



The Effectiveness of Principal Supervision in Increasing Elementary School Teachers' Work Motivation

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Article Information:

Received June 6, 2026

Revised June 25, 2026

Accepted July 16, 2026

Keywords: *Effectiveness of Supervision, Academic Supervision, Principal.*

Abstract

Principal supervision is a strategic pillar in building teacher professionalism, but its effectiveness on teacher work motivation in elementary schools in rural areas has received little attention in the educational management literature. From an Islamic perspective, supervision is a manifestation of the values of amanah and muraqabah the awareness of carrying out the responsibility of guidance before Allah SWT. This study aims to analyze the effectiveness of principal supervision and its relationship to the work motivation of public elementary school teachers in Koto Balingka District, West Pasaman Regency, using a quantitative approach with a descriptive correlational design. The population was 187 teachers from 14 public elementary schools, with a sample of 65 people determined using the Slovin formula and proportional random sampling. Data were collected using a Likert questionnaire that had been tested for validity and reliability, analyzed using descriptive statistics and Pearson correlation. The results showed that the effectiveness of supervision was in the fairly good category (mean = 3.12), with the feedback and follow-up dimension as the weakest point (2.91). Teacher work motivation was also quite good (3.27), with intrinsic motivation (3.47) higher than extrinsic motivation (3.06). There is a strong and significant positive relationship between the two variables ($r = 0.612$; $p = 0.000$; $r^2 = 37.5\%$). This finding underscores the importance of strengthening supervisory competencies based on tarbiyah and ihsan values, particularly in areas with limited resources.

INTRODUCTION

The quality of basic education, as the foundation for all levels of national education, is highly dependent on the quality of the classroom learning process, which in turn is influenced by the level of teacher motivation. One of the determining factors for teacher motivation is the effectiveness of supervision carried out by the principal (Amran et al., 2026).

How to cite:

Yenni, Rifma, Sulastr². (2026). The Effectiveness of Principal Supervision in Increasing Elementary School Teachers' Work Motivation *Suluah Pasaman*, 4(2), 437-450.

E-ISSN:

2986-8467

Published by:

The Institute for Research and Community Service

Various studies in educational management and leadership demonstrate that principal supervision occupies a strategic and irreplaceable position as the most direct and contextual instrument for teacher professional development (Glickman et al., 2018). In Islamic teachings, the Prophet Muhammad (peace be upon him) explicitly affirmed a leader's responsibility towards his subordinates in his saying:

"Each of you is a leader, and every leader will be asked about those he leads." (HR. Bukhari and Muslim)

This hadith has a profound resonance with the role of the principal as a supervisor. The principal is not merely a structural official; he is date (leader-shepherd) who is obliged to foster, maintain, and develop the potential of every teacher under his leadership. Negligence in carrying out the supervisory function is not only a managerial failure, but also a failure in fulfilling the leadership mandate before Allah SWT (Zufriyatun, 2024). Allah SWT says in QS. An-Nisa': 58:

"Indeed, Allah commands you to deliver the trust to those to whom it is due, and (commands you) when you judge between people, that you judge with justice."

This verse underlies the principle that effective supervision is a form of fulfilling a mandate that must be carried out with honesty, fairness and consistency. Principal supervision, from a modern educational management perspective, is no longer understood as a hierarchical and inspectional activity, but rather as an instructional leadership practice grounded in the principles of collaboration, reflection, and continuous professional development (Cholid et al., 2024). An effective principal as a supervisor does not simply visit classes to note teacher deficiencies, but rather acts as a professional partner which helps teachers identify strengths, diagnose learning weaknesses, and design contextual solutions (Sergiovanni & Starratt, 2014). This value is in line with the concept of education. In Islam, the holistic process of nurturing, guiding, and developing human potential is the spirit of all meaningful supervision practices (Muslim et al., 2024).

