



## The Influence of Academic Supervision and Principal Leadership Style on the Performance of High School Teachers in South Aceh Regency

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### ABSTRACT

Academic Supervision and Principal Leadership Style are two key factors influencing teacher performance. Academic Supervision serves as a tool to help teachers improve their teaching skills. A motivating and supportive leadership style boosts teacher morale and productivity, creating a conducive learning environment in schools. Teacher Performance refers to a teacher's ability to perform tasks aligned with established goals, encompassing aspects such as planning, teaching processes, classroom management, optimal learning conditions, and assessment. This study aims to examine the partial and simultaneous effects of Academic Supervision and Principal Leadership Style on the performance of public high school teachers in South Aceh Regency. Using a quantitative approach, data were collected via questionnaires, and analysis was conducted with t-tests, F-tests, multiple linear regression, and the determination coefficient using SPSS. The results indicate that both Academic Supervision and Leadership Style have a significant impact on teacher performance. The simultaneous influence of these factors is evidenced by an F-value of 49.373, greater than the F-table value of 3.120, with a p-value of  $0.000 < \alpha (0.05)$ . This indicates that a higher role of Academic Supervision and Principal Leadership Style increases teacher performance in schools.

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## **INTRODUCTION**

Education plays a vital role in national development, as mandated by the 1945 Constitution of Indonesia, article 31, Paragraph 2, which requires the government to implement a national education system. Teachers are crucial in enhancing educational quality, impacting student achievement and societal progress (Indonesian Law No. 14 of 2005, Article 1). To be professionals, teachers must be supported by continuous training (Johar, 2023). Teacher performance includes planning, implementing, assessing, and following up on lessons, yet issues like low motivation and limited technological skills remain challenges affecting performance (Riyadi, 2022).

The role of principals in academic supervision and leadership is critical for improving teacher performance (Waluyo, 2022). Academic supervision through direct observation helps teachers enhance their competencies, while appropriate leadership styles create a conducive environment, positively impacting teacher motivation, creativity, and productivity (Putri, 2023). This study aims to analyze the influence of academic supervision and leadership styles on teacher performance at public high schools in South Aceh Regency. The research findings are expected to provide strategic insights for school stakeholders to improve teacher performance and foster a quality educational environment.

## **LITERATURE REVIEW**

### **Academic Supervision**

Academic supervision is a structured observation and guidance process provided by school supervisors and principals, aimed at improving teachers' instructional abilities and enhancing educational outcomes. It is not focused on judging teachers' performance but on supporting their professional growth to improve the quality of education (Djalani, 2023; Adha, 2023; Syahputra, 2020; Zuhri, 2021). The main goal is to optimize teaching quality by helping teachers identify educational objectives, utilize diverse teaching methods and resources, assess student progress, and support professional development (Sudiana, 2023; Usman & Murniati, 2020).

Academic supervision functions as a foundation for enhancing teacher performance by evaluating teaching practices, promoting professional growth, and fostering collaboration within the school environment (Sudiana, 2023). In Indonesia, academic supervision is mandated by regulations such as Law No. 20/2003, which oversees educational practices, and Ministry of Education Decrees No. 13/2007 and No. 6/2018, which outline the school principal's supervisory duties. Effective supervision is characterized by principles such as scientific, democratic, cooperative, constructive, and creative approaches, creating a supportive environment for teacher development (Murniati & Usman, 2020; Sudiana, 2023).

### **Principal Leadership Style**

Leadership style refers to the behavior a leader exhibits in influencing members of a group in various situations. Zaharuddin (2021) describes it as a set of behaviors used by a leader to influence the actions of others. Leadership style reflects a leader's approach to guiding and influencing a team, aiming to achieve specific goals. According to Putri (2023), leadership style includes a

range of characteristics and strategies leaders use to motivate followers toward achieving organizational goals. The success of a leader in influencing followers is often shaped by their leadership style.

### **Teacher Performance**

The performance of teachers is defined as their ability to act according to established goals, encompassing planning, teaching processes, classroom management, learning condition control, and assessment of learning outcomes (Rorimpandey, 2020). Performance can be understood as the results of work assessed in terms of both quantity and quality, relating to how well a teacher executes their responsibilities in the educational context (Putri, 2023). Kinerja, or performance, is a measure of an individual's achievement based on their competencies, with a focus on producing quality outcomes that meet established standards (Salfiadi, 2021; Widagdo, 2020). Evaluation of teacher performance is essential for ensuring high-quality education that adheres to academic and pedagogical standards. Key aspects of evaluation include teaching ability, student relationships, classroom management, resource utilization, professional development, student assessment, and participation in school and community activities (Faozan, 2022).

