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Influence Academic Supervision and Leadership on Teacher Performance Through Work Motivation at The Faculty of Education Science and at Universidade Oriental Timor Lorosa'e

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Abstract: The purpose of this research are 1) To analyze and prove the influence of academic supervision on motivating the work of teachers at the Faculty of Educational Science and at the Eastern University of Timor Lorosa'e; 2)to analyze and prove the influence of leadership on teacher work motivation at the Faculty of Educational Science and at the Oriental University of Timor Lorosa'e; 3) To analyze and prove the influence of work motivation on the performance of teachers at the Faculty of Educational Science and at the Oriental University Timor Lorosa'e; 4) To analyze and prove the influence of academic supervision and leadership on teachers' performance through work motivation at the Faculty of Educational Science and at the Eastern University of Timor Lorosa'e. The population of this research totals 38 teachers. This research uses quantitative descriptive methodology. The data collection technique through observation, questionnaire and documentation. Test validity and reliability of each variable item for use as a research variable. The method used to analyse data is the path analysis and the help of the computer application SPSS version 21.0. The research result showed that: 1) There is a significant influence between academic supervision (X_1) and work motivation (Y); 2) There is a positive and significant influence between leadership (X_2) and work motivation (Y); 3) There is no significant influence between academic supervision (X_1) and teacher performance (Z); 4) There is a significant influence between leadership (X_2) and teacher performance (Z); 5) There is a positive and significant influence between work motivation (Y) and teacher performance (Z); 6) Work motivation (Y) does not act as a mediator for the relationship between academic supervision (X_1) and teacher performance (Z); 7) Work motivation (Y) is a mediator for the relationship between leadership (X_2) due to the teacher's performance (Z).

Keywords: Academic Supervision, Leadership, Motivation and Performance

INTRODUCTION

Education is an importante pillar in the world that is to improve the quality of human

resources for development in all sectors. education is also the first factor that can decide the change of development situation in a country through human resource that are produced. Education is a key sector to develop the nation and needs to be addressed specifically in order to achieve the nation's objectives to achieve justice and well-being both materially and spiritually.

Timor-Leste is a new country that restored its independence on May 20, 2002. All Timorese have dreams and want to develop the country in the future, therefore development starts from formal education in schools and non-formal education in society, so education is a universal and very important aspect of development for a country, including Timor-Leste. For another reason, education is a sector that plays a very important role in preparing qualified human resources for the future of the people and the country.

We have observed that in recent years, higher education institutions in Timor Leste, especially private institutions, have improved, strengthened and developed themselves. Infrastructure development, teacher qualification (from S-1 to S-2, from S-2 to S-3) is now going very fast. Slowly but surely the institution of higher education continues to improve itself. This is a very positive sign for the development of higher education quality in the future.

The University of East Timor (UNITAL) is a private higher education institution founded by veterans such as Mr. Lere Ana Timur, Sr. Maunana, Sr. Nixon, Sr. Matos, Sr. Nunura and Mr. Kayrala Xanana Gusmão managed by the Dog Foundation of East Timor (FUNATIL). The University of East Timor (UNITAL) was established on September 26, 2002 with the main objective of liberating the new generation of the country from ignorance and poverty. UNITAL has been in general development for fourteen (14) years. Judging from its history, UNITAL also faced many obstacles, ranging from internal problems to the leadership crisis phase. But with hard work, effort and commitment, UNITAL can get through this difficult time.

To develop this institution forward according to everyone's wishes including academics' wishes require good management as well as support from all leaders because there are public institutions as well private companies to develop themselves well requires everyone's contribution and work together to achieve the objectives. The new structure and leadership in 2013 made UNITAL carry out many transformations and changes in the academic aspect to obtain institutional accreditation from the National Agency for Academic Evaluation (ANAAA). Since then, UNITAL has been cooperating with institutions in the country and also offering scholarships to lecturers to continue their studies for master's and doctoral degrees. Until now, UNITAL has 7 faculties, namely the Faculty of Economics, Technology, Law, Social Sciences and Politics, Agriculture, Health Sciences, and Education.

