

THE INFLUENCE OF PRINCIPALS' MANAGERIAL SUPERVISION ON TEACHER PERFORMANCE AT SD NEGERI 066044 MEDAN HELVETIA IN THE 2025/2026

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ARTICLE INFO

Article history:

Received : Jun 23, 2026

Revised : Aug 25, 2026

Accepted : Sept 14, 2026

Available : Sept 21, 2025

Keywords:

Principal Managerial Supervision;
Teacher Performance; School
Management; Educational Leadership;
Elementary School.

ABSTRACT

This study aimed to determine the influence of principals' managerial supervision on teacher performance at SD Negeri 066044 Medan Helvetia in the 2025/2026 academic year. This research employed a quantitative approach with a correlational method. The population and sample consisted of 11 teachers selected using a saturated sampling technique. Data were collected through questionnaires, observation, and documentation. The research instruments were tested for validity and reliability, with Cronbach's Alpha values of 0.953 for the principal managerial supervision variable and 0.970 for the teacher performance variable, indicating that the instruments were reliable. Data analysis was conducted using descriptive statistics, normality testing, Product Moment correlation analysis, and hypothesis testing using the t-test. The results showed that the Product Moment correlation coefficient was 0.748, indicating a strong relationship. The hypothesis test results showed that the calculated t-value (3.377) was greater than the t-table value (1.833), so H_a was accepted and H_0 was rejected. Therefore, it can be concluded that principals' managerial supervision has a significant influence on teacher performance at SD Negeri 066044 Medan Helvetia in the 2025/2026 academic year.

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INTRODUCTION

Teacher performance is one of the most important factors determining the quality and success of the educational process in schools. The achievement of educational objectives depends not only on the availability of curriculum, facilities, and learning resources, but also on the extent to which teachers are able to carry out their professional responsibilities effectively. Teachers occupy a central position in the implementation of learning because they interact directly with students, organize learning activities, provide guidance, assess

learning outcomes, and create a classroom environment conducive to achieving educational goals. Teachers with good performance are expected to be able to prepare learning plans systematically, implement instruction effectively, evaluate students' learning outcomes objectively, and continuously improve their professional competence. In addition, teacher performance reflects important professional characteristics, including responsibility, discipline, commitment, creativity, and the ability to manage classroom learning. Therefore, improving teacher performance is an essential component of efforts to improve the overall quality of education. (Muallifah et al., 2025)

Teacher performance can be understood as the ability and achievement of teachers in carrying out the duties and responsibilities assigned to them as professional educators. These responsibilities extend beyond delivering subject matter in the classroom and include lesson planning, implementation of learning activities, assessment of student achievement, classroom management, preparation of administrative documents, and participation in professional development activities. Teacher performance can be measured through several important indicators, namely lesson planning, instructional implementation, learning assessment, and professional development. Lesson planning requires teachers to prepare learning objectives, materials, strategies, media, and assessment instruments in accordance with curriculum requirements and students' needs. Instructional implementation concerns the teacher's ability to translate the lesson plan into effective classroom activities. Learning assessment involves measuring and documenting students' achievement as a basis for providing feedback and determining subsequent learning strategies. Meanwhile, professional development reflects teachers' efforts to improve their knowledge, skills, and professional competence. These indicators provide an important framework for assessing whether teachers have performed their duties in accordance with professional expectations. (Afriyanli & Sabandi, 2020)

The issue of teacher performance remains relevant in the Indonesian educational context. Evidence from the OECD's Programme for International Student Assessment (PISA) 2022 provides an indication of areas in which classroom support and teacher-student interaction may still require strengthening. According to the OECD (2023, p. 6), 57% of Indonesian students reported that, in most mathematics lessons, their teacher showed an interest in every student's learning, compared with the OECD average of 63%. In addition, 64% of Indonesian students reported that their teacher provided extra help when they needed it, whereas the corresponding OECD average was 70%. These figures do not by themselves measure the overall performance of Indonesian teachers, but they indicate that teacher support and individual attention during classroom learning remain important areas

for improvement. Teacher support is also related to students' engagement and learning-related behaviour. Consequently, strengthening teachers' capacity to provide appropriate instructional assistance, respond to students' learning needs, and manage classroom interaction is an important part of improving educational quality (Wati, 2017).

