

Influence Of School Head Supervision, Teacher Motivation, And Teacher Satisfaction On Educational Quality In Vocational School

Sebastianus Carlo Sanira¹, Rudy Wahyono², Yarnest³

¹ Students in Program of Magister Management, University of Merdeka Malang, Indonesia

^{2,3} Faculty of Economics and Business, University of Merdeka, Indonesia

Abstract: The purpose of this research is to describe the principal's supervision variables, work motivation, teacher job satisfaction and education quality, analyze the influence of the principal's supervision variables, work motivation and teacher job satisfaction simultaneously on education quality, analyze the influence of the principal's supervision variables, work motivation, and work satisfaction teacher work partially on the quality of education, and to find out and analyze among the principals' supervision variables, work motivation, and teacher job satisfaction, which have a dominant influence on the quality of education in Malang 1 Vocational High School. The population in this study were all teachers of Vocational High School 1 Malang, amounting to 121 people and the sample in this study amounted to 55 people. The sampling technique uses the Simple Random Sampling method. The data analysis technique used is multiple linear analysis. The results showed that School Principal Supervision, Work Motivation, and Job Satisfaction simultaneously affected Education Quality, School Principal Supervision, Work Motivation, and Job Satisfaction partially influenced Education Quality and Job Satisfaction had a dominant effect on Education Quality in Vocational High Schools 1 Malang.

Keywords: School Principal Supervision, Work Motivation, and Job Satisfaction and Education Quality

Date of Submission: 22-05-2020

Date of Acceptance: 09-06-2020

I. Preliminary

The development of science and technology requires schools to be able to adjust to the flow of change. These changes require an increase in the quality of Indonesian Human Resources (HR) which of course through education. One effort to educate the nation's life is to advance education which is operational by the law. Education according to Sagala (2010: 5) says that efforts to develop all aspects and human personality, both viewed from the cognitive, affective, and psychomotor aspects. Selain itu, penelitian ini dilakukan untuk mensukseskan penguatan sumberdaya manusia khususnya bidang pendidikan sesuai dengan tujuan Sustainability Development In addition, this research was conducted to succeed in strengthening human resources, especially in the field of education in accordance with the objectives of Sustainability Development Goals (Natsir and Triatmanto, 2009)Goals (Natsir and Triatmanto,2009).

Educational institutions that are effective in improving the quality of education require good quality management to deal with the competitive atmosphere and orientation in the future. Umiarso and Imam Gojali (2010: 124) explain that the quality of education is the ability of schools to manage operationally and efficiently on components related to schools, to produce added value to these components according to applicable norms or standards. The quality of education can be achieved if an educational institution has quality inputs, processes, outputs, and outcomes. An educational institution is said to be of quality if there are important elements in it such as the principal's academic supervision, teacher work motivation, and teacher job satisfaction.

Supervision is an activity carried out by the principal to assist teachers in developing their abilities and facilitate teachers in efforts to improve the learning process (Mulyasa, 2011: 252). Besides, supervision can also be defined as a coaching activity that is planned to assist teachers and other school staff in carrying out their work effectively (Purwanto, 2010: 76). Thus supervision is a professional coaching process carried out by the principal who has the aim to improve the professionalism of teachers in carrying out learning tasks.

Besides the supervision of the principal, another factor that influences the quality of education is work motivation. Motivation according to (Danim, 2012: 23) can be interpreted as any movement or impulse that arises in individuals to consciously devote themselves to achieving organizational goals. Motivation is also defined as a basic impulse that moves a person to behave (Uno, 2013: 1). With high motivation, teacher performance can be achieved optimally so that the quality of education in schools becomes more effective.

Besides the supervision of the principal and work motivation, other factors that influence the quality of education are job satisfaction. To improve the quality of education a school principal must be able to increase

the job satisfaction of teachers or their subordinates. Job satisfaction is a person's perspective both positive and negative about their work (Siagian, 2014: 295). Edy Sutrisno's opinion (2014: 79) revealed that at least four factors cause job satisfaction, namely: (1) Position, (2) Rank, (3) Financial security and (4) social and Quality of supervision.

State Vocational School 1 Malang is a vocational school that has the slogan Pamsagaca which is an extension of Pamitra Satata Gatra Kencana. This educational institution is not the least experiencing problems relating to the quality of education. The hope is that good quality education can be achieved by increasing the supervision of school principals, work motivation, and job satisfaction. However, based on interviews and observations researchers found that the quality of education in Malang 1 Vocational High School was less than optimal. This is due to the less than the optimal implementation of school principals' supervision, work motivation, and teacher job satisfaction. Therefore, this educational institution needs to maintain its existence in the community so that it can face the challenges and competition of education in this digital era. The novelty of this research is that it wants to optimize the quality of education by examining the extent to which the principal's supervision factors, work motivation, and job satisfaction can be a lever of quality education.

