



## The Influence of School Principal Leadership, School Principal Supervision, Teacher Work Motivation, and School Culture on Teacher Performance at Junior High Schools in Kuala Kampar Subdistrict

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### ABSTRACT

This study examines the impact of school principal leadership, supervision, teacher motivation, and school culture on teacher performance. Using a quantitative approach and ex-post facto method, the sample includes 78 teachers from junior high schools in Kuala Kampar District. Data were collected via questionnaires and analyzed using multiple linear regression, t-tests, F-tests, and  $R^2$ . The findings show that each factor—principal leadership, supervision, teacher motivation, and school culture—positively and significantly influences teacher performance. Simultaneously, these factors contribute 85% to teacher performance, with an  $R^2$  of 0.850. All factors have significance values below 0.05, demonstrating a strong impact on teacher performance in the district.

## INTRODUCTION

Teachers are a central component in determining the success of schools in achieving their goals, playing a key role as knowledge transmitters in the teaching and learning process. Teacher performance, which encompasses attitudes, skills, values, and knowledge, is crucial for achieving educational objectives (Mulyasa, 2013). Teacher performance serves as a manifestation of the competencies expected to enhance the quality of education (Rachmawati & Daryanto, 2013). Law No. 14 of 2005 emphasizes that teachers must plan, implement, and evaluate learning effectively.

An initial observation in May 2024 at the Junior High Schools in Kuala Kampar Subdistrict showed suboptimal teacher performance. Based on the evaluation of the Merdeka Mengajar (PMM) Program, only four teachers were actively working to improve performance, seven teachers met the expectations of their superiors, and two received positive feedback from students. This indicates that PMM plays a significant role in enhancing teacher performance through training and constructive feedback. Research by Kusmaniar et al. (2024) also confirms that PMM and work motivation significantly influence teacher performance.

The relationship between PMM and teacher performance is pivotal in improving educational quality. PMM provides necessary training and resources to enhance teaching skills, while promoting regular evaluations. Consequently, teacher performance improves, positively impacting student achievement. However, the phenomenon in the junior high schools of Kuala Kampar Subdistrict reveals that of the 13 teachers, 9 (69.23%) lack teaching certification, which contributes to low motivation for self-improvement. Teaching certification plays an essential role in improving teacher performance, offering formal recognition of competencies, and encouraging professional development.

The leadership of the school principal also influences teacher performance. Observations show that 53.85% of teachers feel the principal is ineffective in communication, 76.92% feel they lack support for professional development, and 69.23% believe the principal has an authoritarian leadership style. Research by Sartika (2020) and Romadhon (2021) indicates that principal leadership significantly affects teacher performance. Effective school principal supervision can help enhance teachers' teaching abilities (Imah, 2018). However, survey results indicate that supervision is only conducted once a year without follow-up actions, hindering teacher performance improvement.

Teacher work motivation is another critical factor. Observations reveal that 50% of teachers feel underappreciated, 45% complain of high workloads, and 60% believe their salary and benefits are insufficient. Studies by Aridana (2017) and Agustina et al. (2020) show that work motivation positively affects teacher performance. Lack of motivation creates an unproductive environment for professional development.

School culture also impacts teacher performance. According to Deal and Peterson (2016), school culture reflects the values that form the basis of behavior and traditions within the school. Observations show that 17% of teachers feel there is minimal collaboration among colleagues, 15% feel there is insufficient attention to lesson planning, and 50% arrive late to school. Research by Arifin (2023) and Saputro (2021) indicates that a positive school culture can improve teacher performance. Building a school culture that emphasizes discipline and collaboration is key to enhancing teacher performance.

Specifically, the issues at hand are the underperformance of several teachers, a lack of support for professional development, the presence of an authoritarian leadership style, the absence of follow-up on supervisory results, insufficient recognition and appreciation for teachers, high workloads, inadequate salaries, low work motivation, and a lack of professionalism and discipline among teachers. Based on the above, the author is interested in conducting research on the influence of school principal leadership, school principal supervision, teacher work motivation, and school culture on teacher performance in Junior High Schools in Kuala Kampar Subdistrict.

