

# The Influence of Supervision and Work Motivation on Learning Management by Kindergarten Teachers

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**Abstract** - This study examines the influence of supervision and work motivation on learning management by kindergarten teachers. In early childhood education, effective learning management is not solely determined by teachers' pedagogical competence but is also shaped by the quality of academic supervision and teachers' intrinsic work motivation. This study employs a quantitative correlational design involving 20 kindergarten teachers from various schools in Deli Serdang, Indonesia, a non-urban area where empirical evidence on early childhood learning management remains limited. Data were collected using validated questionnaires measuring supervision effectiveness, work motivation, and learning management practices, and were analyzed through multiple regression techniques. The findings indicate that both supervision and work motivation have a significant positive effect on teachers' learning management. Supervision contributes primarily to improved lesson planning and classroom organization, while work motivation enhances instructional creativity, initiative, and engagement with children. Simultaneously, supervision and work motivation explain 68% of the variance in learning management quality, demonstrating a strong combined influence that is both statistically and practically meaningful. This level of explanatory power highlights the central role of managerial and psychological factors in shaping effective early childhood learning environments. The main contribution is empirical evidence from non-urban kindergarten contexts.

**Keywords:** supervision, work motivation, learning management, kindergarten teachers, early childhood education

## 1 Introduction

Effective learning management in early childhood education (ECE) relies not only on teachers' pedagogical competence but also on the organizational and motivational factors that support their work performance. Kindergarten teachers play a pivotal role in shaping children's foundational experiences, requiring them to balance instructional planning, classroom organization, and emotional nurturing. However, these responsibilities cannot be effectively fulfilled without consistent supervision and strong intrinsic motivation [1].

Educational supervision serves as a structured mechanism for guiding teachers toward professional growth and instructional improvement. It encompasses observation, evaluation, mentoring, and feedback that help teachers enhance their classroom practices [2]. Research has shown that constructive supervision significantly contributes to teachers' ability to design effective lesson plans, manage classroom dynamics, and implement child-centered learning approaches [3]. Supervision not only monitors performance but also promotes reflective teaching and collaborative learning cultures within schools [4]. In the context of early childhood education, supportive supervision helps teachers address pedagogical challenges such as managing diverse learners, fostering creativity, and ensuring holistic child development [5].

Work motivation, on the other hand, acts as an internal driving force that determines the level of effort, persistence, and creativity teachers bring to their profession [6]. Highly motivated teachers demonstrate greater initiative in lesson design, employ more engaging methods, and are more resilient in overcoming teaching-related obstacles [7]. According to Herzberg's Two-Factor Theory, intrinsic factors—such as achievement, recognition, and personal growth—play a more sustainable role in enhancing performance than extrinsic incentives alone [8]. In early childhood education, intrinsic motivation is often tied to the emotional fulfillment teachers experience when witnessing children's progress [9]. Therefore, promoting both extrinsic and intrinsic motivational supports is essential for strengthening teachers' commitment and job satisfaction [10].

In Indonesia, the implementation of supervision in early childhood settings often varies based on institutional capacity and leadership style. Some kindergartens benefit from regular supervision and feedback, while others lack systematic support due to limited administrative structures [11]. Similarly, teacher motivation levels differ depending on work environment, recognition, and professional development opportunities [12]. These disparities can influence how effectively teachers manage learning activities, integrate child-centered pedagogies, and utilize educational resources [13]. Several studies emphasize that effective supervision enhances teachers' instructional competencies, while high motivation fosters autonomy and engagement in the classroom [14]. When both factors operate synergistically, they can significantly improve the quality of learning management, encompassing lesson preparation, implementation, and assessment [15]. For kindergarten teachers, who often face emotional and physical demands, continuous supervision and motivational reinforcement are critical to sustaining teaching quality [16].

Given these conditions, the present study investigates the influence of supervision and work motivation on learning management by kindergarten teachers in Deli Serdang, Indonesia. By adopting a quantitative correlational design, this study seeks to determine the extent to which these two variables affect teachers' learning management effectiveness. The findings are expected to contribute to the theoretical understanding of teacher performance in early childhood contexts and offer practical insights for school leaders and policymakers [17]. This study is particularly relevant as Indonesia continues to strengthen its early childhood education system through professional development and quality assurance programs [18]. The integration of effective supervision practices with motivational support frameworks can serve as a model for sustainable teacher development [19]. Ultimately, by fostering empowered, motivated, and well-guided educators, kindergartens can ensure that children experience meaningful, joyful, and developmentally appropriate learning—an outcome central to the vision of holistic early education [20].

