



# The Impact of School Principal Leadership, Academic Supervision, and Achievement Motivation on Teacher Performance

Firman Edi<sup>1</sup>, Sudadio<sup>1</sup>, Isti Rusdiyani<sup>1</sup>, Suryadi<sup>2</sup>

<sup>1</sup> Sultan Ageng Tirtayasa University, Banten, Indonesia

<sup>2</sup>STKIP Situs Banten, Banten, Indonesia



DOI: <https://doi.org/10.46245/ijorer.v5i3.589>

## Sections Info

### Article history:

Submitted: March 11, 2024

Final Revised: March 28, 2024

Accepted: April 16, 2024

Published: May 13, 2024

### Keywords:

Academic supervision;

Achievement motivation;

School principal leadership;

Teacher performance.



## ABSTRACT

**Objective:** This Research aims to ascertain the relationship between school principal leadership, academic supervision, and achievement motivation on teacher performance. **Method:** This Research employs a statistical survey methodology to guarantee the precision of the findings. To provide forecasts, researchers used the partial least squares-structural equation model (PLS-SEM) to ascertain the magnitude of latent variables. The research utilized the Smart PLS. The investigation occurred at a public elementary school in Tangerang, Indonesia's Banten province. Two hundred fifty elementary school teachers from Tangerang City, Banten, Indonesia, were selected as the research sample. A random sampling method was employed to conduct the sampling. **Results:** This research presents four noteworthy and statistically significant findings, building upon earlier research and discussion. An important factor is the direct connection between the principal's leadership and academic supervision, which exhibits a positive association. The principal's leadership has a direct and beneficial impact on teacher performance. There is a positive association between academic supervision and teacher performance. There is a positive association between achievement motivation and teacher performance. **Novelty:** This research presents novelty research that combines the variables of achievement motivation, academic supervision, principal leadership, and teacher performance into a single research topic. Furthermore, the current research distinguishes itself from prior investigations through its research emphasis, subjects, and participants. This research is novel in its attempt to incorporate multiple variables into a single unit for investigation and exploration. This research is intriguing due to variations in emphasis, research participants, and incorporation of research factors compared to earlier research.

## INTRODUCTION

One way to look at school leadership is as an ongoing process whereby people facilitate the transfer of information, values, culture, and ideas by influencing instructors and students through pedagogical practices (Amankwah & Guo-Hua, 2020). The choices made by a school's principal significantly influence the school's performance (Daniëls et al., 2019; Navaridas-Nalda et al., 2020). The effectiveness of administrators and instructors, as well as student outcomes, are significantly impacted by the competencies of principals. Teachers' support of the principal's leadership increased productivity. Principal quality affects student achievement. According to Wills (2016), the new principal will hurt students' academic achievement. Teachers can be motivated to give their all when they see strong leadership from the principal. Students' learning capacity is directly related to the principal's leadership skills. The program's success depends on the principal's attitude, performance, and expertise. Still, there is much ground to cover Regarding fixing the current problems of the leading role, especially when teaching the right mindset and skill set. The principal's superiority complex, which shows itself to

blame for the teacher hierarchy, can hurt student achievement. The principal's failure to provide sufficient support to teachers at the school is directly responsible for teachers' low performance and the school's overall performance. This condition has an impact on education. It would be a stretch to claim that student learning outcomes directly result from the principal's leadership because their influence on learning is multi-faceted.

Responsible parties were entrusted with specific tasks and powers by the principal. In order to make sure that teachers are following procedures when distributing assignments or leading activities, the principal keeps a careful eye on them. Regardless of whether it was during or after class, the principal had complete control over the teacher's actions. The principal must keep tabs on the instructors' behavior in and out of class (Annisya & Ramadan, 2021). The principal's role as the principal's principal and the principal's primary "change agent" in implementing and maintaining institutional changes, such as inclusivity, is crucial. The people bringing about the changes and those whose jobs are to make them happen are connected through the change agents. The shift is legitimized by principals, who provide teachers emotional and logistical support during the change (Cohen, 2015).

The principal's leadership style significantly impacts how well teachers do in the classroom. Participation in both the teaching and learning processes, careful planning of semester programs, and effective delivery of instruction are all indicators of a high-performing teacher. Instructors' expertise and motivation significantly correlate with how well they complete their tasks. Raising the bar for educator effectiveness raises the bar for student learning. To determine whether a teacher is effective, one must look at how well they do in several crucial areas, including creating and carrying out a thorough learning plan, using instructional strategies, evaluating student learning results, and acting on student assessments. Principal leadership is crucial for teachers to reach their goals and perform exceptionally well. One way to measure a teacher's efficacy is to look at how well they can create a detailed lesson plan, implement it, analyze the results, and then act on the information they glean. Principal leadership is crucial for teachers to accomplish duties and showcase exceptional performance successfully (Annisya & Ramadan, 2021).

