
The Impacts of Learning Supervision and Work Motivation on the Work Commitment of Public Junior High School Teachers

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Abstract

This research aims to reveal the influence of learning supervision and work motivation on the work commitment of public junior high schools in Padang City. The hypotheses proposed in this research are (1) the significant influence of learning supervision on work commitment, (2) the significant influence of work motivation on work commitment, and (3) the significant influence of learning supervision and work motivation on work commitment. The comprised population for this research was all civil servant teachers at junior high schools in Padang City, totaling 1247 people. The research sample consisted of 157 teachers using the cluster random sampling technique. The research used assessment scales and Likert scale model questionnaires as instruments. In addition, the data was analyzed using analytical techniques. The results indicate that the amount of work a teacher has can influence their level of work commitment. The level of achievement in supervision can increase teacher work commitment, and improving learning supervision and enhancing work motivation can increase work commitment.

Keywords

Learning supervision, teacher, work commitment, work motivation

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Introduction

According to Rifma et al. (2019), teachers play an essential role in realizing educational goals as a strategic component in the learning process. For this reason, teachers must plan to carry out their duties, which is critical before carrying out an activity, including learning activities. Teachers must prepare a learning plan before entering the classroom, which is helpful for teachers as a guide in implementing their learning. Some discrepancies between the plans prepared and the implementation of learning in the school must be noted by the teacher and used as a guide for the teacher in preparing the next learning plan. This implies that the teacher must constantly improve and adapt the learning plan to their teaching class conditions.

The demand for improving education quality is increasing daily along with the increasingly rapid development of science and technology. Therefore, improving learning must start with the teacher himself. The teacher must adopt an attitude that constantly seeks to improve the quality of education, thereby enhancing students' cognitive, affective, and psychomotor abilities. In this case, teachers are required to increase their work commitment.

Teachers with high commitment will work optimally, devoting their attention, thoughts, energy, and time to tasks expected by the institution. Committed teachers are loyal, aware, and responsible for carrying out the learning process. A teacher's commitment is essential in his duties; the higher the commitment to his work, the more it will give an idea that the teacher will be committed to his duties. According to Al Muhannaa (2023), a highly committed individual is characterized by discipline, a sense of caring, loyalty, and responsibility. He plays an active role in the progress of the organization where he works.

The school principal's less-than-optimal implementation of supervision is likely to contribute to the teacher's suboptimal work commitment. Supervision is carried out to provide teachers with direction, assistance, and guidance, ensuring their teaching aligns with expectations. The characteristics of teachers with work commitment are (1) attending regularly and on time at school, (2) being actively involved in extracurricular activities, (3) continuously searching for opportunities to develop themselves through training, workshops, seminars, and other professional development programs relevant to their field, and (4) adhering to standards of ethics and professionalism in their teaching practices. They uphold integrity and act to support the development of students' morals and character.

Furthermore, teachers must also have high work motivation in the learning process to improve students' achievements. High or low teacher motivation can be seen from the drive to improve achievement, the drive to avoid failure, the drive to work hard, and the drive to actualize the teacher's self. Work motivation is one component that influences teacher work commitment. Teacher work motivation is crucial to increasing teacher work activities and achieving better work commitment. A highly motivated teacher will always try as hard as possible to complete the tasks. Every teacher who wants to work must have something that drives him to do the work where teachers work. Motivation is a condition that encourages teachers to do something to achieve organizational and personal goals. If a teacher has high work motivation, the teacher will promote enthusiasm to complete tasks well and on time. The motivation expected from a teacher is that his function can influence his work commitment.

Literature Review

Supervision is a service that helps teachers improve teaching, learning, and curriculum (Tanjung, 2020). Learning supervision is essential to know the learning progress during practice by providing regular feedback, identifying areas for improvement, and ensuring they are on the right path to achieving their learning goals, essentially acting as a guide to monitor and enhance development throughout the learning process (Dipaola & Wagner, 2018). Some items, such as work commitment and motivation, are influenced to gain satisfactory results from learning supervision (Ensour et al., 2018).