Despite the growing attention to early childhood education quality, several research gaps remain evident. Empirical studies examining learning management at the kindergarten level are still limited, particularly in non-urban areas such as Deli Serdang, where contextual challenges may differ from urban settings. Moreover, existing studies tend to examine supervision and work motivation separately, resulting in a lack of comprehensive evidence on their simultaneous influence on learning management in early childhood education contexts. This gap indicates the need for integrated research that explores how external managerial support and internal motivational factors jointly shape teachers' learning management practices. Therefore, the purpose of this study is to analyze both the partial and simultaneous effects of supervision and work motivation on learning management by kindergarten teachers in Deli Serdang, Indonesia. Specifically, this study aims to determine the extent to which supervision and work motivation contribute to effective planning, implementation, and evaluation of learning in early childhood classrooms. By addressing these gaps, the study seeks to provide empirical evidence that strengthens theoretical perspectives on teacher performance in early childhood education while offering practical recommendations for improving supervisory systems and motivational strategies at the kindergarten level.

## 2 Method

This study employed a quantitative correlational research design to investigate the influence of supervision and work motivation on learning management by kindergarten teachers. The research was conducted in Deli Serdang, Indonesia, involving a total of 20 kindergarten teachers selected through purposive sampling to represent diverse institutional backgrounds. The relatively small sample size reflects the limited population of eligible kindergarten teachers who met the research criteria within the study area and aligns with the exploratory nature of the study, which aims to identify initial empirical patterns rather than broad generalizations. Despite the sample size, multiple regression analysis was considered appropriate, as the study focuses on examining relationships among variables within a specific and well-defined context.

**Table 1.** Characteristics of Respondents (N = 20)

| Characteristic         | Category                         | Frequency | Percentage (%) |
|------------------------|----------------------------------|-----------|----------------|
| Gender                 | Female                           | 18        | 90.0           |
|                        | Male                             | 2         | 10.0           |
| Age                    | 25–30 years                      | 5         | 25.0           |
|                        | 31–40 years                      | 9         | 45.0           |
|                        | > 40 years                       | 6         | 30.0           |
| Teaching Experience    | 3–5 years                        | 6         | 30.0           |
|                        | 6–10 years                       | 8         | 40.0           |
|                        | > 10 years                       | 6         | 30.0           |
| Educational Background | Bachelor in Early Childhood Edu. | 20        | 100.0          |
| School Type            | Private Kindergarten             | 10        | 50.0           |
|                        | Public Kindergarten              | 10        | 50.0           |

The correlational design was chosen to determine the degree of relationship and predictive influence between the independent variables—supervision and work motivation—and the dependent variable, learning management. The participants consisted of teachers from both public and private kindergarten institutions. All participants held at least an early childhood education teaching certificate and had a minimum of three years of teaching experience. Demographic data, including age, years of service, and educational background, were collected to provide contextual understanding of the sample characteristics. A summary of respondent characteristics is presented in Table 1.

Three validated questionnaires were used as the primary instruments for data collection:

1. Supervision Effectiveness Scale, adapted from Glickman et al. (2018) [1], consisting of 15 items assessing the frequency, feedback quality, and developmental focus of supervision practices.
2. Work Motivation Scale, based on the framework of Ryan and Deci's Self-Determination Theory (2000) [6], consisting of 20 items measuring intrinsic and extrinsic motivation components.
3. Learning Management Practices Inventory, developed from Blasé and Blasé (2000) [5], with 25 items covering aspects of planning, implementation, classroom management, and learning evaluation.

All items were rated using a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"). The instruments were tested for validity and reliability through expert judgment and pilot testing, resulting in Cronbach's alpha coefficients above 0.80 for each scale, indicating high internal consistency.

## **2.1 Data Collection and Analysis**

Data were collected through self-administered questionnaires distributed directly to participants during scheduled visits to their schools. Prior to participation, respondents were informed about the purpose of the study, confidentiality, and voluntary participation, adhering to ethical research standards.

Data analysis involved descriptive and inferential statistics. Descriptive statistics were used to summarize supervision, work motivation, and learning management levels, while inferential analysis employed multiple regression to examine the influence of the independent variables on learning management. Assumptions of normality, linearity, and multicollinearity were tested before regression analysis. Statistical significance was determined at  $p < .05$ . Given the limited sample size, the findings should be interpreted cautiously and are primarily applicable to similar non-urban kindergarten contexts.

## **2.2 Ethical Considerations**

Ethical approval was obtained from the institutional research ethics committee. Participants provided informed consent, and all data were treated confidentially to ensure anonymity and voluntary participation.