Performance indicators for teachers derive from theories and dimensions of their educational roles, as specified in Law No. 14/2005, which defines teachers as professional educators tasked with teaching, guiding, evaluating, and conducting assessments of students. Indicators include mastery of subject matter, management of the learning process, classroom management, use of learning resources, and understanding of educational principles (Saring, 2022; Aslam et al., 2023).

## **METHODOLOGY**

### **Research Approach**

This research uses a quantitative approach with a descriptive method. According to Suwarjeni (2023:39), quantitative research is a type that yields findings obtained through statistical procedures or other quantification methods. Sugiono (2019:9) describes quantitative research as a positivist philosophy-based approach, suitable for studying specific populations or samples, collecting data via research instruments, and analyzing it quantitatively to test hypotheses. This study employs a quantitative approach to examine the relationship and influence between academic supervision ( $X_1$ ) and leadership style ( $X_2$ ) in assessing teachers' performance ( $Y$ ) in public high schools (SMAN) in South Aceh.

### **Research Location and Time**

The research will be conducted at three high schools in South Aceh Regency-SMAN Unggul Tapaktuan, SMAN Labuhan Haji Barat, and SMAN Kluet 3 Utara-between July and August 2024.

### **Population and Sample**

The population includes all teachers in South Aceh Regency, totaling 1,228 people (808 civil servants and 420 non-civil servants). Due to the large population, a stratified random sampling method was used, with 3 selected

schools representing the overall population of 27 high schools in South Aceh. A sample of 80 teachers was determined using Slovin's formula.

### **Research Instrument**

The study uses a closed questionnaire with Likert scale options to collect data. The instrument includes 30 questions each on academic supervision ( $X_1$ ), leadership style ( $X_2$ ), and teacher performance ( $Y$ ).

### **Validity and Reliability Testing**

Validity testing employed Pearson Product-Moment correlation, while reliability was analyzed using Cronbach's Alpha. The results indicated all instruments were reliable, with Cronbach's Alpha values above 0.6.

### **Data Collection Technique**

Data were collected using closed questionnaires. Respondents selected answers that best represented their views. The Likert scale options used were strongly agree, agree, slightly agree, disagree, and strongly disagree.

### **Data Analysis Technique**

Data were analyzed using descriptive statistics, including frequency tables, distribution charts, and graphical representations.

### **Hypothesis Testing Summary**

- **F-Test (Simultaneous Significance Test):** According to Gujarati and Porter (2020), the F-test is used to determine whether all independent variables in a regression model have a combined significant effect on the dependent variable. In this study, it assesses whether principal supervision and leadership style together influence teacher performance. The test uses a 0.05 significance level. If the calculated F value is higher than the table value, it indicates a significant combined effect.
- **t-Test (Partial Significance Test):** The t-test, as described by Anderson et al. (2019), evaluates the effect of each independent variable individually on the dependent variable, ignoring other variables. This test examines the separate effects of principal supervision and leadership style on teacher performance. Using a significance level of 0.05, if the t value for a variable is significant, it suggests that variable alone affects teacher performance.
- **Multiple Linear Regression:** According to Teguh and Joko Mursanto (2020), multiple linear regression is used to analyze the relationship between a dependent variable and multiple independent variables simultaneously. In this study, it aims to predict teacher performance based on principal supervision and leadership style.
- **Coefficient of Determination ( $R^2$ ):** As explained by Tabachnick and Fidell (2019), the  $R^2$  value measures how well the independent variables explain the variability in the dependent variable. An  $R^2$  close to 1 indicates a strong model, meaning the independent variables significantly explain teacher performance variability.

In essence, these tests collectively assess both the combined and individual impacts of principal supervision and leadership style on teacher performance, using a 5% significance level.

## RESULTS AND DISCUSSION

### Characteristics of Respondents

#### a. Gender

Analysis shows the distribution of respondents by gender, distinguishing between male and female teachers at three high schools: SMA Negeri Unggul Tapaktuan, SMA Negeri Labuhan Haji Barat, and SMA Negeri 3 Kluet Utara.

Table 1. Respondent Characteristics by Gender

| Gender | Number of Frequency | Percentage (%) |
|--------|---------------------|----------------|
| Man    | 27                  | 33,75          |
| Woman  | 51                  | 63,75          |
| Total  | 80                  | 100            |

From Table 4.1, it is observed that 27 respondents, or 33.75%, are male, while 51 respondents, or 63.75%, are female. The data analysis indicates that the majority of respondents teaching in these three schools are female.

