

The Influence of Principal Leadership Style and Committee Supervision on Elementary School Teachers' Performance

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Abstract

This research aims to examine the effect of the school principal's leadership style and committee oversight on teacher performance in elementary schools within Singingi Hilir District. The research methodology applied is a quantitative approach with a survey technique. The participants of this research consist of all teachers in elementary schools in Singingi Hilir District, totaling 100 teachers. Data was gathered through questionnaires containing items related to the variables of leadership style, committee oversight, and teacher performance. The gathered data was then analyzed using multiple linear regression to assess the impact of independent variables on the dependent variable. The findings of the study reveal that there is a significant effect of the school principal's leadership style on teacher performance, with the average response indicating that enhancements in leadership style can boost teacher performance. Furthermore, committee oversight was also found to have a significant effect on teacher performance, with results indicating that effective supervision can enhance teaching quality and increase teacher performance. In tandem, both leadership style and committee oversight have a significant influence on teacher performance. Based on these conclusions, it is suggested that school principals continue to refine their leadership style, and that school committees intensify their role in supervision continuously to foster the enhancement of teacher performance. Collaboration between school principals and committees is crucial in creating an environment that nurtures the professional growth of teachers, which in turn will elevate the quality of education in schools.

Keywords: Leadership style, Committee supervision, Teacher performance

1. Introduction

A longstanding issue faced by nearly all schools is the fluctuating performance of teachers. This situation is also present in public elementary schools (SDN) in the Singingi Hilir District. As institutions that play a crucial role in human resource development—especially in educating children—teachers are required to demonstrate optimal job performance. As one of the subdistricts in Kuantan Singingi Regency, Singingi Hilir has 23 elementary schools (both public and private), with a total of 344 teachers.

The role of teachers in carrying out educational processes in Singingi Hilir tends to be quite demanding, given that the total number of students across all schools has reached 5,013. This teacher-to-student ratio necessitates that teachers exhibit their best performance in carrying out their teaching duties so that the objectives set by the schools can be achieved optimally.

The teaching process and students' learning outcomes are largely determined by the performance of educators. High-performing educators are more effective in creating a conducive learning environment and managing the learning process efficiently, ultimately enabling students to reach optimal learning outcomes. However, the current problem lies in the fact that teacher performance evaluations still indicate suboptimal results. This is evidenced by the data on teacher performance at SDNs in Singingi Hilir District over the past three years, as outlined below:

Table 1. Recapitulation of Teacher Performance Evaluation at SDNs in Singingi Hilir District

Score Criteria	2021	2022	2023
	No. of Teachers	%	No. of Teachers
Very Good (>80-100)	3	1%	2
Good (>60-80)	156	49%	150
Fair (>40-60)	111	35%	134
Poor (>20-40)	48	15%	41
Very Poor (0-20)	0	0%	0
Total	318	100%	326

Source: Public Elementary Schools in Singingi Hilir District, 2020

Based on Table 1, it can be seen that the overall performance of teachers in SDNs in Singingi Hilir District falls within the "Good" category. However, there have been noticeable changes in the number of teachers receiving "Fair" and "Poor" performance ratings. This suggests a decline in performance among certain teachers. Therefore, public elementary schools in Singingi Hilir must evaluate teacher performance outcomes to identify the factors contributing to these changes and to implement efforts aimed at improving teacher performance.

Theoretically, many factors influence teacher quality. Personal factors such as motivation, abilities, and competencies significantly affect performance (Armstrong & Baron, 2010). On the other hand, from an organizational perspective, performance is also determined by the extent to which leaders empower their staff and support them in enhancing their capabilities and effectiveness.

Anoraga (2014) identifies key factors influencing employee performance, including:

1. Supervision – the process of setting performance standards and taking actions to achieve the intended goals.
2. Leadership – effective management enables employees to be well-organized, thereby enhancing their performance.

