

<https://cejsr.academicjournal.io>

The Influence of Principal Supervision and Organizational Climate on The Performance of Public High School Teachers 2 Probolinggo City

Erwin Prasetyo Utomo¹, Eni Fariyatul Fahyuni²

Universitas Muhammadiyah Sidoarjo^{1,2}

ABSTRACT

The purpose of this study was to describe the influence of the principal's supervision and organizational climate on teacher performance at SMK Negeri 2 Probolinggo City. To achieve this goal, researchers used a quantitative approach with a sample of 67 teachers. There are three variables studied, namely the supervision of the principal, organizational climate or culture and teacher performance. The research results show that the results based on partial calculations found that there was an influence between the supervision of the school principal and teacher performance with a contribution rate of 17.1%. While the organizational climate variable has a contribution to teacher performance of 3.6%. There is an influence of the principal's supervision and organizational climate together on teacher performance. The influence of the principal's supervision and organizational climate together on teacher performance is 20.5%, the remaining 79.5% is influenced by other factors not included in the variables in this study.

KEY WORDS AND EXPRESSIONS: Supervision, Organizational Climate, Performance, Teacher

INTRODUCTION

The purpose of education in accordance with the National Education System Law Number 20 of 2003 is the development of character building based on faith and fear of God Almighty, having noble character, healthy, knowledgeable, having skills, creativity, independence in social life. Currently, the Indonesian nation is faced with the problem of immorality in all dimensions of national life. News coverage shows crimes in various forms, ranging from the smallest crime to the level of crime at a large scale level. The perpetrators of space crimes in children, students to adults. Of course this is a separate record for the world of education (Simaremare et al., 2020).

Education is important in building people's lives and is a major factor or determinant for the future of a nation. (Imah, 2018 and Kodariah et al., 2016).. Education is in a very strategic position in efforts to build nations and countries because education is a process in an effort to educate the nation's life through human resources. (Izma & Kesuma, 2019). Quality education will produce quality and complete human resources. With the existence of high quality human resources, the nation's development movement will be more quickly achieved and ultimately can increase the prosperity of all Indonesian people. (Rahawarin & Arikunto, 2015; Diyah, 2017; Sarwono et al., 2019; Setyaningsih, 2020).

<https://cejsr.academicjournal.io>

Education in the world, especially in Indonesia, is organized in a formal educational institution such as schools/madrasas and madrasahs. Madrasah as one of the educational organizations that directly organizes education to achieve national education goals, namely educating the nation's life. Madrasah is an organization that organizes various resources that support the implementation of an existing educational process such as curriculum, teachers/educators, infrastructure and other resources, so that there is synergy between one resource with other resources in order to achieve quality education goals. The process of organizing quality education is inseparable from the participation of quality human resources as well, in this case, namely teachers / educators or teachers / educators as the main key. (Rahawarin & Arikunto, 2015).

Teachers or teachers/educators have an important position in supporting the success of students. The success of the learning process for students is largely determined by the readiness and professional level of a teacher/educator in implementing a quality teaching and learning process for students. (History et al., 2020). Professional teachers will be seen when managing learning that is used to encourage individual and group involvement in the classroom with the aim of reducing learning boredom, and encouraging participatory learning (Nur et al., 2020). (Nur et al., 2023; Zaini & Syafaruddin, 2020).. Teachers find themselves in classrooms filled with students from different backgrounds, diverse interests, a wide range of behaviors and different abilities. In an effort to maintain these differences, teachers inevitably have to carefully manage the classroom and environment. Classroom management is an essential skill that a teacher needs in order to successfully establish a safe and effective learning environment for students' quality education. One of the basic elements of teaching identified by several authors is the teacher's ability to organize learning instructions (Adedigb, 2020; Siregar et al., 2018).. To support teachers' professionalism in learning management, the role of school principals is needed to encourage teacher performance and good education management.

Principals have the responsibility for educational management of the learning process carried out in formal educational institutions. This is in accordance with article 12 paragraph 1 of PP 28 Th. 1990 which states that the Principal has a responsibility for the process of organizing an educational implementation, both in the aspect of school administration, the aspect of strengthening the capacity of education personnel, as well as in the aspect of fulfilling facilities and infrastructure. (Gemnafle & Batlolona; 2021). The principal, who is in fact an educational leader, is a very important aspect as a driving force in achieving the capacity of human resources in schools. This capacity starts from the ability to use information technology in the era of the industrial revolution 4.0. In this case, a visionary leadership ability is needed to build quality educational institutions and be able to satisfy all customers in educational institutions. (Diyah, 2017; Prestiadi et al., 2019; Setiyaningsih, 2020)..