The objectives of this study are; 1) To describe the principals' supervision variables, work motivation, teacher job satisfaction and education quality; 2) To analyze the effect of school principal supervision variables, work motivation and teacher job satisfaction simultaneously on the quality of education; 3) To analyze the influence of principal supervision variables, work motivation and teacher job satisfaction partially on the quality of education; 4) To find out and analyze among the principals' supervision variables, work motivation, and teacher job satisfaction, which have a dominant influence on the quality of education in Malang 1 Vocational High School.

II. Literature Review

The quality of education of the school's ability to manage operationally and efficiently on components related to schools, to produce added value according to the prevailing norms or standards (Umiarso and Imam Gojali, 2010: 124). Quality education is the implementation of education that can produce professional staff following the needs of the State and nation (Ghufron, 2017: 192). Indicators of the quality of education are; Input, process, output, and outcomes (Ghufron, 2017: 192). Thus, it was concluded that the quality of education was the result of an assessment of the educational process with high expectations to be achieved from efforts to develop the talents of students in Malang 1 Vocational High School through the education process to produce professionals according to the needs of the State and Nation.

Supervision of school principals is defined as the efforts or activities of school principals in continuously stimulating the development of teachers in schools, both individually and collectively, to better understand and be more effective in realizing all teaching functions so that teachers can stimulate and guide the growth of each student continuously, as well as being able and more capable in participating in learning and teaching interactions (Syarif, 2011). Another definition of supervision of school principals is also expressed by (Muljono, 2010), namely overseeing or controlling. Indicators of supervision of school principals, namely: planning, implementation, and evaluation of principals' supervision, (Suprihatiningrum, 2013). Through supervision, students and teachers get help to improve the quality of learning which ultimately improves the quality of education.

In addition to the supervision of school principals, motivation is also an important aspect that can improve the quality of education. Motivation is defined as any movement or impetus that arises in individuals to consciously devote themselves to the achievement of organizational goals (Danim, 2012: 23). This definition is also expressed by (Hasibuan, 2015) that motivation is an encouragement or giving a driving force that creates the excitement of one's work so that someone wants to work together, work effectively, and is integrated with all their efforts to achieve satisfaction. Indicators of work motivation are physiological needs, security needs, social needs, self-esteem needs, and self-actualization needs (Abraham Maslow, 2013).

Several studies have found that satisfaction is closely related to attitude (Rakhmadian et al.,2017). One effort to improve the quality of education can also be done with optimal teacher job satisfaction. Job satisfaction is a person's perspective both positive and negative about their work (Siagian, 2014: 295). The definition of job satisfaction is also expressed by (Robbins and Judge, 2013: 113) that job satisfaction is a positive feeling about work as a result of evaluating the characteristics of the job. The indicators are as follows; the job itself, salary/ wages, promotion, supervision, and coworkers (Robbins and Judge in Puspitawati, 2013). Job satisfaction can also be interpreted as an attitude that arises based on an assessment of the work situation. A satisfied employee prefers work situations rather than dislikes them (Anwar et al.,2017).

Hypothesis

H1: It is suspected that the principal's supervision, work motivation, and teacher job satisfaction simultaneously have a significant effect on the quality of education.

H2: It is suspected that the principal's supervision, work motivation, and teacher job satisfaction partially have a significant effect on the quality of education.

H 3: It is suspected that the teacher job satisfaction variable has a dominant effect on the quality of education.

III. Research Methods

Based on the research objectives, this research design is quantitative analysis with descriptive analysis methods. Quantitative means a research method based on the philosophy of positivism used to examine a population or a specific sample, data collection using research instruments, data analysis is quantitative or statistical, to test the hypothesis that has been set (Sugiyono, 2017: 8). Descriptive because this study was conducted to determine the existence of independent variables, both only on one or more variables without making a comparison of the variables themselves and looking for relationships with other variables (Sugiyono, 2017: 35). The population in this study were all teachers in Malang 1 Vocational High School, totaling 121 people, while the sample was 55 in the form of a questionnaire. The sampling technique uses the Simple Random Sampling method. The data collection method uses a questionnaire that has been tested for validity and reliability.