Meanwhile, Neale and Northcraft (1991, in Bastian 2020) highlight three factors influencing employee commitment, including organizational factors such as job design and leadership style. According to Armstrong and Baron (as cited in Nurmansyah, 2010), motivation is one of the main factors affecting performance. Motivation is an internal drive that influences an individual's attitude toward achieving goals. Its elements include encouragement, nurturing, maintaining, clarity of purpose, and consistency.

Leadership style, particularly the role of the principal, significantly impacts educator performance. Principals are tasked with overseeing school operations, including setting curriculum policies and school regulations. As leaders, they play a crucial role in enhancing educator performance by guiding and motivating teachers to meet organizational goals. Moreover, principals serve as role models for teachers in carrying out their duties. However, principals face various challenges, such as managing teachers from diverse backgrounds and improving school quality in response to global challenges.

Issues identified with leadership in this context include:

1. Leadership turnover due to staff rotations causes communication problems between newly assigned principals and teachers, leading to potential organizational disruptions during the adjustment period.
2. Principals in new assignments often require time to familiarize themselves with the new environment, which may hinder communication and organizational processes.
3. A lack of leadership figures who can guide their teams through crises and ensure school resilience.
4. Insufficient empathetic leadership that supports teachers in achieving their performance targets.
5. Poor communication between leadership and teachers, which leads to ineffective problem-solving and monitoring, resulting in increased violations of organizational culture and diminished teacher performance.

Beyond leadership style, **supervision** is another key factor affecting teacher performance. Supervision in education is crucial to ensure teachers meet performance standards. As pivotal agents in shaping future generations, teachers' instructional quality must be closely monitored.

The purpose of supervision is to improve the performance of teachers and school staff by providing meaningful guidance and feedback on effective teaching techniques. Over time, educational supervision has evolved toward a more collegial and democratic approach, fostering service and collaboration. Ultimately, educational supervision contributes to the progress of education in Indonesia by helping educators develop innovative, active, effective, and creative teaching skills (Syafaruddin & Asrul, 2014).

The importance of supervision in achieving teacher performance lies in several aspects. First, supervision ensures that the instructional methods employed by teachers align with educational goals. With proper supervision, learning activities are more likely to follow the curriculum and use appropriate methods for each student. Supervision also helps identify obstacles teachers may face—be it technical issues, instructional content, or student behavior.

Second, supervision serves as a tool for professional development. It provides not only performance evaluations but also constructive feedback to enhance teaching quality. Constructive evaluation motivates teachers to improve their competencies. Thus, effective supervision functions not only as control but also as a learning tool for professional growth.

However, the low level of teacher supervision has become a pressing issue in some regions. Contributing factors include limited supervisory personnel, insufficient training, and an education system overly focused on administrative tasks rather than actual performance evaluation. In some cases, supervision is merely administrative and lacks focus on instructional quality.

This lack of meaningful supervision may result in suboptimal teacher performance. Without sufficient supervision, teachers may feel unmotivated to improve their teaching quality. Additionally, in the absence of clear and constructive feedback, teachers may feel isolated and deprived of development opportunities. Ultimately, this can negatively affect students' educational outcomes.

Common issues in teacher supervision by principals include:

1. Ineffective communication – poor communication between principals and teachers often leads to misunderstandings about duties, responsibilities, and performance evaluations.
2. Lack of transparency in performance assessment – teachers may feel their evaluations are subjective or based on unclear criteria, leading to dissatisfaction.
3. Insufficient constructive feedback – principals may fail to provide specific, helpful input for teachers to improve their performance.
4. Imbalance between supervision and support – supervision is often focused solely on identifying faults rather than fostering professional development.
5. Teacher resistance – some teachers may feel overly scrutinized or uncomfortable with supervisory methods, resulting in conflicts or decreased motivation.