The ability of the principal to effectively oversee teachers' work is crucial for their academic achievement. If the instructor is competent, the class will be engaged, and the pupils' chances of academic success will increase (Trinh et al., 2019; Yasin & Mustafa, 2020). One term for the principal's hands-on involvement in student learning is academic supervision. A principal's academic supervisory competency can be measured by how well they motivate classroom instructors to increase student achievement. Educators can benefit from academic supervision as they guide their students through learning. According to Nurlaili et al. (2021), the supervised component comprises educational materials and teacher supervision. Because of the many interdependent parts of a school, supervision is essential for achieving its educational goal. The general public often associates the term "supervision" with efforts to monitor educators. A school's leadership is its most crucial component. Supervision ensures that the school's resources are used to their full potential in all learning activities. The role of the principal in supporting both students and staff is to oversee the work of classroom teachers and provide feedback in the form of suggestions for how to improve (Glickman et al., 2009; Sumirah, 2020). Supervising means maintaining a careful eye on, evaluating, commenting, and intervening when necessary. There are four stages to the

process: program planning, program implementation, evaluation, and program planning for the next.

Previous research has examined principal leadership's impact on enhancing teacher pedagogical competence. An effective principal demonstrates a harmonious blend of managerial and leadership skills (Ar & Sabandi, 2022; Arif et al., 2019; Artasya et al., 2024; Atasoy, 2020; Dacholfany et al., 2024; Meilani et al., 2024; Navaridas-Nalda et al., 2020; Ramlah et al., 2023; Rohyatun et al., 2020). The principal's leadership is crucial in guiding the school toward educational success. The principal's leadership exerts a substantial and beneficial impact on teacher conduct. Prior research on academic supervision has demonstrated that when school leaders engage in academic supervision, it enhances teacher performance and fosters teacher competence within an educational institution (Nasution et al., 2023; Noor et al., 2020; Saihu, 2020; Suyatno et al., 2023). Prior research has shown that teachers' performance is significantly influenced by principal leadership and teacher motivation in completing tasks (Firlianza & Suhardi, 2024; Mukhtar et al., 2024). The following section presents prior research on achievement motivation conducted by Amalia et al. (2023), Li et al. (2022), and Yunus et al. (2021). College students' employability is still significantly and positively influenced by achievement motivation

This research presents novelty research that combines the variables of achievement motivation, academic supervision, principal leadership, and teacher performance into a single research topic. Furthermore, the current research distinguishes itself from prior investigations through its research emphasis, subjects, and participants. This research is novel in its attempt to incorporate multiple variables into a single unit for investigation and exploration. This research is intriguing due to variations in emphasis, research participants, and incorporation of research factors compared to earlier research. This research aims to ascertain the relationship between school principal leadership, academic supervision, and achievement motivation on teacher performance. The researcher developed hypotheses based on the established objectives and the relationship between variables:

1. School principal leadership and academic supervision have a positive correlation.
2. School principal leadership and teacher performance have a positive correlation.
3. Academic supervision and teacher performance have a positive correlation.
4. Achievement motivation and teacher performance have a positive correlation.

## RESEARCH METHOD

This research employs a statistical survey methodology to guarantee the precision of the findings. To provide forecasts, researchers used the partial least squares-structural equation model (PLS-SEM) to ascertain the magnitude of latent variables. The research utilized the Smart PLS and structural equation modeling (SEM) research models outlined by Hair et al. (2017). The investigation occurred at a public elementary school in Tangerang, Indonesia's Banten province. Two hundred fifty elementary school teachers from Tangerang City, Banten, Indonesia, were selected as the research sample. A random sampling method was employed to conduct the sampling. Analyze the methodologies used in gathering data through a questionnaire survey. We utilized WhatsApp to disseminate digital research to every elementary school teacher using Google Forms.

The data for this inquiry will be gathered using a questionnaire. Researchers employed surveys to collect information and data. The findings from the Likert scale

survey were utilized in this research. A practical method for administering a survey using a Likert scale is requesting respondents to assess their degree of agreement by assigning a numerical value ranging from 1 to 5. Respondents can receive the questionnaire directly by accessing the Google Forms link. The research sample included approximately 250 individuals. The questionnaire includes the respondent's name and inquiries/statements about each feature being evaluated. Then, the questionnaire was tested for validity and reliability using convergent validity (Table 3).

Path modeling is chiefly utilized for data analysis because it can simultaneously estimate all model parameters, distinguishing it from regression. The statement has been reinforced by previous research by Riyadi et al. (2023). This research employs PLS-SEM to evaluate the construct validity, discriminant validity, convergent validity, and composite reliability. The concept is examined through dependable PLS bootstrapping and brilliant PLS multiple regression analysis. The research process commences with a needs analysis to facilitate the research preparation. This process includes comprehensively reviewing relevant literature, clearly identifying the problem, and choosing a representative sample for the research. The second phase involves creating and preparing research instruments that encompass school principal leadership, academic supervision, achievement motivation, and teacher performance, as well as the assessment of the research scale. Following the outcome of the scale trial, the subsequent phase involves researching by disseminating the scale to participants. The acquired data is analyzed to derive research findings.

## RESULTS AND DISCUSSION

### *Results*

Variable	Total	Percentage
----------	-------	------------

This research had a sample size of 250 educators working in public primary schools in Tangerang City, Banten Province, Indonesia. The respondent profile includes gender, length of service, and educational qualifications. The demographic characteristics of the participants are presented in Table 1.

