



EXPLORING THE IMPACT OF ACADEMIC SUPERVISION AND WORK MOTIVATION ON TEACHER PERFORMANCE

Trisnawati¹, Ari Wibowo²

¹Program Studi Sistem Informasi, FTIKOM, Institut Bakti Nusantara, Lampung

²Prodi Manajemen Bisnis Syariah, STEBI LIWA, Lampung

¹Jl. Wisma Rini, No.09 Pringsewu, Lampung, Indonesia

²Jl. Tirtomoyo No. 083 Margorahayu Tambak Jaya (Sanyir), Way Tenong, Lampung Barat

E-Mail: trisnawatistmikpsw@gmail.com^{1*}, ariwibowostebi@gmail.com²

Abstract

Teacher performance is a crucial factor in the success of education within an educational institution. Various factors influence teacher performance, including academic supervision and work motivation. This research aims to determine the combined influence of academic supervision and work motivation on teacher performance in private junior high schools in the Natar District. The research employs a quantitative approach with data collection through questionnaires. The population consists of teachers in private junior high schools in the Natar District, with a sample size of 176 teachers selected through purposive sampling. Data collection is conducted through questionnaires, and data analysis employs correlation and regression techniques with the assistance of SPSS 25 software. The findings of the study are as follows: There is an influence of academic supervision on teacher performance in private junior high schools in the Natar District, accounting for 43.6%. Academic supervision has a significant impact on teacher performance, while the remaining 56.4% is influenced by other variables not considered in this study. The influence of work motivation on teacher performance in private junior high schools in the Natar District is 70.2%, with the remaining 29.8% influenced by other variables not considered in this study. There is a combined influence of academic supervision and work motivation on teacher performance in private junior high schools in the Natar District, accounting for 71.8%, while the remaining 28.2% is influenced by other variables not included in this study.

Keyword: Academic, Exploring, motivation

I. INTRODUCTION

Education is a widely discussed topic today, influencing various aspects of life. The quality of education underlies the progress or lack thereof in a country. Good education is based on systematic implementation aligned with educational planning. In achieving educational goals, the roles of schools, especially teachers, are crucial. Teachers are the key players in education. The issuance of guidelines for the implementation of school performance assessments for junior high schools, Islamic junior high schools, and senior high schools in 2000 is an indication within the National Department of Education. Generally, the importance of teacher performance can be seen through guidelines or Performance Work Evaluation Lists. This assessment is one form of guidance in the fields of educational management and human resources, and it can be conducted periodically, continuously, and sustainably. This highlights the special attention given to teacher performance in the world of education (Baedhowi, 2010). Education serves as the primary foundation in the development of a nation, and the role of teachers as key agents in shaping quality future generations cannot be overlooked. In this context, academic supervision and work motivation emerge as two pivotal factors that can influence a teacher's performance. This research aims to explore the impact of academic supervision and work motivation on teacher performance by examining the relationship

between these factors.

Teachers who can carry out their duties and responsibilities effectively can be interpreted as having good performance. This aligns with Saondi's opinion (2010: 20) on performance, stating that it is the level of success an individual or group achieves in executing tasks and responsibilities and the ability to reach goals and standards set. Therefore, teachers, as bearers of the task and responsibility for the success of learning objectives, are required to have good and optimal performance to fully achieve the goals of learning. Optimal teacher performance begins with a teacher's mastery of basic competencies that a teacher should generally possess, which is then complemented by teaching and learning experiences, making a teacher mature in mastering these competencies. Thus, optimizing teacher performance in learning is sure to support and have a significant impact on the success of learning.

Ismiarti (2023) found that academic supervision by the school principal has a positive and significant impact on changing teacher performance. Furthermore, Mutoharoh et al. (2023) highlighted that managerial competence and academic supervision by kindergarten principals have a positive and significant influence on kindergarten teacher performance. Schools that consistently apply academic supervision to teachers can increase the professionalism of teachers and the number of qualified teachers. If academic supervision is not implemented in schools, there will be fewer teachers with good performance, impacting the learning process. The school principal, as part of the school system, holds a strategic position in directing and supporting teacher activities in student learning. This supervision is considered good if it makes teachers more professional in managing the teaching and learning process, hence the need for the design of academic supervision programs to achieve the set goals (Rosidin, 2020).

