



The Effect of Principal's Academic Supervision, Teacher Commitment, and Teacher Work Motivation on the Performance of State Junior High School Teachers in Bungaraya District, Siak Regency, Riau Province

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ABSTRACT

This research investigates the impact of principal academic supervision, teacher commitment, and work motivation on teacher performance at public junior high schools in Bungaraya Subdistrict, Siak Regency, Riau Province. Using a survey methodology, the study sampled 82 educators. Data was collected through questionnaires and analyzed using descriptive analysis, correlation, and regression methods. Findings reveal that: (1) principal academic supervision positively affects teacher performance, (2) teacher commitment impacts performance, (3) teacher work motivation influences performance, and (4) the combined effect of academic supervision, teacher commitment, and work motivation significantly impacts teacher performance. The regression equation for the findings is $Y = 20.022 + 0.159 X_1 + 0.475 X_2 + 0.318 X_3$.

INTRODUCTION

Education plays a crucial role in fostering an active learning environment that enables students to develop their full potential. The success of education largely depends on the teacher's role in guiding students towards maturity, independence, and self-sufficiency. According to Indonesian Law No. 14 of 2005, teachers are professional educators responsible for teaching, guiding, and evaluating students. Teacher performance is essential for achieving educational goals, as it directly impacts the quality of education, as emphasized by Fitria (2017) and Normianti (2019).

Improving human resources requires professional teachers characterized by expertise and commitment to their duties. Effective teacher performance fosters a productive learning environment and enhances the achievement of learning objectives. However, several challenges hinder optimal teacher performance, such as low discipline, lack of commitment, and insufficient preparation. Observations in junior high schools in Bungaraya District reveal that teacher performance is not optimal, with issues like tardiness, lack of responsibility outside the classroom, and teaching subjects outside their area of expertise.

Low teacher performance is also linked to inadequate supervision and feedback from school principals. Effective supervision, especially academic supervision, is crucial in helping teachers improve their performance. However, many teachers rely on outdated methods without updating their teaching techniques. Additionally, teacher commitment and motivation are significant factors that influence performance. Research indicates that teachers with high commitment show greater responsibility and better performance, while a lack of motivation and inadequate facilities can negatively impact teaching quality.

Given the importance of academic supervision, teacher commitment, and work motivation, this research aims to explore their effects on teacher performance in junior high schools in Bungaraya District, Siak Regency, Riau Province. The study aims to provide valuable insights into these factors and offer recommendations for improving teacher performance and the overall quality of education.

LITERATURE REVIEW

Teacher Performance

Teacher performance is a crucial element in education, reflecting work achievements, execution, and outcomes. According to Mulyasa (2015), performance is the expression of ability based on knowledge, attitudes, skills, and motivation. Teacher performance is not only reflected in work results but also in behavior during work. Saondi (2012) emphasized that teacher performance must be evaluated because teachers carry professional duties requiring specific competencies. The success of education depends largely on teacher quality, as teachers directly influence student outcomes.

Several factors impact teacher performance, including competence, knowledge, personality, leadership, organizational culture, work environment, commitment, and work discipline (Kasmir, 2016). Wahyudi (2012) added that

factors like attitude, work discipline, communication, emotional stability, and school climate also play a role in teacher performance. Motivation theory, as outlined by Robbins (2014), highlights that performance is a function of the interaction between ability and motivation, showing that high ability with low motivation leads to poor performance, and vice versa.

Teacher performance indicators include teaching preparation, mastery of the subject, teaching methods, class management, and assessment abilities (Saondi, 2014). Uno & Lamatenggo (2012) listed other indicators such as work quality, speed, initiative, ability, and communication. Effective teacher performance is essential for smooth school activities and maximizing educational goals. Thus, continuous evaluation and development of teacher performance are vital to creating a conducive learning environment and achieving educational objectives.

In this context, academic supervision by school principals plays an important role in enhancing teacher performance. Academic supervision aims to help improve education management within schools (Maladerita, 2019), and effective supervision can positively impact teacher performance and student learning outcomes. By implementing relevant theories and focusing on factors influencing teacher performance, schools can create environments that support professional development, ultimately contributing to the quality of education and student achievement.

