



The Effect of Principal Supervision, School Culture and Teacher Motivation on the Performance of Public High School Teachers in Pangkalan Kerinci District

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ABSTRACT

Education has a strategic function as the main pillar in improving the quality of the nation, Education has a strategic role with the success of education largely dependent on the quality of the learning process in schools. In this process, teachers have a central role as the main actor who determines the success of learning.. This study was conducted using primary data obtained from a closed questionnaire. Results The results of the study show that: (1) The first hypothesis partially affects the influence of Principal Supervision on the performance of high school teachers can be shown in the Coefficients Table with the significance value of the Principal Leadership variable of $0.394 > 0.05$, so that it can be stated that H_0 is accepted and H_a is rejected. This means that the Supervision of the Principal does not have a significant effect on the performance of State High School Teachers in Pelalawan Regency; (2) The second hypothesis partially the influence of School Culture on the Performance of High School Teachers can be shown in the Coefficients Table with the significance value of the School Culture variable of $0.793 > 0.05$, so that it can be stated that H_0 is accepted and H_a is rejected. Conclusion Principal Supervision, School Culture, and Work Motivation simultaneously affect the performance of high school teachers in Pelalawan Regency.

INTRODUCTION

Education has a strategic function as the main pillar in improving the quality of the nation, Education has a strategic role with the success of education largely dependent on the quality of the learning process in schools. In this process, teachers have a central role as the main actor who determines the success of learning. One of the crucial indicators in measuring the quality of education in schools is teacher performance. Hartawan Research, (2020) emphasizes that teachers need motivation from the leader of the education unit or known as the principal in an effort to improve their performance, where a good leader can motivate teachers to achieve optimal performance. This case is strengthened by the findings of Devi & Wiyasa, (2021) which shows that the supervision of the principal and a supportive work environment have a significant contribution to improving teacher performance, thus highlighting the importance of school management support in creating a conducive work environment. However, in practice, teachers' performance often faces various challenges that affect their effectiveness and productivity. The study by Raisal et al., (2022) shows that the principal's self-regulation ability and supervision ability have a significant effect on teacher performance, indicating that the principal must have good managerial skills to help teachers face challenges in the learning process. In addition, Tridora et al., (2021) emphasized the importance of school principals' strategies in improving teacher performance through efforts to overcome supporting and inhibiting factors, providing relevant solutions for improving the quality of learning in schools.

Teacher performance is also influenced by the prevailing school culture. Research by Sukinah, (2020) shows that school culture and work discipline play an important role in teacher performance, while Bakar et al., (2022) found that work culture in organizations affects teachers' job satisfaction which will ultimately have an impact on their performance. These findings show that creating a positive school culture is an important factor in improving the quality of education in schools. On the other hand, a negative school culture, as found by Sukinah, (2020), can hinder teachers' performance and demotivate them, emphasizing the importance of a supportive work environment. The principal supervision factor also has an important role in optimizing the improvement of teacher performance. Research by Wicaksono et al., (2023) shows that the implementation of ideal principal supervision can sharply improve teachers' work performance. The study of Uli et al., (2023) adds that continuous academic supervision of school principals contributes to improving the quality of teaching and student learning outcomes. This is in line with the results of Devi & Wiyasa's research, (2021) which states that good principal leadership and directed supervision can create a conducive work atmosphere for teachers to develop.

Based on interviews with several high school teachers in Pangkalan Kerinci District the influence of principal supervision, school culture, and teacher motivation on the performance of State High School teachers in Pangkalan Kerinci District is very clear. Mrs. Eva Tirona, S.Pd, revealed that the supervision of the principal, if done properly and properly, will certainly have a great influence on teacher performance because it provides opportunities for teachers to receive constructive feedback related to their teaching. For example, if supervision is done well, the principal can help teachers correct deficiencies in teaching methods and classroom mastery. However, in practice, not all supervision implementations have been carried out properly. It is rare for teachers to give positive feedback after supervision. For example, the lack of input,

criticism of suggestions from supervisors in the next learning. This causes the impact of the supervision carried out not to be optimal or not in accordance with expectations. Meanwhile, Mrs. Indriani, S.Pd, added that a positive school culture also influences teacher performance, such as the culture of greeting each other, sharing good practices, and creating a conducive work environment. Likewise, Mrs. Herna Damanik emphasized the support of a comfortable and safe school culture to spur teachers and students to work better.

Although many studies have examined the influence of principal supervision, school culture, and motivation on teacher performance, studies that comprehensively integrate these three factors at the state high school level in Pangkalan Kerinci District, Pelalawan Regency are still very lacking. Therefore, filling this gap by providing a more holistic understanding of how these three factors integrate and affect teacher performance. This study also aims to understand the extent to which Principal Supervision, School Culture and Teacher Motivation can affect the Performance of State High School Teachers in Pangkalan Kerinci District, Pelalawan Regency. In addition, it is also to provide a deeper understanding of how principal supervision, school culture, and teacher motivation affect teacher performance individually and simultaneously. Thus, this research has a high urgency because it can make a significant contribution to the development of education in the Pangkalan Kerinci area, especially in improving the performance of State High School teachers in Pangkalan Kerinci.