#### Respondent Characteristics Based on Age

An analysis of respondent characteristics based on age aims to measure the number and percentage of respondents' average age who teach at SMA Negeri Unggul Tapaktuan, SMA Negeri Labuhan Haji Barat, and SMA Negeri 3 Kluet Utara. The results are presented in Table 2:

Table 2. Respondent Characteristics by Age

| Age Range | Number of Respondents | Percentage (%) |
|-----------|-----------------------|----------------|
| 21-30     | 17                    | 21.25          |
| 31-40     | 43                    | 53.75          |
| 41-50     | 9                     | 11.25          |
| > 51      | 11                    | 13.75          |
| Total     | 80                    | 100            |

Table 2 shows that the respondent age category is dominated by the 31-40 age group, with 43 respondents or 53.75%.

#### Respondent Characteristics Based on Employment Status

An analysis of respondent characteristics based on employment status includes their status as civil servants (PNS) and non-civil servants (non-PNS). The results of the percentage of teachers' employment status at these schools can be seen in Table 3:

Table 3. Respondent Characteristics by Employment Status

| Employment Status | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| PNS               | 56        | 70             |
| Non-PNS           | 24        | 30             |
| Total             | 80        | 100            |

Table 3 shows that the number of civil servant teachers (PNS) is higher than that of non-civil servant teachers (non-PNS), with 56 individuals or 70%, compared to 24 individuals or 30%.

a. Respondent Characteristics Based on Years of Service

An analysis of characteristics based on years of service was conducted to determine how long teachers have worked in these schools. The percentage of years of service characteristics can be seen in Table 4:

Table 4. Respondent Characteristics by Years of Service

| Years of Service | Frequency | Percentage (%) |
|------------------|-----------|----------------|
| < 10 Years       | 41        | 51.25          |
| > 10 Years       | 39        | 48.75          |
| Total            | 80        | 100            |

Table 4 shows that teachers with less than 10 years of service make up 51.25%, while those with more than 10 years account for 48.75%.

**Research Variable Descriptions**

To describe the data distribution, calculations were made by computing the Mean (M), Standard Deviation (SD), Median (Mdn), and Mode (Mo) for each variable. The descriptive results of the research variables include academic supervision, school principal leadership style, and teacher performance.

**Academic Supervision Variable Description**

The academic supervision variable was measured using 30 items related to the implementation of academic supervision by the school principal. The description of the academic supervision variable for state senior high schools in Aceh Selatan Regency is presented in Table 5:

Table 5. Academic Supervision Description (X1)

| Statistic      | Academic Supervision |
|----------------|----------------------|
| N (Valid)      | 80                   |
| Mean           | 1.359.125            |
| Median         | 1.380.000            |
| Mode           | 149.00               |
| Std. Deviation | 1.036.205            |
| Minimum        | 108.00               |
| Maximum        | 150.00               |

The analysis results indicate that the mean value of academic supervision is 135.9125, with a score range from 108 to 150.

**School Principal Leadership Style Variable Description**

This variable was measured using 29 items about the school principal's leadership style. The description of the school principal leadership style variable can be seen in Table 6:

Table 6. School Principal Leadership Style Description (X2)

| Statistic | Leadership Style |
|-----------|------------------|
| N (Valid) | 80               |
| Mean      | 1.340.750        |
| Median    | 1.410.000        |
| Mode      | 145.00           |

|                |           |
|----------------|-----------|
| Std. Deviation | 1.183.192 |
| Minimum        | 116.00    |
| Maximum        | 145.00    |

The mean for the school principal leadership style is 134.0750, with a minimum score of 116 and a maximum score of 145.

**Teacher Performance Variable Description**

The teacher performance variable was measured with 33 statements about planning, teaching implementation, and teaching evaluation. The description of teacher performance is shown in Table 4.11 (statistical data not fully displayed).

Further analysis and visualization of this research data are presented in the form of curves and diagrams that illustrate the distribution of characteristics and other research variables. Data Analysis the Influence of Academic Supervision and School Principal's Leadership Style on the Performance of Public High School Teachers in South Aceh Regency

The study results indicate that there is a significant combined effect of academic supervision and the school principal's leadership style on teacher performance, as shown by a significance value of 0.000, which is smaller than 0.05. This confirms the research hypothesis, as the calculated F-value ( $F_{count}$ ) is 49.373, higher than the F-table value of 3.120 at a 5% significance level. Since  $F_{count} > F_{table}$ , the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. Therefore, there is an influence of academic supervision and school principal's leadership style on the performance of public high school teachers in South Aceh Regency. This finding aligns with other studies indicating a combined influence of academic supervision and school principal's leadership style on teacher performance (Rapli, 2021; Sumarni, 2018; Sukanto et al., 2022).