Based on the phenomena above, this study aims to build upon findings from previous research (e.g., Pagiriani et al., 2024; Rahayu, Kusumaningsih, & Suliarto, 2024; Zuldesiah, Gistituati, & Sabandi, 2021), which indicate that leadership style and principal supervision significantly influence teacher performance. These findings underscore the critical role of principals in fostering a supportive educational environment, where effective leadership and supervision can directly enhance teacher performance and, consequently, the overall quality of education.

2. Literature Review and Hypotheses Development

The performance of teachers has long been recognized as a central component in determining the quality of education, with leadership and supervision cited as two of the most critical factors influencing teaching effectiveness (Armstrong & Baron, 2010). In educational institutions, particularly at the elementary level, teacher performance is closely linked to how leadership is exercised by school principals and the extent to which supervisory mechanisms, such as committee oversight, are effectively implemented.

Principal Leadership Style

Leadership style refers to the approach and behavior adopted by leaders to guide, motivate, and manage others. In the school context, the principal's leadership style plays a pivotal role in shaping the organizational climate and influencing teacher performance (Kreitner & Kinicki, 2012). The Path-Goal Theory of Leadership, developed by House (1996) and extended by Evans (1996), suggests that a leader's behavior should complement the work environment and subordinates' needs to enhance performance and satisfaction. This theory outlines directive and participative leadership as particularly influential in environments that require clarity, support, and empowerment.

Previous studies have affirmed the positive correlation between leadership style and teacher effectiveness. Mukni'ah et al. (2021) emphasized the capacity of principals to foster enthusiasm and professionalism among educators through supportive leadership. Similarly, Komardi et al. (2024) and Hartawati (2022) established that effective leadership significantly contributes to improved teacher performance, especially when principals demonstrate empathy, communication competence, and decision-making consistency.

Committee Supervision

Supervision in education refers to the continuous guidance provided to teachers with the aim of improving teaching quality and overall school performance. Effective supervision helps identify educational challenges and ensures that teaching practices align with curriculum standards and institutional goals (Syafaruddin & Asrul, 2014). Unlike administrative oversight that often focuses on compliance, academic supervision emphasizes mentorship, feedback, and professional development (Daryanto & Racmawati, 2015).

Research has shown that structured and constructive supervision contributes meaningfully to teacher development. For instance, El Khuluqo (2022) noted that academic supervision enhances instructional quality and ultimately student achievement. Meanwhile, studies by Pagiriani et al. (2024) and Rahayu et al. (2024) corroborated the impact of school supervisory systems on teacher accountability and motivation, indicating that teachers perform better when they receive regular, targeted, and supportive supervision.

The Interaction of Leadership and Supervision

The literature further supports the idea that the combination of leadership and supervision has a synergistic effect on teacher performance. According to Syafaruddin et al. (2016), principals act not only as administrative leaders but also as instructional supervisors who shape the educational outcomes of their institutions. Effective principals design and implement supervisory programs that are grounded in educational goals and responsive to the developmental needs of teachers.

Purwanto (2013) outlines three competencies crucial for educational supervisors: designing implementable supervision programs, utilizing supervisory results to drive teacher improvement, and directing staff performance to meet educational standards. These insights are reinforced by findings from Zulfesiah et al. (2021), who argue that leadership and supervision must be harmonized to create a work environment that promotes continuous learning and collaboration among educators.

3. Method

This study employs a descriptive and explanatory survey approach to analyze the causal relationship between variables. Data were collected through closed-ended questionnaires using a Likert scale, direct interviews, and secondary data obtained from relevant institutions. The research involved the entire population of teachers, totaling 344 individuals, with a sample of 77 teachers selected using the Slovin formula. Data analysis was conducted using descriptive statistics and multiple linear regression, with SPSS version 23.00 as the analytical tool. Hypothesis testing was carried out using the Bootstrap method and the t-test, with a significance threshold of $p\text{-value} \leq 0.05$.

