

## The Influence of Principal Academic Supervision and Work Motivation on State High School Teacher Performance in Toba Regency

Lenny M. Hutauruk<sup>1</sup>, Binur Panjaitan<sup>2</sup>, Baginda Sitompul<sup>3</sup>

Program Studi Manajemen Pendidikan Kristen Institut Agama Kristen Negeri Tarutung

Email: [hutauruk289@gmail.com](mailto:hutauruk289@gmail.com)

### Abstract

*The purpose of this research is 1) to analyze the influence of the Principal's academic supervision on the performance of State High School teachers in Toba Regency; 2) to analyze the influence of work motivation on the performance of State High School teachers in Toba Regency; 3) to analyze the influence of the principal's academic supervision and work motivation on the performance of State High School teachers in Toba Regency. The method used in this research is a quantitative research method. The population is all state high school teachers in Toba Regency, totaling 416 people and a sample of 84 people was determined, which is 20% of the total population. Data was collected using a closed questionnaire with 65 items. The results of data analysis show that: 1) the calculated F value > F table between the Principal's academic supervision on teacher performance is  $22.590 > 3.15$ , so it is known that there is an influence of the Principal's academic supervision on the performance of State High School teachers in Toba Regency, namely 21, 6%, 2) calculated F value > F table between work motivation and teacher performance, namely  $44.658 > 3.15$ , thus it is known that there is an influence of work motivation on the performance of State High School teachers in Toba Regency, namely 35.3%, 3) F value calculate > F table between the principal's academic supervision and work motivation on teacher performance, namely  $25.298 > 3.15$ , thus it is known that there is an influence of the principal's academic supervision and work motivation on the performance of State High School teachers in Toba Regency, namely 38.4%.  $H_a$  is accepted and  $H_0$  is rejected.*

**Keywords:** *Principal Academic Supervision, Work Motivation, Teacher Performance*

### INTRODUCTION

The educational process, especially formal education, cannot be separated from several learning components to achieve learning goals. One component of learning is the teacher. In the learning process, a teacher has a very important role, because it can influence the learning process and outcomes.

Teachers who can carry out their duties and responsibilities well can mean that the teacher has good performance too. This is in accordance with the opinion of (Saondi, 2010: 20) regarding performance, namely "performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve predetermined standard goals." Teacher ability is the starting point for a teacher to have good performance, so that performance can be interpreted as the level to which a teacher achieves job requirements.

Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood

education, formal education, basic education and middle education.

The position of teachers as professionals functions to increase the dignity and role of teachers as learning agents in improving the quality of actions in accordance with predetermined goals, which includes aspects of planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes, controlling appropriate learning conditions. optimal, as well as assessment of learning outcomes..

The position of teachers as professionals functions to increase the dignity and role of teachers as learning agents in improving the quality of national education. In carrying out professional duties, teachers have the duty to educate, teach, guide and train students in learning. For this reason, teachers must play an active role and position themselves as professionals by showing high performance. Because success in doing a job is largely determined by performance. Improving teacher performance is the main focus in efforts to advance the quality of education. Teachers have

a strategic role in developing students' potential, not only in academic capacity but also in building character and values. Therefore, it is important that teacher performance continues to be optimized to achieve national goals through national education goals.

Teacher performance according to (Asterina, 2019: 208) is "A teacher's ability to carry out actions in accordance with predetermined goals, which includes aspects of planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes, controlling optimal learning conditions, as well as assessment of learning outcomes". In line with this opinion, according to (Normianti, 2019: 127) states that teacher performance is a number of results of activities that teachers have carried out or will carry out in accordance with their profession. This definition implies that teacher performance can be measured from planning to follow-up to the learning evaluation carried out. According to this definition, a teacher's performance indicators will include their skills in planning, implementing and evaluating learning. The quality of teachers' performance in teaching is also reflected in how they carry out these main tasks, which ultimately has a direct influence on the quality of education and learning provided to students.

From the results of initial observations carried out by researchers in March 2024 based on data obtained by researchers from several school principals and media questionnaires using Google Form to see the performance of State High School teachers in Toba Regency, the following data were obtained:

SMA Negeri 2 Balige (data attached) academic year 2022/2023. The ability to plan teaching and learning is 95% appropriate and 5% inappropriate, the ability to carry out teaching and learning activities 85% appropriate and 15% inappropriate, the ability to evaluate 52% appropriate and 48% inappropriate and the ability to implement improvement and enrichment programs 43% appropriate and 58% it is not in accordance with.

SMA Negeri 1 Tampahan (data attached) academic year 2022/2023. The ability to plan teaching and learning is 86% appropriate and

14% inappropriate, the ability to carry out teaching and learning activities 77% appropriate and 23% inappropriate, the ability to evaluate 60% appropriate and 40% inappropriate and the ability to implement improvement and enrichment programs 34% appropriate and 66% it is not in accordance with.

Uluan 1 Public High School (data attached) 2022/2023 academic year. The ability to plan teaching and learning is 84% appropriate and 16% inappropriate, the ability to carry out teaching and learning activities 78% appropriate and 22% inappropriate, the ability to evaluate 71% appropriate and 29% inappropriate and the ability to implement improvement and enrichment programs 46% appropriate and 54% it is not in accordance with.

From the above, it is still found that some teachers think that learning planning is not important, only as an administrative requirement. Some teachers consider teaching to be a routine job that does not need to be planned. So some teachers do not yet have a learning plan that will be implemented. This proves that teaching only carries out routine tasks. The impact that can arise due to the absence of learning planning is the teacher's ineffectiveness in teaching. Teachers teach without direction and tend only to fulfill their obligations. Lack of preparation makes teachers teach only as is, so that the goals to be achieved in the learning process cannot be achieved optimally. School management support is also not yet fully available in some schools. The teaching and learning process of State High Schools in Toba Regency still requires optimizing teacher abilities in planning learning and developing teaching both in terms of methods, techniques and teaching materials.