## **LITERATURE REVIEW**

### **Teacher Performance**

Teacher performance refers to the outcomes a teacher achieves in fulfilling their duties, influenced by factors such as ability, experience, motivation, and discipline. It includes both the quality and quantity of work and reflects a teacher's behavior in achieving educational goals. Teacher performance evaluation assesses key tasks such as teaching, guiding, and evaluating students, and considers pedagogical, personal, professional, and social competencies.

Factors influencing performance include individual abilities, motivation, psychological factors, and organizational resources. Indicators of performance include work quality, speed, initiative, and communication skills. Evaluating teacher performance involves reviewing lesson planning, implementation, and evaluation of learning.

Effective performance evaluation, supported by motivation and a positive school culture, leads to improved teacher performance, which enhances the quality of education and student outcomes.

### **School Principal Leadership**

School principal leadership is a crucial aspect of educational management, involving the guidance and motivation of teachers, staff, and students to achieve educational goals. Effective leadership is key to organizational success and is characterized by communication, motivation, strategic decision-making, and relationship-building. Leadership styles such as autocratic, democratic, and laissez-faire significantly impact the effectiveness of the school principal. Strong leadership traits include discipline, vision, and professional skills. Research shows that transformational and participatory leadership styles positively affect

teacher performance. School principal leadership fosters a productive environment that enhances both teacher and student outcomes.

### **School Supervision**

School supervision is a process led by the principal to improve teaching and learning quality. It aims to create a better learning environment, support teachers' development, and ensure educational goals are met. The principal, acting as a supervisor, provides guidance, motivation, and support to teachers while focusing on improving teaching methods and student character. Effective supervision includes planning, data collection, assessment, and follow-up actions. Key indicators include classroom visits, curriculum understanding, and teacher motivation. Through structured and continuous supervision, the principal helps enhance teacher professionalism and student outcomes.

### **Teacher Work Motivation**

Teacher work motivation is essential for improving performance in the learning process, driven by internal factors like personal goals and satisfaction. It can be classified into positive motivation (encouraging good performance) and negative motivation (avoiding mistakes), as well as direct (e.g., praise and rewards) and indirect motivation (e.g., supportive facilities). The main functions of work motivation are to encourage teachers to achieve goals, develop job satisfaction, improve performance, and maintain a positive work environment. Key indicators include perseverance, performance, self-development, and independence.

Research shows that academic supervision and leadership styles, particularly participatory leadership, significantly affect both teacher motivation and performance. Studies highlight that work motivation plays a substantial role in enhancing teacher performance, which ultimately improves the quality of education. Applying motivation theories and effective leadership practices can create a supportive environment, leading to better teaching and learning outcomes.

The hypotheses in this study are as follows:

- a. H1: There is an influence of school principal leadership on the performance of teachers at junior high schools in Kuala Kampar District.
- b. H2: There is an influence of school principal supervision on the performance of teachers at junior high schools in Kuala Kampar District.
- c. H3: There is an influence of teacher work motivation on the performance of junior high school teachers in Kuala Kampar District.
- d. H4: There is an influence of school principal leadership, school principal supervision, teacher work motivation, and school culture on the performance of junior high school teachers in Kuala Kampar District.

## **METHODS**

This study uses a quantitative method, which is systematic, planned, and structured. According to Sugiyono (2019), this method is based on the philosophy of positivism and aims to test hypotheses through data collection with research instruments and statistical analysis. There are three independent variables: school principal leadership (X1), school principal supervision (X2), work motivation (X3), and school culture (X4), as well as the dependent variable, which is teacher performance (Y).

This research was conducted at Junior High Schools in Kuala Kampar District. The research was conducted from December 2024 to January 2025.

The population of this research consists of 78 teachers from the public junior high schools in Kuala Kampar, distributed across seven schools. The sampling technique used is total sampling, where all subjects are taken because the number is less than 100, in accordance with Sugiyono (2017) and Arikunto (2015).

Data collection in this study used closed-ended questionnaires, which allowed respondents to easily provide answers. The questionnaire measured the impact of independent variables (work motivation and work discipline) on the dependent variable (teacher performance) using a Likert scale ranging from 1 to 5. Variables such as school principal leadership, school principal supervision, work motivation, school culture, and teacher performance were assessed using this scale. The research instruments were developed through a process of indicator creation, grid design, trials, and testing for validity and reliability. Validity was confirmed using the Pearson Product Moment correlation, and reliability was assessed using Cronbach's Alpha, with all variables exceeding the minimum threshold of 0.60, ensuring the instruments' validity and reliability for further analysis.

