



The Effect of Motivation, Reward and Academic Supervision on Pedagogic Competence of Post-Certified Islamic Religious Education Teachers

Nur Widiastuti¹, Nyayu Khodijah², Abdurrahmansyah³

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Abstract

The study aimed to analyze the effect of motivation, reward and academic supervision on the pedagogic competence of post-certified Islamic Religious Education teachers at Madrasah Tsanawiyah in East Lampung. The study used a quantitative approach with a survey method. The type of survey used was an explanatory analytic survey using *cross-sectional*. The population in the study were 176 certified Islamic Religious Education teachers from 90 schools, through *simple random sampling* to be 17 teachers from 9 schools. Tests and questionnaires did data collection. The data analysis technique was by analyzing data descriptions, testing assumptions/preconditions for linearity tests, and hypothesis tests, namely bivariate analysis and multivariate analysis. The study results indicated that the effect of motivation, reward, and academic supervision was 92.1% on pedagogic competence.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh motivasi, *reward* dan supervisi akademik terhadap kompetensi pedagogik guru PAI pascasertifikasi Madrasah Tsanawiyah di Lampung Timur. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Jenis survei yang digunakan adalah survei analitik eksplanatori dengan menggunakan *cross sectional*. Populasi dalam penelitian ini berjumlah 176 guru PAI yang sudah sertifikasi dari 90 sekolah, melalui *simple random sampling* menjadi 17 guru dari 9 sekolah. Pengumpulan data dilakukan dengan tes dan angket. Teknik analisa data dengan cara analisis deskripsi data, uji asumsi/prasyarat uji linieritas, dan uji hipotesis yaitu analisis bivariate dan analisis multivariate. Hasil penelitian ini menunjukkan bahwa pengaruh motivasi, *reward*, dan supervisi akademik secara bersama-sama sebesar 92,1% terhadap kompetensi pedagogik.

¹ IAI An Nur Lampung, Indonesia

Email: nurwidiastuti485@gmail.com

² UIN Raden Fatah Palembang, Indonesia

Email: nyayukhodijah_uin@radenfatah.ac.id

³ UIN Raden Fatah Palembang, Indonesia

Email: abdurrahmansyah_uin@radenfatah.ac.id

INTRODUCTION

Teachers were professional educators who had the main task as teachers and educators. Besides that, they were also tasked with guiding, directing, training, and evaluating students at all levels of education. In carrying out their duties, teachers must have four competencies, namely personality, professional, pedagogic, and professional (Penyusun, 2004, 2005, 2008). Teachers can carry out their duties both in and outside the classroom. Teachers were essential components in learning because they could understand, explore, implement, and achieve educational goals (Faiqah, 2017; Samani, 2006). This ability was closely related to pedagogic competence. Pedagogic competence was the ability of teachers to manage student learning which included student understanding, learning design and implementation, evaluation of learning outcomes, and developing the actualization of students with various potentials they have (Penyusun, 2004). Teachers who have pedagogical competence will manage to learn well so that the teaching and learning process can take place effectively and the expected goals can be achieved (Darimi, 2015). Pedagogic competence was one of the determinants of learning success (Zulfahmi et al., 2018).

Continuous improvement in the teacher's abilities was necessary to ensure that student learning met expectations. It can also be done through the use of a supervisor. The principal and the school's supervisor provided direction and guidance to instructors while they were conducting learning activities (Porniadi, 2018). As stated by Burton and Ngalim (2007), the goal of supervision was to improve and develop the overall teaching and learning process. As a result, supervision had a dual purpose: it enhanced teacher quality while also helping to advance the teaching profession as a whole.

A school supervisor's ability to supervise students must be based on the Ministry of National Education's Regulation Number 12 of 2007 on School Supervisory Standards. Despite the fact that instructors were not adequately supervised in practice, including the lack of intensity of supervisors' arrival and the lack of follow-up actions following their supervision by supervisors. In reality, according to Purbasari's (2015), Hasanah (2019), Muhajirin (2017), Pujianto (2020), and Mardalena (2020) research, supervisors' maximum level of oversight has a positive effect on teachers.

In addition, teachers needed to be given awards or rewards in order to improve teacher competence. When an institution rarely gave rewards, surely its employees were not enthusiastic about working as well as teachers. Research conducted by Saad (2017), Syam (2016), and Mardianis (2015) showed that there was a significant effect of reward on teacher performance. There are still many post-certified and uncertified Islamic Religious Education Teachers in the country, and their daily needs cannot be met with the amount of money they receive from the government. Teachers who were certified with Foundation institutions were not given a salary because they received government allowances, which had an impact on the lack of t.