Achieving optimal teacher performance is influenced by various factors. In this research, the researcher only paid attention to the academic supervision factors carried out by the school principal and work motivation.

According to (Susanto, 2016: 220), academic supervision is the process of observing teacher activities as assistance, coaching and guidance given to teachers with the aim of improving the teacher's ability so that he can run more effectively in accordance with the plan that has been set from the beginning to the end of implementation. learning.

According to (Wahyuni & Ahyani, 2023: 14017) said that academic supervision is the task of the school principal to help, encourage and provide confidence to teachers that the teaching and learning process can provide the development of various

experiences, knowledge, attitudes and skills of teachers as well as the teaching and learning process carried out by the teacher. must be assisted professionally so that teachers can develop in their work, namely to increase the effectiveness and efficiency of the teaching and learning process.

The principal's academic supervision is all assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals, in the form of encouragement, guidance, and opportunities for the growth of teachers' skills and abilities, such as guidance in efforts and implementation of reforms in education and teaching, selection of better learning tools and teaching methods, systematic methods of assessment of all phases of the teaching process, and so on.

The school principal has an important role in relation to teacher performance because the school principal serves as a supervisor who has the obligation to supervise the work carried out by teachers. If the school principal can carry out his duties, functions and responsibilities as a supervisor well, the teacher's professionalism and performance in learning will increase. The school principal as supervisor becomes the starting point where teacher performance increases by paying attention to the functions of academic supervision, namely: (1) Improving the quality of learning; (2) Trigger elements related to learning; and (3) Coaching and leading. Providing effective and efficient supervision will influence optimal teacher performance.

Based on interviews conducted by researchers with several principals and teachers of public high schools in Toba Regency which were conducted in March 2024, information was obtained that supervision carried out by school principals was not optimal. It can be seen that the majority of school principals have carried out programmed academic supervision, but have not been able to improve the teaching and learning process carried out by teachers in accordance with the established standards.

Another factor that influences teacher performance is work motivation. Motivation is the basic urge that moves a person to act. Motivation is an urge that comes from within or outside a person to carry out a series of efforts to meet their needs and achieve their desired goals.

Becoming a teacher without having good work motivation will quickly result in feeling bored due to a lack of motivation. The work motivation that each teacher has varies from one teacher to another. Even though motivation is very important for every teacher to have in carrying out their duties as educators to make teaching and learning activities a success in the educational process. Teachers who have good work motivation will have enthusiasm and enthusiasm for work, are willing to work hard by giving all their abilities, skills and thoughts to produce good quality education. Teachers' work motivation should be well maintained so that their performance is not disrupted.

Teachers who have high work motivation will encourage and continue to develop themselves to obtain the needs and achieve the goals they desire at work. So it can be said that work motivation for teachers provides more encouragement to improve abilities and skills so that their duties as educators are carried out optimally.

## METHOD

### Types of research

The method used in this research is a quantitative method. Quantitative research is systematic scientific research on parts and phenomena and their relationships. Quantitative research is research that uses numbers as a tool to analyze information about what you want to know. The measurement process is a central part of quantitative research because it is what provides the fundamental connection between empirical observations and the mathematical expression of quantitative relationships.

The area of quantitative research is behavior that has visible symptoms, can be observed, can be conceptualized, can be measured as variables that appear in society. In quantitative research there are two research formats, namely descriptive format and explanatory format. The research format that is more appropriate to use is the explanatory research format. The explanatory format is intended to explain a generalization of the sample to the population, or explain the relationship, difference or influence of one variable on another. Therefore, research with an explanatory format uses hypothetical samples in its research.

**Research Methods and Design**

**Research methods**

This research is descriptive research because it tries to explain the influence of factors or various variables that influence the situation without manipulating these variables. Descriptive research is intended to describe research variables.

The data in this research is quantitative data. This data is needed to describe the research results, determine the influence of the independent variable on the dependent variable, and trends in the levels of the variables in the research.

**Research design**

This research consists of 3 variables, namely:

1. Dependent variable (Y): Teacher performance
2. Independent variable (X1): Principal academic supervision
3. Independent variable (X2): Work Motivation

**Place and time of research**

The research location is at a public high school in Toba Regency, Regional Education

Office Branch VIII, North Sumatra Province. In Toba Regency there are 13 public high schools. Research Time begins in April 2024.

**Population and Sample**

**Population**

Population according to Sugiyono (2016, 61) is a general area consisting of objects or subjects that have certain characteristics determined by researchers to be studied and then conclusions drawn. The population used in this research were State High School teachers in Toba Regency, totaling 416 people.

**Table 1. Data on high school teachers in Toba Regency**

Num	SCHOOL NAME	TOTAL NUMBER OF TEACHERS
1	SMA Negeri 1 Tampahan	15
2	SMA Negeri 1 Ajibata	14
3	SMA Negeri 1 Balige	55
4	SMA Negeri 1 Borbor	30
5	SMA Negeri 1 Habinsaran	40
6	SMA Negeri 1 Laguboti	43
7	SMA Negeri 1 Lumbanjulu	28
8	SMA Negeri 1 Parmaksian	18
9	SMA Negeri 1 Pintupohan	13
10	SMA Negeri 1 Siantar Narumonda	45
11	SMA Negeri 1 Silaen	35
12	SMA Negeri 1 Uluan	30
13	SMA Negeri 2 Balige	50
	AMOUNT	416

**Sample**

According to Sugiyono (2018, 81) the sample is part of the number and characteristics of the population. The sample taken from the population must be truly representative or represent the population being studied.

Meanwhile, according to Arikunto (2019, 109) the sample is a portion or representative of the population to be studied. It can be concluded that the sample is a representative portion or representative of the population to be studied.



Population involves the entire group to be studied. Meanwhile, samples only take part of the population, for example only 15% or 25% of the total population. However, the sample must truly represent the characteristics of the population.