Performance is the performance of services achieved by someone or the quality and quantity of services achieved by someone. To increase the professionalism capacity of teachers in the Faculty of Education is very necessary to attend training, active in academics such as scientific seminars, workshops and most importantly how to evaluate the performance of work related to the learning process. Often teachers do not have the opportunity to participate in pedagogical training, there is no space to conduct scientific research because the regulations of work that do not space with these situations affect the performance of teachers.

Motivation is the basic part that leads a person to behave, it is not separated from stimuli such as gifts or punishment. Motivation will be teachers to promote and work hard to ensure quality in the process of teaching and learning activities. In UNITAL institutions especially in the Faculty of Education often see the reality of lack of motivation from what makes teachers today there are some, often unwilling to work or transmit science with quality to students even in the school environment as well outside (home) that can have a strong influence so motivation from leadership is very important to help teachers to make their work successful. Motivation is a psychological condition that drives us to perform an activity. Motivation is an important key and a force to do something to achieve the goal we want.

Supervision is a process of guiding teachers to improve their professional capacity to ensure quality and learning outcomes for students. Through this supervision helps teachers to solve problems in learning activities because academic supervision is very important to implement to ensure the quality of learning.

Leadership is a person who has the ability to influence, move, and show measures to his people or as a group of people to work hard to achieve an objective in the institution. Leadership is a directive aspect in the life of the organization that becomes a save in its position. Therefore, leadership as a leader has a driving role in the process of working together between human beings as well as organizations. of education is not working optimally. This situation greatly affects the quality of learning in the area, especially the professionalism of lecturers for pedagogical competence, therefore academic supervision and leadership is very important to ensure the quality of learning.

Based on the background description, the problem can be formulated as follows:

1. Is there a significant and positive influence of academic supervision on the motivation of teachers in the Faculty of Education, East Timor University?
2. Is there a significant and positive influence of leadership on the motivation of teachers in the Faculty of Education, East Timor University?
3. Is there a significant and positive influence of academic supervision on the performance of teachers in the Faculty of Education, East Timor University?
4. Is there a significant and positive influence of leadership on the performance of teachers in the Faculty of Education, East Timor University?
5. Is there a significant influence of work motivation on the performance of teachers in the Faculty of Education, East Timor University?
6. Is there a significant and positive influence of supervision on teacher performance through motivation in the Faculty of Education, East Timor University?
7. Is there a significant and positive influence of leadership on teacher performance through work motivation in the Faculty of Education, East Timor University?

METHOD

This research applies a quantitative descriptive design, aiming to provide a detailed statistical analysis of the relationships among academic supervision, leadership, work motivation, and teacher performance. The study explores both direct and indirect influences, particularly focusing on work motivation as a mediating variable.

Population and Sampling Technique

The population consists of 38 lecturers from the Faculty of Education Sciences at Universidade Oriental Timor Lorosa'e (UOTL). Given the manageable population size, the study adopts a census sampling method, where all members of the population are included in the sample to maximize data accuracy.

Data Collection Methods

1. **Observation:**
Conducted to gain a first-hand understanding of the educational environment and the implementation of academic supervision and leadership practices.
2. **Questionnaire:**
 - a) The main instrument used to measure the following variables:
 - ✓ Academic Supervision (X_1): Includes indicators such as guidance, evaluation, and professional support provided to the teachers.
 - ✓ Leadership (X_2): Assesses leadership styles, communication, and decision-making effectiveness.
 - ✓ Work Motivation (Y): Measures intrinsic and extrinsic motivational factors.

- ✓ Teacher Performance (Z): Evaluates teaching quality, productivity, and student outcomes.
 - b) The questionnaire includes structured, Likert-scale items, enabling quantitative measurement of respondent perceptions.
3. Documentation:
Secondary data collected from institutional records, administrative reports, and previous evaluations, complementing primary data from observation and questionnaires.

