



The Effect of Academic Supervision and Principal Leadership Through Performance Motivation Toward The Teacher Performance

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Abstract

Teachers' performances that had not been maximum required more attention. Teachers' performances were influenced by several factors, such as academic supervision, principal leadership, and performance motivation. Higher academic supervision, principal leadership, and teacher performance motivation would lead to better performance. This research aims to analyze the academic supervision and principal leadership through performance motivation as a mediator toward the Publics Islamic JHS teachers' performance in Demak Regency. The applied approach in this research was quantitative. The research population consisted of the teachers of Public Islamic JHS in Demak Regency. The sampling data technique was purposive sampling. The applied data analysis techniques were descriptive statistics and inferential statistics. The findings showed that academic supervision, principal leadership, and performance motivation were correlated directly to teachers' performance. The academic supervision and principal leadership did not have a direct effect moderated by performance motivation toward teaches' performance.

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INTRODUCTION

Human resource is a crucial sector in establishing many aspects. Qualified human resource is the main requirement to realize advanced country and generation. No matter how enormous the natural capital, facility, and infrastructure are the determinant factor is the reliable human resource to establish the nation and country. In this thinking perspective, a nation cannot achieve its advancement without an excellent educational system. Schools as formal educational institutions function to prepare qualified human resources. It can only be obtained from professional and reliable teachers. (Stevens, 2010)

Teachers are educators who facilitate learners to obtain knowledge, competence, and goodness. Thus, teachers have important roles in education. At schools, teachers are the influential elements to achieve the educational goal besides learners and other facilities. One of the educational successes is determined by the teachers to prepare the learners through teaching-learning activities. It is in line with the Regulation of Republic Indonesia Number 14 the Year 2015 about Teachers and Lecturers in Art 1 Point 1. It states that teachers are professional educators with the main jobs to educate, teach, guide, direct, train, assess, and evaluate middle education learners. As explained in Art 2 Clause (1), teachers as professional workers have roles in improving dignity. They are also the agents to improve national education quality.

Performance is the product in terms of quality and quantity obtained from individuals while carrying out tasks based on the given responsibilities. The low performance of an individual is strongly correlated to the appreciation system of each institution. Improper appreciation or reward influenced an individual performance improvement (Engin, 2020). Teacher performance could be seen and measured based on the specifications or criteria to achieve. Teacher competencies consist of pedagogy, personality, social, and professional. They are regulated in the Regulation of Republic

Indonesia Law No. 14 of 2005 about teachers and lecturers. These competencies are integrated into teacher performance. The performance can be observed from the behaviors. They are reflected in learning process activities. A classroom learning activity consists of a learning plan, promotion, and evaluation. According to the Ministerial Regulation of Education and Culture Number 22, the Year 2016, teacher performance is process standard on primary and middle educational units. It consists of a learning process plan, promotion, learning outcome assessment, and learning process supervision. Therefore, teachers must be able to plan innovatively and evaluate learning excellently.

Teacher performance refers to teachers' skills to promote learning tasks at school. A teacher has the responsibility to guide the learners and improve their learning outcomes. Performance concept is defined as a product achievement of an activity. It means performance is a product of a certain activity process done by individuals toward certain applied sources (Martono, 2013). Effective and efficient teacher performances lead to reliable human resources, such as competitive graduates based on the applied objectives. Therefore, teachers have strategic positions to improve educational outcome qualities. This condition is influenced by performance.

From several arguments, teacher performance was influenced by individual variables. It meant a teacher's skill in his capacity as a teacher. According to Engin (2020) motivation is a process to move and direct an individual to carry out his task. Thus, he could consciously achieve the target, eagerly and responsibly (Martono, 2013). Connolly et al., (2019) argued that the new educational, managerial paradigm required the principal to have roles as educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM). The explanation could be concluded that academic supervision, principal leadership, and performance motivation could influence teacher performance.

