



The Influence of Principal Communication and Principal's Academic Supervision on Teacher Performance in South Pemulutan

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Abstract. This study aims to find out and analyze: (1) The relationship between the principal's communication and teacher performance; (2) The relationship between the principal's academic supervision and teacher performance; and (3) The relationship between the principal's communication and the principal's academic supervision on teacher performance. This study is a quantitative research with a partial correlation method. This research was conducted at SD Negeri Pemulutan Selatan which consisted of 38 teachers and 5 principals so that the total number of respondents was 43. The data collection technique uses questionnaires and documentation. The validation test uses construct validity while the reality test uses Cronbach's Alpha. The prerequisite test for analysis uses normality test, homogeneity test, and linearity test, and the data is analyzed using simple regression and multiple regression techniques. The results of the study showed that: (1) there was a positive and significant relationship between the principal's communication and teacher performance with a correlation value of 0.923 with a relationship percentage of 85% while 15% was determined by other factors that were not mentioned. (2) There was a positive and significant relationship between the principal's academic supervision and teacher performance with a correlation value of 0.946 with a relationship percentage of 89%, while 11% was determined by other factors that were not mentioned. (3) There was a positive and significant relationship between the principal's communication and the principal's academic supervision on teacher performance with a correlation value of 0.953 with a relationship percentage of 91%, while 9% was determined by other factors not mentioned in this study.

Keywords: Communication, Academic Supervision, Performance

1. INTRODUCTION

Teachers play a key role as implementers of the educational process in schools. The quality of their performance not only reflects the competence of the individual, but is also greatly influenced by external factors such as effective communication with the principal and the type of academic supervision provided. In the context of SD Negeri Pemulutan Selatan, the role of the principal is critical in supporting the improvement of the quality of education (Fahlevi et al., 2023).

In various factors to improve performance, the author takes the title of communication between the principal and supervises the principal on the performance of teachers because the principal is the central figure in every school and has a big role in guiding, motivating, and supporting teachers. Effective communication between principals and teachers is essential to creating a positive and productive environment. Principals who can communicate clearly and openly can create a respectful and supportive relationship between leaders and teaching staff.

Effective communication between principals and teachers is the basis for creating a harmonious and productive work environment. A principal who is able to convey information clearly, listen to input from teachers, and provide constructive feedback, helps in creating trusting and collaborative relationships, which in turn increases teachers' motivation and commitment in carrying out their duties (Agustina et al., 2021).

A common problem faced in many organizations including schools is the disharmony of relationships between superiors and subordinates which can be caused by a lack of trust, transparency, as well as effective communication spaces. This situation can affect the communication climate in the organization, which is an important factor in determining the productivity of the organization. A conducive communication climate can improve internal performance and solidity, while a bad climate can have a negative impact on the performance of organizational members (Hasanah & Kristiawan, 2019).

Through academic supervision that focuses on professional development, as observed in SD Negeri Pemulutan Selatan, the principal provides constructive feedback and guidance on teaching methods that can help teachers improve the quality of their teaching. This initiative encourages teachers to continue to innovate and integrate new methods in their teaching, which overall improves the standard of education in schools (Muhammad Kristiawan, 2018).

Meanwhile, Professional Development-Based Academic Supervision has been proven to improve the quality of teaching. Through structured observation and formative assessment, the principal at SD Negeri Pemulutan Selatan provides academic supervision that focuses on the professional development of teachers. For example, they provide constructive feedback on innovative teaching methods or provide suggestions to address specific challenges in the learning process. This initiative positively encourages teachers to continue to improve their teaching practices, integrate new methods, and overall, improve the quality of teaching in the school.

Teachers are motivators to influence students to carry out Daryanto (2018) learning activities. Teachers are one of the human components in the teaching and learning process, which plays a role in the formation of potential human resources in the field of development (Sardiman, 2018). Teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, primary education, and secondary education through normal education (Law No. 14 of 2005 concerning Teachers and Lecturers). Given the importance and severity of a teacher's duties, a teacher must be able to be creative and innovate to always improve his performance in order to adapt to the times.

2. LITERATURE REVIEW

Principal Communication

Communication activities have become a part of our daily activities, starting between friends/individuals, groups, organizations or times. If you look more closely, there are many failures from the communication we do. It could be because the goal we want has not been achieved. Not the goal of communication selfishly, but the purpose of communication is more on, the absence of mutual understanding, the lack of information, and there are efforts to change behavior in our people or friends which sometimes do not only mean approval.

