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Clinical Supervision and Teacher Teaching Performance: A Mediation Model for Work Motivation in Educational Institutions

Mutmainnah

Sekolah Tinggi Agama Islam Al-Muntahy, Sampang, Indonesia

Correspondent: inmutmainnah879@gmail.com

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Abstract

This study aims to analyze the influence of clinical supervision on teacher performance by considering work motivation as a mediating variable. The background of this research is based on the importance of teacher professional development in improving the quality of education, where clinical supervision is seen as an effective and humanistic approach. The research was conducted at the State Junior High School in Sampang Regency, East Java, involving 159 teachers as respondents. The research method uses an explanatory research type quantitative approach, with data processing using PLS-SEM through the SmartPLS 4.0 application. The results showed that clinical supervision had a positive and significant effect on teacher performance ($\beta = 0.212$; $p < 0.05$), and had a very significant effect on work motivation ($\beta = 0.581$; $p < 0.001$). In addition, work motivation also had a significant influence on teacher performance ($\beta = 0.614$; $p < 0.001$), and was proven to fully mediate the effect of clinical supervision on teacher performance with a mediating effect value of 0.357 ($p < 0.001$). These findings show that work motivation is an important key link between coaching through supervision and improving teacher performance. The practical implications of this study emphasize the importance of the role of the principal in carrying out supervision that supports the psychological needs of teachers, in order to create a reflective, collaborative, and sustainable work environment.

Keywords: Clinical Supervision, Work Motivation, Teaching Performance, Education, Teachers

INTRODUCTION

Improving the quality of education is highly dependent on the quality of teachers as the spearhead of the implementation of the teaching and learning process (Wahyudin et al., 2024). In various education policies, teachers are positioned as strategic actors who play a role in creating a meaningful, participatory, and adaptive learning environment to the times (Ministry of Education and Culture, 2022). Therefore, teacher professional development through a systematic and sustainable approach is an urgent need, especially in formal education units such as junior high schools (SMP).

One of the prominent coaching strategies is clinical supervision, which is a form of supervision that is collaborative, focuses on improving teaching practices, and is based on real data from classroom observations (Glickman et al., 2001). Clinical supervision not only corrects teachers' weaknesses, but also helps them design teaching improvements based on professional reflection. In this context, the presence of the principal as a supervisor is very important, especially in providing constructive feedback and encouraging teachers to continue to improve. The application of effective clinical supervision is believed to be able to improve pedagogic competence and teacher teaching performance in general (Sergiovanni & Starratt, 1998).

However, the implementation of clinical supervision is often not running optimally in various regions, including in Sampang Regency, East Java. In this region, a number of State Junior High Schools face challenges in strengthening the supervision culture due to limited resources, teachers' perception of supervision that is still normative, and the lack of integration of supervision approaches with the development of work motivation. In fact, previous studies have shown that work motivation plays an important role in bridging the influence of coaching on teachers' work performance (Herzberg, 2008; Robbins & Judge, 2013). Teachers who have

high intrinsic motivation tend to be more open to guidance, more reflective, and able to apply pedagogical changes more consistently.

In practice, the relationship between clinical supervision and teacher performance does not occur directly and bilaterally, but is influenced by internal psychological factors, one of which is work motivation. Study conducted by Magdalena & Sanoto (2022); Sunandar et al. (2023); Wijaya (2021) shows that communicative and supportive principal supervision has a positive impact on improving teacher performance, especially when balanced with strong motivational encouragement from within the teacher. In other words, work motivation can play a role as a mediating variable in strengthening the impact of supervision on performance.

This research was conducted at SMP Negeri Sampang Regency as part of an effort to understand the dynamics of supervision and teacher performance in the local context. Sampang Regency was chosen because it represents an area with distinctive social and cultural characteristics of education, and is facing the demands of improving the quality of education in a sustainable manner. In addition, the diversity of school conditions and teacher backgrounds is an important reason to examine how clinical supervision and work motivation can contribute to improving teacher performance in this area.