<https://cejsr.academicjournal.io>

A manager of an educational institution, the principal is a leader in education. The principal is also responsible for maintaining the high standards of the madrasah. The Principal's ability to supervise and manage the learning process so that it occurs in accordance with the desired educational objectives is a requirement for a good and quality school. Consequently, principals play a number of important roles, including supervisory duties (Latief & Masruroh). (Latief & Masruroh, 2017).. The principal's supervisory role involves strengthening the capacity of learners and educators to provide direction to the teaching process in the classroom and school. This is critical to the growth and progress of these institutions.(Imah, 2018; Hazli & Saputra, 2019; Anwar et al., 2019; Izzati et al., 2019; Siskandar, 2020; Suyatno; Jumintono; Asih; Mardati; Wantini, 2019)

One of the elements that plays a major role in efforts to improve the level of education is teachers and other educators. One of the national values is to educate the nation, because education is an important part in realizing the goals of the ideals of the Indonesian nation. Activities in schools and madrasah are greatly influenced by the competence of teachers and educators. In addition, since the teacher/educator has direct contact with children, he or she plays a crucial role in imparting learning to the next generation of Americans. High-performing instructors and educators, particularly those who are licensed and in charge of educational institutions, are needed to make this happen. (Janah et al., 2019; Jaliah et al., 2020).).

Teacher performance is one of the things that determines the progress of a quality education. An education can be declared to have high quality if educators perform their duties professionally (Wahyudi, 2012). Teacher performance can be influenced by several factors both internal and external. Some factors can come from the educator himself, namely the low motivation, aspects of knowledge, and insight possessed. (Muspawi, 2021).

Teacher performance can be perceived as work behavior shown by teachers in carrying out their duties. The task is assigned to him based on skills, experience, and seriousness as well as working time. Teachers who have high performance will certainly produce the best according to the goal. As part of the educational institution, teachers are expected to succeed the goals of national education through improving the quality of learning. With quality learning, student achievement will improve (Aan Ansori, 2016).

Teacher performance is also one of the factors that determine the quality of an educational institution (school). Because teacher performance is the result of work made and created by a teacher. Teacher performance in learning is the most important part in supporting the creation of an effective educational process, especially in building a disciplined attitude and the quality of student learning outcomes. Thus, teachers determine the quality of education, the success or failure of the learning

<https://cejsr.academicjournal.io>

process, whether or not educational and learning goals are achieved, organized facilities and infrastructure, students, media, learning tools and resources. Good teacher performance can create learning effectiveness and efficiency and can shape the discipline of students, madrasah and teachers themselves. (Rukmana, 2019).

One of the elements that can affect teacher or educator performance is organizational climate. This supports the idea that organizational climate can have an impact on a person's performance. Thus, the organizational climate of an institution in this study is a school that has a very conducive environment so that educators and education personnel can carry out their work in accordance with their job responsibilities. Thus, a positive organizational climate affects one's performance (Janah et al., 2019). Three classroom learning activities-planning learning activities, learning activities, and evaluating learning-are used as indicators of teacher performance assessment. (Jaliah et al., 2020)

Some research on teacher performance can be referred to previous research, namely research conducted by Aprida, (2020) with the conclusion that first, there is an effect of Principal supervision on teacher performance. This shows that the level of supervision of teachers and other education personnel by the principal will increase, as well as showing the impact of work discipline on teacher performance. second, supervision and work discipline of the Principal have an impact on teacher performance; it can be described that the higher the level of work discipline will have a direct impact on teacher performance which will be better. Therefore, the principal's management style and work discipline can have an impact on teacher effectiveness. 80.5% of the variance in teachers' performance can be attributed to principals' supervision and work discipline, with the remaining 19.5% explained by variables not considered in this study.

On the other hand, based on research results Muliardi, (2019) states that teacher performance can decrease in increasing their competence. The low performance and cognitive knowledge of teachers is due to several things including: (1) The level of teacher awareness in learning is low, (2) educators have limited participation in training on a regional and national scale, (3) lack of PKG effectiveness, (4) educational supervision should have a direction to improve the learning process but in reality it is very inclined to the administrative aspect.

