

The Influence of Teachers' Expectation and Principal's Supportive Supervision on Teachers' Performance

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Abstract

*The study aimed to explain the teachers' expectations and the principal's supportive supervision on the teachers' performance. It was also to reveal the mediation of supportive supervision variables between job expectation and teachers' performance. The respondents included the private madrasa teachers in Kudus, Demak, and Jepara. The research produced several findings. **First**, madrasa teachers have an expectation regarding their job. The indicators included expectations for career opportunities (becoming a permanent employee/obtaining a permanent position, certification) and that madrasa will take some efforts to increase their well-being. **Second**, according to the teachers, the principal's supportive supervision included listening to the subordinates' problems, motivating the subordinates, and providing positive feedback. **Third**, the measurement results indicated that expectation and supportive supervision influenced the teachers' performance by 30%. Meanwhile, the rest 70% was by other variables outside the model used in the research. **Fourth**, the expectation has a significant effect on teacher performance through supervision support variables in the *t*-statistic 2.732 with a significance of 5%. The supportive supervision variable can mediate the relationship between expectation and teacher performance expectation significantly affected the teachers' performance through supportive supervision with *t*-statistics score of 2,732 and 5% significance. Supportive supervision mediated the relation between expectation and teachers' performance.*

Keywords: *Expectation, Supportive Supervision, Teacher Performance, Madrasa*

Abstrak

*Penelitian ini bertujuan untuk menguraikan ekspektasi guru (expectation), dan dukungan supervisi (supportive supervision) yang dilakukan kepala sekolah kepada guru madrasah swasta serta pengaruhnya terhadap kinerja. Selain itu, penelitian ini untuk melihat apakah variabel supportive supervision dapat memediasi hubungan antara variabel ekspektasi pekerjaan dan variabel kinerja guru. Penelitian dilakukan pada guru madrasah swasta di daerah Kudus, Demak, dan Jepara. Hasil penelitian yang didapatkan antara lain; **Pertama**, para guru madrasah memiliki ekspektasi terkait dengan*

pekerjaan mereka sebagai guru. Indikator yang menggambarkan ekspektasi guru madrasa adalah, harapan terhadap peluang karier (menjadi pegawai tetap/jabatan, sertifikasi) dan harapan bahwa madrasa akan memperjuangkan kesejahteraan mereka. **Kedua**, bentuk *supportive supervision* yang dilakukan kepala madrasah menurut para guru adalah kesediaan supervisor/atasan dalam mendengarkan masalah-masalah bawahan dan pemberian motivasi serta masukan yang positif kepada bawahan. **Ketiga**, hasil pengukuran menunjukkan bahwa variabel ekspektasi dan dukungan supervisi sebesar 30% berpengaruh terhadap kinerja guru, adapun 70% lainnya karena pengaruh variabel di luar model penelitian ini. **Keempat**, Ekspektasi memberikan efek yang signifikan terhadap kinerja guru melalui variabel dukungan supervisi pada angka *t*-statistik 2,732 dengan signifikansi 5%. Variabel *supportive supervision* dapat memediasi hubungan antara ekspektasi pekerjaan dan kinerja guru.

Kata Kunci: Ekspektasi, Dukungan Supervisi, Kinerja Guru, Madrasah

Introduction

One frequently-discussed issue in management is performance. Many experts defined performance in several terminologies. Among the theorists was Cascio, mentioning that performance is a way to make an employee, both individually and in a group, know what is expected or targeted. It is in the form of effective performance focusing on aims, measurements, and assessment. Another expert stated that performance is the results related to the organization's goals¹. Further, As'ad proposed that performance is a working achievement shown by an individual or an organization in accomplishing the tasks. Performance in this context is also called the *level of performance*.²

In an educational context, performance is defined as the manifestation of an individual's or an organization's behavior oriented to achievement. The manifestation takes the form of teachers' activities in the learning process, including planning, implementing, and assessing or evaluating the learning outcomes.³ Many factors can influence an individual's performance, such as expectation and the subordinate's supervision. For example, Daniel Grillo studied the relations between expectation and academic technical staff's job satisfaction using the Minnesota Satisfaction Questionnaire. The quantitative

¹ Wibowo, *Manajemen Kinerja*, (Jakarta: Raja Grafindo Persada, 2014), 2.

² Moh. As'ad, *Psikologi Industri*, 4th ed. (Jakarta: PT Rineka Cipta, 2012), 48.

