



## The Influence of Academic Supervision, Rewards, and Work Environment on Teacher Work Motivation in Senior High Schools in Kepulauan Meranti Regency

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### ABSTRACT

This study examines the impact of academic supervision, rewards, and work environment on teachers' motivation in senior high schools in Meranti Islands Regency. Using a quantitative ex post facto approach with a correlational design, data were collected from 196 teachers through validated questionnaires. Multiple linear regression analysis revealed that all three factors significantly influence motivation both individually and collectively. Academic supervision enhances professional skills, rewards increase appreciation and enthusiasm, and a supportive work environment boosts productivity. The study suggests structured academic supervision, consistent rewards, and improved work environments to optimize teacher performance and learning quality.

## INTRODUCTION

Education serves as a strategic effort to enhance the quality of human resources and support national development. According to Nina Oktarina (2015), education aims to develop individuals' cognitive, affective, and psychomotor potentials to equip them for the challenges of change. Government Regulation No. 19 of 2017 underscores the importance of recognizing high-performing teachers through financial incentives and non-financial appreciation to improve their well-being. Furthermore, Minister of Education and Culture Regulation No. 16 of 2007 mandates continuous professional development for teachers to enhance their competencies and maintain work motivation.

Teachers' work motivation is a key factor in creating an effective learning environment. Usman (2018) defines work motivation as the needs or desires that drive individuals to work, while Hamzah (2017) emphasizes that teachers' motivation fosters a willingness to achieve specific goals. Observations conducted at a senior high school in Meranti Islands Regency in July 2024 revealed instances of low teacher motivation, evidenced by high rates of tardiness and absenteeism. Among 35 teachers, 8.75% arrived late, and over three months, four teachers were absent without reason, seven due to illness, and eight without justification.

This phenomenon aligns with research by Gabriella et al. (2019), which highlights teachers' lack of commitment and enthusiasm in teaching. Low work motivation among teachers can hinder the quality of learning. Various initiatives have been implemented to improve teachers' motivation and discipline, including structured attendance programs, team-based monitoring and evaluation, and incentives for highly disciplined teachers.

Academic supervision also plays a crucial role in enhancing teachers' work motivation. The Ministry of National Education (2011) defines academic supervision as a process designed to assist teachers in managing learning activities. Sahertian (2019) asserts that educational supervision aims to provide

professional support to improve teaching quality. Research by Ekowati (2012) indicates that academic supervision has a positive effect on teachers' motivation. Similarly, Nisa et al. (2020) found that the effectiveness of academic supervision accounts for 29.3% of variations in teachers' motivation.

However, observations at senior high schools in Meranti Islands Regency indicate that academic supervision is not conducted regularly or consistently. Survey results show that 51% of teachers perceive supervision as irregular, 43% report insufficient feedback, and 46% express dissatisfaction with the supervision process. This has contributed to low motivation, with 40% of teachers exhibiting a lack of enthusiasm in classroom instruction.

A conducive work environment also significantly influences teachers' motivation. According to Uno (2017), a supportive work environment fosters better performance. Minister of Education and Culture Regulation No. 6 of 2018 assigns school principals the responsibility of ensuring a comfortable working atmosphere. Observations reveal that 85% of teachers believe a positive work environment contributes to their enthusiasm and productivity. Astuti (2017) further states that a well-maintained work environment maximizes teachers' effectiveness in fulfilling their duties.

At senior high schools in Meranti Islands Regency, school principals have implemented policies to enhance workplace comfort, including improving staff rooms and organizing regular activities to strengthen collegial relationships. These initiatives have proven effective in boosting teachers' morale and collaboration. A positive work environment fosters a sense of security and recognition, encouraging teachers to focus on professional growth and teaching effectiveness.

Recognition and rewards also play a vital role in motivating teachers. Prasetyo (2019) asserts that rewards enhance teachers' enthusiasm and motivation. Law No. 14 of 2005 affirms teachers' rights to receive recognition based on their achievements. A study in Meranti Islands Regency found that 78% of teachers reported increased motivation after receiving rewards. Such

incentives not only improve individual performance but also positively impact overall teaching quality.