Validity and Reliability Testing

1. Validity Test: Ensures that the questionnaire items accurately measure the intended variables. Items with a correlation coefficient higher than the critical value are considered valid.
2. Reliability Test: Assesses the consistency of responses. Cronbach's alpha is calculated, with a value of 0.7 or higher indicating good reliability.

Data Analysis Technique

The collected data were analyzed using path analysis, which evaluates both direct and indirect relationships between variables. The key analysis steps include:

1. Descriptive Statistics: Summarizes the characteristics of the data, such as means, standard deviations, and frequencies.
2. Path Analysis
 - a) Examines causal relationships between:
 - ✓ Academic Supervision (X_1) \rightarrow Work Motivation (Y) \rightarrow Teacher Performance (Z).
 - ✓ Leadership (X_2) \rightarrow Work Motivation (Y) \rightarrow Teacher Performance (Z).
 - b) The analysis is supported by the use of SPSS version 21.0, providing precise calculations of path coefficients, significance levels, and indirect effects.

Steps in Conducting Path Analysis

1. Test for direct relationships between independent variables (X_1 and X_2) and the dependent variable (Z).
2. Test the mediating effect of work motivation (Y) between the independent and dependent variables
3. Evaluate whether academic supervision (X_1) and leadership (X_2) have a significant combined effect on teacher performance (Z) through work motivation (Y).

Hypothesis Testing

1. Statistical tests were conducted at a 5% significance level ($\alpha = 0.05$).
2. A hypothesis is accepted if the p-value < 0.05 , indicating a statistically significant relationship.

Summary of Analytical Tools

1. SPSS version 21.0: Used for data processing, including descriptive statistics, path coefficients, and significance testing.
2. Path Coefficients: Measure the strength and direction of relationships among variables.
3. Sobel Test: Evaluates the mediating effect of work motivation (Y).

RESULTS AND DISCUSSION

Based on the analysis of the result in this part attempts to make an in depth discussion about this study. based on the result of the path analysis showed that there is a significant influence of Supervision Academic (X_1) and leadership (X_2) on work motivation (Y) and its impact on Teacher performance (Z).

Result of the causal relationship path diagram between the exogenous independent intervening and endogenous (dependent) variable.

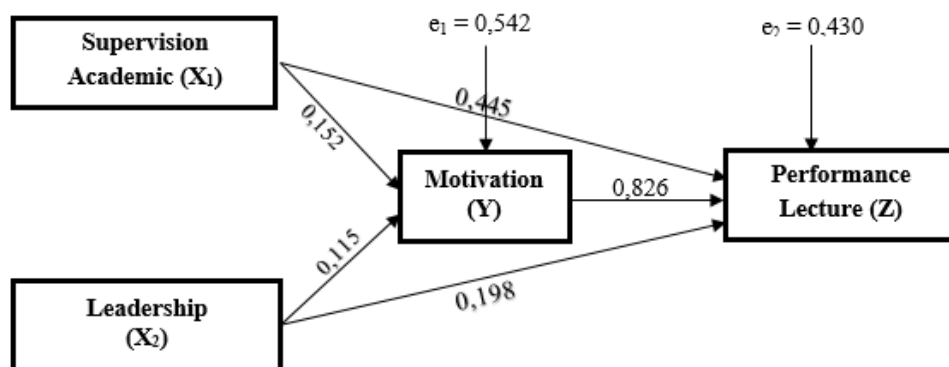


Figure 1. Path Analysis Results

Table 1. Direct and indirect influence variables

Influence variables	Direct influence	Indirect influence trough motivation (Y)	Total Influence
Academic supervision (X_1) for Motivation work (Y)	0,152		0,152
Leadership (X_2) for Motivation work (Y)	0,115		0,115
Motivation work (Y) For Performance Lecture (Z)	0,826		0,00
Academic supervision (X_1) for Performance Lecture (Z)	0,445	0,2	0,645
Leadership (X_2) For Performance Lecture (Z)	0,198	0,094	0,209

Source: SPSS 21.0 for windows output

Discussion

1. The influence of Academic Supervision for Work Motivation

Analyze the influence of X_1 on Y . Because the significance value is $0.000 < 0.05$ so we conclude that directly academic supervision (X_1) has a significant influence on work motivation (Y). Based on the result of the analysis showed that academic supervision has a positive influence on work motivation in the East Timor University especially in the Faculty of Education Sciences because the significant value is lower than the significant value determined (0,05).

