

THE EFFECT OF ACADEMIC SUPERVISION AND PRINCIPAL'S LEADERSHIP ON TEACHERS' PERFORMANCE IN THE ELEMENTARY SCHOOL IN EAST JAKARTA

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ABSTRACT

The purpose of this research was to investigate the effect of academic supervision to teachers' performance; the effect of headmaster's leadership to teachers' performance; and the effect of academic supervision, headmaster's leadership simultaneously to teachers' performance. This quantitative research employed a survey method to find out the effect of researched variables. Multiple regression analysis was employed to test the effect of three variables. 200 elementary school teachers in east Jakarta participated in filling the questionnaire. The research has revealed that (1) academic supervision affects teachers' performance positively and significantly; (2) the principal's leadership affects teacher's performance positively and significantly; (3) academic supervision and school principal leadership affect teachers' performance positively and significantly.

Keywords: Academic supervision, principal's leadership and teacher performance.

INTRODUCTION

The issue of teacher performance is still a very serious discussion to date. The government strives to improve the competence and performance through various means. Based on data from the Teacher Competency Test (UKG) results, the national average score of the competency test results is around 44.5, which is far below the standard value of 55. Pedagogical competence, which is the main foundation, has not reached expectations. This can be seen from the performance of teachers who are still not optimal and not yet professional as a learning agent. Many teachers apply top-down patterns when teaching and making themselves the main subjects in teaching and learning activities.

The Ministry of Education and Culture in 2018 stated that the performance of teachers based on the ratio of education in elementary schools to the DKI Jakarta area had a ratio of teachers and students compared to 1:25, meaning that one teacher handled 25 students. As for

the category of government teachers and students compared to 1: 52 students, meaning that every government teacher of elementary school handles 52 students. Based on this it is revealed that the comparison between teachers and students in Indonesia, especially in the DKI Jakarta area is still not comparable or balanced. Based on the data of elementary school teacher qualifications in 2018, the number of elementary school teachers in DKI Jakarta that have met the bachelor's degree requirements in their fields is 4.8%. While 95.2% have not met the minimum Bachelor of Education qualification requirements in accordance with their fields. The number of elementary school teachers who have passed 53.1% certification and 46.9% has not been certified. The data of National accreditation organization of (BAN S/M) in 2018 reported that the number of accredited elementary schools in DKI Jakarta is only 2.5% and 77.2% schools have not been accredited yet.

The aspects of learning planning and evaluation function are perceived to be experiencing many obstacles in their implementation (Afriyanli & Sabandi, 2020). This is also seen in the majority of elementary school teachers in Matraman District, East Jakarta. If the evaluation is implemented as a whole, the lack of performance of elementary school teachers in the Matraman District is caused by inadequate resources, inadequate quality of services, and learning programs that have not been properly targeted. This is what drives in-depth research on the effects of academic supervision and principal's leadership on primary school teachers' performance, in accordance with Government Regulation No. 19 Article (19) which explains the teaching performance of teachers includes: planning the learning process, carrying out the learning process, conducting assessments, and supervising learning (Sudirjo, 2013).

In improving teachers' performance in the learning process and implementation of the academic supervision function, appropriate guidance, and training are needed in the achievement of the professional duties of teachers and school principals. The focus in this issue is the principal who plays the role of supervisor, and the teacher as the object of evaluation. Principals who have duties as supervisors can later contribute maximally and continuously in conducting academic supervision of teachers (Sufiyadi, Wahyudi, & Syukri, 2005). The maximum achievement in teacher professional competence is easily obtained. In the end, the quality of education will be obtained by increasing student-learning outcomes.

The large number of school principals who do not yet understand their duties and functions as leaders in schools has caused a less than optimal supervision function at every level of schools in Indonesia. This also happened at elementary schools in Matraman District, East Jakarta. As a result, the role of the principal is not maximal, resulting in the sustainability of learning quality that is not optimal. Not only that, but policies and decisions made by school principals are also often subjective. Whereas as a leader in a school that is in control (decision maker), every decision taken must have objective content and can be accepted by all parties without anyone feeling heavy (Aldi & Ningsih, 2014). These roles are needed so that they are very influential especially on improving teacher performance in the new paradigm of education management, the principal must at least be able to function as an educator, manager, administrator, supervisor, leader, innovator, and motivator. The role of the principal's supervisor is also related to the supervisor's function in academic supervision in schools, this supervisory role is supported by prior research.