Data analysis technique

Data analysis in this study uses descriptive analysis and multiple linear analyses. The equation model can be formulated as follows;

$$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + e.$$

Note: Y = Quality of Education, X1 = Supervision of School Principal, X2 = Work Motivation, X3 = Job Satisfaction, a = Constant Value, b = Regression Coefficient, e = Residual Error.

IV. Research Results And Discussion

4.1 Description of Respondents

The number of respondents in this study was 55 teachers of Malang 1 Vocational High School with different characteristics. Therefore, grouping with certain characteristics is needed. The following is presented descriptive data of respondents based on their characteristics.

Table 1. Characteristics of Respondents

Respondent's identity	Frequency	Percentage (%)
Male	22	40%
Female	33	60%
Total	55	100%
Age		
< 30	11	20%
31-42	17	31%
43-54	27	49%
Total	55	100%
Level of education		
S1	34	62%
S2	21	38%
Total	55	100%
Years of service		
10-20	28	51%
21-31	17	31%
> 31	10	18%
Total	55	100%

4.2 Validity test

Based on the results of the validity test of all items statements of each variable obtained a probability value smaller than $\alpha = 0.05$. These results indicate that statement items of the principal's supervision variables, work motivation, job satisfaction, and education quality in the questionnaire are valid because they can measure what should be measured.

4.3 Reliability Test

Based on the results of the reliability test showed that the variables of supervision of school principals, work motivation, job satisfaction, and education quality have a reliability coefficient of 0.60. Thus, the instrument is feasible to be used in this study.

4.4 Description of Research Variables

School Principal Supervision Variable (X₁)

Table 2 Frequency Distribution of School Principal Supervision Variables (X₁)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X 1.1	0	0	3	5,5	7	12,7	26	47,3	19	34,5	4,11
X 1.2	0	0	2	3,6	4	7,3	25	45,5	24	43,6	4,29
X 1.3	0	0	0	0	2	3,6	23	41,8	30	54,5	4,51
X 1.4	0	0	0	0	5	9,1	30	54,5	20	36,4	4,27
X 1.5	0	0	0	0	3	5,5	22	40	30	54,5	4,49
X 1.6	0	0	0	0	1	1,8	23	41,8	31	56,4	4,55
X1.7	0	0	0	0	0	0	30	54,5	25	45,5	4,45
X1.8	0	0	1	1,8	8	14,5	26	47,3	20	36,4	4,18
X1.9	2	3,6	10	18,2	21	38,2	13	23,6	9	16,4	3,31
X1.10	2	3,6	7	12,7	21	38,2	18	32,7	7	12,7	3,38
X1.11	2	3,6	3	5,5	17	30,9	23	41,8	10	18,2	3,65
X1.12	0	0	1	1,8	6	10,9	28	50,9	20	36,4	4,22
X1.13	0	0	0	0	13	23,6	20	36,4	22	40	4,16
X1.14	0	0	0	0	10	18,2	22	40	23	41,8	4,24
X1.15	0	0	0	0	10	18,2	29	52,7	16	29,1	4,11
Average											4,13

From the respondents' answers to the Principal Supervision variable (X₁), item X1.6 (the principal directs the teacher in making learning methods) has the highest average score of 4.55 and the lowest score of 3.31 on item X1.9 (Principal guide teachers in planning guidance programs for students in the form of enrichment). The overall average has a value of 4.13, meaning that the respondent agrees with the Principal Supervision variable (X₁).

Work Motivation Variable (X₂)

Table 3 Frequency Distribution of Work Motivation Variables (X₂)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X 2.1	0	0	0	0	8	14,5	26	47,3	21	38,2	4,07
X 2.2	0	0	1	1,8	6	10,9	25	45,5	23	41,8	4,29
X 2.3	0	0	0	0	2	3,6	24	43,6	29	52,7	4,49
X 2.4	0	0	0	0	5	9,1	29	52,7	21	38,2	4,29
X 2.5	0	0	0	0	2	3,6	31	56,4	22	40	4,36

X 2.6	0	0	1	1,8	1	1,8	30	54,5	23	41,8	4,36
X2.7	0	0	0	0	2	3,6	28	50,9	25	45,5	4,42
X2.8	0	0	1	1,8	9	16,4	26	47,3	19	34,5	4,15
X2.9	1	1,8	1	1,8	7	12,7	30	54,5	16	29,1	4,25
X2.10	1	1,8	1	1,8	10	18,2	19	34,5	24	43,6	4,18
X2.11	1	1,8	2	3,6	13	23,6	23	41,8	16	29,1	3,93
X2.12	0	0	1	1,8	7	12,7	24	43,6	23	41,8	4,25
X2.13	0	0	0	0	12	21,8	25	45,5	18	32,7	4,11
X2.14	0	0	0	0	8	14,5	23	41,8	24	43,6	4,29
X2.15	0	0	0	0	12	21,8	25	45,5	18	32,7	4,11
Average											4,23