³ Direktorat Tenaga Kependidikan, *Penilaian Kinerja Guru* (Jakarta: Departemen Pendidikan Nasional, 2008), 22

results showed a significant correlation between expectation and job satisfaction.⁴ Similarly, Lian Zhou, in his multisource analysis, proved that abusive supervision has a negative correlation with performance and organization's members' behavior.⁵

According to Vroom, expectation is an individual's tendency to act in a particular way, based on their interest and expectation towards the results.⁶ Meanwhile, Akbar analyzed the effect of personal factors (expectation, psychological contract, and job choice factor) on teachers' organizational commitment in Central Java. The findings showed that teachers expected financial, non-financial compensations, and appreciation or feedback from the madrasa head or foundation for their sacrifice. Teachers expected a positive response from the madrasa when their duties are increased. The positive response can improve their commitment to their job and organization⁷.

Expectation also refers to performance evaluation where teachers or employees show their performance to obtain better assessment results. The end is compensation in salary increases or other kinds of intrinsic rewards that satisfy the employee's personal goal. These are indicators of well-being that can be observed by the employees, teachers, or staff.

Meanwhile, supervision's essential aspect is the relationship between the principal and the teachers as the supervised. Bordin argued that the relationship is the working alliance centered on three components. The first is a mutual understanding of the organization's goals. The second is the mutual acceptance of the duties. The third is the establishment of a mutual bond between the supervisor and the supervised. The components are observed as a "positive alliance."⁸ The harmonious relationship between the supervisor and

⁴ Daniel Grillo, "Employee Expectations and Job Satisfaction in Adventure Education," (Prescott College, 2016), ii.

⁵ Lian Zhou, "Abusive Supervision and Work Performance: The Moderating Role of Abusive Supervision Variability," *Social Behavior and Personality* 44 (7), 2016: 1089-98.

⁶ Stephen P. Robbins and Timothy A. Judge, *Perilaku Organisasi, Organizational Behavior*, Alih Bahasa: Diana Angelica, dkk., (Jakarta: Salemba Empat, 2015), 14.

⁷ Rofiq Faudy Akbar, "Pengaruh Faktor Personal Terhadap Komitmen Organisasional Guru Madrasah," *Quality* 7 (2), 2019: 1-17.

⁸ Stacey Nelson, "Supervisory Working Alliance & Organizational Commitment in Social Work," (Adelphi University School of Social Work, 2011), 2.

the supervised is crucial. Marquez and Kean offered a concept called supportive supervision, a management approach where the subordinates contribute to determine the organizational goals and solve the problems. Besides, empathy, mentoring, and two-way professional communication between supervisor and subordinates are necessary.⁹

The research aimed to know the influence of expectation and supportive supervision experienced by Madrasa teachers on teachers' performance. Besides, it is to observe whether supportive supervision variables can mediate the relation between expectation and teachers' performance.

Teacher's Performance

Performance, deliverables, or work achievement, in many literatures, are called performance, actual performance, or job performance. Meanwhile, as mentioned in The Scribner-Bantam English Dictionary, performance was derived from the word "to perform" with several meanings, such as fulfilling or taking responsibilities of an intention or nazar (vow) or executing and completing an undertaking.¹⁰

August W. Smith stated that performance is the result of a process completed by a human.¹¹ Performance can be defined as the degree of an individual's success in accomplishing the tasks while considering the services' quality. It means that performance is not only a matter of deliverable but also includes quality. Performance is related to the implementation of the job and the results. It is not only a complete administrative report without clear progress and results. Meanwhile, Fatah suggested that work achievement or performance is the expression of an individual's ability based on knowledge, attitude, skills, and motivation in producing something.¹² Working

⁹ Jorge A Velazquez Jr., "The Impact of Perceived Supportive Supervision on Staff Retention in a Human Service Nonprofit" (Wilmington University, 2015), 23.

¹⁰ Veithzal Rivai Zainal and Ali Ghufron Mukti, *Performance Apraisal: Sistem yang Tepat Untuk Menilai Kinerja Karyawan dan Meningkatkan Daya Saing Perusahaan*, (Jakarta: Raja Grafindo Persada, 2005), 14.

¹¹ Direktorat Tenaga Kependidikan, *Penilaian Kinerja Guru, Dirjen Peningkatan Mutu Pendidik dan Tenaga Kependidikan*, (Jakarta: Departemen Pendidikan Nasional, 2008), 20.

¹² Nanang Fatah, *Landasan Manajemen Pendidikan*, (Bandung: Remaja Rosdakarya, 2014), 19.

achievement, job implementation, and results are the representation of performance.