Several relevant studies concerning the investigated problems could provide supports so that the teacher performance would be worth studying. Ndapaloka (2016) proved that academic supervision promoted by principal positively and significantly influenced teacher performance. Hardono et al., (2017) explained that principal leadership positively and significantly influenced teacher performance. Studies by Azar et al., (2013), Kiruja & Mukuru (2013) found a positive and significant influence of motivation toward teacher performance. From the previous studies, one of the factors that could improve teacher performance was motivation.

This research was conducted in five public Islamic JHS Demak. The facts showed that some teachers were not independent in planning the learning administration. They were mostly *copy-pasting* the learning instruments from other teachers or using the previous instruments, including core competence, basic competence, annual program, syllabus, and lesson plan. Thus, the learning concept was frequently found inappropriate with the learners' condition and the school environments.

The conventional learning process, by one-direct lecturing, was not interested and not innovative in using the learning media. With each curriculum change, teachers used the same method for the learning process, and it kept going for the rest of life. Besides that, teachers had not attempted to change their mindset in the learning process. The teachers were required to have performance reliability and adaptation capability in terms of modern technology development.

Low-teacher skills to create questions for allowing higher-order thinking of the learners were found. This reality was not suitable with the 2013 curriculum. Learning evaluation program was also not optimally promoted, such as daily exam analysis, remedial program, enrichment, and learning follow up. Many teachers were away when they had no schedule to teach at the schools. They went to school in the morning to fill out their attendance and left the schools. Later, they would go to schools

again in the afternoon to fill their attendance before going home.

The principals did not continuously promote the principals. The activity was limited on administration and supervision, but it did not consider the educational problem. The supervision activity plan was not excellent. The class visits during supervision were promoted relatively short. The academic supervision instrument was limited to meet the administrative requirement without any follow-up such as no complaint, suggestion, and the solution found.

Another factor of principal academic supervision that might influence the teacher's performance was the principal leadership. As a leader, a principal cannot be separated from the success and failures of a school. The performance is influenced by skill, leadership, individual, attitude, and peer. Some principals could not carry out their tasks as *leaders* and *educators*. They provided poor models for the school people. Some of them were not confident and afraid to make the decision and take a risk. Even some of them did not understand the vision and mission of the schools. As an innovator, the principals did not provide innovation and the latest breakthrough for learning activities.

The Public Islamic JHS performance motivation in Demak was low. The teachers argued their needs had not been fulfilled optimally. Some teachers did not carry out their tasks due to their obligations to support their needs. The teachers were not disciplined because they did not punctually arrive and left the schools. Some teachers taught the learners by asking them to note the explanation. Then, some teachers did not come to school when there was not teaching schedule.

One of the problems due to low and poor teacher performance was low National Examination scores in 2018/2019 based on the Demak Educational Agency data. It made Demak obtained the 34th and 35th rank position in Central Java. Dee & Wyckoff (2015) argued that an individual performance could be reflected in his works in daily activities. One of

the learning process components in the classroom is teacher performance.

Werang (2014) and Baihaqi (2015) found that principal leadership significantly influenced teacher performance. However, it was different from Setiawan (2015) which found that leadership did not influence performance. Hardono et al., (2017) found that principals' academic supervision had positive and significant influences on teacher performance. The findings were different from Rahabav (2016) who found that principal-academic supervision did not influence teacher performance.

From the different findings, there might have been other external variables mediating academic supervision and teacher performance and the principal leadership toward teacher performance. The mediating variables might have been from academic culture, school climate, satisfaction, performance motivation, etc. (Rahabav, 2016).

Motivation is assumed to have roles in improving teacher performance. An individual will behave or carry out his task due to encouragement in his daily life activities. An individual sometimes does something, but he will need assistance from other parties once he is interrupted by other people. The teacher's motivation made them eager to carry out his job and responsibilities excellently. Thus, they would attempt to reach the national education objective, to enrich the nation's life. Thus, performance motivation is a must for teachers in carrying out the national education mandate.

