Abstract: Online learning is promoted as a learning solution in elementary schools during the Covid 19 pandemic. Teachers are required to be able to adapt and improve performance progressively for the optimization of learning with the support of supervision and work motivation. This study aims to analyze the effect of supervision by school principals and work motivation on the performance of elementary school teachers during the Covid 19 pandemic. This research is a quantitative research with a correlational survey involving 125 samples of elementary school teachers in the Cluster I Singawinata Teacher Working Group of Purwakarta district, West Java, Indonesia. The results showed that supervision by the principal (X1) had a significant effect on teacher performance (Y). Then work motivation (X2) has a significant effect on teacher performance (Y). And finally, supervision by the principal (X1) and work motivation (X2) have a significant effect on the performance of elementary school teachers (Y) by 46.5%. School principals need to increase supervision to teachers continuously and systematically so that teachers have the motivation to improve their competence so that they can show good performance in improving the quality of learning during the Covid 19 pandemic.

Keywords: Supervision, Motivation, Performance

1. INTRODUCTION

The emergence of the COVID-19 pandemic has become a major challenge for the education system [1]. Indonesia recorded the first case of coronavirus disease 2019 (COVID-19) in March 2020, and since then the government through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 responded quickly by instructing schools to close and suggesting learning from home [2].

Teacher performance is one of the determining factors for the success of achieving learning objectives during the implementation of the learning from home policy during the COVID-19 pandemic [3]. More than one and a half million primary school teachers in Indonesia have had to upgrade themselves to become masters of new technology-based learning, while worries about the future are always on their minds [4]. The problem that arises is that most teachers are generation X and Y who can be said to be weak in terms of the ability to operate technology to support learning [5]. In a survey conducted by Instituto Peninsula, 83% of teachers are not considering being ready to teach remotely, 67% feel anxious, 38% feel tired, and less than 10% are happy or satisfied [6]. This is a case that occurs in almost all regions in Indonesia. Not a few teachers and students in elementary schools who do not have devices such as mobile phones and laptops for their learning [7]. In addition, students and teachers must prepare sufficient internet quota, learning applications or platforms, and laptops or computers in good condition. The main obstacles that hinder during the progress of online learning are poor internet connection and lack of accessibility of digital devices [8]. In addition, online learning in some places is not necessarily considered capable of replacing face-to-face learning [9]. So it is not surprising that then parents and education observers also assess that teacher teaching performance decreased during the pandemic [10].

Teachers have the potential and support to create, innovate and improve their performance as professional educators [11][12][13], but many factors prevent them from developing their full potential optimally [14]. Optimizing teacher performance during the pandemic requires coaching and improvement through supervision by the principal [15][16]. The supervision of the principal is instrumental in achieving the performance standards and goals set. Principals as leaders and managers should help teachers to feel empowered, motivated, and energized [17]. Through supervision, principals offer opportunities for teachers to improve teaching, learning, and professional development as well as teacher performance [18][19], especially in curriculum development, teaching experience, teaching methods and materials, classroom management, student characteristics, assessment and supervision during the Covid 19 pandemic [20][21]. Another factor that also affects teacher performance during the pandemic is work motivation [22]. Teachers with high work motivation, feel pleasure in the work process, are ready to face challenges and produce good individual performance in work [23]. Self-determination
theory, for example, argues that individuals feel and show greater efficacy when they have a strong sense of autonomy and motive over what they do [24].

During learning from home, teachers experience high stress and mental pressure. The Covid-19 pandemic has made teaching and learning activities carried out online and raises mental health risks experienced by teachers [25]. Online learning being promoted as an alternative solution is new to most teachers. With the layman's condition about technology, they are required to progressively respond to change. High demands not accompanied by capabilities and competencies are the background to teacher performance declining. On the other hand, the social distancing policy makes the interaction of teacher competency development through the principal's supervision very limited only through virtual meetings through Zoom Meeting [26]. Not all teachers are able to quickly and progressively respond to change and are able to adapt to the demands of online learning. High work pressure makes teachers experience problems with work motivation, plus supervision that runs not optimally as it should, the impact of teacher performance becomes not optimal so that it has not been able to develop learning properly [27]. There have been several previous studies reporting on supervision and motivation to teacher performance by various researchers with different loci. However, they generally report that the combination of supervision by the principal and work motivation has a significant impact on teacher performance [28][29][20]. However, this study focuses on basic education teachers during the COVID-19 pandemic.

2. THEORETICAL FRAMEWORK

This subchapter focuses on the explanation of theoretical studies sourced from journal articles, books, reputable papers and other relevant and accountable reference sources [30]. The Literature Review is aimed at strengthening the data used in the research and also to ensure sharper and stronger analysis on the discussion section [31].

