

The Effect of Principal's Academic Supervision and Work Commitment on Teachers' Teaching Performance at SMK N 1 Barumun, Padang Lawas District, North Sumatera Province

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ABSTRACT

This study aims to determine the Influence of Principal's Academic Supervision and Work Commitment on Teachers' Teaching Performance at SMK N 1 Barumun, Padang Lawas Regency. This type of research is quantitative with the method used in this study is a survey method with a sampling technique, namely Random sampling, namely random sampling. The data collection technique used in this study is a questionnaire using a Likert scale. The results of this study indicate that there is an Influence of Principal Academic Supervision and Work Commitment on Teacher Teaching Performance with an F count of 68.091 and a significance of 0.000. Using the level of α (Alpha) = 0.05 or 5% shows that the calculation of f count $68.091 > f_{table} 3.11$ and the Sig. value. $(0.000) < 0.05$, it can be concluded that the variables of academic supervision (X1) and work commitment (X2) simultaneously have a significant influence on teacher teaching performance at SMKN 1 Barumun, Padang Lawas Regency. and its significance is less than 0.05 $(0.000 < 0.05)$ meaning that H_a is accepted and H_0 is rejected. This means that partially there is a significant influence of Principal Academic Supervision and Work Commitment on Teacher Teaching Performance at SMK N 1 Barumun, Padang Lawas Regency. R2 value of 0.636, this means that the variables of academic supervision and work commitment contribute to the teacher performance variable by 63.6%, while the remaining 36.4% is influenced by other variables not examined in this study. This shows a significant influence of the Principal's Academic Supervision and Work Commitment on Teacher Teaching Performance at SMK N 1 Barumun, Padang Lawas Regency.

Keywords: *Principal's Academic Supervision; Work Commitment; Teacher Teaching Performance.*

INTRODUCTION

The development of a system in education management is very important in supporting the achievement of national education goals (Junindra et al., 2022). Education itself begins long before children enter formal institutions, even since the child is born, through a learning process carried out by parents such as introducing music or reading stories to children who are still in the womb, which shows that everyday life experiences have a big role in the education process (Rasyid et al., 2024). Education is a basic human need because through education the potential within a

person can be optimally explored, as explained in Law No. 20 of 2003 that education is a conscious and planned effort to create a learning atmosphere that allows students to develop their spiritual potential, personality, intelligence, and skills (Iv et al., 2020).

In the national education system, teachers are a key element that has a central role in the teaching and learning process. Teachers have a major influence on the quality of education because they are the direct implementers of the teaching process in schools (Winbaktianur & Sutono, 2019). Therefore, teacher competence greatly determines the achievement of national education goals. Teacher competence according to laws and regulations includes pedagogical, personality, social, and professional competence obtained through professional education (Wukir, 2008). The government has established a teacher certification policy as a form of recognition of their professionalism. Good teacher performance is an indication of the success of carrying out the tasks and responsibilities given (Ginting et al., 2021), because performance shows the level of success in achieving certain goals and standards (Suherman, 2010; Saddi et al., 2021).

One important aspect that influences teacher performance is educational supervision carried out by the principal or other related parties. Supervision plays a role in coaching and assessing teachers both from a technical and administrative perspective (Junindra et al., 2022). Unfortunately, the reality in the field shows that supervision still tends to be administrative in nature and has not been fully directed at efforts to improve the quality of learning. In this case, the role of the principal as an educational leader is very important. The principal not only acts as a manager, but also as a supervisor, innovator, and motivator who is competent in compiling and implementing effective supervision programs (Muspawi, 2021; Huda, 2022).

According to Atmodiwirio (2002), supervision aims to help teachers identify and fix learning problems. Supervision is a service that encourages teacher professional development through guidance and technical support. Purwanto (2005) added that supervision includes the principal's efforts to provide assistance to teachers so that they can develop in achieving educational goals through the selection of better learning methods, media, and assessments. Wahyudi (2009) and Suharsimi (2004) also emphasize the importance of supervision in improving the quality of learning and stimulating the involvement of all elements of education.

However, the reality at SMKN 1 Barumon, Padang Lawas Regency shows that teacher performance is not optimal. Some teachers do not see supervision as a necessity for professional development, but rather consider it a burden. As a result, the learning process becomes less effective, marked by monotonous methods, lack of utilization of learning media, and minimal teaching preparation. This low teacher performance also has an impact on the quality of graduates who are not fully prepared to face the level of education or the world of work that is relevant to their field of expertise.