**Table 1.** Respondent profile.

<b>Gender</b>		
Man	150	60.000%
Woman	100	40.000%
	250	100.000%
<hr/>		
Man	150	60.000%
Woman	100	40.000%
	250	100.00%
<hr/>		
<b>Teacher Education Background</b>		
Bachelor	200	80.000%
Master (Magister)	50	20.000%
	250	100.000%
<hr/>		
<b>Age</b>		
23-30	20	8.000%
31-40	150	60.000%
41-55	80	32.000%
	250	100.000%
<hr/>		
<b>Period of Service</b>		
< 5 Years	30	12.000%
10-20 Years	150	60.000%
20-30 Years	70	28.000%
	250	100.000%

### Statistical Analysis and Evaluation of The Normal Distribution

All of the data presented by the questions is numerical. If the absolute values of the skewness and kurtosis statistics are less than 2, then the dataset is said to have a normal distribution. Various metrics for each construct's normality and descriptive properties, including skewness, kurtosis, standard deviation, and mean, are displayed in Table 2. With a standard deviation of 1.202, the descriptive statistics show that SPL2 has the lowest mean value compared to all the SPL variables. In contrast, SPL1 stands out with its 0.870 standard deviation and highest mean value of 4.440. Principals in Tangerang City are well-respected by their primary school instructors. The AS values span an extensive range, from 3.960 on the low end and 1.122 on the high end (AS1) to 4.250 on the high end and 0.920 on the low end (AS2). These results show that principals should have academic monitoring. With an average of 3.980 and a standard deviation of 1.030 (AM3), the AM (AM5) dimension is the most uniformly distributed. With mean and variability values of 4.060 and 1.040, respectively, the AM4 dimension displays the most extreme characteristics. Improving classroom results is as simple as helping educators develop their skills. In the end, but most importantly. In terms of TP, the minimum value is 3.960, and in terms of mean and standard deviation, it is 1.122 (TP3). They have respective upper bounds of 4.440 and 0.870 (TP1). Well-prepared teachers are more likely to help their students succeed, so strong principal leadership and academic supervision may boost school performance.

**Table 2.** Statistical analysis and evaluation of the normal distribution.

Statistic Descriptive	Normality Indicator
-----------------------	---------------------

Construct	Item	Mean	Min	Max	Standard Deviation	Excess Kurtosis	Skewness
SPL	SPL1	4.440	1.000	5.000	0.875	2.293	-1.630
	SPL2	3.990	1.000	5.000	1.277	-0.389	-0.976
	SPL3	4.000	1.000	5.000	1.275	-0.051	-1.074
	SPL4	4.050	1.000	5.000	1.203	-0.341	-0.972
	SPL5	4.210	1.000	5.000	1.098	0.904	-1.349
AS	AS1	3.960	1.000	5.000	1.122	0.072	-0.913
	AS2	4.250	1.000	5.000	0.921	0.553	-1.069
	AS3	4.020	1.000	5.000	1.157	-0.275	-0.904
	AS4	4.140	1.000	5.000	1.010	0.348	-0.996
	AS5	4.050	1.000	5.000	1.220	-0.405	-0.970
AC	AC1	4.050	1.000	5.000	1.226	0.361	-1.082
	AC2	4.020	1.000	5.000	1.049	-1.098	-0.780
	AC3	3.980	1.000	5.000	1.039	0.196	-0.828
	AC4	4.050	2.000	5.000	1.062	-0.842	-0.712
	AC5	4.060	2.000	5.000	1.047	-0.829	-0.705
TP	TP1	4.440	1.000	5.000	0.875	2.293	-1.630
	TP2	3.990	1.000	5.000	1.277	-0.389	-0.976
	TP3	3.960	1.000	5.000	1.122	0.072	-0.913
	TP4	4.250	1.000	5.000	0.921	0.553	-1.069
	TP5	4.050	1.000	5.000	1.126	0.361	-1.082
	TP6	4.020	1.000	5.000	1.049	-1.098	-0.780
	TP7	4.050	2.000	5.000	1.062	-0.842	-0.712
	TP8	4.060	2.000	5.000	1.047	-0.829	-0.705

Note: SPL stands for school principal leadership, AS for academic supervision, AC for achievement motivation, and TP for teacher Performance.

### Outer Model of Measurement: Assessment of Validity and Reliability

Concurrent and convergent forms can be validated using measurement methods. Perimeter loading, average variance extracted (AVE), and composite reliability (CR) were used to evaluate convergent validity. The measurement data is reliable in Table 3 and Figure 2. At the 0.050 significance level, all sixteen external loadings (with values between 0.705 and 0.955) were above the significance threshold of 0.500. SPL3, SPL5, AS3, AC3, TP3, and TP4 were removed from the research because their peripheral loadings were less than 0.500. In addition, the AVE value, which can be anywhere from 0.613 to 0.786, is greater than the cutoff of 0.500. Values above 0.70 for composite reliability (CR) and Cronbach's alpha are recommended. All structures had Cronbach's alpha and CR values higher than the critical threshold of 0.700, as shown in Table 3.

Table 3. Convergent validity.

Construct	Item Code	Outer Loading	Cronbach's Alpha	CR	AVE
SPL	SPL1	0.855	0.725	0.833	0.626
	SPL2	0.808			
	SPL4	0.704			
AS	AS1	0.822	0.701	0.826	0.613
	AS2	0.755			
	AS4	0.770			
AC	AC1	0.951	0.904	0.935	0.786
	AC2	0.700			
	AC4	0.916			
	AC5	0.955			

	TP1	0.722			
	TP2	0.942			
TP	TP5	0.928	0.935	0.949	0.760
	TP6	0.732			
	TP7	0.934			
	TP8	0.939			

Note:  $N = 250$ . SPL: School principal leadership; AS: Academic supervision; AC: Achievement motivation; TP: Teacher performance.