According to Arikunto (2019, 104) if the population is less than 100 people, then the sample should be taken as a whole (use population), but if the population is greater than 100 people, then a sample of 10-15% or 20-25% of the total can be taken. its population. In this study the population was 416 people, so a population of around 20% of the total population was taken, namely 84 people.

#### **Data collection technique**

Sugiyono (2018, 81-84) states that the term "data collection" can be considered equivalent to the observation method. The observation method refers to a deliberate effort to collect data systematically, by applying established and standardized procedures.

There are two ways to collect data in this research. The first way, for schools close to the researcher's location, the researcher uses a closed questionnaire collected directly by the researcher. The second way, for schools far from the researcher's location, uses a closed questionnaire with Google Form. The data collection technique used by researchers for schools close to the researcher uses a closed questionnaire using the following steps:

Before giving the questionnaire to respondents, the researcher first met the principal of the State High School in Toba Regency and provided a research permission letter from the IAKN

#### 1. Tarutung campus.

Researchers held discussions or collaborated with school principals and teachers at State High Schools in Toba Regency to give researchers time to distribute questionnaires.

#### 2. Gather respondents to provide guidance regarding filling out the questionnaire.

Distribute questionnaires to respondents to answer honestly by choosing one of the options. Direct and accompany respondents to answer questions and explain things they don't understand.

#### 3. Record all questionnaire research results into one table.

#### **Data analysis technique**

To analyze the data that has been obtained during the research, there are several data analysis techniques that will be used, namely:

##### 1. Descriptive Analysis

The analysis technique used is descriptive analysis through inferential analysis. Descriptive analysis is used to describe the characteristics of data regarding the principal's leadership, professional competence and teacher work motivation. The descriptive analysis used is percentage analysis, lowest value, highest value, mean, standard deviation and histogram.

##### 2. Classic Assumption Test

To determine the feasibility of the multiple regression model, a classic assumption test will be carried out which aims to find out whether the results of the regression estimates carried out are really suitable for use or not. The classical assumption test that is often used, namely:

##### Normality test

The normality test aims to find out whether the collected data is normally distributed or not. With the normality test, it will be known whether the sample taken comes from a normally distributed population or not. If the test is normal, then the results of statistical calculations can be generalized to the population. The normality test in this study uses the Kolmogorv-Smirnov test, the criterion is significance for a two-sided test, the calculation results are greater than 0.05 with a normal distribution.

##### Linearity Test

The linearity test is carried out on each independent and dependent variable with the criterion that the calculated F value is listed in dev. From linearity it is stated that the form of regression is linear. In other terms, if the Fcount value is greater than Ftable then the regression direction is declared meaningful, and conversely if the Fcount value is smaller than Ftable then the regression direction is declared meaningless. You can also see the magnitude of the significance value. If the

significance value is  $> 0.05$ , it can be concluded that the regression test carried out is linear and vice versa.

### 3. Partial Test

The partial test or regression coefficient is intended to ascertain whether the independent variables contained in the equation individually have an effect on the value of the independent variable. This is done by testing the regression coefficient for each independent variable using the t test. Apart from carrying out proof using the t test, it is also necessary to look for the magnitude of the correlation coefficient ( $r$ ) which aims to determine the closeness of the relationship between each independent variable and the dependent variable. If the value of  $r = 0$ , it means there is no relationship between the two variables.

### 4. Simultaneous Test

The simultaneous test is intended to find out whether all independent variables have the same influence on the dependent variable. The test is carried out using the F test. If  $F_{count} > F_{table}$  then reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_a$ ), meaning that together they have an effect on the dependent variable (Algifari, 2000: 71).

### 5. Coefficient of Determination Test

The test of determination, which is better known as coefficient of determination analysis, is a statistical technique used to measure how well a regression model is able to explain variations in the dependent variable. The coefficient of determination is often denoted by ( $R^2$ ) (R-squared).

The value ( $R^2$ ) shows the percentage of variation in the dependent variable that can be explained by the independent variable in the regression model. This value ranges from 0 to 1, or when multiplied by 100%, it becomes a percentage. A value close to 1 indicates that the regression model has a very good ability to explain variations in the dependent variable, while a value close to 0 indicates the opposite.

For example, if a regression model has ( $R^2$ ) of 0.8 or 80%, this means that 80% of the variation in the dependent variable can be explained by the independent variables in the

model, while the remaining 20% is explained by other factors not included in the model.

### 6. Hypothesis Testing

Testing the Hypothesis with the following conditions:

$H_0$  is accepted if  $F_h < F_{t_j} \alpha 0.05$ , and  $H_a$  is rejected

$H_a$  is accepted if  $F_h > F_{t_j} \alpha 0.05$ , and  $H_0$  is rejected

Where :

$H_{01}$  There is no influence of the Principal's academic supervision on the performance of State High School teachers in Toba Regency. ( $\rho=0$ )

$H_{a1}$  There is an influence of the principal's academic supervision on the performance of State High School teachers in Toba Regency. ( $\rho \neq 0$ )

$H_{02}$  There is no influence of work motivation on the performance of State High School teachers in Toba Regency. ( $\rho=0$ )

$H_{a2}$  There is an influence of work motivation on the performance of State High School teachers in Toba Regency. ( $\rho \neq 0$ )

$H_{03}$  There is no influence of the principal's academic supervision and work motivation on the performance of State High School teachers in Toba Regency. ( $\rho=0$ )

$H_{a3}$  There is an influence of the principal's academic supervision and work motivation on the performance of State High School teachers in Toba Regency. ( $\rho \neq 0$ )

## RESULTS AND DISCUSSION

This research was carried out seriously and as optimally as possible to obtain correct research data so that it would be able to answer the research hypothesis and the research objectives could also be achieved, so in chapter IV the research results are presented with data that refers to existing theories and concepts (1) Description of research data, (2) Testing analysis requirements, (3) Testing research hypotheses, and (4) Discussion of research results.