Alghazo et al., (2016) argued that leadership style, through employee motivation, had a positive and strong correlation toward teacher performance. Hardono et al., (2017) found teacher performance improvement through principal leadership. Andriani et al., (2018) found leadership and performance motivation significantly and positively correlated to teacher performance.

The improvement of teacher performance had to be done by the teachers with their motivation. On the other hand, the principal, with his leader and development, could also do it. Wichmann-Hansen (2015), Pranoto (2013),

Andari (2015), and Sudarmi (2016) found that supervision positively and significantly influenced teacher performance. Besides that, Fransiska (2016) found that principal academic supervision positively and significantly influenced teacher performance through motivation. Academic supervision through motivation could improve the learning process (Hardono et al., 2017).

For teacher performance, higher motivation is expected to lead to the higher achievement of teacher performance. Thus, the teacher performance will also be higher. Motivation comes internally or externally from the teacher. The Islamic school principals have important roles in encouraging motivation externally. Thus, teachers will have better achievement. It could be done by providing professional assistance and an excellent leadership style because low motivation influenced lower performance.

The low teacher performance needs more attention by finding out the solution of the factor. Some positive assumptions to overcome the problems are academic supervision, principal leadership, and motivation in improving teacher performance.

Based on this framework, the research hypotheses proposed in this study are:

- H₁: Academic supervision had a positive effect on performance motivation.
- H₂: Principal leadership had a positive effect on performance motivation.
- H₃: Academic supervision had a positive effect on teacher performance.
- H₄: Principal leadership had a positive effect on teacher performance.
- H₅: Work motivation had a positive effect on teacher performance.
- H₆: Performance motivation significantly mediate the academic supervision on teacher performance.
- H₇: Performance motivation significantly mediate the principal leadership on teacher performance.

Those problems could be explained below: (1) what principal academic supervision toward performance motivation is, (2) what principal leadership influences performance

motivation, (3) what principal academic supervision influences teacher performance, (4) what principal leadership influences teacher performance, (5) what performance motivation affects teacher performance, (6) what academic supervision influences teacher performance moderated by motivation, and (7) what principal leadership influences teacher performance moderated by motivation.

From the explanation, the researcher researched Public Islamic JHS in Demak. This research was expected to contribute to teacher performance improvement and improve learners' achievement outcomes.

METHOD

This study uses a quantitative approach and hypothesis study research design to test the effect of the independent variables namely supervision academic, leader, and motivation on the dependent variable namely teacher performance. Hypothesis testing in data analysis is done by using inferential statistics and parametric statistics. The population of this research is 263 Vocational Islam Junior High School teachers in Demak Regency. Then, the sample was taken by proportional random sampling. The sample was calculated with the Slovin formula at a 5% error level (Sugiyono, 2018). The results were 159 teachers out of 226 participants.

The data collection technique used was a questionnaire technique. The research instruments were: (1) supervision academic, (2) leader, (3) work motivation, and (4) teacher performance questionnaire in the form of a Likert scale.

The testing of the research instrument was carried out with a validity test and a reliability test on a sample of 30 respondents through the SPSS 25.0 program. The validity test is done by testing the corrected item-total correlation. The reliability test was carried out using the Cronbach alpha formula.

The data analysis technique used is descriptive statistical analysis techniques and path analysis techniques. Descriptive statistical analysis was performed by finding index values

to then interpret the scores based on the Likert scale intervals of the research variables. Following is the index value formula :

$$\text{Index Value} = ((\%F1x1) + (\%F2x2) + (\%F3x3) + (\%F4x4) + (\%F5x5)) / 5$$

F1= Frequency of Respondents who answered 1
 F2= Frequency of Respondents who answered 2 and so on F5 to answer 5 of the scores used in the questionnaire (Sugiyono, 2018).