Teachers had a big burden in carrying out their professional duties, namely preparing the learning process and learning administration. It impacted the teacher's psychological condition, which caused the teacher to be less able to control emotions (Krissandi & Rusmawan, 2015). For this reason, motivation was needed to move people towards a certain goal (Mangkunegara, 2007). The motivation was a factor that has important meaning for a teacher (Djamarah & Zain, 2002). What distinguishes previous research was the use of three variables, namely motivation, reward, and academic supervision, on post-certified teachers' pedagogic competence. Therefore, the study aimed to analyze how these three variables have on teachers' pedagogic competence.

METHOD

The study used a quantitative research approach with a survey method. The type of survey used was an explanatory analytic survey using cross-sectional. The population in this study were post-certified Islamic Religious Education teachers at Private Madrasah Tsanawinayah in East Lampung, amounting to 176 people, from 90 Private Madrasah Tsanawiyah. Because the number was too large and time and funds were limited, through simple random sampling technique, only 17 (10%) teachers

of Islamic Education were taken from 9 MTs, namely MTs Ma'arif 4 Pekalongan, MTs Muhammadiyah Wonosari Pekalongan, MTs Tri Bakti At- Taqwa, MTs Muhammadiyah Margototo, MTs Ma'arif 24 Margototo, MTs Darun Nasyi'in Bumi Jawa Batanghari Nuban, MTs Sabilul Mutaqien Batanghari Nuban, MTs Ma'arif 7 Purbolinggo, and MTs Muhammadiyah Purbolinggo. Tests and questionnaires did data collection. The data analysis technique was by analyzing data descriptions, testing assumptions/preconditions for linearity tests, and hypothesis tests, namely bivariate analysis and multivariate. Measurement of the validity, the measuring instrument can be done using the statistical product-service solution (SPSS) version 17.0 program. The technique commonly used to perform reliability tests was to use an *alpha scale* (Cronbach's Alpha).

FINDINGS AND DISCUSSION

Variable Data Description

a. Teacher pedagogic competence data

Table 1. Teacher's pedagogic competence

Description	Value
Mean	13,88
Median	17,00
Modus	20
Std. Deviation	6,735

The table above shows that the value of the pedagogical competence variable varied from the lowest value of 1 to a maximum value of 20. Based on basic statistical calculations, the mean = 13.88, median = 17.00, modus = 20 and standard deviation 6.735. This calculation showed that the mean and median were not much different. This indicated that the value of the pedagogical competence variable tended to be normally distributed.

Based on the calculation results, the grouping of values for the pedagogical competence variable was obtained in the low group as 6 people (35.3%) and the high group as many as 11 people (64.7%). Thus, more teachers with high pedagogical competence than teachers with low pedagogical competence.

b. Motivation Data

Table 2. Teacher motivation

Description	Value
Mean	55,29
Median	46,00
Modus	46
Std. Deviation	14,747

The table above shows that the teacher motivation variable values varied from the lowest value of 46 to the maximum value of 94. Based on the basic statistical calculations, the mean = 55.29, median = 46.00, mode = 46 and standard deviation 14.747. This calculation showed that the mean and median were not much different. This indicated that the teacher motivation variable values tended to be normally distributed.

Based on the calculation results, the grouping values for the teacher motivation variable were obtained in the low group of 5 people (29.4%) and the high group of 12 people (70.6%). Thus teachers who had low motivation were less than teachers who had high motivation.

c. Reward Data

Table 3. Reward

Description	Value
Mean	48,24
Median	43,00
Modus	40
Std. Deviation	11.835

From the table above, it can be seen that the value of the reward variable varied from the lowest value of 40 to the maximum value of 76. Based on the basic statistical calculations, the mean = 48.24, median = 43.00, mode = 40 and standard deviation 11.835. This calculation showed that the mean and median were not much different. This indicated that the value of the reward variable was normally distributed.

Based on the calculation results, the grouping of values for the reward variable was obtained in the low group of 7 people (41.2%) and the high group of 10 people (58.8%). Thus teachers who had low rewards were less than teachers who had high rewards.

d. Academic supervision data

Table 4. Academic supervision

Description	Value
Mean	55.35
Median	46.00
Modus	46
Std. Deviation	14.845

The table above shows that the teacher motivation variable values varied from the lowest value of 46 to the maximum value of 94. Based on the basic statistical calculations, the mean = 55.35, median = 46.00, mode = 46 and standard deviation 14.845. This calculation showed that the mean and median were not much different. This indicated that the teacher motivation variable values tended to be normally distributed.