Based on multiple linear regression analysis, both independent variables contribute to enhancing the dependent variable. According to the regression equation, a one-point increase in the supervision variable results in a 0.182-point increase in teacher performance, while a one-point increase in the leadership style variable results in a 0.626-point increase in teacher performance. Effective academic supervision provides support and constructive feedback for teacher performance, improving their knowledge and skills, which, in turn, enhances the quality of student learning. Rahman (2022: 46) describes academic supervision as "a series of supportive efforts for teachers in the form of professional services provided by supervisors (such as school supervisors, principals, and other coaches) to develop their professional competencies and achieve learning objectives." Based on multiple linear regression results, academic supervision contributes to a 0.182-point increase in teacher performance per point. However, the contribution of academic supervision is relatively low compared to the leadership style of the school principal, indicating a need for special attention to the role of supervision in influencing teacher performance.

The school principal's leadership style significantly impacts teacher performance. Leadership that suits the teachers' conditions and situations can influence their motivation and awareness to improve their performance. This statement is supported by Ismawatini (2019:85), who states, "The appropriate school principal's leadership style can motivate teachers by recognizing their positive achievements." This motivation encourages teachers to enhance their performance. The multiple linear regression results show that the principal's leadership style has a 0.626-point impact on teacher performance per point.

This indicates that both variables contribute to enhancing teacher performance. The study's findings indicate that the coefficient of determination is 56.2%, meaning that 56.2% of teacher performance can be explained by academic supervision and the school principal's leadership style, while the remaining 43.8% is influenced by other factors not covered in this study. These other variables may include work climate, work motivation, the principal's managerial abilities, teachers' educational background, and school facilities.

In line with this, Gibson (Yulia, 2021:131) states that teacher performance is influenced by three main factors: 1) individual factors, such as skills, family background, work experience, and social and demographic factors; 2) psychological factors, such as perception, role, attitude, personality, motivation, and job satisfaction; and 3) organizational factors, including organizational structure, job design (work environment), leadership, and reward systems.

This study illustrates that when combined, academic supervision and the school principal's leadership style contribute 56.2% to teacher performance. This contribution is substantial, given the numerous variables that may influence teacher performance. Therefore, effective academic supervision and the principal's leadership style can positively impact teacher performance and the quality of student learning at school. Thus, principals should maintain effective academic supervision and leadership styles for the future.

### **Data Analysis of the Influence of Academic Supervision on Teacher Performance in Public High Schools in South Aceh Regency**

Sulaimah (2021:47) defines academic supervision as activities conducted by school principals or school supervisors to guide, improve, and enhance the quality of teaching and learning processes in schools. This emphasizes the importance of academic supervision in helping teachers improve their teaching quality. Through academic supervision, teachers receive guidance and direction from the school principal or supervisor to enhance their performance as educators. Additionally, academic supervision aims to improve classroom learning processes, fostering a conducive learning environment for students.

Academic supervision in schools is a process of monitoring and guiding teachers and educational staff to improve teaching and learning quality. Nasir Usman (2016) et al. state, "Supervision by the principal is highly effective as it provides assistance, guidance, and support to teachers to improve their performance in guiding students and enhance their classroom instruction." This purpose aligns with the concept of supervision, which should positively impact teacher performance in implementing quality teaching. This is supported by Faozan (2022:4), who notes, "Support provided to teachers will be meaningful and well-received if it meets their needs." Supervision becomes impactful when

it addresses teachers' needs; otherwise, inadequate support may not influence teacher performance.

This assertion is supported by Sagala (Yulia, 2021:111), who states, "Several factors contribute to the low professionalism of teachers, including insufficient supervision from supervisors, lack of principal support, and a lack of collaboration among peers." Partial analysis of the academic supervision variable shows that academic supervision does not have a positive or significant effect on teacher performance, attributed to the suboptimal implementation of supervision.

Field findings from three sampled schools indicate that each school conducts at least two supervision sessions per semester. Supervision planning programs always involve teachers in the initial semester meetings. School principals strive for coordination in designing future supervision implementations, including forming a team of supervisors composed of senior, professionally regarded teachers. The team is divided into groups to supervise assigned teachers according to the initial plan. However, supervision often does not occur as planned due to the busy schedules of supervisors and teachers.

