

IMPROVING TEACHER WORK MOTIVATION THROUGH ACADEMIC SUPERVISION IN SDN SENDANGMULYO 04 SEMARANG CITY

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ABSTRACT

This study is motivated by the low motivation of SDN Sendangmulyo 04 Semarang City teachers. The research aims to improve teachers' work motivation through the results of academic supervision. One of the principal's main tasks is as a supervisor. Therefore, supervision results can be used to improve teachers' work motivation. Measurement is done through (1) attendance 15 minutes before the bell rings, (2) assessment in the learning process, (3) completeness of teacher administration, and (4) activeness in school activities. This research used a school action research method consisting of 2 cycles. The results of this study compare cycle I and cycle II and the teacher performance questionnaire. Based on the value of the results from cycle I showed that there were 20 teachers present 15 minutes before the bell rang, there were 12 teachers (41.38%), 14 teachers in the PBM process were still low (58.28%), there were 15 teachers had complete administration (51.72%), and there were still 17 teachers who were active in school activities (58.63%). In cycle II, 24 teachers where present 15 minutes before the bell rang (82.76%), 26 learning supervision scores increased (89.66%), 22 teachers had complete administration (75.87%), and 20 teachers were active in school activities (68.97%). After comparing the results from cycle I and cycle II, there was an increase in teacher motivation in their performance. Academic supervision can increase teachers' work motivation. The implications of increasing teacher motivation can improve student learning outcomes.

INTRODUCTION

Teacher work motivation determines the quality of teacher work in learning, including determining the learning spirit of elementary school students (Ates et. al., 2018; Nikou, 2023). This is a formula that the teacher, not someone else, determines the core of learning in the classroom (Aprillinda, 2019; Amril et. al., 2023). However, in reality, several studies have found that the performance of elementary school teachers in Indonesia still needs to improve in terms of work motivation in learning or school activities in general. When motivation is low, it will impact competence, job satisfaction and the quality of the school (Ibda & Wijayanti, 2017; Firman et. al., 2023; Awaluddin et. al., 2023). Based on these academic problems, whether recognized or not, the quality of learning is determined mainly by teacher motivation, teacher performance, and teacher

innovation, which revolutionary school principals determine (Wijayanti, 2021; Ibda, 2022; Bayu et. al., 2022). Moreover, in implementing the Merdeka Curriculum (in Indonesia: kurikulum merdeka), teachers must master digital competencies that refer to the framework from UNESCO, namely strengthening technology, information and communication competencies in learning (Ali et. al., 2021; Ibda, 2023).

In general, all competencies have been determined through four teacher competencies: pedagogy, personality, social and professional (Ibda et al., 2023). When the teacher is competent, disciplined, and has high work motivation, the students will automatically be disciplined, have character, and have high learning motivation, and vice versa (Ibda, 2022a; Arif et. al., 2023). In this digital era or industrial revolution 4.0, teacher competence continues to experience developments and challenges (Hamiduloh, 2018; Muhamad et. al., 2020; Farid & Ibda, 2021; Ismail, 2021). When teachers do not have work motivation, it will undoubtedly harm the quality of education. The quality of education in question does not just deal with the output and outcome of education but the whole, from planning and implementation to evaluating the quality of education at the elementary school level (Ibda, 2019; Arifah et al., 2021). Therefore, referring to this study, work motivation is essential in elementary school as a vehicle for improving the quality of education because it is closely related to teacher performance (Makhsun, 2020a).

The research mentions that the principal role is maximized to increase teachers' work motivation (Sugi, 2020). This framework requires academic supervision activities as part of the principal's competence (Mulyadi, 2016; Makhsun, 2020b; Achmad & Nur, 2021; Sarida et. al., 2023; Zyad et. al., 2023). In the context of leadership and organizational management, the elementary school principal plays an essential role in the success of the elementary school because the principal influences its success. In this case, the leadership of elementary school principals is influencing teachers and education personnel in the school environment to carry out activities to achieve common goals (Christopher et. al., 2021). The principal's duties include leading the school and planning, implementing, and evaluating programs related to the national education standards. Of these many tasks, leaders have different types when carrying out their duties (Muhammad, 2021). Various and even unique leadership types are influenced by one's personality and environment, including in conducting academic supervision (Rahabav, 2016; Sri et. al., 2022).