Several prior research focused on conducting the theme of supervision, which is important to improve teachers' performance. For example, previous research found that: (1) Academic supervision had a positive and significant effect on teachers' competence in learning management with a percentage of 36%; (2) Principal's leadership of teachers gives a positive and significant influence on teacher competencies in learning management with a percentage of 38%; (3) Academic supervision and the principal on the teacher has a positive and significant influence on teacher competence in learning management in elementary schools in South Java, with a percentage of 37% (Wahyuddin, 2016). Other research revealed that directive

supervision is positively and significantly related to teachers' performance and attitude (Hoque, Kenayathulia, & Subramaniam, 2020).

Based on this, a study was conducted on the effect of academic supervision; school principal leadership on the performance of teachers is still significant to be analyzed, particularly in the level of elementary school since it is the basic education. The aim was to find out and analyze; (1) the effect of academic supervision on the performance of elementary school teachers, (2) the effect of the principal's leadership on the performance of elementary school teachers (3) the effect of the supervision and leadership of the principal on the performance of teachers in elementary schools.

METHODOLOGY

This research was conducted at the Elementary Schools in the Matraman Sub-district, East Jakarta, from February 2020 to July 2020. The population in this study were all school principals and elementary school teachers. The total population is 53 principals and 627 teachers. The sample in this study was 200 people, by using the proportional random sampling method (Arikunto, 2016). This study used a quantitative approach with the ex post facto method. This research aims to find the position of the momentary variable (status quo variable) based on the data available at the time (the status quo data) and the relationship between the variables studied, then it can be determined and conclusions drawn (Sugiyono, 2006). This means that based on data, facts, and information obtained and can explain the conditions of each variable studied, to determine the effect of one variable to another variable. This research is to investigate the influence of exogenous variables (academic supervision, and principal's leadership) from endogenous variables (teachers' performance).

This research generally aims to answer some of the problems that have been formulated to reveal the significance of the research model (constellations) on the effects of exogenous variables (exogenous variables). Good academic supervision will help in very complex problems in the future, this is supported by research previously given the symbol X_1 , academic supervision, and principal leadership was given the symbol X_2 , as well as endogenous variables, Teachers' Performance was given the symbol Y . The specific objectives of this study were to: (1) determine the direct influence of academic supervision on principal leadership; (2) determine directly the influence of academic supervision on the principal's leadership; (3) determine the direct influence of academic supervision and principal leadership on teachers' performance.

The data needed in this study includes primary data and secondary data. Primary data include: (1) academic supervision (2) principal leadership and (3) teacher performance Procedures for implementing the test instrument (a) determining respondents' trials; (b) conducting research by distributing questionnaires/questionnaires; and (c) analytical instruments. The instrument development process begins with determining respondents then proceed with the preparation of instruments referring to the indicators on each variable. The next stage of the instrument concept is matched with the conceptual definition and lattice instrument with the theory currently used.

RESULTS AND DISCUSSION

Result

The results of the study illustrate that the next stage can be used as a discussion and conclusion of the results. A total of 200 teachers and principals who were the samples had filled out the questionnaire given. Before filling out the questionnaire carried out by the teacher, the researcher gave an explanation of how to fill in the questionnaire and carried out the objective assistance. Where in this case, the researcher explained that the questionnaire in this study was related to the variable academic supervision, principal leadership and teachers' performance.

Henceforth all data obtained, each of which will find the highest and lowest scores, average, standard deviation and variants. Following is a table of descriptive statistical test results on the academic supervision variable

Table 1. Descriptive Statistic Test Results for academic supervision

No	Indikator	N	Minimum	Maximum	Mean	Kategori
1	Melaksanakan Penelitian	200	2	5	2.50	Cukup Baik
2	Melaksanakan Penilaian	200	1	5	3.50	Baik
3	Melaksanakan Perbaikan	200	1	5	2.66	Cukup Baik
4	Melaksanakan Pengembangan	200	2	5	3.66	Baik
Rata-Rata Variabel X					3.08	Baik

The table above reflects the magnitude of N, the mean, minimum value, and maximum value for the measured variable. N value of 200 means that the number of observations studied was 200 respondents. The minimum value indicates the lowest value, and the maximum value indicates the highest value. Based on the results of the descriptive test, the average overall indicator of the academic supervision variable is 3.08. So it can be translated that the academic supervision variable is in a good category. Following is a table of descriptive statistical test results on the Principal's Leadership variable.