Based on the calculation results, the grouping of values for the variable teacher motivation was obtained in the low group of 5 people (29.4%) and the high group of 12 people (70.6%). Thus teachers who received low academic supervision were less than teachers who received high academic supervision.

Linearity Test

Table 5. Summary of linearity test results

Variabel	F _{hitung}	P _{value}	Keterangan
X1 denganY	48.529	6.966	Linier
X2 denganY	52.941	7.276	Linier
X3 denganY	48.529	6.966	Linier

Based on the results of the linearity test in table 5, it showed that the linearity test between X1 obtained an Fcount of 48,529 and a Pvalue of 6.966 ($6.966 > 0.05$), which indicated that the relationship between motivation and pedagogic competence was linear. The results of the linearity test between rewards obtained an Fcount of 52,941 and a Pvalue of 7.276 ($7.276 > 0.05$) which indicated that the relationship between reward and pedagogic competence was linear. The results of the linearity test between academic supervision obtained an Fcount of 48.529 and a Pvalue of 6.966 ($6.966 > 0.05$), which indicated that the relationship between academic supervision and pedagogic competence was linear.

Hypothesis

a. First hypothesis

The bivariate hypothesis stated that motivation positively affected the pedagogic competence of post-certified Islamic Religious Education teachers at private MTs in East Lampung. To test the bivariate hypothesis, simple linear regression analysis was used with the help of SPSS as shown in table 6.

Table 6. Results of Simple Linear Regression Analysis of Motivation

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.285-17	.111		.000	1.000
	Motivation	.917	.132	.874	6.966	.000

The results of simple linear regression analysis as in table 6 can be written a regression equation, namely $Y = 3.285-17 + 0.917X_1$. The constant value was 3.285-17; this meant that the pedagogic competence would be 3.285-17 if the motivation was equal to zero. It can be explained that pedagogic competence will decrease without motivation. The motivation variable (X_1) had a positive effect on pedagogic competence, with a regression coefficient of 0.917 indicating that if motivation increased by 1 per cent, then pedagogic competence will increase by 0.917 per cent, assuming the other independent variables were constant. The significant value (sig) was 0.000, this value was much lower than 0.05, so the effect of motivation on pedagogic competence was significant.

Based on the SPSS calculation, the tcount was 6.966, while the Pvalue was 0.000, so that the Pvalue was <5% ($0.000 < 0.05$), it meant that there was a significant effect of motivational variables on pedagogic competence. These results indicated that the higher the motivation, the better the pedagogic competence, and vice versa. The coefficient of determination R^2 was 0.764, which meant that 76.4% of the variation in the dependent variable of pedagogic competence could be explained by the variation of the independent variable of motivation. At the same time, there were 23.6% affected by variables that were not described in the model. Thus the bivariate hypothesis which stated "motivation had a positive effect on the pedagogic competence of post-certified Islamic Religious Education teachers at private MTs in East Lampung" was accepted.

b. Second hypothesis

The second hypothesis stated that reward positively affected the pedagogic competence of post-certified Islamic Religious Education teachers at private MTs in East Lampung. To test the second hypothesis, simple linear regression analysis was used with the help of SPSS, as shown in table 7.

Table 7. Results of Simple Linear Regression Analysis Reward

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.143	.090		1.581	.135
	Reward	.857	.118	.883	7.276	.000

The results of simple linear regression analysis as in table 7 can be written a regression equation, namely $Y = 0.143 + 0.857X_2$. The constant value was 0.143. this meant that the pedagogic competence would be 0.143 if the reward was equal to zero. It can be explained that pedagogic competence will decrease if there is no reward. The reward variable (X_2) had a positive effect on pedagogic competence, with a regression coefficient of 0.857 indicating that if the reward increased by 1 per cent, the pedagogic competence would increase by 0.857 per cent, assuming the other independent variables were constant. The significant value (sig) was 0.000, this value was much lower than 0.05, so the effect of reward on pedagogic competence was significant.