Teacher work motivation, on the other hand, is a complex psychological construct; it is influenced by internal factors such as self-efficacy and professional satisfaction, as well as external factors such as leadership quality, organizational climate, and the intensity of coaching received from the principal (Sudjana, 2022). When supervision is implemented effectively—planned, systematic, and growth-oriented—it has the potential to be a powerful catalyst for continuously increasing teacher work motivation (Prasojo & Sudiyono, 2021). In Islam, this drive to perform at one's best aligns with the concept of sharpening (perfection in work) (Safriani et al., 2026), as mentioned in the hadith:

"Indeed, Allah loves that when one of you does a job, he does it with *itqān* (perfection/professionalism)." Narrated by Al-Bayhaqi

However, the reality on the ground often presents a different picture from this ideal. Numerous studies have documented that the implementation of academic supervision in various regions in Indonesia remains far from the expected standard. (Aedi, 2022) identified that supervision in many schools tends to be purely administrative and formal, without meaningful guidance. Findings (Prasojo & Sudiyono, 2021) reinforce this picture by showing that most principals have not mastered various supervision techniques and are unable to provide constructive feedback after class visits. Furthermore, (Apriani & Rusdinal, 2022) specifically found

that principals in remote and 3T areas tend to conduct scheduled academic supervision less frequently, partly due to high administrative burdens and minimal capacity support.

Amidst the extensive research on teacher supervision and work motivation separately, several previous studies (Firmansyah et al., 2022) still focus on a single variable or position supervision as a predictor of competence/performance, rather than work motivation specifically. Studies that simultaneously examine the effectiveness of principal supervision and teacher work motivation within a single, integrated research framework are still limited, particularly in the context of elementary schools in remote areas such as Koto Balingka District, West Pasaman Regency, and those that place this phenomenon within the framework of Islamic studies.

Based on this background, this study aims to: (1) describe the level of effectiveness of principal supervision at Public Elementary Schools in Koto Balingka District; (2) describe the level of work motivation of teachers at Public Elementary Schools in Koto Balingka District; and (3) analyze the relationship between the effectiveness of principal supervision and the work motivation of teachers at Public Elementary Schools in Koto Balingka District, West Pasaman Regency and (4) examine these findings within the framework of Islamic leadership values (*muraqabah*, *deliberation*, and *tarbiyah*) as a reflective basis for strengthening educational supervision practices (Safitri, 2024).

Before examining supervision from a modern management perspective, it is important to root this concept in the Islamic scientific tradition as a foundation of values (value) which enriches the empirical analysis. In Islam, supervision is not only understood as an organizational control mechanism, but also as a manifestation of three interrelated main principles: (Saifullah et al., 2025).

First, *Muraqaba* (Monitoring) full awareness that every action is always under the supervision of Allah SWT. For the principal, internalization of the values *muraqabah* This means that he carries out his supervisory function not solely because of structural obligations, but because of the awareness that he will be held accountable for the quality of guidance given to each teacher entrusted to him (Hendriyanto, 2026). QS. Al-Infithār: 10-12 emphasizes that angels also record every deed: "And verily over you are (angels) to watch over (your work)."

Second, *Deliberation* (Consultation) the principle of consultation and involvement as commanded in QS. Āli 'Imrān: 159:

"...and consult with them in the matter. Then, when you have made up your mind, then put your trust in Allah."

Principle deliberation This directly corresponds to the participatory supervision aspect emphasized in modern educational management literature, which emphasizes that teachers need to be involved, not just informed, in planning supervision programs. (Melati et al., 2024)

Third, *Tarbiyah* (Education) the concept of education and training which is rooted in the word *rabbī* (maintain, develop). Supervision that is of *atarbawī* Not merely inspecting, but nurturing teachers' professional growth in a holistic, sustainable manner, oriented toward actualizing the best potential God has entrusted to each individual. (Kariem, 2022).

These three principles *muraqabah*, *deliberation*, And *education* forming an Islamic value framework that strengthens scientific arguments about the importance

of effective, participatory, and growth-oriented supervision as advocated by (Sergiovanni & Starratt, 2014).

METHODS

This study used a quantitative approach with a descriptive survey design. The quantitative approach was chosen because this study aims to systematically describe and measure phenomena through numerical data that can be analyzed statistically (Sugiyono, 2022). The population in this study was all 187 public elementary school teachers in Koto Balingka District, West Pasaman Regency, spread across 14 public elementary schools. The sample size was determined using the Slovin formula with a standard error (margin of error) of 10%, so that the sample size was 65 people. The sampling technique used was proportional random sampling.