Through a mediation model approach, this study aims to analyze the relationship between clinical supervision and teacher teaching performance, considering work motivation as an intermediate variable. The results of this study are expected to make a theoretical contribution to the development of a more humanistic supervision model, as well as practical implications for school principals and policy makers in building an effective, contextual, and sustainable teacher development system.

RESEARCH METHODS

This study uses a quantitative approach with the type of explanatory research, which aims to examine the relationship between clinical supervision, work

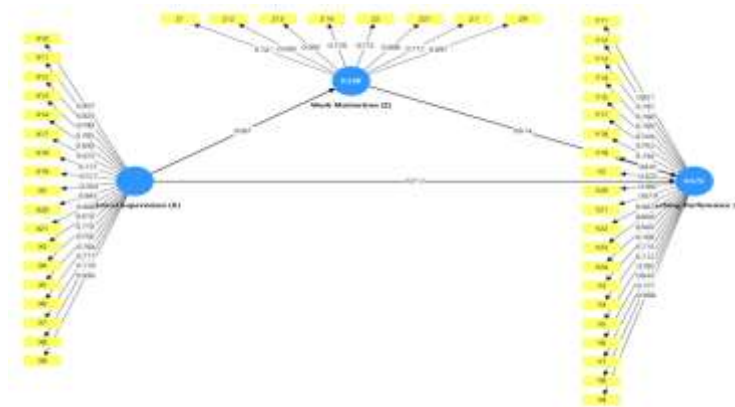
motivation, and teacher teaching performance in the State Junior High School environment of Sampang Regency. The sample in this study amounted to 159 teachers, which were obtained using the cluster proportional random sampling technique based on the division of sub-district areas so that the distribution of data represents the population proportionally (Sugiyono, 2016). The research instrument is in the form of a five-point Likert scale questionnaire which is compiled based on relevant theory and has been tested for validity and reliability through a construct test and Cronbach's Alpha coefficient (≥ 0.70) (Shrestha, 2021).

Data analysis was carried out using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with the help of SmartPLS software. The analysis stage includes testing the measurement model (outer model) to assess the convergent, discriminant, and reliability validity of constructs, as well as testing the structural model (inner model) to test the relationship between variables through path coefficient, t-statistics, and R^2 values (Sarstedt et al., 2021). This method was chosen because of its ability to analyze models with complex latent variables as well as relatively moderate sample sizes.

RESULTS AND DISCUSSION

Based on the results of the PLS model estimation as shown in the image above, it shows that the indicator in the image has a loading factor value above 0.5, which indicates that the model has met the criteria of convergent validity (Cheung et al., 2024). The convergent validity is not only reviewed from the loading factor value of each indicator, but also evaluated through the Average Variance Extracted (AVE) value in each construct. A PLS model is declared to meet the criteria of convergent validity if the AVE value of each construct is greater than 0.5.

Gambar 1. Valid Model Estimation



Tabel 1. Variabel, Cronbach's Alpha, Composite Reliability, dan Average Variance Extracted

Variabel	Cronbach's Alpha	Composite Reliability	AVE
Clinical Supervision (X)	0.957	0.961	0.581
Teaching Performance (Y)	0.953	0.957	0.518
Work Motivation (Z)	0.861	0.892	0.509

Source: Output of SmartPLS 4.0

1. Testing Discriminant Validity

The next stage is to conduct a discriminant validity test to assess the extent to which each construct is unique and does not overlap with each other. Discriminant validity is done to ensure that each concept of each latent variable is completely different from the others. The model is said to have good discriminant validity if the square root value of the AVE of each construct (value on the diagonal) is greater than 0.7 or exceeds the correlation between the other constructs (the value below the diagonal) (Yusoff et al., 2020). The results of the discriminant validity test are presented in the following table:

Tabel 2. *Discriminant Validity*

Variabel	Clinical Supervision (X)	Teaching Performance (Y)	Work Motivation (Z)
Clinical Supervision (X)	0.763	0.121	0.121
Teaching Performance (Y)	0.121	0.730	0.121
Work Motivation (Z)	0.121	0.121	0.714

Source: Output of SmartPLS 4.0

Based on the results of the data analysis, it shows that the inter-construct is greater than 0.7, thus indicating that there is no problem of multicollinearity and discriminant validity is met.