Based on the SPSS calculation, the tcount was 7.276, while the Pvalue was 0.000, so that the Pvalue was <5% ($0.000 < 0.05$), it meant that there was a significant effect of the reward variable on pedagogic competence. These results indicated that the higher the reward, the better the pedagogic competence, and vice versa. The coefficient of determination R^2 was 0.779, which meant that 77.9% of the variation in the dependent variable of pedagogic competence could be explained by the variation of the independent variable reward. At the same time, 22.1% was affected by variables that

were not explained in the model. Thus the bivariate hypothesis, which stated "reward had a positive effect on the pedagogic competence of post-certified Islamic Religious Education teachers at private MTs in East Lampung" was accepted.

c. Third hypothesis

The third hypothesis stated that academic supervision positively affected the pedagogic competence of Post-certified Islamic Religious Education teachers at private MTs in East Lampung. To test the third hypothesis, simple linear regression analysis was used with the help of SPSS, as shown in table 8.

Table 8. Results of Simple Linear Regression Analysis for Academic Supervision

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.933-17	.111		.000	1.000
	Academic supervision	.917	.132	.874	6.966	.000

The simple linear regression analysis results as in table 8 above, can be written the regression equation, namely $Y = -4.933-17 + 0.917X_3$. The constant value was -4.933-17. this meant that the pedagogic competence would be -4.933-17 if academic supervision was equal to zero. It can be explained that pedagogic competence will decrease if there is no academic supervision. The academic supervision variable (X_3) has a positive effect on pedagogic competence. A regression coefficient of 0.917 indicates that if academic supervision increases by 1 per cent, pedagogic competence will increase by 0.917 per cent, assuming the other independent variables were constant. A significant value (sig) of 0.000, this value was much lower than 0.05, so the effect of academic supervision on pedagogic competence was significant.

Based on SPSS calculations, the tcount was 6.966, while the Pvalue was 0.000, so that the Pvalue was <5% (0.000 < 0.05), it meant that there was a significant effect of the academic supervision variable on pedagogical competence. These results indicated that the higher the academic supervision, the better the pedagogic competence, and vice versa. The coefficient of determination R^2 was 0.764, which meant that 76.4% of the variation in the dependent variable of pedagogic competence could be explained by the variation of the independent variable of academic supervision. While there were 23.6% affected by variables that were not explained in the model. Thus the bivariate hypothesis which stated "academic supervision had a positive effect on the pedagogic competence of post-certified Islamic Religious Education teachers at private MTs in East Lampung" was accepted.

d. Fourth hypothesis

To facilitate the calculation of the regression from a large amount of data, the research was completed with the help of SPSS 17 computer software. The test results of the multiple regression models on the variables of motivation (X_1), reward (X_2), and academic supervision (X_3) that affected pedagogic competence (Y) were seen in tables 9, 10, and 11.

Table 9. Results of Multivariate Analysis of Multiple Linear Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.960 ^a	.921	.902	.154

Table 10. Anova^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.575	4	1.192	50.343	.000 ^a
	Residual	.308	13	.024		
	Total	3.882	17			

Table 11. Results of Multivariate Analysis of Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.077	.074		-1.041	.317
Motivasi	.385	.135	.367	2.850	.014
Reward	.308	.137	.317	2.247	.043
Academic supervision	.385	.135	.367	2.850	.014

By paying attention to the regression model and the results of multiple linear regression, the equations of factors that effectd pedagogic competence were obtained, namely $Y = -0.077 + 0.385X_1 + 0.308X_2 + 0.385X_3$. Based on table 10, the calculated F was 50.343 with a significance level of 0.000. This showed that the probability < the tolerable level of significance ($0.000 < 0.05$), then H_a was accepted, and H_o was rejected. This showed a significant positive effect of motivation, reward, and academic supervision on pedagogic competence.

Then to show what percentage of the effect of motivation, reward, and academic supervision on pedagogic competence. Based on table 9, it can be seen that the coefficient of determination (R^2 square) was 0.921, which meant that 92.1% of the variation in pedagogic competence could be explained by the three independent variables consisting of motivation, reward, and academic supervision, while the remaining 7.9% variation in pedagogic competence was affected by other variables not included in the research model. Thus the fourth hypothesis, which stated that motivation, reward and academic supervision simultaneously had a positive effect on the pedagogic competence of post-certified Islamic Religious Education teachers at private MTs in East Lampung, is accepted.