Inferential statistical analysis includes classical assumption tests, path analysis, and hypothesis testing. Classic assumption tests include normality test with Kolmogorov-Smirnov (K-S), multicollinearity test by looking at tolerance values and Variance Inflation Factor (VIF), and heteroscedasticity test with the Gletser test and Path analysis. Path analysis using the model in Figure 1 below:

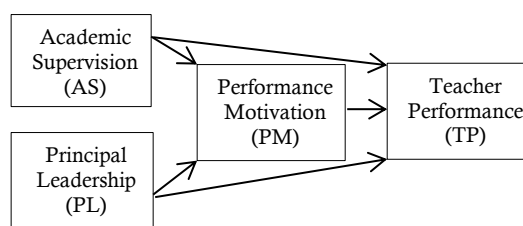


Figure 1.In the path analysis, The direct effect test is done by analysis regression. there are two regression models namely model I and model II by using regression.

Model I :
 The effect of academic supervision and principal leadership on performance motivation.

Model II :
 The effect of academic supervision, principle leadership and performance motivation on teacher performance.

While the indirect effect test is done by Sobel test formula as follows:

$$t \text{ value} = \frac{ab}{s_{ab}}$$

$$s_{ab} = \sqrt{b^2 SEa^2 + (a^2 SEb^2) + SEa^2 \cdot SEb^2}$$

a = independent variable regression coefficient toward moderating variable (exogenous)
 b = motivation variable regression coefficient toward the dependent variable (moderating)
 SEa = Error standard of estimation of the independent variable correlation toward the moderating variable

SEb = errors standard of estimation from the moderating variable toward dependent variable.

Another applied method was the Sobel test with free statistic calculation for Sobel test version 4.0. This test was used to examine the principal academic supervision toward teachers' performance moderated by motivation and the principal leadership influence toward teachers' performance moderated by motivation.

RESULT AND DISCUSSION

Based on the results of descriptive statistical analysis, obtained a supervision academic index value of 73.1% included in the category of numbers 60% - 79.99% (Good). Analysis of leader description obtained a professional competency index value of 74.8% included in the category of numbers 60% - 79.99% (Good). Analysis of work motivation description obtained a motivation index value of 73.5% included in the category of numbers 60% - 79.99% (Good). Analysis of teacher performance descriptions obtained teacher performance index values of 76.9% included in the category of numbers 60% - 79.99% (Good). The next stage was the descriptive analysis test. All variables had high index criteria.

In the path analysis, there are two regression models namely model I (Table 1) and model II (Table 2).

Table 1. The model I Analysis Result

Model B	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	Error	Beta	Beta	Std.		
(Constant)	8.334	3.859			2.160	.032
Academic supervision	.275	.069	.272		3.965	.000
Leadership	.565	.076	.512		7.447	.000

Based on Table 1 above, it can be seen that in the regression model I found the significance value of the variables of academic supervision and leadership respectively 0.000

and 0,000. The significance value is smaller than the 0.05 significance level so it can be concluded that the two variables significantly influence performance motivation. The contribution made by each independent variable to the dependent variable is the academic supervision of the teacher contributing 0,272 or 27.2% to the learning outcomes. While the leadership variable contributed 0.512 or 51.2% to work motivation.

Table 2. The Model II Analysis Result

Model	Unstandardize d Coefficients		Standardize d Coefficients		t	Sig.
	B	Error	Beta	Std.		
(Constant)	8.4722	.983			2.84	.005
Academic Supervisio n	.183	.055	.177		3.31	.001
Leadership	.230	.067	.202		3.41	.001
Work Motivation	.600	.061	.583		9.84	.000

Based on Table 2 above it can be seen that in the regression model II found that the significance value of the academic supervision variable is 0,000, the leadership variable has a significance value of 0,000 and the performance motivation variable has a significance value of 0,000. The significance value of the academic supervision, leadership, and performance motivation is smaller than the significance level value of 0.05, thus it can be concluded that the three variables significantly influence teacher performance. The contribution made by each independent variable to the dependent variable, namely the academic supervision variable, contributed a significant amount of 0.177 or 17.7%. The leadership variable also gave a significant contribution that is 0.202 or 20.2% to the learning outcomes, and the performance motivation variable gave a significant contribution namely 0.583 or 58.3% to the teacher's performance. The indirect effect path analysis with the Sobel test. The result of