One mechanism that can contribute to the improvement of teacher performance is principals' managerial supervision. The principal is not only responsible for the administrative management of the school but also has an important role in guiding, monitoring, and developing teachers. Managerial supervision refers to a systematic process through which principals plan, organize, direct, monitor, and evaluate various educational activities in order to ensure that school programs are implemented effectively. In relation to teachers, managerial supervision may involve examining lesson plans, monitoring the implementation of learning, reviewing assessment practices, evaluating administrative responsibilities, identifying teachers' difficulties, and providing constructive feedback and guidance. Effective supervision should not merely function as a mechanism for evaluating teachers' weaknesses but should also serve as a developmental process that assists teachers in identifying problems and finding appropriate solutions. Through regular and continuous supervision, principals can encourage teachers to become more (Khobir et al., 2021) disciplined, responsible, reflective, and consistent in carrying out their professional duties.

The importance of managerial supervision in relation to teacher performance is supported by previous empirical research. Setiawan and Harris (2022), for example, found that principal managerial supervision had a significant effect on teacher performance, with a contribution of 58.6%. Their findings further indicated that managerial supervision together with supervision intensity contributed 60.3% to teacher performance. These findings demonstrate that the way principals organize and implement supervision may be associated with teachers' ability to perform their professional duties. Similarly, (Tarigan et al., 2022) identified difficulties among teachers in managing instructional administration. In the initial condition of the study, only 50% of teachers prepared instructional administration properly, 30% completed administrative tasks after teaching, and 40% prepared administrative reports according to applicable requirements. Following the implementation of managerial supervision through guidance, discussion, and individual assistance, the proportion of teachers demonstrating professional competence in classroom administration increased from 63% in Cycle I to 88% in Cycle II (Purwanto, 2021, pp. 147–159). These findings suggest that systematic supervision accompanied by guidance and

individual assistance can support improvements in teachers' administrative competence and professional performance.(Pujiyanto et al., 2020)

In addition to the findings of previous studies, the effectiveness of managerial supervision is particularly important because teacher performance may be influenced by the extent to which teachers receive clear direction, monitoring, feedback, and professional assistance. Principals who conduct supervision systematically can identify discrepancies between planned and actual learning activities, provide recommendations for improvement, and follow up on teachers' professional needs. Supervision can also strengthen communication between principals and teachers, thereby creating opportunities for teachers to discuss challenges encountered during the learning process. When supervision is conducted continuously and constructively, teachers may receive clearer expectations concerning their responsibilities and become more aware of areas requiring improvement. Therefore, managerial supervision can function as an integral component of school management and teacher professional development rather than merely an administrative activity.(Kaiman et al., 2020)

The importance of this issue can also be observed at SD Negeri 066044 Medan Helvetia. Based on preliminary observations, several aspects of teacher performance, particularly lesson planning, classroom implementation, and learning evaluation, have not yet reached the expected standards. Some teachers demonstrated inconsistencies between the lesson plans they prepared and the actual learning activities conducted in the classroom. In addition, issues related to discipline were observed, including delays in completing certain professional and administrative responsibilities. Delays were also identified in the submission and recording of students' learning outcomes. These conditions may affect the effectiveness of the learning process and the availability of accurate information concerning students' academic development. Such circumstances indicate the need for stronger managerial guidance and supervision to ensure that teachers carry out their responsibilities consistently and in accordance with established educational standards.(Herdiyana & Rohendi, 2021)

Based on these observations, managerial supervision becomes an important issue to examine in the context of SD Negeri 066044 Medan Helvetia. The principal's supervision is expected to provide direction, monitoring, evaluation, and professional assistance that can encourage teachers to improve their performance. However, the extent to which managerial supervision is related to teacher performance needs to be examined empirically rather than assumed. Therefore, quantitative research is necessary to determine the relationship and influence between principals' managerial supervision and teacher performance based on

measurable data obtained from the research setting. Such research can provide an empirical basis for understanding the extent to which managerial supervision contributes to teacher performance in the school. (Rostiana & Hanafi, 2022)

