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The Influence Of Principal Academic Supervision And Work Motivation On Teacher Performance In Senior High Schools In Sekadau Hilir District

P. Kusnianar[1], Ahmad Yani T[2], Marinu Waruwu[3], Aunurrahman[4], Afandi[5]
[1,2,3,4,5]Universitas Tanjungpura, Pontianak, Kalimantan Barat, Indonesia

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ABSTRACT

This study examines how principal academic supervision and work motivation influence teacher performance in senior high schools in Sekadau Hilir District, West Kalimantan, Indonesia. This research is urgent because of persistent concerns about the quality of academic supervision and teacher motivation in this geographically specific region. Using a quantitative explanatory research design, data were collected from 100 teachers selected through proportional stratified random sampling from a population of 134 teachers across eight senior high schools. The instruments consisted of Likert-scale questionnaires measuring academic supervision (planning, implementation, follow-up), work motivation (self-efficacy, outcome expectations, observational learning), and teacher performance (lesson planning, instructional delivery, evaluation). Data were analyzed using multiple linear regression with SPSS version 29. The results show that academic supervision has a positive and significant partial effect on teacher performance (B = 0.105, t = 2.334, p = 0.022), work motivation has a positive and significant partial effect (B = 0.796, t = 15.305, p = 0.000), and both variables simultaneously influence teacher performance (F = 293.857, p = 0.000). The coefficient of determination (R^2 = 0.858) indicates that academic supervision and work motivation jointly explain 85.8% of the variance in teacher performance, with work motivation emerging as the stronger predictor. These findings suggest that improving both the quality of academic supervision and teachers' work motivation can substantially enhance teacher performance in senior high.

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Corresponding Author:

P. Kusnianar
Administration Education Study Program Magister, Faculty of Teacher Training and Education, Tanjungpura University, Pontianak, Kalimantan Barat, Indonesia
Email: p.kusnianrr@gmail.com

1. INTRODUCTION

The quality of human resources is a fundamental prerequisite for national development, and in education, teachers occupy a central position as frontline agents of

instructional improvement. Teachers are not only responsible for transferring knowledge but also for shaping learners' character and competencies to compete in the global era. Law Number 14 of 2005 concerning Teachers and Lecturers affirms that the teaching profession enhances the dignity and role of teachers as learning agents. Optimal teacher performance is therefore a fundamental precondition for achieving national education goals [1].

From an organizational behavior perspective, performance results from the interaction among ability, motivation, and opportunity. For teachers, ability relates to pedagogical and professional competence, motivation concerns internal drives to work optimally, and opportunity pertains to support from the work environment and conducive leadership. One external factor influencing teacher performance is academic supervision, namely planned and sustainable coaching activities focused on improving the learning process, in which the principal acts as a partner accompanying teachers to develop their capacity to manage instruction [2].

However, in practice, academic supervision is often suboptimal: it is conducted as an administrative formality without thorough planning or meaningful follow-up, typically once a year before performance assessment, so teachers do not receive constructive feedback. Moreover, the instruments used often do not align with teachers' specific needs. In addition to external factors, internal factors such as work motivation also play a crucial role in determining teacher performance. Work motivation is an internal driving force that directs, mobilizes, and sustains behavior to achieve specific goals. From the perspective of Social Cognitive Theory, motivation is influenced by three main components: self-efficacy, outcome expectations, and observational learning [3].

The interaction between principal academic supervision and work motivation in influencing teacher performance creates a complex dynamic. Supportive, collaborative supervision can enhance teacher work motivation because teachers feel cared for and supported. Conversely, authoritarian, fault-finding supervision can decrease work motivation. On the other hand, teachers with high work motivation are more responsive to supervision and more proactive in using feedback to improve performance [4].

A survey conducted on March 30, 2026, involving 30 teachers selected incidentally from four schools in Sekadau Hilir District, revealed indications of problems related to academic supervision and work motivation. The survey results showed that 70% of teachers said supervision did not improve the quality of learning, 65% said supervision was not well planned, 60% said feedback was not specific and constructive, and 75% said there was no real follow-up after supervision. Regarding motivation, 65% of teachers reported decreased work motivation, and 70% felt uncertain that their teaching efforts would be appreciated.

Previous research has shown that planned, sustainable supervision can improve teachers' pedagogical competence. Principal leadership and work ability significantly influence work motivation, and work motivation has been shown to mediate the relationship between independent variables and teacher performance. Academic supervision contributes significantly to educational quality, teacher performance, teacher professionalism, and learning quality [5].