From the description, the author identified several main problems: low teacher performance, negative perceptions of supervision, and the alleged influence between supervision and the principal's work commitment on teacher performance. Therefore,

the study focused on the influence of supervision and the principal's work commitment on teacher performance at SMKN 1 Barumun. The formulation of the problems proposed include: does the principal's supervision have a significant effect on teacher performance, does work commitment have a significant effect on teacher performance, and do the two variables together affect teacher teaching performance at the school.

METHOD

This study uses a quantitative descriptive method that aims to describe and analyze the influence of principal supervision and work commitment on teacher performance through a statistical approach to numerical data. The study was conducted at SMKN 1 Barumun, Padang Lawas Regency, North Sumatra, with a population of 101 subject teachers. Of that number, 81 teachers were determined as samples using the proportional sampling technique using the Yamane formula (Ridwan & Kuncoro, 2014), while the other 21 teachers were used for instrument trials.

Data collection was conducted through a questionnaire designed based on a Likert scale as explained by Ridwan and Kuncoro (2010), where respondents were asked to provide an assessment of statements related to the research variables. The answers in the questionnaire were classified into five choices, namely strongly agree to strongly disagree, with a score of 5 to 1. The research instrument was developed based on the conceptual and operational definitions of three main variables, namely teacher performance, principal supervision, and work commitment. Teacher performance indicators include planning, implementation, evaluation of learning, and guidance and classroom management. Meanwhile, the principal supervision indicators include guidance in planning, implementation, evaluation, and follow-up of supervision results.

Before being used in the main study, the instruments were tested for validity and reliability. Validity was tested by comparing the calculated r and table r values, where the instrument is considered valid if the calculated r is greater than the table r . Meanwhile, reliability was tested using the Cronbach Alpha value and was declared sufficient if the result exceeded 0.50. In addition, a data normality test was also carried out using the Kolmogorov-Smirnov method to ensure that the data was normally distributed. Data is considered normal if the significance value is greater than 0.05, which indicates that the data does not have a significant difference with the standard normal distribution. This approach ensures that the instruments and data used in the study have met scientific standards to measure the influence of principal supervision and work commitment on teacher performance objectively and reliably.

FINDINGS AND DISCUSSION

General Descriptive of Respondents

To determine the extent to which academic supervision (X1) and work commitment (X2) influence teacher performance (Y) at SMKN 1 Barumun, Padang Lawas Regency, North Sumatra Province, data collection was conducted by distributing questionnaires to 81 teachers as respondents. All questionnaires were successfully returned and analyzed to describe the general characteristics of respondents, both based on age and last level of education.

From the results of the analysis based on age presented in Table 4.1, it is known that the majority of respondents, namely 44%, are in the age group above 46 years. This shows that the majority of teachers have had a fairly long working period and in-depth experience in the world of education. As explained by Mulyasa (2013), long work experience usually has an impact on professional maturity, emotional stability, and a high sense of responsibility in carrying out educational tasks. Meanwhile, respondents aged 31–45 years numbered 25 people (31%), who are included in the productive age category. According to Sudjana (2007), individuals in productive age have optimal capacity to work and be adaptive to change, which greatly supports the achievement of educational goals. On the other hand, teachers under the age of 30 only number 20 people or 25% of the total respondents. This relatively small proportion shows that young teachers still do not dominate, most likely due to the limited recruitment of new educators. In fact, the existence of young teachers is important to bring a spirit of innovation and mastery of modern learning technology.

In terms of the last level of education described in Table 4.2, it is known that the majority of teachers, namely 67%, have completed their education up to Strata 1 (S1). This is in accordance with the provisions of the Minister of National Education Regulation Number 16 of 2007 which requires elementary and secondary level teachers to have a minimum academic qualification of S1/D-IV. This achievement shows that SMKN 1 Barumun has met the general academic qualification standards. Furthermore, 21% of respondents have completed their education at the Strata 2 (S2) level, which indicates the awareness and efforts of some teachers to improve their professional and pedagogical capacity. As emphasized by Mulyasa (2013:45), higher education will strengthen teachers' ability to adapt to developments in science and technology, as well as increase their participation in academic activities such as classroom action research and curriculum development. Meanwhile, 12% of respondents still have a Diploma as their last educational background. This number reflects that there are still teachers who have not met the minimum qualifications as stipulated in the laws and regulations. Generally, they are senior teachers who were recruited before the S1 qualification policy was implemented. Therefore, it is important to encourage them to participate in qualification enhancement programs so that they are able to compete in the ever-evolving educational climate.