Based on this background, the present study is titled "**The Influence of Academic Supervision, Rewards, and Work Environment on Teachers' Work Motivation in Senior High Schools in Meranti Islands Regency.**"

## LITERATURE REVIEW

### Work Motivation

Work motivation is essential for driving individuals to achieve goals, with both intrinsic (internal) and extrinsic (external) factors playing a role. McClelland's motivation theory identifies needs for achievement, power, and affiliation, while Alderfer's ERG theory simplifies Maslow's hierarchy into existence, relatedness, and growth needs. Motivation can be positive (encouraging active participation) or negative (focused on avoiding mistakes), and it can be direct (e.g., rewards) or indirect (e.g., work environment).

Effective motivation tools include material (money, goods) and non-material (medals, certificates) incentives. In education, teacher motivation is crucial for improving performance and fostering a productive learning environment. Indicators of teacher motivation include persistence, achievement, and self-development. Motivation theories, such as McClelland's and Alderfer's, help guide organizations in creating a supportive atmosphere for better performance and goal achievement.

### Academic Supervision

Academic supervision is a process aimed at improving teachers' ability to manage the learning process and achieve educational goals. It involves activities such as teacher assessment, guidance, coaching, and providing support to enhance teaching quality and student outcomes. The school principal plays a key

role in implementing academic supervision, providing necessary resources and support to teachers. The goal is to improve learning quality by developing teachers' professional skills in areas such as classroom management, curriculum design, and evaluation.

Academic supervision also serves as a tool for teachers' professional development, helping them refine their skills and knowledge. It includes coaching, mentoring, and evaluating to ensure effective learning processes and adherence to educational standards. The primary function of academic supervision is to improve teaching quality, support teacher growth, and enhance students' learning experiences. School principals must understand various supervisory functions, such as leadership, human relations, group process development, personnel administration, and evaluation, to effectively support teachers and foster a positive learning environment.

### **Rewards**

Rewards are an important aspect of human resource management, used to recognize and appreciate individuals or groups for their achievements. They serve to motivate employees by associating positive behaviors with a sense of happiness and recognition, thus encouraging improved performance. Rewards can be extrinsic (financial or non-financial) or intrinsic (internal satisfaction and motivation), both of which contribute to employee engagement and motivation.

The purpose of rewards is to encourage continuous improvement, attract talent, retain employees, and promote loyalty. Rewards can take the form of compensation, recognition, promotions, or job autonomy, and a well-implemented reward system helps create a productive work environment. Indicators of rewards include salaries, recognition, praise, leave, and benefits, which contribute to employees' motivation and well-being.

In conclusion, rewards are essential for boosting motivation, performance, and overall employee satisfaction, ultimately supporting organizational goals. A thoughtful reward system fosters a positive work culture and encourages individuals to strive for excellence.

## **Work Environment**

The work environment plays a vital role in influencing employee comfort and productivity, which can be divided into physical and non-physical elements. Physical factors include equipment, temperature, lighting, and air quality, while non-physical factors involve interpersonal relationships and workplace atmosphere. Research highlights the importance of both types of environments in enhancing job satisfaction, performance, and motivation. Factors like rewards, academic supervision, and work environment significantly contribute to work motivation in both corporate and educational settings, as seen in studies conducted in various sectors.

The hypotheses for this research are as follows:

- a. Ha1: There is an effect of academic supervision on work motivation in high schools in the Meranti Islands District.
- b. Ha2: There is an effect of rewards on work motivation in high schools in the Meranti Islands District.
- c. Ha3: There is an effect of work environment on work motivation in high schools in the Meranti Islands District.
- d. Ha4: There is an effect of academic supervision, rewards, and work environment on work motivation in high schools in the Meranti Islands District.