Principal's Academic Supervision

Academic supervision is a key part of educational management aimed at enhancing the quality of the learning process. It involves leaders overseeing teachers to ensure they are meeting educational goals. Supervisors help teachers improve their skills and professionalism through structured activities. Effective supervision requires a focus on both assessment and support, enabling teachers to perform their duties effectively. As outlined by Kristiawan (2019), Arikunto (2006), and Zepeda (2003), the purpose of academic supervision is not only to evaluate teachers but also to foster their professional growth and ensure quality education.

The main goal of academic supervision is to assist teachers in improving their teaching practices, managing the learning process, and achieving educational objectives. According to the Directorate of Educational Personnel at Depdiknas (2010), academic supervision focuses on helping teachers enhance their abilities in lesson planning, teaching strategies, and classroom management. Glickman (2007) and Sudjana (2011) emphasize the importance of ongoing assessment and development to ensure optimal learning outcomes for students. Effective supervision includes providing constructive feedback and offering guidance to help teachers overcome challenges in their teaching methods.

Academic supervision, as emphasized by Nurohiman (2016) and Yahya (2011), plays a crucial role in developing professional teachers. Government regulations and educational frameworks stress the need for school principals to

possess the skills to implement supervision effectively. The objectives of academic supervision include improving teacher quality, enhancing curriculum effectiveness, and fostering student achievement. Through careful planning, implementation, and feedback, academic supervision aims to create a supportive environment that drives continuous improvement in teaching and learning outcomes.

Teacher Commitment

Teacher commitment refers to an individual's attachment to their duties and responsibilities as an educator, fostering a sense of responsibility, responsiveness, and innovation toward developments in knowledge and technology. Commitment is described as a firm determination to achieve something believed in (Pasolong, 2010), and reflects loyalty to the organization and workplace (Robbins, 2013). High teacher commitment drives dedication and responsibility, whereas low commitment can hinder educational goals (Nasution, 2019), ultimately affecting student learning outcomes, teacher performance, and parent satisfaction (Idris, 2018).

The indicators of teacher commitment include loyalty, responsibility, and care for students. Teachers with high commitment demonstrate responsibility and dedicate themselves to the tasks at hand (Moehariono, 2012). Commitment is reflected through a teacher's concern for students, cooperation with colleagues, and willingness to invest time and effort to help students succeed (Anwar, 2018). Additionally, loyalty involves adherence to institutional regulations and a willingness to sacrifice for the institution (Suwardi, 2017), while responsibility is the duty to fulfill assigned tasks and collaborate effectively (Hasibuan, 2011).

Teacher commitment is crucial in achieving educational objectives. A highly committed teacher contributes significantly to the quality of learning, positively impacting student achievements and parent satisfaction. To foster teacher commitment, schools must create an environment that supports and encourages teachers to perform their duties with responsibility and dedication, ensuring better outcomes for students and the education system as a whole.

Work Motivation

Work motivation is the drive that encourages individuals to perform their tasks with enthusiasm, dedication, and passion. Herzberg's Two-Factor Theory (Priyono, 2007) distinguishes between "Maintenance Factors" (basic needs such as salary, work conditions, and job security) and "Motivator Factors" (factors like achievement, recognition, and responsibility). While maintenance factors need to be fulfilled to ensure satisfaction, motivator factors boost motivation for better performance. Additionally, Maslow's theory of hierarchy of needs, which emphasizes the importance of higher needs like self-esteem and self-actualization, is also relevant to work motivation, particularly in educational contexts where teachers' motivation directly impacts the quality of teaching and student outcomes.

Teacher work motivation is crucial for enhancing teaching productivity and effectiveness. Motivated teachers tend to be more enthusiastic about their work, positively influencing the teaching and learning process (Engkoswara, 2011).

Indicators of work motivation include enthusiasm, perseverance, and independence. Teachers who demonstrate high motivation are persistent, serious, and passionate about their tasks, showing dedication and responsibility (Manullang, 2006). Enthusiasm, driven by personality and environment, motivates teachers to work joyfully, while perseverance enables them to overcome challenges (Wibowo, 2012). Independence is also vital for teachers to perform their duties confidently without relying on others (Antonius, 2002).