Principals have a crucial role as school leaders. The principal's role encompasses many things, including leadership, teacher evaluation, student discipline, and improving teacher motivation (Wardah et. al., 2023). Effective principal leadership positively impacts schools, the effectiveness of teacher performance and teaching and learning activities in schools. The principal is not just a manager who carries out regulations but a learning leader in developing all school members (Beausaert et. al., 2021). A good principal must be balanced in all his or her roles and work hard to do his or her best in all aspects, including organization, setting priorities, and scheduling (Tatang & Kusoy, 2023). In the context of this research, the strategic role of school principals in improving teacher performance must continue to be maximized and improved.

To improve their profession, elementary school principals must conduct academic supervision. This activity is a series of activities to assist teachers in developing their potential, especially in managing the learning process. It aims to improve pedagogic and professional competencies to improve the quality of student graduates and increase teachers' work motivation and performance in elementary schools (Arif, 2018; Adusius, 2023; Anna et. al., 2023). The meaning of teacher work motivation in this research based on theoretical studies is that education has a need and willingness towards goals for implementing educational and learning tasks (Yeni et. al., 2023; Else et. al., 2023). Teacher work motivation is part of teacher performance. While teacher performance is the implementation of teacher duties that refer to the four teacher competencies (Slameto, 2014; Khodijah, 2018). Among the factors that affect teacher performance are teacher motivation, teacher work environment, teacher work ethic, teacher work ethic, and others (Kartowagiran, 2011; Arif, 2020; Harning et. al., 2021). Based on the theoretical study, teachers' work motivation and

performance can be improved through academic supervision conducted by elementary school principals. Therefore, field research is needed to prove the theoretical study.

Several recent studies limited to 2023 have explored academic supervision in improving teacher performance. For example, research on the influence of work motivation on elementary school teachers in Gugus 3, West Adonara sub-district, East Flores (Yosefina et. al., 2023), which found that the results of work motivation had an impact of 51.60% on teacher performance; research at SD Negeri 1 Sukacari Batanghari East Lampung said teacher work motivation was relevant through strengthening work culture (Sandi et. al., 2023), research in Indramayu states that there is an influence between the principal's leadership style and work motivation on teacher job satisfaction (Zulfah, 2023), research at SD Muhammadiyah Sidoarjo which is influenced by the compensation and reward system (Raden et. al., 2023), and research on elementary school teacher motivation is strongly influenced by innovations made by principals (Nopiyanti, 2023). The five studies generally have similarities in teacher motivation/work enthusiasm. However, they have yet to be researched in elementary schools whose status is a Movers School (in Indonesia: Sekolah Penggerak), and as a piloting school that implements Merdeka Curriculum Implementation (IKM) by applying the school action research method as conducted in this research at SD Negeri Sendangmulyo 04 Semarang City.

The results of the initial study conducted at SD Negeri Sendangmulyo 04 Semarang City found that the headmaster of SD Negeri Sendangmulyo 04 Semarang City has tried to improve teacher performance through academic supervision to increase teacher motivation. From the results of the initial study at SD Negeri Sedangmulyo 04, it was found that many teachers still come to teach only naturally without a high work ethic and a desire to be more innovative in learning. Many teachers still have not conducted diagnostic assessments at the beginning of learning and reflection at the end of learning. This differs from the learning characteristics in the Merdeka Curriculum, especially SD Negeri Sendangmulyo 04, also a Movers School. Based on the background of the problem above, the problem formulated in this research is how to increase teacher work motivation through academic supervision in SD Negeri Sendangmulyo 04 Semarang City?