This research is also supported by Henny’s (2022) frist research which states that academic supervision influence work motivation. Setyo and Hartanto (2019) said that supervision is the effort that the servant gives to teachers to become professional when performing their work as a servant to student. The University of East Timor also established a directorate called Internal Quality Assurance (IQA) which perform their role to supervise all faculties related to the learning process each semester. Supervision is an effort that provides motivation for good work, stimulation, coordination and advice to the development of individual teachers and staff so that they can transform science with quality to student.

2. Leadership Influence on Work Motivation

The result of the analysis showed that directly leadership (X_2) has a significant influence on work motivation (Y) because the significant values is lower than the significant value determined ($0.000 < 0.05$). Leadershipis the activity of influence and mobilizing subordinates to commit to work voluntarily to achieve organizational objectives, (Brito, 2021). From this

analysis the researcher concluded that the leadership the vision, mission and institution. On the other hand, especially in the Faculty of Education Science as visionary leadership that has the capacity to identify, create various opportunity and also prepare themselves to solve various challenges and problem that they face to make better plans to be able to in the face of these challenges.

3. Influence of Academic Supervision (X_1) on Teacher Performance (Z)

The research result showed that academic supervision (X_1) does not significantly influence teacher performance (Z) because the significant value is greater than the significant values determinaed ($0.176 > 0.05$). Acording to Gregorio (1966) said that supervision is to improve the teaching and learning process by working whit student. Supervision is an aid to develop a better teaching and learning process (Purwanto, 2005). foFrom the result of the analysis shows that in the University of East Timor especially in the Faculty of Education Sciences supervision activities are not optimal. This situation affects for the quality of learning in the place especially-especially the professionalism of lecturers for pedagogical competence because it is necessary to prepare a good plan and procedures to implement supervision activities to give evaluation or feedback to teachers to ensure the quality of learning in the institution.

4. Influence of Leadrship (X_2) on Teacher Performance (Z)

Analyze the Analyze the influence of X_2 to Z because the significant value is greater than the significant value determined ($0.025 < 0.05$), so we conclude that "Directly Leadership (X_2) has a significant influence on teacher performance (Z)". This research It is also supported by the first research of Imam Ahmad (2022) which states that leadership influences work performance. Performance is the level of employee work results to the requirements of the job that is given, performance is the result of good employee work in terms of quality and quantity of work base that has been shown, (Bahri, 2020). From this analysis, the researcher concluded that the performance of teachers how to raise quality and provide benefits based on standardization determined before the period also depends on the capacity of a professional leadership honesty and transparency to be able to motivate and work together to empower people in the faculty and they can also get the right motivation to dedicate themselves to their duties, a leader always inspires his teachers to work with him to bring the faculty to success , a leadership always fosters good relationships with all people involved in the process of implementing the organization's vision in the future.

5. Influence of Work Motivation (Y) on Teacher Performance (Z)

Based on the research results showed that work motivation (Y) has a significant influence on teacher performance (Z)” because the significant value is smaller than the significant value determined ($0.046 > 0.05$). According to McDonald (in Soemanto, 1987) the motivation of leaders is very important to achieve a goal. Motivation is a complex problem in organizations, because the needs and desires of one individual with another are not the same or there is a difference between their desires and thoughts. From the results of the analysis showed that in the East Timor University especially in the Faculty of Education Science reality model motivation seen from the intrinsic and extrinsic part gives satisfaction to teachers to improve performance. In the last 2 years, the leadership of East Timor University has made efforts to create cooperation with universities in Indonesia to give lecturers the opportunity to continue their studies at master's level (S_2) and doctoral level (S_3) to prepare themselves better to be able to return to contribute to the University better in the future.

