



## The Effect of Principal's Academic Supervision, Teacher Work Motivation, and Work Environment on Elementary School Teachers' Performance in Keritang District, Indragiri Hilir Regency

Fahrizal<sup>1\*</sup>, Hermanto<sup>2</sup>  
Universitas Negeri Yogyakarta

**Corresponding Author:** Fahrizal [fahrizal.2023@student.uny.ac.id](mailto:fahrizal.2023@student.uny.ac.id)

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### ABSTRACT

This study analyzes the effect of (1) principal's academic supervision, (2) teacher motivation, (3) work environment, and (4) the combined effect of these factors on teacher performance in Keritang District, Indragiri Hilir Regency. A quantitative approach using ex post facto and correlational design was applied, with data collected through valid and reliable questionnaires from 195 teachers. Simple and multiple linear regression analyses were used. Results show that: (1) academic supervision positively impacts teacher performance, (2) teacher motivation positively affects performance, (3) work environment significantly influences performance, and (4) the combined factors (principal supervision, motivation, and environment) simultaneously have a significant effect on teacher performance in Keritang District.

## **INTRODUCTION**

Teachers are crucial educators with a strategic role in improving the quality of education, which is one of the nation's efforts to enhance human resources and support national development. According to Oktarina (2020), education aims to develop cognitive, emotional, and creative abilities, enabling individuals to face global challenges. In the era of globalization, education must adapt to ongoing changes, including management and strategies to prepare future generations for these challenges. The quality of education depends significantly on competent educators, with teachers playing the central role in transferring knowledge and being key players in the teaching and learning process.

Teacher performance, as defined by Hasibuan (2016), refers to the results achieved in fulfilling duties, which are essential for achieving educational goals. The Indonesian Ministry of National Education Regulation No. 16 of 2007 outlines four competencies teachers must possess: pedagogical, personal, professional, and social competencies. Rachmawati (2018) adds that teacher performance can be assessed through planning, implementation, and evaluation of lessons. Good performance is characterized by high commitment, subject mastery, discipline, creativity, and responsibility.

An initial study conducted in March 2024 at the elementary school in Keritang District indicated that teacher performance was still low, with student competency achievements only reaching 56.67%. Supervisory results showed that 77.7% of teachers performed well, but 22.2% were still categorized as adequate. This indicated that teacher performance needed improvement. Additionally, observations revealed that academic supervision by the school principal was not optimal, teacher work motivation was low, and the work environment was unsupportive. These factors reflected that teacher performance had not reached its full potential, as evidenced by low student competency scores and fluctuating teacher attendance rates.

Fluctuating teacher attendance, which did not meet the ideal target, was one indicator of suboptimal performance. Attendance data showed significant fluctuations, with some teachers absent without clear reasons. This decline in performance was identified as resulting from the lack of follow-up after academic supervision and low work motivation. An unsupportive work environment, including inadequate facilities and poor relationships among educational staff, also contributed to the suboptimal performance of teachers.

This study aims to understand the effects of academic supervision by the school principal, teacher work motivation, and the work environment on teacher performance. It is expected to provide empirical evidence on the influence of these three factors, both partially and simultaneously. The study aims to offer recommendations to improve academic supervision policies, enhance teacher motivation, and create a more conducive work environment, ultimately contributing to the improvement of education quality in schools. The study will also provide valuable insights for policymakers and educators to create strategies that support optimal teacher performance.

## **LITERATURE REVIEW**

### **Teacher Performance**

Teacher performance refers to the results of activities conducted by teachers in fulfilling their roles as educators. According to Supardi (2016), performance is the activity of an individual within an organization to complete and take responsibility for tasks in line with established expectations. Mulyasa (2017) adds that an individual's success in performing tasks is evident from their performance. Nanang Fattah (2015) explains that performance is an expression of ability based on knowledge, attitude, skills, and motivation to produce outcomes. Teacher performance, therefore, can be understood as the teacher's ability to carry out their duties, including planning, implementing, and evaluating the learning process. Key factors influencing teacher performance include the ability to plan lessons, conduct teaching, assess students, and implement improvement programs for students (Wahyudi, 2019; Kusmianto, 2018).