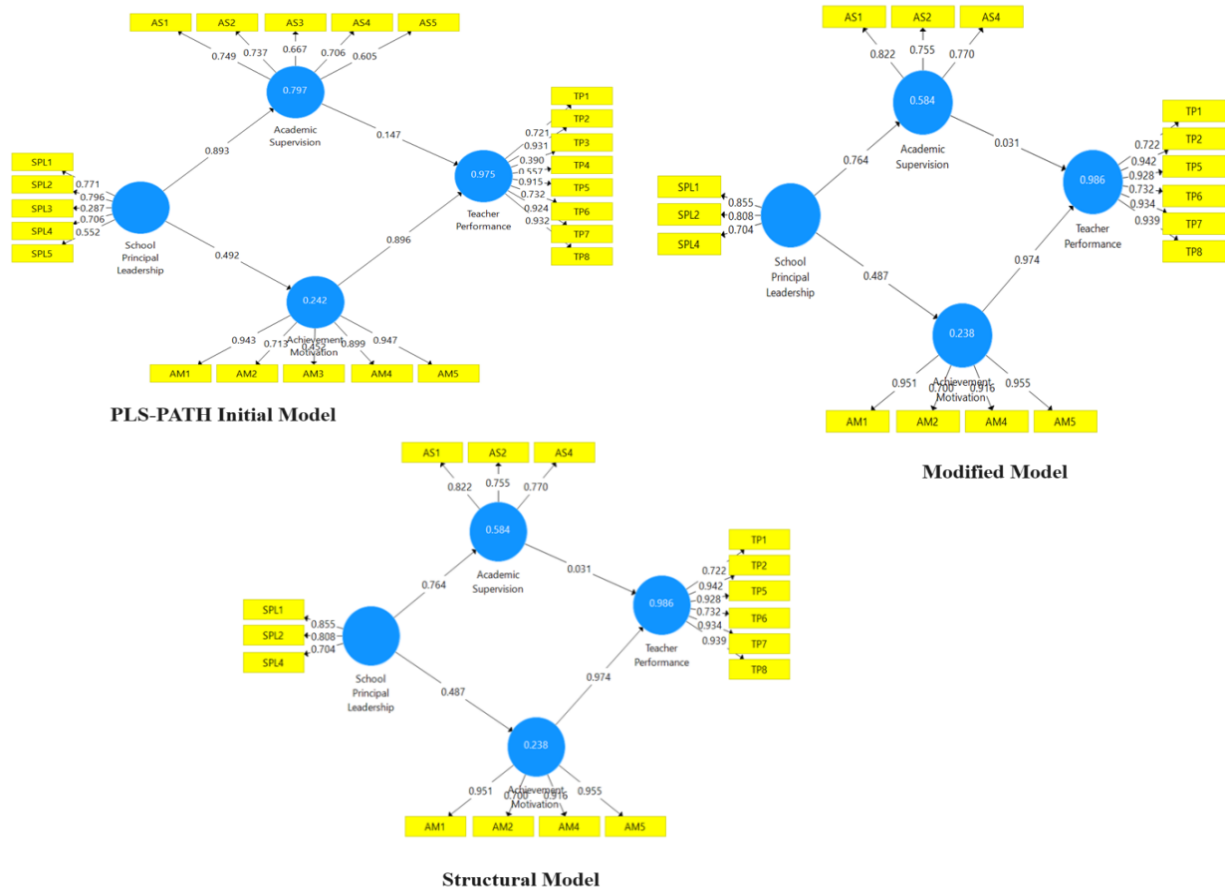
The discriminating power of the test was evaluated using the Fornell-Larcker Criterion. The approach compares latent concepts' relationship with the AVE's square root. It is logical to anticipate that a latent construct will provide a better explanation for the fluctuations in its indicator compared to other latent constructs. Based on the logic presented, it is logical to conclude that the square root of the AVE for each construct should exceed the AVE correlations between latent constructs. Therefore, the construct has enough discriminant validity due to its distinctiveness in empirical data. Overall, the convergent and discriminant validity assessments indicate that the construct is sufficiently valid and trustworthy within the Research model.

**Table 4.** Discriminant validity: Fornell-Larcker criterion.

	SPL	AS	AC	TP
SPL	0.785			
AS	0.775	0.791		
AC	0.635	0.504	0.872	
TP	0.602	0.487	0.887	0.993

#### **Structural Model: Analysing the Influence of Interaction on a System**

Structural model evaluations aim to test hypotheses regarding the statistical significance (t-values), the extent of confidence intervals, and the relative importance (R<sup>2</sup>) of exogenous and endogenous variables. The bootstrap approach was employed to calculate T-values and standard errors. The process entails generating 5,000 random samples and computing the average of the outcomes.