Based on the description above, teacher performance is a crucial element in achieving effective educational processes, while principals' managerial supervision represents one of the mechanisms that may support its improvement. Previous studies have demonstrated a significant relationship between managerial supervision and teacher performance, while preliminary observations at SD Negeri 066044 Medan Helvetia indicate the existence of several performance-related issues that require attention. These conditions provide a relevant basis for conducting further research. Therefore, this study aims to determine the influence of principals' managerial supervision on teacher performance at SD Negeri 066044 Medan Helvetia during the 2025/2026 academic year. The results are expected to provide empirical information concerning the role of managerial supervision in supporting teacher performance and may serve as a reference for school principals and other educational stakeholders in developing more systematic and continuous supervision practices. (Munir et al., 2026)

RESEARCH METHOD

This study employed a quantitative approach using a correlational research design. The quantitative approach was selected because the data consisted of numerical values analyzed statistically to determine the influence between the independent and dependent variables. The correlational method was used to examine whether principals' managerial supervision influences teacher performance at SD Negeri 066044 Medan Helvetia during the 2025/2026 academic year.

The research was conducted at SD Negeri 066044 Medan Helvetia during the 2025/2026 academic year. The population consisted of all 11 teachers at the school. Since the population was relatively small, all members were included as research participants using a saturated sampling technique. This approach ensured that every teacher participated in the study, providing comprehensive information about the actual conditions in the school.

The study involved two variables: principals' managerial supervision as the independent variable (X) and teacher performance as the dependent variable (Y). Managerial supervision was measured through four indicators: supervision planning, coordination, supervision implementation, and evaluation with follow-up activities.

Teacher performance was measured using four indicators: lesson planning, instructional implementation, learning assessment, and professional development.

Data were collected through questionnaires, observation, and documentation. The questionnaire served as the primary instrument for collecting data on principals' managerial supervision and teacher performance. A four-point Likert scale was employed, consisting of Always (4), Often (3), Sometimes (2), and Never (1). Observation was conducted to obtain direct information regarding the implementation of managerial supervision and teacher performance, while documentation was used to collect supporting information such as school profiles, teacher data, and other relevant documents.

Before data collection, the research instruments were tested for validity and reliability. Validity was assessed using the Pearson Product Moment correlation, while reliability was examined using Cronbach's Alpha. The results showed Cronbach's Alpha coefficients of 0.953 for the managerial supervision questionnaire and 0.970 for the teacher performance questionnaire, indicating excellent reliability.

Data analysis was performed using IBM SPSS Statistics Version 22. Descriptive statistics were employed to calculate minimum values, maximum values, means, and standard deviations. The Shapiro-Wilk test was used to assess data normality because the sample size was fewer than 50 participants. Pearson Product Moment correlation analysis was conducted to determine the relationship between managerial supervision and teacher performance, followed by the t-test to examine the significance of the relationship. Decisions were made at the 5% significance level ($\alpha = 0.05$). If the calculated t-value exceeded the critical t-value or the significance value was less than 0.05, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

RESULTS AND DISCUSSION

This research was conducted at SD Negeri 066044 Medan Helvetia during the 2025/2026 academic year and involved all 11 teachers as respondents. Data were collected using validated and reliable questionnaires on principals' managerial supervision and teacher performance. The collected data were analyzed using IBM SPSS Statistics Version 22 to determine the influence of managerial supervision on teacher performance. (Imah, 2019)

Descriptive statistical analysis showed that the managerial supervision variable had a minimum score of 68, a maximum score of 81, a mean score of 75.00, and a standard deviation of 4.583. Meanwhile, the teacher performance variable obtained a minimum score of 69, a maximum score of 81, a mean score of 75.55, and a standard deviation of 3.532.

Before hypothesis testing, the data were tested for normality using the Shapiro-Wilk test to determine whether the data were normally distributed.