Specifically, the scope of performance varies based on the profession or occupation. Each occupation needs work design. Wibowo mentioned that work design is the specification of contents, methods, and relations to fulfill the technological and organizational requirements, similar to those of the job holder's social and personal requirements. Work design is intended to 1) specify the job context, expectation towards the role, and relationships within an organization; 2) to fulfill the organizational requirements for productivity, operational efficiency, and products and services quality; 3) to satisfy the individual's needs upon the job interests, challenges, and completion.¹³

Therefore, teacher as a profession has a separate specification. Teacher's performance can be measured based on the competence fulfillment assigned to every teacher.¹⁴ The competencies include pedagogic, professional, personal, and social. Pedagogic competence, according to Manurung et al., is the ability of an educator to manage the learning process that includes the learners' understanding.¹⁵ The competencies mentioned above also applied to madrasa teachers. However, madrasa teachers are required to have one additional competence: leadership. It is based on article 16 of the Supreme Court Regulation Number 16 of 2010.

Expectation

Tolman introduced cognitive aspect theories for learning in 1932. At the same time, he also identified the needs for expectation. Of course, the opinion was different from the behavioristic theories, which were popular in the era. Tolman argued that humans and animals have the knowledge related to expectations and goals based on their behaviors. Tolman explained that expectation involves knowledge in the relationship between stimulation and response.

¹³ Wibowo, *Manajemen Kinerja*, 72.

¹⁴ Direktorat Tenaga Kependidikan, *Penilaian Kinerja Guru*, 22.

¹⁵ Santa Manurung et al., "Peningkatan Efektivitas Kerja Melalui Perbaikan Pelatihan, Penjaminan Mutu, Kompetensi Akademik dan Efikasi Diri dalam Organisasi Pendidikan," *Manageria: Jurnal Manajemen Pendidikan Islam*, 3 (1), 2018: 69–85.

Similarly, Lewin stated that motivation is one cognitive choice among several alternatives. It emphasized individual's roles, their expectation, and influence. Expectation highly influences an individual's perception.¹⁶

Tolman and Lewin, through their ideas, set a basic framework for a number of theories of motivation by emphasizing the expectational roles and valency in determining behavior. The scientists supporting the theories included Atkinson, Peak and Rotter, Adams, Locke, Edward, and Vroom.¹⁷ Vroom was the first theorist to apply the concept to measure the influence of motivation on work behavior. He further explained that many factors influence expectation; expectation encourages action and choices of several alternatives. Valency, expectation, and instrumentality determine the strength of each existing factor¹⁸.

Valency refers to the fulfillment or anticipation of satisfaction of various possible results. The elements are interrelated but not as individual values. Expectation is an individual's belief when he carries out certain actions. It can increase the outcome specifically. Instrumentality is the types of other income outside the primary income. It is believed that secondary income will follow the primary one.¹⁹ The expectation is closely related to compensation received by teachers, both financially and non-financially. Among the compensation commonly received in educational fields are salary, allowances (salary allowance, food allowance, certification, allowance given in Eid el Fitr), facilities, house, incentives, and vehicles, and others.²⁰

¹⁶ Anna Rebekah Erickson, "Expectations and Job Search Behavior Among Graduating University Seniors" (Iowa State University, 1995), 7.

¹⁷ Akbar, "Pengaruh Faktor Personal Terhadap Komitmen Organisasional Guru Madrasah", 3-4.

¹⁸ Erickson, "Expectations and Job Search Behavior Among Graduating University Seniors", 7.

¹⁹ Edwin A. Locke, Stephan J. Motowidlo, and Philip Bobko, "Using Self-Efficacy Theory to Resolve the Conflict Between Goal-Setting Theory and Expectation Theory in Organizational Behavior and Industrial/Organizational Psychology," *Journal of Social and Clinical Psychology* 4 (3), 1986: 328-38.

²⁰ Mohammad Thoha, "Manajemen Peningkatan Mutu Ketenagaan dan Sumber Daya Manusia (SDM) di Madrasah Aliyah Negeri Pamekasan," *Manageria: Jurnal Manajemen Pendidikan Islam* 2 (1), 2017: 169-82.

Expectation is a form of motivation that can influence behavior. As cited by Schneider, Maslow divided human needs into *physiological needs*, *safety needs*, *belongingness needs*, *love needs*, dan *self-actualization needs*.²¹ *Physiological needs* (e.g., food, drinks, house) are the basic needs to be fulfilled to survive and advance to the next level. Teachers cannot teach well and are unable to develop their creativity if their basic needs are not yet fulfilled.