**Figure 2.** PLS-Path initial model, modified model, and structural model.

Figure 2 and Table 5 display the confidence intervals for the association between SPL and AS, which range from 0.702 to 0.798. The statistical significance of this link is vital, as indicated by a high beta coefficient ( $\beta$ ) of 0.764 and a t value of 32.077. These data suggest that a higher standard deviation in sound pressure level (SPL) correlates with increased academic supervision (AS). Hence, we must not disregard H1.

**Table 5.** Hypotheses of research.

Hypotheses	Path	Std. Beta	Std. Error	t-Value	Bias	Confidence Interval	Decision	
					Bias	Corrected		
					2.5%	97.5%		
H1	SPL -> AS	0.471	0.072	6.254	0.018	0.286	0.565	Accepted
H2	SPL -> TP	0.556	0.065	8.412	0.016	0.408	0.663	Accepted
H3	AS -> TP	0.208	0.044	4.654	0.003	0.114	0.283	Accepted
H4	AM -> TP	0.831	0.039	21.535	-0.002	0.761	0.903	Accepted

Note:  $p < 0.05$  (two-tailed test)

Furthermore, a robust and positive association exists between SPL and AS, as evidenced by the highly significant t-value of 6.254. Table 4 and Figure 2 indicate that the confidence interval of the association spans from 0.286 to 0.565. For every one standard deviation fall in SPL, there is a 0.471 point increase in AS. Therefore, the data supports H2. The strong positive relationship between SPL and AM is reinforced by the  $\beta$  coefficient of 0.556. The t-value of 8.412 indicates that there is a statistically significant correlation. Figure 2 and Table 4 illustrate that the link confidence intervals range from



0.408 to 0.663. Based on the data, a value of 0.556 suggests a strong positive association between the increase in SPL and the increase in AM standard deviation. The statistical analysis supports hypothesis H3, which states that an exceptional educator will possess a high AM. Given the significant correlation between AM and TP, the data conclusively support H4. The data has a t-value of 21.535 and a correlation coefficient ( $\beta$ ) of 0.831. The confidence interval for this connection is 0.761 to 0.903. Based on the statistics, an increase of one standard deviation in AM is positively connected with a TP of 0.761.

The coefficient of determination ( $R^2$ ) quantifies the proportion of the dependent variable's variation that can be accounted for by the exogenous variables in the adjusted PLS path model. By examining the standard errors of the structural model, we may conclude that SPL can account for approximately 58.400% of the potential variability in moderate AS. Similarly, deep learning can accurately detect about 23.800% of AM changes, albeit its performance is relatively small. Furthermore, SPL and AS significantly correlated, as they explained 98.600% of the overall TP variability. Moreover, the model's performance on the blindfold test ( $Q^2$ ) demonstrates its ability to predict endogenous variables accurately. The numerical values for SPL, TP, and AM are 0.308, 0.179, and 0.740, respectively. A  $Q^2$  value greater than 0 indicates that the model has a high level of predictive significance.

### *Discussion*

This research investigates the impact of school principal leadership, academic supervision, and achievement motivation on teacher performance. It presents four research hypotheses and has yielded numerous significant findings. Empirical research shows a positive association between principal leadership and academic supervision (Noor et al., 2020). It can be inferred that most school administrators in the five districts plan before supervision. Nevertheless, numerous challenges hinder the implementation of classroom supervision. One factor contributing to the burden of the school principal is the performance of managerial tasks and the cultivation of entrepreneurship. The school principal should conduct regular and scheduled supervision while fulfilling the role of the exemplary principal as an educator, manager, administrator, supervisor, leader, innovator, and motivator. In order to provide sufficient academic supervision, it is essential to have a meticulously organized program, a well-outlined timetable, and access to suitable supervision equipment (Ummah & Bahri, 2020). The principal's adoption of academic supervision increases the evaluation of the principal's role as a supervisor who enhances teacher effectiveness (Mukhtar et al., 2024).

The results of the second research indicate a positive relationship between teacher effectiveness and principal leadership. The research results indicate a significant relationship between teacher effectiveness and principal leadership. The research's conclusions are consistent with those of earlier research (Imhangbe et al., 2019; Kaso et al., 2019; Khasawneh & Khasawneh, 2023; Kristian & Fitria, 2020; Marhawati et al., 2023; Saleem et al., 2020), demonstrating that a principal's leadership significantly impacts the performance of individual teachers. Teacher performance will increase with effective principal leadership. This demonstrates how the principal, as the top leader, significantly impacts the school's performance. Social skills, namely, building connections with teachers and stakeholders and community and leadership behavior, indicate a leader's competence in managing the school they oversee. These factors greatly influence the caliber of instructors at educational institutions. Additionally,

exhibiting good leadership conduct will foster a favorable impact and a mutual comprehension of the school's goals, enhancing teacher effectiveness.

The third research demonstrates a distinct and favorable association between academic supervision and teacher performance. Research findings indicate a positive association between academic monitoring and teacher performance. This research's findings are consistent with prior research outcomes (Imamah & Churrahman, 2022; Setyaningsih & Suchyadi, 2021; Sunaryo, 2020; Wardani et al., 2021), indicating that adequate academic supervision significantly enhances teacher performance. The academic supervision conducted by the school principal has a beneficial and substantial impact on the modifications in teacher performance. Enhancing the principal's academic supervision in leadership and monitoring can increase teacher performance. The principal's academic oversight will enhance teachers' classroom management proficiency and foster an optimal learning atmosphere.