Another factor influencing teacher performance is teacher motivation. According to Hamzah B. Uno (2007), work motivation is a condition that encourages someone to carry out their work in line with organizational and individual goals. Essentially, motivation will differ from one teacher to another. Fulfilling teachers' needs will undoubtedly enhance the performance produced by teachers. Motivation provides the willingness to exert a high level of effort towards organizational goals, conditioned by the ability of these efforts to meet individual needs. Essentially, motivation can come from within oneself or from others. With motivation, an individual can carry out a task with enthusiasm, which is, of course, responsible for the results of their work.

Pratiwi et al. (2021) found that psychological factors, such as teacher motivation, have a significant impact on teacher performance. Additionally, Oktaviani & Putra (2021) highlighted that work discipline and motivation significantly and positively affect teacher performance. These findings are consistent with the study by Raisal et al. (2022), which concluded that academic supervision and motivation significantly influence the performance of junior high school teachers. Furthermore, Timor (2018) emphasized that internal factors affecting teacher performance involve teaching ability and work motivation, while external factors involve the school principal's supervision. Academic supervision, as a process aimed at enhancing the quality of teaching and learning, plays a significant role in supporting the professional development of teachers. On the other hand, work motivation provides the drive and energy necessary for a teacher to achieve academic goals and deliver meaningful learning experiences to students. Thus, understanding how academic supervision and work motivation interact and affect teacher performance is crucial in efforts to enhance the quality of education.

Through a holistic approach, this study will delve into various dimensions of academic supervision and work motivation and their impact on teacher performance. The findings of this research are expected to provide valuable insights for educational policy development and make a significant contribution to improving the quality of education through enhancing teacher performance. Based on these opinions, it can be concluded that school principal supervision and work motivation are complex factors that can affect psychological and emotional issues. Motivation and guidance or supervision play a crucial role in improving teacher performance to maximize learning outcomes, with the hope of achieving the set goals. Teacher performance in every educational institution cannot be measured absolutely through specific factors; it can be measured with other aspects as well. Building on the data presented above, this research differs from previous studies. The differentiating factor is that this research measures the achievement of teacher performance through academic supervision and work motivation. Therefore, the researcher aims to scientifically investigate whether academic supervision and motivation affect teacher performance in private junior high schools in the Natar District.

II. METHOD

This research was conducted using a quantitative approach. The research subjects were teachers and school principals, while the research objects were school principal supervision and teacher work motivation in Private Junior High Schools in the Natar Subdistrict. Data collection was carried out through the distribution of questionnaires using a Likert scale to determine the influence of academic supervision and work motivation on teacher performance in Private Junior High Schools in the Natar Subdistrict. With this Likert scale, the measured variables include academic supervision, work motivation, and teacher performance, which are detailed into indicator variables used as the basis for formulating statement items in the research instrument (Rosidin, 2007). The population is a group of individuals chosen as the subject of study, with a number that meets the criteria as research objects. Sugiyono (2016) states that the population is a generalization area consisting of objects/subjects with specific qualities and characteristics determined by the researcher for study and subsequent conclusions. The population in this research includes school principals and all teachers in private junior high schools in the subdistrict. The researcher chose Lampung Province for the study because Lampung has a strategically located entrance to the island of Sumatra. Its location makes Sumatra a gateway from the south, especially by land, and also serves as a crossing point between Sumatra and Java. Lampung is also known as a miniature Indonesia due to the diverse number of ethnicities. Private junior high schools in the Natar subdistrict were chosen because, based on the literature review, there were not many studies examining the connection between academic supervision, work motivation, and teacher performance for school principals and teachers in private junior high schools in this subdistrict. In the study, teachers with more than 2 years of teaching experience and a bachelor's degree (S1) were selected. This decision was made to include teachers with sufficient teaching experience and work loyalty.