## **METHOD**

This study employs a quantitative approach with an ex post facto design and a correlational framework, as explained by Creswell (2014) regarding the collection and analysis of numerical data to describe the relationships between variables. This method does not involve any manipulation of variables but instead examines facts that have already occurred through surveys that reflect the perceptions of the subjects. Sugiyono (2018) states that ex post facto research aims to identify factors influencing certain events, in this case, the relationship between academic supervision, rewards, and work environment with the work motivation of teachers in high schools in the Meranti Islands District.

The research is conducted at SMAN (State Senior High School) in the Meranti Islands District. The study is scheduled to take place from October 2024 to January 2025.

This study focuses on the population of senior high school teachers in the Meranti Islands District, totaling 368 individuals distributed across 17 schools. The selection of state high schools as the population is based on their standardized management by the government, which allows for evaluations related to academic supervision, rewards, and the work environment. The aim of this study is to explore the factors influencing teacher work motivation, considering the policies implemented in state schools.

To determine the sample, a simple random sampling technique is used, which is effective for obtaining a representative picture of a large and homogeneous population. According to Prasetyo (2016), the sample must reflect the characteristics of the population. In this study, the Slovin formula is used to calculate the sample size with a margin of error of 10%. The formula used is  $n = \frac{N}{1 + N \cdot e^2}$ , where  $N$  is the population size,  $n$  is the sample size, and  $e$  is the tolerance percentage. Based on this calculation, the sample size is determined to be 192.

The sample is randomly selected from the population, with a total of 196 teachers chosen from several schools. A table presenting the number of teachers from each school shows a distribution that reflects the population. Thus, this study adopts a systematic and measurable approach to ensure that the results are reliable and relevant for understanding the work motivation of teachers in state high schools in the Meranti Islands District.

## DATA COLLECTION TECHNIQUES AND INSTRUMENTS

This study uses a questionnaire to measure the impact of compensation, rewards, and work environment on work motivation, employing a Likert scale with both positive and negative statements. The research focuses on four variables: work motivation, academic supervision, rewards, and work environment, with varying numbers of items for each (e.g., 32 items for work motivation, 20 for academic supervision and rewards, and 22 for work environment). The study assesses validity through the Product Moment formula, confirming that most items for each variable are valid. Reliability is tested with the Cronbach Alpha formula, with values above 0.60 for all variables, indicating the instruments are reliable. This approach ensures that the data collected is valid and consistent, providing insights into factors influencing teacher work motivation in state high schools.

In this study, prerequisite analysis tests were conducted to validate the data for parametric analysis. The normality test, using the One-Sample Kolmogorov-Smirnov method in SPSS Version 26, confirmed the data followed a normal distribution, with the L value needing to be smaller than the critical L value at  $\alpha = 0.05$ . A linearity test using ANOVA assessed the validity of the linear regression model, with the regression model being valid if the calculated F value was smaller than the critical F value at  $\alpha = 0.05$ . For hypothesis testing, the study examined the simultaneous and partial effects of academic supervision, rewards, and the work environment on teachers' work motivation, using the F-Test to evaluate their combined influence and the Coefficient of Determination ( $R^2$ ) to measure how well the regression model explained the dependent variable. The theoretical framework, based on Ghozali (2016), highlights the importance of regression model validity in quantitative research.

## RESULTS AND DISCUSSIONS

This study examines the effects of academic supervision (X1), rewards (X2), and work environment (X3) on teachers' work motivation in senior high schools in Kepulauan Meranti Regency. Data were collected through questionnaires completed by teachers, and descriptive analysis was employed to provide a detailed overview of the variables. The statistical parameters used include mean, median, mode, standard deviation, and variance to measure data variability, as well as minimum and maximum values to describe the data range.