**Uji Normalitas Angket
Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Supervisi Kepala Sekolah	.135	11	.200*	.937	11	.490
Kinerja Guru	.120	11	.200*	.977	11	.948

Based on the table above, the significance values obtained were 0.490 for the principal's managerial supervision variable and 0.948 for the teacher performance variable. Both values are greater than 0.05, indicating that the research data are normally distributed. Therefore, the data meet the assumptions required for further analysis using the Pearson Product-Moment correlation test and hypothesis testing..(Maulid, 2016)

urthmore, the Pearson Product Moment correlation analysis was performed to examine the relationship between principals' managerial supervision and teacher performance.

**Uji Koefisien Korelasi
Correlations**

			Supervisi Kepala Sekolah	Kinerja guru
Supervisi Kepala Sekolah	Pearson Correlation		1	.748**
		Sig. (2-tailed)		.008
		N	11	11
Kinerja Guru	Pearson Correlation		.748**	1
		Sig. (2-tailed)	.008	
		N	11	11

Based on the table above, the Pearson Product Moment correlation analysis yielded a correlation coefficient of 0.748 with a significance value of 0.008. Since the significance value is less than 0.05, there is a statistically significant relationship between principals' managerial supervision and teacher performance. According to Sugiyono's interpretation of correlation coefficients, a coefficient of 0.748 falls within the 0.60–0.799 interval, indicating a strong relationship between the two variables.

To determine the effect of principals' managerial supervision on teacher performance, a hypothesis test was conducted using the **t-test**.

**Hasil perhitungan hipotesis uji-t
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	32.331	12.817		2.523	.033

Supervisi Sekolah	Kepala	.576	.171	.748	3.377	.008
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Based on the hypothesis testing results, the calculated t-value was 3.377, while the critical t-value was 1.833 at the 5% significance level. Since the calculated t-value was greater than the critical t-value ($3.377 > 1.833$), and the significance value was $0.008 < 0.05$, H_a was accepted and H_0 was rejected. Therefore, it can be concluded that the principal's managerial supervision has a significant effect on teacher performance at SD Negeri 066044 Medan Helvetia in the 2025/2026 Academic Year. The correlation coefficient of 0.748 also indicates a strong positive relationship between managerial supervision and teacher performance. This means that improvements in the quality of managerial supervision tend to be accompanied by improvements in teacher performance. (Manueke et al., 2021)

The findings indicate that managerial supervision plays an important role in supporting teachers in carrying out their professional responsibilities. The positive relationship reflected by the correlation coefficient suggests that teachers who receive more systematic managerial supervision tend to demonstrate better performance in lesson planning, implementation of learning activities, assessment, and other professional responsibilities. Managerial supervision conducted through planning, organizing, implementation, monitoring, evaluation, and follow-up provides teachers with direction and professional support. Through these activities, principals can identify teachers' needs, provide appropriate guidance, monitor the implementation of educational programs, and encourage teachers to improve aspects of their performance that do not yet meet established standards. (Djailani, 2016)

The influence of managerial supervision on teacher performance can be understood from several important supervisory indicators, namely planning, organizing, implementation and directing, monitoring, evaluation, and feedback and follow-up. The planning aspect refers to the principal's ability to identify teachers' needs, formulate clear supervision objectives, develop appropriate supervision programs, determine schedules, and prepare relevant supervision instruments. Effective planning provides a clear framework for supervision and enables principals to conduct supervision systematically rather than incidentally. The organizing aspect concerns the principal's ability to coordinate teachers and educational personnel, distribute responsibilities, and utilize school resources effectively to support the implementation of educational programs. Through effective organization, teachers understand their respective responsibilities and can perform their duties within a structured school management system (A'yun, 2022).