III. RESULT AND DISCUSSION

This research employs two regression analyses, namely simple linear regression analysis and multiple linear regression analysis. Regression analysis in this study is used to determine the influence of two variables, namely the academic supervision variable (X1) on the teacher performance variable (Y), and the work motivation variable (X2) on the teacher performance variable (Y). The determination of the significant influence of the independent variable on the dependent variable is confirmed by comparing the significance score with the score $\alpha = 0.05$. If the sig. t score < 0.05 , it means there is a significant influence between independent variables and dependent variables. In this conducted study, regression analysis calculations were performed using SPSS version 25.

a. Simple Linear Regression Analysis of Academic Supervision on Teacher Performance.

The results of the analysis of the academic supervision variable on teacher performance can be seen in Table 1 below:

Table 1. Results of Academic Supervision Analysis on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838 ^a	.702	.700	5.267
a. Predictors: (Constant), Motivasi Kerja				

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.043	3.599		5.570	.000
	Motivasi kerja	.782	.039	.838	20.248	.000
a. Dependent Variable: Kinerja Guru						

Based on Table 1, it is known that the regression coefficient score for the academic supervision variable (X1) on teacher performance (Y) is 0.685, and the constant value is 28.384. The regression equation formed is $Y = 28.384 + 0.685X_1$. This means that if academic supervision is 0 or has a score of zero, then the teacher's performance will have a score of 28.384. Furthermore, if academic supervision is increased by 1 point, the teacher's performance will increase by 0.685. The coefficient of academic supervision is positive, indicating a positive influence between the academic supervision variable (X1) and the teacher performance variable. Based on the table above, the coefficient of determination score is 0.436, meaning that 43.6% of academic supervision has an influence on teacher performance, and the remaining 56.4% is influenced by other variables. The correlation coefficient obtained between academic supervision and teacher performance is 0.660. This means that academic supervision has a strong influence on teacher performance. The regression coefficient for the academic supervision variable (X1) has a significant impact on teacher performance. This is evidenced by the probability score obtained, $Sig.t_1 = 0.000$ (less than 0.05). Therefore, it can be concluded that academic supervision has an influence on teacher performance.

- b. Simple Linear Regression Analysis of Work Motivation on Teacher Performance .
 The results of the analysis of the work motivation variable on teacher performance can be seen in Table 2 below:

Table 2. Results of Work Motivation Analysis on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838 ^a	.702	.700	5.267
a. Predictors: (Constant), Motivasi Kerja				

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.043	3.599		5.570	.000
	Motivasi kerja	.782	.039	.838	20.248	.000
a. Dependent Variable: Kinerja Guru						

In Table 2, the coefficient regression score for the work motivation variable (X2) on teacher performance (Y) is 0.782, with a constant value of 20.043. The formed regression equation is $Y = 20.043 + 0.782X_2$. This means that if work motivation has a score of 0 or is nonexistent, then the teacher's performance is 20.043. Furthermore, if it is increased by 1 point, the teacher's performance will increase by 0.782. The coefficient of the X2 variable is positive, indicating that the work motivation variable (X2) and the teacher performance variable (Y) have a positive influence. Based on the table, the

coefficient of determination score is 0.702, meaning that teacher work motivation has an influence on performance by 70.2%, and the remaining 29.8% is influenced by other variables.

The correlation coefficient obtained between work motivation and teacher performance is 0.838. The regression coefficient for the work motivation variable (X2) has a significant impact on performance. This is evidenced by the probability score, Sig.t2 = 0.000 (less than 0.05). Therefore, it can be concluded that teacher work motivation has an influence on teacher performance.

c. Multiple Linear Regression Analysis of Academic Supervision and Work Motivation on Teacher Performance

The results of the multiple linear regression analysis of the academic supervision variable (X1) and work motivation (X2) on teacher performance can be seen in Table 3:

Table 3. Results of Analysis of Academic Supervision and Work Motivation on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 ^a	.718	.714	5.141

a. Predictors: (Constant), Motivasi Kerja, Supervisi Akademik

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11625.935	2	5812.968	219.964	.000 ^b
	Residual	4571.860	173	26.427		
	Total	16197.795	175			

a. Dependent Variable: Kinerja Guru
 b. Predictors: (Constant), Motivasi Kerja, Supervisi Akademik