Teacher performance is influenced by supervision conducted by principals in addition to organizational climate. Glickman defines academic supervision as a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning objectives. Thus, it means that the essence of academic supervision is not to assess the performance of teachers in managing the learning process, but to help teachers develop their professionalism. (Kadarwati, 2016)

<https://cejsr.academicjournal.io>

Academic supervision has implications for improving teacher performance in learning. In this regard, it should not be narrowly assumed that there is only one best way that can be applied in all teacher professional development activities. According to Glickman, there is no single academic supervision behavior that is good and suitable for all teachers. Strictly speaking, the level of ability, needs, interests, and professional maturity as well as other personal characteristics of teachers must be taken into consideration in developing and implementing academic supervision programs. (Ribuwati et al., 2019)

The organizational climate factor in an educational institution also has an influence on teacher performance, this is confirmed by the results of research conducted by Janah et al. (2019) which states that there is a direct influence of an organizational culture on teacher performance with a correlation coefficient value of 0.612 and a path coefficient value of 0.442.

Research was also conducted by Ali et al. (2016) there is an effect of organizational work climate on teacher performance by 37% as evidenced by a significance value of 0.009 level of significance (0.05). This further emphasizes that the organizational climate has an influence on teacher performance in an educational institution.

Given the importance of teacher performance in a school/madrasah or madrasah, it is necessary to find out the extent to which teacher performance is influenced by supervision conducted by the Principal on an ongoing basis and the organizational climate of an educational institution.

Including one of them, the Principal at SMK Negeri 2 Probolinggo City always supervises and tries to continuously build and maintain the organizational climate so that it continues to be in good condition so that it has an impact on teacher performance. SMK Negeri 2 Probolinggo City is one of the favorite schools in the city of Probolinggo, this is evidenced by the achievements made in various fields, both academic and non-academic. This is reinforced by the results of a preliminary study on the implementation of academic and clinical supervision by the principal, the respondents stated that teachers and education personnel always get direction from the Principal in improving learning management skills, classroom management, learning administration as a form of academic supervision activities.

Based on several studies that the authors have put forward above, the researchers are interested in conducting research at these educational institutions to determine the effect of Principal supervision and organizational climate on teacher performance at *SMK Negeri 2 Probolinggo City* ". The author hopes that this research can provide benefits and contributions to the world of education, especially to SMK Negeri 2 Probolinggo City in particular and other educational institutions in general.

METHOD

The research approach used in this research is quantitative research which aims to test theories, strengthen facts, and contribute indicators of the relationship between variables using statistical analysis (Suryana; 2010).Suryana; 2010)This research is designed into two independent variables (unbound) and one dependent variable (bound). Principal supervision and organizational climate as inidepdet variables, while the dependent variable is teacher performance.

The population in this study were teachers / educators or teachers / educators of SMK Negeri 2 Probolinggo City consisting of 67 teachers / educators. In this study, all members of the teacher / educator population were 100% of the 67 teachers / educators as respondents. To collect data, this research uses a *Likert* scale assessment with five alternative answer choices, namely always, often, sometimes, rarely, never.

The data analysis used in this study used Statistical Product and Services Solution (SPSS version 25 for windows). Before analyzing the data, researchers used validity and reliability tests, normality tests and linearity tests. Furthermore, to determine the relationship between variables, researchers used multiple regression tests to determine the relationship or influence between variables. This study uses several assumptions that are tested including normality, heteroscedasticity and linearity, multicollinearity, and the fit of the regression model (Field, 2017). The normality test using the One-Sample Kolmogorov-Smirnov Test, shows that only the principal supervision variable as X1, organizational climate as X2, and teacher performance (y) are normally distributed with sig 0.200>. It can be concluded that the three variables are normally distributed.

Heteroscedasticity and linearity in the residual predictor variable (X) against the criterion variable (Y) are tested using scatter plot observations. In this section, if the points are spread evenly and no pattern is formed, it can be concluded that there is no heteroscedasticity and linearity, and vice versa.