Supportive Supervision

Experts have established traditional supervision as a mechanism to transform the knowledge, professionalism, values, and skills in the social worker's profession. The aim of supervision, according to Cohen, is to maximize the workers' practice, provide knowledge and skills in case management, encourage professional improvement, and secure high professional levels of service. Hence, an employee can ensure quality service to the clients in accordance with the institutional policies and procedures. A supervisor is a senior professional responsible for education, administration, and other supporting functions. A supervisor also interacts with the subordinates through direct monitoring, coordination, encouragement, and performance evaluation.²²

The relations between supervisors and subordinates are a crucial aspect of supervision. As Bordin mentioned, the relation showed that supervision activities are a working alliance centered on three components: mutual understanding between supervisor and subordinates about the organization's goals, mutual understanding about task completion, and emotional bonds between supervisor and subordinates. The three components are the "positive alliance" necessary in the relationship between supervision and the subordinates.²³ The three components contribute to creating organizational climate. Besides, it will embellish the relationship between the supervisor and the subordinates. According to Iflyah and Hidayah, organizational climate is

²¹ Scott E. Schneider, "Organizational Commitment, Job Satisfaction and Job Characteristics of Managers: Examining the Relationships Across Selected Demographic Variables," New York University (2003), 22

²² Nelson, "Supervisory Working Alliance & Organizational Commitment in Social Work", 1.

²³ Nelson, 2.

observable in the familial relationship and openness between the madrasa head, teachers, and students.²⁴

Serving as the facility in human resource management, supervision has developed especially in responding to the quality improvement, process reformation, and other systemic issues. The concept of supportive supervision, according to Marquez and Kean, is a management approach where employees are given the opportunities to contribute to problem-solving and determine the organizational goals. They also build empathy, mentoring, and two-way professional communications between supervisors and the employees.²⁵ Supervisors and supervised teachers face a series of problems related to their job. Further, competition among individuals and senior-junior conflict are common stressors for teachers. Islamic behaviors, such as responsibility, honesty, and respect towards other members, according to Syafar, are the fundamental values that help to build communication and harmonious cooperation.²⁶

Institution/madrasa needs to have resources to minimize stress, preventing the distraction that can decrease effectiveness. A supervisor is responsible for helping teachers in managing the stress-related condition. If administrative supervision is aimed to facilitate teachers to access various facilities related to their job, educational supervision is to provide knowledge and skills for the teachers. Therefore, supportive supervision, as mentioned by Kadushin and Harkness, provide psychological and interpersonal encouragement to teachers/employees, allowing them to mobilize their emotional energy for job effectiveness and job satisfaction.²⁷ Supportive

²⁴ Majdina Ghaisani Iflya and Siti Nur Hidayah, "Upaya Kepala Madrasah dalam Membina Budaya Organisasi dan Kinerja Guru dalam Pembelajaran di MIN 5 Majalengka," *Manageria: Jurnal Manajemen Pendidikan Islam* 3 (1), 2018: 21-45.

²⁵ Jr., "The Impact of Perceived Supportive Supervision on Staff Retention in a Human Service Nonprofit", 23.

²⁶ Djunawir Syafar, "Birokrasi, "Perilaku dan Budaya Organisasi dalam Lembaga Pendidikan Islam Roudlotul Athfal UIN Sunan Kalijaga Yogyakarta," *Manageria: Jurnal Manajemen Pendidikan Islam* 2 (2), 2017: 271-86.

²⁷ Alfred Kadushin and Daniel Harkness, *Supervision in Social Work*, Fourth Edition, (Columbia University Press, 2002), 217.

supervision is a positive response from the supervisor, showing that the teachers' expectation is responded to.

Supportive supervision has a positive effect on the employees, as Lazzerini et al., mentioning that *supportive supervision can improve both adherence to clinical guidelines and the overall quality of care.*²⁸ Kadhusin and Harkness stated that supervision could satisfy both parties: the supervisor and the supervised (teachers). First, the supervisor will feel the satisfaction of helping to improve and develop the subordinates' professionalism. Second, they will feel content upon sharing their knowledge and skills related to the job. For the supervised employee, first, they will feel happy because they are helped to manage their problems with the customers. Second, they are happy because they can develop their professionalism.²⁹