METHODS

This school action research refers to action research with the type of practical action research to increase teacher work motivation through action research cycles which have implications for improving the learning process in the classroom with an increase in teacher performance motivation (Creswell & Clark, 2011; Siti et. al., 2022). This research is school action research with the subject of 28 teachers of SD Negeri Sendangmulyo 04 Semarang City. The selection of SD Negeri Sedangmulyo 04 Semarang City is because the government designates this school as a Movers School and as a piloting implementation of the Merdeka Curriculum Implementation. However, the work motivation of the teachers there in the initial study obtained data still needs to be higher. Therefore, the researcher wants to conduct school action research at the school because it has exciting problems compared to other schools.

The research time was from July 11 to October 4, 2022, in the first semester of the 2022/2023 academic year. The research location is SD Negeri Sendangmulyo 04 Semarang City. The research instruments in this study used rating scales and observation sheets. The quantitative data collection technique used non-test techniques, and the qualitative data collection used observation, interview, and document study techniques. The data analysis used in this research is qualitative data analysis sourced from primary and empirical. This data is used to determine whether or not there is an increase in competence in applying innovative learning models carried out by teachers. This research was conducted with two cycles of action through planning, action implementation, observation and reflection.

RESULTS AND DISCUSSION

Pre-Cycle Condition

Before the cycle I action began, researchers collected data on the supervision results in the previous year's semester to compare the quality improvement in cycle I. The pre-cycle recap table is shown below.

Table 1. Pre-cycle Recapitulation

Values	Number of Teachers Late, Absent, Incomplete and Inactive	Percentage (%)	Number of Teachers on Time, Present, Complete and Active	Percentage (%)
Lesson plan assessment	20	68,96%	9	31,04%
Learning implementation	15	51,72%	14	48,28%
Recapitulation of Teacher Administration Completeness	21	72,41%	8	27,59%
Recapitulation of Teacher Activity in Activities (attendance 15 minutes before)	16	55,17%	13	44,83%

Meanwhile, there are still 20 teachers whose lesson plan assessment instruments are incomplete or 68.96%, 15 teachers who have not implemented learning according to the lesson plan correctly 51.72%, there are 21 teachers who do not have complete administration or 72.41%; and there are still 16 teachers who are less active in school activities or 55.17%.

Cycle I

Activities in cycle I were carried out from July 11, 2022, to August 31, 2022, beginning with general coaching by the principal. Coaching activities are carried out after school so they do not interfere with learning activities. The material presented by the principal reflects on the supervision results as a pre-cycle condition for the even semester of 2021/2022, namely that the results still need to be more optimal. The principal conveyed the reflection of the pre-cycle results and conveyed to improve performance from the aspect of preparing learning tools, including preparing learning objectives, preparing learning steps, and preparing learning assessments in lesson plans. The recap of the results of the lesson plan assessment in cycle I am as follows:

Table 2. Cycle I data based on lesson plan instrument

No.	Name	Purpose	Steps	Assessment	Total	Average
1	BD	4	4	4	12	80,00
2	AG	3	4	4	11	73,33
3	IFA	4	4	3	11	73,33
4	M	4	4	3	11	73,33
5	T	4	4	3	11	73,33
6	SP	4	4	3	11	73,33
7	MR	4	4	3	11	73,33
8	IM	5	4	4	13	86,67
9	LAA	4	4	3	11	73,33
10	SPD	5	4	4	13	86,67

11	NY	5	4	4	13	86,67
12	MWR	4	4	4	12	80,00
13	FNI	5	4	4	13	86,67
14	NH	5	4	4	13	86,67
15	SP	5	4	3	12	80,00
16	DEN	5	4	4	13	86,67
17	AF	5	4	4	13	86,67
18	FH	4	4	3	11	73,33
19	YHS	3	4	4	11	73,33
20	NK	3	4	4	11	73,33
21	HS	4	4	4	12	80,00
22	FN	4	4	3	11	73,33
23	AFF	3	4	4	11	73,33
24	FTM	4	4	4	12	80,00
25	EP	4	4	3	11	73,33
26	AR	3	4	4	11	73,33
27	WM	3	4	4	11	73,33
28	HS	4	4	3	11	73,33
29	MAU	3	4	4	11	73,33

The data above uses a score range of 1-5. The average score is obtained from the number of scores obtained / maximum score x 100. The data shows that 17 teachers, or 58.62%, still score below the minimum completion criteria (KKM), and 12 or 41.38%, of teachers, can make lesson plans according to the components. The following instrument is an assessment of academic supervision during the learning process. From the results of supervision, the results are obtained as shown in the table below.