Academic supervision through performance motivation on performance teacher are:

$$s_{ab} = \sqrt{(0.600)^2 (0.069)^2 + (0.275)^2 (0.061)^2} + (0.069)^2 \cdot (0.061)^2$$

$$s_{ab} = 0.0448673$$

$$t \text{ value} = \frac{(0.600)(0.275)}{0.044868}$$

$$t \text{ value} = \frac{0.165}{0.044868}$$

$$t \text{ value} = 3,64$$

The result of principal leadership through performance motivation on performance teacher are:

$$s_{ab} = \sqrt{b^2 SEa^2 + (a^2 SEb^2) + SEa^2 \cdot SEb^2}$$

$$s_{ab} = \sqrt{(0.600)^2 (0.076)^2 + (0.565)^2 (0.061)^2} + (0.076)^2 \cdot (0.061)^2$$

$$s_{ab} = 0.05735$$

$$t \text{ value} = \frac{(0.600)(0.565)}{0.05735}$$

$$t \text{ value} = \frac{0.339}{0.05735}$$

$$t \text{ value} = 5,50$$

The Effect of academic supervision on performance motivation

The result showed, testing the first research hypothesis (H₁) which states that academic supervision has a positive effect on performance motivation can be accepted. This provides evidence that empirically the academic supervision has a positive effect on performance motivation. The result shows the t-count is 3.965 with sig 0.000 < 0.05. It means hypothesis 1 about the supervision academic positively and significantly influences the performance motivation.

The finding supported a study conducted by Hardono et al., (2017) who found that principal academic supervision positively and significantly influenced teachers' performance.

From the finding, academic supervision was a requirement for a principal to motivate teachers better. A teacher should obey the school regulation, be responsible toward the learners, the country, and the school so they could perform excellently and maximally.

The Effect of Principal Leadership on Performance Motivation

The result showed, testing the first research hypothesis (H₂) which states that principal leadership has a positive effect on performance motivation can be accepted. This provides evidence that empirically the principal leadership has a positive effect on performance motivation. The result shows the t-count is 7.447 with sig 0.000 < 0.05. The rate indicates that H₂ is accepted. It means hypothesis 2 about the principal leadership positively and significantly influences the performance motivation.

The findings also supported studies conducted by Hardono et al., (2017) who found that leadership had a significant influence toward performance motivation at University of Tondano Manado. Naile & Selesho (2014) in his study found that leadership positively influences performance motivation. Suprihatmi and Sulistianingsih (2016) found that a strong leadership style and working environment were correlated to teachers' performance motivation. Rahbi et al., (2017) found that leadership positively correlated to performance motivation.

From the findings, principal leadership was the requirement to motivate teachers. A principal should have competent leadership so he could motivate the teachers maximally.

The academic supervision on Teacher Performance

The result showed, testing the first research hypothesis (H₃) which states that academic supervision has a positive effect on teacher performance can be accepted. This provides evidence that empirically the academic supervision has a positive effect on teacher performance. The result shows the t-count is 3.313 with sig 0.001 < 0.05. The rate indicates that H₃ is accepted. It means the hypothesis 3 about the academic supervision positively and significantly influences the teacher performance.

This finding also supported studies by Hardono et al., (2017), Bahrudin (2012), Pranoto (2013), Andari (2015), and Sudarmi (2016). They found that supervision positively and significantly teachers' performance.

The findings showed that principal academic supervision was the requirement for principals to improve teachers' performance better. A principal had to be competent in terms of academic supervision so he could improve the teachers' performance maximally.