Data analysis in this study involved both descriptive and inferential analysis. Descriptive analysis provided insights into the characteristics of data from each variable through central tendency and dispersion measures, while inferential analysis tested hypotheses with path analysis after conducting prerequisite tests like normality, linearity, and significance tests. Hypothesis testing used both t-tests and F-tests to examine the partial and simultaneous effects of independent variables on the dependent variable. The coefficient of determination (KD) was also calculated to determine the percentage effect of the independent variables on the dependent variable. These analyses helped reveal the contributions of the independent variables to the dependent variable in the study.

## **RESULTS AND DISCUSSION**

This study involves four independent variables: School Principal Leadership (X1), School Principal Supervision (X2), Teacher Work Motivation

(X3), and School Culture (X4), with Teacher Performance as the dependent variable. Data were collected from 78 junior high school teachers in the Kuala Kampar subdistrict through questionnaires and were analyzed descriptively.

**riptive Test Result**

Tabel 1. Descriptive Data

		Statistics				
		Teacher Performance	School Principal Leadership	School Principal Supervision	Work Motivation	School Culture
N	Valid	78	78	78	78	78
	Missing	0	0	0	0	0
Mean		88.12	100.71	90.28	88.54	68.37
Median		89.00	103.00	90.00	90.00	68.00
Std. Deviation		15.398	8.534	7.302	6.656	4.615
Variance		237.090	72.834	53.322	44.304	21.302
Range		59	45	36	38	27
Minimum		51	72	72	66	52
Maximum		110	117	108	104	79

The data on various factors affecting teacher performance and work motivation shows varying results. The School Principal Leadership (X1) has a mean of 100.71, indicating strong leadership as most respondents rated it highly, with 67% in the high category. The School Principal Supervision (X2) has a mean of 90.28, with most respondents (51.28%) rating it at a medium level, indicating moderate effectiveness in supervision. Teacher Work Motivation (X3) has a mean of 88.54, with most teachers (69.23%) in the medium category, reflecting good motivation levels. The School Culture (X4) has a mean of 68.37, with the majority (76.92%) rating it as moderate, showing a stable school environment. Teacher Performance (Y) has a mean of 88.12, with a notable spread in performance scores and most teachers (47.44%) falling into the medium category, while 41.03% rated their performance as high. Overall, the data suggests a general trend of moderate to high ratings in leadership, supervision, motivation, culture, and performance.

**Preliminary Test Results**

The preliminary test results confirm that the data meet the necessary assumptions for regression analysis. The **Shapiro-Wilk test** indicates that all variables—Teacher Performance (0.068), School Principal Leadership (0.100), School Principal Supervision (0.275), Teacher Work Motivation (0.114), and School Culture (0.094)—follow a normal distribution, with significance values above 0.05, allowing for further statistical analysis without data transformation.

**Linearity testing** confirms a linear relationship between the independent variables and Teacher Performance, as indicated by significance values for School Principal Leadership (0.859), School Principal Supervision (0.870), Teacher Work Motivation (0.465), and School Culture (0.685), all above the threshold of 0.05.

The **multicollinearity test** reveals that all variables have **Variance Inflation Factor (VIF) values below 10**, suggesting no multicollinearity issues among independent variables. Additionally, the **heteroscedasticity test** using the Glejser method shows significance values above 0.05 for all variables, indicating that the model does not suffer from heteroscedasticity. These findings confirm that the regression model used in this study is both valid and reliable for further analysis.

### Hyphotesis Testing Results

#### Simple Regression hypothesis Test

Table 2. Simple Regression Results

Model		Unstandardized Coefficients		Standardize d Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	96.867	20.891		4.637	.000
	School Principal Leadership X1	.087	.207	.548	.420	.002
2	(Constant)	80.651	21.891		3.684	.000
	School supervision X2	.083	.242	1.239	.342	.013
3	(Constant)	108.511	23.443		4.629	.000
	Work Motivation X3	.230	.264	3.100	.872	.000
4	(Constant)	93.424	26.217		3.564	.001
	School Culture X4	.078	.383	2.023	.203	.008

*a. Dependent Variable: Teacher Performance*

The results from the simple linear regression test show the following relationships between school factors and teacher performance:

1. **Principal Leadership (X1):** The regression equation is  $Y = 96.867 + 0.087X1$ . A unit increase in Principal Leadership increases Teacher Performance by 0.087 units. The influence of this variable is significant (t-value = 0.420, Sig. = 0.002).