Table 9 showed that the effective contribution of the motivational variable was 36.7%. This meant that the contribution of the motivational variable to pedagogic competence was 36.7% and the relative contribution was 0.14%, the effective contribution of the reward variable was 31.7%. This meant that the contribution of the reward variable to pedagogic competence was 31.7% and the relative contribution was 0.43%, and the effective contribution of the academic supervision variable was 36.7%. This meant that the contribution of the academic supervision variable to pedagogic competence was 36.7%, and the relative contribution was 0.14%. This meant that the variables of motivation and academic supervision were more dominant and affected pedagogic competence. Based on the table, it can also be concluded that the variables of motivation, reward, and academic supervision together provide an effective contribution of 92.1% to pedagogic competence, and 7.9% was given by other variables not discussed in the study.

The Effect of Motivation on Pedagogic Competence

Motivation had a positive effect on pedagogic competence, meaning that the higher the motivation, the pedagogic competence will increase. The results of the study were in line with research conducted by Hariyanto (2017), Hilmi (2018), Rahmania (2014) that there was a positive effect between achievement motivation on teacher pedagogic competence, it meant that the better the teacher's achievement motivation, the better the pedagogical competence. Motivation played a role as a driving force in creating a teacher's work spirit so that they can collaborate, work effectively and integrate to achieve satisfaction. The teacher's work motivation will be the driving force in carrying out the goals to be achieved.

The motivation in question was the teacher's achievement motivation. Teacher achievement motivation can be seen through several indicators, including being responsible, choosing jobs that had moderate risk, being creative, and seeking feedback from their work. According to McClelland in Usman (2008) that the characteristics of people who had high achievement motivation were: 1) responsible for all his deeds; 2) trying to find feedback on his actions; 3) dare to take calculated risks;

4) trying to do something creative and innovative; 5) good at managing time, and 6) work hard and be proud of the results that had been achieved. Achievement motivation was very influential on the pedagogic competence of teachers. If the teacher had achievement motivation, he would do the work in earnest to achieve success.

A person was able to motivate and encourage himself to keep trying to achieve the desired goals, able to work with high spirits, able to be responsible for his duties and able to think clearly so that everything went well and by the desired goals, able to be creative, loyal in a job, and able to be disciplined in fulfilling work productivity that resulted in job satisfaction. A person with good motivation meant that he would most likely succeed in life and be satisfied with achieving the desired achievement. The motivation which was characterized by work enthusiasm, satisfaction, fulfilment of productivity, sense of satisfaction, responsibility, and loyalty, will affect the pedagogic competence of teachers, which will also affect how much Islamic Religious Education teachers were in pedagogical competence (Farwitawati & Fithrie, 2017).

Effect of Reward on Pedagogic Competence

The reward had a positive effect on pedagogic competence the meaning that the higher the reward, the pedagogic competence will increase. The results of the study were in line with research conducted by Connie (2021), Masyuroh (2012) and Syam (2016) that there was a positive and significant effect of compensation and rewards on teacher performance. Rewards can be given directly or indirectly. Direct rewards such as incentives, bonuses, salaries or praise. Meanwhile, indirect rewards can be in the form of allowances, awards, and achievements (Dessler, 2005). Rewards were given to teachers who could carry out learning tasks well. Teachers with high pedagogical competence will get rewards. Rewards were given in the form of incentives, bonuses, awards, praise (verbal and non-verbal), and achievement. Although the rewards given were often not in the form of material or objects, sometimes the head of the madrasah provided material forms (incentives) even though the amount was not so large. Amin Widjaya explained that the concept of reward management is a tool to increase employee motivation; this method can also associate a person's actions and behaviour with feelings of happiness, pleasure and usually will make them do an act repeatedly, in addition, to reward motivation. (Reward) also aims for a person to be active again in his efforts to improve and improve the achievements achieved (Syam, 2016; Tunggal, 2000).

The Effect of Academic Supervision on Pedagogic Competence

Academic supervision had a positive effect on pedagogic competence. It meant that the higher the academic supervision, the higher the pedagogic competence. The results of the study were in line with research conducted by Nuraini (2016), Niswah (2020), Mujiono (2020), Fitriani (2016), Rohmi (2019), and Reziki (2018) that academic supervision had a positive and significant effect on pedagogic competence. So to improve the pedagogic competence of teachers, it was necessary to increase academic supervision from school principals and school supervisors, especially in follow-up supervision activities.

Supporting instruments for academic supervision included learning instruments, administrative documents, lesson plans, observation instruments, and classroom learning tools. This instrument was also very helpful for school principals to conduct academic supervision (Muharlisiani et al., 2019). Academic supervision must directly affect and improve teacher behaviour in managing the learning process. It was expected to assist teachers in improving their academic skills and quality to achieve the learning goals they had set for their students (Bender & Dykeman, 2016). However, teachers' abilities, needs, interests, levels of professional maturity, and other personal characteristics must be considered in developing and implementing academic supervision programs (Wang et al., 2015).