Administrative supervision focuses on the organization's obstacles in providing effective service; educational supervision emphasized the obstacles in terms of knowledge in providing effective services. Meanwhile, supportive supervision focuses on the management of emotional obstacles in achieving effective performance. Administrative supervision is related to managerial aspects, educational supervision cognitive aspects, and supportive supervision affective aspects. Further, administrative supervision is related to all aspects that support the organization's effectiveness and resource availability. Meanwhile, educational supervision's main goal is to improve teachers/staff's effectiveness by upgrading their knowledge and skills. Supportive supervision emphasized the improvement of effectiveness by decreasing the level of stress that may decrease the performance. Besides, it increases the motivation and intensifies the commitment, allowing the employees to increase their performance.³⁰ Letchfield and Engelbrecht *said that different supervision*

²⁸ Marzia Lazzerini et al., "Improving the Quality of Hospital Care for Children by Supportive Supervision: A Cluster Randomized Trial, Kyrgyzstan," *Bull World Health Organ*, 2017: 397-407, doi: <http://dx.doi.org/10.2471/BLT.16.176982>.

²⁹ Kadushin and Harkness, *Supervision in Social Work*, Fourth Edition, 131-132.

³⁰ Kadushin and Harkness, 220.

models influence practice and outcomes and what kinds of individual skills and organizational characteristics are required to provide them³¹.

The Influence of Expectation and Supportive Supervision on Madrasa Teachers' Performance

The present study took 97 teachers in Madrasa Aliyah in Kudus, Demak, and Jepara, as the samples. Meanwhile, the analysis model employed a partial Least Square consisting of a measurement model and structural model. Figure 1 is the structural equation model illustrating the problems of the research and the testing model. Teachers' expectations are an exogenous variable, supportive supervision, mediation, and teachers' performance the endogenous

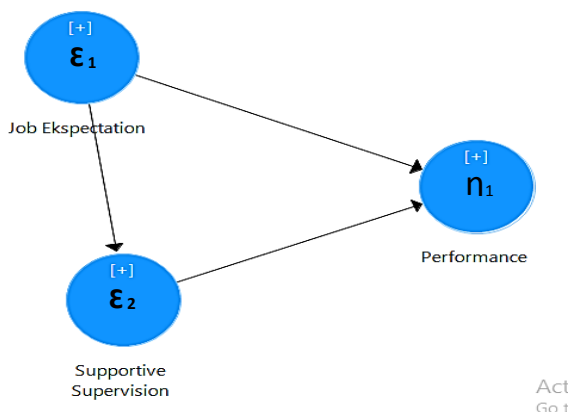


Figure 1: Structural Equation Modeling

The stage is carried out to know the expectation and supportive supervision experienced by the madrasa teachers, as well as the influence on their performance. The analysis will also reveal the supportive supervision variable's role in mediating the relation between expectation and teachers' performance. The madrasa teachers' expectation in Kudus, Demak, and Jepara was divided into several items: (1) salary, (2) allowance, (3) career opportunity, (4) opportunities to join training and development, and (5) efforts of the madrasa in maintaining the teachers' well-being.

³¹ Trish Hafford Letchfield and Lambert Engelbrecht, "Contemporary Practices in Social Work Supervision: Time for New Paradigms?" *European Journal of Social Work* 21 (3), 2018: 329-32, <https://doi.org/10.1080/13691457.2018.1446782>.

The variable analysis construct in the research consisted of two stages. The first was to test the indicators that construct each variable, while the second (recursive analysis) was to know the influence of expectation on the teachers' performance through supportive supervision. The two stages will reveal the madrasa teachers' expectations and the supervisor's support. Outer loading analysis was conducted to know the expectation of all madrasa teachers. Besides, outer loading will show the indicator blocks' relation with the latent variable. Meanwhile, the matrix loading resulted from the indicator measurement show the regression coefficient value of the regression between the latent variable and the indicator.

The results of outer loading measurement prove that not all indicators are the manifestation of the domain construct (expectation). It was evident in the rule of thumb score of each variable. The indicators representing all respondents were career opportunity (permanent employee/position, certification, impassing) and the madrasa effort to increase the teachers' well-being. Below are the measurement results of reflective indicators of the expected variable.