Table 3. Cycle I Data Learning Activity Aspects

No.	Name	Introduction	Elaboration	Exploration	Confirmation	Average
1	BD	82	78	80	80	80
2	AG	74	70	72	76	73
3	IFA	74	80	70	76	75
4	M	80	80	80	80	80
5	T	74	76	75	75	75
6	SP	74	76	70	74	73,5
7	MR	73	70	72	70	71,25
8	IM	81	76	74	80	77,75
9	LAA	75	76	74	72	74,25
10	SPD	80	85	84	84	83,25
11	NY	80	80	84	80	81
12	MWR	78	72	76	74	75
13	FNI	80	80	78	82	80
14	NH	80	84	80	80	81
15	SP	81	78	81	84	81
16	DEN	82	80	84	84	82,5
17	AF	82	80	78	84	81
18	FH	81	80	80	80	80,25
19	YHS	74	74	76	76	75
20	NK	75	78	76	80	77,25
21	HS	80	80	76	85	80,25
22	FN	75	74	76	76	75,25

23	AFF	74	81	70	72	74,25
24	FTM	80	82	80	80	80,5
25	EP	75	78	75	78	76,5
26	AR	74	76	74	78	75,5
27	WM	74	75	75	75	74,75
28	HS	73	78	74	75	75
29	MAU	73	76	75	78	75,5

From the table above, it is known that there are still 15 teachers, or 51.72%, who are still less innovative and have yet to use diagnostic assessments during the learning process. In comparison, 14 teachers or 48.28%, have implemented fun learning and have used diagnostic assessments. The instrument used from the third supervision result is a class administration completeness instrument. A recap of the results of the completeness of class administration can be seen in the table below.

Table 4. Cycle Data of Classroom Administration Completeness Aspect

No.	Name	Annual Program, Semester Program	Score list	Attendance and mutation	Syllabus/Learning Objectives (TP) and Flow of Learning Objectives (ATP)	Quantity	Average
1	BD	4	4	4	4	16	80,00
2	AG	3	4	4	3	14	70,00
3	IFA	4	4	3	4	15	75,00
4	M	4	4	4	4	16	80,00
5	T	4	4	3	4	15	75,00
6	SP	4	4	3	4	15	75,00
7	MR	4	4	3	4	15	75,00
8	IM	5	4	4	4	17	85,00
9	LAA	4	4	3	4	15	75,00
10	SPD	5	4	4	4	17	85,00
11	NY	5	4	4	4	17	85,00
12	MWR	4	4	4	4	16	80,00
13	FNI	5	4	4	4	17	85,00
14	NH	5	4	4	4	17	85,00
15	SP	5	4	3	4	16	80,00
16	DEN	5	4	4	4	17	85,00
17	AF	5	4	4	4	17	85,00
18	FH	4	4	3	4	15	75,00
19	YHS	3	4	4	3	14	70,00
20	NK	4	4	4	4	16	80,00
21	HS	4	4	4	4	16	80,00
22	FN	4	4	4	4	16	80,00
23	AFF	3	4	4	3	14	70,00
24	FTM	4	4	4	4	16	80,00
25	EP	4	4	3	4	15	75,00
26	AR	3	4	4	3	14	70,00
27	WM	3	4	4	3	14	70,00
28	HS	4	4	3	4	15	75,00
29	MAU	3	4	4	3	14	70,00

From the recapitulation table of the supervision results of the completeness of class administration, it was found that 14 teachers did not have complete administration or 48.28%. In comparison, 51.72% of 15 teachers had complete administration. The last date for the supervision instrument is activeness in school activities. From the recap, the data shows that 12 new teachers are active in every activity or 41.37%, and 17 or 58.63%, of teachers, still do not participate in every activity. The data is presented in the value recap table as follows.