RESEARCH METHODOLOGY

Research Design and Approach

This study uses a correlational method with multiple regression analysis to determine the influence of independent variables on dependent variables. The approach used is quantitative with a survey design, where data is collected using a questionnaire instrument that has been tested for validity and reliability. Multiple linear regression was chosen because this study involved more than one independent variable, namely Principal Supervision (X_1), School Culture (X_2), and Teacher Motivation (X_3), which is assumed to have an effect on the dependent variable, namely High School Teacher Performance (Y).

RESULT AND DISCUSSION

The description of the analysis results describes the data of the research results in the form of descriptive statistical analysis. This statistical analysis then presents the results of hypothesis tests as a starting point for decision-making. This descriptive data is presented in a variable manner that is studied in the distribution of the table with calculations through minimum (Min), maximum (Max), mean (M), median (Me), Mode (Mo), standard deviation (SD), and criterion score (Cresswell, 2012).

Minimum is the smallest data value of the existing data. Maximum is the largest data value of the existing data. Mean (Cresswell, 2012) is the total score divided by the number of existing scores. The median is the middle value of the data group that has been arranged from largest to smallest. Mode is data that appears frequently. Standard

deviation is a standard measure of deviation from the average (Sugiyono, 2016). The total score per variable is the maximum score of the scale multiplied by the number of question items multiplied by the number of respondents (Sugiyono, 2018). The measurement of the instrument in this study uses an assessment scale, for favorable items (positive values) ranging from 5 to 1, so that data are obtained as in Table 4 below.

Table 4. Summary of Statistical Data Description

Statistics					
		Supervision of Kepsek (X1)	School Culture (X2)	Teachers' Work Motivation (X3)	High School Teacher Performance (Y)
N	Valid	101	101	101	101
	Missing	0	0	0	0
Mean		73.0297	74.5050	72.2772	74.1188
Median		76.0000	77.0000	74.0000	76.0000
Mode		80.00	80.00	80.00	80.00
Std. Deviation		9.05368	6.59033	6.68299	6.12256
Variance		81.969	43.432	44.662	37.486
Minimum		27.00	50.00	55.00	61.00
Maximum		80.00	80.00	80.00	80.00
Sum		7376.00	7525.00	7300.00	7486.00

The value of each research variable is calculated using the formula of dividing the total score per research variable by the criterion score then multiplied by 100% or the value per variable = then categorized according to the qualification of the results of the

questionnaire per variable to make a conclusion per variable. $Skor\ total\ per\ variabel \times 100$
Skor kriterium

The value of each question item is calculated using the formula of the total score per question item from the questionnaire filler then divided by the maximum number of scores per question item multiplied by 100% or the value per question item = , then categorized according to the qualification of the questionnaire results per question item obtained from the respondents to make conclusions per question

item. *Skor total per item pertanyaan*

Skor maksimal per item pertanyaan

The qualifications of the values per variable and per item use the assessment criteria (Arikunto, 2009), as shown in Table 5 below:

Table 5. Percentage of Grades

Percentage of score obtained	Category
81 - 100 %	Very High
61 - 80 %	High
41 - 60 %	Enough
21 - 40 %	Low
0 - 20 %	Very Low

The explanation of the variables of principal supervision (X1), School Culture (X2), Work Motivation (X3), and High School Teacher Performance (Y) in this study is as follows:

The Principal Supervision variable was measured using a questionnaire of 16 questions with five alternative answers, namely strongly agree (SS), agree (S), neutral (N), disagree (TS) and strongly disagree (STS) with the highest grade of 5 and the lowest score of 1.

The results of the calculation of the question item or the Principal's Supervision statement obtained a maximum value of 80.00, a minimum value of 27.00, a mean of 73.0297, a median of 76.00, a mode of 80.00, a variance of 81.969, and a standard deviation of 9.05368.

Based on the data obtained, the total score of the Principal Supervision variable is 7525 and the criterion score of the Principal Supervision variable is 8080. Then the variable value of Principal Supervision is analyzed using the percentage formula to determine the category, as follows:

$$\text{Presentase} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100 = \frac{7525}{8080} \times 100 = 91.3 \text{ in the very high}$$

Category

The total score per question item is 64.3 and the score of each question item, presentation per question item as well as the value category per question item of the Principal Supervision variable can be seen in Table 6.