### Descriptive Analysis

#### Description of Teacher Certification Data (X1)

Table 1. Descriptive Statistics of Variables Y, X1, X2, and X3

Statistics				
	Work Motivation	Academic Supervision	Reward	Work Environment
N	196	196	196	196
Mean	118.67	79.62	79.95	86.80
Median	119.00	80.00	80.00	86.50
Mode	119	79	80	84
Std. Deviation	7.747	5.325	5.254	5.278
Variance	60.018	28.361	27.603	27.856
Range	48	31	33	34
Minimum	91	62	61	70
Maximum	139	93	94	104

This study's descriptive analysis examines the influence of academic supervision, rewards, and work environment on teachers' work motivation in senior high schools in Kepulauan Meranti Regency. Data from 196 respondents were collected through questionnaires and analyzed using SPSS. The results show that most respondents exhibit moderate levels in all variables. The mean work motivation score was 118.67, with 69.39% of respondents in the moderate category. Academic supervision had a mean of 79.62, with 80.10% of respondents in the moderate range. The reward variable had a mean of 79.95, and 81.63% were classified as moderate. The work environment showed a mean of 86.80, with 78.06% of respondents in the moderate category.

The assumption tests in this study were conducted to validate the regression analysis on the effects of academic supervision, rewards, and the work

environment on teachers' work motivation. The normality test showed that all variables followed a normal distribution. The linearity test confirmed significant linear relationships between the variables. The multicollinearity test revealed no issues, as all variables had VIF values below 10 and tolerance values above 0.1. The heteroscedasticity test showed no problems, as all significance values exceeded 0.05. Overall, these assumption tests confirmed that the data met the necessary conditions for valid regression analysis, enabling further hypothesis testing.

## Hypothesis Testing Results

### Simple Regression Hypothesis Testing

The hypothesis testing in this study aims to evaluate the influence of academic supervision, rewards, and work environment on teachers' work motivation. Simple linear regression analysis was employed to measure the effect of each independent variable on the dependent variable. The results indicate that academic supervision has a regression coefficient of 0.115 with a significance value of 0.000, demonstrating a significant impact on work motivation. The reward variable has a coefficient of 0.069 with a significance of 0.000, also indicating a significant effect. The work environment variable exhibits a coefficient of 0.096 with a significance of 0.003, signifying a significant influence as well.

**Table 2. Simple Regression Results**

Model		Unstandardized Coefficients	Standardized Coefficients		
		B	Beta	t	Sig
1	(Constant)	109.525		13.183	.000
	Academic Supervision X1	0.115	0.79	1.103	.000
2	(Constant)	113.172		13.356	.000
	Reward X2	.069	.047	0.650	.000
3	(Constant)	110.332		12.066	.000
	Work Environment X3	.096	.065	.913	.003

Subsequently, multiple linear regression analysis was conducted to evaluate the simultaneous effect of the three variables on work motivation. The resulting regression equation is:

$$\hat{Y} = 101.564 + 0.095(X_1) + 0.030(X_2) + 0.083(X_3)$$

The regression analysis in this study showed that academic supervision, rewards, and the work environment all positively influence teachers' work motivation, with academic supervision having the greatest impact. The t-test results confirmed that all three variables have significant effects on motivation, with significance values below 0.05.

The contribution of each variable to work motivation, measured by the R Square value, indicated that the work environment contributed the most (34.4%), followed by rewards (32.2%) and academic supervision (25.6%). These findings suggest that a supportive work environment and effective reward systems are crucial in enhancing motivation, while academic supervision also plays an important role in improving teachers' competencies.

Overall, the study highlights the significant influence of these factors and offers insights for schools and local governments to improve academic supervision, reward systems, and work environments to boost teachers' work motivation.

### Multiple Regression Hypothesis Testing

**Table 3. Simultaneous Test (F-Test)**

ANOVA <sup>a</sup>						
Sig	F	Mean Square	Df	Sum of squares	Model	
.000 <sup>b</sup>	15.632	38.119	3	114.358	Regression	1.
		60.360	192	11589.086	Residual	
			195	11703.444	Total	
a. Dependent Variabel : Work Motivation						
b. Predictors: (Constant), Academic Supervision, Reward, Work Environment						