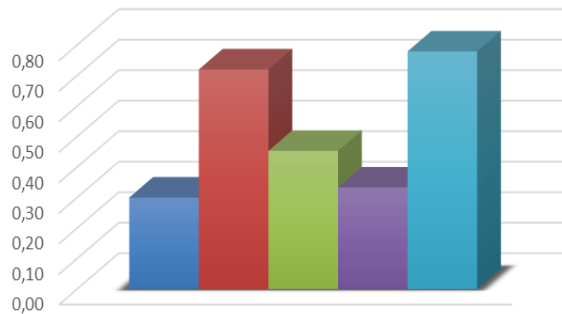


Figure 2. Madrasa Teachers' Expectation Diagram

It is known that the r-table value for the two-sided test is at a significant level of 5% ($\alpha = 0.05$), with a sample size of $N = 36$, then the degrees of freedom are $N - 2 = 36 - 2 = 34$, and it is known that the r_{table} value = 0.278. From the results of the table above, it can be seen that the value of r_{count} in the column of cronbach's alpha if all deleted items are greater than the value of r table, then all the questions for the motivation variable are declared reliable, as well as the reliability statistics table, it is known that the Cronbach Alpha value is

0.720. Because the Cronbach Alpha value $> r_{table}$, the questionnaire used is reliable.

The calculation revealed that the madrasa teachers in Kudus, Demak, and Jepara built their expectation regarding their job as a teacher. The expectation was dominated by career development and well-being.

The next analysis was conducted on the supportive supervision variable. It is the mutual understanding between the supervisor and subordinates (teachers) about the tasks and the organization's goals. When understanding is reached, an emotional bond will be established between both parties. The research captured the supportive supervision from five research questions.

- a. The supervisor is willing to listen to the subordinates' problems.
- b. The supervisor always motivates and provides positive feedback.
- c. The supervisor always pays attention to the subordinates' feeling and support the subordinates' creative ideas.
- d. I really feel that the supervisor and I are working towards the same goal.
- e. I believe that the leader will try to treat the members honestly (reliable).

The outer loadings analysis showed that not all questions fulfill the rule of thumb over 0,7. It means that not all indicators represented by the question manifest the domain construct of variable supportive supervision. The one fulfilling the rule of thumb was the supervisor listening to the subordinates' problems and motivating the subordinates. Below are the outer loading measurement results of the indicators of supportive supervision.

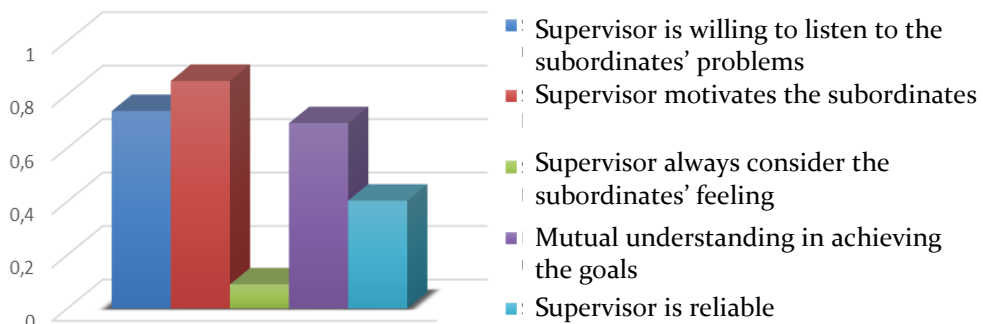


Figure 3. Supportive Supervision Diagram

The results showed that supportive supervision experienced by the madrasa teachers in Kudus, Demak, and Jepara is the supervisor's willingness to listen to the subordinates' problems and provide motivation and positive feedback. Based on the measurement, it is known that the supervisor in solving the problems supported the madrasa teachers in the three areas.

The recursive analysis model is the structural equation with one-way causality, assuming that the expectation and supportive supervision influence the teachers' performance but not the other way round (teachers' performance does not influence the expectation and supportive supervision). To know the influence, a bootstrapping method with a significance level of 0.05 was employed. The measurement results showed that the outer loading score for all reflexive construct indicators was valid with the t-statistic value above 1,96. The results were presented in the following table.

Table 1. Reflexive Construct Indicator Validity

Reflexive Indicators	T-Statistics
E2 ← Expectation	5,508
E5 ← Expectation	22,764
K1 ← Teachers' Performance	10,051
K10 ← Teachers' Performance	11,775
K11 ← Teachers' Performance	8,777
K18 ← Teachers' Performance	10,798
K5 ← Teachers' Performance	12,330
K8 ← Teachers' Performance	11,532
K9 ← Teachers' Performance	8,804
S1 ← Supportive Supervision	31,756
S2 ← Supportive Supervision	18,784

Expectation and supportive supervision influenced the teachers' performance as much as 30%. Meanwhile, the rest (70%) was affected by other variables outside the research model. The mediation effect is the relation between the exogenous and endogenous constructs through the mediating variable. It means that the effect of an exogenous variable on the endogenous variable can be direct or through another variable as the mediation. According

to Baron and Kenny (1986), it needs three stages to determine the mediation effect.³²

- First, testing the influence of exogenous variable on an endogenous variable with the *t*-statistic score above 1,96.
- Second, testing the exogenous variable on the mediating variable with the *t*-statistic score above > 1,96.
- Third, testing the simultaneous influence of exogenous and mediating variables on endogenous variables, and the score should be significant above 1,96.