Frequency Distribution of Research Variables

Based on the research results, the frequency distribution of the Academic Supervision variable (X1) shows that the majority of respondents gave a very good assessment of various aspects of supervision carried out by the principal. The highest average value (4.33) was found in the statement that the principal socialized the supervision program at the beginning of the school year. This indicates that the initial planning and communication have been running optimally, in accordance with Mulyasa's view (2013) which emphasizes the importance of the socialization stage as the foundation for the success of academic supervision. In addition, high scores were also shown in the aspects of preparing the supervision schedule and implementing supervision as a whole, which reflects effective supervision management (Glickman et al., 2010).

The descriptive statistical results for the Academic Supervision variable show that out of 81 respondents, the minimum score is 17 and the maximum is 85, with an average of 68.48 and a standard deviation of 12.99. This indicates a relatively consistent positive perception from teachers towards the implementation of academic supervision in schools.

In the Work Commitment variable (X2), the statement that obtained the highest score was teacher participation in coaching activities held on holidays with an average score of 4.09. This indicates a high normative commitment, where teachers feel they have a moral responsibility for the progress of the school. This attitude reflects the characteristics of individuals who have loyalty and dedication to the organization where they work, in line with the opinion of Robbins and Judge (2017) that individuals with high commitment tend to be willing to give time and energy to achieve organizational goals.

In general, all statements in the work commitment variable obtained an average score above 3, indicating a good assessment from teachers. However, there is room for improvement, especially in the aspect of confidence in the choice to work at the school and the willingness to direct all abilities to the maximum to support the school's vision and mission. Based on the descriptive statistical output, the minimum value is 22 and the maximum is 74, with an average of 56.17 and a standard deviation of 11.98. This value reflects a fairly good perception, although there is a greater diversity of answers compared to the academic supervision variable.

Thus, both academic supervision by the principal and the teachers' work commitment to the school are in the good category and provide a positive contribution to the educational process at SMKN 1 Barumon.

Validity Test and Reliability Test

Validity Test

Validity test is used to measure the extent to which the instrument used is able to measure what should be measured. Validity testing in this study was conducted on three variables, namely academic supervision (X1), work commitment (X2), and

teacher performance (Y), with a total of 81 respondents. Based on the distribution of r table with a significance level of 5%, the r table value was obtained as 0.218.

The results of the validity test for the academic supervision variable (X1) show that all statements from number 1 to 17 have a Pearson correlation value (r count) greater than 0.218. The r count values vary between 0.734 and 0.865. Thus, all statement items in this variable are declared valid and suitable for use for further data collection.

Furthermore, for the work commitment variable (X2), the test results also show that the fifteen statement items have a calculated r value above 0.218, with a range of values between 0.547 and 0.878. This shows that all statement items in the work commitment variable are valid and meet the requirements as good measurement instruments.

Validity testing of the teacher performance variable (Y) showed similar results. All eighteen tested statements showed a calculated r value above the r table. Pearson correlation values ranged from 0.401 to 0.784, which means that each statement item on the teacher performance variable was also declared valid. Therefore, all questionnaire instruments from the three variables can be used in the further analysis process.

Reliability Test

After all statement items are declared valid, the next step is to test the reliability of the instrument. Reliability testing aims to determine the extent to which the measuring instrument produces consistent results when used repeatedly under the same conditions. Reliability testing in this study was carried out using the Cronbach's Alpha value, where an instrument is said to be reliable if the Cronbach's Alpha value is greater than 0.50.

The results of the reliability test show that the academic supervision variable (X1) has a Cronbach's Alpha value of 0.962. The work commitment variable (X2) obtained a value of 0.949, and the teacher performance variable (Y) obtained a value of 0.917. All three values are far above the minimum limit of 0.50, even exceeding the threshold of 0.90 which indicates very high reliability.

Thus, it can be concluded that all instruments used in this study, both for academic supervision variables, work commitment, and teacher performance, have met the requirements of validity and reliability. The instruments are reliable and suitable for use as measuring tools in further research.