### Description of Research Data

Research data is presented by researchers separately. Readers can see the raw data for the principal's Academic Supervision variable ( $X_1$ ) in appendices 15 and 16. The Work Motivation variable ( $X_2$ ) can be seen in appendices 17 and

18. And the Teacher Performance variable (Y) can be seen in appendices 19 and 20.

Based on the research results obtained from all State High School Teachers in Toba Regency which can be seen in the attachment, the answer data was obtained from 84 respondents, the results of the descriptive analysis of the data display the highest and lowest scores, average, mode, median, standard deviation and distribution. For data to determine the number of interval classes, the Sturges formula is used:  $k$  (number of classes) =  $1 + (3.3) \times \log n$ , while  $L$  (class width) =  $R/k$ . Next, processing the data

calculation results will be carried out with the help of the SPSS (Statistical Product and Service Solutions) 24 computer program.

In this regard, this research is intended to measure three variables, namely: Academic Supervision of school principals (X1), Work Motivation (X2), and Teacher Performance (Y) which were carried out on respondents. Each variable is measured separately through its respective instrument. The following is a presentation of data from all variables which are summarized in table 2.

**Table 2. Data Display Table X1, X2, and Y Statistics**

		Variabel_X1	Variabel_X2	Variabel_Y
No	Valid	84	84	84
	Missing	0	0	0
Mean		92,7024	87,6190	112,3214
Median		97,0000	89,0000	113,0000
Mode		100,00	80,00 <sup>a</sup>	117,00
Std. Deviation		9,87486	8,58677	8,28289
Variance		97,513	73,733`	68,606
Range		37,00	34,00	45,00
Minimum		63,00	66,00	80,00
Maximum		100,00	100,00	125,00

**Principal Academic Supervision Variable (X1)**

Based on the results of research with 84 teacher respondents, the highest score = 100.00 and the lowest score = 63.00 with a mean =

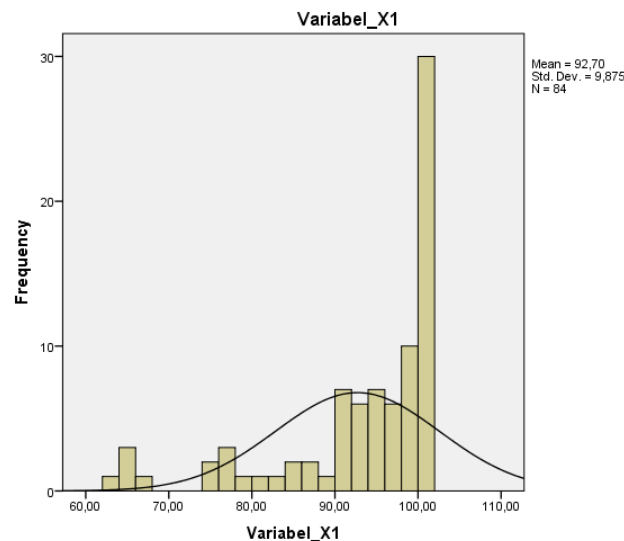
92.7024; median = 97.0000; mode = 100.00; standard deviation = 9.87486; variance = 97.513; range = 37.00. The frequency distribution of principals' Academic Supervision scores can be seen in table 3 below:

**Table 3. Frequency Distribution of Principal Academic Supervision**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63,00	1	1,2	1,2	1,2
	65,00	3	3,6	3,6	4,8
	67,00	1	1,2	1,2	6,0
	75,00	2	2,4	2,4	8,3
	76,00	2	2,4	2,4	10,7
	77,00	1	1,2	1,2	11,9
	78,00	1	1,2	1,2	13,1
	80,00	1	1,2	1,2	14,3
	83,00	1	1,2	1,2	15,5
	84,00	2	2,4	2,4	17,9
	86,00	2	2,4	2,4	20,2
	89,00	1	1,2	1,2	21,4
90,00	3	3,6	3,6	25,0	

91,00	4	4,8	4,8	29,8
92,00	4	4,8	4,8	34,5
93,00	2	2,4	2,4	36,9
94,00	5	6,0	6,0	42,9
95,00	2	2,4	2,4	45,2
96,00	3	3,6	3,6	48,8
97,00	3	3,6	3,6	52,4
98,00	4	4,8	4,8	57,1
99,00	6	7,1	7,1	64,3
100,00	30	35,7	35,7	100,0
Total	84	100,0	100,0	

The interval of numerical values for the obtained by the teacher can be seen in the principal's Academic Supervision results histogram in Figure 1 below:



**Figure 1. Interval of Principal Academic Supervision Variable Values (X1)**

Based on the distribution of the data above, it can be seen that the item with the highest weight regarding the principal's Academic Supervision is item number 18 with a score of 403 and an average value of 4.80, that is, many teachers answered that the principal's guidance in academic supervision activities very useful for teachers. Meanwhile, the lowest weight score among the questionnaires above is number 7 with a score of 375 and an average score of 4.46, namely that many teachers answered that teachers were involved by the school principal in preparing academic supervision instruments. And the indicator that makes the highest contribution is indicator number 3 with an average value of 4.65, namely the evaluation indicator and follow-up to the results of academic supervision.

**Work Motivation Data Variable (X2)**

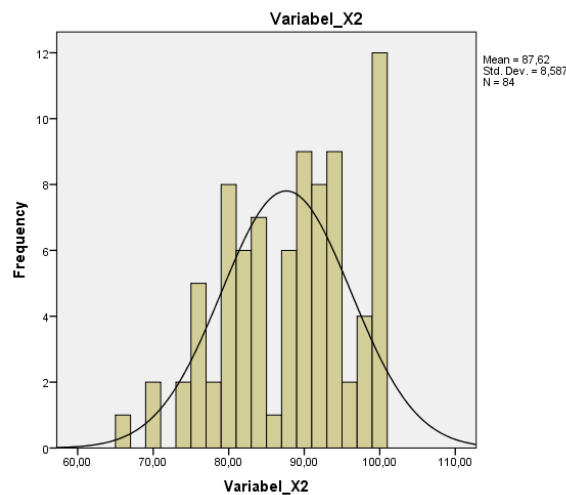
Based on the results of research with 84 teacher respondents, the highest score = 100.00 and the lowest score = 66.00 with a mean = 87.6190; median = 89.0000; mode = 80.00; standard deviation = 8.58677; variance = 73.733; range = 34.00. The frequency distribution of Work Motivation data scores can be seen in table 4 below:



**Tabel 4. Distribusi Frekuensi Motivasi Kerja**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66,00	1	1,2	1,2	1,2
	69,00	1	1,2	1,2	2,4
	70,00	1	1,2	1,2	3,6
	73,00	2	2,4	2,4	6,0
	75,00	3	3,6	3,6	9,5
	76,00	2	2,4	2,4	11,9
	77,00	1	1,2	1,2	13,1
	78,00	1	1,2	1,2	14,3
	79,00	1	1,2	1,2	15,5
	80,00	7	8,3	8,3	23,8
	81,00	4	4,8	4,8	28,6
	82,00	2	2,4	2,4	31,0
	83,00	6	7,1	7,1	38,1
	84,00	1	1,2	1,2	39,3
	85,00	1	1,2	1,2	40,5
	87,00	1	1,2	1,2	41,7
	88,00	5	6,0	6,0	47,6
	89,00	5	6,0	6,0	53,6
	90,00	4	4,8	4,8	58,3
	91,00	5	6,0	6,0	64,3
	92,00	3	3,6	3,6	67,9
	93,00	5	6,0	6,0	73,8
	94,00	4	4,8	4,8	78,6
	96,00	2	2,4	2,4	81,0
98,00	4	4,8	4,8	85,7	
99,00	5	6,0	6,0	91,7	
100,00	7	8,3	8,3	100,0	
	Total	84	100,0	100,0	

The interval of numerical values Motivation can be seen in the histogram in Figure obtained from the implementation of Work 2 below:



**Figure 2. Work Motivation Variable Value Interval (X2)**

Based on the distribution of the data above, it can be seen that the item with the highest weight regarding Work Motivation is item number 7 with a score of 405 and an average value of 4.83, that is, many teachers answered that students' success in learning is the main thing for them. Teacher. Meanwhile, the lowest weight score among the questionnaires above is number 15 with a score of 253 and an average score of 3.01, namely that many teachers answered that teachers try to work hard to get praise from the leadership. And the indicator that makes the highest contribution is indicator number 1 with an average value of 4.65, namely an indicator of

internal encouragement, including carrying out tasks with full responsibility and clear targets, self-development, having a feeling of joy at work, and always trying to outperform others.

**Teacher Performance Data Variables (Y)**

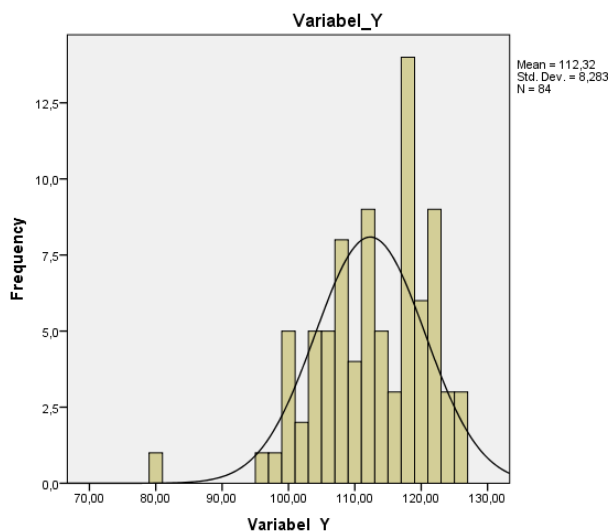
Based on the results of research with 84 teacher respondents, the highest score = 125.00 and the lowest score = 80.00 with a mean = 112.3214; median = 113.5000; mode = 117.00; standard deviation = 8.28289; variance = 68.606; range = 45.00. The frequency distribution of Teacher Performance data scores can be seen in table 5 below:

**Table 5. Frequency Distribution of Teacher Performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 80,00	1	1,2	1,2	1,2
96,00	1	1,2	1,2	2,4
98,00	1	1,2	1,2	3,6
99,00	1	1,2	1,2	4,8
100,00	4	4,8	4,8	9,5
101,00	2	2,4	2,4	11,9
103,00	2	2,4	2,4	14,3
104,00	3	3,6	3,6	17,9
105,00	1	1,2	1,2	19,0
106,00	4	4,8	4,8	23,8
107,00	4	4,8	4,8	28,6
108,00	4	4,8	4,8	33,3
109,00	2	2,4	2,4	35,7
110,00	2	2,4	2,4	38,1
111,00	5	6,0	6,0	44,0
112,00	4	4,8	4,8	48,8
113,00	3	3,6	3,6	52,4
114,00	2	2,4	2,4	54,8
115,00	1	1,2	1,2	56,0

116,00	2	2,4	2,4	58,3
117,00	9	10,7	10,7	69,0
118,00	5	6,0	6,0	75,0
119,00	4	4,8	4,8	79,8
120,00	2	2,4	2,4	82,1
121,00	4	4,8	4,8	86,9
122,00	5	6,0	6,0	92,9
123,00	2	2,4	2,4	95,2
124,00	1	1,2	1,2	96,4
125,00	3	3,6	3,6	100,0
Total	84	100,0	100,0	

The range of numerical values from the frequency distribution results of Teacher Performance obtained by teachers can be seen in the histogram in Figure 3 below:



**Figure 3. Teacher Performance Variable Value Interval (Y)**

Based on the distribution of the data above, it can be seen that the item with the highest weight regarding Teacher Performance is item number 3 with a score of 406 and an average value of 4.83, that is, many teachers answered that teachers write learning objectives in lesson plans in accordance with the guidelines. curriculum. Meanwhile, the lowest weight scores among the questionnaires above are number 23 and number 24 with a score of 326 and an average score of 3.88, that is, many teachers answered that teachers give students portfolio assignments and provide guidance and counseling for students in class and in class. outside class. The indicator that makes the highest contribution is indicator number 1 with an average value of 4.61, namely the indicator for

planning learning, including formulating learning objectives in accordance with the curriculum/syllabus, planning learning scenarios, selecting learning resources in accordance with learning objectives, and planning assessment of student learning outcomes.