Table 2. Uji Indirect Effect Test

Relations among Variable	T-Statistics
Expectation → Supportive Supervision	
Expectation → Teachers' Performance	2,732

Based on the VIF value obtained as shown in the table above, it is 1.319, 1. The effect of the mediation variable (supportive supervision) on the relation between expectation and teachers' performance is significant, with the *t*-statistics score of 2,732. Supportive supervision can be a mediating variable. Path coefficient table presented the significance of all research variables. The table showed that the variables significantly influenced the teachers' performance with the *t*-statistic score above 1,96. Thus, it can be concluded that the alternative hypothesis stating that supportive supervision can mediate the relation between expectation and teachers' performance was accepted, and the zero hypothesis stating the opposite was rejected.

Table 3. Path Coefficients

Relations among Variables	T-Statistics
Supportive Supervision → Teachers' Performance	3,291
Expectation → Supportive Supervision	8,136

A previous study conducted by Akbar (2019) found that expectation affected organizational commitment. Meanwhile, the present study revealed that expectation could also influence performance. In general, the expectation

³² Hengky Latan and Imam Ghozali, *Partial Least Squares Konsep, Teknik, dan Aplikasi Menggunakan Program Smart PLS 2.0 M3, untuk Penelitian Empiris* (Semarang: Badan Penerbit Universitas Diponegoro, 2012), 149.

is defined as the belief towards carrying out particular action during the job. Besides, it gives specific compensation for the individuals. As Akbar mentioned, people tend to act depending on their expectations towards the targeted results and their interests.

The present study's data were analyzed using structural equation modeling (SEM) – partial least square (PLS). One of the benefits of the model was the prediction strength. SEM-PLS can analyze the data with a small sample and weak theory. Thus, SEM-PLS can be used to conduct an exploratory study to generate new theories.

Many factors can influence the organization's performance, such as meanings and values, strategic management, human resources management, organizational development, organizational context, work design, functionalization, culture, and cooperation.³³ In the profit and non-profit-oriented organizations, the aspects mentioned above should be taken care of and implemented by its management. Similarly, it is necessary to know the relation between expectation and supportive supervision on madrasa teachers' performance.

Expectation is related to meanings and values, while supportive supervision is to human resource management and cooperation. Each individual has a different expectation about the profession he is taking. It directs people to do uncommon things, expecting feedback or compensation from the supervisor. When the expectation is fulfilled, job satisfaction increases. The results found by Hidayah also showed that job satisfaction has a positive correlation with an individual's performance.³⁴

The present study has identified several indicators of teachers' expectations and supportive supervision in education. Expectation presents several indicators, such as 1) salary, 2) benefits/allowance, 3) career opportunity, 4) training and development, and 5) madrasa efforts to increase the teachers' well-being. Meanwhile, supportive supervision is also reflected in several indicators: 1) supervisor listens to the subordinates' problems, 2)

³³ Wibowo, *Manajemen Kinerja*, 70.

³⁴ Siti Nur Hidayah, "Manajemen Kinerja di Institusi Pendidikan Tinggi: Kepuasan Kerja Dan Budaya Organisasi," *Manageria: Jurnal Manajemen Pendidikan Islam*, 1 (1), 2016: 23-34.

supervisor always motivate and provide positive feedback for the subordinates, 3) supervision always pay attention to the subordinates' feeling and support their creative ideas, 4) subordinates feel that the supervision works towards the same goals, and 5) belief that supervisor treats the members honestly (reliable).

The dominant indicator describing the madrasa teachers' expectations is career development (permanent employee/position, certification, impassing) and the madrasa's efforts to increase the teachers' well-being. Humans, including madrasa teachers, have a different expectation. Teachers, whose everyday activity is related to religious values, other than material expectations, also develop spiritual expectations. Material expectation includes financial compensation from the supervisor or institution, while the spiritual expectation is when the teachers/staff expects compensation or rewards from Allah. The latter explained why salary and allowance were not dominant in the present study.