Table 6. Category Per Item Variable Questions Principal Supervision

No.	Question No/Item	Shoes	Percentage	Category
1.	P1	4,60	92,08	Very High
2.	P2	4,53	90,69	Very High
3.	P3	4,48	89,50	Very High
4.	P4	4,69	93,86	Very High
5.	P5	4,62	92,48	Very High
6.	P6	4,64	92,87	Very High
7.	P7	4,61	92,28	Very High
8.	P8	4,59	91,88	Very High
9.	P9	4,66	93,27	Very High
10.	P10	4,64	92,87	Very High
11.	P11	4,66	93,27	Very High
12.	P12	4,35	86,93	Very High
13.	P13	4,62	92,48	Very High
14.	P14	4,61	92,28	Very High
15.	P15	4,29	85,74	Very High
16.	P16	4,41	88,12	Very High

Based on the data on the variables above, it can be concluded that the question items on the Principal Supervision variable are all in the very high category with a score above 81%.

The School Culture variable is measured using a questionnaire of 16 questions/statements with five alternative answers, namely strongly agree (SS), agree (S), neutral (N), disagree (TS) and strongly disagree (STS) with the highest value gradation of 5 and the lowest value of 1.

The results of the calculation of the question items or statements of School Culture obtained a maximum value of 80, a minimum value of 50, a mean of 74.5050, a median of 77, a mode of 80, a variance of 43.432, and a standard deviation of 6.59033.

Based on the data obtained, the total score of the School Culture variable is 7525 and the criterion score of the School Culture variable is 8080. Then the value of the Work Motivation variable is analyzed using a percentage formula to determine its category, as follows:

$$Presentase = \frac{Skor\ yang\ diperoleh}{x100} = \frac{7525}{8080} \times 100 = 93,1$$

categorized as very

High

The final calculation amount per question item is 69.1 and the score of each question item, the presentation per question item and the value category per question item of the School Culture variable can be seen in Table 7.

Table 7. Category Per Item Question School Culture Variable

No.	Question No/Item	Shoes	Percentage	Category
1.	P1	4,5	90,9	Very High
2.	P2	4,7	94,1	Very High
3.	P3	4,8	95,0	Very High
4.	P4	4,7	93,5	Very High
5.	P5	4,5	90,3	Very High
6.	P6	4,6	91,7	Very High
7.	P7	4,6	91,7	Very High
8.	P8	4,6	92,3	Very High
9.	P9	4,7	93,3	Very High
10.	P10	4,6	92,9	Very High
11.	P11	4,7	93,1	Very High
12.	P12	4,6	92,5	Very High
13.	P13	4,7	94,7	Very High
14.	P14	4,7	94,9	Very High
15.	P15	4,7	94,5	Very High
16.	P16	4,8	95,0	Very High

The data on the variables above, it can be concluded that the question items in the School Culture variable are all in a very high category with a score above 81%.

The Work Motivation Variable was measured using a questionnaire of 16 questions/statements with five alternative answers, namely strongly agree (SS), agree (S), neutral (N), disagree (TS) and strongly disagree (STS) with the highest grade of 5 and the lowest score of 1.

The results of the calculation of question items and work motivation statements can be obtained with a maximum value of 80, a minimum value of 55, a mean of 72.2772, a median of 74.00, a mode of 80, a variance of 44.662, and a standard deviation of 6.68299.

Based on the data obtained, the total score of the Work Motivation variable is 7300 and the criterion score of the Work Motivation variable is 8080. Then the value of the Work.

Motivation variable is analyzed using the percentage formula to determine the category, as follows:

$Presentase = \frac{Skor\ yang\ diperoleh}{7300} \times 100 = 90.3$ is categorized as very

High

The total score per question item is 72.3 and the score of each question item, presentation per question item and value category per question item of the Work Motivation variable can be seen in Table 8.

Table 8. Category Per Item Variable Job Motivation Questions

No.	No/Item Pertanyaan	Skor	Persentase	Kategori
1.	P1	4,62	92,48	Very High
2.	P2	4,78	95,64	Very High
3.	P3	4,81	96,24	Very High
4.	P4	4,68	93,66	Very High
5.	P5	3,81	76,24	High
6.	P6	3,71	74,26	High
7.	P7	3,98	79,60	High
8.	P8	4,59	91,88	Very High
9.	P9	4,80	96,04	Very High
10.	P10	4,73	94,65	Very High
11.	P11	4,43	88,51	Very High
12.	P12	4,76	95,25	Very High
13.	P13	4,78	95,64	Very High
14.	P14	4,50	89,90	Very High
15.	P15	4,72	94,46	Very High
16.	P16	4,55	91,09	Very High

Based on the data on the variables above, it can be concluded that the question items in the Work Motivation variable are mostly in the very high category, and only 3 items in the high category. The value of the Work Motivation question item which belongs to the category is very high in question items number 1,2, 3, 4,8,9,10,11,12,13,14,15, and 16 with a score in the range of 81-100%. The value of the Work Motivation question item which is in the high category in question items number 5, 6, and 7 with a score above 61-80%.

The High School Teacher Performance Variable was measured using a questionnaire of 16 questions/statements with five alternative answers, namely strongly agree (SS), agree (S), neutral (N), disagree (TS) and strongly disagree (STS) with the highest grade of 5 and the lowest score of 1.