RESEARCH RESULTS AND ANALYSIS

Analysis Prerequisite Testing

This study uses several assumptions that are tested including normality, heteroscedasticity and linearity, multicollinearity, and the fit of the regression model (Field, 2017). The normality test using the One-Sample Kolmogorov-Smirnov Test, shows that only the principal supervision variable as X1, organizational climate as X2, and teacher performance (y) are normally distributed with sig 0.200>. It can be concluded that the three variables are normally distributed.

<https://cejsr.academicjournal.io>

Heteroscedasticity and linearity in the residual predictor variable (X) against the criterion variable (Y) are tested using scatter plot observations. In this section, if the points are spread evenly and no pattern is formed, it can be concluded that there is no heteroscedasticity and linearity, and vice versa (Field, 2017). The results of the Heteroscedasticity Test show that the points spread randomly either in the zero or below 0 part of the vertical axis or Y axis. Thus it is concluded that there is no heteroscedasticity in this regression model.

Research Hypothesis Test

There are three hypotheses in this study to be tested statistically. Researchers conducted multiple regression analysis tests with the help of the *SPSS Statistic 25* program. The results obtained in the test are.

Table 1 Multiple Regression Analysis Results

Variables	Regression Coefficient	R Square	t	Sig
Principal Supervision	0,412	0,171	3,695	0,000
Organizational Climate	0,186	0,036	1,665	0,000
Constant = 21.846				
R = 0,453				
R ² = 0.205				
Fcount= 8.261				
Ftable = 3.98				
Sig.= 0.000				

a. Multiple line regression equation

$$Y = 21.8146 + 0.412X_1 + 0.186X_2 .$$

The equation shows that the coefficient value of Principal Supervision (X_1) is 0.412, which means that if the value of Principal Supervision increases by 1 unit, it will increase teacher performance (Y) by 0.412 units; Organizational climate (X_2) is 0.186, which means that if Principal Supervision increases by 1 unit, teacher performance (Y) will increase by 0.186 units.

b. Partial Test (T Test)

The first hypothesis states that there is a positive relationship between principal supervision and teacher performance at SMKN 2 Probolinggo City. Based on the results of partial calculations, the relationship between principal supervision and teacher performance obtained a regression coefficient value (b) of 0.412. At the 5% significance level with a significance value of 0.000 because the regression coefficient has a positive value and the significance value (p) <0.05, the first hypothesis which reads "There is a Positive Relationship between Principal Supervision and Teacher Performance of SMKN 2 Probolinggo City" is

<https://cejsr.academicjournal.io>

accepted. The higher the principal's supervision, the higher the teacher performance results.

The second hypothesis states "There is a positive relationship between organizational climate and teacher performance of SMKN 2 Probolinggo City". Based on the results of partial calculations, the relationship between organizational climate and teacher performance of SMKN 2 Probolinggo City obtained a regression coefficient value (b) of 0.186. At the 5% significance level with a significance value of 0.000 because the regression coefficient has a positive value and the significance value (p) <0.05, the second hypothesis which reads "There is a Positive Relationship between Organizational Climate and Teacher Performance of SMKN 2 Probolinggo City" is accepted. The higher the organizational climate relationship, the higher the teacher performance.

c. Simultaneous Test (F Test)

The simultaneous test is used to determine whether the independent variables, namely principal supervision and organizational climate, are jointly related to teacher performance. Based on the results of simultaneous calculations of the relationship between principal supervision and organizational climate on teacher performance, at a significance level of 5%, the Fcount value is 8.261 with a significance value of F of 0.001. Because the significance value of $F < 0.05$, the third hypothesis which reads "There is a relationship between principal supervision and organizational climate on teacher performance of SMKN 2 Probolinggo City" is accepted. This implies that the variables "Principal supervision and organizational climate have a significant relationship to the performance of teachers of SMKN 2 Probolinggo City."

d. Finding the Correlation Coefficient (r) and the Determinant Coefficient (r)²

The results of multiple regression analysis showed a correlation coefficient (r) of 0.453 with a coefficient of determination (r^2) of 0.205. This value indicates that 20.5% of teacher performance results are influenced by principal supervision and organizational climate. While the remaining 79.5% is influenced by variables not examined by this study.