The data collection instrument was in the form of a closed questionnaire compiled using a Likert Scale with five alternative answer choices: 1 = Strongly Disagree, 2 = Don't agree, 3 = Quite Agree, 4 = Agree, and 5 = Strongly agree. The collected data were analyzed using descriptive statistics and inferential statistics, including the calculation of the mean value (mean), standard deviation, percentage, and Pearson correlation test Product Moment.

Table 1. Score Categorization Guidelines

Interval Scores	Category
4,21 – 5,00	Very Good / Very High
3,41 – 4,20	Good / High
2,61 – 3,40	Good Enough / High Enough
1,81 – 2,60	Poor / Low
1,00 – 1,80	Not Good / Very Low

Sumber: (Arikunto, 2021).

This research was conducted at public elementary schools in Koto Balingka District, West Pasaman Regency, West Sumatra Province. The location was chosen based on the consideration that Koto Balingka District is located in a remote area with limited access to education and resources. Therefore, a study of the effectiveness of teacher supervision and work motivation in this area has high urgency and policy relevance.

Table 2. Distribution of Population and Research Sample

No	School name	Population (people)	Sample (people)
1	SDN 01 Koto Balingka	18	6
2	SDN 02 Koto Balingka	15	5
3	SDN 03 Koto Balingka	14	5
4	SDN 04 Koto Balingka	16	6
5	SDN 05 Koto Balingka	13	5
6	SDN 06 Koto Balingka	12	4

7	SDN 07 Koto Balingka	14	5
8	SDN 08 Koto Balingka	13	4
9-14	Other elementary schools	72	25
Total		187	65

This research was conducted through three systematic procedural stages. The first stage is preparation, which includes literature study and development of a theoretical framework, preparation of instrument grids and items, validation of the instrument by experts (*expert judgment*), a pilot test of the instrument on respondents outside the sample, as well as an analysis of the instrument's validity and reliability. The second stage was the implementation of data collection, which was carried out by distributing questionnaires directly to selected respondents in each school. Researchers coordinated with school principals and teachers to ensure that the questionnaires were completed independently, honestly, and returned on the same day to maintain a high response rate. The third stage was data processing and analysis, which was carried out after all questionnaires were collected and the completeness of the entries was checked.

RESULT AND DISCUSSION

A. Description of Principal Supervision Effectiveness Variables

The effectiveness of the principal's supervision variables is measured through three dimensions, namely: (a) academic supervision planning, (b) implementation of class visits, and (c) feedback and follow-up. A summary of the results of the statistical description of the three dimensions is presented in the following table.

Table 3. Summary of Results of Principal Supervision Effectiveness Variables

No	Dimensions	Average Score	Standard Deviation	Category
1	Academic supervision planning	3,22	0,42	Pretty good
2	Implementation of class visits	3,17	0,51	Pretty good
3	Feedback and follow-up	2,81	0,58	Pretty good
Overall average		3,07	0,50	Pretty good

Overall, the effectiveness of principal supervision averaged 3.07, categorized as Fair. This finding indicates that although supervision has been implemented, its quality and consistency have not yet reached optimal levels. An interesting and significant pattern is noteworthy: a consistent decline in scores from the first dimension (planning: 3.22) to the second dimension (classroom visits: 3.17) and then to the third dimension (feedback and follow-up: 2.81). This pattern of score degradation is not simply statistical variation; it reflects that the more in-depth and personal a supervision activity is, the lower the level of effectiveness perceived by teachers. Principals appear relatively more capable of preparing planning documents, but experience increasing difficulties when it comes to visiting classrooms regularly and, especially, providing meaningful, professional feedback.

Dimensions of Academic Supervision Planning

The planning dimension obtained the highest score (3.22), but remained within the lower limit of the “Quite Good” category. The following table presents the scores per indicator on this dimension.

