

The Influence of Leadership Style and Supervision by School Principals on the Performance of Public High School Teachers in Baturaja Timur Sub-District, OKU District

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ABSTRACT

The purpose of this study was to analyze the effect of leadership style and supervision by the principal on the performance of public high school teachers in East Baturaja District, OKU Regency, using quantitative methods where the research results are presented in descriptive form using statistical figures. The independent variables in this study are leadership style (X1) and principal supervision (X2) while teacher performance (Y) is the dependent variable. From the results of data analysis, it can be proven that the principal's leadership is very influential on teacher performance. The magnitude of this influence is expressed by the coefficient of determination of 99%. This is understood because leadership has a very important role in moving the wheels of the organization so as to improve the quality of teacher work. With the regression equation $Y = 2.610 + 1.437 X1$ shows that each increase of one unit of principal leadership score will cause an increase in teacher performance score by 1.437 units at a constant 2.610. The magnitude of the influence of supervision is expressed by the coefficient of determination of 88%. Academic supervision carried out by principals has a very important function for teachers in improving their performance in relation to their main duties and functions. Based on the results of multiple regression obtained from the analysis of the table, R square is 98.7 which is the square of 0.9942 This score is the coefficient of determination which is the coefficient of determination.

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INTRODUCTION

Education plays an important role and is an important agent in national development. Improving the quality of education has become a concern for all nations (Donkoh, 2018). This is reinforced by showing that concern for quality has become the core of the driving force for reform in education, and achieving quality in education is increasingly becoming important in the strategic improvement plans of developing countries (Kotirde, 2014).

One aspect that is interesting to study from the figure of a teacher is the performance aspect. Because teacher performance is the most important input in the implementation of

education. Teacher performance is very important in efforts to achieve the goals of school institutions, because performance is the real behavior that everyone displays as a work achievement produced by teachers in accordance with their role in educational institutions. According to (Armstrong, M., and Taylor, 2014) to be able to perform well, teachers must have the ability to work. Teachers must have motivation, capacity or work skills (personality, abilities and skills) according to the characteristics of the work they are responsible for.

Some of the field findings that the authors found related to aspects that have an impact on teacher performance are also supported by several opinions of experts such as Thomas S. Bateman et al in Siahaan (2017) stating that internal and external factors have an impact on performance results. High competence and perseverance at work are part of the internal aspects that affect teacher performance. Aspects such as easy level of work, good luck alignment, helpful colleagues, ideal supervisors are internal aspects that can affect and even improve one's performance. On the other hand, Armstrong in Siahaan (2017) explains that performance is influenced by several factors. The first factor that impacts performance is the individual factor concerned. Individual factors include competence, expertise, motivation, commitment, integrity and other things. The second factor that can affect performance is factors related to leadership. Matters included in leadership factors include assistance provided by superiors, coaching patterns by superiors, and the quality of support from superiors. Colleagues or work partners are the third factor that also plays a role in influencing the performance of an individual. The last two factors also contribute equally to one's performance. These factors are work patterns and work situations.

Based on the results of previous research related to academic supervision, leadership style and teacher performance also show the facts of the positive and significant influence of academic supervision, leadership style on teacher performance. Arianto (2023) conducted research on the effect of Principal Leadership on Teacher Performance in PGRI Suryakencana Cilengsi Junior High School Teachers by producing a significant influence between leadership on teacher performance. Meanwhile, Zuldesiah (2021) conducted research on the leadership style and implementation of principal supervision on the performance of elementary school teachers in Naggalo sub-district, Padang City, the results of his research showed that leadership style and supervision together contributed 48.3% to teacher performance.

The application of leadership style in daily life and the implementation of academic supervision activities as a main task of the principal and can have an impact on the creation of a conducive situation, the effectiveness of teaching and learning activities. Improving the learning process is one of the dominant aspects of improving teacher performance. The realization of improved teacher performance can have an impact on improving student learning achievement. From this exposure, the mindset is described that the optimal performance of teachers will contribute to improving the quality of education. Like a chain that is linked to each other, good teacher performance is born from a conducive educational environment created by the principal's leadership style. One thing that cannot be denied is that the realization of effective academic supervision activities also contributes to improving teacher performance. The focus of the research stems from the line of thinking described

above. Researchers examined the influence of the principal's leadership style and the implementation of academic supervision on teacher performance.