Table 5. Teacher's Activeness in School Activities in Cycle I

No.	Name	Present	Team up	Participation	Quantity	Average
1	BD	4	4	4	12	80,00
2	AG	3	4	4	11	73,33
3	IFA	4	4	4	12	80,00
4	M	4	4	3	11	73,33
5	T	4	4	4	12	80,00
6	SP	4	4	3	11	73,33
7	MR	4	4	3	11	73,33
8	IM	4	4	4	12	80,00
9	LAA	4	4	4	12	80,00
10	SPD	5	4	4	13	86,67
11	NY	4	4	4	12	80,00
12	MWR	4	4	4	12	80,00
13	FNI	4	4	4	12	80,00
14	NH	4	4	4	12	80,00
15	SP	3	4	4	11	73,33
16	DEN	4	4	4	12	80,00
17	AF	5	4	4	13	86,67
18	FH	4	4	3	11	73,33
19	YHS	3	4	4	11	73,33
20	NK	3	4	4	11	73,33
21	HS	4	3	3	10	66,67
22	FN	4	4	3	11	73,33
23	AFF	3	4	4	11	73,33
24	FTM	4	3	4	11	73,33
25	EP	4	4	3	11	73,33
26	AR	3	4	4	11	73,33
27	WM	3	4	4	11	73,33
28	HS	4	4	3	11	73,33
29	MAU	3	4	4	11	73,33

The four recaps of the supervision results are then entered into the data table for the recap of cycle 1, which presents the following data.

Table 6. Recapitulation of Cycle I Results

Value	Number of Teachers Late, Absent, Incomplete and Inactive	Percentage (%)	Number of Teachers on Time, Present, Complete and Active	Percentage (%)
Lesson plan assessment	17	58,62%	12	41,38%
Learning implementation	15	51,72%	14	48,28%

Recapitulation of Teacher Administration Completeness	14	48,28%	15	51,72%
Recapitulation of Teacher Activity in Activities	12	41,37%	17	58,63%

Compared to the pre-cycle, the overall quality of teacher performance at SD Negeri Sendangmulyo 04 Semarang City increased by 12.06%.

Table 7. Improvement of Supervision Results from Pre-Cycle to Cycle I

Value	Percentage (%) pre-cycle	Percentage (%) cycle I	Increase
Lesson plan assessment	31,04%	41,38%	10,34
Learning implementation	48,28%	48, 28%	0
Recapitulation of Teacher Administration Completeness	27,59%	51,72%	24,13
Recap of Teacher Activity in Activities	44,83%	58,63%	13,8

The average pre-cycle result was 37.93%, and the result in cycle I only reached 50%. The performance improvement from pre-cycle and cycle I was 12.07%. This is yet to be by the performance indicators set, namely the minimum performance increase is 60% with an average teacher score of 92, so the research is continued in cycle II.

Cycle II

Cycle II activities were carried out from September 8, 2022, to October 4, 2022. Cycle II was carried out based on the results of reflection on cycle I including (1) lesson plan instrument, (2) learning implementation, (3) completeness of teacher administration from the results of principal supervision, and (4) active involvement of teachers in every activity. The advantages in cycle I that must be maintained and improved are the completeness of teacher administration and teacher activeness in every school activity. This situation must be maintained and further improved, which comes from the teachers' motivation to improve cycle II performance. The next step was to carry out academic supervision as in cycle I. Before cycle II, general coaching was conducted by the principal. The results in cycle II can be seen in the table below. Recap of the results of supervision in cycle II, the lesson plan assessment instrument shows that there 5 teachers or 17.24% of teachers have not been able to make lesson plans according to the contents of the components, and 24 teachers, or 82.76%, have lesson plans that are by the components of the lesson plan assessment. The data recap is as follows.