### Test Requirements Analysis

#### Normality test

To obtain normal data distribution for each research variable, normality testing was carried out using SPSS 24 with the Kolmogorov Smirnov formula where data is said to be normally distributed if the significant value is  $> 0.05$ . Complete normality test results can be seen from the SPSS 24 output as in the following table:

**Table 6. Summary of One-Sample Kolmogorov-Smirnov Normality Test Results**  
**Unstandardized Residual**

N		84
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	6,49833559
Most Extreme Differences	Absolute	,072
	Positive	,072
	Negative	-,069
Test Statistic		,072
Asymp. Sig. (2-tailed)		<b>,200<sup>c,d</sup></b>

Based on table 6, it can be seen that the significant value in the Kolmogorov Smirnov normality test for variable X1 is 0.200, meaning it is greater than 0.05 ( $0.200 > 0.05$ ). As stated above, if it is significant  $> 0.05$  then the data is said to be normally distributed, so it can be concluded that the research data on the principal's Academic Supervision and Work Motivation variables is normally distributed.

**Linearity Test**

The linearity test is useful for determining whether there is a linear relationship between variable Y and each variable X1 and X2 that is to be tested. The rules for linearity decisions are obtained by comparing the significance value of the deviation from linearity resulting from the linearity test (using SPSS 24) with the alpha value used. If the significance value of Deviation from Linearity  $> \alpha$  (0.05) then the value is linear. The linearity test results are shown in the table as follows:

**Table 7. Linearity Test Results for Variables X1 and Y**

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Variabel_Y	*Between Groups	(Combined)	2391,988	22108,727	2,008	,017	
Variabel_X1		Linearity	1229,898	1	1229,898	22,718	,000
		Deviation from Linearity	1162,090	2155,338	1,022	<b>,452</b>	
	Within Groups		3302,333	6154,137			
	Total		5694,321	83			

**Variabel X2 dengan Y**

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Variabel_Y	*Between Groups	(Combined)	3558,445	26136,863	3,652	,000	
Variabel_X2		Linearity	2007,747	1	2007,747	53,581	,000
		Deviation from Linearity	1550,698	2562,028	1,655	<b>,059</b>	
	Within Groups		2135,876	5737,472			
	Total		5694,321	83			

Based on table 7. above, the significance value of deviation of linearity from the relationship between variable X1 and variable Y is  $0.452 > 0.05$ . Furthermore, the significance value of deviation of linearity from the relationship between variable X2 and variable Y is  $0.059 > 0.05$ . This means that the relationship between the two principal academic supervision

variables (X1) and work motivation (X2) with the teacher performance variable (Y) is a linear relationship.

**Correlation Test**

The correlation test is a test used to find the correlation value of a variable with other variables, whether the correlation is positive or negative.

**Table 8. Summary of Correlation Test Results**

		Variabel X1	Variabel X2	Variabel Y
Variabel_X1	Pearson Correlation	1	,527**	,465**
	Sig. (2-tailed)		,000	,000
	N	84	84	84
Variabel_X2	Pearson Correlation	,527**	1	,594**
	Sig. (2-tailed)	,000		,000
	N	84	84	84
Variabel_Y	Pearson Correlation	,465**	,594**	1
	Sig. (2-tailed)	,000	,000	
	N	84	84	84

From table 8. above, it is known that the Pearson correlation coefficient value for the principal's Academic Supervision variable (X1) with Teacher Performance (Y) is 0.465 in the medium category and the Sig (2-tailed) value is  $0.000 < 0.05$ , meaning the relationship between the two variables is significant . Meanwhile, the Work Motivation variable (X2) with Teacher Performance (Y) of 0.594 is in the medium category and a Sig (2-tailed) value of  $0.000 < 0.05$

is obtained, meaning the relationship between the two variables is significant.

**Multiple Correlation**

Multiple correlation is a statistical tool that is useful for determining the relationship that occurs between the principal's Academic Supervision variables (X1) and Work Motivation (X2) on the Teacher Performance variable (Y). The following is table 9. Summary of multiple correlation test results:

**Table 9. Summary of Multiple Correlation Test Results Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,620 <sup>a</sup>	,384	,369	6,57807

From table 9 above, it is known that the correlation between the principal's Academic Supervision variable (X1) and Work Motivation (X2) is 0.620, which is in the strong category, meaning that the presence of the Teacher Performance variable (Y) is significant because Teacher Performance is not only related to the principal's Academic Supervision. but also related to Work Motivation.

**Simple and Multiple Linear Regression Test**

Simple linear regression analysis is used to determine the functional relationship between variable Y and variable Table 10. The following is a summary of simple and multiple liner regression tests:

**Table 10. Summary of Simple and Multiple Linear Regression Test Results:**

1. Linear Regression for Variable X1 against Y Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	t Sig.
1 (Constant)	76,184	7,646		9,964,000
Variabel_X1	,390	,082	,465	4,753,000

2. Linear Regression for Variable X2 against Y Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	t Sig.
1 (Constant)	62,135	7,545		8,235,000
Variabel_X2	,573	,086	,594	6,683,000

3. Linear Regression for Variables X1 and X2 on Y Coefficientsa

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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	B	Std. Error	Beta	
1 (Constant)	<b>55,156</b>	8,149		6,769,000
Variabel_X1	<b>,176</b>	,086	,210	<b>2,049,044</b>
Variabel_X2	<b>,466</b>	,099	,483	<b>4,709,000</b>

Based on table 10. above, it is known that the simple linear regression equation between the principal's Academic Supervision variable (X1) and the Teacher Performance Variable (Y) can be written:  $Y = 76.184 + 0.390X1$ . This regression equation shows that in a constant state = 76.184, for every additional unit of the principal's Academic Supervision (X1), there will be an increase in Teacher Performance (Y) of 0.390 from the principal's Academic Supervision (X1). Furthermore, it is known that the tcount value is  $4.753 > t_{table}(\alpha, n-2) (0.05, 82) = 2.000$ , meaning that there is a significant linear influence between the principal's Academic Supervision (X1) and Teacher Performance (Y).