The implementation and directing aspect is reflected in the principal's ability to provide guidance, motivation, consultation, and assistance to teachers in carrying out their professional responsibilities. Principals can assist teachers in addressing difficulties related to lesson planning, instructional implementation, classroom management, assessment, and educational administration. This form of supervision is particularly important because teachers may encounter different professional challenges that require individualized solutions. Meanwhile, monitoring involves systematic observation of teachers' performance, instructional administration, discipline, and implementation of school programs. Through monitoring, principals can determine whether activities are being conducted according to established plans and educational standards. Monitoring also enables principals to identify problems at an early stage and provide appropriate intervention before those problems have a greater impact on the learning process. (Selamet, 2017)

The evaluation aspect refers to the principal's assessment of the implementation and achievement of educational programs as well as teachers' performance. Evaluation enables principals to identify strengths, weaknesses, achievements, and areas requiring improvement. However, evaluation should not be viewed merely as an assessment of whether teachers have met certain standards. Rather, it should serve as a basis for developing teachers' professional competence. The final component, feedback and follow-up, involves communicating the results of supervision to teachers, providing constructive recommendations, and offering additional guidance when necessary. Effective feedback enables teachers to understand the aspects of their performance that need to be maintained and those requiring improvement. Follow-up ensures that supervision does not end with observation and evaluation but continues through concrete efforts to address identified problems. Therefore, the combination of these supervisory components can create a continuous process of professional improvement. (Nasar & Majir, 2022)

The findings of this study are consistent with Tohar's (2022) view that managerial supervision is closely related to the management of educational institutions and is intended to improve the efficiency and effectiveness of school management. Tohar identifies four principal managerial supervision processes: planning, organizing, implementing, and evaluating. These processes provide a relevant framework for interpreting the findings of the present study. The significant influence of managerial supervision on teacher performance indicates that principals who systematically plan supervision activities, organize school resources and responsibilities, implement supervision through guidance and coordination, and evaluate educational programs can create conditions that support

improved teacher performance. Planning and organizing provide direction and structure for teachers in carrying out their professional responsibilities, while implementation enables principals to provide direct guidance and assistance during the execution of school programs. Evaluation subsequently allows principals to identify weaknesses and determine the improvements required.(Arafat, 2020)

In the context of this study, the managerial supervision process extends beyond administrative management because it also contributes to teachers' professional development. Teachers require clear expectations, continuous guidance, monitoring, and constructive feedback to improve their ability to perform their duties effectively. Therefore, managerial supervision can function as a bridge between school management and teacher professional performance. When principals implement supervision consistently, teachers have greater opportunities to recognize deficiencies in their work, receive solutions to professional problems, and develop more effective approaches to fulfilling their responsibilities. The significant results obtained in this study consequently provide empirical support for Tohar's (2022) argument concerning the importance of systematic managerial supervision in improving educational management.(Muljono & Kusumawati, 2023)

The results of this study are also consistent with the findings of Fauziah and Wiranata (2020), who reported that principals' managerial supervision had a significant effect on the performance of teachers and educational staff. Their findings reinforce the view that supervision conducted by school principals is an important component of efforts to improve the performance of educational personnel. Similarly, Najilah et al. (2023) found that principal supervision significantly influenced teacher performance. The consistency between these previous findings and the results of the present study indicates that systematic supervision is relevant to teacher performance across different educational contexts. In particular, continuous supervision can provide teachers with clearer direction, professional assistance, and opportunities to evaluate and improve their work.(Nabila et al., 2026)

The findings can also be interpreted in relation to the conditions identified during the preliminary observations at SD Negeri 066044 Medan Helvetia. Prior to the research, several issues were identified concerning inconsistencies between lesson plans and classroom implementation, discipline, and delays in submitting and recording students' grades. These conditions demonstrate the importance of managerial supervision that includes not only monitoring but also guidance and follow-up. Through systematic supervision, principals can identify discrepancies between planned and actual instructional

activities, discuss the difficulties experienced by teachers, and provide recommendations for improvement. Consequently, supervision can contribute to greater consistency between teachers' planning, implementation, and evaluation activities. (Anggraeni, 2017)

The correlation coefficient of 0.748 further demonstrates that the relationship between managerial supervision and teacher performance is strong and positive. However, the correlation should be interpreted as evidence of a significant statistical relationship rather than as proof that managerial supervision is the only factor determining teacher performance. Teacher performance may also be influenced by other factors, such as professional competence, motivation, work environment, facilities, workload, experience, organizational culture, and opportunities for professional development. Nevertheless, the significant hypothesis test indicates that managerial supervision constitutes an important factor associated with teacher performance in the context examined by this study. (Najilah et al., 2023)