Work commitment is an individual's compliance with implementing policies or regulations that the organization has adopted (Celis, 2018). It is also known as a person's willingness to bind themselves and be able to provide proof of loyalty to the organization because they feel they are involved in the organization's activities (Tella et al., 2007). Furthermore, Nahak and Ellitan (2022) stated that work commitment is when an individual shows a strong desire to become a group member, high willingness and effort for the organization, and a particular belief and acceptance of its values and organizational goals.

According to Afshari et al. (2020), work commitment is a sense of identification expressed by an individual toward the organization. A highly committed person would probably see herself/himself as an actual firm member, overlooking minor sources of dissatisfaction. In contrast, a less committed person is likelier to see herself as an outsider. This work commitment terminology refers to an individual's identification and interest in their organization. Everyone with a work commitment will believe that he or she is a faithful member of an organization (Cooper-Hakim & Viswesvaran, 2005). In addition, Meyer and Herscovitch (2001) explained that work commitment is the extent to which an individual knows the organization's goals and desires to maintain his or her membership. Besides a feeling of identification, involvement, and loyalty expressed by an individual toward the organization (Minarova, 2018), work commitment is an attitude that is accompanied by realizing that attitude in daily life, including carrying out tasks (Rifai et al., 2018). Work commitment refers to an individual's obedience, strong will, desire, loyalty, agreement, or determination. It also refers to their seriousness in carrying out duties with a complete sense of responsibility and full awareness, as they believe they are part of the organization in achieving its goals.

Furthermore, according to Frijda (2010), motivation is an energy change within a person characterized by affective arousal and anticipatory goal relations. Motivation is a change in energy within a person characterized by the emergence of feelings and reactions to achieve goals. Additionally, Peters (2015) stated that motivation is a condition that exists within a person that causes a person to carry out certain activities to achieve specific goals. Therefore, work motivation is an encouragement that can cause someone to carry out activities or work to achieve goals.

Motivation is an important part of every activity. Without motivation, there is no actual activity. People will work seriously if they have high motivation. With positive motivation, people will show interest, pay attention, and be responsible for their duties to increase their

performance. Zlate and Cucui (2015) argued that activities directly related to improving performance require motivation.

Methodology

Research design, site, and participants

This research is quantitative. According to Priadana and Sunarsi (2021), quantitative research methods are organized studies of a phenomenon through data collection using computer, statistical, or mathematical methods. This research method specifically employs path analysis techniques. Path analysis consists of multiple exogenous variables, X1, X2, and Xn, with one endogenous variable Y (Dhaniarti et al., 2018). The research employs structured equations to examine how learning supervision (X1) and work motivation (X2) affect work commitment (Y). The population of all civil servant teachers working at Padang City Public Middle Schools is 1247. The sampling used the cluster random sampling technique, so the sample obtained 157 teachers.

Data collection and analysis

The instrument used in this research was a questionnaire prepared using a Likert scale model with five alternative answers, namely 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never. Before using the questionnaire, this research tested the validity and reliability of the instrument. The trials conducted on 30 teachers showed that the research questionnaire was valid and reliable. Field research employs a valid and reliable questionnaire to collect data. Data collection was carried out in two ways, namely directly by giving questionnaires to respondents and using Google Forms related to learning supervision (X1), work motivation (X2), and work commitment (Y). The research analyzed the data using software the SPSS Version 26 regression analysis method. 1) Descriptive analysis; 2) first-step tests like the normality test, the linearity test, the multicollinearity test, and the regression coefficient significance test; and 3) Using simple regression analysis and multiple regression to test hypotheses and find the level of influence.

Findings

Normality test

The Kolmogorov Smirnov-Z method (SPSS Program Version 26.00) was used to test the normality of the scores for work commitment (Y), learning supervision (X1), and work motivation (X2). Data can be normally distributed if KS has a significant level (Asymp. Sig.) > 0.05; conversely, if the significance level (Asymp. Sig.) < 0.05, then the data is not normally distributed. The significance value of each variable was more significant than alpha 0.05. Thus, the second requirement, namely data normality, has been fulfilled. The results of the examination can be seen in Table 1.