According to R. Wayne Face Don F (2020) in carrying out various organizational activities, communication plays an important role. First, setting organizational goals requires careful discussion at all levels, from top management to operational staff. The exchange of information is necessary to agree on objectives that include financial aspects, product quality, market dominance, or customer service. Second, decision-making and implementation entails the collection and assessment of information to support organizational goals. Intensive communication is needed in decision-making and in ensuring its implementation at all levels. Third, measuring the performance of staff, such as teachers, involves collecting data on costs, sales, and productivity. This process, especially in large organizations, requires efficient communication to accurately manage and analyze data. Fourth, recruiting and developing staff requires an effective communication process in announcing vacancies, researching candidates, conducting interviews, and providing feedback after new staff join. Fifth, customer service requires good interaction with consumers through formal and informal communication to answer questions, handle complaints, and convey important information. Sixth, negotiations with suppliers and lenders require communication skills to secure a favorable deal and maintain good relationships with related parties. Seventh, in product production, coordination between designers, marketers, and sales managers requires close communication to ensure product ideas are developed and marketed successfully. Eighth, interaction with government regulations requires clear communication to comply with regulations on occupational safety, minimum wages, working hours, and environmental pollution. All of these activities show how essential communication is in achieving organizational goals and ensuring efficient operations.

Teacher Performance

The term performance is a translation of English, work performance or job performance, but in English it is often abbreviated to performance only. Performance in Indonesian is also called work achievement. Performance or work achievement (performance) is defined as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something (Susanto, 2016). (Juntak et al., 2023). Performance is the level of achievement of results or the implementation of certain tasks in order to achieve organizational goals. Simanjuntak emphasized that performance is something important in order to achieve organizational goals, because only a certain individual or organization has goals that will be achieved by setting targets or objectives. According to (Riyadi & Mulyapradana, 2017) performance is the result of work achieved by an individual or group in an organization in accordance with the responsibilities that have been given to him with the aim of achieving the goals that have been set by the organization.

According to Paramansyah, and Husna, A. I. N., & Sos (2021) performance is the result achieved from a job carried out by a teacher as a manager of the teaching and learning process to achieve the goals that have been set. Teacher performance is an important factor in determining duties and responsibilities as educators. teacher teaching performance is defined as the performance of a teacher's work in learning as a realization of his or her competencies to obtain optimal student learning outcomes (Rismawan, 2015). With high performance, the teacher concerned will try to carry out his duties and obligations optimally and work hard, trying to overcome all obstacles and carry out his duties as well as possible, Sari (2016).

3. METHODS

This research is a quantitative research of the correlational type (cause-and-effect). Correlational research aims to determine the existence of causal relationships that affect each other and are related to research variables.

Sugiyono (2017) explained that correlational research is used to find the existence or absence of a relationship between two or more variables. If the research aims to test the causal relationship hypothesis, then correlational research can be developed into explanatory research. In your research, you want to examine the influence of communication and supervision on teacher performance, so that explanatory research with a correlational quantitative approach is in accordance with your research objectives. The independent variables in this study are in the form of principal communication and academic supervision of the principal. Meanwhile, the variable tied to this study is teacher performance.

Research Sample Table

It	School Name	Number of Teachers
1	SD Negeri 01 Pemulutan Selatan	8
2	SD Negeri 02 Pemulutan Selatan	12
3	SD Negeri 05 Pemulutan Selatan	7
4	SD Negeri 07 Pemulutan Selatan	7
5	SD Negeri 08 Pemulutan Selatan	9
	Sum	43

Source: South Sumatra Provincial Education Office in 2024

4. RESULTS AND DISCUSSION

Research Results

a. Description of Principal Communication Data (Variable X1)

The frequency distribution of the Principal's Communication questionnaire answers can be seen in the table below.

Table Frequency Distribution of Variable Data Communication Principals

Principal Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100	1	2.3	2.3	2.3
	101	2	4.7	4.7	7.0
	102	1	2.3	2.3	9.3
	103	3	7.0	7.0	16.3
	104	3	7.0	7.0	23.3
	105	2	4.7	4.7	27.9
	106	3	7.0	7.0	34.9
	107	1	2.3	2.3	37.2
	108	2	4.7	4.7	41.9
	109	4	9.3	9.3	51.2
	110	2	4.7	4.7	55.8
	111	2	4.7	4.7	60.5
	112	6	14.0	14.0	74.4
	113	1	2.3	2.3	76.7
	114	1	2.3	2.3	79.1
	115	2	4.7	4.7	83.7
	116	4	9.3	9.3	93.0
	117	1	2.3	2.3	95.3
	118	1	2.3	2.3	97.7
	119	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

(Source: Data processed by SPSS, 2024)

The table above presents the distribution of data frequencies for the principal communication variables. Out of a total of 43 respondents, each score on the principal's communication scale had a different frequency. A score of 100 had 1 respondent (2.3%), while a score of 101 was responded to by 2 people (4.7%). Scores of 102 and 117 each had 1 respondent (2.3%).