2.1. Supervision

Supervision in education is a series of activities to help teachers develop their ability to manage the teaching-learning process for the achievement of teaching goals [32]. The essence of supervision is not at all assessing teacher performance in managing the teaching-learning process, but rather helping teachers develop their performance and professional abilities [33]. The objectives of supervision include:

1. Help teachers develop their professional abilities in understanding academic, classroom life, developing their teaching skills and using their abilities through certain techniques.
2. Monitor teaching and learning activities in schools. This monitoring activity can be done through the principal's visits to classes while the teacher is teaching, personal conversations with the teacher, his colleagues, or with some students.
3. Encourage teachers to apply their abilities in carrying out their teaching duties, encourage teachers to develop their own abilities, and encourage teachers so that they have serious attention (commitment) to their duties and responsibilities.

In the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning Principal Standards, one of the dimensions of the principal's competence is Supervision Competence, namely: 1) planning academic supervision programs, 2) carrying out academic supervision of teachers, and 3) following up on the results of academic supervision [34]. And A principal as a supervisor in academic supervision is in charge of conducting [6]:

1. Controlling: checking whether everything is running as it should,
2. Correcting: whether everything is in accordance with what is established or outlined,
3. Judging: giving unilateral judgments or decisions
4. Directing: directing, specifying statutes/lines
5. Demonstration: showing how to teach well.

2.2. Motivation

Motivation is important and needs to be owned by every teacher in his role, which is to foster passion, feel happy and enthusiasm for learning for students [35]. Motivation relates to a certain amount of involvement in an activity such as the drive to do something based on a particular goal, habits, needs and desires [36]. Motivation is a change in energy in a person characterized by the emergence of feelings or reactions to achieve goals [37]. In motivation there are wants, hopes, needs, goals, objectives, and incentives. Motivation comes from within and from outside the individual self which serves as a driving force that drives the individual to carry out activities to
achieve the desired goal [38]. A person acts because it is driven by mental strength in the form of conditions, abilities, attention and ideals. A person's mental strength varies, some are low and some are classified as high [39].

Tanang & Abu (2014) said that the motivation that exists in everyone has the following characteristics:

1. Persevere in facing the task
   One can work hard continuously for a long time and will never stop before it is completed. The person has perseverance in doing a task assigned to him.

2. Tenacious in the face of adversity (not discouraged quickly)
   A nature that is not easily discouraged is something that must be possessed in the face of problems and difficulties. If he encounters failure, he will continue to try to be able to solve it.

3. Showing interest in various problems
   Interest is defined as a condition that occurs when a person sees the characteristics or temporary meaning of the situation associated with his own wants or needs.

4. Prefer to work independently
   Can do tasks without the need to depend on others. Does not require outside encouragement to perform as well as possible and is not quickly satisfied with the achievements he has achieved.

5. Get bored quickly on routine tasks
   Facing routine and the same tasks, especially related to mechanical things, just like that, so less creative can make someone bored. In this case, a person is able to be motivated to innovate and creatively which increases motivation in working.

6. Can defend his opinion
   A person has high motivation in defending opinions that are considered rational. Belief in something can motivate a person's work because he has confidence that it is true and can produce positive things, both for himself and others.

7. It is not easy to let go of the thing that is believed.
   If he feels sure of something, then he will not easily let go of the thing he has believed. In this case, a person has a strong motivation that at some point a firm stance and high self-confidence can support in work.

8. Happy to find and solve problems.
   Sensitivity and responsiveness to a problem will encourage a person to be motivated to think about how to solve and solve the problem. This will be one of the starting points for someone to be able to improve himself through the problems he faces.

2.3. Teacher Performance

Linguistically performance comes from English, namely "job performance" or "actual performance" which means work performance or actual achievement achieved by a person or an institution [41]. Etymologically performance comes from the word "to perform" which means to perform or perform [42]. Performance is the performance of a person in performing the tasks that have been entrusted to him in accordance with his function and position [43].

The progress and improvement of the quality of education is determined by the quality of teacher teaching [44]. Teachers are important actors in the implementation of the teaching and learning process. Teachers as educators can do learning engineering based on the applicable curriculum [45]. This role puts the teacher in a position as a control holder in creating and developing interactions with students so that an effective and efficient learning process occurs [46].