From the respondent's answer variable Work Motivation (X2), item X2.3 (hours of work and rest periods set by the organization does not burden you in carrying out the task) has the highest average score of 4.49 and the lowest score of 3.93 on item X2.11 (You are respected or praised for the work done well). The overall average has a value of 4.23 meaning that the respondent agrees with the Work Motivation variable (X2).

Job Satisfaction Variable (X3)

Table 4 Frequency Distribution of Job Satisfaction Variables (X3)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
X 3.1	0	0	2	3,6	9	16,4	24	43,6	20	36,4	4,13
X 3.2	0	0	2	3,6	7	12,7	24	43,6	22	40	4,20
X 3.3	1	1,8	1	1,8	6	10,9	28	50,9	19	34,5	4,15
X 3.4	0	0	2	3,6	5	9,1	32	58,2	16	29,1	4,13
X 3.5	0	0	0	0	1	1,8	22	40	32	58,2	4,65
X 3.6	0	0	2	3,6	5	9,1	26	47,3	22	40	4,24
X3.7	0	0	0	0	9	16,4	24	43,6	22	40	4,24
X3.8	0	0	3	5,5	9	16,4	23	41,8	20	36,4	4,09
X3.9	0	0	0	0	3	5,5	20	36,4	32	58,2	4,55
Average											4,21

From the respondents' answers to the Job Satisfaction variable (X3), item X3.5 (All teachers get the right to be promoted if their performance is good) has the highest average score of 4.65 and the lowest score of 4.09 on item X3.8 (Co-workers always help if I have difficulty at work). The overall average has a value of 4.21, meaning that the respondent agrees with the Job Satisfaction variable (X3).

Education Quality Variable (Y)

Table 5 Distribution of Education Quality Frequencies (Y)

Item	STS		TS		N		S		SS		Average
	F	%	F	%	F	%	F	%	F	%	
Y.1	0	0	1	1,8	9	16,4	24	43,6	21	38,2	4,18
Y.2	0	0	4	7,3	8	14,5	18	32,7	25	45,5	4,16
Y.3	0	0	0	0	3	5,5	31	56,4	21	38,2	4,33
Y.4	0	0	0	0	6	10,9	28	50,9	21	38,2	4,27
Y.5	0	0	1	1,8	3	5,5	30	54,5	21	38,2	4,29
Y.6	0	0	0	0	2	3,6	30	54,5	23	41,8	4,38
Y.7	0	0	2	3,6	4	7,3	30	54,5	19	34,5	4,20
Y.8	0	0	5	9,1	11	20	24	43,6	15	27,3	3,89
Y.9	2	3,6	4	7,3	16	29,1	20	36,4	13	23,6	3,69
Y.10	0	0	4	7,3	16	29,1	19	34,5	16	29,1	3,85
Y.11	0	0	1	1,8	11	20	19	34,5	24	43,6	3,89
Average											4,10

From the respondent's answer variable Education Quality (Y), item Y.6 (The learning process is carried out according to RPP, Protap, Promes, and annual programs made) has the highest average score of 4.38 and the lowest score of 3.69 on item Y .9 (School graduates can compete with other school graduates so the school can maintain school performance). The overall average has a value of 4.10, meaning that the respondent agrees with the Education Quality (Y) variable.

4.5 Multiple Linear Regression Analysis

Table 6 Analysis of Multiple Linear Regression

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,543	9,552		3,073	,003
	Supervision of the Principal	,246	,108	,165	2,680	,027
	Work motivation	,114	,103	,015	2,111	,043
	Job satisfaction	,357	,124	,230	2,228	,000
a. Dependent Variable: Quality of Education						

The value of the multiple linear regression constant was 9.543, with the principal coefficient regression coefficient of 0.246, the regression coefficient of work motivation 0.144, and the work satisfaction regression coefficient of 0.375. So by referring to the formula of multiple linear regression equations, $Y = a + b1.X1 + b2.X2 + b3.X3 + e$, multiple linear equations can be formed as follows: $Y = 9,543+0,246.X1+0,144.X2 + 0,357.X3 + e$.