The results of the calculation of the question items or statements of High School Teacher Performance were obtained with a maximum value of 80, a

minimum value of 61, a mean of 74.12, a median of 76.00, a mode of 80, a variance of 37,486, and a standard deviation of 6.12256.

Based on the data obtained, the total score of the High School Teacher Performance variable is 7486 and the criterion score of the High School Teacher Performance variable is 9840. Then the variable values of High School Teacher Performance are analyzed using a percentage formula to determine the category, namely:

$$Presentase = \frac{Skor\ yang\ diperoleh}{Skor\ Maksimal} \times 100 = \frac{7486}{8080} \times 100 = 92.6 \text{ is a very high category.}$$

The total score per question item is 74.1 and the score of each question item, presentation per question item and value categories per question item from the High School Teacher Performance variable can be seen in Table 9.

Table 9. Category Per Item Questions Variable High School Teacher Performance

No.	Question No/Item	Shoes	Percentage	Category
1.	P1	4,61	92,28	Very High
2.	P2	4,66	93,27	Very High
3.	P3	4,63	92,67	Very High
4.	P4	4,65	93,07	Very High
5.	P5	4,57	91,49	Very High
6.	P6	4,79	95,84	Very High
7.	P7	4,72	94,46	Very High
8.	P8	4,68	93,66	Very High
9.	P9	4,69	93,86	Very High
10.	P10	4,59	91,88	Very High
11.	P11	4,72	94,46	Very High
12.	P12	4,59	91,88	Very High
13.	P13	4,47	89,31	Very High
14	P14	4,60	92,08	Very High
15	P15	4,59	91,88	Very High
16	P16	4,51	90,30	Very High

Based on the data on the variables above, it can be concluded that the question items in the High School Teacher Performance variable are all in the very high category with a score above 81%.

Hypothesis Test Results

Based on the data obtained, the total score of the High School Teacher Performance variable is 7486 and the criterion score of the High School Teacher Performance variable is 9840. Then the variable values of High School Teacher

Performance are analyzed using a percentage formula to determine the category, namely:

$$Presentase = \frac{Skor\ yang\ diperoleh}{Skor\ Maksimal} \times 100 = \frac{7486}{8080} \times 100 = 92.6 \text{ is a very high category.}$$

$$\frac{Skor\ Maksimal}{8080}$$

The total score per question item is 74.1 and the score of each question item, presentation per question item and value categories per question item from the High School Teacher Performance variable can be seen in Table 9.

Table 9. Category Per Item Questions Variable High School Teacher Performance

No.	Question No/Item	Shoes	Percentage	Category
1.	P1	4,61	92,28	Very High
2.	P2	4,66	93,27	Very High
3.	P3	4,63	92,67	Very High
4.	P4	4,65	93,07	Very High
5.	P5	4,57	91,49	Very High
6.	P6	4,79	95,84	Very High
7.	P7	4,72	94,46	Very High
8.	P8	4,68	93,66	Very High
9.	P9	4,69	93,86	Very High
10.	P10	4,59	91,88	Very High
11.	P11	4,72	94,46	Very High
12.	P12	4,59	91,88	Very High
13.	P13	4,47	89,31	Very High
14.	P14	4,60	92,08	Very High
15.	P15	4,59	91,88	Very High
16.	P16	4,51	90,30	Very High

Based on the data on the variables above, it can be concluded that the question items in the High School Teacher Performance variable are all in the very high category with a score above 81%.

Hypothesis Test Results

Hypothesis testing is analyzed with the help of excel and SPSS program applications. Hypothesis testing uses a simple regression technique to determine the influence of each independent variable with a bound variable and multiple regression analysis to determine the influence together and multiple correlations. A summary of the results of the research hypothesis test can be seen in Table 10 and Table 11.

Table 10. Partial Hypothesis Testing

Hypothesis	T-Count	Sig.	Information
X1 to Y	.857	.394	There is a weak influence
X2 Against Y	.334	.739	There is a weak influence
X3 Against Y	8.080	.000	There is a strong influence

Source : Primary Data 2025

Table 11. Simultaneous Hypothesis Testing

Hypothesis	F- Calculate	Sig.	Information
X1, X2 and X3 Against Y	10.149	0.000	There is Influence

Source: Primary data processed by 2025

The explanation of the results of the analysis to be able to find out the influence between each variable is as follows:

The Effect of Principal Supervision on the Performance of High School Teachers

The first hypothesis formulated in this study is that there is an influence of Principal Supervision on the Performance of High School Teachers in Pelalawan Regency. The magnitude of the influence of the Principal Supervision variable on the Performance of High School Teachers can be seen in the following Table 12:

Table 12. The Effect of Principal Supervision on the Performance of High School Teachers

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.151	5.363		4.317	.000
	Supervision of Kepsek (X1)	.051	.060	.076	.857	.394
	School Culture (X2)	.031	.093	.033	.334	.739
	Teachers' Work Motivation (X3)	.621	.077	.678	8.080	.000

a. Dependent Variable: High School Teacher Performance (Y)

Source: Primary data processed by 2025

The table above explains the hypothesis test of the partial influence of Principal Supervision on the Performance of High School Teachers in Pelalawan Regency. Based on the significance value of the Coefficients Table, the

significance value of the Principal Supervision variable was $0.394 > 0.05$, so that it can be stated that H_0 is accepted and H_a is rejected. This means that the Principal Supervision variable (X1) has a not strong enough effect on the High School Teacher Performance variable (Y).