Table 2. Principal's Leadership

No	Indikator	N	Minimum	Maximum	Mean	Kategori
1	Pengambilan Keputusan	200	3	5	3.82	Baik
2	Memotivasi Lingkungan Sekolah	200	3	5	3.08	Baik
3	Mewujudkan Visi Misi	200	3	5	2.85	Cukup Baik
Rata-Rata X2					3.25	Baik

The minimum value indicates the lowest value, and the maximum value indicates the highest value. Based on the results of the descriptive test, the average overall indicator obtained in the Principal Leadership variable is 3.25. So it can be translated that the principal leadership variable is in a good category. Following is a table of descriptive statistical test results on the teachers' performance variable

Table 3. Teachers' Performance

No	Indikator	N	Minimum	Maximum	Mean	Kategori
1	Merencanakan Pembelajaran	200	2	5	3.08	Baik
2	Melaksanakan Pembelajaran	200	2	5	2.50	cukup Baik
3	Menilai Pembelajaran	200	2	5	2.73	Cukup Baik
4	Menguasai Materi	200	2	5	3.69	Baik
Rata-Rata Y					3.00	Baik

The table above reflects the magnitude of N, the mean, minimum value, and maximum value for the measured variable. N value of 200 means that the number of observations studied was 200 respondents. The minimum value indicates the lowest value, and the maximum value indicates the highest value. Based on the results of the descriptive test, the overall indicator average obtained on the variable teachers' teaching performance of 3.00. So it can be translated

that the teachers' teaching performance variable is in a good category. The following is the results of the factor analysis of academic supervision

Table 4. Factors Analysis of Academic Supervision

No	Indikator	Koef Estimasi (Standarized)/ Lambda	T-Value	Signifikansi
1	X1.1	0.67	9.30	Valid ¹ , Signifikan ²
2	X1.2	0.75	10.62	Valid ¹ , Signifikan ²
3	X1.3	0.66	9.14	Valid ¹ , Signifikan ²
4	X1.4	0.62	9.50	Valid ¹ , Signifikan ²

NOTE : 1.Koef Estimasi >0.50 dinyatakan Valid, 2. T value >1.96 dinyatakan Signifikan

Based on table 4, it can be seen that the loading factor value resulting from the latent variable of academic supervision of indicators X_{1.1} to X_{1.4} is greater than 0.50 with a t value greater than 1.96 at a significance level of 5%, it can be said that the indicator variable (observation variable) X_{1.1} to X_{1.4} are declared valid and significant to be used as indicator variables of the latent variable of academic supervision. The following is a table of measurement results for principals' leadership analysis factors

Table 5. Factor Analysis of Principals' Leadership

No	Indikator	Koef Estimasi (Standarized)/ Lambda	T-Value	Signifikansi
1	X2.1	0.77	9.30	Valid ¹ , Signifikan ²
2	X2.2	0.77	9.27	Valid ¹ , Signifikan ²
3	X2.3	0.50	6.54	Valid ¹ , Signifikan ²

Based on table 5, it can be seen that the value of the loading factor resulting from the latent variable Teacher Achievement Motivation of indicators X_{2.1}, X_{2.2} and X_{2.3} is greater than 0.50 with a t value greater than 1.96 at a significance level of 5%, it can be said that indicator variables X_{2.1} to X_{2.3} are declared valid and significant to be used as indicator variables of the latent variable of principal leadership. Here is a table of the measurement results of teachers' performance analysis factors:

Table 6. Teachers' Performance Analysis Factors

No	Indikator	Koef Estimasi (Standarized)/ Lambda	T-Value	Signifikansi
1	Y .1	0.67	9.98	Valid ¹ , Signifikan ²
2	Y .2	0.82	12.83	Valid ¹ , Signifikan ²
3	Y .3	0.77	11.85	Valid ¹ , Signifikan ²
4	Y .4	0.73	11.01	Valid ¹ , Signifikan ²

NOTE : 1.Koef Estimasi >0.50 dinyatakan Valid, 2. T value >1.96 dinyatakan Signifikan

Based on table 6, it can be seen that the value of the loading factor resulting from the latent variable of teachers' performance towards indicators Y_{.1} to Y_{.4} is greater than 0.50 with a t value greater than 1.96 at a significance level of 5%. So it can be said that all indicator variables Y_{.1} to Y_{.4} are declared valid and significant to be used as indicator variables of the latent variables of teachers' performance.