Academic supervision should not only focus on improving teachers' knowledge and teaching skills. Still, it should also increase the commitment, willingness, and motivation of teachers as well,

because these factors also affected the quality of teaching and learning, among the principal roles as supervisors aimed to provide professional services to improve the quality of education through improving teacher performance in the learning process. Supervision here was comprehensive and continuous, which meant that it covered all aspects of activities from the beginning to the end of activities at school. Continuously meant that it took place continuously. After analyzing the results and learning process, teaching improvements can be carried out so that teachers will always be able to improve their teaching abilities with the help of the principal.

Principals were expected to plan the vision and mission carefully, the substance of which was to guide and direct curriculum development, to make supervision programs starting from supervision planning, implementation to follow-up supervision activities. However, this academic supervision still needed improvement, especially in follow-up supervision activities. The supervisory function aimed to improve and increase the quality of teaching, including coordinating, stimulating, and encouraging professional teachers. The basis of supervision was to improve the teaching and learning situation so that teachers could express ideas and describe material according to their views towards improving the quality of teaching. These needed to be supported by supervision from the principal. In addition, supervision also encouraged teachers to always improve their competence, learn continuously, participate in seminars, workshops, and others. Through this supervision, the principal can motivate and provide stimulus to teachers to try to increase their creative potential.

The Effect of Motivation, Reward and Academic Supervision on Pedagogic Competence

Motivation, reward and academic supervision simultaneously affected the pedagogic competence of teachers. The study results aligned with research conducted by Ardana (2020) and Porniadi (2019) that supervision, compensation and motivation affected teachers' pedagogic competence.

The first pedagogic competence that teachers must master is to understand the characteristics of students and the principles of student development to realise students' potential. By understanding the characteristics of each student, the teacher can determine the right approach to be applied to students. Teachers who have good performance scores will certainly impact the results of their activities, especially those related to the teaching and learning process, where the results will increase both in quality and quantity (Bello, 2012). Wesly (2015) argued that performance was defined as the result of work in achieving the organisation's goals in which he worked.

Academic supervision must be based on a professional learning community to ensure teacher improvement was carried out thoroughly, allowing everyone to continuously seek and share knowledge in learning activities and practice it (Prytula, 2012). To produce effective and creative teachers, supervision must be carried out frequently (Renata et al., 2018). The problem of improving the quality of pedagogic competence and teacher development was related to the role of supervisors (principals) in providing professional assistance and services for teachers so that they were more professional in carrying out their main tasks. The quality of performance of supervisors needed to be improved to be able to carry out their duties and obligations more responsibly.

The motivation was a force that will move a person physically and spiritually to do something to achieve the desired goals. The academic supervision provided by the head of the madrasa was the strength of achieving the goals of the madrasa. Therefore, the higher the teacher's motivation and the academic supervision the madrasa principal provides in learning, the more optimal results will be in his work.

The head of the madrasa gives the rewards and helps teachers be enthusiastic about carrying out the learning process tasks. Although the rewards given were simple, they were a spirit for teachers to be dedicated to learning. The effect of reward on pedagogic competence showed a positive regression coefficient. This meant that if the reward received by the teacher was good or adequate, then the teacher's pedagogic competence would increase. Like academic supervision, the principal

had the duty and responsibility to supervise the teachers in his madrasa. The purpose of academic supervision was to create a quality process and optimal learning outcomes as reflected in the professional quality of teachers and the quality of student mastery of the subject matter provided.

To achieve these objectives, the implementation of supervision must have a work plan and program and be equipped with instruments to be used. Without this equipment, the implementation of supervision will not run optimally. This was understandable if a teacher had good pedagogical competence and high motivation, rewards given by the madrasah principal and academic supervision assistance such as having a work plan and program equipped with the provision of instruments to be used, it meant that he also has the competence and the will to progress and be creative. Therefore, competence means having the skills or competencies required by a person's position, which requires knowledge and skills in carrying it out.

CONCLUSION

The study concluded that motivation had a positive effect on pedagogic competence by 76.4%. Second, the reward positively affected pedagogic competence by 77.9%. Third, academic supervision positively affected pedagogic competence by 76.4%. Fourth, motivation, reward, and academic supervision together provided an effective contribution of 92.1% to pedagogic competence. Thus, motivation, reward and academic supervision either partially or simultaneously had an effect on pedagogic competence.

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