The Influence of School Culture on the Performance of High School Teachers in Pelalawan Regency

The second hypothesis formulated in this study is that there is an influence of School Culture on the Performance of High School Teachers in Pelalawan Regency. The magnitude of the influence of the School Culture variable on the Performance of High School Teachers can be seen in the following Table 13:

Table 13. The Influence of School Culture on the Performance of High School Teachers

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	
		B	Std. Error	Beta		
1	(Constant)	23.151	5.363		4.317	.000
	Supervision of Kepsek (X1)	.051	.060	.076	.857	.394
	School Culture (X2)	.031	.093	.033	.334	.739
	Teachers' Work Motivation (X3)	.621	.077	.678	8.080	.000

a. Dependent Variable: Performance of High School Teachers (Y)

Source: Primary data processed by 2025

The table above explains the hypothesis test of the partial influence of School Culture on the Performance of High School Teachers in Pelalawan Regency. Based on the significance value from the Coefficients Table, the significance value of the School Culture variable was obtained at $0.739 > 0.05$, so that it can be stated that H_0 is accepted and H_a is rejected. This means that the School Culture variable (X2) has a not very significant effect on the High School Teacher Performance variable (Y).

The Effect of Work Motivation on the Performance of High School Teachers

The second hypothesis formulated in this study is that there is an influence of Work Motivation on the Performance of High School Teachers in Pelalawan Regency. The magnitude of the influence of the Work Motivation variable on the Performance of High School Teachers can be seen in the following table:

Table 14. The Effect of Work Motivation on the Performance of High School Teachers

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.151	5.363		4.317	
	Supervision of Kepsek (X1)	.051	.060	.076	.857	.394
	School Culture (X2)	.031	.093	.033	.334	
	Teachers' Work Motivation (X3)	.621	.077	.678	8.080	.000

a. Dependent Variable: Kinerja Guru SMA (Y)

Source: Primary data processed by 2025

The table above explains the hypothesis test of the partial effect of Work Motivation on the Performance of High School Teachers in Pelalawan Regency. Based on the significance value from the Coefficients Table, the significance value of the Work Motivation variable was obtained < 0.05 , so that it can be stated that H_0 is rejected and H_a is accepted. This means that the Work Motivation variable (X3) has a significant effect on the High School Teacher Performance variable (Y).

The Influence of Principal Supervision, School Culture, and Work Motivation on High School Teacher Performance

The fourth hypothesis formulated in this study is that there is an influence of Principal Supervision Leadership, School Culture, and Work Motivation on the Performance of High School Teachers in Pelalawan Regency. The calculation of the double linear regression analysis was carried out using the SPSS 25 program. The influence of Principal Supervision, School Culture, and Work Motivation on the Performance of High School Teachers can be seen in the following table:

Table 15. Influence of Supervision

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.730 ^a	.533	.518		4.24885

a. Predictors: (Constant), X3, X1, X2

Source: Primary data processed by 2025

The R number of 0.730 shows that there is an influence between the dependent variables of high school teacher performance and all the independent variables, namely the principal's leadership, work motivation, and the availability of practice infrastructure facilities simultaneously (together). The R Square number or Coefficient of Determination has a positive value of 0.533 (derived from 0.730×0.730). This means that the variation of the performance variables of high school teachers can be explained by the variables of principal leadership, work motivation, and the availability of practical infrastructure simultaneously (together) by 53.3%, while the rest is ($100-53.3 = 66.7$) or 66.7% explained by other factors.

The results of the multiple linear regression coefficients of Principal Supervision, School Culture, and Work Motivation on High School Teacher Performance are as follows:

Table 16. Supervision Regression Coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.151	5.363		4.317	.000
	Supervision of Kepsek (X1)	.051	.060	.076	.857	.394
	School Culture (X2)	.031	.093	.033	.334	.739
	Teachers' Work Motivation (X3)	.621	.077	.678	8.080	.000

a. Dependent Variable: High School Teacher Performance (Y)

Source: Primary data processed by 2025

The regression equations obtained according to the coefficients table are as follows: $Y = a + b_1X_1 + b_2X_2 + b_3X_3$

$$Y = 23.151 + .051 X_1 + 0.031 X_2 + 0.621 X_3$$

- The equation shows a coefficient value of X1 of 0.051 which means that the Principal Supervision (X1) will increase by 1 point, will make the High School Teacher Performance (Y) will increase by 0.051 points assuming a fixed X2.
- The coefficient of X2 is 0.031 which means that if the value of School Culture (X2) increases by 1 point, the value addition to the Performance of High School Teachers (Y) will increase by 0.031 assuming that X1 is fixed.
- The coefficient of X3 is 0.621 which means that if the work motivation value (X3) increases by 1 point, the value increase in the Performance of

High School Teachers

(Y) will increase by 0.621 assuming that X1 and X2 are fixed.