Teacher performance is assessed based on its role in achieving educational goals. Performance assessment aims to evaluate the teacher's mastery of teaching programs, ensure effective performance, and provide a basis for ongoing professional development (Pianda, 2018). According to Mustofa and Jasmani (2020), key factors that influence teacher performance include ability, effort, and support, with ability related to talent and interest, effort linked to motivation and incentives, and support related to training and resources. Other contributing factors include dedication, professional growth, communication skills, social relationships, discipline, well-being, and work climate (Rachmawati, 2018; Mangkunegara, 2016). Performance indicators for teachers include planning lessons, delivering teaching, and evaluating learning (Susanto, 2017), all of which are essential to achieve learning goals. Effective planning, implementation, and evaluation are key components for successful teaching and learning outcomes, which ultimately enhance educational achievement.

### **Academic Supervision**

Academic supervision plays a vital role in supporting teachers to enhance their teaching capabilities and improve the overall learning process. This process involves a series of activities aimed at helping teachers in planning, monitoring, and evaluating their teaching practices. Supervision is not only about observing and assessing, but also providing the necessary guidance and feedback that enable teachers to grow professionally and address any challenges they face in the classroom. It is a collaborative effort that encourages open communication between teachers and school leaders, which is essential for continuous improvement in teaching quality.

Effective academic supervision is essential for improving teacher performance and student outcomes. Through structured and transparent supervision, school leaders can offer valuable feedback and support, leading to better teaching methods and a more conducive learning environment. The goal of supervision is to foster professional development, enhance teaching quality,

and motivate teachers to engage more effectively in the learning process. By implementing regular and thorough academic supervision, schools can create a supportive atmosphere that not only enhances teacher skills but also ensures the academic success of students, thereby contributing to the overall quality of education.

### **Work Motivation**

Work motivation refers to the internal and external drives that influence individuals to perform tasks to achieve goals. It involves intensity, direction, and effort directed toward goal attainment, with key factors including responsibility, work achievements, and opportunities for advancement. Motivation is critical in the workplace as it drives employees to work efficiently, increases productivity, and improves job satisfaction. In the context of teaching, work motivation directly influences the performance of educators, leading to better teaching outcomes and higher educational quality. Motivated teachers are more likely to be committed, creative, and responsible in their roles, which positively impacts student learning.

For teachers, motivation is crucial for enhancing job performance and the overall quality of education. Factors such as perseverance, self-development, and independence in action are significant indicators of motivation. Effective work motivation strategies, such as recognition, professional growth opportunities, and a positive work environment, can improve teacher performance. By addressing these factors, schools can create a more motivated teaching staff, ultimately benefiting the educational experience for students.

### **Work Environment**

Work environment refers to the space where individuals carry out their tasks, including the facilities that support these activities. It consists of both physical and non-physical elements. A conducive work environment, which is clean, comfortable, and safe, can significantly influence an individual's productivity and emotional well-being. Physical aspects include room conditions, lighting, equipment, and air circulation, while non-physical factors involve social relationships and communication patterns among colleagues. A positive work environment fosters collaboration, motivation, and overall employee performance, which is essential for a productive and harmonious workplace. These elements are particularly important for teachers as they directly impact their performance in the classroom.

Several studies highlight the impact of various factors on teacher performance, such as school supervision, work motivation, and the work environment. Research by Elminiarti (2017) and Supriyono (2017) indicates significant relationships between school leadership supervision, work motivation, and teacher performance. Studies in schools across various districts show that the influence of supervisory leadership and motivation on teacher performance ranges from 39.9% to 58.8%, demonstrating the significant role of these factors in enhancing educational quality. Additionally, research by Pujianto (2020) and Zohriah (2022) shows that academic supervision and a supportive work environment are crucial for improving teacher performance, underlining

the importance of leadership and the working conditions in shaping educational outcomes.

These studies show that principal supervision and work motivation have a significant influence on teacher performance. These results support the theory that a good work environment, managerial support, and high motivation can improve teacher performance, which in turn contributes to the quality of education. Further research is expected to explore other factors that affect teacher performance, such as welfare, work climate, and compensation, to provide a more comprehensive picture of the dynamics of performance in the educational environment.