2. **Principal Supervision (X2):** The regression equation is  $Y = 80.651 + 0.083X_2$ . Each unit increase in Principal Supervision increases Teacher Performance by 0.083 units. The influence is significant (t-value = 1.239, Sig. = 0.013).
3. **Work Motivation (X3):** The regression equation is  $Y = 108.511 + 0.264X_3$ . A unit increase in Work Motivation increases Teacher Performance by 0.230 units. The influence is highly significant (t-value = 3.100, Sig. = 0.000).
4. **School Culture (X4):** The regression equation is  $Y = 93.424 + 0.078X_4$ . A unit increase in School Culture increases Teacher Performance by 0.078 units. The influence is significant (t-value = 2.023, Sig. = 0.008).

In all cases, the variables significantly impact Teacher Performance, with Work Motivation (X3) showing the strongest effect.

### Multiple Regression Hypothesis Test

Table 3. Results of Multiple Regression for Variables

MODEL		Unstandardized Coefficients		Standardized Coefficient
		B	Std. Error	Beta
1	(Constant)	110.937	29.387	
	Leadership	.087	.207	.548
	Principal Supervision	.083	.242	.799
	Work Motivation	.230	.264	3.100
	School Culture	2.023	2.023	2.023

The multiple regression equation in this study is formulated as follows:  $Y = 110.937 + 0.087(X_1) + 0.083(X_2) + 0.230(X_3) + 2.023(X_4)$ . The constant value of 110.937 suggests that if all independent variables—Principal Leadership, Principal Supervision, Work Motivation, and School Culture—are zero, the expected Teacher Performance value remains at 110.937.

Each regression coefficient represents the impact of an independent variable on Teacher Performance while holding other variables constant. The coefficient for **Principal Leadership (X1)** is 0.087, indicating that a one-unit increase in Principal Leadership results in a 0.087 increase in Teacher Performance. Similarly, **Principal Supervision (X2)** has a coefficient of 0.083, meaning that a one-unit increase in Principal Supervision leads to a 0.083 increase in Teacher Performance.

Work Motivation (X3) has a stronger influence, with a **coefficient of 0.230**, signifying that a one-unit rise in Work Motivation enhances Teacher Performance by 0.230. Among all variables, **School Culture (X4)** has the **highest coefficient at 2.023**, demonstrating that a one-unit increase in School Culture contributes to a significant 2.023 increase in Teacher Performance. These findings emphasize the

critical role of fostering a positive school culture to maximize teacher effectiveness.

The results of the simultaneous significance test (F-Test) in this study are presented in the table below:

**Table 4. F-Statistic Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	181.027	1	181.027	.761	.000 <sup>b</sup>
	Residual	18074.934	76	237.828		
	Total	18255.962	77			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Work Motivation						

The ANOVA test results show an F value of 0.902 with a significance level of 0.000, indicating that School Principal Leadership, School Principal Supervision, Work Motivation, and School Culture collectively have a significant impact on Teacher Performance in State Junior High Schools in Kuala Kampar District. The significance value, being less than 0.05, confirms that the regression model is suitable for explaining the relationship between the independent and dependent variables.

The next step involves determining the regression coefficients for each independent variable concerning the dependent variable. The coefficient of determination measures the collective influence of the independent variables on the dependent variable in percentage form. The calculation results provide insights into the extent of this influence.

**Table 5. Coefficient of Determination**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817 <sup>a</sup>	.847	.705	15,437
a. Predictors: (Constant), School Culture, Work Motivation, School Principal Supervision, School Principal Leadership				
b. Dependent Variable: Teacher Performance				

Based on the Model Summary table above, the R value obtained is 0.817. The R Square (coefficient of determination) value of 0.847 indicates that approximately 84.7% of the variation in the Teacher Performance variable can be explained by the independent variables tested in this study, namely School Principal Leadership, School Principal Supervision, Work Motivation, and School Culture. Meanwhile, the Adjusted R Square value of 0.705 provides a correction to R Square by considering the number of variables in the model, demonstrating that this regression model effectively explains the variability in

Teacher Performance. The Std. Error of the Estimate value of 15.437 indicates a relatively low level of measurement error in this regression model. Thus, the model used in this study is effective in predicting Teacher Performance in State Junior High Schools in Kuala Kampar District.