# **3 Result and Discussion**

## **3.1 Results**

The results of the multiple regression analysis indicate that both supervision and work motivation have a significant and positive influence on kindergarten teachers' learning management. The coefficient of determination ( $R^2 = 0.68$ ) suggests that supervision and motivation jointly explain a substantial proportion of variance in learning management quality, while the remaining variance may be influenced by factors such as teaching experience, institutional climate, and curriculum implementation. This finding confirms that learning management in early childhood settings is shaped by both external managerial support and internal psychological readiness.

**Table 2 . Multiple Regression Results of Instructional Supervision and Work Motivation on Kindergarten Teachers' Learning Management**

| Variable                         | Regression Coefficient ( $\beta$ ) | t-value | Significance (p) | Interpretation                                                |
|----------------------------------|------------------------------------|---------|------------------|---------------------------------------------------------------|
| <b>Instructional Supervision</b> | 0.41                               | 4.85    | 0.000            | Positive and significant effect                               |
| <b>Work Motivation</b>           | 0.39                               | 4.62    | 0.000            | Positive and significant effect                               |
| <b>Model <math>R^2</math></b>    | 0.68                               | —       | —                | The model explains 68% of the variance in learning management |

As shown in Table 2, the regression results reveal that instructional supervision has a positive and significant effect on kindergarten teachers' learning management ( $\beta = 0.41$ ,  $p < 0.001$ ). This finding indicates that effective supervision contributes to improving teachers' ability to plan, implement, and evaluate learning activities in the classroom. Supportive supervision provides teachers with constructive feedback, professional guidance, and opportunities for reflective practice, which ultimately enhance the quality of instructional management. In early childhood education settings, where learning activities require creativity and responsiveness to children's developmental needs, supervision plays an essential role in guiding teachers toward more effective pedagogical practices.

Similarly, work motivation also shows a positive and significant influence on teachers' learning management ( $\beta = 0.39$ ,  $p < 0.001$ ). This suggests that teachers who possess higher levels of motivation are more likely to demonstrate enthusiasm, commitment, and innovation in managing classroom learning processes. Motivated teachers tend to be more engaged in preparing learning materials, organizing classroom activities, and fostering positive learning environments for young children. The combined influence of supervision and motivation therefore highlights the importance of integrating professional support mechanisms with strategies that strengthen teachers' intrinsic motivation, as both factors contribute significantly to improving the overall quality of learning management in kindergarten settings.

Notably, supervision demonstrates a stronger standardized coefficient than work motivation. This dominance may be explained by the contextual characteristics of kindergarten teachers in Deli Serdang, where structured academic guidance is still a

primary source of professional development. In such contexts, teachers tend to rely heavily on supervisors for instructional direction, feedback, and validation of teaching practices. Limited access to formal training and professional learning communities may further amplify the role of supervision compared to intrinsic motivation, which develops more gradually and is influenced by long-term personal and organizational factors.

These findings are consistent with previous studies reporting that instructional supervision plays a decisive role in improving lesson planning and classroom management in early childhood education, found that supervision had a stronger effect than motivation on teacher performance in non-urban schools. However, this study differs from studies conducted in urban contexts, where work motivation often emerges as a more dominant predictor due to greater autonomy and access to professional resources. From a practical perspective, the results suggest the need for a developmental and collaborative supervision model, emphasizing regular classroom observation, constructive feedback, and reflective dialogue rather than administrative control. In addition, realistic motivational interventions—such as recognition of teaching innovation, peer support systems, and opportunities for professional growth—should be implemented to sustain teachers' intrinsic motivation. Integrating these approaches can strengthen learning management practices and enhance the overall quality of kindergarten education.

### **3.2 Discussion**

The findings confirm that instructional supervision serves as a catalyst for professional development and improved instructional quality. As emphasized by Glickman et al. [21], supervision that focuses on coaching rather than control encourages reflective practices and nurtures teacher growth. Sergiovanni and Starratt [22] also assert that effective supervision promotes a collaborative culture that empowers teachers to enhance instructional decision-making. In the same vein, Daresh [23] argues that supportive supervision increases teacher self-efficacy and commitment to pedagogical improvement.

The influence of work motivation on learning management aligns with the Self-Determination Theory proposed by Ryan and Deci [24], which posits that autonomy, competence, and relatedness are essential for intrinsic motivation. Teachers who are motivated intrinsically tend to demonstrate persistence, creativity, and emotional engagement in the learning process [25]. This finding supports previous studies by Robbins and Judge [26] and Herzberg [27], who reported that motivation significantly enhances job performance and professional satisfaction. When both supervision and motivation operate synergistically, they create an environment conducive to continuous teacher growth. Hoy and Hoy [28] highlight that a combination of effective feedback and internal motivation strengthens teachers' sense of purpose, leading to improved classroom performance. Bush [29] and Blasé & Blasé [30] further observed that leadership-driven supervision not only enhances teaching quality but also fosters a culture of collaboration and innovation within schools.