The hypothesis in this study can be seen as follows:

H1: There is a significant and positive influence of the implementation of academic supervision of the principal on the performance of elementary school teachers in Keritang sub-district, Indragiri Hilir district.

H2: There is a significant and positive influence of teacher work motivation on the performance of elementary school teachers in Keritang sub-district, Indragiri Hilir district.

H3: There is a significant and positive influence of the work environment on the performance of elementary school teachers in Keritang sub-district, Indragiri Hilir district.

H4: There is a significant and positive influence of the implementation of academic supervision of teacher work motivation, and the work environment on the performance of elementary school teachers in Keritang sub-district, Indragiri Hilir district.

## **METHODS**

This study uses a survey method with a quantitative approach to analyze the influence of independent variables, namely principal supervision (X1), work motivation (X2), and work environment (X3), on the dependent variable, teacher performance (Y). The research was conducted in elementary schools in Keritang District, Indragiri Hilir Regency, Riau Province from June to December 2024. The population consists of 380 teachers, and a simple random sampling technique was used to select a sample of 195 teachers to ensure a representative and generalizable result. Data collection involved literature review, field research, questionnaires, and documentation techniques.

Data validity and reliability tests were conducted to ensure accurate measurements. Validity tests showed that most items for the variables of teacher performance, principal supervision, work motivation, and work environment were valid. Reliability tests, using Cronbach's Alpha, revealed that the instruments had good consistency, with values indicating adequate reliability. For instance, the reliability coefficient for principal supervision was 0.856, for work motivation was 0.898, and for the work environment was 0.684. This suggests that the instruments used in the study are reliable for further analysis.

Hypothesis testing involved analyzing the relationships between the dependent variable (teacher performance) and independent variables (principal supervision, work motivation, and work environment). Multiple linear regression analysis was used to determine the impact of independent variables on teacher performance. The significance of each independent variable was tested using the t-test, while the F-test and  $R^2$  coefficient were used to analyze the collective impact of all independent variables on teacher performance. The results are expected to provide valuable insights into factors affecting teacher performance in Keritang District.

## RESULTS

### Descriptive Analysis

#### Teacher Certification Data Description (X1)

Table 1. Descriptive Statistics Data Results for Variables Y, X1, X2, and X3

		<b>Statistics</b>			
		Kinerja Guru	Supervisi Akademik Kepala Sekolah	Motivasi Kerja Guru	Lingkungan Kerja
N	Valid	195	195	195	195
	Missing	0	0	0	0
Mean		92,04	102,52	96,52	110,16
Median		96,00	103,50	101,00	115,00
Mode		98	105	106	144
Std. Deviation		6,574	9,828	9,642	14,008
Variance		43,223	96,584	92,966	196,210
Range		23	44	38	48
Minimum		76	72	72	77
Maximum		112	114	115	125

The statistical analysis in this study aimed to examine the relationships and influences between four variables: school principal's academic supervision, teacher motivation, work environment, and teacher performance in elementary schools in Keritang District, with 195 respondents. Descriptive statistics revealed that teacher performance had a mean of 92.04, a median of 96.00, and a mode of 98, with most teachers falling into the high-performance category. The academic supervision variable showed a mean of 102.52, a median of 103.50, and a mode of 105, with most teachers in the moderate category of supervision. Teacher motivation had a mean of 96.52, with the majority of teachers demonstrating high motivation, while the work environment had an average score of 110.16, with most teachers reporting a moderate work environment.

These descriptive results provide an in-depth overview of the distribution of each variable, showing that teacher performance, motivation, and work environment have a wide range of scores. Despite variations, the majority of teachers were found to be in the higher categories for performance and motivation, while academic supervision and work environment showed a more balanced distribution between moderate and high categories. The data indicates that while there are variations across the variables, overall, there is a positive outlook in terms of teacher performance and motivation, supported by the work environment and the level of academic supervision.

### Prerequisite Test Results

The prerequisite tests in this study aimed to ensure that the data met the necessary criteria for inferential statistical analysis, including tests for normality, linearity, multicollinearity, and heteroscedasticity. These tests are crucial for confirming that the fundamental assumptions of the analysis are not violated, ensuring that the research results are reliable and valid. The normality test, conducted using the Kolmogorov-Smirnov test, showed that all variables—teacher performance, principal's academic supervision, teacher motivation, and work environment—had significance values above 0.05, indicating that all variables followed a normal distribution.