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.490	4.099		3.291	.001
	Supervisi Akademik	.223	.072	.170	3.102	.002
	Motivasi Kerja	.674	.051	.722	13.143	.000

a. Dependent Variable: Kinerja Guru

From Table 3, it can be observed that the multiple regression coefficient has a constant of 13.490. This means that if the values of academic supervision (X1) and work motivation (X2) are both or nonexistent, the teacher's performance (Y) would be 13.490. The regression coefficient for academic supervision (X1) is 0.223, signifying that an increase of 1 point in academic supervision, with other independent variables unchanged, would result in a 0.223 increase in teacher performance. The regression coefficient for work motivation (X2) is 0.674, indicating that if work motivation increases by 1 point, with other independent variables unchanged, teacher performance will increase by 0.674. Therefore, the multiple regression equation obtained in this study is $Y = 13.490 + 0.223X1 + 0.674X2$. Based on the table, the coefficient of determination is 0.718. This implies that academic supervision and work motivation collectively influence teacher performance by 71.8%, while the remaining 28.2% is influenced by other unspecified variables in this study. The correlation coefficient values for academic supervision (X1) and work motivation (X2) with teacher performance (Y) are 0.847. The regression coefficients for academic supervision (X1) and work motivation (X2) significantly influence teacher performance, supported by probability scores Sig.f3 = 0.001 and 0.002 (less than 0.05). Thus, it can be concluded that academic supervision and work motivation collectively have an impact on teacher performance.

IV. DISCUSSION

a. The Influence of Academic Supervision (X1) on Teacher Performance (Y)

Based on the hypothesis testing results conducted by the researcher, a positive and significant influence exists between Academic Supervision and Teacher Performance in private junior high schools in the Natar District. This is evidenced by the probability value (0.000) being less than the f_t value (0.05). Additionally, the calculated t-value (5.167) is greater than the t-table value (1.289), leading to the acceptance of H_a . This implies that there is an influence of school principal supervision on teacher performance in private junior high schools in the Natar District. The degree of influence of school principal supervision on teacher performance in this area is 52.6%, with the remaining 47.4% influenced by other factors not considered in this study. In summary, the better the school principal supervision, the better the teacher performance in private junior high schools in the Natar District, and conversely, lower school principal supervision results in lower teacher performance.

b. The Influence of Work Motivation (X2) on Teacher Performance (Y)

The hypothesis testing results show a positive and significant influence between teacher work motivation and Teacher Performance in private junior high schools in the Natar District. This is supported by the probability value (0.000) being less than the f_t value (0.05), and the calculated t-value (1.657) being greater than the t-table value (1.289), leading to the acceptance of H_a . This suggests an influence of teacher work motivation on teacher performance in private junior high schools in the Natar District. The degree of influence of teacher work motivation on teacher performance in this area is 46.2%, with the remaining 53.8% influenced by other factors not considered in this study. In summary, the better the teacher work motivation, the better the teacher performance in private junior high schools in the Natar District, and conversely, lower teacher work motivation results in lower teacher performance.

c. The Influence of School Principal Supervision (X1), Teacher Work Motivation (X2) on Teacher Performance (Y)

The research results show a positive and significant relationship between school principal supervision and teacher work motivation together on teacher performance. This is confirmed by the probability value (0.000), which is less than α (0.05), and the calculated F-value (170.965) is greater than the F-table value (3.08), indicating the acceptance of H_a . This means there is an influence of school principal supervision and teacher work motivation together on teacher performance. The combined influence of school principal supervision and teacher work motivation on teacher performance in private junior high schools in the Natar District is 58.5%, with the remaining 41.5% influenced by other factors not specified in this study. In conclusion, the factors influencing teacher performance in their work are school principal supervision, which has a significant impact, as well as teacher work motivation. Effective school principal supervision can significantly enhance teacher performance, and high work motivation among teachers can lead to improved performance. Thus, school principal supervision and teacher work motivation collectively influence teacher performance, where the research findings indicate that school principal supervision and teacher work motivation contribute to 58.5% of teacher performance. Consequently, both school principal supervision and teacher work motivation are crucial in enhancing teacher performance in private junior high schools in the Natar District.