Table 1. *Summary of normality test results*

KS test	Work commitment	Learning supervision	Work motivation
Statistical tests	0.059	0.062	0.045
$p =$ Asym sic value	0.200	0.200	0.200

Homogeneity test

To determine the Levene test method, the data homogeneity test was used to see how similar the variance was that linked to work commitment (Y) for each group of independent variables, such as learning supervision (X1) and work motivation (X2). As a testing criterion, if the significance value is > 0.05 , the variance of two or more data groups is the same. The homogeneity test employs the Levene test with the SPSS version 26 program. The research data is homogeneous if the significance level is more significant than 0.05. If it is less than 0.05, the research data is heterogeneous. It is not the same (not homogeneous) as attached in Table 2 below.

Table 2. *Summary of homogeneity test results*

Variable	Levene Statistics	df1	df2	Sig	Note
Learning supervision (X1)	0.918	7	123	0.586	Homogeneous
Work motivation (X2)	1.296	7	123	0.172	Homogeneous

The results of the research on work commitment (Y), which includes learning supervision (X1) and work motivation (X2), are all the same, as shown in Table 2. This implies that the homogeneous variance of group Y data on X1 and X2 satisfies the homogeneity requirement.

Linearity test

The linearity test was carried out to ensure that each exogenous variable in this research had a linear relationship with the endogenous variable. The researchers conducted the linearity test on the variables of learning supervision (X1), work motivation (X2), and work commitment (Y). The researcher tested the linearity of variable relationships using the F-test. The researchers also used the SPSS 26 program to search for the f-count.

The conclusions are based on comparing the search results of f-count with f-table. If the comparison results show $f\text{-count} \leq f\text{-table}$ at a significance level of 0.05, then it can be concluded that the variable relationship is linear, and the data analysis technique chosen in this research can be used. On the other hand, if $f\text{-count} > f\text{-table}$ at a significant level of 0.05, the relationship between the research variables is not linear. Test results are presented in Table 3.

Table 3. *Summary of linearity test results for research variable relationships*

No.	Type of count	F-count value	Sign value	F-table (sig.0.05)	Conclusion
1.	Learning supervision (X1) with work commitment (Y)	1.203	0.233	3,033	Linear
2.	Work motivation (X2) with work commitment (Y)	0.906	0.625	3,033	Linear
3.	Learning supervision (X1) with work motivation (X2)	0.783	0.789	3,033	Linear

Multicollinearity test

In the multicollinearity test, the independent table must not have any signs of multicollinearity or signs of correlation between independent variables. The Variance Inflation Factor (VIF) must be less than 10, and the tolerance must be greater than 0.1. The results of the multicollinearity test can be seen in Table 4 below:

Table 4. *Multicollinearity test*

Model	Collinearity statistics		
	Tolerance	VIF	
1	(Constant)		
	X1 (Learning supervision)	0.699	1.431
	X2 (Work motivation)	0.699	1.431

Table 4 above shows that the learning supervision variable has a VIF value of 1.431 and a tolerance of 0.699, and learning motivation has a VIF value of 1.431 and a tolerance of 0.699. This means that both independent variables' VIF (Variance Inflation Factor) value is < 10, and the tolerance value is > 0.1. If the f-count significance value is smaller than 0.05, there is no multicollinearity problem or no relationship between the independent variables, namely learning supervision and work motivation.

Significance test coefficient regression

The goal of testing the significance of regression coefficients is to determine if the regression model can accurately predict endogenous or dependent variables. The criterion used for the significance test is a significance of 0.05. The regression coefficient is significant if the f-count significance value is smaller than 0.05. Conversely, if the significance of the f-count is more significant than 0.05, then the regression equation is declared insignificant. However, the regression equation is significant if the f-count is smaller than 0.01. This time, a regression coefficient significance test was done on a research structural model that looked at

(1) how learning supervision (X1) and work motivation (X2) affect commitment to work (Y). Table 5 presents the significance calculations of the regression coefficients from the two structural equation models used in this research.