2. Inner Model Testing

This test was conducted to assess the significance of direct and indirect influences between constructs, as well as to measure the contribution of exogenous variables to endogenous variables in the model structure (Hayes & Preacher, 2010).

Tabel 3. R Square Value

	R Square	R Square Adjusted
Teaching Performance (Y)	0.573	0.564
Work Motivation (Z)	0.338	0.331

Source: Output of SmartPLS 4.0

Based on the results of data analysis, R-square is used to see how much independent variables are able to explain the dependent variable, namely teaching performance (Y), which has an R-square value of 0.573, which means that 57.3% of the variability in teaching performance can be explained by independent variables in the model (clinical supervision and work motivation) (Kurniatie et al., 2022). The remaining 42.7% is explained by factors outside of this model. Meanwhile, work motivation (Z) has an R-square value of 0.338, meaning that 33.8% of work motivation variability can be explained by clinical supervision. The remaining 66.2% is explained by factors other than the model. So it can be concluded that the adjusted R-square value is slightly lower than the ordinary R-square (0.564 for Y and 0.331 for Z), but still shows consistency and no significant overfitting.

Tabel 4. Hypotesis Testing

Variabel	Original Sampel	Sampel Mean	T Statistic	P Values
CS (X) → TP (Y)	0.212	0.216	2.346	0.019
CS (Y) → WM (Z)	0.581	0.590	7.853	0.000
WM (Z) → TP (Y)	0.614	0.615	6.574	0.000
CS (Y) → WM (Z) → TP (Y)	0.357	0.364	4.698	0.000

Source: Output of SmartPLS 4.0

Based on the results of the data analysis, it shows the Direct Influence of Clinical Supervision (X) on Teaching Performance (Y) with a path coefficient value

of 0.212 with a P-value: 0.019 (<0.05). It can be concluded that Clinical supervision has a positive and significant effect on teaching performance (Mardiah et al., 2022). A coefficient value of 0.212 indicates that any improvement in clinical supervision will improve teacher teaching performance by 0.212 units (on a model scale). Since the p-value < 0.05 , this effect is statistically significant. In addition, the results of the data analysis showed that the Direct Influence of Clinical Supervision (X) on Work Motivation (Z) with a path coefficient value: 0.581 with a P-value: 0.000 was very significant. So it can be concluded that clinical supervision has a very strong and significant effect on work motivation (Putra et al., 2021).

A coefficient of 0.581 indicates a large positive influence, and a high t-value reinforces its significance. Good clinical supervision directly increases teachers' work motivation substantially. Meanwhile, the Direct Influence of Work Motivation (Z) on Teaching Performance (Y) shows the value of the path coefficient: 0.614 with a P-value: 0.000, which is very significant. It can be concluded that work motivation has a very significant and positive effect on teaching performance (Amini et al., 2022; Dias et al., 2021). The value of a coefficient of 0.614 shows that the higher the teacher's work motivation, the higher their teaching performance will be significantly improved.

In addition, the results of the data analysis also showed that the indirect influence of the clinical supervision variable on teaching performance through work motivation showed a specific mediating effect coefficient value of 0.357 with a P-value: 0.000, which is very significant. It can be concluded that these indirect effects are specific through pathways. clinical supervision of teaching performance through work motivation, namely all indirect effects occur through work motivation (Kurniatie et al., 2022; Putra et al., 2021). In other words, work motivation has been proven to mediate the relationship between clinical supervision and teaching performance in the indirect path.

CONCLUSION

Based on the results of the study, it can be concluded that clinical supervision has a positive and significant influence on teachers' teaching performance, both directly and through work motivation mediation. Clinical supervision that is carried out in a collaborative, reflective, and real-world data-based manner has been shown to increase teachers' intrinsic motivation, which in turn encourages substantial improvement in teaching performance. These findings confirm the importance of the role of school principals as supportive supervisors in building a coaching culture oriented towards teacher professional development. Thus, a supervision model that integrates motivational aspects can be an effective strategy in improving the quality of education, especially in areas with resource challenges such as Sampang Regency.

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