Overall, the findings demonstrate that effective managerial supervision can support the improvement of teacher performance at SD Negeri 066044 Medan Helvetia. The significant t-test result, the strong positive correlation coefficient, and the consistency with previous research collectively indicate the importance of systematic principal supervision. Managerial supervision should therefore be implemented as a continuous developmental process involving planning, organizing, directing, monitoring, evaluation, feedback, and follow-up. Through this approach, principals can create a supportive professional environment in which teachers receive clear guidance and opportunities to improve their instructional and administrative practices. Consequently, strengthening the quality and continuity of managerial supervision may contribute to the improvement of teacher performance and, ultimately, support the achievement of more effective educational processes at the school. (Ruhayat, 2017)

CONCLUSION

Based on the results of the study conducted at SD Negeri 066044 Medan Helvetia during the 2025/2026 Academic Year, it can be concluded that the principal's managerial supervision has a significant relationship with teacher performance. The analysis using the Product Moment correlation test produced a correlation coefficient of 0.748, indicating a strong positive relationship between the two variables. The significance value was 0.008, which was lower than 0.05, indicating that the relationship was statistically significant. Furthermore, the hypothesis testing results showed that the calculated t-value was 3.377, while the critical t-value was 1.833. Since the calculated t-value was greater than the critical

t-value ($3.377 > 1.833$), H_a was accepted and H_0 was rejected. Thus, the research hypothesis stating that principal managerial supervision has a significant relationship with teacher performance was supported.

The findings demonstrate that the implementation of managerial supervision by the principal is closely associated with the quality of teacher performance in carrying out professional responsibilities. Effective managerial supervision provides teachers with direction, guidance, monitoring, evaluation, and opportunities for improvement. Supervision conducted through systematic planning, implementation, evaluation, feedback, and follow-up enables the principal to identify teachers' needs and difficulties and provide appropriate assistance. In this context, managerial supervision does not function merely as a mechanism for monitoring teachers' work but also as a continuous professional development process. The strong positive correlation found in this study indicates that better implementation of managerial supervision is accompanied by better teacher performance in areas such as lesson planning, instructional implementation, learning assessment, discipline, and educational administration.

Therefore, principal managerial supervision represents an important factor in supporting the improvement of teacher performance at SD Negeri 066044 Medan Helvetia during the 2025/2026 Academic Year. Principals are expected to conduct managerial supervision systematically, continuously, and constructively by ensuring that supervision activities are followed by meaningful feedback and appropriate follow-up. Teachers, meanwhile, can utilize the guidance and feedback obtained through supervision to improve their professional practices and fulfill their responsibilities more effectively. Although teacher performance may also be influenced by other factors, the findings of this study provide empirical evidence that effective managerial supervision is significantly associated with improved teacher performance. Consequently, strengthening the quality and continuity of principal managerial supervision can contribute to the development of more effective educational management and the improvement of the learning process at the school.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

1. For Principals

- a. Principals are expected to implement managerial supervision in a more systematic, continuous, and well-planned manner, accompanied by clear follow-

up actions to assist teachers in improving their competencies and the quality of instruction.

- b. Principals are also encouraged to provide regular guidance, coaching, and constructive feedback so that the results of managerial supervision can be used as a basis for improving teacher performance.

2. For Teachers

- a. Teachers are expected to use the results of managerial supervision as a means of self-evaluation to enhance their professional, pedagogical, social, and personal competencies in carrying out the teaching and learning process.
- b. Teachers are encouraged to continuously improve their performance through professional development activities, participation in training programs, and effective collaboration with principals during the supervision process.

3. For Schools

Schools are expected to support the implementation of managerial supervision by providing professional development programs, adequate facilities, and a conducive working environment to ensure that the supervision process is carried out effectively and sustainably..

4. For Future Researchers

Future researchers are encouraged to expand this study on principals' managerial supervision by involving a larger number of respondents, examining different educational levels, or including additional variables that may influence teacher performance in order to obtain more comprehensive research findings.

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