THE INFLUENCE OF COACHING METHODS, ACADEMIC SUPERVISION, AND SCHOOL CULTURE ON WORK MOTIVATION: A QUANTITATIVE STUDY AT JUNIOR HIGH SCHOOLS IN LASEM, REMBANG

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ABSTRACT

This study examines the influence of the coaching method, academic supervision, and school culture on teacher work motivation in private junior high schools in Lasem District, Rembang Regency. Using a quantitative approach with an explanatory survey design, the research was conducted from May to August 2025 involving 62 teachers from six private schools. Data were collected through questionnaires and analyzed with descriptive and inferential statistics using multiple linear regression. The findings show that the coaching method has a positive and significant effect on teacher work motivation, contributing 32.9%. Academic supervision also significantly affects motivation, with a contribution of 34.0%. Likewise, school culture contributes 32.8% to motivation. Simultaneously, the three variables explain 49.6% of the variance in teacher motivation. These results indicate that improving teacher motivation requires an integrated effort. Coaching strengthens professional reflection and awareness, academic supervision enhances competence through constructive feedback, and a positive school culture fosters collaboration and commitment. Therefore, synergy between personal, professional, and institutional support is essential to strengthen teacher motivation, improve performance, and ensure higher education quality in private schools.

INTRODUCTIONS

Education is a fundamental aspect of sustainable national development. Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to develop students into faithful, devout, noble,

healthy, knowledgeable, capable, creative, independent individuals, and responsible democratic citizens. This means the learning process must be optimally managed to produce students who are intellectually and morally qualified (Pristiwanti et al., 2022; Suanda & Erawati, 2019). In formal education, teachers have a central role not only as transmitters of knowledge but also as facilitators, motivators, and agents of change. Improving education quality is therefore closely linked to enhancing teacher work motivation. Teachers with high motivation display initiative, discipline, and creativity, while those with low motivation tend to limit themselves to administrative obligations (Robbins & Judge, 2015).

Teacher motivation is shaped by multiple factors. Previous studies emphasize three important elements: professional development through coaching, the effectiveness of academic supervision, and a conducive school culture (Putro, 2023; Fikria et al., 2024; Miyono et al., 2020). Coaching, which stresses reflection, self-awareness, and empowerment, is considered more effective than conventional supervision that is often administrative (Priansa, 2017). Moreover, coaching-based supervision has been shown to increase teacher confidence and responsibility (Fikria et al., 2024).

However, in private junior high schools in Lasem District, these three elements have not been implemented optimally. Academic supervision tends to be formalistic, coaching is not yet widely understood, and school culture remains permissive and individualistic, less supportive of professionalism (Miyono et al., 2020). Preliminary observations through interviews with principals, teachers, and supervisors reinforce this condition. The field findings are summarized in the following table 1:

Table 1. Field Problems Based on Preliminary Observations

No	Permasalahan	Keterangan
1	Low teacher motivation	Teachers often come late, passive in training, lack innovation
2	Coaching not implemented	Supervision is instructive, not reflective
3	Supervision not sustainable	No planning and follow-up
4	Permissive school culture	Tolerance of absenteeism, lack of collaboration
5	No synergy in development strategies	Coaching, supervision, and culture operate independently
6	Gap between theory and practice	School reality does not align with national system expectations
7	Lack of comprehensive studies	No existing research examines all three variables simultaneously in private schools

Several studies have addressed these issues separately. Mariyam et al. (2023) reported that teacher motivation contributed only 8% to school quality, while Kulsum et al. (2022) found that supervision and school culture significantly influenced teacher professionalism. Yet, integrated research on coaching, supervision, and school culture simultaneously affecting teacher motivation especially in private schools with specific challenges remains limited. Theoretically, this study builds on Herzberg's Two-Factor Theory, which distinguishes motivator and hygiene factors in shaping work motivation (Herzberg, 1996); Self-Determination Theory, which highlights autonomy, competence, and relatedness as drivers of intrinsic motivation (Deci & Ryan, 2000); and Organizational Commitment Theory, which emphasizes emotional attachment to the institution as a source of teacher loyalty and enthusiasm (Mowday et al., 1979).