To find out the hypothesis that is accepted or rejected, it can be seen in the following table of anova test results:

Table 17. Anova Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1997.459	3	665.820	36.882	.000 ^b
	Residual	1751.115	97	18.053		
	Total	3748.574	100			
a. Dependent Variable: Performance of High School Teachers (Y)						
b. Predictors: (Constant), Teacher Work Motivation (X3), Supervisor of Kepsek (X1), School Culture (X2)						

Source: Primary data processed by 2025

The results of the F test showed a significance value of $0.000 < 0.05$. As for the F- calculation, it is known that the value is 36,882 greater than the value of F-Table F (k:n-k)

= F (3:98). The value of F-Count 36.882 is greater than the value of the F-Table at the significance level of 5% using the formula $F (k:n-k) = F (3:98)$ with 101 samples, then the value of F-Table is obtained of 2.697. This means that Ho is rejected and Ha is accepted.

Thus, showing that the variables X1, X2 and X3 have a simultaneous effect on the variable Y. Thus, it can be concluded that the variables of Principal Supervision, School Culture, and Work Motivation simultaneously affect the variables of High School Teacher Performance in Pelalawan Regency.

The Effect of Principal Supervision on the Performance of High School Teachers

The results of the hypothesis test partially show that the influence of the principal's supervision does not have much effect on the performance of high school teachers. This can be seen from the significance value of the principal's leadership variable which reached 0.394, which was greater than 0.05, so that the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. Thus, it can be concluded that the supervision of the principal has not had a significant effect on the performance of teachers in State High Schools.

Previous research has shown that although principal supervision is one of the important factors in improving teacher performance, varied results are often found in related studies. For example, Sudirman et al. suggested that although principals have an important role in supervision, teachers often prefer to seek advice from peers rather than from principals (Sudirman et al., 2021). This suggests that the relationship between principals and teachers in the context of supervision may not be as good as expected, which may contribute to the results of this study.

Furthermore, research by Nursanty shows that good communication between principals and teachers is very important in improving teacher performance (Nursanty, 2022). If this communication is not well established, then the supervision carried out by the principal may not be effective. This shows that there are other factors that may affect the relationship between principal supervision and teacher performance, such as the working climate and teacher motivation.

Meanwhile, Werdiningsih highlighted the importance of planning a supervision program that involves all parties, including principals, teachers, and supervisors, to achieve better results in teacher performance (Werdiningsih, 2024). In this study, if the supervision program does not involve the active participation of teachers, then the effectiveness of the supervision can be questioned. This shows that a collaborative approach in supervision can be the key to improving teacher performance.

From another perspective, Warman et al. examined the leadership style of school principals and how it affects teacher performance in several high schools (Warman et al., 2021). This study shows that different leadership styles can produce different results in terms of teacher performance. If the principal does not apply an appropriate leadership style, then the supervision carried out may not have the expected impact.

In this context, it is important to consider that the principal not only functions as a supervisor, but also as a leader who must create a conducive school climate for learning (Annisya & Ramadan, 2021). If the principal is not able to create a supportive environment, then even if supervision is carried out, the teacher's performance will still not improve significantly.

Another study by Sulaeman shows that academic supervision carried out by school principals has an important role in improving teachers' professional abilities (Sulaeman et al., 2023). However, if the supervision is not carried out intensively or unsustainably, then the impact on teacher performance may not be significant. This shows that continuity in supervision is a key factor that needs to be considered.

Furthermore, research by Elpisah shows that the intensity of principal supervision has a significant influence on teacher performance (Elpisah &

Elpisah, 2021). However, in the context of this study, different results suggest that there may be other factors that influence the relationship, such as teachers' motivation and job satisfaction. Therefore, it is important to further explore the factors that can affect the effectiveness of principal supervision.

In this study, it is also worth noting that school principals must have good managerial skills to be able to carry out supervision effectively (Noor et al., 2020). If the principal does not have these skills, then the supervision carried out may not give the expected results. This shows that the training and development of school principals in terms of managerial and supervision is very important to improve teacher performance.

Furthermore, research by Nurhayati et al. shows that although there are several obstacles in the implementation of supervision, support from school principals can improve teacher performance (Nurhayati et al., 2019). However, if this support is not there, then the teacher's performance may not improve. This shows that emotional and professional support from the principal is very important in the context of supervision.

In this context, it is important to consider that the principal must also be able to provide constructive feedback to the teacher after supervising (Winarti, 2024). Without proper feedback, teachers may not know which areas they need to improve, so their performance remains stagnant. Therefore, effective feedback should be an integral part of the supervision process.