DISCUSSION

The theoretical model developed in several statistical regression models is the contribution of variables in the model jointly dominant for Principal supervision as X1, organizational climate as X2 to Teacher performance. The value of B0 (constant) quantifies the degree of intersection of each predictor variable with the criterion variable in the regression model. A positive relationship indicates an increasing direction while a negative relationship indicates a decreasing direction of the predictor variable on the criterion (Field, 2017). In the fit regression model, it means that together the Principal supervision as X1, organizational climate as X2 on teacher performance (Y).

<https://cejsr.academicjournal.io>

The adjusted R square value indicates that a regression model is feasible to generalize to the population. The difference in the value of R square and the smaller value of the change in R square means that the right model is generalized to the population, and vice versa (Field, 2017). With a very small difference, the regression model results obtained from the sample can be generalized to the student population with a calculation of the variation in prediction results of around 1%. This means that the regression model from 67 samples can be generalized to all members of the population in this study.

Based on table 1, the R value is 0.453 which shows the level of reliability based on the Alpha value in the Moderate category at the interval $0.4 \leq 0.70$ (Creswell: 2014). Meanwhile, Principal supervision as X1, organizational climate as X2 to teacher performance (Y) has a significant contribution, with an increase in ability of 20.5% to teacher performance which can be seen in the R Square Value. This means that the higher the Principal's supervision and organizational climate, the higher the teacher's performance. The research findings are in accordance with several previous studies Diyah, (2017) which states that principal supervision has a very important role in building teacher performance. This supervision is part of the implementation of the vision of the education leader. The principal is one of the people who must have visionary leadership. The principal's role as an inspirational educational leader is decisive. A subject with the capacity to inspire others and facilitate goal achievement is a leader. A leader must be able to advance the organization he leads. A school manager needs to have broad insights to achieve goals and progress in this era of rapid development and progress. Effective leadership, a desire to succeed, acting as a change agent in the school, and fostering school development are some of the characteristics of a principal who has visionary leadership.

The results of this study are also in line with research conducted by Nursaid, (2020) Principal leadership can this study improve the quality of madrasah. The quality of madrasah education refers to three aspects, namely: input, process and output. The input aspect is related to the selection strategy of prospective students. The strategic step applied by the principal is by organizing a competency test for prospective students. It aims to map and place prospective students. The process aspect relates to the implementation of coaching and tutoring in the classroom. This includes the provision of professional teachers, representative classes, complete facilities, and an innovative curriculum.

In this study, the principals have demonstrated their ability to provide policies that always demand quality improvement. They also provide opportunities for their teachers to improve their professionalism through workshops, seminars, training and empowering the role of discussion group forums. In addition, they expressed empathy for the madrasah, kept up to date with information from

<https://cejsr.academicjournal.io>

various media, were open to criticism, were able to use the internet to access information, and appreciated the work of the school.

The performance performed by teachers will be influenced by several factors, both internal and external factors. As a result, various factors affect teacher performance. But the three main characteristics on which this study is based are leadership principles, work environment, and affiliation motivation. In addition to principal leadership, workplace, and affiliation motivation, there are other factors outside this study that were not considered that also affect teacher performance. However, since the selected criteria were the most significant factors in this study, other factors were not explored. (Hartinah et al., 2020).

CONCLUSION

Based on the results of partial calculations, it was found that there was an influence between principal supervision and teacher performance with a contribution rate of 17.1%. While the organizational climate variable has a contribution to teacher performance of 3.6%. There is an influence of principal supervision and organizational climate together on teacher performance. The effect of principal supervision and organizational climate together on teacher performance is 20.5%, the remaining 79.5% is influenced by other factors that are not included in the variables in this study. Principal supervision and organizational climate together are factors that influence teacher performance. Therefore, principal supervision and organizational climate must be considered in an effort to improve teacher performance to carry out their duties as educators in schools so that educational goals will be achieved optimally.