Based on these perspectives, this research aims to examine the causal relationship between coaching methods, academic supervision, and school culture on teacher work motivation in an integrated model. The findings are expected to provide practical recommendations for educational management strategies, particularly in private schools facing limited resources and training constraints.

METHOD

This study employed a quantitative approach with an explanatory research design aimed at examining the causal relationship between coaching methods, academic supervision, and school culture (independent variables) and teacher work motivation (dependent variable). Such a design is appropriate when the researcher intends to test hypotheses concerning variable relationships (Sugiyono, 2021).

The research was conducted at private junior high schools in Lasem District, Rembang Regency, Central Java, which are characterized by varied management practices and limited standardization compared to public schools. Data were collected from May to June 2025. The population comprised all teachers in private junior high schools in Lasem District, totaling 62 teachers across six schools. Given the relatively small and accessible population, a total sampling technique was used to ensure representativeness (Creswell, 2018).

This study examined three independent variables and one dependent variable. Coaching method (X1) was defined as a reflective, collaborative, and participatory professional development effort led by school principals to enhance teachers' self-awareness, competence, and responsibility. Academic supervision (X2) was defined as a structured development process to improve teaching quality through observation, evaluation, and reflective discussion. School culture (X3) referred to values, norms, and habits shaping the school climate and interactions. Teacher work motivation (Y) was defined as internal and external drives influencing teachers' enthusiasm, dedication, and commitment.

Data were collected using a closed-ended questionnaire with a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The instrument was developed based on theoretical indicators and tested for validity and reliability. Preliminary observations and informal interviews with principals, teachers, and supervisors also supported instrument development and contextual interpretation. The validity test using Pearson Product Moment showed all items to be valid, while reliability analysis using Cronbach's Alpha produced coefficients of 0.893 (coaching), 0.877 (supervision), 0.869 (school culture), and 0.906 (motivation). These values exceeded the 0.70 threshold, indicating high reliability (Arikunto, 2019).

For data analysis, multiple linear regression with SPSS version 26 was employed to test both partial and simultaneous effects of the independent variables on teacher work motivation. Prior to analysis, classical assumption checks (normality, multicollinearity, heteroscedasticity) confirmed that the model met statistical requirements. Significance tests were conducted through F-test, t-test, and the coefficient of determination (R^2) to determine the strength of influence and contribution of each variable.

RESULT AND DISCUSSION

Result

This study examined the influence of coaching methods, academic supervision, and school culture on teacher work motivation at private junior high schools in Lasem District. A total of 62 teachers participated as respondents. Based on descriptive analysis, teacher work motivation had an average score of 195.11 (SD = 16.60), categorized as *fairly good*. The coaching method obtained a mean of 170.95 (SD = 14.94, *good*), academic supervision 144.00 (SD = 11.06, *fairly good*), and school culture 133.82 (SD = 12.52, *good*). These results show that teachers' perceptions of the three independent variables were generally positive, although supervision still requires improvement. The details are presented in the following table 2.

Table 2. Descriptive Statistics and Distribution of Respondents' Perceptions

Variable	Mean	SD	Category	Very Good %	Good %	Fairly Good %	Poor %	Very Poor %
Coaching Method (X1)	170.95	14.94	Good	32.3	30.6	32.3	3.2	1.6
Academic Supervision (X2)	144.00	11.06	Fairly Good	24.2	22.6	19.4	11.3	22.6

School Culture (X3)	133.82	12.52	Good	33.9	22.6	11.3	29.0	3.2
Teacher Work Motivation (Y)	195.11	16.60	Fairly Good	22.6	38.7	12.9	17.7	8.1

Before regression testing, assumption checks confirmed that the data met requirements: all variables were normally distributed (Sig. > 0.05), no multicollinearity (VIF < 10; Tolerance > 0.1), linear relationships were present (Sig. > 0.05), and no heteroscedasticity occurred (Sig. > 0.05). The details are presented in the following table 3:

Table 3. Summary of Regression Assumption Tests

Test	Result	Description
Normality (Sig.)	> 0.05	Normal distribution
Multicollinearity	VIF X1 = 1.48; X2 = 1.68; X3 = 1.47	No multicollinearity
Linearity (Sig.)	X1 = 0.509; X2 = 0.383; X3 = 0.488	Linear relationship
Heteroscedasticity	Sig. > 0.05	No heteroscedasticity

The regression analysis was conducted to test the partial and simultaneous effects of coaching methods, academic supervision, and school culture on teacher work motivation. The following table summarizes the results of hypothesis testing:

Table 4. Summary of Regression Results

Hypothesis Tested	r	R^2	t/F value	Sig.	Regression Equation
X1 (Coaching) → Y (Motivation)	0.573	0.329	t = 5.423	0.000	$\hat{Y} = 86.139 + 0.637X_1$
X2 (Supervision) → Y (Motivation)	0.583	0.340	t = 5.559	0.000	$\hat{Y} = 69.079 + 0.875X_2$
X3 (Culture) → Y (Motivation)	0.572	0.328	t = 5.406	0.000	$\hat{Y} = 93.557 + 0.759X_3$
X1, X2, X3 → Y (Simultaneously)	0.704	0.495	F = 18.981	0.000	$\hat{Y} = 28.738 + 0.335X_1 + 0.386X_2 + 0.401X_3$

The results indicate that all three independent variables have a **positive and significant influence** on teacher work motivation. Coaching contributed 32.9% (R^2 = 0.329), academic supervision 34.0% (R^2 = 0.340), and school culture 32.8% (R^2 = 0.328) to the variance in motivation. Among them, academic supervision showed the strongest partial effect. When tested simultaneously, coaching, academic supervision, and school culture collectively explained 49.5% of the variation in teacher work motivation (R^2 = 0.495). This demonstrates that an integrative approach combining reflective coaching, structured supervision, and a supportive school culture is essential to strengthen teacher motivation in private junior high schools in Lasem District.

Thus, both partially and simultaneously, the three independent variables significantly enhance teacher work motivation in private junior high schools in Lasem District. These findings underscore the importance of integrative professional development supported by systematic coaching, reflective supervision, and a positive school culture.

The Influence of Coaching Method on Teacher Work Motivation

The results indicate that the coaching method significantly affects teacher work motivation, with a correlation coefficient of 0.573 and a significance level of 0.000 < 0.05. This finding confirms that coaching contributes positively to enhancing teachers' enthusiasm and commitment to their work. Theoretically, coaching enhances motivation by providing opportunities for reflection, self-awareness, and professional responsibility. This result is supported by Chaidir (2021), who demonstrated that coaching within academic supervision significantly improves teaching competencies. Nawas (2023) emphasized that a coaching-based supervision model enhances teacher performance in differentiated learning, while Liliana Tanggulungan and Sihotang (2023) found a Tirta-based coaching model effective

in improving learning quality. Wibowo (2020) reported that regular coaching sessions increase teachers' enthusiasm, confidence, and productivity. Similarly, Muliati and Raharjo (2022) highlighted that reflective and collaborative coaching fosters accountability in instructional development, while Knight (2017) stressed the value of partnership-based instructional coaching.

From a theoretical perspective, coaching aligns with Self-Determination Theory (Deci & Ryan, 2000), which posits that motivation develops when autonomy, competence, and relatedness are fulfilled. It also resonates with Maslow's hierarchy of needs (2014) in supporting self-actualization and Herzberg's two-factor theory (2018) as an intrinsic motivator. Nevertheless, the contribution of coaching in this study (32.9%) suggests that while impactful, coaching alone cannot fully explain teacher motivation, indicating the influence of other contextual and individual factors not examined in this research.

The Influence of Academic Supervision on Teacher Work Motivation

The study also found that academic supervision significantly affects teacher work motivation, with a correlation coefficient of 0.583 and $R^2 = 0.340$. This shows that structured, collaborative, and reflective supervision enhances responsibility, confidence, and motivation. Similar findings were reported by Ujianto (2018), who noted improvements in motivation through academic supervision. Nisa' et al. (2021) argued that each improvement in supervision quality contributes positively to teacher motivation, while Burhanuddin (2017) emphasized the role of leadership in shaping teacher performance. Wahyuningsih (2016) associated weak supervision with low motivation, and Agustina et al. (2020) stressed developmental supervision as a driver of responsibility. Tesalonika et al. (2021) further highlighted supervision as a dialogical process that helps teachers recognize strengths and areas for improvement.