The linearity test evaluated the linear relationship between independent and dependent variables, with significance values for academic supervision, teacher motivation, and work environment all greater than 0.05, confirming linear relationships. The multicollinearity test showed that the Variance Inflation Factors (VIFs) for the independent variables were all below 10, suggesting no multicollinearity issues. The heteroscedasticity test, performed using the Glejser test, indicated no problems with unequal variance, as all significance values were above 0.05. These results affirm that the regression model meets the assumptions for valid analysis, supporting the use of multiple linear regression with high validity.

### Hypothesis Test Results

#### Simple Regression Hypothesis Test

Simple linear regression analysis was conducted to measure the influence of independent variables of principal academic supervision (X1), teacher work motivation (X2), and work environment (X3) on teacher performance (Y). The regression results showed that the three variables had a positive and significant influence on teacher performance. The results of the Simple Regression calculation using the SPSS application are as follows.

Table 2. Simple Regression Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	64,835	4,574		14,175	,000
	Supervisi Akademik Kepala Sekolah (X1)	,290	,045	,433	6,408	,000
	(Constant)	55,594	4,088		13,599	,000
	Motivasi Kerja Guru (X2)	,394	,042	,578	9,441	,000
	(Constant)	57,926	2,749		21,075	,000
	Lingkungan Kerja (X3)	,331	,025	,704	13,234	,000

For the variable of principal's academic supervision, the regression equation obtained was  $(Y = 64.835 + 0.290X1)$ . The constant value of 64.835 indicates that if academic supervision is zero, the teacher's performance is expected to be 64.835. The regression coefficient of 0.290 shows that for every one-unit increase in academic supervision, teacher performance increases by

0.290 units. The t-value of 6.408 with a significance of 0.000 (Sig. < 0.05) indicates that this variable has a significant effect on teacher performance.

For the variable of teacher motivation, the regression equation was ( $Y = 55.594 + 0.394X_2$ ). The constant value of 55.594 suggests that with zero motivation, teacher performance is predicted to be 55.594. The regression coefficient of 0.394 indicates that a one-unit increase in teacher motivation will lead to a 0.394 unit increase in teacher performance. The t-value of 9.441 with a significance of 0.000 (Sig. < 0.05) shows that teacher motivation also has a significant effect on teacher performance. Lastly, for the variable of work environment, the regression equation was ( $Y = 57.926 + 0.331X_3$ ). The constant value of 57.926 shows that with a zero work environment, teacher performance is expected to be 57.926. The regression coefficient of 0.331 suggests that for each unit increase in work environment, teacher performance improves by 0.331 units. The t-value of 13.234 with a significance of 0.000 (Sig. < 0.05) indicates that the work environment significantly affects teacher performance. Overall, the regression analysis shows that principal's academic supervision, teacher motivation, and work environment each individually have a positive and significant impact on teacher performance in the elementary schools of Keritang District

### Multiple Regression Analysis Results

Table 3. Multiple Regression Test of Variables

MODEL	Unstandardized Coefficients		Standardized Coefficient
	B	Std. Error	Beta
(Constant)	49,578	3,850	
Supervisi Akademik Kepala Sekolah	,092	,049	,138
Motivasi Kerja Guru	,044	,063	,065
Lingkungan Kerja	,283	,034	,602

Multiple linear regression analysis was conducted to identify the effect of the independent variables – principal's academic supervision, teacher motivation, and work environment – on the dependent variable, teacher performance at elementary schools in Keritang District, Indragiri Hilir Regency. The regression equation obtained was as follows:

$$[Y = 49.578 + 0.092X_1 + 0.044X_2 + 0.283X_3].$$

The constant value of 49.578 indicates teacher performance when the independent variables are considered zero. The regression coefficient for principal's academic supervision is 0.092, meaning that for each one-unit increase in supervision, teacher performance increases by 0.092 units, with other variables held constant. For teacher motivation, the regression coefficient of 0.044 shows that a one-unit increase in motivation leads to a 0.044 unit increase in teacher performance. Lastly, for the work environment, the regression coefficient of 0.283 suggests that a one-unit improvement in the work environment results in a 0.283 unit increase in teacher performance. Therefore, all three independent variables

have a significant impact on teacher performance, highlighting the importance of supervision, motivation, and the work environment in enhancing educational performance.