Table 8. Lesson Plan Assessment Instrument in Cycle II

No.	Name	Purpose	Steps	Assessment	Total	Average
1	BD	4	5	4	13	86,67
2	AG	4	5	4	13	86,67
3	IFA	4	4	4	12	80,00
4	M	4	5	4	13	86,67
5	T	4	4	4	12	80,00
6	SP	4	4	3	11	73,33
7	MR	4	4	4	12	80,00
8	IM	5	4	5	14	93,33
9	LAA	4	4	4	12	80,00
10	SPD	5	4	5	14	93,33
11	NY	5	4	5	14	93,33

12	MWR	4	4	5	13	86,67
13	FNI	5	4	5	14	93,33
14	NH	5	4	5	14	93,33
15	SP	5	4	5	14	93,33
16	DEN	5	4	5	14	93,33
17	AF	5	4	5	14	93,33
18	FH	4	4	4	12	80,00
19	YHS	3	4	4	11	73,33
20	NK	4	4	4	12	80,00
21	HS	4	4	5	13	86,67
22	FN	4	4	5	13	86,67
23	AFF	4	4	4	12	80,00
24	FTM	4	4	5	13	86,67
25	EP	4	4	4	12	80,00
26	AR	3	4	4	11	73,33
27	WM	3	4	4	11	73,33
28	HS	4	4	4	12	80,00
29	MAU	3	4	4	11	73,33

The second instrument is academic supervision of learning process assessment. In this cycle II, there were only 3 teachers or 10.34%, with a than the optimal learning process. Of 26 teachers, or 89.66%, have conducted diagnostic assessments before learning, reflecting at the end of learning with creative and innovative learning. Recap data on the learning process in cycle II is shown in the table below.

Table 9. Learning Process Instrument in Cycle II

No.	Name	Introduction	Elaboration	Exploration	Confirmation	Average
1	BD	87	88	86	87	87
2	AG	87	88	85	87	86,75
3	IFA	81	85	85	83	83,5
4	M	88	92	88	90	89,5
5	T	81	84	84	84	83,25
6	SP	75	76	64	85	75
7	MR	85	85	86	84	85
8	IM	88	92	90	90	90
9	LAA	85	83	85	80	83,25
10	SPD	88	96	93	93	92,5
11	NY	88	96	90	92	91,5
12	MWR	85	84	80	84	83,25
13	FNI	88	88	88	88	88
14	NH	86	90	86	84	86,5
15	SP	88	94	94	92	92
16	DEN	88	96	90	92	91,5
17	AF	88	96	90	94	92
18	FH	88	85	88	84	86,25
19	YHS	74	74	76	76	75
20	NK	85	84	80	84	83,25
21	HS	90	95	93	90	92
22	FN	88	80	85	80	83,25
23	AFF	84	80	85	82	82,75

24	FTM	85	82	85	85	84,25
25	EP	85	80	88	85	84,5
26	AR	80	80	80	85	81,25
27	WM	85	85	85	80	83,75
28	HS	80	80	88	85	83,25
29	MAU	73	76	75	78	75,5

The third instrument is the results of supervision of the completeness of classroom administration. The recap of the supervision results of the completeness of classroom administration shows that only 7 teachers, or 24.13%, still need complete administration. Meanwhile, 22 teachers or 75.87%, already have complete classroom administration and are neatly organized. The data recap is as follows.