Table 5. *Significance test coefficient regression*

No	Track connection	F-count value	Sign value	Conclusion
1.	Learning supervision (X1), work motivation (X2) with work commitment (Y)	53.964	<0.001	Very significant

Hypothesis testing

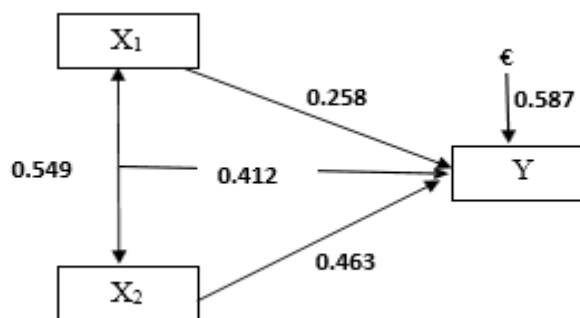
The results of testing all the hypotheses above can be summarized in Table 6 below.

Table 6. *Percentage of influencing variable*

Influencing variable	Percentage
X1 to Y	13.22
X2 to Y	28.00
X1, X2 together – The same toward Y	41.22
Residue € to Y	58.78

Regarding the test results analysis for the hypothesis, for every exogenous variable to endogenous variable and the path analysis model applied by this researcher, the path coefficient can be presented according to the illustration in the figure below.

Figure 1. *The track analysis model (path analysis)*



The hypothetical equation can be filled using the path coefficient values from the table calculation results and the path analysis model above: Hypothetical: Hypothetical: Hypothetical: Hypothetical equation $Y = 0.256 X1 + 0.463 X2 + 0.587$.

Based on the results testing the hypotheses from number one through number three, the summaries are as follows.

- Hypothesis 1 is "there is a significant influence on learning supervision (X1) toward work commitment (Y)" and can be accepted, with a mark coefficient path $y_{x1} = 0.258$ and coefficient determination 0.0666 (6.66%).
- Hypothesis 2 is "there is significant work motivation (X2) against work commitment (Y)," which can be accepted, with the mark coefficient path $y_{x2} = 0.463$, with coefficient determination 0.2144 (21.44%).
- Hypothesis 3 is "there is significant influence, learning supervision (X1), and work motivation (X2) against work commitment (Y)", which can be accepted, with a mark coefficient path $y_{x1x2} = 0.412$, with a coefficient determination of 0.642 (64.20%).

Discussion

Based on the results of data analysis and the level of achievement of the responses of Padang City junior high school teachers in general, the research results indicate that the work commitment variable is at an achievement level of 88.58% with the interpretation of "high." The learning supervision variable is at an achievement level of 85.68%. With an interpretation of "good," work motivation is at an achievement level of 85.74% with an interpretation of "high."

This research differs from the results of initial observations made by researchers. Initial observations found that the work commitment of teachers at Padang City Junior High School still seemed low. The difference between research and initial observation findings occurs because the results of measurements carried out based on observation alone, or without valid and reliable instruments, are not strong enough to be used as a basis for generalization. Therefore, the research must be systematic, using procedures to gather empirical evidence and ensure truth. The data analysis and hypothesis testing results indicate that the three hypotheses tested in this research are acceptable. The following will discuss the research findings in detail.

The influence of learning supervision on work commitment

Based on the results of research on Padang City junior high school teachers, it is known that learning supervision is significant for work commitment at 13.22%. This means that the better the learning supervision, the more the work commitment will increase. Vice versa, the worse the learning supervision, the lower the work commitment. This means that learning supervision can be used to predict teacher work commitment.

Descriptive analysis indicates that the learning supervision at Padang City Junior High School is in a good category, with an average score of 85.68% of the ideal score. Furthermore, of each indicator, the one with the highest score is the second, namely the implementation of learning supervision, which is in the good category (87.97% of the ideal score). The indicator with the lowest score achievement level is the third indicator, namely following up on learning supervision, which is in the good category (82.33% of the ideal score).