Although supervision showed the highest contribution (34.0%) among the three variables, this proportion remains moderate. It indicates that while supervision is important, other dimensions—such as teacher welfare, workload, or leadership style—may also play a critical role in shaping motivation but were not included in this study. This underscores the need for broader frameworks in future research.

The Influence of School Culture on Teacher Work Motivation

School culture was also found to significantly influence teacher work motivation, with $r = 0.572$ and $R^2 = 0.328$. A positive school culture creates a conducive environment, fosters solidarity, and strengthens teacher commitment. These findings are consistent with Muhammad Ali (2018), who showed that participatory culture boosts motivation and performance, and Ndiha (2016), who emphasized discipline and positive interactions. Wahyuni (2017) demonstrated that school culture and teacher motivation jointly affect educational quality, while Hery Noer Aly and Munzier S. (2018) stressed values of religiosity, integrity, innovation, and collaboration. Wibowo (2019) affirmed that strong organizational culture mobilizes members toward institutional goals, and Muhaimin, Suti'ah, and Prabowo (2019) linked culture to professionalism and performance.

However, the contribution of school culture (32.8%) shows that even in schools with supportive environments, other factors may moderate or limit motivation. For instance, individual differences among teachers, external socio-economic pressures, or policy-level constraints might reduce the potential of school culture to fully explain motivation levels.

The Simultaneous Influence of Coaching, Academic Supervision, and School Culture

Simultaneously, coaching, academic supervision, and school culture significantly influence teacher work motivation, with $R^2 = 0.495$, meaning that the three variables collectively explain 49.5% of the variance. This result supports the argument that motivation is best understood through a systemic and integrated approach. Coaching provides personal growth, supervision strengthens professionalism, and school culture fosters collective commitment. This perspective aligns with Dharma (2017), who emphasized that principals must actively combine coaching, supervision, and cultural leadership as forms of instructional leadership.

Despite their significance, the findings also highlight a critical limitation: 50.4% of the variance in teacher motivation remains unexplained by the model. This suggests the presence of other influential factors—such as salary, career advancement opportunities, government policies, workload, and personal circumstances—that were not included in the current framework. Thus, while the study confirms the importance of coaching, supervision, and culture, it also points to the necessity of further research that integrates additional variables to build a more comprehensive model of teacher motivation.

CONCLUSION

Based on the data analysis, it can be concluded that the coaching method has a positive and significant effect on teachers' work motivation, contributing 32.9%. Reflective and collaborative coaching enhances teachers' enthusiasm, self-confidence, and professional responsibility. Academic supervision also shows a significant influence, with a contribution of 34.0%. Planned, dialogical, and development-oriented supervision is proven to strengthen teachers' professionalism and work ethic. Furthermore, school culture has a positive and significant effect on teacher work motivation, contributing 32.8%. A supportive, participatory, and collaborative school environment encourages teachers to work with greater enthusiasm and commitment. Simultaneously, the three variables coaching methods, academic supervision, and school culture together explain 49.6% of the variation in teacher work motivation. These findings demonstrate that the three factors complement each other in shaping motivated, professional teachers who are prepared to meet the challenges of education.

The novelty of this study lies in its integrated analysis of coaching, academic supervision, and school culture as simultaneous predictors of teacher work motivation, particularly in private junior high schools, a context that has received limited scholarly attention. However, the study has certain limitations. The model explains only 49.6% of the variance in teacher motivation, indicating that other factors such as teacher welfare, workload, leadership style, and policy support remain unexamined. In addition, the research was conducted within a single district with a relatively small sample, which may limit the generalizability of the findings. Future research is therefore recommended to expand the sample to different regions, integrate qualitative approaches for deeper insights, and include additional variables such as compensation, career development opportunities, and leadership practices to build a more comprehensive model of teacher motivation.

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