Table 10. Completeness of Classroom Administration in Cycle II

No.	Name	Annual Program, Semester Program	Score list	Attendance and mutation	Syllabus/Learning Objectives (TP) and Flow of Learning Objectives (ATP)	Quantity	Average
1	BD	4	4	4	5	17	85,00
2	AG	4	4	4	4	16	80,00
3	IFA	4	4	5	4	17	85,00
4	M	4	4	4	5	17	85,00
5	T	4	4	4	4	16	80,00
6	SP	4	4	3	4	15	75,00
7	MR	4	4	5	4	17	85,00
8	IM	5	4	5	4	18	90,00
9	LAA	4	4	4	4	16	80,00
10	SPD	5	4	5	4	18	90,00
11	NY	5	4	5	4	18	90,00
12	MWR	4	4	5	4	17	85,00
13	FNI	5	4	5	4	18	90,00
14	NH	5	4	5	4	18	90,00
15	SP	5	4	4	4	17	85,00
16	DEN	5	4	5	4	18	90,00
17	AF	5	4	5	4	18	90,00
18	FH	4	4	5	4	17	85,00
19	YHS	3	4	4	4	15	75,00
20	NK	4	4	4	4	16	80,00
21	HS	4	4	4	4	16	80,00
22	FN	4	4	4	4	16	80,00
23	AFF	3	4	4	4	15	75,00
24	FTM	4	4	4	4	16	80,00
25	EP	4	4	3	4	15	75,00
26	AR	3	4	4	3	14	70,00
27	WM	3	4	4	3	14	70,00
28	HS	4	4	4	4	16	80,00
29	MAU	3	4	4	4	15	75,00

The fourth data instrument for using the results of supervision to improve teacher performance is the instrument of activeness in school activities. The recap of the results of supervision of teacher

activeness in school activities in cycle II shows that only 9 teachers, or 31.03%, have actively participated in activities but have yet to maximize participation. 20 teachers or 68.97% of teacher activeness increased. Activeness can be seen in cooperation and participation in every activity organized by the school. The recap data of the supervision results of teacher activeness in school activities are shown in the table below.

Table 11. Teacher's Activeness in School Activities in Cycle II

No.	Name	Present	Team up	Participation	Quantity	Average
1	BD	4	4	5	13	86,67
2	AG	3	4	5	12	80,00
3	IFA	4	4	5	13	86,67
4	M	4	4	5	13	86,67
5	T	4	4	5	13	86,67
6	SP	4	4	3	11	73,33
7	MR	4	4	4	12	80,00
8	IM	4	4	4	12	80,00
9	LAA	4	4	5	13	86,67
10	SPD	5	4	5	14	93,33
11	NY	4	4	4	12	80,00
12	MWR	4	4	5	13	86,67
13	FNI	4	4	5	13	86,67
14	NH	4	4	5	13	86,67
15	SP	4	4	4	12	80,00
16	DEN	4	4	5	13	86,67
17	AF	5	4	5	14	93,33
18	FH	4	4	4	12	80,00
19	YHS	3	4	4	11	73,33
20	NK	4	4	4	12	80,00
21	HS	4	3	4	11	73,33
22	FN	4	4	3	11	73,33
23	AFF	4	4	4	12	80,00
24	FTM	4	3	4	11	73,33
25	EP	4	4	3	11	73,33
26	AR	3	4	4	11	73,33
27	WM	4	4	3	11	73,33
28	HS	4	4	4	12	80,00
29	MAU	3	4	4	11	73,33

From all the data on the results of supervision of the four instruments in cycle II, presented in tabular form is as shown below.

Table 12. Supervision Results of the Four Instruments in Cycle II

Value	Number of Teachers Late, Absent, Incomplete and Inactive	Percentage (%)	Number of Teachers on Time, Present, Complete and Active	Percentage (%)
Lesson plan assessment	5	17,24%	24	82,76%
Learning implementation	3	10,34%	26	89,66%

Recapitulation of Teacher Administration Completeness	7	24,13%	22	75,87%
Recapitulation of Teacher Activity in Activities	9	31,03%	20	68,97%

The improvement of each teacher performance instrument from cycle I compared to cycle II can be seen in the table below.