Classical Assumption Test

Based on the results of classical assumption tests including normality, multicollinearity, and heteroscedasticity tests, it can be concluded that the regression model used in this study meets the statistical requirements for further analysis. The normality test was carried out using the Kolmogorov-Smirnov method which showed a significance value of 0.200, greater than 0.05, which means that the residual data is normally distributed. These results support Ghozali's argument (2018) that normal

distribution requirements are needed to obtain unbiased and efficient estimation results in regression analysis.

Furthermore, multicollinearity testing aims to ensure that there is no strong linear relationship between independent variables. Based on the tolerance value of 0.720 and the Variance Inflation Factor (VIF) value of 1.390 for both independent variables, Academic Supervision and Work Commitment, it is known that all values are still within the permissible threshold (tolerance > 0.1 and VIF < 10). This finding is consistent with the theory of Gujarati and Porter (2009), which states that multicollinearity is not a problem as long as the VIF is below 10.

The results of the heteroscedasticity test using the Glejser method show that the significance value of Academic Supervision is 0.653 and Work Commitment is 0.140, both of which are greater than 0.05. Thus, no symptoms of heteroscedasticity were found in this regression model, which means that the variance of the residuals is constant (homoscedastic). This is in line with the guidelines from Imam Ghozali (2018) which states that a good model must be free from heteroscedasticity problems so that the estimation results are efficient and unbiased.

Overall, the results of the classical assumption test indicate that the regression model in this study meets all the basic assumptions of multiple linear regression. Therefore, the model can be used validly to test the effect of Academic Supervision and Work Commitment on Teacher Performance.

Linear Regression Analysis Multiple

Based on the results of multiple linear regression analysis conducted using the SPSS version 23 program, it is known that academic supervision and work commitment simultaneously and partially have a significant influence on teacher teaching performance at SMKN 1 Barumon, Padang Lawas Regency, North Sumatra Province. The regression equation model obtained is:

$$Y = 30.906 + 0.202X_1 + 0.490X_2 + e,$$

where Y is teacher performance, X_1 is academic supervision, X_2 is work commitment, and e is error.

The constant value of 30.906 indicates that when the variables of academic supervision and work commitment do not change or are zero, the teacher performance value theoretically remains at that number. The regression coefficient for academic supervision of 0.202 indicates that every one-unit increase in academic supervision will increase teacher performance by 0.202 units, assuming work commitment remains constant. Likewise, the regression coefficient for work commitment of 0.490 indicates that a one-unit increase in work commitment can increase teacher performance by 0.490 units, assuming academic supervision remains constant.

The t-test conducted to test the partial influence of each independent variable shows that academic supervision has a t-count value of 3.416 and work commitment of 7.657, both of which are greater than the t-table value of 1.990. In addition, the significance value of each variable is less than 0.05, which is 0.001 for academic

supervision and 0.000 for work commitment. This means that both independent variables partially have a significant effect on teacher performance.

The F test used to test the simultaneous effect shows that the F-calculation value of 68.091 is greater than the F-table of 3.11, and the significance value of 0.000 is less than 0.05. These results provide evidence that academic supervision and work commitment together have a significant effect on teacher performance.

The coefficient of determination (R^2) of 0.636 and adjusted R^2 of 0.626 indicate that 63.6% of the variation in teacher performance can be explained by changes in academic supervision and work commitment. The remaining 36.4% is explained by other factors not included in this model. This value indicates that the regression model used is quite good at explaining variations in teacher performance.

Overall, the results of the analysis indicate that both academic supervision and work commitment are important factors that influence teacher performance at SMKN 1 Barumon. Therefore, improvements in these two aspects can be used as a strategy to significantly improve the quality of teacher teaching performance.

Discussion

This discussion explains how the influence of academic supervision and work commitment as independent variables on teacher performance as the dependent variable at SMKN 1 Barumon, Padang Lawas Regency, North Sumatra Province. The analysis was conducted based on the results of a study involving 81 respondents.

Academic Supervision Affects Teacher Performance

The results of the study indicate that academic supervision has a significant effect on teacher performance. This is evidenced by the t-count value of 3.416 which is greater than the t-table of 1.990 and the significance value of 0.001 which is smaller than 0.05. This means that the better the implementation of academic supervision, the better the teacher's performance in the learning process will be.

