must be replaced or thrown away. Reliability uses the Cronbach's alpha formula. In the data processing technique in this research the author transforms ordinal data into reference data for conversion of PAP values. Data analysis techniques use descriptive statistics and parametric statistics with multiple linear regression. The results of the instrument validity test on the principal's supervision style variable included 9 invalid items, 6 invalid items for motivation, and 7 invalid items for job satisfaction. The results of the instrument reliability test for each variable show that all variables have very high reliability because they have a Cronbach's alpha value > 0.7 . The data collection technique uses a questionnaire. This research uses the multiple correlation analysis method.

RESULTS

Table 1.
Description of job satisfaction data

Interval	Category	Frequency	Percent
148,5 - $\leq x$	ST	30	27,5
132 - 148,5	T	30	27,5
115,5 - 132	S	44	40,4
99 - 115,5	R	5	4,6
$X < 99$	SR	-	-

Table 1 shows that the respondents' answers to filling out the questionnaire on the job satisfaction variable, there were 30 respondents (27.5%) who were in the very high category, there were 30 respondents (27.5%) who were in the high category, there were 44 respondents (40.4%) ,%) which is in the low category, and there are 5 respondents (4.6%) who are in the very low category. Thus, it can be concluded that teachers' assessments of teacher job satisfaction vary and are mostly in the high category

Table 2.
Description of Work Motivation Variable Data

Interval	Category	Frequency	Percent
$153 \leq x$	ST	38	34,8
$136 \leq x - 153$	T	44	40,4
$119 \leq - 136$	S	27	24,8
$102 \leq x - 119$	R	-	-
$X < 102$	SR	-	-

Table 2 shows that the respondents' answers in filling out the questionnaire on the work motivation variable were 38 respondents or 34.9% included in the very high category, there were 44 respondents (40.4%) who were included in the high category, there were 27

respondents (24.8%) who included in the medium category, this means that the average score of teacher assessments of teacher work motivation is in the high category

Table 3.
Description of Principal Supervision Variable Data

Interval	Category	Frequency	Percent
139,5 ≤x - 41	ST	41	37,6
124 ≤x -49	T	49	44,9
108,5≤x< - 18	S	18	16,5
93≤x< - 1	R	1	0,9
x<93	SR	-	-

Table 3 shows that the respondents' answers to the principal supervision variable scored in the very high category as many as 41 respondents or 37.6%, in the high category as many as 49 respondents or 44.95%, in the high category as many as 18 respondents or 16.5% and in the low category there was 1 respondent or 0.9%. This means that the average teacher assessment of the principal's supervision is in the high category. Test statistical normality with the Kolmogorov Smirnov test as in the following table:

Table 4.
Test statistical normality

One – Sample Kolmogorov-Smirnov Test	Principal Supervision	Teacher work motivation	Teacher job satisfaction
Kolmogorov-Smirnov Test	1,188	1,480	1,088
Asymp Sig (2-tailed)	0,119	0,112	0,187

Table 5.
Linearitas Test

Anova test	df	Mean Square	F	Sig
Combined	39	325,027	2,095	0,004
Weight	1	7436,735	47,930	0,000
Deviation	38	137,877	0,889	0,648

Table 5 shows the results of the multicollinearity test which shows that the probability values for school supervision, teacher work motivation and teacher job satisfaction have a normal distribution with values of 0.119, 0.112 and 0.187. Next, the linearity test is carried out with the aim of finding out which variables are linear or not significant. Based on table 5, the probability value of linearity deviation is 0.488, so it can be concluded that there is a relationship between the principal supervision variable and teacher satisfaction.

Table 6.
Linearity For The Teacher Work Motivation Variable With Job Satisfaction

Correlation		Principal Supervision	Teacher job satisfaction
Pearson Correlation	Principal Supervision	1,000	0,578
	Teacher job satisfaction	0,578	1,000
Sig. (1-tailed)	Principal Supervision		0,000
	Teacher job satisfaction	0,000	
N	Principal Supervision	109	109
	Teacher job satisfaction	109	109

Table 6 shows that the probability value (sig) of Deviation From Linearity for the teacher work motivation variable with job satisfaction is 0.648, ($0.648 > 0.05$). The results of the analysis can be concluded that there is. The relationship between teacher work motivation variables and job satisfaction is a linear relationship.