Where: Y = Quality of Education, X1 = Supervision of School Principals, X2 = Work Motivation, X3 = Job Satisfaction, e = Residual Error.

The significance of the multiple linear regression equation above has implications:

- a) The constant 9,543 implies that if there is no variable supervision of the principal, work motivation, and job satisfaction (X1, X2, and X3 = 0) then the quality of education is at 9.543.
- b) Regression coefficient X1 (Supervision of School Principals) 0.246 and having a positive sign implies a direct effect, if an increase in the principal's supervision variable occurs, it will have a tendency followed by an increase in the quality of education.

c) Regression coefficient X2 (Work Motivation) 0.114 and having a positive sign means that there is a direct effect if an increase in the work motivation variable will have a tendency followed by an increase in the quality of education.

d) Regression coefficient X3 (job satisfaction) 0.357 and having a positive sign means that there is a direct effect if an increase in the variable of work motivation will have a tendency followed by an increase in the quality of education.

Classic assumption test

Multicollinearity Test

To detect the presence or absence of multicollinearity by looking at the Tolerance and VIF values. If tolerance is more than 0,1 and VIF is less than 10 then multicollinearity does not occur.

Table 7 Multicollinearity Analysis of Colinearity Data

Independent Variable	Tolerance	VIF
Supervision of the Principal	0,960	1,041
Work motivation	0,959	1,042
Job satisfaction	0,999	1,001

The table above shows that no problems are arising from the multicollinearity independent variable, VIF value is less than 10 then this research model has no multicollinearity problem.

Heteroscedasticity Test

The following table is the result of the heteroscedasticity test of competency variables, work motivation, work discipline, organizational commitment to teacher performance.

Table 8 Data Heteroscedasticity Analysis

Variable	Sig value
Supervision of the Principal	0,476
Work motivation	0,468
Job satisfaction	0,787

Heteroscedasticity problems do not arise from the independent variables because the sig value of each variable is > 0.05.

Autokorelasi Test

Priyatno (2013: 62) to detect the presence or absence of autocorrelation by the Durbin -Watson test. The following Durbin-Watson (DW) statistics can produce dU and dL values.

Tabel 9 Uji Autokorelasi

Model Summary				
Model	R	R Square	Adjusted R Square	Durbin-Watson
1	,578 ^a	,679	,658	2,187

From the results of the above output, the DW value generated from the regression model is 2,186. While from the DW table with a significance of 5% and the amount of data n = 55 and k = 4, the value of dL = 1.45232 and dU = 1.68149 is obtained because the DW value (2.187) lies between dU (1.68149) and 4-dU (2,318) then Ho is accepted, which means no autocorrelation.

Normality test

Normal Probability Testing with the following decision-making criteria:

Table 10 Test Normality of Data with Skewness and Kurtosis

	N	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
	Statistics	Statistics		Statistics	
Unstandardized Residual	55	-,775	0,322	0,972	0,634
Valid N	55				

From the above table, it is clear that the Skewnees ratio = - 0.775 / 0.322. = -2.41 while the Kurtosis ratio = 0.972 / 0.634 = 1.53. Thus it is concluded that the distribution of existing data is normal. Based on the table above the ratio of skewness and kurtosis is obtained -2.42 to 1.53.

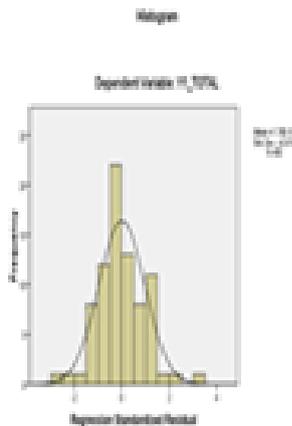


Figure 1 Histogram

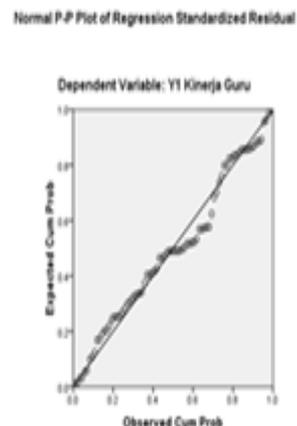


Figure 2 Normal P-P plot

4.6 Hypothesis Testing First Hypothesis

Table 11 Test Results F School Principal Supervision, Work Motivation, and Job Satisfaction

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	38,458	3	12,819	22,973	,000 ^a
	Residual	451,178	51	8,847		
	Total	489,636	54			

From the calculation results of multiple regression analysis using SPSS obtained F count = 22,973 and probability 0,000 because the probability value is smaller than α 0.05 then Supervision of Principal (X1), work motivation (X2), and job satisfaction (X3) simultaneously affect the Education Quality (Y). Thus, it is concluded that the first hypothesis stating that School Supervision, Work Motivation, Job Satisfaction simultaneously influence Education Quality in Vocational High Schools 1 Malang is proven statistically by α 5%.