This study identifies several research gaps. First, previous studies have tended to examine the influence of academic supervision and work motivation separately or partially, rather than in a model that integrates both simultaneously in relation to teacher performance. Second, the specific geographic context of Sekadau Hilir District has not received much attention. Third, quantitative research with representative samples of all teachers in a district remains limited, as most studies are case studies in a single school or small samples that are difficult to generalize. This study seeks to fill these gaps by producing strong empirical evidence [6].

Academic supervision is not merely an administrative obligation, but a sustainable pedagogical process. Effective supervision must be oriented toward teacher professional development, not merely evaluation. In this context, principals are required to be able to create collaborative relationships with teachers, so that supervision becomes a means of mutual learning, rather than a fault-finding forum. If this principle is ignored, supervision will lose its main essence as a tool for improving the quality of learning [7].

Effective academic supervision must be adjusted to the teacher's level of development. Novice teachers may require a directive approach, while more experienced teachers are better suited to a collaborative or non-directive approach. The mismatch between the supervision approach and teacher characteristics can lead to resistance and decreased work motivation. Therefore, the principal's understanding of individual teacher differences is the key to the success of academic supervision [8].

Teacher work motivation is not static; it is dynamic and shaped by the organizational context. Self-efficacy, outcome expectations, and observational learning are the three main pillars that shape individual motivation. In the school environment, these three pillars can be strengthened or weakened by school policies, the principal's leadership style, and the culture of collaboration among teachers. Thus, efforts to improve teacher work motivation must be carried out systematically and sustainably [9].

Research in remote areas has unique characteristics that distinguish it from research in urban areas. Teachers in remote areas face challenges such as limited access to training, minimal support from colleagues, and a challenging work environment. Nevertheless, intrinsic motivation such as a sense of responsibility toward children's education remains the main driver. This finding implies that interventions to improve teacher performance in remote areas must seriously consider the local context [10].

The relationship between academic supervision and work motivation is not unidirectional but rather reciprocal. Principal leadership and work ability significantly influence work motivation, and work motivation in turn mediates the influence of these factors on teacher performance. This means that quality academic supervision can increase work motivation, and high work motivation will make teachers more responsive to supervision. The synergy between the two is the key to optimizing teacher performance [11].

Although many studies have examined academic supervision and work motivation separately, few studies integrate both in a single simultaneous analysis model. Previous research placed academic supervision as a mediating variable, not as a direct independent variable. In educational management practice, academic supervision and work motivation

often work simultaneously to influence teacher performance. Therefore, research that tests their simultaneous influence is relevant and urgent [12].

The geographic context of Sekadau Hilir as a relatively remote area in West Kalimantan adds novelty to this study. Academic supervision in remote areas still faces infrastructure constraints and disparities in digital competence. Thus, this study not only contributes to the development of educational management theory but also offers contextual solutions that can be adopted by stakeholders in areas with similar characteristics. This novelty strengthens the study's relevance and applicability [13].

The purpose of this study is to analyze the partial influence of principal academic supervision (X1) partially on teacher performance (Y), to examine the influence of work motivation (X2) partially on teacher performance (Y), and to analyze and test the simultaneous influence of academic supervision (X1) and work motivation (X2) on teacher performance (Y) in senior high schools in Sekadau Hilir District. The results are expected to contribute to the literature on educational management and provide practical contributions to the Provincial Education Office, principals, and teachers by improving the quality of academic supervision and work motivation.

2. METHOD

This study uses a quantitative approach with an explanatory research design to explain causal relationships between variables rather than merely describe phenomena. The study examines the influence of Principal Academic Supervision (X1) and Work Motivation (X2) on Teacher Performance (Y), both partially and simultaneously. The population consists of 134 senior high school teachers in Sekadau Hilir District, West Kalimantan, Indonesia, distributed across eight schools: SMA Negeri 5 Sekadau Hilir, SMAN 1 Sekadau, SMAN 2 Sekadau, SMAN 3 Sekadau Hilir, SMAN 4 Sekadau, SMAS Al Rahmah Sekadau, SMAS Karya Sekadau, and SMAS PGRI Tapang Semadak. The sample was determined using the Slovin formula with a 5% margin of error, yielding 100 teachers, and was selected through proportional stratified random sampling to ensure proportional representation from each school based on its population size [14].