Teacher performance is the teacher's effort in his teaching duties in providing the knowledge material he has with the process of planning, implementing, evaluating, and assessing learning as well as the teacher's efforts so that students can receive knowledge or subject matter provided by the teacher so that good learning outcomes occur [47]. Meanwhile, Zhanat et al, (2022) stated that a teacher will be able to carry out teaching duties well if they are able and skilled in 3 aspects that are indicators of teaching quality as follows: 1) planning learning, 2) carrying out learning, and 3) assessing/evaluating.
3. METHODOLOGY

3.1. Research design of this study

This study used a quantitative approach with a correlational survey method. Sugiyono explained that "quantitative research is a research method based on the philosophy of positivism, used to research on a specific population or sample" [49]. Quantitative research is intended to explain phenomena using numerical data which in its analysis uses statistics to summarize large amounts of data [50]. The survey research is intended to obtain an overview of the principal's supervision and teacher work motivation on the performance of elementary school teachers. The research model used is a dual model with two independent variables. In this model there are two independent variables and one dependent variable.

![Diagram of Research Design]

Figure 1. Research Design

3.2. Population and study sample

The subjects of the study population were elementary school teachers in the Teacher Working Group Cluster I Singawinata Purwakarta district, West Java, Indonesia. The sample involved 125 elementary school teachers.

3.3. Data analysis

The data collection instrument used in this study was a Likert scale questionnaire (1-5) assisted by googleform. Data analysis using SPSS software includes descriptive analysis, assumption tests (normality tests, linearity tests, and data multicollinearity tests), correlation tests, significance tests, and determination tests. As for the purposes of quantitative measurement and analysis, the answers to questions/statements are scored as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Answer options</th>
<th>Score (+)</th>
<th>Score (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Enough</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Less</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Bad</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

The questionnaire data is analyzed and then made into quantitative data with a score range (1 to 5). After that, the data that has been suspended is interpreted according to the score percentage assessment criteria table as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Grade/Score Range</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.00 – 1.80</td>
<td>Bad</td>
</tr>
<tr>
<td>2.</td>
<td>1.81 – 2.60</td>
<td>Not Good</td>
</tr>
<tr>
<td>3.</td>
<td>2.61 – 3.40</td>
<td>enough</td>
</tr>
<tr>
<td>4.</td>
<td>3.41 – 4.20</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>4.21 – 5.00</td>
<td>Sangat Baik</td>
</tr>
</tbody>
</table>
3.4. Hypothesis
The research hypothesis is formulated as follows:

1. \( H_0 \): There is no positive effect of supervision by the principal (X1) on teacher performance (Y).
   \( H_a \): There is a positive influence of supervision by the principal (X1) on teacher performance (Y).

2. \( H_0 \): There is no positive effect of work motivation (X2) on teacher performance (Y).
   \( H_a \): There is a positive influence of work motivation (X2) on teacher performance (Y).

3. \( H_0 \): there is no positive influence of supervision by the principal (X1) and work motivation (X2) on teacher performance (Y).
   \( H_a \): There is a positive influence of supervision by the principal (X1) and work motivation (X2) on teacher performance (Y).

4. RESULTS AND DISCUSSION
The research seeks to answer the formulation of the problem outlined in three hypotheses. Testing and analysis as follows:

4.1. The Effect of Supervision on Teacher Performance
The first hypothesis tested was about the positive effect of supervision by the principal (X1) on teacher performance (Y). Hypothesis testing using a simple linear regression test using the IBM SPSS Statistic Version 25 program. The results of a simple regression test between variables X1 and Y are reported as follows:

<table>
<thead>
<tr>
<th>Coefficientsa</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>1.411</td>
<td>.318</td>
<td>4.429</td>
<td>.000</td>
</tr>
<tr>
<td>Supervision</td>
<td>.570</td>
<td>.095</td>
<td>.666</td>
<td>5.996</td>
</tr>
</tbody>
</table>

The results of hypothesis testing also obtained a probability value (0.000) smaller than the significance value (0.05), in addition, for the calculated value of 5.996 greater than the \( T_{\text{table}} \) value (1.979) so that it can be concluded that \( H_0 \) is rejected and \( H_a \) is accepted. Thus, there is a positive and significant influence between the principal's supervision on the performance of elementary school teachers in the Cluster I Teacher Working Group Singawinata. The results of the determination analysis showed a large coefficient of determination of 0.444 Thus, the magnitude of the influence of the principal's supervision on performance was 44.4%.

Based on the results of the study, it shows that the better the supervision of the principal, the better the teacher's performance. Through the supervision process, teachers receive feedback from superiors or co-workers that can help them understand their strengths and areas of development [51]. Constructive feedback can help teachers feel recognized and supported in their efforts to improve the quality of teaching. Supervision can also assist teachers in dealing with changes in curriculum, school policies, or educational trends [21]. Through dialogue with supervisors, teachers can understand these changes and adapt their teaching strategies according to new needs [52].