Overall, teacher motivation significantly impacts the achievement of educational goals. When teachers are motivated, they work with enthusiasm and dedication, improving the quality of learning and student performance. Schools must foster an environment that supports teachers' motivation, ensuring they fulfill their responsibilities and commitment effectively. Research supports the positive correlation between work motivation and teacher performance, emphasizing the importance of motivation in guru penggerak success (Ningsih, 2017; Ratmini, 2019; Dameria, 2021).

From these studies, it can be seen that the main focus is on the relationship and influence between different variables on teacher performance. The research conducted by the author has similarities in purpose, namely to determine the relationship and influence of two or more variables, with performance as the dependent variable. However, the difference lies in the independent variables used, namely the principal's academic supervision, teacher commitment, and teacher work motivation. This study seeks to provide additional contributions in understanding the factors that influence teacher performance, as well as emphasizing the importance of academic supervision and commitment in the context of education. Thus, the results of this study are expected to provide deeper insight into the development of teacher professionalism and improving the quality of education.

The hypothesis in this study can be seen as follows.

H1: There is a significant and positive influence of academic supervision on the performance of teachers at State Junior High Schools in Bungaraya District, Siak Regency, Riau Province.

H2: There is a significant and positive influence of teacher commitment on the performance of teachers at State Junior High Schools in Bungaraya District, Siak Regency, Riau Province.

H3: There is a significant and positive influence of teacher motivation on the performance of teachers at State Junior High Schools in Bungaraya District, Siak Regency, Riau Province.

H4: There is a significant and positive influence of principal academic supervision, teacher commitment, and teacher motivation on the performance of teachers at State Junior High Schools in Bungaraya District, Siak Regency, Riau Province.

METHODS

This research uses a correlational associative quantitative method to analyze the impact of independent variables (academic supervision, teacher commitment, and teacher motivation) on the dependent variable (teacher performance). The study was conducted in Bungaraya District, Siak Regency, Riau Province, involving all 82 teachers from four public middle schools. The data collection was done using a Likert-scale questionnaire, tested for validity and reliability. The results showed high reliability for all variables, indicating that the instruments were trustworthy and valid for measuring the targeted variables.

Data analysis was conducted through various prerequisite tests, including normality, heteroscedasticity, multicollinearity, and linearity. Normality was assessed using the Kolmogorov-Smirnov method, with significant values greater than 0.05 indicating normal distribution. Heteroscedasticity, multicollinearity, and linearity tests ensured the validity of regression analysis. Hypothesis testing was done using correlation and regression techniques, with simple and multiple regression used to examine the effects of independent variables on teacher performance.

Finally, descriptive analysis was used to determine the frequency distribution and achievement levels of respondents, calculated using the formula for achievement score. The results provided a qualitative understanding of the teachers' performance and the effectiveness of the teaching process in the schools under study, helping to identify factors influencing teacher performance.

RESULTS AND DISCUSSION

RESULTS

Descriptive Analysis

Teacher Certification Data Description (X1)

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

Statistics		Work Permformance	Leadership	School Culture	Self Efficacy
N	Valid	78	78	78	78
	Missing	0	0	0	0
Mean		67,29	86,63	107,40	54,41
Median		68,00	89,00	110,00	55,00
Mode		68	92	113	60
Std. Deviation		5,03	9,44	6,853	4,595
Panjang Kelas		3	5	4	2
Minimum		54	56	91	44
Maximum		76	96	118	60
a. Multiple modes exist. The smallest value is shown					

This research uses a quantitative survey approach to examine the impact of school principals' academic supervision, teacher commitment, and teacher work motivation on teacher performance at Junior High Schools 1, 2, 3, and 4 Bungaraya, Siak Regency, Riau Province. The study involves 82 teachers, with data analyzed descriptively through tables, frequency distributions, and graphs. Results show high scores for teacher performance, academic supervision, teacher commitment, and work motivation, with the majority of respondents rating highly in each category. Specifically, teacher performance averaged 67.29, academic supervision scored 86.63, teacher commitment was 107.40, and work motivation averaged 54.41, with the majority of respondents falling in the "high to very high" category. These factors contribute positively to teacher performance, indicating their importance in improving educational quality in the area.