Data were collected through a field survey using a 5-point Likert scale questionnaire (1 = strongly disagree to 5 = strongly agree) compiled from indicators of the three variables. The questionnaire distribution was conducted in a hybrid manner: Google Forms for respondents with internet access and printed questionnaires for those who required them, after coordination with each school principal. Documentation techniques were also used to collect secondary data, including school personnel data, academic supervision archives, and teacher population lists from Dapodik 2025.

The research instrument consisted of 36 items divided into three variables. The Principal Academic Supervision variable (X1) comprised 12 items covering three indicators: supervision planning (items 1–4), supervision implementation (items 5–8), and supervision follow-up (items 9–12). The Work Motivation variable (X2) comprised 12 items covering three indicators: self-efficacy (items 13–16), outcome expectations (items 17–20), and observational learning (items 21–24). The Teacher Performance variable (Y)

comprised 12 items covering three indicators: lesson planning (items 25–28), instructional delivery (items 29–32), and evaluation or assessment (items 33–36) [15].

Before distribution, the questionnaire was pilot-tested on 30 respondents outside the sample to test validity using Corrected Item-Total Correlation and reliability using Cronbach's Alpha. The validity test showed that all 36 items were valid, with r-count values ranging from 0.714 to 0.907, all exceeding the r-table value of 0.194 at $\alpha = 0.05$. The reliability test results showed that all variables were reliable, with Cronbach's Alpha values of 0.962 for Academic Supervision, 0.954 for Work Motivation, and 0.967 for Teacher Performance, all exceeding the required threshold of 0.60. These results confirm that the instruments have high internal consistency and are suitable for use in this study [16].

Table 1. Validity Test Results

Variable	Item	R-Count	R-Table	Status
Academic Supervision	X1.1–X1.12	0.824–0.884	0.194	Valid
Work Motivation	X2.1–X2.12	0.714–0.889	0.194	Valid
Teacher Performance	Y1–Y12	0.797–0.907	0.194	Valid

Note: The Results Output Data Of SPSS 29.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Threshold	Status
Academic Supervision	0.962	0.60	Reliable
Work Motivation	0.954	0.60	Reliable
Teacher Performance	0.967	0.60	Reliable

Note: The Results Output Data Of SPSS 29.

The collected data were analyzed using IBM SPSS Statistics version 29 through three stages: descriptive analysis, classical assumption tests, and inferential analysis. The descriptive analysis examined the minimum, maximum, mean, and standard deviation of each variable. The classical assumption tests included normality (Kolmogorov-Smirnov), linearity (deviation from linearity), multicollinearity (VIF and Tolerance), heteroscedasticity (Glejser test), and autocorrelation (Durbin-Watson). The inferential analysis used multiple linear regression with the equation $Y = a + b_1X_1 + b_2X_2$, where Y is Teacher Performance, a is the constant, b_1 and b_2 are regression coefficients, X_1 is Academic Supervision, and X_2 is Work Motivation. The t-test was used for partial hypothesis testing, and the F-test was used for simultaneous hypothesis testing, with a significance level of $\alpha = 0.05$. The coefficient of determination (R^2) was used to measure the proportion of variance in the dependent variable explained by the independent variables [17].

3. RESULTS AND DISCUSSION

3.1. Validity and Reliability Results

The validity test results showed that all items for the three variables were valid. For the Academic Supervision variable (X1), the r-count values ranged from 0.824 to 0.884, all exceeding the r-table value of 0.194. For the Work Motivation variable (X2), the r-count

values ranged from 0.714 to 0.889. For the Teacher Performance variable (Y), the r-count values ranged from 0.797 to 0.907. These results confirm that all questionnaire items are valid and suitable for use as research instruments.

The reliability test results showed that all variables were reliable. Cronbach's alpha was 0.962 for Academic Supervision, 0.954 for Work Motivation, and 0.967 for Teacher Performance. All values exceed the required threshold of 0.60, indicating high internal consistency.

3.2. Descriptive Statistics

Table 3. Descriptive Statistics

Variable	Min	Max	Mean	Std. Deviation
Academic Supervision	14	65	55.76	7.398
Work Motivation	12	60	49.95	6.386
Teacher Performance	20	60	50.50	6.108

Note: Results are output data from SPSS 29.

Based on the descriptive statistics, the Academic Supervision variable has a minimum value of 14, a maximum value of 65, a mean of 55.76, and a standard deviation of 7.398. The Work Motivation variable has a minimum value of 12, a maximum value of 60, a mean of 49.95, and a standard deviation of 6.386. Meanwhile, the Teacher Performance variable has a minimum value of 20, a maximum value of 60, a mean of 50.50, and a standard deviation of 6.108.