Furthermore, it is known that the regression equation between the Work Motivation variable (X2) and Teacher Performance can be written:  $Y = 62.135 + 0.573 X2$ . This regression equation shows that in a constant state = 62.135, one unit of Work Motivation (X2) will result in an increase in Teacher Performance (Y) of 0.573 from Work Motivation (X2). Furthermore, it is known that the tcount value is  $6.683 > t_{table}(\alpha, n-2) (0.05, 82) = 2,000$ . This means that there is a significant linear influence between Work Motivation (X2) and Teacher Performance (Y).

In this regard, the regression equation between the principal's Academic Supervision variables (X1) and Work Motivation (X2) and Teacher Performance (Y) can be written:  $Y = 55.156 +$

$0.176X1 + 0.466 X2$ . This regression equation shows that: 1) The constant is 55.156, meaning that if the principal's Academic Supervision (X1) and Work Motivation (X2) value is 0 then the Teacher Performance (Y) value is 55.156; 2) The regression coefficient for the principal's Academic Supervision variable (X1) is 0.176, meaning that if the other dependent variables remain constant and the principal's Academic Supervision (X1) increases by one unit, Teacher Performance (Y) will increase by 0.176 from the value of the variables X1 and 3) The regression coefficient for the Work Motivation variable (X2) is 0.466, meaning that if the dependent variable remains constant and Work Motivation (X2) increases by one unit, then Teacher Performance (Y) will increase by 0.466 from the value of the X2 variable. Furthermore, it is known that tcount for  $4,709 > t_{table} (\alpha, n-2) (0.05, 82) = 2,000$  means there is a partially significant influence between Work Motivation (X2) and Teacher Performance (Y).

**Coefficient of Determination Test**

The coefficient of determination test is a test used to find the correlation value and the percentage of influence of the independent variable on the dependent variable. Finding the coefficient of determination can be done using the formula  $r^2 = (r_{xy})^2 \times 100\%$  but in this case it is done using SPSS 24. Table 11. The following is a summary of the coefficient of determination:

**Table 11. Summary of Coefficient of Determination Test Results**

1. Variable X1 to Y Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,465 <sup>a</sup>	,216	,206	7,37863

2. Variable X2 to Y Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,594 <sup>a</sup>	,353	,345	6,70509

3. Variables X1 and X2 against Y Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,620 <sup>a</sup>	,384	,369	6,57807

Table 11 above explains the magnitude of the correlation value (R) of the principal's Academic Supervision variable (X1) with Teacher Performance (Y) of 0.465. From this value, the coefficient of determination is obtained at 0.216, which means that the influence of the independent variable Principal Academic Supervision on the Teacher Performance variable is 21.6%, while the remaining value of 78.4% influences other variables.

Furthermore, the correlation value (R) of the Work Motivation variable (X2) with Teacher Performance (Y) is 0.594. From this value, a coefficient of determination value of 0.353 is obtained, which means that the influence of the independent variable Work Motivation on the Teacher Performance variable is 35.3%, while

the remaining value of 64.7% influences other variables.

Furthermore, the correlation value of R for the principal's Academic Supervision and Work Motivation variables together with Teacher Performance is 0.620. From this value, a coefficient of determination value is obtained of 0.384, which means that the influence of the independent variables Principal Academic Supervision and Work Motivation on the Teacher Performance variable is 38.4% while the remaining 61.6% influences other factors.

**Hypothesis test**

Hypothesis testing is a temporary answer to the research formulation, so to answer the hypothesis a hypothesis test calculation is carried out using SPSS 24. Summary of Hypothesis Testing Results in table 12 below:

**Table 12. Summary of Hypothesis Testing Results**

1. Variable X1 Against Y ANOVAa						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1229,898	1	1229,898	<b>22,590</b>	,000 <sup>b</sup>
	Residual	4464,424	82	54,444		
	Total	5694,321	83			

2. Variable X2 Against Y ANOVAa						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2007,747	1	2007,747	<b>44,658</b>	,000 <sup>b</sup>
	Residual	3686,575	82	44,958		
	Total	5694,321	83			

3. Variables X1 and X2 against Y ANOVAa						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2189,367	2	1094,684	<b>25,298</b>	,000 <sup>b</sup>
	Residual	3504,954	81	43,271		
	Total	5694,321	83			

**First Hypothesis**

This research shows that the principal's Academic Supervision has a positive and significant influence on Teacher Performance. From the results of table 4.11. above, it is known that the Fcount value is 22.590 compared to Ftable(k;n-2) (2; 82) = 3.15, meaning Fcount > Ftable or (22.590 > 3.15) and the Sig value is obtained. amounting to 0.000 < 0.05 so the conclusion is that there is a significant influence between the principal's Academic Supervision on Teacher Performance.

**Second Hypothesis**

This research shows that work motivation has a positive and significant influence on teacher performance. The second hypothesis testing is carried out in the following table. From table 4.11. above, it is known that the Fcount value is 44.658 compared to Ftable(k;n-2) (2, 82) = 3.15, meaning Fcount > Ftable or (44.658 > 3.15) and the Sig value is obtained. amounting to 0.000 < 0.05 so the conclusion is that there is a significant influence between Work Motivation on Teacher Performance.

**Third Hypothesis**

This research shows that the principal's Academic Supervision and Work Motivation together have a positive and significant influence on Teacher Performance. From table 4.11. above, the Fcount value is 25.298, while the Ftable (K;N-2) (2;82) is 3.15. Because the value of Fcount > Ftable or (25.298 > 3.15) means that there is a significant influence between the principal's Academic Supervision variables (X1) and Work Motivation (X2) together with Teacher Performance (Y).