The simultaneous test (F-test) in this study was conducted to evaluate the combined effect of academic supervision, rewards, and work environment on teachers' work motivation in senior high schools in the Kepulauan Meranti Regency. The analysis results using SPSS version 26 show a significance value (Sig) of 0.000, which is less than 0.05, leading to the acceptance of the alternative

hypothesis ( $H_a$ ) and the rejection of the null hypothesis ( $H_0$ ). This indicates that there is a significant simultaneous effect of the three independent variables on work motivation. The F-value of 15.632 demonstrates a strong relationship between the independent and dependent variables, with the regression mean square (38.119) being higher than the residual mean square (60.360). These findings support the theory that environmental and academic support factors significantly contribute to work motivation, providing a strong foundation for the development of improved educational policies.

**Table 4. Coefficient of Determination Test Results**

Model Summary				
	R	Rsquare	Adjusted R Square	Std. Error of the Estim
1	.879 <sup>a</sup>	.760	.556	7.769
	a. Predictors: (constant), Academic supervision, Reward, and Work Environment b. Dependent Variable: Work Motivation			

The coefficient of determination ( $R^2$ ) in this study shows a strong correlation between academic supervision, rewards, work environment, and teachers' work motivation, with an R-value of 0.879. The  $R^2$  value of 0.760 means that 76% of the variance in work motivation is explained by these variables, while the remaining 24% is influenced by other factors. The adjusted  $R^2$  value of 0.556 confirms the model's robustness, and the standard error of estimate of 7.769 indicates minimal deviation from actual values. Overall, the results suggest a significant and strong relationship, supporting the idea that these factors enhance teachers' work motivation.

The study reveals that academic supervision has a significant and positive influence on teachers' work motivation, with a significance value of 0.000. Effective academic supervision, which includes planning, communication, and evaluation, plays a crucial role in enhancing teacher performance and motivation, aligning with previous research findings.

Rewards also have a significant positive effect on work motivation, as indicated by a significance value of 0.000. The results support the idea that rewards—both financial and non-financial—boost teacher enthusiasm,

engagement, and performance, thereby motivating them to perform better in their educational roles.

The work environment is another significant factor influencing teacher motivation, with a significance value of 0.003. A conducive work environment fosters motivation and improves teacher performance, although some studies suggest that other factors might also play a role in this relationship.

When considering the combined influence of academic supervision, rewards, and work environment, the study finds that all three factors significantly contribute to enhancing teachers' work motivation, with a significance value of 0.000. This finding is consistent with existing research, highlighting the importance of these factors in fostering teacher motivation.

However, the study acknowledges certain limitations, such as the use of questionnaires for data collection and linear regression for analysis. These methods may limit the ability to explore the complex relationships between the variables in greater depth. Future research is recommended to employ more diverse methods and advanced analytical techniques to gain further insights into the factors influencing teachers' work motivation.

## **CONCLUSIONS AND RECOMMENDATIONS**

This study concludes that academic supervision, rewards, and the work environment have a significant positive impact on teachers' work motivation at Senior High Schools in the Meranti Islands Regency. Academic supervision, with a significance value of 0.000, plays a vital role in providing guidance and support that enhances teacher motivation. Similarly, rewards also positively influence motivation, with a significance value of 0.000, highlighting the importance of incentives in boosting teacher enthusiasm and performance. The work environment is another significant factor, contributing to teachers' comfort and productivity, with a significance value of 0.003. When considered together, these three factors – academic supervision, rewards, and work environment – account for 92.2% of the variance in teacher motivation. This demonstrates the collective

importance of structured guidance, a fair reward system, and a conducive work environment in improving teachers' work motivation.

Based on the findings, several recommendations are made. School leaders should enhance their leadership by organizing continuous training, developing teachers' professional skills, and fostering a supportive work environment that motivates teachers. Building harmonious relationships and providing consistent motivation are essential for maintaining a productive atmosphere. Teachers, as the key figures in the learning process, should actively participate in professional development and take responsibility for their duties to create an optimal learning environment. Future research should expand the scope to include additional variables, such as organizational culture and school policies, to further understand the factors influencing teacher performance and motivation.

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