3.3. Classical Assumption Test Results

Normality Test. The Kolmogorov-Smirnov normality test showed an Asymp. Sig. value of 0.198, which is greater than 0.05. Therefore, it can be concluded that the data are normally distributed.

Heteroscedasticity Test. The Glejser test results showed significance values of 0.474 and 0.981 for Academic Supervision and Work Motivation, respectively, both greater than 0.05. This indicates no heteroscedasticity in the regression model.

Multicollinearity Test. The multicollinearity test results showed that the Tolerance values for both Academic Supervision and Work Motivation were 0.494, and the VIF values were 2.023. Since the Tolerance values are > 0.10 and the VIF values are < 10, there is no multicollinearity between the independent variables.

Autocorrelation Test. The Durbin-Watson test results showed a DW value of 1.950, which lies between the du value of 1.715 and the 4-du value of 2.285. Therefore, it can be concluded that there is no autocorrelation in the regression model.

3.4. Hypothesis Testing Results

Multiple Linear Regression Analysis. The regression analysis results are presented in the following table.

Table 4. Multiple Linear Regression Results

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	4.913	1.954		2.514	0.014
Academic Supervision	0.105	0.045	0.127	2.334	0.022
Work Motivation	0.796	0.052	0.832	15.305	0.000

Note: Regression output results from SPSS 29.

Based on the table above, the regression equation is:

Teacher Performance = 4.913 + 0.105 Academic Supervision + 0.796 Work Motivation

Partial Hypothesis Testing (t-test). The results show that Academic Supervision has a positive and significant partial effect on Teacher Performance. The coefficient B is 0.105, and the t-value is 2.334 with a significance value of 0.022 ($p < 0.05$). This means that for every one-unit increase in Academic Supervision, Teacher Performance increases by 0.105 units. Therefore, the hypothesis stating that "Academic Supervision has a positive and significant effect on Teacher Performance" is accepted.

Work Motivation also has a positive and significant partial effect on Teacher Performance. The coefficient B is 0.796, and the t-value is 15.305 with a significance value of 0.000 ($p < 0.05$). This means that for every one-unit increase in Work Motivation, Teacher Performance increases by 0.796 units. Therefore, the hypothesis stating that "Work Motivation has a positive and significant effect on Teacher Performance" is accepted.

Simultaneous Hypothesis Testing (F-test). The F-test results show an F-value of 293.857 with a significance value of 0.000 ($p < 0.05$). This means that Academic Supervision and Work Motivation simultaneously have a positive and significant effect on Teacher Performance. Therefore, the hypothesis stating that "Academic Supervision and Work Motivation simultaneously have a positive and significant effect on Teacher Performance" is accepted.

Coefficient of Determination (R^2). The coefficient of determination (R^2) is 0.858, meaning that 85.8% of the variance in Teacher Performance is explained by Academic Supervision and Work Motivation, while the remaining 14.2% is explained by other variables not included in this research model.

4. DISCUSSION

The findings show that academic supervision and work motivation both significantly influence teacher performance, partially and simultaneously. These results confirm the theoretical framework proposed by [18], who stated that performance is a function of the interaction between ability, motivation, and opportunity. In this study, academic supervision represents the opportunity factor (external support), while work motivation represents the motivation factor (internal drive).

4.1. The Influence of Academic Supervision on Teacher Performance

The partial test results show that academic supervision has a positive and significant effect on teacher performance (B = 0.105, t = 2.334, p = 0.022). This finding is consistent with previous research by [19], who found that academic supervision contributes significantly to improving teacher performance. Similarly, [19] reported that academic supervision significantly contributes to the quality of education and teacher professionalism.

However, the relatively small coefficient (0.105) compared with work motivation (0.796) indicates that academic supervision's influence on teacher performance in Sekadau Hilir District is weaker than expected. This may be because academic supervision is still not implemented optimally, as indicated by the pre-research survey, where 70% of teachers stated that supervision did not improve learning quality, 65% stated that supervision was not well planned, and 75% stated that there was no real follow-up. These findings align with concerns raised by [20], [21], and [22] about the administrative formality of academic supervision in many schools.

The weak influence of academic supervision suggests that principals need to improve supervision quality by ensuring proper planning, systematic implementation, and meaningful follow-up. As outlined by [23], supervision should be conducted with a developmental approach that is tailored to the teacher's level of development—some teachers need direct guidance, others need collaboration, and some need freedom. When supervision is supportive and collaborative, teachers feel cared for and supported, which in turn enhances their performance.