Prerequisite Test Results

The prerequisite tests for regression analysis are essential to ensure that the data meets the necessary conditions before determining the effect of independent variables on the dependent variable. These tests include normality, heteroscedasticity, multicollinearity, and linearity tests. The normality test, using the Kolmogorov-Smirnov method with SPSS IBM 26, shows that all variables (teacher performance, academic supervision, teacher commitment, and teacher motivation) have Asymp. Sig > 0.05, indicating a normal distribution. The heteroscedasticity test indicates no signs of heteroscedasticity, as all variables show significance values > 0.05. The multicollinearity test reveals no high correlation between independent variables, with all Variance Inflation Factor (VIF) values below 10. The linearity test shows that the relationship between the independent and dependent variables is linear, with all Deviation from Linearity values > 0.05. Since all assumptions are met, the research can proceed to regression analysis, ensuring valid and reliable results.

Hypothesis Test Results

Simple Regression Hypothesis Test

Table 2. Simple Regression Hypothesis Test

Variabel	R	R2	Adjusted R2	Koefisien Regresi (B)	Std Error	Sig
Constant (a) Principal's Academic Supervision (X1)	0,538	0,289	0,280	40,978 0,306	4,681 0,054	0,000
Constant (a) Teacher Commitment (X2)	0,610	0,372	0,364	16,087 0,479	7,495 0,070	0,000
Constant (a) Teacher Work Motivation (X3)	0,363	0,132	0,121	44,383 0,425	6,667 0,122	0,001

Konstanta Ganda (X1, X2, X3)	0,648	0,420	0,398	20,022	7,497	0,009
				0,159	0,076	0,039
				0,475	0,113	0,000
				0,318	0,157	0,046

The hypothesis testing in this study was conducted using regression analysis to examine the impact of independent variables on teacher performance. Hypothesis 1 tested the effect of academic supervision on teacher performance, revealing an R value of 0.538, indicating a moderate relationship, and an R² of 0.289, meaning that 28.9% of the variation in teacher performance is explained by academic supervision. The regression equation is $Y = 40.978 + 0.306X_1$, with a significance of 0.000 ($p < 0.05$), rejecting the null hypothesis and confirming a significant effect. Hypothesis 2 investigated the effect of teacher commitment on performance, with an R value of 0.610, showing a strong relationship, and an R² of 0.372, meaning 37.2% of teacher performance variation is explained by commitment. The regression equation is $Y = 16.087 + 0.479X_2$, with a significance of 0.000 ($p < 0.05$), rejecting the null hypothesis and confirming a significant effect.

Hypothesis 3 tested the effect of teacher motivation on performance, with an R value of 0.363, indicating a weak relationship, and an R² of 0.132, explaining 13.2% of the variation in teacher performance. The regression equation is $Y = 44.383 + 0.425X_3$, with a significance of 0.001 ($p < 0.05$), rejecting the null hypothesis and confirming a significant effect. Finally, Hypothesis 4 examined the simultaneous impact of academic supervision, teacher commitment, and teacher motivation on teacher performance, with an R value of 0.648, indicating a strong relationship, and an R² of 0.420, meaning 42% of the variation in teacher performance is explained by these three variables. The regression equation is $Y = 20.022 + 0.159X_1 + 0.475X_2 + 0.318X_3$, with a significance of 0.009 ($p < 0.05$), rejecting the null hypothesis and confirming a significant effect. Overall, the analysis supports that academic supervision, teacher commitment, and teacher motivation significantly impact teacher performance at SMP Negeri Bungaraya, contributing to educational quality and teaching effectiveness.