## DISCUSSION

This study investigates the factors influencing teacher performance in public junior high schools in Kuala Kampar District, with a particular emphasis on the roles of school principal leadership, supervision, work motivation, and school culture. The findings indicate that school principal leadership significantly affects teacher performance ( $p = 0.002$ ), as effective leadership fosters a supportive work environment that enhances productivity. Prior research supports these results, highlighting the role of adaptive and responsive leadership in improving teacher morale and self-efficacy. Consequently, leadership training for school principals is recommended to cultivate a conducive learning atmosphere and optimize teacher performance.

In addition to leadership, school principal supervision has a significant impact on teacher performance ( $p = 0.013$ ). Systematic and continuous supervision enables teachers to refine their instructional quality, identify challenges, and implement necessary improvements. These findings align with previous studies that underscore the importance of effective supervision in enhancing teaching effectiveness and motivating educators. The study emphasizes the need for ongoing training to equip principals with the necessary supervisory skills to foster teacher professionalism and performance.

Furthermore, work motivation plays a crucial role in teacher performance ( $p = 0.000$ ). Highly motivated teachers demonstrate greater enthusiasm, commitment, and dedication to their professional responsibilities. The findings corroborate previous research, which highlights the effectiveness of incentives and recognition in enhancing motivation and performance. This underscores the necessity of creating a supportive and appreciative work environment to sustain teacher motivation and improve overall educational outcomes.

School culture is another critical factor significantly influencing teacher performance ( $p = 0.008$ ). A positive school culture characterized by collaboration, professionalism, and mutual respect contributes to motivation and productivity among teachers. Existing literature affirms that trust and participative leadership within the school environment are essential for enhancing teacher effectiveness. The study advocates for fostering a collegial school culture through collective efforts to strengthen the overall working environment.

The study also reveals that the combined effects of leadership, supervision, and motivation on teacher performance are highly significant ( $p = 0.000$ ), demonstrating a strong correlation between these factors. This reinforces the idea that adaptive leadership, structured supervision, and effective motivation collectively create a conducive work environment for teachers. The findings

suggest that school principals should enhance their leadership capabilities, implement effective supervision strategies, and develop structured motivational programs to improve educational quality.

Despite its valuable insights, this study has certain limitations, including a restricted timeframe, a limited number of respondents, and a narrow scope of variables, which may impact the generalizability of the findings. Future research should address these constraints by extending the study period and incorporating a larger sample size to obtain more comprehensive and robust results.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis and discussion conducted in this study, the following conclusions were drawn:

The study finds that **school principal leadership, school supervision, work motivation, and school culture** each have a significant impact on teacher performance, as indicated by their respective significance values ( $< 0.05$ ). Principal leadership improves performance by fostering a supportive work environment, while supervision enhances it through structured evaluations and guidance. Work motivation influences teacher effectiveness through internal and external drivers, and school culture fosters collaboration and discipline.

Furthermore, all four factors **simultaneously** contribute significantly to teacher performance, with an **R-squared value of 0.847**, meaning they explain **84.7%** of the variation in performance. This highlights the importance of optimizing these elements through leadership training, continuous supervision, motivation enhancement, and a strong school culture to improve overall education quality.

Based on the findings of this study, several recommendations are proposed. School principals should enhance their leadership quality by adopting an adaptive approach and involving teachers in decision-making. Effective supervision must be strengthened through structured guidance and evaluation to help teachers overcome challenges. Additionally, fostering teacher motivation through recognition of achievements, constructive feedback, and a collaborative school culture is essential.

Teachers are encouraged to improve their professional competencies by actively participating in training and seminars. Maintaining motivation by setting clear teaching goals and creating an engaging classroom environment is crucial. Strengthening collaboration with the school principal and colleagues in lesson planning and evaluation can further enhance teaching effectiveness.

Future researchers should consider expanding their studies to include more schools from various regions. Additional variables, such as educational policies and parental involvement, can provide deeper insights into factors influencing teacher performance. Conducting qualitative research will also help explore the

complex dynamics within the school environment, offering a more comprehensive understanding of educational improvements.

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