4. Result and Discussion

Multiple Linear Regression Test

This study employed multiple linear regression using the enter method to assess the influence of school principal leadership approach and committee supervision on teacher performance. The hypothesis testing results are presented in the table below:

Table 2. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Correlations		Collinearity Statistics
						Zero-order	Partial	
(Constant)	8.195	3.217	–	2.548	.013	–	–	–
Kp (Leadership)	.642	.126	.514	5.077	.000	.792		.508
P (Supervision)	.721	.200	.365	3.604	.001	.757		.386

Dependent Variable: Kg (Teacher Performance)
 Source: Processed Data, 2024

The resulting regression equation is as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 8.195 + 0.642X_1 + 0.721X_2 + e$$

Where:

- **a (constant)** = 8.195, indicating that if both leadership approach and committee supervision are zero, the teacher performance is 8.195.
- **b₁ (Leadership)** = 0.642, meaning that a one-unit increase in the principal's leadership approach leads to a 0.642 increase in teacher performance, assuming other variables remain constant.
- **b₂ (Supervision)** = 0.721, meaning that a one-unit increase in committee supervision leads to a 0.721 increase in teacher performance, assuming other variables remain constant.
- **e (error)** accounts for other factors not included in the model.

Hypothesis Testing: t-Test (Partial)

To assess the partial effect of each independent variable on the dependent variable, the t-test was used by comparing t-calculated with t-table values and evaluating the p-value.

Table. Results of t-Test (Partial Hypothesis Testing)
 (Same as Table 2)

Using a two-tailed test at the 5% significance level, the t-table value is found using the formula $n - k - 1$, where $n = 77$, $k = 2$, hence $df = 74$, and the t -table = 1.980.

Findings:

- Leadership Approach (Kp): t -value (5.077) > t -table (1.980), p -value = .000 → Significant effect on teacher performance
- Committee Supervision (P): t -value (3.604) > t -table (1.980), p -value = .001 → Significant effect on teacher performance

Hypothesis Testing: F-Test (Simultaneous)

The F-test was used to determine whether all independent variables together significantly influence the dependent variable.

Table 4. Results of F-Test (Simultaneous)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3748.005	2	1874.003	79.919	.000a
Residual	1735.216	74	23.449	–	–
Total	5483.221	76	–	–	–

Predictors: (Constant), P, Kp

Dependent Variable: Kg

Source: Processed Data, 2024

- F-value (79.919) > F-table (3.07) and p-value = .000 < .05
→ Indicates that leadership approach and committee supervision simultaneously have a significant effect on teacher performance.

R Correlation Coefficient and R² (Coefficient of Determination)

The R-value measures the strength and direction of the linear relationship between dependent and independent variables. R² indicates the proportion of variability in the dependent variable explained by the independent variables.

Table 5. Correlation and Determination Coefficients

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.827a	.684	.675	4.842	1.846

Predictors: (Constant), P, Kp

Dependent Variable: Kg

Source: Processed Data, 2024

- **R = 0.827** → indicates a **very strong relationship** between leadership and supervision with teacher performance.
- **R² = 0.675** → shows that **67.5% of the variation in teacher performance** is explained by leadership approach and committee supervision. The remaining **32.5% is influenced by other variables** not examined in this study.

The Influence of Leadership Approach on Educators' Performance

Based on hypothesis testing, the research hypothesis is accepted, indicating that the leadership approach has a significant influence on educators' performance. Any improvement or change in the leadership approach demonstrated by the school principal leads to changes in educators' performance. Changes in leadership style, such as the ability to listen to suggestions, decisiveness in decision-making, and effective interpersonal relationship management, can foster a supportive work environment that motivates teachers. This, in turn, enhances their teaching performance and the execution of other duties at school.

This finding is crucial, as it shows that the principal plays a vital role in creating conducive conditions for the professional development of teachers. Therefore, education policymakers must pay close attention to and continuously improve the leadership aspects of school principals to ensure better educational quality.