This research focuses more on the principal's leadership style and the implementation of academic supervision in order to improve teacher performance at SMA Negeri 1 OKU, SMA Negeri 4 OKU and SMA Negeri 5 OKU, this was chosen because the distribution of the largest number of education units compared to other sub-districts in Ogan Komering Ulu Regency, and also because there are many factors that influence teacher performance.

METHODS

This research uses quantitative methods, where the research results are presented in the form of descriptions using statistical numbers. The reason for choosing this method is the frequency or distribution of a symptom and the influence of variables. Data is obtained through the application of a number of data collection techniques, then analyzed using statistical formulas. The aim is to be able to provide a description of the variables that are the focus of the research. The data collected were analyzed using a quantitative descriptive approach. The population in this study were all public high school teachers in East Baturaja District, OKU Regency. There are independent variables (variables that influence) and dependent variables (influenced). Independent variables in this study are leadership style and principal supervision (X^2), teacher performance (Y) as the dependent variable. The population in this study were teachers from SMA Negeri 1 OKU, SMA Negeri 4 OKU and SMA Negeri 5 OKU. By looking at the number of teachers as shown in the table below:

Table 1. Research Population

| No | School | Number of Teachers |
|----|------------------|--------------------|
| 1 | SMA Negeri 1 OKU | 43 |
| 2 | SMA Negeri 4 OKU | 34 |
| 3 | SMA Negeri 5 OKU | 35 |
| | Jumlah | 112 |

Test the instrument using:

- The validity test is a test carried out on the instrument, the purpose of this test is whether the instrument is valid or not. The validity test is to measure whether the tool to be used can measure what will be measured.
- Reliability test, according to Sugiyono (2018) reliability is a term to indicate the extent to which a measurement result is relatively consistent if the measurement is repeated two or more times. So in the measurement of reliability serves to determine the constancy of the instrument or data under study.

Prerequisite Test Analysis is carried out with the intention of providing an overview of the extent to which the requirements have been met in accordance with the planned analysis technique. Based on the objectives of this study, the analytical technique used is the multiple regression analysis technique

- The normality test is intended to determine whether the data distribution of each research variable is normal, namely the leadership style variable (X^1) principal

supervision (X^2) and teacher performance (Y). The research data normality test analysis technique uses the Kolmogorof-Smirnov Test using SPSS version 22.0.

b. Linearity Test

The basis for decision making is based on the significance value on Linearity > significance 0.05, it can be concluded that there is a linear relationship between variables.

Hypothesis Test, T test, for the Effect of Leadership Style on Teacher Performance. The hypothesis proposed for the effect of leadership style on teacher performance is:

H01 = 0: there is no influence of leadership style on the performance of public high school teachers in East Baturaja District.

H11 = > 0: there is a State High School in East Baturaja District.

Effect of academic supervision on Teacher Performance. The hypothesis proposed for the effect of principal supervision on teacher performance Teacher performance is:

H02: there is no effect of principal supervision on teacher performance. Teacher Performance of State Senior High School in District Baturaja Timur.

H12: > 0: there is an effect of principal supervision on Teacher Performance State Senior High School in East Baturaja Sub-district.

Simultaneous Test (F Test), to test the hypothesis simultaneously the F Test is used. The F test aims to determine the effect of all independent variables with the dependent variable, to determine whether the independent variable has a significant / not relationship with the dependent variable simultaneously for each variable (Wibowo, 2012). The Coefficient of Determination (R^2) test, in essence, measures how far the model's ability to explain the variation in the dependent variable. The coefficient of determination is between zero and one. A small value (R^2) means that the ability of the independent variable to explain the variation in the independent variable provides almost all the information needed to predict the variation in the independent variable (Sarwono, 2012).

RESULTS AND DISCUSSION

Table 2. Validity Test of Research Instrument

| r count | r table Karl Pearson | Variabel |
|---------|----------------------|-----------------------|
| Valid | 0,1840 | Leadership Style |
| Valid | 0,1840 | Principal Supervision |
| Valid | 0,1840 | Teacher Performance |

From the results of calculations through IBM SPSS statistics version 22, all question items on the questionnaire are valid so that they can be continued to the research stage.