The spiritual expectation is based on Allah's words mentioned in Surah 23: 72, "Or, is it because you are asking them for tribute? But the reward of your Lord is best, for He is the Best Provider." Ibnu Katsir explained that the verse means that people should not expect any reward from others, nor a reward or payment as a return for his da'wah (or shared knowledge). Indeed, they should expect Allah's rewards in the form of folded rewards.³⁵ It is also mentioned in Surah 34: 47, "Say, 'If I had ever asked you for a reward, you could keep it. My reward is only from Allah.'" According to Al Baghawiy, the verse means that rewards from Allah can take the form of fortune and merit³⁶.

The present study also found that the madrasa head's supportive supervision is evident through two indicators: the supervisor listens to the subordinates' problems and motivates them. Supervision is crucial in that teachers need guidance from the supervision in completing their tasks. According to Musolin, guidance is implementing the *Sadd adz-dzariah* concept in education, functioning to minimize the colleagues' mistakes and prevent institutional management chaos in Islamic Education Institution. Supervision

³⁵ Abdullah bin Muhammad Al-Syeikh, *Lubaabut Tafsir Ibni Katsir* (Pustaka Imam Syafi'i, 2016), 597.

³⁶ Imam Husain bin Mas'ud Al Baghawiy, *Tafsir Al Baghawiy, Ma'alimut Tanzil* (Dar Thoyyibah, 1989), 424.

relevant to the concept is the one with the assessment pattern for the staff at work. It can prevent continuous damage³⁷.

Conclusion

The research conducted on Madrasa teachers in Kudus, Demak, and Jepara showed that the domain constructs variable of expectation manifested in several indicators. The teachers expected career development in the madrasa they are working. Besides, they also hoped that the supervisor could improve their well-being. Career development is the expectation of every person working within a period of time after sacrificing their time and showing dedication. Meanwhile, the supportive supervision domain is that the supervisor listens to the subordinates' problems and motivates the subordinates.

Important aspects of supervision is the relation established between supervisor and teachers as the subordinates. Madrasa teachers in Kudus, Demak, and Jepara need the supervisor's supports. From a number of questions about supportive supervision, the teachers revealed two observable aspects. It was found that the supervisor was willing to listen to their problems and motivate them. However, other actions, such as paying attention to the subordinates' feelings, building mutual understanding of achieving the goals, and treating the members honestly, were not performed well.

The indicators represented a real condition when the research was conducted. Not all indicators presented in the research passed the analysis test nor fulfill the rule of thumb $>0,7$. Nevertheless, different condition and respondents may produce different results, in that all indicators mentioned may fulfill the established criteria. Therefore, variables and indicators formulated in the present study needs further testing in the future research.

The analysis showed that expectation and supportive supervision influenced teachers' performance. Besides, supportive supervision can also mediate the influence of expectation on teachers' performance. Expectation refers to the teachers' hope towards the expense they spent for the institution/madrasa. The supervisor needs to respond to the teachers'

³⁷ Muhlil Musolin, "Sadd Adz-Dzarâi': Konsep dan Aplikasi Manajemen Pendidikan Islam," *Manageria: Jurnal Manajemen Pendidikan Islam* 4 (1), 2019: 71-84.

expectations, allowing them to build mutual understanding and acceptance to achieve the organization's goals. A supervisor should act as a manager in implementing the administrative supervision and as a co-teachers in educational supervision. Further, he needs to place himself as a counselor in implementing the concept of supportive supervision.

Expectation strengthens when teachers' staff feel positive support from the supervisor. It implies the improvement of the teachers' performance. When an expectation is fulfilled, a teacher will be more focused on developing the teaching materials. Similarly, supportive supervision is aimed to help teachers accomplishing their tasks. Supportive supervision is crucial in education. It reflects the roles and responsibility of the management towards the implementation of education and learning.

Teachers are the guidance of the learning process. Therefore, supervisors' roles are necessary to help teachers determine the learning design, methods, and strategies appropriate for them. Similarly, Ibnu Khaldun mentioned that "an expertise obtained through learning depends on the teacher and how he uses to teach the learners."³⁸ It means that teachers are the influencing factors in the learning process and teachers' performance is the determiner of learning success. Teachers' performance in teaching the learners affect the graduates' quality. Education is the nation's investment, and cooperation between all parties is necessary to succeed the education.

³⁸ Ibn Khaldun, "*Muqaddimah*, (Alih Bahasa: Ahmadie Thoha)", (Jakarta: Pustaka Firdaus, 1986), 453.

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