This research is grounded in the Path-Goal Theory of Leadership, which explains the selection of leadership styles based on how a leader's behavior can adapt to organizational environments and the needs of subordinates to achieve organizational goals. First proposed by Evans (1996) and House (1996), this theory provides critical insights into the relationship between leadership style and expected organizational outcomes.

The path-goal theory offers a conceptual framework for this study. It focuses on directive and participative leadership styles, emphasizing the importance of guidance and clarity, especially in the early and ongoing stages of task execution to meet organizational goals. According to Robbins and Judge (2009), leadership guidance is most significant when employees are uncertain about their tasks or require direction, as it directly affects their commitment and performance.

Leadership influences performance directly and indirectly through employee commitment as a mediating factor. This is supported by Kreitner, Robert, and Kinicki (2012), who proposed two main dimensions of leadership style: consideration and initiating structure. Leaders with a considerate style build strong relationships with subordinates, foster trust, value input, and maintain open communication. In contrast, leaders with a structured style emphasize organizing group relationships, establishing clear communication patterns, and providing task guidance. A combination of both styles significantly impacts individuals' attitudes and behaviors within the organization.

According to Mukni'ah, Imron Fauzi, Choerul Fajar et al. (2021), school principals play a vital role in improving teacher performance by motivating and promoting professionalism in teaching. Since teachers play a key role in determining the quality of student learning, principals must carefully plan efforts to enhance student access to learning by improving teaching quality.

These expert opinions are supported by prior studies, such as those by Komardi et al. (2024), Azariah, Haryati, and Yuliastanty (2024), and Hartawati (2022), which indicate a significant influence of leadership style on educator performance. Based on theoretical and empirical evidence, it is crucial to further investigate the strategic role of school leadership, particularly in shaping a productive work culture, improving teaching quality, and achieving educational goals. This research is also expected to offer relevant recommendations to enhance the effectiveness of leadership styles in educational settings.

The Influence of Committee Supervision on Teacher Performance

Based on hypothesis testing, the research hypothesis is accepted, indicating that committee supervision significantly affects teacher performance. Improvements and changes in committee supervision practices contribute to enhanced teacher performance. Effective committee supervision—such as continuous monitoring, constructive feedback, and support for teaching processes—helps build a conducive environment for educators' growth. This can improve teaching quality and reinforce teacher commitment to their roles and responsibilities.

This finding is crucial because it shows that effective and consistent supervision by the committee positively impacts educators' performance, ultimately contributing to improved educational quality in schools. Therefore, improving committee supervision mechanisms is strongly recommended to foster a more productive work environment and support the professional development of teachers.

Among the key components in enhancing educational excellence is supervision by institutional inspectors. Their role in identifying and resolving educational problems is vital to the success of education. Through supervision, educators are given opportunities to improve productivity and are guided in overcoming challenges. All school staff are provided equal opportunities to enhance their performance (Mukni'ah, Imron Fauzi, Choerul Fajar et al., 2021).

Furthermore, the primary goal of supervision is to provide guidance and assistance to teachers and staff to improve performance, particularly in the teaching and learning process (Mukni'ah et al., 2021). According to Daryanto and Racmawati (2015), supervision aims to enhance the reputation of institutions and schools and improve overall performance.

Syafaruddin and Asrul (2014) emphasize that the specific goal of academic supervision is to improve the quality of teacher performance so that they can effectively guide students toward academic success and character development. Ihsana El Khuluqo (2022) also states that supervision plays a crucial role in education because it influences teacher performance, which in turn affects learning outcomes.

These expert perspectives are reinforced by previous studies, including those by Pagiriani et al. (2024), Rahayu et al. (2024), and Zuldesiah et al. (2021), which found that school principal supervision significantly impacts educator performance. Thus, supervision should not merely be seen as a control mechanism but as a critical tool in building better educational quality by strengthening the roles and performance of teachers.