Table 7.

Correlation test between teacher work motivation variables and teacher job satisfaction

Correlation		Teacher work motivation	Teacher job satisfaction
Pearson Correlation	Teacher work motivation	1,000	0,564
	Teacher job satisfaction	0,564	1,000
Sig. (1-tailed)	Teacher work motivation		0,000
	Teacher job satisfaction	0,000	

Table 8.

Correlation Test Relationship Between Principal Supervision And Teacher Job Satisfaction

Model	R	R Square	Adjusted I Squire	Std Error of the estimate	R Square Change	F Change	df1	df2	Sig F Change
1	0,660	0,436	0,425	11,158	0,436	40,896	2	106	0,000

Based on table a correlation coefficient of 0.578 is obtained and it can be concluded that in this study, the relationship between principal supervision and teacher job satisfaction is positive and moderately correlated. From hypothesis testing with a significant correlation coefficient test (t test), the calculated t value is 7.326 and It is known that ttable with a sample size (n) of 109, degrees of freedom (db) = $2 - 109 - 2 = 107$, significant level (α) = 0.05 in the two-way test is 1,982, so tcount (7.326) > ttable (1.982) and it can be concluded that the correlation coefficient is significant

Based on table 8, a correlation coefficient of 0.564 was obtained and it was concluded that in this study, the relationship between teacher work motivation and teacher job satisfaction was positive and moderately correlated. This can be seen from the test results which show that there is a directly proportional relationship between teacher work motivation and teacher job satisfaction, meaning that the better the teacher's work motivation, the better the teacher's job satisfaction at SD Gugus I, Nuniwe Ambon District. From hypothesis testing with the correlation coefficient significance test (t test), a t value of 7.064 was obtained (attachment 13). It is known that ttable has a sample size (n) of 109, degrees of freedom (db) = $n - 2 = 109 - 2 = 107$, significance level (α) = 0.05 in a two-way test (two tail test) of 1.982, then tcount (7.064) > ttable (1.982) and it is concluded that the correlation coefficient is significant.

DISCUSSION

Health effects and food safety aspects are important issues for consumers. Some consumers are concerned about the safety of certain food additives. Sweeteners are one of the most contentious food additives. Sweeteners are considered potential high-consumption food additives due to their use in products consumed in large quantities, such as soft drinks (Mortensen, 2006). The safety of cyclamate artificial sweeteners for humans is not entirely clear, the threshold value for the presence of cyclamate in food in various countries varies. some countries such as America, India, Hong Kong and the United Kingdom have banned the use of cyclamate as a food additive (J. Li et al., 2017).

One type of soft drink that is rife in circulation in the community is contemporary drinks. Contemporary drinks have now become popular drinks throughout the world, including

Indonesia. This drink is very much loved by teenagers and young adults. Contemporary drinks are part of a group of sweetened beverages that contain high levels of sugar and calories. The results of research conducted by Veornica MT and Ilmi IMB stated that 89.4% of the total 540 respondents of Depok and Jakarta students with an age range of 16-24 years liked to consume contemporary drinks (Veronica & Ilmi, 2020).

Currently the addition of chemicals to food and beverages is often done. With the development of an increasingly advanced era, it has resulted in changes in people's lifestyles to be instantaneous. This is what drives the development of the beverage industry. Based on this, eating the safety of instant food and drinks needs to be known, including the level of artificial sweeteners used. The samples in this study were 30 types of contemporary drinks with different brands sold in the City Center of Mamuju Regency.

Based on the results of a qualitative analysis on contemporary beverage samples, it is known that all positive samples contain cyclamate artificial sweeteners characterized by the presence of white deposits. This result is in line with research conducted by Mariana L and Sa'adah AR which states that all samples of 6 drinks sold on the roadside are positive for cyclamate (Marlina & Sa'adah, 2016). The results of research conducted by Setiawan, Egi Aldi et al also found that from 8 samples of school children's snack drinks, all of them contained cyclamate (Setiawan et al., 2016). The results of research by Rina et al also found that of the 10 samples of ice candle snacks examined, all of them contained cyclamate (Rina et al., 2020). Another study conducted by Luviriani E and Sari IP also found that 6 samples of unbranded milk powder on the market were positive for cyclamate (Luvriani & Sari, 2020).