Academic supervision and work motivation have a significant impact on improving teacher performance. Academic supervision provides constructive feedback to teachers regarding their teaching practices, helps them identify areas for improvement, and offers support in professional development. With effective academic supervision, teachers can

enhance their teaching skills, accommodate different learning styles, and implement innovative teaching strategies. On the other hand, work motivation also plays a crucial role in enhancing teacher performance. Motivated teachers tend to be more committed to their tasks, maintain a positive attitude towards their work, and are more likely to participate in professional development activities. High work motivation can also boost the creativity of teachers in designing engaging and effective teaching strategies.

This aligns with previous studies indicating that academically-oriented supervision aimed at professional development can improve teacher work motivation. By providing support and constructive feedback, academic supervision can motivate teachers to continuously improve their performance. Additionally, work motivation can be influenced by other factors such as the work environment, incentives, and recognition of job performance. Both academic supervision and work motivation have a significant impact on improving teacher performance.

The implementation of academic supervision by school principals has been proven to enhance teacher performance in primary schools (Zulfakar et al., 2020). Other research also indicates that school principal supervision and work motivation positively influence teacher performance in primary schools (Fitriyanti et al., 2022). The outcomes of academic supervision are used as a reflective guide to improving teacher performance, demonstrating the positive impact of academic supervision on teacher performance (Ismiarti, 2023). In addition to academic supervision, teacher work motivation also has a significant impact on teacher performance (Merdiana et al., 2022). Research also shows that the contributions of teacher certification, work motivation, and school principal academic supervision positively affect teacher performance (Ardana & Divayana, 2020). Furthermore, academic supervision and motivation have been proven to jointly influence teacher performance in middle schools (Ramlang et al., 2022).

Therefore, academic supervision and work motivation are interconnected in enhancing teacher performance. Effective academic supervision can enhance teacher work motivation, while high work motivation can strengthen the results of academic supervision. Thus, educational institutions and school managers need to consider both aspects simultaneously in their efforts to improve teacher performance. The findings of this study have several practical implications. Firstly, educational institutions need to develop an effective academic supervision system that can provide proper support and feedback to teachers. Secondly, attention should be given to efforts to enhance teachers' work motivation through appropriate incentives, career development, and fostering a positive school culture. Additionally, continuous training and professional development are also crucial to strengthen the relationship between academic supervision, work motivation, and teacher performance. While this research provides valuable insights, there are several limitations that need to be considered. For instance, the use of specific research methods or limitations in the research sample may affect the generalization of findings. For future research, it is recommended to broaden the scope of this study by involving more relevant variables, using longitudinal research designs to track changes over a longer period, and considering different cultural and social contexts.

V. CONCLUSION

This research found that 1) there is an influence of academic supervision on the performance of teachers in Private Junior High Schools in the Natar Subdistrict, amounting to 43.6%. Academic supervision has an impact on teacher performance, while the remaining 56.4% is influenced by other variables not considered in this study. 2) The influence of work motivation on teacher performance in Private Junior High Schools in the Natar Subdistrict is 70.2%, with the remaining 29.8% influenced by other variables not considered in this study.

3) There is a combined influence of academic supervision and work motivation on teacher performance in Private Junior High Schools in the Natar Subdistrict, amounting to 71.8%, while the remaining 28.2% is influenced by other variables not included in this study. This indicates that academic supervision has a positive and significant impact on teacher performance in schools. In other words, if academic supervision is high/good, the performance demonstrated by teachers will also increase. Work motivation has a positive and significant impact on teacher performance, meaning that if work motivation is high, the performance demonstrated by teachers will also increase. Good performance is, in part, supported by good work motivation, which acts as a driving force for teachers in carrying out their duties. Simultaneously, both independent variables (school principal supervision and teacher work motivation) have an influence on the dependent variable (teacher performance). supervision and work motivation are complex factors that can affect psychological and emotional issues. Motivation and guidance or supervision play a crucial role in improving teacher performance to maximize learning outcomes, with the hope of achieving the set goals. Teacher performance in every educational institution cannot be measured absolutely through specific factors; it can be measured with other aspects as well. Building on the data presented above, this research differs from previous studies. The differentiating factor is that this research measures the achievement of teacher performance through academic supervision and work motivation. Therefore, the researcher aims to scientifically investigate whether academic supervision and motivation affect teacher performance in private junior high schools in the Natar District.