In conclusion, although the supervision of the principal is expected to improve teacher performance, the results of this study show that the influence of the principal's supervision has not fully exerted the maximum influence on improving teacher performance. This may be due to a variety of factors, including a lack of effective communication, inadequate supervision planning, and a lack of support from the principal. Therefore, to improve teacher performance, it is necessary to take a more holistic approach in supervision that involves all related parties.

The Influence of School Culture on the Performance of High School Teachers

The results of the hypothesis test showed that the influence of school culture on the performance of high school teachers indicated that the significance value for the school culture variable was 0.793, which was greater than 0.05. Therefore, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. This means that school culture has not had a significant influence on teacher performance in high school. These findings raise questions about other factors that may be more influential in this context.

Some previous studies have shown that school culture can play a role in improving teacher performance, but varied results are often found. For example, Febriantina et al. in their study found that organizational culture has a positive

influence on teacher performance at SMK Negeri 40 Jakarta (Febriantina et al., 2018). This research shows that a strong organizational culture can create a supportive work environment, but in the context of high school, there may be other variables that are more dominant.

Furthermore, Aisyafarda and Sarino stated that the principal's leadership style and organizational culture simultaneously have a positive influence on teacher performance (Aisyafarda & Sarino, 2019). This suggests that while school culture may not have had a significant direct influence, the principal's leadership style can be an important mediator. In this study, if the principal does not apply a leadership style that is in accordance with the school culture, then the influence of the culture on teacher performance may not be seen.

In addition, Devi and Wiyasa emphasized the importance of the work environment and the principal's leadership in influencing teacher performance (Devi & Wiyasa, 2021). In this context, school culture may not be strong enough to influence teacher performance if it is not supported by effective leadership. This study shows that school culture and principal leadership must go hand in

Meanwhile, research by Timor shows that principal leadership and teacher performance are interrelated, and both contribute to school quality (Timor, 2018). In this case, if the school culture does not support effective leadership, then teacher performance may not improve. This suggests that the school culture must be integrated with good leadership practices to achieve optimal results.

In conclusion, although the results of this study suggest that school culture has not yet had a strong influence on the performance of high school teachers, it is important to consider that the influence may be influenced by other factors such as principal leadership, work motivation, and academic supervision. Therefore, to improve teacher performance, it is necessary to take a more comprehensive approach that covers various aspects of the school environment.

The Effect of Work Motivation on the Performance of High School Teachers

The results of the hypothesis test showed that the influence of work motivation on the performance of high school teachers indicated that the significance value for the work motivation variable was 0.000, which was much smaller than 0.05. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that work motivation has a significant effect on teacher performance in high school. This finding is in line with many previous studies that show that work motivation is a key factor in improving teacher performance.

In the context of education, teachers' work motivation can be understood as an internal drive that encourages teachers to carry out their duties and responsibilities well. Research by Widayati et al. shows that there is a strong relationship between job satisfaction and teacher performance, where job

satisfaction contributes 53% to performance (Widayati et al., 2020). This shows that high work motivation can increase job satisfaction, which in turn has a positive impact on teacher performance.

Furthermore, Hartawan emphasized the importance of the role of school principals in increasing teachers' work motivation. In his research, he found that school principals who are able to create a supportive and motivating environment can significantly improve teacher performance (Hartawan, 2020). This shows that work motivation is not only influenced by internal factors of teachers, but also by external factors such as leadership and support from superiors.

Furthermore, Jaya in his research shows that teachers' work motivation plays an important role in achieving educational goals. He found that high work motivation was positively related to teacher performance, which showed that motivated teachers tended to be more effective in carrying out their duties (Jaya, 2021). This finding confirms that increasing work motivation must be a priority in efforts to improve teacher performance.

Research by Rahmadona et al. also supports this finding by showing that there is a significant relationship between work motivation and teachers' work performance. They found that the higher the teacher's work motivation, the better the work performance produced (Rahmadona et al., 2021). This shows that work motivation functions as an important driving factor in improving teacher performance.

Meanwhile, research by Oktaviani and Putra shows that work motivation affects teacher performance in elementary schools. They found that high work motivation contributed to improved teacher performance, which showed that teachers who had high motivation tended to perform more in their tasks (Oktaviani & Putra, 2021). This shows that work motivation must be considered in the professional development of teachers.

In a broader context, research by Nurani and Sarino shows that principals' leadership and work motivation simultaneously have a positive effect on teacher performance. This research emphasizes the importance of the role of school principals in creating an environment that motivates teachers to achieve better performance (Nurani &

Sarino, 2017). This shows that collaboration between principals and teachers is very important in improving educational performance.

Furthermore, research by Suryana et al. shows that work motivation is a significant contributor to teacher performance. They found that high work motivation was positively correlated with teacher performance, which suggests that motivated teachers tend to be more effective in carrying out their tasks

(Suryana et al., 2022). These findings confirm that increasing work motivation must be the focus in efforts to improve teacher performance.