In the context of early childhood education in Deli Serdang, the results underscore the urgency of developing a structured supervision model integrated with motivational support systems. According to Tschannen-Moran and Gareis [31], trust-based supervision encourages teachers to take ownership of their learning, while continued mentoring reinforces self-confidence. Similarly, Owen and Garrison [32] advocate that regular professional dialogue enhances reflective capacities and sustains intrinsic motivation. Moreover, implementing motivation-

based interventions—such as recognition systems, workload balance, and emotional support—can sustain teachers' enthusiasm and reduce burnout [33][34]. As noted by Suyanto [35], emotional and social appreciation are central to maintaining teachers' dedication in early childhood education. These strategies are consistent with Indonesia's national education agenda emphasizing teacher empowerment and professional growth as key factors in quality assurance for institutions [36].

International frameworks also highlight similar insights. UNESCO [37] and OECD [38] stress that professional development combining supervision, feedback, and motivational enhancement leads to higher teacher performance and child learning outcomes. Therefore, combining supervisory mentoring with motivational reinforcement provides a holistic approach to improving learning management among kindergarten teachers. Ultimately, the synergy between supervision and motivation strengthens teacher autonomy, adaptability, and reflective capacity [39][40]. These qualities are essential for creating meaningful, child-centered learning environments that align with the goals of modern early childhood education. Thus, fostering a culture of supportive supervision and sustained motivation represents a strategic pathway toward achieving educational excellence and sustainability in PAUD institutions.

## **Conclusion**

This study highlights the significant and complementary roles of instructional supervision and work motivation in enhancing learning management among kindergarten teachers. The findings indicate that effective instructional supervision not only functions as a monitoring mechanism but also serves as a professional support system that encourages reflective teaching practices and continuous professional development. In line with theoretical perspectives on teacher development, supervision provides guidance, feedback, and opportunities for pedagogical improvement, enabling teachers to refine their instructional strategies and classroom management skills. At the same time, work motivation plays a vital role in strengthening teachers' internal commitment, enthusiasm, and creativity in delivering meaningful learning experiences for young children.

The results of this study further demonstrate that the integration of supportive supervision and strong work motivation creates a conducive professional environment in which teachers feel valued, guided, and empowered. Such an environment encourages teachers to engage more actively in improving the quality of their teaching practices and learning management. This finding supports the view that teacher performance is influenced not only by external professional support but also by internal psychological factors that drive engagement and dedication to the teaching profession. Therefore, the synergy between supervision and motivation becomes a critical factor in fostering sustainable improvements in early childhood education practices.

Another important contribution of this study lies in its empirical evidence within the context of non-urban early childhood education settings in Deli Serdang. While previous studies have often focused on urban educational environments, this research provides insights into how supervision and motivation interact within a different educational context where resources, professional support systems, and institutional conditions may vary. The findings emphasize that even in non-urban contexts, strengthening supervisory practices and enhancing teacher

motivation can significantly contribute to improving instructional management and overall educational quality. From a practical perspective, the results suggest that educational stakeholders, including school leaders, supervisors, and policymakers, should prioritize the development of structured and supportive supervision systems that are grounded in trust, collaboration, and professional dialogue. Supervision should not be perceived merely as an evaluative process but as a developmental strategy that encourages teachers to reflect on their teaching practices and continuously improve their professional competencies. In addition, efforts to enhance teacher motivation should be integrated into institutional policies through strategies such as recognition systems, opportunities for professional growth, and emotional and professional support from school leadership.

Implementing such integrated approaches may help sustain teacher enthusiasm, reduce professional burnout, and foster a culture of collaboration and continuous improvement within early childhood education institutions. When teachers feel supported both professionally and emotionally, they are more likely to demonstrate higher levels of commitment, creativity, and responsibility in managing classroom learning processes. Despite its contributions, this study also acknowledges certain limitations. The research was conducted within a specific regional context, which may influence the generalizability of the findings. Therefore, future research is recommended to explore the longitudinal effects of integrated supervision and motivation programs in broader educational contexts. Further studies may also examine contextual variations across different regions, institutional settings, and educational levels to gain deeper insights into how supervision and motivation interact in influencing teacher performance. In conclusion, strengthening instructional supervision while simultaneously fostering teacher motivation represents a promising strategy for improving learning management in early childhood education. By integrating professional support with motivational strategies, educational institutions can create sustainable systems that empower teachers, enhance instructional quality, and ultimately support the holistic development of young learners.

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