Academic supervision is an activity that aims to help teachers develop their ability to manage learning, through guidance, supervision, and evaluation carried out systematically by the principal or supervisor. This process includes planning, classroom observation, and providing feedback aimed at improving the effectiveness and quality of teaching. Effective supervision can provide intellectual and emotional support, help teachers face challenges in the classroom, and improve their teaching skills.

This study is in line with the findings of Novebri Nadroh Lubis (2022) which states that academic supervision has a positive impact on improving teacher performance. Supervision that is carried out consistently and continuously provides guidance and evaluation that supports teacher professionalism, so it is very relevant to be used as a strategy to improve performance in the school environment.

Work Commitment Affects Teacher Performance

Based on the results of the analysis, the work commitment variable is also proven to have a significant effect on teacher performance, with a t-count value of 7.657 which is greater than the t-table of 1.990 and a significance value of 0.000 which is far below

the limit of 0.05. This shows that teachers who have a high work commitment tend to show better performance in teaching.

Work commitment describes the level of dedication and responsibility of a teacher to the profession and the institution where he/she serves. Teachers who have high commitment will be more motivated in planning learning, developing teaching materials, and seeking new approaches in the learning process. They also tend to care more about student success and are more persistent in improving the teaching methods used.

As explained by Mashudi (2021), work commitment is a form of teacher sincerity in believing in the values and goals of the school and loyalty to the institution. Thus, work commitment is an important factor that makes a positive contribution to teacher performance. This finding is supported by the research results of Nana Triapnita Nainggolan (2020), which revealed that commitment has a strong relationship with teacher performance and active involvement in school activities. When teachers have a high commitment, there will be a drive to improve personal abilities and make a significant contribution to achieving educational goals in schools.

Academic Supervision and Work Commitment Influence Teacher Performance

This study also found that simultaneously academic supervision and work commitment have a significant effect on teacher performance. This is indicated by the results of the F test which produced an F-count value of 68.091, greater than the F-table of 3.11, with a significance value of 0.000 which is smaller than 0.05. In other words, the better the implementation of academic supervision and the higher the teacher's work commitment, the more optimal the teacher's performance will be.

Academic supervision provides professional support to teachers to improve their pedagogical skills, through constructive observation and evaluation. Meanwhile, work commitment is an internal driving factor that makes teachers work with enthusiasm, discipline, and a high sense of responsibility. The combination of these two factors creates a work environment that supports the continuous professional development of teachers.

The results of this study are in line with the research of Gabriel Sampe Mangiri (2021) which examined the effect of principal supervision and work commitment on teacher performance at Barana Christian High School, North Toraja Regency. In this study, it was found that effective supervision and a high level of commitment together can improve the quality of teacher performance. Teachers who receive supervisory support and have strong internal motivation will be more creative, innovative, and productive in carrying out teaching duties.

The Influence of Age and Education Level on Teacher Performance

In addition to academic supervision and work commitment, this study also examined the influence of teachers' age and education level on their performance. It was found that supervision and work commitment tend to have a greater influence on younger teachers. Young teachers are generally highly motivated, enthusiastic in accepting change, and more receptive to input and guidance. On the other hand, older teachers, although they may not be very responsive to supervision, have invaluable

experience and wisdom in managing the classroom and dealing with the dynamics of learning.

Education level also affects teacher performance. Teachers with higher educational backgrounds generally have a stronger theoretical and methodological understanding, which ultimately has a positive impact on the quality of learning. However, teachers with a diploma level of education can still improve their performance through continuous training and professional development.

Therefore, principals need to consider the age and educational background of teachers in designing supervision programs, training, and strategies for improving work commitment. A personal and differential approach according to the characteristics of each teacher will be more effective in improving overall performance.

CONCLUSION

Based on the results of the research and discussion that have been carried out in the previous chapter, in this section the following conclusions can be drawn, that is, academic Supervision has a positive and significant influence on teacher teaching performance. This means that the better the academic supervision carried out, the better the teaching performance of teachers at SMKN 1 Barumun, Padang Lawas Regency , North Sumatra Province. Besides, work Commitment has a positive and significant influence on teacher teaching performance. This means that the better the work commitment given, the more it will improve the teaching performance of teachers at SMKN 1 Barumun, Padang Lawas Regency , North Sumatra Province. Then, the principal's academic supervision and work commitment have a positive and significant influence on the teaching performance of teachers at SMKN 1 Barumun, Padang Lawas Regency, Sumatra Province.

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