Table 4. Academic Supervision Planning Dimension Indicator Scores

No	Indicator	Rerata	Category
1	The principal conveys the objectives of supervision to the teachers	3,54	Good
2	The principal prepares a written supervision schedule	3,31	Pretty good
3	The principal prepares observation instruments before the visit	3,22	Pretty good
4	The principal informs the teachers about the supervision time.	3,18	Pretty good
5	The principal involves teachers in preparing the supervision program	2,87	Pretty good
	Average dimensions	3,22	Pretty good

The highest indicator in this dimension is *delivery of supervision objectives to teachers* (average 3.54-Good), while the lowest indicator is *teacher involvement in the preparation of supervision programs* (mean 2.87). The gap between these two indicators reveals an important paradox: principals have had an awareness of *importance* supervision and able to communicate it, but have not yet practiced real supervision *participatory*. Teachers are informed, but not involved. This is a fundamental difference between supervision as unilateral notification and supervision as a professional collaborative process.

Dimensions of Classroom Visit Implementation

The implementation of classroom visits received an average score of 3.17. Visit frequency data shows that 61.5% of respondents (40 of 65 teachers) stated they were only supervised once or twice in a full semester. The complete distribution of classroom visit frequency is presented in the following table.

Table 5. Distribution of Class Visit Frequency in One Semester

Frequency of Visits	Number of Teachers	Percentage
Never	4	6,2%
1–2 times	40	61,5%
3–4 times	16	24,6%
> 4 times	5	7,7%
Total	65	100%

This frequency data is one of the most critical findings in this study. Four out of 65 teachers even stated that they never received a classroom visit from the principal in a single semester. Only 7.7% of teachers received supervision more than four times per semester, a figure that is still considered minimal by ideal standards. This low frequency of classroom visits is reinforced by the low scores on the indicator *use of standardized observation instruments* (average 2.83), which

indicates that the visits that occur are often not carried out systematically and structured.

Feedback and Follow-up Dimensions

This dimension obtained the lowest average score (2.81) among the three dimensions, and is the most critical weak point in the supervision cycle in Koto Balingka District.

Table 6. Feedback and Follow-up Dimension Indicator Scores

No	Indicator	Rerata	Category
1	The principal conducts individual meetings after the class visit.	2,64	Pretty good
2	The principal provides constructive and specific feedback.	3,02	Pretty good
3	The principal designs a follow-up coaching program based on supervision results.	2,58	Not Good
4	The principal monitors the teacher's progress after supervision	2,71	Pretty good
5	The principal documents the results of the supervision in writing	3,08	Pretty good
	Average dimensions	2,81	Pretty good

This dimension received the lowest average score (2.81) and is the most critical weakness in the supervision cycle in Koto Balingka District. The indicator for the follow-up development program based on supervision results (average 2.58) is the only indicator among all supervision variables that falls into the Poor category. From an Islamic perspective, the absence of meaningful follow up action is actually a denial of the spirit of that every job should be done as well as possible and not abandoned halfway.

B. Description of Teacher Work Motivation Variables

Teacher work motivation variables were measured through two dimensions based on the two-factor theory: (a) motivator factors (intrinsic) and (b) hygiene factors (extrinsic). A summary of the results is presented in the following table.

Table 7. Summary of Results of Teacher Work Motivation Variables

No	Dimensions	Average Score	Standard Deviation	Category
1	Motivating factors (intrinsic)	3,47	0,39	Good
2	Hygiene factors (extrinsic)	3,06	0,53	Pretty good
	Overall average	3,27	0,46	Pretty good

Overall, teachers' work motivation registered an average score of 3.27, falling into the "Fairly Good" category. The most notable finding and one of significant interpretive value is the clear dichotomy between intrinsic and extrinsic motivation: the dimension of motivator factors (intrinsic) fell into the "Good" category (3.47), whereas hygiene factors (extrinsic) were rated only as "Fairly Good" (3.06). This reveals that teachers in Koto Balingka District possess strong internal motivational assets such as the drive to achieve, a sense of responsibility, and a desire for professional growth. However, environmental conditions and external

supportincluding the quality of supervision received have not yet succeeded in sustaining and optimizing that motivational potential.