Table 3. Principal Leadership Style variable reliability test

| Reliability Statistics | |
|------------------------|-----------|
| Cronbach's Alpha | N of Item |
| ,930 | 30 |

With the results of the reliability test results related to the leadership style questionnaire, it shows that r count = 0.930, therefore r count is higher than r table, so we can conclude that r count > r table, so related to the questionnaire IBM SPSS statistics. > r table, then the questionnaire related to IBM SPSS statistics version 22 is proven to be reliable or valid.

Table 4. Principal supervision variable reliability test

| Reliability Statistics | |
|------------------------|-----------|
| Cronbach's Alpha | N of Item |
| ,651 | 8 |

The reliability of the principal supervision questionnaire shows that r count = 0.651, therefore r count is higher when compared to r table, it can be concluded that r count > r table, then the principal leadership questionnaire is proven to be reliable and valid.

Table 5. Reability test of teacher performance variables

| Reliability Statistics | |
|------------------------|-----------|
| Cronbach's Alpha | N of Item |
| ,952 | 45 |

The results of the performance questionnaire reliability test show that r count = 0.960, therefore r count is higher than r table, it can be concluded that r count > r table, so the performance questionnaire is proven reliable. As explained, r count must > r table, with r table = 0.1840, then as the calculation of the reliability of each variable, all items are declared reliable or reliable as a data collection tool.

Table 6. Normality Test Results

| One-Sample Kolmogorov-Smirnov Test | | |
|------------------------------------|----------------|-------------------------|
| | | Usntandardized Residual |
| N | | 112 |
| Normal Parameters ^{a,b} | Mean | ,000000 |
| | Std. Deviation | 1,65504382 |
| Most Extreme Differences | Absolute | ,230 |
| | Positive | ,230 |
| | Negative | -,179 |
| Test Statistic | | ,230 |
| Asymp. Sig. (2-talled) | | ,000 ⁰ |

- Test distribution is Normal.
- Calculated form data
- Lilliefors Significance Correction

The basis for decision making is based on probability numbers. If the probability > 0.05, the data in this study shows that all variables are normally distributed.

Table 7. Linearity Test Results

| Variabel | Deviation of Linierity |
|--|------------------------|
| Leadership style on teacher performance | 0,330 |
| Principal supervision on teacher performance | 0,660 |

The basis for decision making is based on the significance value in Linearity > 0.05 significance, it can be concluded that there is a linear relationship between variables. Multicollinearity test aims to determine whether the regression model found a correlation between independent variables. The results of the multicollinearity test in this study can be seen as follows:

Table 8. Multicollinearity Test Results

| | | Coefficients ^a | | | | | |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|------------------------|
| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Colinearity Statistics |
| Model | | B | Std. Error | Beta | | | Tolerance |
| 1 | (Constant) | 2,435 | 1,855 | | 1,313 | ,192 | |
| | X1 | 1,460 | ,049 | ,985 | 29,665 | ,000 | ,105 |
| | X2 | ,053 | ,197 | ,009 | ,268 | ,789 | ,105 |

From the table above, it appears that the regression model in this study does not occur correlation between independent variables. Variable Inflation Factor / VIF value for leadership style amounted to 9.486 and a tolerance value of 0.105, principal supervision of 9.486 with a tolerance value of 0.105 where all VIF values < 10 and tolerance values > 0.1 so that based on this, the research regression is free from multicollinearity.

The hypothesis that reads "It is suspected that there is a real and significant influence of the principal's leadership style on the performance of public high school teachers in East Baturaja District, OKU Regency" the relationship model of the principal's leadership on teacher performance is expressed in the form of the equation $Y = 2,610 + 1,437 X_1$

Table 9. Y Variable t test against X1

| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|--------|
| Model | | B | Std. Error | Beta | | |
| a. | (Constant) | 2,610 | 1,728 | | 1,510 | ,134 |
| | X1 | 1,473 | ,016 | | ,994 | 92,537 |

Based on the significance test of the principal's leadership variable on teacher performance, t count is 92.537 with a significance of 0.000. After being consulted with the t table price, where t count $92.537 >$ from t table 0.676, H_0 is rejected so that the principal leadership variable significantly affects teacher performance.

Table 10: Correlation of Y with X₁

| Model Summary | | | | |
|---------------|-------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,994a | ,987 | ,987 | 1,66310 |

a. Predictors: (Constant), x1

After it is known that there is an influence between the principal's leadership on teacher performance, the amount of influence is $0,994 \times 0.994 = 0.987$. R square can be called the

coefficient of determination, which in this case means that the amount of variance in teacher performance that is influenced or determined by the principal's leadership is 98%. The strength of the relationship between principal leadership and teacher performance is expressed in the correlation coefficient of 0.994 with a significance of 1.663. This shows that the positive and significant influence between principal leadership on teacher performance can be accepted.