The Influence of Leadership Style and Committee Supervision on Educators' Performance

Based on hypothesis testing, the research hypothesis is accepted, indicating that both leadership style and committee supervision have a significant effect on educators' performance. Improvements in both leadership style and supervision practices contribute to better performance among educators. Effective leadership—such as listening skills, sound decision-making, and the ability to create a supportive environment—can motivate teachers to improve their performance. Likewise, continuous and constructive committee supervision, which provides useful feedback and supports teachers' professional development, plays a vital role in improving their performance.

The combination of effective leadership and meaningful supervision can create a productive environment in which teachers feel valued, supported, and motivated to deliver their best in the classroom. Therefore, changes in both leadership and supervision are crucial to ensuring better educational outcomes and optimal teacher performance.

To implement effective supervision, ideal educational leadership is essential, both at the administrative and supervisory levels. A supervisor must possess attitudes and knowledge relevant to the profession, both personally and professionally. Emotional intelligence, intellectual ability, and sound intuition are also necessary (Purwanto, 2013).

In educational organizations, leadership is exercised at the micro-institutional level by school principals and at the technical micro-level by teachers. School principals act as organizational leaders who direct school performance and oversee administrative matters, while teachers serve as instructional leaders responsible for educational outcomes and high-quality learning results (Syafaruddin et al., 2016).

Furthermore, Syafaruddin et al. (2016) emphasize that school principals, as supervisors, are responsible for executing educational activities in schools to achieve optimal learning goals. All organizational activities are directed toward this goal, making staff supervision one of the principal's critical roles. This includes:

1. Competence in designing executable educational supervision programs.
2. Competence in using supervision results as a basis for improving teacher and staff performance.
3. Competence in guiding educator performance to support educational standards improvement.

These expert views are further supported by prior research, such as that of Pagiriani et al. (2024), Rahayu et al. (2024), and Zuldesiah et al. (2021), which demonstrate the significant impact of leadership style and school principal supervision on educator performance. These findings reinforce the vital role of school principals in

creating supportive educational environments where effective leadership and supervision practices can directly enhance teacher performance and, ultimately, the overall quality of education.

5. Conclusion

Based on the results of the study, several crucial conclusions can be drawn, each carrying significant implications for the educational environment, particularly in elementary schools. First, it was found that leadership style significantly influences educator performance. A positive transformation in a principal's leadership style—characterized by openness to feedback, clear communication, and a supportive attitude—can directly enhance teachers' motivation, job satisfaction, and overall effectiveness. When school leaders demonstrate strong instructional leadership, foster trust-based relationships, and provide clarity in their expectations, educators are more likely to be engaged and committed to improving the quality of teaching and learning.

Second, the study confirms that committee supervision also plays a critical role in shaping teacher performance. Effective supervision by educational committees, which includes structured observation, continuous monitoring, constructive feedback, and collaborative problem-solving, contributes substantially to professional growth among teachers. This form of oversight not only supports accountability but also functions as a developmental mechanism that helps educators identify areas for improvement and implement best practices in the classroom.

Most importantly, the study reveals that the combination of leadership style and committee supervision exerts a synergistic influence on teacher performance. When both elements are present and well-executed, they reinforce each other to create a school culture that values collaboration, continuous improvement, and professional excellence. This dual influence fosters an environment where teachers feel both guided and empowered, resulting in enhanced instructional quality and better student learning outcomes.

In practical terms, these findings imply that educational stakeholders—such as school management, local education authorities, and policymakers—should prioritize professional development programs that strengthen school leadership capabilities and equip supervision committees with the tools and frameworks needed for effective oversight. Establishing clear standards, promoting a culture of feedback and reflection, and fostering mutual accountability between school leaders and teaching staff are essential steps in implementing these findings. Ultimately, improving both leadership and supervision structures can serve as a strategic pathway to elevate teacher performance and, by extension, the overall quality of education delivered in schools.

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