The fourth research demonstrates a positive association between achievement motivation and teacher performance. Empirical research shows a positive association between achievement motivation and teacher performance. The findings of this research are consistent with prior research (Adriana et al., 2023; Rahayu et al., 2023; Yahya et al., 2023), indicating that achievement motivation substantially impacts teacher performance. Teachers who possess a strong drive for success and accomplishment in fulfilling their tasks and obligations at school will benefit both persons and schools. Teachers with a strong drive for achievement can enhance their performance (Huda et al., 2022; Rofifah et al., 2021).

## CONCLUSION

**Fundamental Finding:** This research presents four noteworthy and statistically significant findings, building upon earlier research and discussion. An important factor is the direct connection between the principal's leadership and academic supervision, which exhibits a positive association. The principal's leadership has a direct and beneficial impact on teacher performance. There is a positive association between academic supervision and teacher performance. There is a positive association between achievement motivation and teacher performance. **Implication:** This research aims to enhance teachers' efficacy in Indonesia through the guidance of school principals and academic oversight. The result will cultivate a sense of ambition and drive among teachers, ultimately enhancing their effectiveness and productivity.

Furthermore, it is crucial for policymakers, including school principals, to improve their leadership by intensifying the oversight of teachers. This is anticipated to foster a strong aspiration for accomplishment, leading to greater teacher efficacy and elevated student educational standards. **Limitation:** Furthermore, this research encountered several research limitations. More precisely, the research sample was restricted to school teachers residing in the city of Tangerang due to limitations in both time and financial resources. Therefore, the research only included some geographical areas in Indonesia.

**Future Research:** Research on the impact of school principal leadership, academic supervision, and achievement motivation on teacher performance is expected to be carried out at all levels of education in Indonesia, not only primary education.

## REFERENCES

Adriana, M., Santoso, D., Adijaya, Y., & Srinio, F. (2023). Effect of organizational climate and achievement motivation on teacher performance. *Nidhomul Haq: Jurnal Manajemen*

- Pendidikan Islam*, 8(2), 152–165. <https://doi.org/10.31538/ndh.v8i2.3066>
- Amalia, D., Jumiati, E., & Ningrum, I. R. (2023). The influence of discipline and TPP on performance through achievement motivation in civil servants at the DPRD secretariat Purwakarta district. *Jurnal Penelitian Dan Pengkajian Ilmiah Sosial Budaya*, 1(2), 418–431. <https://doi.org/10.62335/nmgk6663>
- Amankwah, E., & Guo-Hua, Z. (2020). Headmasters' leadership styles and their significant impact on the general performance in schools: using the basic schools in Adansi-south district in Ghana as a study. *International Journal of Education*, 12(3), 96–122. <https://doi.org/10.5296/ije.v12i3.17093>
- Annisya, A., & Ramadan, Z. H. (2021). The principal's leadership and performance result. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 186–192. <https://doi.org/10.23887/jisd.v5i2.35486>
- Ar, N. R., & Sabandi, A. (2022). The effect of school principal leadership and school climate on teacher performance. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 7(2), 411–421.
- Arif, S., Asghar, Z., & Mukhtar, S. (2019). Interactive effect of school principals' leadership styles and teacher characteristics on curriculum implementation at public secondary schools of Punjab. *UMT Education Review (UER)*, 9738(2), 1–21. <https://doi.org/10.32350/uer>
- Artasya, M. H., Siregar, B., Novianti, R., Robi, T., Sani, A., & Naimah, S. (2024). The leadership role of an effective school principal. *Journal on Education*, 6(2), 14632–14638. <https://doi.org/10.31004/joe.v6i2.5325>
- Atasoy, R. (2020). The relationship between school principals' leadership styles, school culture and organizational change. *International Journal of Progressive Education*, 16(5), 256–274. <https://doi.org/10.29329/ijpe.2020.277.16>
- Cohen, E. (2015). Principal leadership styles and teacher and principal attitudes, concerns and competencies regarding inclusion. *Procedia - Social and Behavioral Sciences*, 186, 758–764. <https://doi.org/10.1016/j.sbspro.2015.04.105>
- Curran, P. J., West, S. G., & Finch, J. F. (1996). The robustness of test statistics to nonnormality and specification error in confirmatory factor analysis. *Psychological Methods*, 1(1), 16–29. <https://doi.org/10.1037/1082-989X.1.1.16>
- Dacholfany, M. I., Iqbal, M., Rahmi, E., & Purwanto, M. B. (2024). Principal's leadership strategy in efforts to development the quality of human resources in schools. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(1), 487–493. <https://doi.org/10.54371/jiip.v7i1.3356>
- Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review*, 27, 110–125. <https://doi.org/10.1016/j.edurev.2019.02.003>
- Firlianza, H. G., & Suhardi, S. (2024). Analysis of factors affecting the performance of public junior high school teachers in Batam city. *Jurnal Ekonomi*, 13(1), 1437–1445. <https://doi.org/10.54209/ekonomi.v13i01>
- Glickman, C., Gordon, S., & Ross-Gordon, J. (2009). *Supervision and instructional leadership: a developmental approach* (10th ed.). Pearson Education, Inc.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)* (Second). SAGE Publications.
- Huda, C., Hanief, M., & Hakim, D. M. (2022). Islamic religious education learning strategy with edutainment insight in improving learning motivation of students. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 787–805. <https://doi.org/10.31538/nzh.v5i2.2247>
- Imamah, N., & Churrahman, T. (2022). Academic supervision by school principals for improving teacher performance. *KnE Social Sciences*, 2022, 60–69. <https://doi.org/10.18502/kss.v7i10.11209>
- Imhangbe, O. S., Okecha, R. E., & Obozuwa, J. (2019). Principals' leadership styles and teachers' job performance: evidence from Edo State, Nigeria. *Educational Management Administration and Leadership*, 47(6), 909–924. <https://doi.org/10.1177/1741143218764178>