REFERENCES

- Ardana, P. and Divayana, D. (2020). Kontribusi sertifikasi guru, motivasi kerja dan supervisi akademik kepala sekolah terhadap kinerja guru. *Jurnal Administrasi Pendidikan Indonesia*, 11(1), 44-55. <https://doi.org/10.23887/japi.v11i1.3349><https://doi.org/10.58258/jime.v9i1.4760>
- Merdiana, O., Dacholfany, M., Andayani, S., & Harjoko, H. (2022). Pengaruh peran kepemimpinan kepala sekolah dan motivasi kerja guru terhadap kinerja guru. *Poace Jurnal Program Studi Adminitrasi Pendidikan*, 2(2). <https://doi.org/10.24127/poace.v2i2.2682>
- Mutoharoh, M., Hufad, A., & Rusdiyani, I. (2023). Pengaruh kompetensi manajerial dan supervisi akademik kepala taman kanak-kanak terhadap kinerja guru. *Jurnal Educatio Fkip Unma*, 9 (1), 155-161. <https://doi.org/10.31949/educatio.v9i1.4437>
- Oktaviani, N. and Putra, M. (2021). Motivasi dan disiplin kerja terhadap kinerja guru di sekolah dasar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 5(2), 294. <https://doi.org/10.23887/jipp.v5i2.3514>
- Baedhowi. (2010). *Pedoman Plekasanaan Penilaian Kinerja Guru (PK Guru)*. Jakarta: P2TK
- Fitriyanti, F., Haryati, S., & Zuhairi, A. (2022). Pengaruh supervisi kepala sekolah dan motivasi kerja terhadap kinerja guru sekolah dasar. *Jurnal Basicedu*, 6(1), 1243-1251. <https://doi.org/10.31004/basicedu.v6i1.2184>
- Hamzah B.U. (2007), *Teori Motivasi Dan Pengukurannya*. Jakarta: Bumi Aksara, 2007
- Ismiarti, D. (2023). Supervisi akademik untuk peningkatan kinerja guru dan prestasi belajar siswa. *Jurnal Ilmiah Mandala Education*, 9(1).
- Ramlang, E., Yunus, M., & Radjab, M. (2022). Pengaruh supervisi akademik dan motivasi terhadap kinerja guru smp Swasta liukang tangaya. *Jambura Economic Education Journal*, 4(1), 33-41. <https://doi.org/10.37479/jeej.v4i1.12141>
- Pratiwi, W., Prasetyo, I., & Shabrina, M. (2021). Faktor-faktor yang berpengaruh terhadap kinerja gurutaman kanak-kanak. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 5(2), 1741-1753. <https://doi.org/10.31004/obsesi.v5i2.970>
- Raisal, N. and Akrim, A. (2022). Pengaruh kompetensi manajerial kepala sekolah, kompetensi supervisi dan profesionalisme guru terhadap kinerja guru sd dikecamatan batang kuis.

- Journal of Administration and Educational Management (Alignment)*, 5(1), 66-74.
<https://doi.org/10.31539/alignment.v5i1.3735>
- Rosidin, U. (2017). *Evaluasi dan Asesmen Pembelajaran*. Yogyakarta: Media Akademi
- (2020). *Supervisi Pendidikan dan Pembelajaran*. Yogyakarta: Graha Ilmu
- Saondi, O., & Suherman, A. (2010). *Etika Profesi Keguruan*. Bandung: PT Refika Aditama
- Sugiyono. (2016). *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Timor, H. (2018). Mutu sekolah; antara kepemimpinan kepala sekolah dan kinerja guru. *Jurnal Administrasi Pendidikan*, 25(1), 21-30. <https://doi.org/10.17509/jap.v25i1.11568>
- Zulfakar, Z., Lian, B., & Fitria, H. (2020). Implementasi supervisi akademik dalam meningkatkan kinerja guru. *JMKSP (Jurnal Manajemen Kepemimpinan Dan Supervisi Pendidikan)*, 5(2), 230. <https://doi.org/10.31851/jmksp.v5i2.38>