<https://cejsr.academicjournal.io>

REFERENCES

- Aan Ansori. (2016). Pelaksanaan Supervisi Klinis Dalam Meningkatkan Mutu Kinerja Guru Di Sekolah Dasar. *Jurnal Pendidikan - Teori, Penelitian, Dan Pengembangan*, 1(12).
<https://doi.org/10.17977/jp.v1i11.8074>
- Adedigb, O. (2020). Influence of Teachers' Classroom Management Style on Pupils' Motivation for Learning and Academic Achievement in Kwara State. *International Journal of Educational Methodology*, 6(2), 471–480. <https://doi.org/10.12973/ijem.6.2.471>
- Ali, H. M., Ramdani, A., & ZM, H. (2016). Pengaruh Kepemimpinan Partisipatif Kepala Sekolah Dan Iklim Kerja Organisasi Terhadap Kinerja Guru Smp Negeri Di Kota Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 1(1), 163–172. <https://doi.org/10.29303/jipp.v1i2.12>
- Anwar, L. M., Jufri, A. W., & Muhaimi, L. (2019). Application of Madrasah Based Management in Improving the Quality of Aliyah Madrasah Education. *International Journal of Multicultural and Multireligious Understanding*, 6(5), 257. <https://doi.org/10.18415/ijmmu.v6i5.1086>
- Diyah, Y. S. (2017). IMPROVEMENT OF VISIONARY LEADERSHIP FOR THE HEADMASTERS OF PRIVATE MADRASAH ALIYAH Diyah. *PROCEEDING INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION (ICIED) "INNOVATIONS, APPROACHES, CHALLENGES, AND THE FUTURE*, 12–26.
- Gemnafle, M., & Batlolona, J. R. (2021). Manajemen Pembelajaran. *Jurnal Pendidikan Profesi Guru Indonesia (Jppgi)*, 1(1), 28–42. <https://doi.org/10.30598/jppgivol1issue1page28-42>
- Hartinah, S., Suharso, P., Umam, R., Syazali, M., Lestari, B. D., Roslina, R., & Jermstiparsert, K. (2020). Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia. *Management Science Letters*, 10(1), 235–246.
<https://doi.org/10.5267/j.msl.2019.7.038>
- Hazli, H., & Saputra, R. R. (2019). Analisis Pengaruh Supervisi Pengawas Dan Supervisi Kepala Sekolah Terhadap Kinerja Guru Di Madrasah Ibtidaiyah Kecamatan Sukau Lampung Barat. *Publikasi Pendidikan*, 9(1), 62. <https://doi.org/10.26858/publikan.v9i1.8002>
- History, A., Sekolah, K., & Guru, K. (2020). *Fungsi Supervisi Kepala Sekolah Terhadap*. 1(2), 88–92.
- Imah, C. (2018). Pengaruh Supervisi Kepala Sekolah Terhadap Kinerja Guru SD Negeri Se- Kecamatan Air Kumbang Kabupaten Banyuasin. *Jurnal Administrasi Pendidikan UM Palembang*, 1(2), 65–77.
- Izma, T., & Kesuma, V. Y. (2019). Peran Pendidikan Kewarganegaraan Dalam Membangun Karakter Bangsa. *Wahana Didaktika : Jurnal Ilmu Kependidikan*, 17(1), 84.
<https://doi.org/10.31851/wahanadidaktika.v17i1.2419>
- Izzati, U. A., Bachri, B. S., Sahid, M., & Indriani, D. E. (2019). Character education: Gender differences in moral knowing, moral feeling, and moral action in elementary schools in Indonesia. *Journal for the Education of Gifted Young Scientists*, 7(3), 547–556. <https://doi.org/10.17478/jegys.597765>
- Jaliah, J., Fitria, H., & Martha, A. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Manajemen Kepala Sekolah terhadap Kinerja Guru. *Journal of Education Research*, 1(2), 146–153.
<https://doi.org/10.37985/joe.v1i2.14>
- Janah, R., Akbar, Z., & Yetti, E. (2019). Pengaruh Iklim Organisasi terhadap Kinerja Guru PAUD di Kota Depok. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 234.
<https://doi.org/10.31004/obsesi.v4i1.236>
- Kadarwati, A. (2016). The Improvement of Teaching-Learning Quality through Academic Supervision with A Classroom Visit Technique Abstract. *Gulawentah*, 1(2).
- Latief, J., & Masruroh, N. A. (2017). Kepala Madrasah sebagai Supervisor Akademik untuk Meningkatkan Kinerja Guru MTs N Donomulyo Kulonprogo. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 1(2), 275–296. <https://doi.org/10.14421/manageria.2016.12-06>
- Muhadis, M. (2018). Peningkatan Kinerja Guru Dalam Melaksanakan Penilaian Berbasis Kelas Melalui Supervisi Akademik Kepala Sekolah Di Sdn Bebie. *Paedagogia*, 9(1), 17.
<https://doi.org/10.31764/paedagogia.v9i1.263>