Tabel 8. Skor Indikator Variabel Motivasi Kerja Guru

No	Indikator	Rerata	Kategori
Faktor Motivator (Intrinsik)			
1	Achievements (<i>achievement</i>): satisfaction with work results	3,68	Good
2	Confession (<i>recognition</i>): appreciation for contribution	3,29	Pretty good
3	Responsibility (<i>responsibility</i>): commitment to duty	3,71	Good
4	Self-development (<i>growth</i>): desire to improve competence	3,52	Good
Hygiene Factors (Extrinsic)			
5	Relationship with the principal (<i>supervision quality</i>)	3,14	Pretty good
6	Working conditions and environment	3,08	Pretty good
7	Job security and stability	3,21	Pretty good
8	School policies and administration	2,83	Pretty good

The highest indicators of teacher work motivation are responsibility for tasks (3.71-Good) and satisfaction with achievement (3.68-Good), two indicators that are entirely sourced from within the teacher themselves. In contrast, the indicators of relationship with the principal as supervisor (3.14-Quite Good) and school policies and administration (2.83-Quite Good) are in the lowest position among all indicators. This pattern implies that the low effectiveness of principal supervision has become a restraining factor (*limiting factor*) which shackles the potential for teachers' intrinsic motivation which is actually higher.

C. Analysis of the Relationship between the Effectiveness of Principal Supervision and Teacher Work Motivation

Before conducting a correlation test, a prerequisite test is first carried out. The normality test uses *Kolmogorov-Smirnov* shows that both variables are normally distributed (supervision: $p = 0.142 > 0.05$; work motivation: $p = 0.098 > 0.05$). The linearity test shows a linear relationship between the two variables ($F = 18.43$; $p = 0.000 < 0.05$), so the correlation analysis *Pearson Product Moment* can be continued.

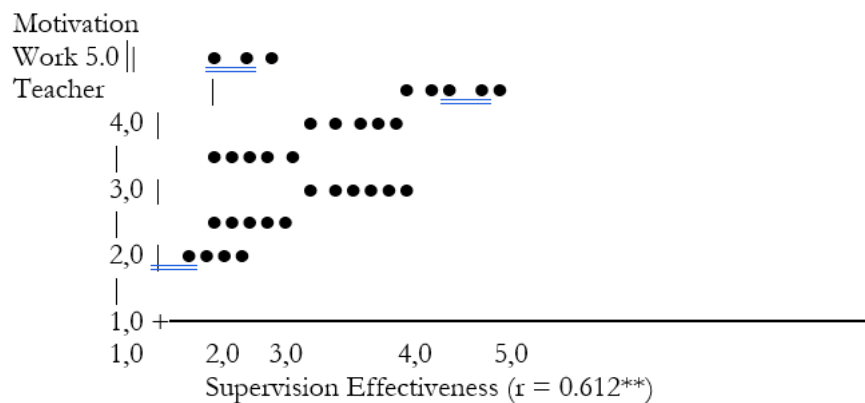
Table 9. Results of the Pearson Correlation Test of Effectiveness Teacher Supervision and Work Motivation

	Effectiveness Supervision	of Teacher Motivation	Work
Effectiveness Supervision	1	0,612	
Teacher Motivation	0,612	1	
Sig. (2-tailed)	—	0,000	
N	65	65	

Significant correlation at the 0.01 level (2-tailed)

The analysis results show a correlation coefficient value of $r = 0.612$ with a significance of $p = 0.000$ (<0.05). This means there is a strong and significant positive relationship between the effectiveness of principal supervision and the work motivation of public elementary school teachers in Koto Balingka District. The value of $r = 0.612$ is included in the strong correlation category based on the correlation coefficient interpretation guidelines. The positive direction of the correlation indicates that teachers with higher supervision effectiveness tend to have higher work motivation, and vice versa.

Figure 2. Scatter Diagram (*Scatter Plot*) The Relationship between Supervision Effectiveness and Teacher Work Motivation



The coefficient of determination ($r^2 = 0.375$) indicates that 37.5% of the variation in teacher work motivation can be explained by variations in the effectiveness of principal supervision. The remaining 62.5% is influenced by other variables outside the scope of this study, such as compensation, school organizational climate, individual teacher characteristics, and peer support. This 37.5% determination value represents a substantial contribution and cannot be ignored, especially considering that principal supervision is one of many factors that play a role in the teacher motivation ecosystem.