The purpose of supervision in the three schools is to identify the strengths and weaknesses of teachers. Principals provide feedback on previous teaching practices, aiming to offer input on appropriate teaching methods. The follow-up to principal-led supervision is prioritized due to the principal's expertise and availability.

At SMA Negeri Unggul Tapaktuan, supervision was conducted without issues due to the teachers' high enthusiasm. Supervision begins with planning, which includes setting objectives, scheduling, choosing supervision approaches and techniques, and selecting supervision instruments. This is followed by the supervision of learning tools, the teaching process, and the evaluation of learning outcomes. Afterward, results are analyzed, leading to further actions to improve teaching. Generally, younger teachers exhibit energy in developing engaging teaching methods, while those nearing retirement show reduced physical and cognitive abilities. The principal plays an overall role in supervision due to ample time availability, though other team members are also involved. The school's remote, mountainous location positively impacts teachers' morale.

At SMA Negeri Labuhan Haji Barat, the principal conducts academic supervision with pre-observation, observation, and post-observation steps, directly providing feedback to guide and motivate teachers. Supportive facilities contribute to an enhanced learning process when teachers are supervised. Curriculum changes do not hinder supervision, as both supervisors and teachers are well-prepared for the current curriculum. Proximity to rice fields and a nearby Islamic boarding school fosters a quiet environment that encourages teacher morale.

Supervision at SMA Negeri 3 Kluet Utara proceeded smoothly, though some facilities, like projectors, remain suboptimal but functional. Young, energetic teachers take on active roles, with several serving as driving teachers.

Although curriculum changes have been implemented, teachers adapt well without difficulty.

These findings indicate that the influence of supervision on teacher performance is affected by the principal's role, school facilities, and team readiness to adapt to policy changes. Respondent answers show high agreement (70%-90%) on post-observation and follow-up indicators. Thus, key factors contributing to effective supervision include the principal's role, support systems, and adaptability to policy shifts.

## **CONCLUSIONS AND RECOMMENDATIONS**

1. **Academic Supervision:** Academic supervision positively affects the performance of public high school teachers in South Aceh Regency. This is supported by a significant analysis result of 0.49 (greater than 0.05) with a calculated t-value of 1.997, which is higher than the t-table value of 1.991. The hypothesis test results accept H1 and reject H0. This result demonstrates that the more intense the principal's role in academic supervision, particularly in follow-up activities, the better the teachers' performance in supporting the learning process.
2. **Principal's Leadership Style:** The leadership style of the school principal has a significant influence on teacher performance, as evidenced by a significance level of 0.000 (less than 0.05) and a calculated t-value of 7.845, higher than the t-table value. This indicates a positive and significant effect of the principal's leadership style on teacher performance.
3. **Combined Influence:** Both academic supervision and the principal's leadership style have a significant combined influence on teacher performance, as shown by an F-test result with Fcount of 49.373 (greater than Ftable of 3.120) at a 5% significance level. The coefficient of determination (R square) indicates that academic supervision and leadership style contribute 56.2% to teacher performance, with the remaining 43.8% influenced by other factors. The regression equation ( $Y = 44.454 + 0.182X_1 + 0.626X_2$ ) suggests that an increase of one point in academic supervision (X1) results in a 0.182 increase in teacher performance (Y), while a one-point increase in leadership style (X2) results in a 0.626 increase in teacher performance.
4. **Academic Supervision:** Given its positive effect on teacher performance, academic supervision by the principal should be maintained and continuously developed to further enhance teacher performance. Improvements are suggested, particularly in follow-up actions, such as giving teachers feedback on the learning process, recognizing their achievements, suggesting improvements, providing appropriate teaching materials and strategies, and offering guidance and training. The principal's role as a supervisor should be strengthened, adapting follow-up actions to the teachers' needs and conditions to maximize the benefits of supervision on teacher performance.
5. **Leadership Style:** As the school principal's leadership style significantly impacts teacher performance, it should be maintained and continuously

adapted to suit various situations and conditions, ensuring a positive influence on teacher performance.

### **FURTHER STUDY**

Future research could explore the impact of additional factors, such as teacher motivation, work environment, and professional development opportunities, on teacher performance. Further studies could also examine the role of digital tools in enhancing academic supervision and leadership effectiveness. This would provide a broader understanding of how various elements contribute to improving teacher performance in different educational contexts.

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