DISCUSSION

The Influence of Principal's Academic Supervision on the Performance of Junior High School Teachers in Bungaraya District

The research findings indicate that academic supervision by the school principal has a positive and significant effect on teacher performance at SMP Negeri in the Bungaraya District, with a significance value of 0.000, which is less than the significance level of 0.05. The R² value of 0.289 suggests that 28.9% of the variation in teacher performance can be explained by academic supervision, while 71.1% is explained by other factors outside of this study. The regression equation obtained is $Y = 40.978 + 0.306X_1$, where the constant of 40.978 represents the teacher's performance when academic supervision is zero, and the regression

coefficient of 0.306 indicates that for every one-point increase in academic supervision, teacher performance improves by 0.306 points.

Academic supervision is a crucial process in education aimed at improving the quality of learning. According to Nurchasanah (2012), school principals play a vital role in enhancing the quality of education, while Sergiovanni (1987) emphasized that supervision not only involves monitoring but also assists teachers in developing teaching skills and planning lessons. Effective academic supervision can enhance teacher performance, whereas poor supervision can diminish it.

These findings align with the study by Fitri (2020), which demonstrated a significant impact of academic supervision on teacher performance at 30.60%, and the research by Febriyanti (2023), which found a correlation of 0.731 between academic supervision and teacher motivation, with a 53.5% relationship. This suggests that academic supervision significantly influences teacher performance. Therefore, academic supervision by school principals at SMP Negeri Bungaraya is effectively implemented, categorized as very high. Principals understand the importance of academic supervision, and teachers need to continuously improve their abilities and creativity in the learning process to achieve higher professionalism. This implies that when academic supervision is conducted properly, it will positively impact teacher performance, which in turn will enhance the quality of education in the school.

The Influence of Teacher Commitment on the Performance of Junior High School Teachers in Bungaraya District

The research findings indicate that teacher commitment has a positive and significant effect on teacher performance at SMP Negeri in the Bungaraya District, with a significance value of 0.000, which is smaller than the significance level of 0.05. The R^2 value of 0.372 suggests that 37.2% of the variation in teacher performance can be explained by teacher commitment, while 62.8% is explained by other factors outside of this study. The regression equation obtained is $Y = 16.087 + 0.479X_2$, where the constant of 16.087 represents teacher performance when teacher commitment is zero, and the regression coefficient of 0.479 indicates that for every one-point increase in teacher commitment, teacher performance improves by 0.479 points.

Teachers with high commitment tend to work with a high level of awareness and responsibility, which, in turn, increases trust in them (Saregih, 2020). In contrast, low commitment can hinder the achievement of learning objectives (Nasution, 2019). Idris (2018) emphasizes the importance of teacher commitment in improving service quality, student achievement, and parent satisfaction, all of which contribute to good communication between parents and teachers. High commitment enables teachers to complete tasks optimally, while low commitment can disrupt the learning process and student development (Dharmawaty, 2023). Newstrom (2002) states that commitment possessed by individuals with good personalities can shape teachers into professionals.

Mustofa (2020) adds that strong commitment is expected to improve teachers' professional competence.

These findings align with research by Purwoko (2018), which demonstrated a significant effect between teacher commitment and teacher performance at 15.8%, and research by Dameria (2021), which found a positive effect of 42.3%. Descriptive analysis results show that teacher commitment at SMP Negeri in the Bungaraya District is categorized as very high, meaning that an increase in teacher commitment contributes to the improvement of their performance. Therefore, it can be concluded that teacher commitment is a determining factor in teacher performance. To improve teacher performance, it is crucial to enhance their commitment to work, which in turn will improve the quality of education in the school.

The Influence of Teacher Work Motivation on the Performance of Junior High School Teachers in Bungaraya District

The results of the study indicate that teacher work motivation has a positive and significant effect on teacher performance at SMP Negeri 1 Bungaraya, with a significance value of 0.001, which is smaller than the significance level of 0.05. The adjusted R^2 is 0.132, which means that 13.2% of the variation in teacher performance can be explained by work motivation, while 86.8% is explained by other factors outside this study. The regression equation obtained is $Y = 44.383 + 0.425X_3$, where the constant 44.383 indicates the value of teacher performance when work motivation is zero, and the regression coefficient of 0.425 indicates that every 1 point increase in work motivation will increase teacher performance by 0.425. Work motivation is a mental drive that drives and directs individual behavior. According to Rahayu (2017), motivation helps someone complete work with enthusiasm and dedication. Anoraga (2014) added that work motivation is a driver of work enthusiasm, while Mohtar (2019) defines work motivation as a driving force that creates a desire to carry out activities systematically and progressively. Uno (2016) argues that teacher work motivation is a process that drives teachers to achieve predetermined goals.