Table 10. Summary of Key Research Findings

No	Key Findings	Mark	Meaning
1	Effectiveness of supervision (overall)	3.12 - Good Enough	There is still a significant gap towards the Good category
2	The weakest dimension of supervision	Feedback & follow-up (2.91)	Incomplete supervision cycle
3	Teachers without adequate supervision	67,7% ($\leq 2x$ /semester)	The majority of teachers are poorly trained
4	Teacher work motivation (overall)	3.27 - Good Enough	Intrinsic potential is higher than extrinsic
5	Correlation coefficient	$r = 0,612$	Strong and significant positive relationship
6	Coefficient of determination	$r^2 = 37,5\%$	Supervision contributes greatly to motivation

Overall, the findings above provide a coherent and mutually reinforcing picture: teachers in Koto Balingka District possess a higher potential for intrinsic motivation than is realized in their daily practices. This potential has not been optimally utilized, in part because principal supervision, which should serve as a

catalyst for extrinsic motivation, has not been implemented with sufficient intensity and quality. This data provides a strong analytical foundation for the discussion and recommendations presented in the following section.

Discussion

A. Effectiveness of Principal Supervision in Koto Balingka District

The data in Table 3 shows that the overall effectiveness of the principal's supervision was at an average score of 3.12 with the category *Pretty good*. When read linearly, these figures do not appear particularly alarming. However, upon closer examination, a significant pattern of degradation is evident: scores consistently decline from the planning dimension (3.22) to classroom visit implementation (3.17), then back down to feedback and follow-up (2.81). This pattern is not simply a numerical fluctuation; it reflects the reality that the more in-depth and personal a supervisory activity becomes, the lower its effectiveness. Principals appear to be more capable in the formal-documentary aspect (planning), but experience increasing difficulties when it comes to being actively present in the classroom and, even more so, when it comes to providing professionally meaningful feedback. This finding is in line with the argument (Glickman et al., 2018) that collegial and professional growth-oriented supervision requires the principal not to stop at the administrative planning stage, but to be present as *a professional partner* who are directly involved in the learning development cycle. When viewed from an Islamic perspective, this condition reflects that the value *muraqabah* Full awareness of the responsibility for development has not been deeply internalized in the principal's leadership practices. When supervision is strong only in the planning stage but weak in the implementation and follow-up stages, it becomes little more than a document tucked away in the principal's desk drawer and will not change anything in the classroom.

B. Supervision Planning: Strong on Words, Weak on Involvement

Table 4 shows that among the five indicators of supervision planning, the indicator *delivery of supervision objectives to teachers* achieved the highest score (3.54 - *Good*), temporary *teacher involvement in the preparation of supervision programs* is at its lowest point (2.87 - *Pretty good*). The gap of 0.67 points between these two indicators reveals a paradox that needs to be considered: the principal has been able to communicate the objectives of supervision, but has not yet involved teachers as active subjects in the planning process. From (Mulyasa, 2021) perspective, participatory supervision, in which teachers are involved from the planning stage, has a much greater impact on the acceptance and meaningfulness of the supervision process for the teachers themselves. This is entirely in line with the principle of *deliberation* In Islam (QS. Āli 'Imrān: 159), it is emphasized that an effective leader is one who invites his subordinates to consult on every important matter. Teachers who are consulted will interpret supervision as a means of professional development, not as a mechanism of control or intimidation. (Sergiovanni & Starratt, 2014) reinforce this by emphasizing that democratic and collegial supervision is not simply a choice of leadership style, but rather a prerequisite for creating authentic and sustainable teacher professional growth.