Table 13. Comparison of cycle I and II

No	Description	Cycle I				Cycle II			
		Number of teachers who make lesson plan assessment instruments	Percentage (%)	Number of Teachers in learning according to the lesson plan	Percentage (%)	Number of teachers who make lesson plan assessment instruments	Percentage (%)	Number of Teachers in learning according to the lesson plan	Percentage (%)
1	Lesson plan assessment	17	58,62%	12	41,38 %	5	17,24%	24	82,76 %
2	Learning implementation	15	51,72%	14	48, 28%	3	10,34%	26	89,66 %
3	Recapitulation of Teacher Administration Completeness	14	48,28%	15	51,72 %	7	24,13%	22	75,87 %
4	Recapitulation of Teacher Activity in Activities	12	41,37%	17	58,63 %	9	31,03%	20	68,97 %

To find the success of cycle II, the rate of increase between cycle I and cycle II was calculated as shown in the table below.

Table 14. Improvement in performance assessment results from Cycle I to Cycle II

Value	Percentage (%) of cycle I	Percentage (%) of cycle II	Increase
Lesson plan assessment	41,38%	82,76%	41,38
Learning implementation	48, 28%	89,66%	41,38

Recapitulation of Teacher Administration Completeness	51,72%	75,87%	24,15
Recapitulation of Teacher Activity in Activities	58,63%	68,97%	10,34

From the table above, the improvement in the quality of teacher learning from Cycle I to Cycle II amounted to 29.31%. The average results of supervision in cycle II have reached 87.18, meaning that it is by the performance indicators set, namely at least 85.

DISCUSSION

Questionnaire Results of Teachers' Responses to the Assessment of academic supervision results to improve teacher performance

To find out the teachers' responses to the results of academic supervision, teachers were given a questionnaire containing 10 questions according to the implementation of supervision. This focuses on implementing supervision and its results which can be used as motivation to improve teacher performance. The results of the questionnaire can be seen in the table below.

Table 15. Results of teachers' responses to the implementation of supervision

Question No.	Answers			
	A	B	C	D
1	14	14	0	0
2	11	17	0	0
3	6	22	0	0
4	16	7	5	0
5	14	11	3	0
6	11	17	0	0
7	18	10	0	0
8	24	2	2	0
9	16	8	4	0
10	4	24	0	0
Quantity	134	132	14	0
Percentage	47,9%	47,1%	5,0%	0%

The answers to the questions were designed for option A as very positive, option B as positive, option C as less optimistic, and option D as not positive (unfavorable). From Table 4.5, the response of SD Negeri Sendangmulyo 04 Semarang City teachers to the results of academic supervision to improve teacher motivation is excellent. This can be seen from the percentage of answer B is 47.1%, and the percentage of answer A is 47.9%, so the total is 95%.

Improving Teacher Work Motivation

Satisfactory results were obtained from the implementation of actions taken using academic supervision. This can be seen by the increase in the average supervision results, from 83.87 in cycle I to 87.18 in cycle II. The application of using the results of academic supervision to increase teacher motivation. Assessment instruments for lesson plans, learning implementation, teacher administration completeness, and school activities' activeness.

CONCLUSION

The implementation of academic supervision at SDN Sendangmulyo 04 Semarang City can be used to improve teachers' performance. Teachers at SDN Sendangmulyo 04 Semarang City responded positively to the questionnaire results about the supervision results. Of the 10 questions in

the questionnaire, 47.7% answered A, 47.1% answered B, and 5% answered C. This means the teacher's response to the supervision results is excellent. Satisfactory results were obtained from the implementation of actions taken using academic supervision. This can be seen from the increase in the average supervision results, namely 83.87 in cycle I to 87.18 in cycle II. It is said that the increase in the quality of teacher learning from Cycle I to Cycle II is 29.31%—using the results of academic supervision to increase teacher motivation. To achieve maximum learning, teachers should prepare lesson plans in advance. Carry out learning according to the lesson plan with an innovative, creative, fun learning model. Before teaching, teachers should make a diagnostic assessment and reflection at the end of the lesson. This can create students' happiness in learning. Teachers should be open to supervision because supervision is not judgmental but can be a means of communication and improvement in learning.

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