An evaluation of the goodness of fit value of the structural model that has been carried out is presented in the following table:

Table 7. Goodness of fit Index

Goodness of Fit Statistics	Hasil Model	Kriteria
X ² /df (P)	46.60 (0.05251)	Baik
NFI; NNFI	0.93; 0.96	Baik
CFI; IFI	0.97; 0.97	Baik
RMSEA	0.066	Cukup Baik
GFI; AGFI	0.93; 0.91	Baik

Based on the results in table 7, Goodness of fit Statistics is used to test the fit model. NFI, NNFI, CFI, and IFI values greater than 0.90 also indicate good suitability of the model. GFI and AGFI that exceed 0.90 show good models. The other good fit criteria are the Chi-square value of 46.60 with a probability of 0.05251 (> 0.05) showing good results because the probability is above 0.05. RMSEA value of 0.066, which is in the range between 0.05-0.08 shows the model is quite good. So as a whole the model is declared fit and can be continued at the analysis stage. From the results of testing the model above, the path diagram model is obtained based on the estimated parameters (coefficients) of the model that can explain the relationship of structural models. The path diagram model looks like in the picture below:

Figure 1. Estimation of Parameter Structural Model – Model Path Diagram

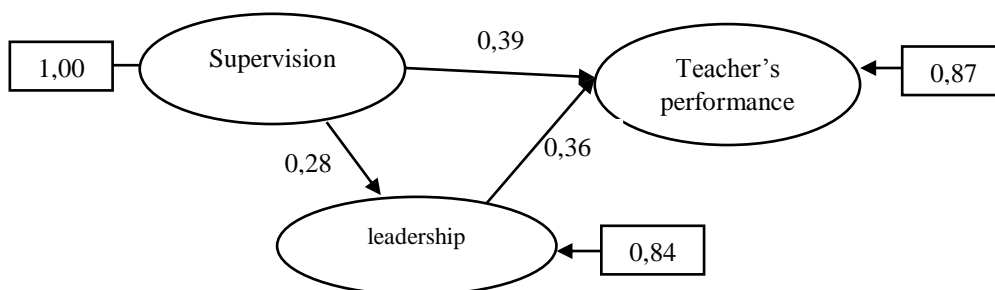
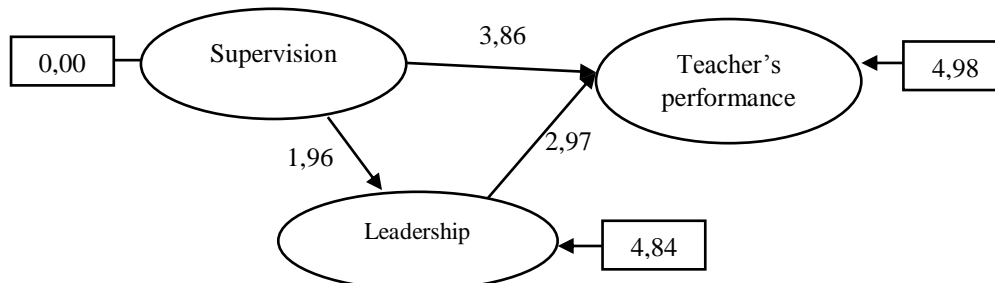


Figure 2. T-value structural Model – Model Path Diagram



From Figures 1 and 2 it can be seen that there are three unidirectional arrows from one variable to another. The one-way arrow in the picture above shows the causal relationship (influence) of the independent variable with the dependent variable. The values attached to each of these pathways are path coefficients that are identical to the beta coefficients in the

regression analysis. Based on the estimation results of the path diagram model in figures 1 and 2, structural equations can be arranged for the construct variables as follows:

Leadership = 0.36 Performance

Supervision = 0.28 Leadership

Supervision = 0.39 performance, R2 = 0.36

In the above equation, it is known that there are positive path coefficients. This positive sign indicates the positive effect of the independent variable on the dependent variable. This positive value indicates the higher the value of the independent variable will result in the higher value of the dependent variable. The results of testing hypotheses based on figures 1 and 2, which explain the effect between variables in the research model can be seen in the following table:

Table 8. Hypothesis Testing Results

Path	Estimasi/Koef Regresi	Nilai T-Value	Nilai R2	Kesimpulan	Result
H1. Supervisi Akademik→ Kinerja Guru	0.39	3.86	-	Signifikan	H1 Diterima
H2. Kepemimpinan kepala Sekolah → Kinerja Guru	0.36	2.98	-	Signifikan	H2 Diterima
H3. Supervisi Akademik→ Kepemimpinan kepala Sekolah	0.28	1.96	-	Signifikan	H3 Diterima
H4. Supervisi Akademik + Kepemimpinan Kepala Sekolah → Kinerja Guru	-	-	0.36	Signifikan	H4 Diterima

From the above data hypotheses can be taken as follows:

H₀ : There is no significant relationship between the dependent variable and the variable independent.

H₁ : There is a significant relationship between the dependent variable and the independent variable.

With the provisions: Reject H₀ if the value of $t > 1.96$. Do not reject H₀ if the value of $t < 1.96$. Based on table 8 above, the statistical hypotheses tested in the path coefficient significance test are as follows:

H₁: Academic supervision affects teachers' performance. Based on the results of the analysis of the structural model that tests the effect of academic supervision on teacher achievement motivation, the value of $t = 3.86$ and the regression coefficient of 0.39 are obtained. Because the value of $t > 1.96$ and the value of the Regression coefficient is positive, the results of this test indicate hypothesis 1 is accepted. Thus it is known that academic supervision affects teachers' performance. That is, every increase in academic supervision will increase teachers' performance and every decrease in academic supervision will decrease teachers' performance.

H₂: principal's leadership influences teacher's teaching performance Based on the results of the analysis of the structural model that tests the effect of Principal's Leadership on Teacher's Performance, the value of $t = 2.98$ and the regression coefficient are 0.36. Because the value of $t > 1.96$ and the positive regression coefficient, the results of this test indicate hypothesis 2 is accepted. Thus it is known that the principal's leadership influences teachers' performance. That is, every increase in principal leadership will increase teachers' performance and every decrease in principal leadership will decrease teachers' performance.

H₃: Academic supervision has an influence on the principal's leadership based on the analysis of structural models that examine the effect of academic supervision on the principal's leadership, the value of $t = 1.96$, and the regression coefficient of 0.28. Because the value of t

> 1.96 and the value of the positive regression coefficient, the results of this test indicate hypothesis 3 is accepted. Thus it is known that any increase in Academic Supervision will increase the principal's leadership and every decrease in Academic Supervision will decrease the principal's leadership.

H₄: academic supervision and principals' leadership together influence teachers' performance, based on the estimation results of the path diagram model in figures 1 and 2 above, structural equations can be arranged: Leadership = 0.36 Performance, Supervision = 0.28 Leadership, Supervision = 0.39 performance, $R^2 = 0.36$ means, jointly, School Principal Supervision and Principal Leadership influence on Teacher Performance by 0.36 (36%), so the magnitude of influence of other variables is $100\% - 36\% = 64\%$. The influence together with academic supervision and principal's leadership influence on teachers' performance shows hypothesis 4 is accepted.

Discussion

Based on the data above, academic supervision and principal leadership influence on teacher performance. Thus, the level of academic supervision will affect the level of teacher performance. The results of the analysis above certainly involve many factors, including (1) individual factors, including needs (needs), goals (goals), attitudes (attitude), and abilities (abilities), (2) organizational factors, including payment of salaries (pay), job security (job security), fellow workers (co-work), supervision (supervision), praise (praise) and the job itself (job self). Academic supervision which is an organizational factor is certainly one of the factors that can encourage the growth of motivation for a teacher to improve performance (Qureshi & Vazir, 2016).

Encouraging factors from within a teacher are certainly very important, however, stimulation from outside will also be very important to be able to continue to improve performance for teachers. Stimuli from outside such as supervision can be categorized as motivation (Kalsoom, Akhter, Mujahid, Saeed, & Kausar, 2017). So, the teachers also certainly want to grow and develop, want to improve their abilities and expertise to achieve good achievements in life. The role of the principal can certainly be very important to improve the abilities and skills of these teachers (Markson, 2018). Therefore, School Principal Supervision is expected to improve the ability and skills of teachers to achieve good performance. The principal's understanding of supervision must be good. Supervision does not only look at how the teacher makes learning plans, implements the learning process, and evaluates learning outcomes. However, more broadly, through supervision activities must be able to create conditions that are conducive in school, so that teachers will feel motivated to increase morale.