C. Low Class Visits: Numbers Speak Loudly

Table 5 presents the most surprising and pressing findings of this study. A total of 61.5% of respondents (40 of 65 teachers) stated that they only received one or two classroom visits per semester. Furthermore, 6.2% of teachers (4 teachers) stated that they never received any classroom visits from the principal at all. Furthermore, only 7.7% of teachers received more than four visits per semester, a figure still considered low by the ideal standards for academic supervision. (Zepeda, 2017) emphasized that effective academic supervision requires regular, scheduled classroom visits and the use of standardized observation instruments. From an

Islamic perspective, this condition reflects the weak implementation of Islamic values. *trust*. Principals who are not regularly present during the supervision process have actually neglected the mandate they carry, as emphasized in QS. An-Nisa': 58 regarding the obligation to convey the mandate to those entitled to receive it. (Apriani & Rusdinal, 2022) explain that principals in remote areas tend to conduct less frequent classroom visits due to the high administrative burden — however, this contextual limitation cannot be used as an excuse to allow 67.7% of teachers to go without adequate classroom guidance.

D. Feedback and Follow-Up: The Broken Chain

Table 6 places the feedback and follow-up dimension as the weakest dimension in the supervision variables, with an average of 2.81. The most significant is the indicator which is in the Less Good category (average 2.58) is the only indicator in all research instruments that exceeds the category limit in a negative direction. In addition, the indicator (2.64) is also on the edge of the fairly good category, very close to the threshold. (Sergiovanni & Starratt, 2014) put as the core of the entire academic supervision process. Without this session, class visits become sterile supervision activities that are physically present but pedagogically devoid. From an Islamic perspective, supervision without meaningful follow-up is contrary to the ethos of the school (perfection in work), half-hearted work does not reflect sincere devotion to God. (Prasojo & Sudiyono, 2021) emphasized that the principal's inability to provide constructive feedback after a visit is one of the most common and impactful weaknesses in supervision practices in Indonesia. This finding is consistent with research (Nofrialdi et al., 2022) in Dharmasraya Regency, which found that the follow-up dimension remains the weakest point in the supervision cycle, a systemic problem reflecting a crisis in the internalization of values. *education* in Islamic educational leadership in Indonesia.

E. Teacher Work Motivation: Intrinsic Potential that is Externally Hindered

Table 7 reveals very informative findings regarding the structure of teacher work motivation in Koto Balingka District. Overall, teacher work motivation averaged 3.27 (*Pretty good*), but there is a clear and meaningful dichotomy: intrinsic motivating factors are in the category *Good*(3.47), while extrinsic hygiene factors only reach *Pretty good*(3.06). The 0.41 point gap between the two is not just a statistical difference, it speaks to the collective psychological state of the teachers: they actually have a strong internal drive to do good work, but the external environment and support have not been able to support, let alone optimize, that potential. Table 8 details that the two highest indicators in all motivation variables are *responsibility for tasks*(3.71-Good) and *satisfaction with achievement*(3.68-Good) both originate entirely from within the teacher. From an Islamic perspective, this high intrinsic motivation can be read as a manifestation of the human nature that Allah created with the potential to always strive to achieve the best (*fastabiqul khairat*). The teachers in Koto Balingka District are truly committed and dedicated individuals. However, the two lowest indicators are *relationship with the principal as supervisor*(3.14-Good Enough) and *school policies and administration*(2.83-Good Enough) both are extrinsic dimensions that are under the control of the institution.

In the framework of Herzberg's two-factor theory (in (Wahyudi & Zaenab, 2023), hygiene factors such as supervision and policies play a greater role as basic conditions which, if not met, will create dissatisfaction. This data confirms that the quality of the principal's supervision works as a *limiting factor* which holds back the potential of teachers' intrinsic motivation. (Sudjana, 2022) strengthens this argument by stating that school leaders who are effective in carrying out their supervisory function will be able to transform teachers' existing intrinsic motivation into higher actual performance through providing recognition, professional support, and meaningful feedback a practice known in Islam as *self-*

indulgence(purification and development of soul potential).

F. The Relationship Between Supervision and Motivation: Strong Empirical Evidence

Table 9 shows the results of the Pearson correlation test which produced a coefficient of $r = 0.612$ with a significance of $p = 0.000$, a clear statistical evidence that there is a strong and significant positive relationship between the effectiveness of principal supervision and teacher work motivation. With a determination coefficient of $r^2 = 37.5\%$ (see Table 10), principal supervision explains more than one-third of the variation in teacher work motivation, a substantial contribution, especially considering that teacher motivation is a construct that is influenced by many factors simultaneously.