Based on the results of the study, it was found that 80% of contemporary drinks circulating in the City Center of Mamuju Regency contain cyclamate above the threshold. This is in line with research conducted by Nurlailah et al who analyzed the cyclamate content in ice cream also found that 82% of samples were positive for cyclamate, the levels exceeded the threshold (Nurlailah et al., 2017). This indicates that the abuse of food additives, especially cyclamate sweeteners, still occurs around us. This research is also in line with research conducted by Handayani, T and Agustina, A which states that 5 out of 8 samples of instant powder drinks contain cyclamate that exceeds the threshold (Handayani & Agustina, 2015).

Research conducted by Maudu et al also stated that 7 out of 20 samples of school snack drinks contained cyclamate above the threshold (Maudu et al., 2019). Research conducted by Herman NO et al also found that 8 out of 10 samples of soy milk containing cyclamate all exceeded the threshold (Olivea Herman et al., 2020). Another study conducted by Luviriani E and Sari IP also found that 6 samples of unbranded milk powder on the market contained cyclamate that exceeded the threshold (Luvriani & Sari, 2020). Research conducted by Hartini and Simorangkir found that 6 out of 24 jam samples had cyclamate levels that exceeded the maximum allowable levels (H & Simorangkir, 2020).

Excessive use of sodium cyclamate can lead to health problems. Sodium cyclamate can be carcinogenic if consumed excessively and routinely for a long time (Nurlailah et al., 2017). Health problems caused by cyclamate are known as silent diseases, which are diseases whose effects will be felt for a long time (Jamil et al., 2017). Food additives or additive compounds will not be able to be processed / metabolized all by the body. Cyclamate will produce metabolism, namely cyclohexilamine compounds. This compound will remain intact until excreted through urine. Although this cyclohexilamine compound is excreted through urine intact, but there will be something left behind and settles in the digestive system which can

cause tumor growth. Many of these compounds settle in the digestive system in line with the consumption of many foods containing cyclamate (Marlina & Sa'adah, 2016).

Cyclohexilamine is toxic because it can cause cardiovascular disorders and can cause kidney damage (Huwaida, 2020). Cyclohexilamine may also cause chronic toxicity and bile cancer risk (Praja, 2015). In addition, consumption of sodium cyclamate in large doses can cause bladder cancer (Huwaida, 2020), the formation of free radicals that can create oxidative stress and can also cause an increase Leukocytes thus causing leukocytosis (Dewi & Woelansari, 2018). Research conducted on mice (*Mus musculus*) found that sodium cyclamate has an influence on the histopathology of the lungs, liver and kidneys (Habisukan, 1970). The higher the dose of artificial sweetener given to mice, the higher the degree of liver damage (Utomo et al., 2012). Mice are mammals that are most often used in a study because they are considered to represent animals from the mammal group and the completeness of organs, nutritional needs, reproductive system, respiratory, blood circulation, and excretion resembling humans (Wolfensohn & Lloyd, 2013).

Cyclamate intake that exceeds the threshold is thought to damage the liver and nervous system; especially in the elderly and children with weak metabolic detoxification abilities, as well as pregnant women (J. Li et al., 2017). In severe cases, it can even cause cancer or fetal malformations. Olenya, citing safety concerns cyclamate has been banned as a food additive in many countries around the world (Liu et al., 2023). Based on the dangers caused, the government needs to conduct strict supervision of the use of sodium cyclamate, especially in unbranded foods or beverages that are sold freely in the market in order to prevent negative impacts caused by cyclamate. In addition, it is necessary to disseminate information to contemporary beverage traders about the health hazards posed by the excessive use of Food Additives such as cyclamate (Luvriani & Sari, 2020). The rarity of regular hearings and laboratory tests on contemporary drinks circulating in the community is one of the factors that encourage deviations by producers. Therefore, people need to be more selective in choosing foods and drinks that are safe for consumption so as not to interfere with health (Handayani & Agustina, 2015).

CONCLUSION

The results of the analysis in this study, it can be concluded that there is a positive and significant relationship between principal supervision and job satisfaction, there is a positive and significant relationship between teacher work motivation and teacher job satisfaction and there is a positive and significant relationship between principal supervision and motivational teacher performance. together are related to teacher job satisfaction.

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