<https://cejsr.academicjournal.io>

- MULIARDI. (2019). PENINGKATAN KINERJA GURU MELALUI SUPERVISI EDUKATIF KOLABORATIF SECARA PERIODIK DI SDN 19 LEMBAH MELINTANG MULIARDI. *Ensiklopedia Education Review*, 1(1), 69–78.
- Muspawi, M. (2021). Strategi Peningkatan Kinerja Guru. *Jurnal Ilmiah Universitas Batanghari Jambi*, 21(1), 101. <https://doi.org/10.33087/jiubj.v21i1.1265>
- Nur, M., Sasmita, R. A., Rompeggading, A. B., & Irfandi, R. (2023). The Effect of Learning Everyone is a Teacher Here in Combined Differentiate Learning on Science Literation Ability and Learning Motivation. *Jurnal Penelitian Pendidikan IPA*, 9(6), 4652–4657. <https://doi.org/10.29303/jppipa.v9i6.3948>
- Nursaid, N. (2020). The Leadership of Headmaster in Improving the Quality of Madrasa Education. *Jurnal Pendidikan Islam*, 6(1), 95–108. <https://doi.org/10.15575/jpi.v6i1.3410>
- Prestyadi, D., Zulkarnain, W., & Bambang Sumarsono, R. (2019). Visionary Leadership in Total Quality Management: Efforts to Improve the Quality of Education in the Industrial Revolution 4.0. *4th International Conference on Education and Management (CoEMA 2019)*, 381(CoEMA), 202–206. <https://doi.org/10.2991/coema-19.2019.40>
- Rahawarin, C., & Arikunto, S. (2015). Pengaruh Komunikasi, Iklim Organisasi Dan Gaya Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru Sma. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 173–188. <https://doi.org/10.21831/amp.v3i2.6334>
- Ribuwati, Harapan, E., & Tobari. (2019). The principal leadership in building the students' character. *International Journal of Scientific and Technology Research*, 8(8), 1177–1183.
- Rukmana, A. (2019). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Kerja Guru Terhadap Kinerja Guru. *Coopetition : Jurnal Ilmiah Manajemen*, 9(1), 81–98. <https://doi.org/10.32670/coopetition.v9i1.54>
- Sarwono, J., Jusuf, D. I., & Sumarto, S. (2019). The Roles of Visionary Leadership and Organization Culture Toward the Response of Changes in Higher Education Institution (Survey at International Women University). *3rd International Conference on Research of Educational Administration and Management (ICREAM 2019) The*, 400(44), 189–196. <https://doi.org/10.2991/assehr.k.200130.167>
- Setiyaningsih, T. T. (2020). Influence of school leadership, discipline, and work motivation toward high school teacher performance. *Harmoni Sosial: Jurnal Pendidikan IPS*, 7(1), 65. <https://doi.org/10.21831/hsjpi.v7i1.13423>
- Simaremare, T. P., Muchtar, S. Al, & Halimi, M. (2020). *Implementation Strengthening Religious Character Through Devotional Program in Civic Education*. 418(17), 346–349. <https://doi.org/10.2991/assehr.k.200320.066>
- Siregar, N. R., M., M., & Ilham, M. (2018). Teachers Need Neuro-Teaching Skills in the Classroom : a New Perspective for Better Future in Education. *Social, Humanities, and Educational Studies (SHEs): Conference Series*, 1(1), 541–547. <https://doi.org/10.20961/shes.v1i1.23636>
- Siskandar. (2020). THE ROLE OF RELIGIOUS EDUCATION AND UTILIZATION DIGITAL TECHNOLOGY FOR IMPROVING THE QUALITY IN SUSTAINABILITY MADRASA. *Education for Spiritual, Moral, Social, and Cultural*, 27(1), 157–160.
- Suryana. (2010). Metodologi penelitian. *Universitas Pendidikan Indonesia*.
- Suyatno;Jumintono; Asih; Mardati; Wantini. (2019). Strategy of Values Education in the Indonesian Education System. *International Journal of Instruction*, 12(1), 607–624.
- Zaini, M. F., & Syafaruddin, S. (2020). The Leadership Behavior of Madrasah Principals in Improving the Quality of Education in MAN 3 Medan. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 5(2), 95–106. <https://doi.org/10.25217/ji.v5i2.649>