Second Hypothesis

Table 12 Partial Regression Coefficient Test

Variable	t count it	t table	sig	Information
Supervision of the Principal	2,680	2,000	0,000	Significant
Work motivation	2,111	2,000	0,171	Significant
Job satisfaction	2,228	2,000	0,000	Significant

Based on the calculation of the sig value in table 13 which states that each School Principal Supervision variable (X1), Work Motivation (X2), and Job Satisfaction (X3) significantly influence the Education Quality variable (Y), thus the second hypothesis is tested/proven statistics. So it can be concluded that the Supervisor variable (X1), Work Motivation (X2), and Job Satisfaction (X3) partially have a significant effect on the variable Quality of Education (Y) in educational institutions of Vocational High School 1 Malang.

Third Hypothesis

Table 13 Results of Dominant Variable Regression Coefficient Tests

Variable	B	t statistic	t table	sig	α	Keterangan
Supervisi Kepala Sekolah	0,246	2,680	2,000	0,027	0,05	Signifikan
Motivasi Kerja	0,114	2,111	2,000	0,043	0,05	Signifikan
Kepuasan Kerja	0,357	2,228	2,000	0,000	0,05	Signifikan

From the calculation above, I found the coefficient of variable Supervision of School Principals (X1) 2,680, Work Motivation (X2) 2,111, and Job Satisfaction (X3) 2,228. Of the three independent variables tested partially, it appears that the beta coefficient value of the teacher job satisfaction variable has a greater value than the principal's supervision variable and work motivation. Thus it can be concluded that teacher job satisfaction has a dominant effect on the quality of education so that the third hypothesis is statistically accepted or tested.

V. Discussion Of Research Results

The discussion is directed to address the main research problems, namely the Effect of School Principal Supervision, Work Motivation, and Job Satisfaction on the Quality of Education in Malang 1 Vocational High School.

5.1 The Effect of School Principal Supervision on Education Quality

The analysis shows that the results of the principal supervision variable have a significant influence on the quality of education in Malang 1 Vocational High School with a significance value of $0.027 < 0.05$. Principals with teachers looking for learning solutions and approaches can build for the progress of educational institutions. The results of this study are in line with those conducted by Suwartini (2017) with the title Academic Supervision of School Principals, Teacher Professionalism, and Education Quality. The results showed that there was a positive and significant influence of the principal's academic supervision on the quality of education, which meant that the better the academic supervision of the principal, the better the quality of education. The principal's supervisory role is that of interesting activities that advance the development of teachers, staff, and students responsible for determining the performance of teachers in schools. Supervision of school principals is aimed at teaching and learning situations that enable the achievement of educational goals in an optimum manner, in improving and improving the quality of teaching.

Supervision of school principals in Malang 1 Vocational High School has an impact on the quality and development of students and students including the head of working with teachers to achieve quality education programs; the principal supervises the activities of the learning process by holding regular meetings with teachers relating to the process of student outcomes. One of the tasks of a school principal in Vocational High School 1 Malang is his responsibility as a leader, able to be exemplified by the teacher and staff, who have basic skills in leading a school can influence teacher performance, such as the teacher will be responsible, disciplined, and full of enthusiasm to teach.

Supervision of school principals provides coaching activities that are planned to assist teachers and school staff or educational institutions in carrying out their work effectively and efficiently. The influence of school principal supervision can help the development of teaching staff on teacher performance in Malang 1 Vocational High School, stating that the higher the supervision of school principals, in the implementation of curriculum development supervision, observation and professional development, the better or better teacher performance towards quality education. In line with the opinion (Syarif, 2011) Supervision of school principals is the efforts of principals in continuously stimulating the development of teachers in schools, both individually and collectively, to be more understanding and more effective in realizing all teaching functions so that teachers can stimulate and guide the growth of each student continuously, as well as being able and more able to participate in teaching and learning interactions.