4.2. The Influence of Work Motivation on Teacher Performance

The partial test results show that work motivation has a positive and significant effect on teacher performance (B = 0.796, t = 15.305, p = 0.000). This finding indicates that work motivation is the dominant variable influencing teacher performance in Sekadau Hilir District. This result is consistent with [24], which found that work motivation contributed the largest proportion (56.3%) to learning quality, and with [25], which found that work motivation significantly influences teacher performance.

The strong influence of work motivation can be explained through [7]. Social Cognitive Theory emphasizes that motivation is influenced by self-efficacy, outcome expectations, and observational learning. Teachers with high self-efficacy believe they can manage the classroom, apply innovative methods, and reach students who experience learning difficulties. Teachers with positive outcome expectations believe that their efforts will produce meaningful results, such as student achievement and appreciation from the principal. Teachers who actively engage in observational learning continue to learn from their colleagues' best practices.

The descriptive statistics show a mean work motivation score of 49.95, with a standard deviation of 6.386. This indicates that, on average, teachers in Sekadau Hilir District have a moderate level of work motivation. However, the pre-research survey revealed that 65% of teachers experienced decreased work motivation, and 70% felt uncertain that their teaching efforts would be appreciated. This suggests that while work

motivation is the dominant factor, there is still room for improvement, particularly in terms of providing recognition and appreciation for teachers' efforts.

4.3. The Simultaneous Influence of Academic Supervision and Work Motivation on Teacher Performance

The F-test results show that academic supervision and work motivation simultaneously have a positive and significant effect on teacher performance ($F = 293.857$, $p = 0.000$). The coefficient of determination ($R^2 = 0.858$) indicates that 85.8% of the variance in teacher performance can be explained by these two variables, while 14.2% is influenced by other variables not included in this research model.

These findings support the theoretical framework that teacher performance results from complex interactions between external factors (academic supervision) and internal factors (work motivation). As stated by [15], optimal performance occurs when individuals have the ability, motivation, and opportunity to perform. In this study, academic supervision provides the opportunity and support, while work motivation provides the internal drive to perform optimally.

The high coefficient of determination (85.8%) indicates that the model is robust and explains most of the variance in teacher performance. However, the remaining 14.2% suggests that there are other factors that may influence teacher performance, such as principal leadership style, school culture, work environment, compensation, and professional development opportunities [17], [19].

This study's findings have several practical implications. First, for the Provincial Education Office of West Kalimantan, the results can serve as a basis for formulating more effective policies to improve the quality of academic supervision and strengthen teacher work motivation. Second, for school principals, the results highlight the importance of improving the quality of academic supervision, particularly in terms of planning, implementation, and follow-up. Principals should also focus on factors that can enhance teacher work motivation, such as providing recognition, creating a supportive work environment, and facilitating professional development. Third, the results provide teachers with a better understanding of how academic supervision and work motivation can be used to improve their performance.

5. CONCLUSION

Based on this study, academic supervision has a positive and significant partial effect on teacher performance in senior high schools in Sekadau Hilir District, with a coefficient of 0.105 and a significance value of 0.022. Work motivation has a positive and significant partial effect on teacher performance, with a coefficient of 0.796 and a significance value of 0.000. Simultaneously, academic supervision and work motivation have a positive and significant effect on teacher performance, with an F-value of 293.857 and a significance value of 0.000. The coefficient of determination ($R^2 = 0.858$) indicates that these two variables explain 85.8% of the variance in teacher performance, with work motivation emerging as the stronger predictor.

These findings suggest that efforts to improve teacher performance should focus on both enhancing the quality of academic supervision and strengthening teacher work motivation. Academic supervision should be conducted in a planned, systematic, and sustainable manner, with a supportive and collaborative approach that helps teachers develop their professional competence. Work motivation should be strengthened through recognition, appreciation, a supportive work environment, and opportunities for professional development.

This study has several limitations. First, the analysis was based on data collected from a single district, which may limit the generalizability of the findings to other contexts. Second, the study relied on self-reported questionnaires, which may be subject to social desirability bias. Third, the study did not include other variables that may influence teacher performance, such as principal leadership style, school culture, and compensation. Future research should involve a wider geographical scope, use mixed methods to triangulate findings, and incorporate additional variables to provide a more comprehensive understanding of teacher performance.

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