This finding is in line with Elazhari's research (2021), which shows a significant influence of teacher work motivation on teacher performance of 74.8%, as well as Iba's research (2021), which found a positive influence of 14.54%. The results of the descriptive analysis show that teacher work motivation at SMP Negeri Bungaraya District is in the very high category, which means that increasing work motivation can improve teacher performance.

Thus, it can be concluded that teacher work motivation is a determining factor in teacher performance. To improve teacher performance, it is important to increase their motivation to work, so that the quality of education in schools can be improved.

The Influence of Principal's Academic Supervision, Teacher Commitment, and Teacher Work Motivation on the Performance of Junior High School Teachers in Bungaraya District

The results of the study indicate that the principal's academic supervision, teacher commitment, and teacher work motivation simultaneously have a

positive and significant effect on teacher performance at Bungaraya 1 Junior High School, with a significance value of 0.009, which is smaller than the significance level of 0.05. The adjusted R^2 is 0.420, which means that 42% of the variation in teacher performance can be explained by the three variables, while 58% is explained by other factors. The regression equation obtained is $Y = 20.022 + 0.159X_1 + 0.475X_2 + 0.318X_3$, where every 1 point increase in academic supervision, commitment, and teacher work motivation will increase teacher performance by 0.159, 0.475, and 0.318, respectively. Teacher performance is greatly influenced by effective academic supervision, high commitment, and good work motivation. Principals' academic supervision plays an important role in improving teacher competence, while teachers' commitment encourages them to carry out their duties wholeheartedly, resulting in optimal performance (Alexander, 2021). Teachers' work motivation is also a key factor that encourages them to work hard and achieve high productivity.

The theory underlying this study includes Robbins' view in Supardi (2014), which states that performance is a function of the interaction between basic abilities and motivation. Optimal performance can only be achieved if individuals have high abilities and motivation. This finding is in line with previous studies, such as those conducted by Prastania (2021) and Mardhiyah (2021), which emphasize the importance of the role of principals in improving the quality of human resources.

Thus, it can be concluded that principals' academic supervision, teacher commitment, and teacher work motivation are determining factors in improving teacher performance. These three variables must be considered and improved to achieve better teacher performance, which will ultimately contribute to improving the quality of education at junior high schools in Bungaraya District.

This study has several limitations. First, only three variables were studied, namely the principal's academic supervision, teacher commitment, and teacher work motivation, whereas teacher performance is also influenced by other factors that were not studied. Second, although the instrument has been tested for validity and reliability, respondents may provide subjective answers regarding their attitudes and opinions, because there was no supervision when filling out the instrument. This limitation can affect the accuracy of the research results.

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis and discussion in this study, the researcher concludes the following: There is a significant influence of the academic supervision of the school principal on teacher performance at junior high schools in Bungaraya District. Additionally, there is a significant effect of teacher commitment on teacher performance at the same schools, as well as a significant impact of teacher work motivation on teacher performance. Furthermore, academic supervision by the principal, teacher commitment, and teacher work motivation simultaneously have a significant effect on teacher performance at junior high schools in Bungaraya District. Based on the findings, several recommendations can be

made: First, it is advised that teachers at junior high schools in Bungaraya District improve their professional development through educational activities such as seminars, workshops, and training. Enhancing commitment and work motivation related to loyalty, responsibility, and independence is crucial for improving teacher performance. Second, school principals are encouraged to enhance teachers' abilities to plan and implement lessons through effective supervision programs. Third, the Education Office of Siak Regency is expected to provide continuous guidance on teacher performance in collaboration with school supervisors, utilizing platforms like subject teacher associations (MGMP). The Education Office should also develop policies to systematically improve teacher performance. Future researchers are advised to expand their studies by adding more variables and exploring other factors not covered in this research, so that future studies can provide more comprehensive insights into teacher performance and its influencing factors.

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