The calculation of the fourth hypothesis was carried out with the help of SPSS version 24 and using the ANOVA table as follows:

Table 4. F Test Results

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4031,498	3	1343,833	63,828	,000 <sup>b</sup>
	Residual	3705,496	176	21,054		
	Total	7736,994	179			
a. Dependent Variable: Kinerja Guru						
b. Predictors: (Constant), Lingkungan Kerja, Supervisi Akademik Kepala Sekolah, Motivasi Kerja Guru						

The results of the F test show a significance value (Sig) of 0.000, which means Sig < 0.05. Thus, the alternative hypothesis (Ha) is accepted, indicating that there is a significant influence between the principal's academic supervision, teacher work motivation, and work environment together on teacher performance at Keritang District Elementary School. These results confirm that these independent variables contribute significantly to influencing teacher performance.

Table 5. Determine Coefficient Table(R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,722 <sup>a</sup>	,921	,813	4,588
a. Predictors: (Constant), Lingkungan Kerja, Supervisi Akademik Kepala Sekolah, Motivasi Kerja Guru				

The results of the analysis show an R value of 0.722, which indicates a fairly strong relationship between the independent variables (principal academic supervision, teacher work motivation, and work environment) and the dependent variable (teacher performance). The R<sup>2</sup> value of 0.921 indicates that 92.1% of the variation in teacher performance can be explained by the three variables, while the Adjusted R<sup>2</sup> value of 0.813 indicates a good regression model. The standard error of prediction is 4.588.

## DISCUSSION

### *The Influence of Principal Academic Supervision on Teacher Performance*

The results of the first hypothesis test indicate that the principal's academic supervision has a significant effect on teacher performance, with a significance value of 0.000, which is smaller than 0.05. This finding indicates that supervision that is carried out in a structured, intensive, and relevant manner can help teachers improve their professional competence and create a conducive work environment for learning.

This study is in line with the findings in the *Khazanah Akademia Journal*, which states that teacher work motivation affects teacher performance in achieving student learning outcomes at MTs Negeri 1 Garut. In addition, research by Titin Eka Ardiana (2017) shows that work motivation contributes positively to the performance of accounting teachers with a contribution of 80.6%. Research at MAN Tebing Tinggi also found that the lack of teacher work motivation has an impact on their low attendance and performance levels.

Overall, the results of this study confirm the importance of academic supervision as a strategic factor in improving teacher performance. Supervision that is planned and adjusted to teacher needs can create a more supportive work environment, increase motivation, and contribute to improving the quality of education at SD Keritang District, Indragiri Hilir Regency. Thus, the role of the principal in carrying out effective academic supervision is very important to encourage teacher performance and achieve better educational goals.

### ***The Influence of School Work Motivation on Teacher Performance***

The results of the second hypothesis test show that teacher work motivation has a significant effect on teacher performance, with a significance value of 0.000, which is smaller than 0.05. This finding indicates that teachers who have high work motivation tend to be more enthusiastic in carrying out their duties, have high dedication, and show optimal performance. This study is in line with the findings of Pujianto, Arafat, and Setiawan (2020), which stated that work motivation contributes positively and significantly to teacher performance at Air Salek Elementary School. In addition, Hindun (2023) found that teacher work motivation also has a positive effect on performance at Dabin 2 Elementary School, Nalumsari District, Jepara. Teacher work motivation can be increased in various ways, such as giving awards, recognizing achievements, and creating a supportive work atmosphere. Rahmawati (2020) stated that motivation that is well managed by the principal can encourage teachers to increase their self-efficacy, which has an impact on improving the quality of learning. Putra and Ningsih (2021) emphasized that motivated teachers tend to be more committed to their responsibilities, resulting in better performance. Overall, the results of this study indicate that teachers' work motivation plays an important role in determining their performance. Therefore, efforts to increase work motivation, such as creating a supportive work environment, providing incentives, and recognizing teacher achievements, are very necessary. This approach is expected to improve the quality of education at SD Keritang District, Indragiri Hilir Regency, and encourage teachers to achieve better performance in the learning process.