6. Influence of Academic Supervision (X_1) through Work Motivation (Y) on Faculty Performance (Z)

From the research results, the influence of academic supervision (X_1) over work motivation (Y) on teacher performance (Z) shows that work motivation (Y) is not a mediator of

the relationship between academic supervision and teacher performance (Z) because the indirect influence value is too small right influence value ($0.2 < 0.445$). This research clarifies the theory that states that work motivation is the fundamental basis to be able to give satisfaction and can inspire people - each can work better to improve their performance to give success to the organization or institution where they work. In the institution of East Timor University especially the Faculty of Education Sciences showed that it has not applied well the content of academic supervision where many departments are opened but these departments are applied in the classroom only alias theory is more compared to practice. It is necessary to create conditions such as practical facilities and learning tools to motivate teachers to be willing to transmit materials or science with quality to students.

7. Influence of Leadership (X₂) through Work Motivation (Y) on Teacher Performance (Z)

From the results identified that the direct influence of X₂ to Z is 0.198. While the indirect influence of X₂ on Z through Y is $0.115 \times 0.826 = 0.094$. So the total influence of X₂ on Z is the value of direct influence + indirect influence ($0.198 + 0.094 = 0.292$). Based on this calculation, the direct influence is 0.198 and the indirect influence is 0.292. Because the value of indirect influence ($0.209 >$ value of direct influence (0.198)) then we conclude that "Work Motivation (Y) mediates the relationship between Leadership (X₂) and Teacher Performance (Z). From this analysis, the researcher concluded that in the University of East Timor, especially the Faculty of Education Sciences, the performance of each person in terms of quality of work, quantity of work and ability to work also depends on motivation both from the intrinsic and extrinsic to better inspire members to be successful in the institution they are part of.

CONCLUSION

1. There is a significant influence between academic supervision (X₁) and work motivation (Y)". plus a significance value of $0.000 < 0.05$. This means that if academic supervision is carried out properly and follows its procedures, it will increase work motivation.
2. There is a significant influence between Leadership (X₂) to Work Motivation (Y)" because the significance value is $0.000 < 0.05$, meaning that good work motivation also depends on the leadership capacity in the institution how to inspire, encourage and help its members to can work more professionally.
3. There is no significant influence of academic supervision (X₁) on teacher performance (teacher performance Z)" because the significant value is greater than the significant value determined ($0.176 > 0.05$). X₁ to Z. Because the significance value is $0.176 > 0.05$, then we conclude that "Directly academic supervision (X₁) does not have a significant influence on teacher performance (Z)".
4. There is a significant influence of Leadership (X₂) on teacher performance (Z) because the significance value is $0.025 < 0.05$, so we conclude that "Directly Leadership (X₂) has a significant influence on teacher performance (Z)".
5. Analyze the influence of Y to Z. Because the significance value is $0.046 < 0.05$, then we conclude that "Directly Work Motivation (Y) has a significant influence on teacher performance (Z)"
6. There is no influence of X₁ over Y on Z. We identify that the direct influence of X₁ on Z is 0.445. While the indirect influence of X₁ on Z through Y is $0.152 \times 0.826 = 0.2$. So the total influence of X₁ on Z is the value of direct influence + indirect influence ($0.445 + 0.2 = 0.645$). Because the value of indirect influence is smaller than the value of direct influence ($0.2 < 0.445$) then we conclude that "Work Motivation (Y) does not mediate the relationship between Academic Supervision and Teacher Performance (Z).
7. There is an influence of X₂ over Y on Z. We identify that the direct influence of X₂ on Z is 0.198. While the indirect influence of X₂ on Z through Y is $0.115 \times 0.826 = 0.094$. So

the total influence of X_2 on Z is the value of direct influence + indirect influence ($0.198 + 0.094 = 0.292$). Because the value of indirect influence (0.209) > value of direct influence (0.198) then we conclude that “Work Motivation (Y) mediates the relationship between Leadership (X_2) and Teacher Performance (Z).

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