The Effect of principal leadership on Teacher Performance

The result showed, testing the first research hypothesis (H₄) which states that principal leadership has a positive effect on teacher performance can be accepted. This provides evidence that empirically the principal leadership has a positive effect on teacher performance. The result shows the t-count is 3.414 with sig 0.001 < 0.05.

This finding supported the previous studies conducted by Ojokuku et al., (2012). They found that leadership extremely influenced performance. Priyono et al., (2018) showed that leadership and interpersonal communication influenced Teachers' Performance. Hoch et al., (2018) found that transformational leadership significantly influenced performance satisfaction, performance morale, and performance. Buil et al., (2019) found that better leadership contributed positively toward the teaching successes and learning process of a teacher toward the performance. Other findings showed that principal leadership significantly influenced teacher's performance.

From the finding, principal leadership was the requirement to improve teachers' performance better. A principal had to have competent leadership to improve the teachers' performance excellently and maximally.

The Effect of Performance motivation on Teacher performance

The result showed, testing the first research hypothesis (H₅) which states that performance motivation has a positive effect on teacher performance can be accepted. This provides evidence that empirically the principal leadership has a positive effect on teacher performance. The result shows the t-count is t-count is 9.845 with sig 0.000 < 0.05.

The finding supported the previous studies by Azar et al., (2013), Kiruja and Mukuru (2013). They found that motivation positively and significantly influenced teachers' performance.

Based on the findings, teachers' motivation would be the requirement for teachers to improve their performance. A principal should be competent in academic supervision so he could improve the teachers' performance maximally and excellently.

The Effect of Academic Supervision on Teacher Performance Through Performance Motivation

The results showed, testing the first research hypothesis (H₆) which states that performance motivation significantly mediates the effect of Academic Supervision on teacher performance can be accepted. This provides empirical evidence that performance motivation is able to significantly mediate teacher professional competence on teacher performance. The t-count was 3.64 higher than the t-table at a 0.05 significant level. It obtained a value of 1.96. Thus, performance motivation was the mediating variable. The one-tailed probability test was 0.00 < 0.05.

The findings supported a study by Fransiska (2016) who found that principal academic supervision positively and significantly influenced teachers' performance through motivation. Ndapaloka (2016) showed a positive and indirect correlation between principal academic supervision toward teachers' performance through achievement motivation. The finding is in line with Hardono et al., (2017). He found a positive and significant correlation between academic supervision through teachers' performance indirectly through performance motivation.

Based on the findings, teachers' motivations were the requirement to improve better teachers' performance. Therefore, a principal should be competent in his academic supervision to improve the teachers' performance maximally and excellently.

The principal leadership on teacher performance through performance motivation

The results showed, testing the first research hypothesis (H7) which states that performance motivation significantly mediates the effect of principal leadership on teacher performance can be accepted. This provides empirical evidence that performance motivation is able to significantly mediate teacher principal leadership on teacher performance. The t-count was 5.50 higher than the t-table at a 0.05 significant level. It obtained a value of 1.96. Thus, performance motivation was the mediating variable. The one-tailed probability test was $0.00 < 0.05$.

The t-count was 5.50 higher than the t-table at a 0.05 significant level. It obtained a value of 1.96. Thus performance motivation was the mediating variable. The mediating test obtained a higher result than the t-table, 1.96. Then, the one-tailed probability was $0.00 < 0.05$ so that the performance motivation was also the mediating variable.

CONCLUSION

There is a significant indirect relationship between motivation and academic supervision and principal leadership, it can be concluded that motivation is able to significantly mediate the effect of academic supervision and principal leadership on teacher performance so that high academic supervision and principle leadership also requires the high motivation to produce high teacher performance well.

It is expected that teachers at Islam Junior High School in Demak Regency will not be easily satisfied with their motivation and performance because science is always changing according to the times as well as curriculum and teaching methods that are always dynamic. The results of this study can be used as a reference in conducting further research and can develop models and research discussions in accordance with the demands and development of educational conditions in a wider scope.

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