5.2 Effect of Work Motivation on Quality of Education

Based on the results of the study that work motivation has a significant effect on the quality of education in Malang 1 Vocational High School with a significance value of 0.043. From the results of observations and descriptive analysis, indicators of physiological needs, safety needs, social needs, appreciation needs, and self-actualization can increase teacher motivation in work. So if the teacher's work motivation increases, it will have an impact on improving the quality or quality of an educational institution. The results of this research are in line with research conducted by Anita (2017) with the title Teacher Motivation and Performance in Improving the Quality of Education in the Krangean Madrasah Madrasah and the Madrasah Ibtidaiyah Negeri Wirasaba, Purbalingga. The results showed that there was a significant influence on teacher work motivation and teacher performance together on the quality of education in MIN Krangean and MIN Wirasaba.

5.3 The Influence of Work Satisfaction Variables on the Quality of Education

The results showed that job satisfaction significantly influenced the quality of education with a significance value of $0.00 > 0.05$. This is by research conducted by Rusydiati (2017) with the title Teacher Job Satisfaction towards Teacher Job Performance in Improving the Quality of Education in Madrasahs. This result is reinforced by observations and interviews that the job satisfaction of teachers in Malang 1 Vocational High School needs to be improved. The role of the teacher is very important in the world of education. The teacher is

responsible for the smooth teaching and learning activities to encourage improvement in student achievement, can affect the quality of school education. Thus, teachers realize that job satisfaction has a significant effect on the quality of education.

5.4 Implications Of Research Results

Supervising principals, among others, approached the teachers in finding learning solutions that had an impact on progress on the quality of education. The principal has a role as a determinant of the direction both internally and externally to encourage teachers and staff through an approach with the teacher in finding learning solutions that are right on target for the realization of the quality of education. From these results, it can be interpreted that teachers have high loyalty can improve the quality of education in Malang 1 Vocational High School. Plan supervision, carry out supervision, follow up on the results of supervision. As for the academic field including additional hours of study both at the beginning and at the end to enrich the knowledge of specific subjects to be tested.

Based on the results of statistical tests in this study the respondents, namely teachers in Malang 1 Vocational High School have the notion that work motivation is not a priority in improving the quality of education. Broadly speaking, respondents feel physiological needs, the need for security, social needs, self-esteem needs, and self-actualization needs feel fulfilled which means that internal motivation has been fulfilled so that there is or no work motivation, teacher performance remains good which has an impact on improving quality education in Malang 1 Vocational High School.

Teacher job satisfaction, school principals approach educators who have an impact on progress in the quality of education in Malang 1 Vocational High School. The headmaster gives awards to teachers who work well or perform well that can trigger teacher morale and still maintain their achievements for the achievement of the quality of education in Malang 1 Vocational High School. Maintaining achievement in terms of quality of work as educators. The quality of teacher work is very influential on student achievement. Good learning achievements make the quality of education better.

VI. Conclusions And Suggestions

6.1 Conclusion

From the previous description, it can be concluded that:

- 1) Simultaneously School Principal Supervision, Work Motivation, and Job Satisfaction affect the Quality of Education in Malang 1 Vocational High School. This indicates that if an educational institution wants to improve the quality or quality of its education, then it would be better to do an increase in School Supervision, Teacher Work Motivation, and Teacher Job Satisfaction.
- 2) School Principal Supervision Variable (X1), Work Motivation (X2), and Job Satisfaction (X3) partially have a significant effect on the variable Quality of Education (Y) in educational institutions of Vocational High School 1 Malang. Thus it can be concluded that the increasing supervision of school principals, teacher work motivation, and teacher job satisfaction will have a positive impact on the quality of education.
- 3) Job Satisfaction Variable has a dominant effect on the Quality of Education in Malang 1 Vocational High School. This shows that the main influence that can increase job satisfaction of teachers in Malang 1 Vocational High School is the teacher who gets an award when his performance is good. Performance is good in the sense that teachers are skilled and understand in identifying the needs of the learning program plan. The intended learning program needs are skills in identifying what is needed in carrying out classroom management activities, the use of media and learning resources, and the use of learning methods and strategies. By giving awards to these teachers, their teaching skills will remain good even better for the achievement of good quality education in Malang 1 Vocational High School.

6.2 Suggestion

- 1) To improve the quality of education, principals should be at the Vocational High School 1 Malang guiding teachers in planning guidance programs for students in the form of enrichment, rewarding the results of work that has been carried out well by the teacher and compiling an educational quality plan to be achieved.
- 2) Teachers should always help each other if coworkers experience difficulties at work to minimize errors and the head always provides new ideas in learning so that teachers are increasingly motivated in improving the quality of education.
- 3) Principals should continue and continue to build communication with others and give credit to outstanding teachers so as to create a comfortable work environment so that teaching and learning can run well.
- 4) For the next research, it is hoped that the research development can be carried out by using other independent variables such as teacher performance and organizational commitment, which can give a better influence on the quality of education.