### Discussion of Research Results

The following will explain the discussion of the research results, namely:

The principal's academic supervision variable (X1) has a positive and significant influence on teacher performance (Y)

The results of this research show that the principal's Academic Supervision has an influence on Teacher Performance of 21.6%. Principal Academic Supervision is a series of professional assistance activities in the form of providing encouragement, guidance and direction from the principal to teachers so that they can improve their ability to carry out the learning process in order to achieve learning goals. With academic supervision, teachers will feel more helped to overcome the problems they face when carrying out the learning process. In other words, academic supervision is important to improve teacher performance. Guidance and assistance from the school principal will really help teachers in completing all kinds of learning tasks. Apart from that, the results of supervision can be used as evaluation material for both teachers and school principals. Academic Supervision Indicators are as follows: (1) Academic Supervision Planning, (2) Implementation of Academic Supervision, and (3) Evaluation and Follow-up of Academic Supervision Results.

Work Motivation Variable (X2) has a positive and significant influence on Teacher Performance (Y)

The results of this research show that work motivation has an influence on teacher performance of 35.3%. Work Motivation is a process that begins with a person's needs being stimulated by something outside him and then moving towards a target or goal. Everyone has

needs that they want to achieve, needs provide encouragement so that the person uses all their abilities. Motivated teachers always develop knowledge and understanding so they have a lot of information to share with students. Information that is always new is something that the school community eagerly awaits. The students' recognition that their teacher is a person who has a lot of information also adds to and feeds their reticence and respect for their teacher. Indicators of work motivation are as follows: (1) Internal encouragement, including carrying out tasks with full responsibility and clear targets, self-development, having a feeling of joy at work, and always trying to outperform others, (2) External encouragement, including job security, work with the hope of getting rewards, and working with the hope of getting attention from friends.

Principal Academic Supervision Variables (X1) and Work Motivation (X2) Together have an influence on Teacher Performance (Y)

The results of this research show that there is a simultaneous influence between the principal's Academic Supervision and Work Motivation on Teacher Performance of 38.4%.

Based on the hypothesis acceptance test, based on the value of Fcount > Ftable, namely 25.298 > 3.15, H0 which states there is no influence is rejected and Ha which states there is an influence is accepted. Thus, it can be seen that the research hypothesis proposed by the author is accepted, namely that there is a positive and significant influence between the principal's Academic Supervision and Work Motivation on Teacher Performance in Public High Schools in Toba Regency, both partially and simultaneously.

### CONCLUSION

Based on the data and analysis results that have been presented, it can be concluded as follows:

1. There is an influence of the principal's Academic Supervision on the Performance of Public High School Teachers in Toba Regency. This is shown by the coefficient of determination of 21.6% and the F test obtained Fcount > Ftable, namely 22.590 > 3.15. This shows that the principal's Academic Supervision on the performance

of State High School teachers in Toba Regency has an effect of 21.6%.

2. There is an influence of work motivation on the performance of state high school teachers in Toba Regency. This is shown by the coefficient of determination of 35.3% and the F test obtained  $F_{count} > F_{table}$ , namely  $44.658 > 3.15$ . This shows that work motivation has an effect on the performance of State High School teachers in Toba Regency by 35.4%.
3. There is an influence of the principal's Academic Supervision and Work Motivation on the Performance of Public High School Teachers in Toba Regency with a multiple correlation coefficient of  $R = 0.620$  and a multiple determination coefficient of 38.4%. This means that 40.5% of teacher performance can influence the principal's Academic Supervision and Work Motivation variables together. This is shown by the coefficient of determination of 38.4% and the F test obtained  $F_{count} > F_{table}$ , namely  $25.298 > 3.15$ . Thus, it can be seen that the principal's academic supervision and work motivation together influence the performance of State High School teachers in Toba Regency by 38.4%.

## SUGGESTION

Based on the research results, conclusions and research limitations, the following suggestions are put forward:

1. In an effort to improve the performance of State High School Teachers in Toba Regency, this can be done by increasing the Principal's Academic Supervision and achieving the principal's Academic Supervision variable at the highest item weight, so the principal is expected to further maintain the achievement by providing guidance in academic supervision activities because it is considered very beneficial for Teacher. And in accordance with the lowest item weight, the principal is expected to involve teachers in developing academic supervision goals and also compiling academic supervision instruments so that

teachers improve themselves according to the targets agreed upon by the teacher and the principal.

2. Efforts to improve the performance of State High School Teachers in Toba Regency can be done by increasing work motivation. For this reason, it is recommended that teachers really have high work motivation, that is, teachers have good work motivation internally, which is characterized by carrying out tasks with full responsibility and clear targets, self-development, having a feeling of enjoyment at work, and always trying to outperform others. It is also hoped that Toba Regency State High School teachers will increase their motivation to work to get rewards (certification, promotion, further study) because work motivation can also be increased by external encouragement to meet life's needs and improve performance.
3. Based on achieving the highest item weight regarding Teacher Performance, teachers are expected to maintain their achievements by writing learning objectives in the RPP in accordance with curriculum guidelines. And in accordance with the lowest achievement, teachers are expected to increase their achievement by giving initial tests and providing questions from tests that have already been taught to determine students' abilities so that teachers can determine initial steps in providing learning material. State high school teachers in Toba Regency must be able to increase the provision of portfolio assignments to students as independent assignments for students to be able to explore their abilities. State high school teachers in Toba Regency are also expected to provide more guidance and counseling both during class and outside of class to improve performance.
4. Future researchers who wish to research teacher performance are advised to study using other variables that influence teacher performance. Likewise, if you want to examine other influences of the principal's academic supervision on learning and work



motivation, you need to relate it to other variables because it does not rule out the possibility of influencing other things related to the teacher.

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