- Kaso, N., Aswar, N., Firman, F., & Ilham, D. (2019). The relationship between principal leadership and teacher performance with student characteristics based on local culture in senior high schools. *Kontigensi: Jurnal Ilmiah Manajemen*, 7(2), 87–98. <https://doi.org/10.56457/jimk.v7i2.129>
- Khasawneh, M. A. S., & Khasawneh, Y. J. A. (2023). The roles of formulaic sequences and discourse markers in academic writing; insights from lecturers and other researchers. *Journal of Namibian Research*, 34, 2197–5523. <https://doi.org/10.59670/jns.v34i.2939>
- Kristiawan, M., & Fitria, H. (2020). The influence of principal supervision and organizational climate toward teacher's performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 172–187.
- Li, X., Pu, R., & Phakdeephrot, N. (2022). The influence of achievement motivation on college students' employability: a chain mediation analysis of self-efficacy and academic performance. *Frontiers in Psychology*, 13, 1–14. <https://doi.org/10.3389/fpsyg.2022.972910>
- Marhawati, B., Masaong, A. K., & Lestari, D. (2023). The relationship between the principal's leadership behavior and the intensity of academic supervision implementation with teacher performance. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(3), 390–396. <https://doi.org/10.23887/jppp.v7i3.67330>
- Meilani, H., Ahyani, N., & Mulyadi. (2024). The effect of principal's leadership and digital-based strategic implementation on competency improvement. *Journal of Social Work and Science Education*, 5(1), 195–206. <https://doi.org/10.52690/jswse.v5i1.692>
- Mukhtar, M., Supardi, S., & Rahmawati, R. (2024). Analysis of school principals' academic supervision in improving teacher performance at SMP negeri 1 Bengkalis. *Jurnal Pendidikan Dan Kewirausahaan*, 12(2), 538–554. <https://doi.org/10.47668/pkwu.v12i2.1214>
- Nasution, L., Situmorang, B., & Rahman, A. (2023). Academic supervision model based on total quality management (TQM): A case in elementary school of Medan-Indonesia. *Quality - Access to Success*, 24(193), 18–27. <https://doi.org/10.47750/QAS/24.193.03>
- Navaridas-Nalda, F., Clavel-San Emeterio, M., Fernández-Ortiz, R., & Arias-Oliva, M. (2020). The strategic influence of school principal leadership in the digital transformation of schools. *Computers in Human Behavior*, 112, 1–13. <https://doi.org/10.1016/j.chb.2020.106481>
- Navaridas-Nalda, F., Emeterio, M. C.-S., Fernández-Ortiz, R., & Arias-Oliva, M. (2020). The strategic influence of school principal leadership in the digital transformation of schools. *Computers in Human Behavior*, 112, 1–12. <https://doi.org/10.1016/j.chb.2020.106481>
- Noor, I. H. M., Herlinawati, & Sofyaningrum, E. (2020). The academic supervision of the school principal: A case in Indonesia. *Journal of Educational and Social Research*, 10(4), 81–93. <https://doi.org/10.36941/JESR-2020-0067>
- Nurlaili, N., Warman, W., & Raolah, R. (2021). Improvement of principals' supervision competence through accompaniment in principal working groups. *Cypriot Journal of Educational Sciences*, 16(4), 1704–1720. <https://doi.org/10.18844/cjes.v16i4.6033>
- Rahayu, R., Siahaan, A., Syukri, M., & Rofiq, M. H. (2023). The contribution of communication climate and achievement motivation to the performance of elementary school teachers. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(2), 197–206. <https://doi.org/10.31538/munaddhomah.v4i2.234>
- Ramlah, R., Nurdjan, S., & Mahmud, H. (2023). Influence of emotional intelligence and school principal leadership on teacher work behavior. *International Journal of Asian Education*, 4(3), 179–189. <https://doi.org/10.46966/ijae.v4i3.353>
- Riyadi, A., Bafadal, I., Burhanuddin, & Timan, A. (2023). Instructional leadership, differentiated instruction, community of practice, and student wellbeing: Based on the perspective of the principal strengthening training policy. *Pedagogika*, 149(1), 5–34. <https://doi.org/10.15823/p.2023.149.1>
- Rofifah, S., Sirojuddin, A., Ma`arif, M. A., & Mitra Zuana, M. M. (2021). The influence of organizational culture and work motivation on teacher performance at the international