4.2. The Effect of Work Motivation on Teacher Performance
The second hypothesis tested was regarding the positive effect of work motivation (X2) on teacher performance (Y). Hypothesis testing using a simple linear regression test using the IBM SPSS Statistic Version 25 program. The results of a simple regression test between variables X1 and Y are reported as follows:
The results of hypothesis testing show that the probability value (0.015) is smaller than the significance value (0.05), besides that the Tcalculate value of 2.528 is greater than the TTable value (1.979) so that it can be concluded that H0 is rejected and Ha is accepted. Thus, there is a positive and significant influence between work motivation and the performance of elementary school teachers in the Cluster I Teacher Working Group Singawinata. The results of the determination analysis showed a large coefficient of determination of 0.391. Thus the magnitude of the influence of teacher work motivation on teacher performance was 39.1%.

Based on the description above, the better the teacher's work motivation, the better the teacher's performance. Motivated teachers tend to perform better and contribute positively to the learning process [53]. Motivated teachers tend to have better skills in managing stress and pressure. They may be better able to maintain a balance between the demands of work and personal life, which in turn can affect their performance positively. Strong motivation can drive teachers to achieve personal and professional achievements. They may have the drive to achieve certain targets, such as improving student exam results or developing successful learning programs [54].

4.3. The Effect of Work Supervision and Motivation on the Performance of Elementary School Teachers during the Covid 19 Pandemic

Based on the results of the hypothesis test that there is a positive and significant influence of work supervision and motivation on the performance of elementary school teachers in the Cluster I Teacher Working Group Singawinata.

This is evidenced from the value of the results of hypothesis testing, the probability value (0.000) is also smaller than the significance value (0.05), in addition, for the Fcalculate value of 19.102 is greater than the FTable value (3.07) so that it can be concluded that Ha is accepted. The results of the determination analysis showed a
large coefficient of determination of 0.465. Thus, the amount of supervision and work motivation on the performance of elementary school teachers in the Singawinata Cluster I Teacher Working Group was 46.5%.

**Figure 2. The Effect of Supervision and Motivation Simultaneously on Teacher Performance**

Based on findings and data analysis, it shows that the better the supervision and motivation of teachers, the better the performance of elementary school teachers in the Teacher Working Group Cluster I Singawinata Purwakarta district, West Java, Indonesia. Performance is the result of the interaction between motivation, abilities and opportunities. Munandar (2014) describes the expression formulated into a formula to be:

\[
\text{Performance} = \text{Motivation} \times \text{Ability} \times \text{Opportunity}
\]

From the formula above, teachers will have good performance when their work motivation is high and the abilities of teachers are also good with opportunities. Through the supervision of the head of the madrasah in addition to fostering the ability of teachers to improve the ability of teacher skills in carrying out their main duties and functions, also through supervision, the head of the madrasah acts as a motivator by providing clarity of meaningful goals. Supervision activities on the other hand also provide opportunities for the head teacher to improve work ethic, productivity, efficiency and work effectiveness, professionalism and democratization so that teachers are expected to experience a significant increase in work motivation which contributes positively to improving teacher performance.

The findings of this research corroborate several similar studies that suggest that the motivation and supervision of school principals are factors that influence teacher performance [56][57][29]. However, this research still has weaknesses such as the narrowness of the subject and the limited data obtained. For further researchers, broader and in-depth research can be carried out with a variety of approaches and research methods that support. Some suggestions that can be given from this study include: 1) It is important for school principals to conduct coaching through supervision to teachers in a systematic manner and followed up on an ongoing basis with methods and techniques that suit teacher needs; 2) Teachers need to strive to maintain or increase work motivation in carrying out their duties and responsibilities as educators so as to give birth to confidence, resilience, independence, and resilience in facing educational challenges in the 21st century; 3) Teachers must always improve their performance by participating in competency improvement programs so as to improve the quality of learning and be able to adapt to the demands of the rapidly changing world of education.

5. **CONCLUSION**

The performance of elementary school teachers in the Singawinata Cluster I Teacher Working Group of Purwakarta district, West Java, Indonesia during the implementation of the learning from home policy was significantly influenced by the principal's supervision and teacher work motivation. The results showed that the influence of work supervision and motivation on the performance of elementary school teachers in the Singawinata Cluster I Teacher Working Group was 46.5%. The effect of teacher work motivation on teacher performance was 39.1%. And supervision and work motivation on the performance of elementary school teachers in the Singawinata Cluster I Teacher Working Group amounted to 46.5%.

6. **ACKNOWLEDGMENT**

The author would like to thank all parties and institutions who have made valuable contributions in this research. Our special appreciation is conveyed to the Institute for Research and Community Service,
Singaperbangsa University Karawang which has provided funding for this research. Without this support, this research would not have become a reality.

7. REFERENCE