### ***The Influence of Teacher Work Environment on Teacher Performance***

Based on the results of the third hypothesis test (H3), the influence of the Work Environment on Teacher Performance shows significant results with a significance value of 0.000 (less than 0.05). This indicates that the Work Environment has a significant influence on Teacher Performance. A conducive work environment can increase teacher motivation and productivity, thus having a positive impact on their performance.

The results of this study are in line with the findings of Naurah Nazhifah (2022) which states that the work environment has a significant effect on teacher performance at the Darul Inayah Foundation, West Bandung. Likewise, research conducted by Aji Munandar (2018) found that the work environment has an influence on the performance of Madrasah Aliyah teachers in Banyumas Regency.

Overall, the results of this study support previous findings which state that a good work environment plays an important role in improving teacher performance. Therefore, it is important for schools and related stakeholders to create and maintain a conducive work environment, so that it can encourage an increase in the overall quality of education.

### ***The Influence of Principal Academic Supervision, Teacher Work Motivation and Principal Work Environment on Teacher Performance***

Based on the simultaneous test (F Test) conducted in this study, a significance value of 0.000 was obtained, indicating that the variables of the principal's academic supervision ( $X_1$ ), teacher work motivation ( $X_2$ ), and work environment ( $X_3$ ) together have a significant influence on teacher performance (Y). This confirms that the three independent variables, when viewed simultaneously, make a significant contribution to improving teacher performance at SMP Negeri Kuala Kampar District. The results of the ANOVA test support this finding, indicating that the principal's academic supervision plays an important role in providing adequate direction and support to teachers, thereby improving the quality of their teaching. Teacher work motivation also plays a role in increasing teacher enthusiasm and dedication in carrying out their duties, while the work environment creates supportive conditions for teachers to work better, both physically and psychologically. Research by Sulla et al. (2023) and Binjei (2021) show that the principal's academic supervision has a significant influence on teacher performance, although work motivation and work environment also contribute, but with a smaller level of influence. In the study by Sulla et al. (2023), academic supervision has a positive effect on teacher performance, while work motivation and work environment do not have a significant effect. Binjei's (2021) research also shows that the principal's academic supervision has a direct effect on teacher performance, although school culture and work motivation factors also play a role. The ANOVA results revealed that the principal's academic supervision has the greatest influence on teacher performance, followed by work motivation which affects teacher enthusiasm and commitment, and the work environment which contributes to work comfort and productivity. These three factors complement each other and, when combined, create a climate that supports improving teacher performance. Overall, this study confirms that the principal's academic supervision, teacher work motivation, and work environment together play a significant role in improving teacher performance. Therefore, collaboration between the principal, teachers, and a conducive work environment is very important to achieve better educational

goals, and all parties need to strengthen cooperation to create an environment that supports optimal teacher performance.

This study has several limitations, including limited time, which limits in-depth analysis of the data. This results in the scope of the study only covering a few predetermined variables, without exploring other variables that may have a significant effect on teacher work productivity. For further research, it is recommended that the time allocated be longer to obtain more comprehensive results. In addition, the limited number of respondents may affect the accuracy and representation of the research results. The fewer the number of respondents, the greater the possibility of bias, which reduces the ability to generalize the findings. Therefore, future research should involve more respondents for more valid and applicable results.

## **CONCLUSIONS AND RECOMMENDATIONS**

This study concludes that principal's academic supervision, teacher motivation, and work environment all significantly impact teacher performance. Hypothesis testing showed that academic supervision (H1), teacher motivation (H2), and work environment (H3) each have a positive influence on teacher performance, with significance values all below 0.05. Additionally, the F-test revealed that these three variables collectively affect teacher performance. Recommendations include strengthening academic supervision, improving teacher motivation, and fostering a positive work environment. Teachers should focus on developing their competencies and collaborate with colleagues and principals. Future research should involve a larger sample from various regions and explore additional variables like school policies and parental involvement for a more comprehensive understanding of factors influencing teacher performance.

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