In conclusion, the results of this study show that work motivation has a significant influence on the performance of high school teachers. This is in line with many previous studies that show that work motivation is a key factor in improving teacher performance. Therefore, it is important for schools, especially principals, to create an environment that supports and motivates teachers to achieve optimal performance.

The Influence of Principal Supervision, School Culture, and Work Motivation on High School Teacher Performance

The results of the F test showed that the significance value was 0.000, which was smaller than 0.05, and the F-count value was 36,882, which was greater than the F-table 2,697. This indicates that independent variables, namely Principal Supervision, School Culture, and Work Motivation, simultaneously have a significant effect on the performance of high school teachers in Pelalawan Regency. These findings provide strong evidence that the combination of these three factors has a significant impact on teacher performance, which is an important aspect in the context of education.

Previous research supports these results by showing that principal supervision plays an important role in improving teacher performance. Handayani and Rasyid found that participatory principal leadership can significantly improve teacher performance (Handayani & Rasyid, 2015). In this context, the supervision carried out by the principal not only serves as supervision, but also as a support that encourages teachers to achieve better performance. This shows that school principals need to implement a collaborative approach in supervision to maximize its impact on teacher performance.

Furthermore, school culture has also been proven to have a significant influence on teacher performance. Nasution in his research shows that a positive organizational culture can improve employee motivation and performance (Nasution et al., 2024). A supportive school culture, such as collaboration between teachers, good communication, and a positive work environment, can create an atmosphere conducive to teachers to excel. Therefore, it is important for schools to build and maintain a culture that supports performance improvement.

Work motivation is also a key factor that contributes to teacher performance. Iba et al. found that high work motivation was positively related to teacher performance in high school (Iba et al., 2021). This research shows that when teachers feel motivated, they tend to be more committed and put in more effort in carrying out their duties. Therefore, efforts to increase teachers' work motivation must be a priority for school principals and school management.

In this study, the interaction between the three variables showed that not only one factor was influential, but the combination of principal supervision, school culture, and work motivation simultaneously created a significant impact on teacher performance. This is in line with research by Merdiana et al. which shows that the leadership of school principals and teachers' work motivation have a positive effect on teacher performance (Merdiana et al., 2022). This emphasizes the importance of a holistic approach to improving teacher performance, where all factors must be considered and managed simultaneously.

Furthermore, research by Sari et al. shows that organizational structure and work motivation also contribute to teacher performance (Sari et al., 2022). In this context, it is important for schools to have a clear and supportive organizational structure, so that teachers can function well in their work environment. Support from management in the form of training, professional development, and rewards can also improve teacher motivation and performance.

The results of this study also indicate that school principals must play an active role in creating a positive and supportive school culture. Research by Emniswati shows that a good work culture, along with an effective leadership style, can improve teacher performance (Emniswati et al., 2023). Therefore, principals need to ensure that the school culture built is one that values collaboration, innovation, and professional development.

In conclusion, the results of the F test which showed a significant influence of Principal Supervision, School Culture, and Work Motivation on the Performance of High School Teachers in Pelalawan Regency emphasized the importance of a comprehensive approach in improving teacher performance. The combination of these three factors can create a supportive environment for teachers to excel, which in turn will have a positive impact on the quality of education provided to students.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that there is a different relationship between Principal Supervision, School Culture, and Work Motivation on the Performance of High School Teachers in Pelalawan Regency. First, the results of the hypothesis test partially show that the Principal Supervision has a significance value of $0.394 > 0.05$, so that H_0 is accepted and H_a is rejected. This indicates that Principal Supervision does not have a significant effect on the performance of high school teachers in Pelalawan Regency. Second, the influence of School Culture on High School Teacher Performance also showed similar results, with a significance value of $0.793 > 0.05$, which means that H_0 was accepted and H_a was rejected. Thus, School Culture does not have a significant influence on the performance of high

school teachers in Pelalawan Regency. Third, the results of the hypothesis test for Work Motivation showed different results, where the significance value obtained was $0.000 < 0.05$, so that H_0 was rejected and H_a was accepted. This means that Work Motivation has a significant influence on the performance of State High School Teachers in Pelalawan Regency. Fourth, the results of the F test showed a significance value of $0.000 < 0.05$ with an F-count value of 36.882 > an F-table of 2.697, which showed that Principal Supervision, School Culture, and Work Motivation simultaneously had a significant influence on the performance of high school teachers in Pelalawan Regency. In addition, the results of the Model Summary show that the R value is 0.730, which indicates that there is a strong relationship between the High School Teacher Performance variable and the three independent variables together. Thus, this study confirms that although individually Principal Supervision and School Culture do not have a significant influence on Teacher Performance, together these three variables contribute to the improvement of High School Teacher Performance in Pelalawan Regency. Therefore, it is important for education policy makers to pay attention to the Work Motivation factor as the main aspect in improving teacher performance, as well as consider Principal Supervision and School Culture as supporting factors in a broader context.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing. Author 2: Conceptualization; Data curation; Investigation.

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