The hypothesis that reads “there is a real and significant effect of principal supervision on the performance of public high school teachers in East Baturaja District, OKU Regency” the relationship model of principal leadership on teacher performance is expressed in the form of the equation $Y = 0.743 + 5.569 X_2$.

Table 11. Y Variable t test against X_1
Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | ,743 | 5,559 | | ,134 | ,894 |
| X2 | 5,569 | ,191 | ,941 | 29,095 | ,000 |

a. Dependent Variable: y

Based on the significance test of the principal supervision variable on teacher performance, t count is 29.095 with a significance of 0.000. After being consulted with the t table price, where t count $29.095 < t$ table 0.691, H_0 is rejected so that the principal supervision variable significantly affects teacher performance.

Table 12: Correlation of Y with X_2
Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1 | ,991a | ,985 | ,884 | 5,00793 |

a. Predictors: (Constant), x2

After it is known that there is an influence between principal supervision on teacher performance, the amount of influence is $0,941 \times 0,941 = 0.885$. R square can be called the coefficient of determination, which in this case means that the amount of variance in teacher performance that is influenced or determined by principal supervision is 85%. The strength of the relationship between principal supervision and teacher performance is expressed in the correlation coefficient of 0.941 with a significance of 5.008. This shows that the positive and significant influence between principal leadership on teacher performance can be accepted.

The hypothesis that reads “there is a real and significant effect of leadership style and principal supervision together on the performance of public high school teachers in East Baturaja District, OKU Regency” the principal's leadership relationship model on teacher performance is expressed in the form of the equation $Y = 2.435 + (1.460 X_1 + 0.053 X_2^2)$.

Table 13 Y Variable t test against X_1+X_2

| Coefficients ^a | | | | | | |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2,435 | 1,855 | | 1,313 | ,192 |
| | X1 | 1,460 | ,049 | ,985 | 29,665 | ,000 |
| | X2 | ,053 | ,197 | ,009 | ,268 | ,789 |

a. Dependent Variable: y

Table 14: Correlation of Y with X_1+X_2

| Model Summary | | | | |
|---------------|-------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,994a | ,987 | ,987 | 1,67016 |

a. Predictors: (Constant), x2

Based on the table above, the R square value is 0.987 which is the result of the calculation of the multiple correlation coefficient which shows that the percentage of the influence of the two predictors/ independent variables on teacher performance (Y). The determination number is 0.987 which is the square of R. Based on the formula $0.987 \times 0.987 \times 100\% = 97\%$. It can be said that the effect of principal leadership (X^1), principal supervision (X^2) on teacher performance (Y) is 97% and the remaining 3% is influenced by other variables not examined such as factors from within the teacher himself, namely his knowledge and abilities or competence as a professional teacher.

Table 15. Multiple Linear Regression

| ANOVA ^a | | | | | |
|--------------------|----------------|-----|-------------|---------|-------|
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| Regression | 21229,983 | 1 | 21229,983 | 846,512 | ,000b |
| Residual | 2758,732 | 110 | 25,079 | | |
| Total | 23988,714 | 111 | | | |

a. Dependent Variable: y

b. Predictors: (Constant), x2

From the ANOVA test obtained F count 846.512 with a significance level of 0.000, while the F table according to the 0.05% significance level is 0.691. So that F count $846.512 > F$ table 0.691 means that statistically the data used to prove that all independent variables (leadership and principal supervision) have a real effect on teacher performance. Or in other words, principal leadership (X^1), principal supervision (X^2) together affect teacher performance. The decision is to reject H_0 and accept H_1 , meaning that the multiple regression coefficient of principal leadership (X^1), principal supervision (X^2) together with zero. So that the leadership and supervision of principals together affect teacher performance.

From the results of data analysis, it can be proven that the principal's leadership affects teacher performance. The magnitude of this influence is expressed by the coefficient of determination of 99%. This is understood because leadership has a very important role in

moving the wheels of the organization so as to improve the quality of teacher work. The results of this study support the hypothesis stated in Chapter II that there is a positive and significant influence between principal leadership on teacher performance.