The understanding of supervision has changed and shifted towards a broader direction, towards creating essential conditions in schools to create a school culture that stimulates the spirit of quality teaching. All teachers feel motivated to increase morale in a "Learning Organization" atmosphere because the climate allows (Rahabav, 2016). In an effort to create conducive conditions, principals in carrying out activities that pay attention to the principles of supervision.

Based on the above opinion, it is clear that the supervision and leadership of the school principal are important in creating social situations and conditions that can stimulate and foster a quality of teaching spirit (Rismawan, 2015). Through the supervision and leadership of the school principal, it is hoped that the teachers will have a strong motivation to develop their abilities. With the development of its capabilities automatically it will further enhance achievement in various ways, especially in teaching and learning activities (Astuti & Dacholfany, 2016).

Leadership is the desire within a person to do better than before, with indications: (1) want to complete a task well, (2) a desire to succeed, (3) a desire to excel, and (4) an effort to

work hard (Hidayat & Thamrin, 2020). A strong desire to achieve success in work marked by self-actualization efforts, concern for excellence, and optimal performance of tasks based on rational calculation. Leadership is the embodiment of a person's attitude or behavior such as tenacity, perseverance, endurance, the courage to face challenges, and excitement and work hard (Sufiyadi et al., 2005). Based on the above opinion, it is very clear that supervision and leadership by the school principal play an important role in improving teacher performance. The implementation of teaching supervision needs to be done systematically by school principals and school supervisors aiming to guide teachers to carry out their duties effectively and efficiently (Kalsoom et al., 2017).

A good school principal will certainly make supervision activities as an effort to create comfortable social conditions for teachers (Gurr & Drysdale, 2018). The understanding of supervision has changed and shifted towards a broader direction, towards creating essential conditions in schools to create a school culture that stimulates the spirit of quality teaching. All teachers feel motivated to increase morale in a "Learning Organization" atmosphere because the climate allows (Cook, 2014). Conducting routine class observations and individual conferences by providing a sense of security and comfort for the teachers, of course, this is highly expected. Because by itself the teachers will be motivated to correct any deficiencies and try to constantly develop abilities and skills in an effort to improve teaching performance in schools (Dewi, Bundu, & Tahmir, 2016).

Many factors and variables affect teacher performance. These factors can originate from within, namely individual and psychological factors, and can also come from outside or situational factors (Farooqi, Ahmed, & Ashiq, 2019). The factors that affect performance are as follows (1) personal factors, indicated by the level of skills, competencies possessed, motivations, and individual commitments; (2) leadership factor, determined by the quality of encouragement, guidance, and support by managers and team leaders; (3) team factors, shown by the quality of support provided by co-workers; (4) system factors, indicated by the existence of work systems and facilities provided by the organization; (5) contextual / Situational factors, shown by the high level of pressure and changes in the internal and external environment (Dangara, 2015). Supervision of academic is a Leadership factor and performance is a Personal factor. These two factors are certainly very important to improve Teacher Teaching Performance (Brito & Castillo, 2013).

CONCLUSION

Based on the formulation of the problem, research objectives, research hypotheses, and research data analysis, it can be concluded as follows: (1) there is a positive and significant influence between academic supervision on teachers' performance. This shows that the higher the value of an academic supervision variable, the higher also the performance of the teacher and vice versa. (2) there is a positive and significant influence between the principal's leadership on the teachers' performance this shows the understanding that the higher the value of the principal's leadership variable the higher the teachers' performance and vice versa. (3) There is an influence between academic supervision and school principals' leadership together on teachers' performance. It implies that the higher the teacher's perception of academic supervision and his perception of the principal's leadership, the better the performance

Based on the conclusions above, it can be given some advice which later can provide progress, especially for the parties concerned as follows: (1) Suggestions for teachers. to teachers to improve their performance through the mastery of basic competencies that must be possessed. (2) Suggestions for principals. The principal should supervise regularly and periodically, and at the same time carry out the role (model) of the principal's educator as the manager; the principal as an administrator; the principal as a supervisor; the principal as a leader (leader); the principal as an innovator; and the principal as a motivator. (3) For academic

supervision, there needs to be a program, schedule and the availability of adequate supervision equipment

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