This finding reinforces the general picture of research by (Syafri & Anisah, 2021), which also found that the effectiveness of principal supervision correlated positively and significantly with teacher professional outcomes, although in that study the dependent variable was pedagogical competence, not work motivation ($r = 0.624$; $p < 0.01$). Within the framework of Islamic studies, this strong positive relationship emphasizes that Allah SWT has designed human social life based on the principle of mutual need (*next door*): teachers who are well-guided by the principal will be motivated to provide the best for their students and ultimately, this chain of goodness culminates in the realization of a generation that is knowledgeable, moral, and pious. (Ridwan & Suyanto, 2023) proves that a more participatory clinical supervision approach is significantly more effective in increasing teachers' intrinsic motivation, a finding that is in line with the spirit of *deliberation* And *education* which is desired by Islamic education management.

G. Synthesis and Policy Implications

Overall, the common thread of this research's findings is the gap between potential and actualization: teachers' intrinsic motivation in Koto Balingka District is actually quite strong, but it is not yet fully supported by the principal's supervisory practices especially at the most crucial stage for the sustainability of development, namely teacher involvement in planning and post-supervision follow-up. In other words, the main inhibiting factor lies not in low teacher motivation, but rather in the principal's less than optimal role as a participatory and sustainable professional mentor. These findings imply the need for a program to strengthen principals' supervisory competencies specifically designed to address two key weaknesses: teacher involvement in supervision planning and implementation of post-classroom visit follow-up. Practically, this can be achieved through regular training by the West Pasaman Regency Education Office in collaboration with the Principals' Working Group (MKKS), with materials focusing on post-observation conference techniques and the development of follow-up development programs based on supervision results, accompanied by periodic mentoring and evaluation to ensure their continued implementation in the field. This strengthening will be more meaningful if it also instills an awareness of the value that effective supervision is a manifestation of trust and *itqān* in carrying out educational leadership duties.

CONCLUSION

This study successfully revealed a complete and meaningful portrait of the relationship between the effectiveness of principal supervision and the work motivation of public elementary school teachers in Koto Balingka District, West Pasaman Regency. Overall, the effectiveness of principal supervision was in the fairly good category (mean = 3.12), with the feedback and follow-up dimension as the weakest point (mean = 2.91), as well as the fact that 67.7% of teachers only received class visits ≤ 2 times per semester, a condition that reflects an incomplete supervision cycle and has not touched the core of teacher professional development.

Teachers' work motivation is also in the fairly good category (mean = 3.27), but it contains an important dichotomy: teachers' intrinsic motivation is proven to be higher (3.47-Good) than extrinsic motivation (3.06-Quite Good). From an Islamic perspective, this high intrinsic motivation is a reflection of nature and the work ethic that Allah has instilled in educators, while the low extrinsic factors, especially the quality of supervision, reflect that the value of trust, *muraqabah*, and education in the leadership of the principal has not been optimally actualized. The Pearson correlation test results showed a strong and significant positive relationship between the two variables ($r = 0.612$; $p = 0.000$), with a coefficient of determination of 37.5%. The effectiveness of principal supervision is one of the variables closely related to teacher work motivation, so strengthening it has the potential to become a focus of education policy at the school and regional levels.

Practically, this finding implies that a program to strengthen the principal's supervisory competency, especially in the aspect of post-observation conference, data-based advanced coaching design, a more participatory supervision approach (deliberation), as well as internalization of Islamic leadership values (trust, *muraqabah*, sharpen, education) is a strategic investment that cannot be postponed, especially in areas with limited resources such as Koto Balingka District. Further research, it is highly recommended that studies with a cross-sectional design be developed. Mixed methods which combines quantitative data and in-depth interviews, a longitudinal study that tracks changes in teacher motivation before and after an Islamic value-based supervision training program intervention, and comparative research that compares the effectiveness of a clinical supervision model with a conventional supervision model in elementary schools in the 3T region.

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