Based on the results of the regression analysis, it was found that the amount of influence given by the principal's leadership on teacher performance can be seen from the regression equation. It can be concluded that the influence between supervision of principal leadership on teacher performance is significant, with the regression equation $Y = 2.610 + 1.437 X_1$ indicates that each increase of one unit of principal leadership score will cause an increase in teacher performance score by 1.437 units at constant 2.610. The principal's obligation as a manager is to assess teacher performance. Assessment is important to do considering its function as a motivational tool for leaders to a teacher's performance and for a teacher's performance itself. In the perspective of national education policy, the Regulation of the Minister of National Education Number 13 of 2007, there are seven main roles of principals, namely, "as educators, managers, administrators, providers, leaders, climate creators and entrepreneurs".

From the results of data analysis, it can be proven that principal supervision affects teacher performance. The magnitude of this influence is expressed by the coefficient of determination of 88%. This is understood because supervision has an important role in moving the wheels of the organization so as to improve the quality of teacher work. The results of this study support the hypothesis stated in Chapter II that there is a positive and significant influence between principal supervision on teacher performance. Based on the results of regression analysis, it is found that the amount of influence given by the principal's leadership on teacher performance can be seen from the regression equation. It can be concluded that the influence between the supervision of principal leadership on teacher performance is significant, with the regression equation $Y = 0.743 + 5.569 X_2$ indicates that each increase of one unit of principal leadership score will cause an increase in teacher performance score by 5.569 units at a constant 0.743.

From the calculation of the coefficient of determination, the results of this study are more convincing that 85% of teacher performance is influenced by academic supervision carried out systematically by school principals by the school principal. Supervision as described by experts is an assistance provided by the principal in order to improve the competence of teachers. provided by the principal in order to improve teacher competence which will ultimately lead to improved teacher performance. leads to improved teacher performance. The aspects of coaching carried out in academic supervision activities by school principals are mostly aspects that will be assessed during the teacher performance assessment. In connection with the results of this study, the implementation of principal supervision really needs to be improved and maintained in order to make a greater contribution to teacher performance and maintained in order to make a greater contribution to teacher performance.

The significant influence between leadership and principal supervision on teacher performance, teacher performance. Based on the results of the calculation of multiple

regression analysis (multiple regression) obtained from the table analysis R square is 98.7 which is the square of 0.9942. This score is the coefficient of determination which means 98% of the contribution is determined by the leadership and supervision variables of the principal While the remaining 2% is explained by other causes (other than the variables in this study). So the leadership and supervision of principals together make a very large contribution to teacher performance by 98%.

The great influence of principal supervision on teacher performance suggests that principals play a very important role in determining the quality of teacher performance in schools. So that the implementation of systematic and educational supervision activities really needs to be carried out in order to improve the quality of teacher performance. Academic supervision, which is a form of the principal's main tasks as stipulated in Permendikbud No. 6 of 2018 concerning the assignment of teachers as principals and Permendikbud 15 of 2018 concerning the fulfillment of the principal's workload, is a form of the principal's efforts in providing guidance and guidance to teachers. Likewise, the principal's leadership style is able to influence teacher performance. The results of this study are in line with the theory presented by Siahaan (2017) which explains that leadership factors are one of the factors that affect the performance of a person as well as teachers. As individual and social beings, teachers also need comfort at work. One of the factors causing comfort or discomfort is the principal's leadership style. A good leadership style will be seen from the implementation of schools that are orderly, comfortable, conducive and in accordance with the vision and mission and goals to be achieved.

CONCLUSION

Based on data analysis and hypothesis testing, it can be concluded that there is a positive and very significant influence between the principal's leadership style on teacher performance with a large variant of teacher performance which is influenced or determined by the principal's leadership by 99%, there is a positive and significant influence between principal supervision on teacher performance with a large variant of teacher performance which is influenced or determined by principal supervision is 88%, the effect of principal leadership style (X_1), principal supervision (X_2) on teacher performance (Y) is 98% and the remaining 2% is influenced by other variables not examined such as factors from within the teacher himself, namely his knowledge and abilities or competence as a professional teacher. Supervision that has been running needs to be maintained but it is also necessary to make efforts to improve which allows it to improve the leadership and supervision functions of the principal so that it has an impact on improving the quality of work. There is a need for similar research with different themes to test various theories of human resource management, as well as by having other variables that are still within the scope of teacher performance to reveal other variables that have a major effect on teacher performance.

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