It agrees with what [Asmendri \(2022\)](#) stated about learning supervision: 1. It is a set of professional services that help teachers; 2. These services are given by more experienced people like school principals, school inspectors, supervisors, and other experts; and 3. These services aim to improve the quality of learning processes and outcomes to meet educational goals.

In addition, this research also aligns with [Stinglhamber and Vandenberghe \(2003\)](#), who stated that supervision directly affects organizational commitment. Therefore, supervision has a direct influence on organizational commitments. Increasing supervision will result in more outstanding organizational commitment. Likewise, [Ahmanda and Daryono \(2024\)](#) stated that supervision directly affects professional commitment.

The influence of work motivation on work commitment

Based on the research on Padang City Junior High School teachers, work motivation directly and significantly affects work commitment by 21.44%. This means that the higher the work motivation, the higher the commitment. Vice versa, the lower the work motivation, the lower the work commitment. Therefore, work motivation can be a predictor of work commitment. Descriptive analysis shows that teacher work motivation at Padang City Junior High School is in the high category, with an average score of 85.43% of the ideal score. Furthermore, from each indicator, the indicator with the highest achievement score level is the second indicator, namely work morale, which is in the good category (89.39% of the ideal score). The indicator with the lowest score achievement level is the third indicator. The fourth indicator pertains to disciplines that fall into the good category, accounting for 81.68% of the ideal score.

These findings align with [Maamari and Majdalani \(2017\)](#), stating that employee's low commitment to learning supervision and work motivation is influential in a significant way toward work commitment. This implies that carrying out their duties is influenced by factors, such as leadership, intelligence, job satisfaction, work motivation, cooperation, suitability of employee placement, and organizational climate. [Deci and Ryan. \(2012\)](#) defined motivation as a condition in a person's personality that encourages the individual's desire to carry out certain activities to achieve a goal. In addition, according to the variable description, the average score for teacher work motivation and work commitment meets good criteria, indicating that teacher work motivation can significantly enhance teacher work commitment. The relationship between work motivation and teacher work commitment is statistically significant, with a p-value of 0.000 ($p < 0.05$), indicating that a value of 0.000 ($0.000 < 0.05$) means work motivation has a significant effect on teacher work commitment.

The influence of learning supervision and work motivation on work commitment

Based on the research results on Padang City junior high school teachers, it is known that learning supervision and work motivation have a direct and significant effect on work commitment (64.20%). This means that the better the learning supervision and the higher the work motivation, the more work commitment will increase. Vice versa, the worse the learning supervision is the lower the work motivation is and the lower the work commitment. This

phenomenon means that learning supervision and work motivation can be used to predict teacher work commitment. These results are in line with Article 7 of Law Number 14 of 2005 Concerning Teachers and Lecturers, which stated that teaching is a unique job that is based on several means that learning supervision and work motivation can be used to predict teacher work commitment factors, such as talent, interest, calling, and a dedication to improving the quality of education, faith, piety, and good morals. Therefore, work commitment is critical because it will influence teacher behavior at work. If teachers are highly committed to work, they can achieve the effectiveness and success of educational goals.

Devos et al. (2014) divided teacher commitment into three factors: the educator's profession, student, and school (organizational) factors. However, the research used one factor: teacher commitment to students. In addition, Yildiz (2017) divided it into four dimensions: commitment to students, commitment to teaching, commitment to school, and commitment to the profession. The teaching and learning process continues throughout a teacher's career. Therefore, teachers need to prepare themselves and carry out reforms in teaching. Teaching methods should improve continuously over time and be consistently enhanced. Commitment is crucial in teacher professional development. The level of teacher commitment is the key to the success of the education reform agenda. For this reason, teachers need to maintain their energy and enthusiasm in teaching.

Conclusion

Based on the results of the analysis, the conclusions are as follows (1) The amount of work a teacher has can influence their level of work commitment, and the level of achievement in supervision scores falls within a good category which indicates an improvement in supervision effectiveness and work commitment increases learning, (2) The learning supervision has a significant influence on work commitment. Learning supervision and work motivation are influential in a significant way toward work commitment. This implies that improving learning supervision and enhancing work motivation can increase work commitment.

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