References

- [1]. Abraham H. Maslow. 2013. *Motivasi dan Kepribadian (Teori Motivasi dengan Pendekatan Hierarki Kebutuhan Manusia)*. PT. PBP, Jakarta.
- [2]. Anwar, Mahfuzil., Chandrarin ,Grahita., Darsono, Junianto Tjahjo and Respati, Harianto.2017. Job Performance Study: Motivation, Emotional Intelligence, Organizational Culture and Transformational Leadership as Antecedents with Job Satisfaction as an Intervening. *Journal of Business and Management*. Vol. 19, Issue 6. Pp. 01-09. DOI: 10.9790/487X-1906020109
- [3]. Danim, Sudarwan. 2012. *Motivasi Kepemimpinan dan Efektivitas Kelompok*. Jakarta : Rineka Cipta.
- [4]. Edy Sutrisno, 2014. *Manajemen Sumber Daya Manusia*. Cetak Ke Enam. Pranada Media Group, Jakarta.
- [5]. Ghufron, M. Nur, 2017. *Teori-Teori Psikologi*. Jogjakarta: Ar Ruzz Media.
- [6]. Hamzah Uno, 2013. *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- [7]. Hasibuan, P.S. Malayu. 2015. *Manajemen Sumber Daya Manusia*, Penerbit : PT. Bumi Aksara, Jakarta
- [8]. Mulyasa. 2011. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT. Remaja Rosdakarya.
- [9]. Mulyono. 2010. *Manajemen Administrasi & Organisasi Pendidikan*. Jogjakarta: Ar Ruzz Media.
- [10]. Natsir,Mokhammad,Triatmanto,Boge. 2019. A Descriptive Analysis of Sustainability Development Goal (SDCs), Community Empowerment, and The Participatory Rural Appraisal Approach. *Advances in Social Science, Education and Humanities Research*. 6th International Conference on Community Development. Vol 349
- [11]. Puspitawati, N. M. D. (2013). Kepuasan Kerja dan Komitmen Organisasional: Pengaruhnya terhadap Layanan Hotel Bali Hyatt Sanur. Tesis Program Magister Manajemen. Universitas Udayana, Denpasar, Indonesia
- [12]. Rakhmadian, Miftah., Hidayatullah, Syarif and Respati, Harianto.2017. *Analisis Kualitas Sistem Dan Kualitas Informasi Terhadap Kepuasan Pemakai Sistem Informasi Akademik Dosen*. Seminar Nasional Sistem Informasi. Fakultas Teknologi Informasi. UNMER Malang
- [13]. Robbins, Stephen P & Judge, Timothy A. 2013. *Organizational Behavior Edition 15*. New Jersey: Pearson Education
- [14]. Rusydiati. 2017. Kepuasan Kerja Guru Terhadap Prestasi Kerja Guru dalam Meningkatkan Mutu Pendidikan Di Madrasah. *Studia Didaktika: Jurnal Ilmiah Bidang Pendidikan*. Vol. 11, No. 1. Hal: 43-51
- [15]. Sjagian, 2014. *Manajemen Sumber Daya Manusia*. Bumi Aksara, Jakarta.
- [16]. Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- [17]. Suprihatiningrum, Jamil. 2013. *Strategi Pembelajaran Teori dan Aplikasi*. AR-Ruzz Media. Yogyakarta.
- [18]. Suwartini. 2017. Supervisi Akademik Kepala Sekolah, Profesionalisme Guru dan Mutu Pendidikan. *Jurnal Administrasi Pendidikan*. Vol. 24, No. 2. Hal: 62-70
- [19]. Syarif, H. M. (2011). Pengaruh Komunikasi Interpersonal dan Supervisi Kepala Sekolah terhadap Kinerja Guru. *Journal. iainjambi, ac. id*.
- [20]. Umarso dan Imam Gojali. 2010. *Manajemen Mutu Sekolah di Era Otonomi Pendidikan*. (Jogjakarta: IRCiSoD, 2010), hlm. 124.

Sebastianus Carlo Sanira, et. al. "Influence Of School Head Supervision, Teacher Motivation, And Teacher Satisfaction On Educational Quality In Vocational School." *IOSR Journal of Business and Management (IOSR-JBM)*, 22(6), 2020, pp. 47-57.