- standard school, Amanatul Ummah Mojokerto. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(1), 27–40. <https://doi.org/10.31538/ndh.v6i1.899>
- Rohyatun, R., Wilian, S., & Waluyo, U. (2020). Analysis of female school principal leadership in improving teacher performance and student achievement. *International Journal of Multicultural and Multireligious Understanding*, 7(2), 197. <https://doi.org/10.18415/ijmmu.v7i2.1439>
- Saihu, S. (2020). The urgency of total quality management in academic supervision to improve the competency of teachers. *Edukasi Islami: Jurnal Pendidikan Islam*, 9(02), 297. <https://doi.org/10.30868/ei.v9i02.905>
- Saleem, A., Aslam, S., Yin, H. B., & Rao, C. (2020). Principal leadership styles and teacher job performance: viewpoint of middle management. *Sustainability (Switzerland)*, 12(8), 1–15. <https://doi.org/10.3390/SU12083390>
- Setyaningsih, S., & Suchyadi, Y. (2021). Implementation of principal academic supervision to improve teacher performance in north Bogor. *JHSS (Journal of Humanities and Social Research)*, 5(2), 179–183. <https://doi.org/10.33751/jhss.v5i2.3909>
- Sumirah, S. (2020). Principal supervision, work discipline, and pedagogical competence. *International Journal of South East Asia*, 1, 9–17. <https://doi.org/10.47783/journijsa.v1i1.86>
- Sunaryo, Y. (2020). Academic supervision of school principals and teacher performance: A literature review. *International Journal Pedagogy of Social Research*, 5(2), 17–34. <https://doi.org/10.17509/ijposs>
- Suyatno, S., Istiningsih, E., Wantini, W., Hidayati, D., Fajria, A., & Zulaiha, S. (2023). Contribution of academic supervision to vocational students' learning readiness. *International Journal of Evaluation and Research in Education*, 12(2), 710–719. <https://doi.org/10.11591/ijere.v12i2.24422>
- Trinh, T. P. T., Van Pham, T., Cao, H. T., Nguyen, T. T., Nghiem, T. T., & Tran, T. (2019). The profile of professional standards for secondary school principals in Vietnam. *International Journal of Education and Practice*, 7(4), 310–323. <https://doi.org/10.18488/journal.61.2019.74.310.323>
- Ummah, R., & Bahri, F. Y. (2020). The effect of academic supervision and principal's leadership on teachers' performance in the elementary school in east Jakarta. *Jurnal Kepemimpinan Pendidikan*, 3(2), 434–444. <https://doi.org/10.22236/jkpuhamka.v3i2.6784>
- Wardani, R. K., Rahmawati, D., & Santosa, H. (2021). The role of academic supervision and communication on teacher performance. *Journal of Education Research and Evaluation*, 5(2), 302–311. <https://doi.org/10.23887/jere.v5i2.30212>
- Wills, G. (2016). Principal leadership changes and their consequences for school performance in south africa. *International Journal of Educational Development*, 51, 108–124. <https://doi.org/10.1016/j.ijedudev.2016.08.005>
- Yahya, M. D., Suwarna, A. I., Ginting, D., Bakri, A. A., & Ramli, A. (2023). The relationship between learning motivation, academic achievement, student perceptions and teacher performance of high school students. *Communnity Development Journal*, 4(2), 2314–2318.
- Yasin, B., & Mustafa, F. (2020). The correlation between school principal leadership competence and teachers' social behaviours. *Indonesian Research Journal in Education*, 4(1), 151–170. <https://doi.org/10.22437/irje.v4i1.9093>
- Yunus, M., Setyosari, P., Utaya, S., Kuswandi, D., Amirullah, & Rusdi, M. (2021). The relationship between achievement motivation, metacognitive awareness, attitudes and problem-solving abilities in students. *Cypriot Journal of Educational Sciences*, 16(1), 32–45. <https://doi.org/10.18844/cjes.v16i1.5506>

**\*Firman Edi (Corresponding Author)**

Doctoral Degree Program in Education, Sultan Ageng Tirtayasa University, Banten, Indonesia,  
Jl. Raya Jkt Km 4 Jl. Pakupatan, Panancangan, Kec. Cipocok Jaya, Kota Serang, Banten 42124.,  
Indonesia

Email: [firmanedi1799@gmail.com](mailto:firmanedi1799@gmail.com)

**Prof. Dr. Sudadio, M.Pd**

Doctoral Degree Program in Education, Sultan Ageng Tirtayasa University, Banten, Indonesia,  
Jl. Raya Jkt Km 4 Jl. Pakupatan, Panancangan, Kec. Cipocok Jaya, Kota Serang, Banten 42124.,  
Indonesia.

Email: [sudadio@untirta.ac.id](mailto:sudadio@untirta.ac.id)

**Dr. Isti Rusdiyani, M.Pd**

Doctoral Degree Program in Education, Sultan Ageng Tirtayasa University, Banten, Indonesia,  
Jl. Raya Jkt Km 4 Jl. Pakupatan, Panancangan, Kec. Cipocok Jaya, Kota Serang, Banten 42124.,  
Indonesia.

Email: [istirusdiyani@untirta.ac.id](mailto:istirusdiyani@untirta.ac.id)

**Suryadi, M.Pd**

English Department, STKIP Situs Banten, Indonesia  
Jl. Raya Cipocok Jaya Kec. Cipocok Jaya, Kota Serang, Banten, Indonesia

Email: [suryadiyadi426@yahoo.com](mailto:suryadiyadi426@yahoo.com)

---