A total of 3 respondents (7.0%) gave scores of 103 and 104, and 2 respondents (4.7%) gave scores of 105 and 110. In addition, a score of 106 also received responses from 3 people (7.0%). At a score of 109, there were 4 respondents (9.3%), which made it one of the more frequent values. The score of 112 had the highest number of respondents, namely 6 people (14.0%), followed by a score of 116 with 4 respondents (9.3%). Other categories, such as 113, 114, 115, 118, and 119, each have a frequency of 1 to 2 respondents. The cumulative percentage shows that after the accumulation of values, it reaches 100%. This data provides a clear picture of the distribution of respondents' assessments of principal communication, with a tendency to higher assessments in the range of 109 to 112.

Description of Statistical Data of Academic Supervision Variables of Principals

The table below presents the frequency distribution for the principal academic supervision variable, which includes 43 valid data. From the data, a value of 100 has the highest frequency with 7 cases, which accounts for 16.3% of the total. The next value, 101, recorded 4 cases (9.3%), and 103 also had 4 cases (9.3%). The value of 102 was recorded in 2 cases (4.7%), while the values of 104, 106, 107, 108, 109, 110, 113, 118, and 119 each had a frequency of 1 (2.3%).

Values of 111 and 115 each also had a frequency of 4 cases (9.3%), while values of 117 and 120 had 3 cases (7.0%). The highest value in this data is 141, which only appears 1 time (2.3%). In terms of cumulative percentages, values of 100 to 106 cover 46.5% of the total, while values up to 120 reach 95.3%. As such, this table illustrates how the distribution of principals' academic supervision grades varies, with some more common and some much less frequently appearing. The total frequency indicates that the entire data collected is 100%, reflecting a complete distribution.

The distribution of the frequency of answers to the Principal's Academic Supervision questionnaire can be seen in the table below.

Table Frequency Distribution of Variable Data on Academic Supervision of School Principals

Academic Supervision of the Principal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100	7	16.3	16.3	16.3
	101	4	9.3	9.3	25.6
	102	2	4.7	4.7	30.2
	103	4	9.3	9.3	39.5
	104	1	2.3	2.3	41.9
	106	2	4.7	4.7	46.5
	107	1	2.3	2.3	48.8
	108	1	2.3	2.3	51.2
	109	1	2.3	2.3	53.5
	110	1	2.3	2.3	55.8
	111	4	9.3	9.3	65.1
	113	1	2.3	2.3	67.4
	115	4	9.3	9.3	76.7
	117	3	7.0	7.0	83.7
	118	1	2.3	2.3	86.0
	119	1	2.3	2.3	88.4
	120	3	7.0	7.0	95.3
	130	1	2.3	2.3	97.7
	141	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

(Source: Data processed by SPSS, 2024)

Description of Statistical Data of Teacher Performance Variables

The frequency distribution of teacher performance questionnaire answers can be seen in the table below.

Table 3. Distribution of Variable Frequency of Teacher Performance

Teacher Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	105	2	4.7	4.7	4.7
	109	1	2.3	2.3	7.0
	110	2	4.7	4.7	11.6
	112	1	2.3	2.3	14.0
	113	2	4.7	4.7	18.6
	114	1	2.3	2.3	20.9
	115	3	7.0	7.0	27.9
	116	3	7.0	7.0	34.9
	117	1	2.3	2.3	37.2
	118	1	2.3	2.3	39.5
	119	2	4.7	4.7	44.2
	120	8	18.6	18.6	62.8
	121	4	9.3	9.3	72.1
	123	2	4.7	4.7	76.7
	125	4	9.3	9.3	86.0
	127	2	4.7	4.7	90.7
	128	1	2.3	2.3	93.0
	130	1	2.3	2.3	95.3
	143	1	2.3	2.3	97.7
	145	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

(Source: Data processed by SPSS, 2024)

The table above presents the frequency distribution for teacher performance variables. In this analysis, there are a total of 43 valid data obtained. The highest frequency was found at a value of 120, with 8 cases (18.6%), indicating that this value was the most common among teacher performance data. In addition, the values of 115 and 116 each had 3 cases (7.0%), indicating that these values also appeared quite frequently.

A value of 105 recorded a frequency of 2 cases (4.7%), as well as values of 110, 113, and 119. The values of 109, 112, 114, 117, 118, 123, 127, 130, 143, and 145 appeared 1 time each (2.3%). Furthermore, values of 121 and 125 each have a frequency of 4 cases (9.3%). In terms of cumulative percentages, up to a value of 120, the table shows that 62.8% of the total data is at or below that value. The total valid percentage reaches 100%, which shows the overall distribution of teacher performance. Overall, this table reflects variations in teacher performance, with some grades being more common and others being less common.

Discussion

Based on the results of the analysis that has been carried out, the principal's communication has a significant influence on teacher performance, with a t-count value of 2.414 and a p-value of 0.020 which shows a significance below 0.05. This signifies that effective communication from the principal plays an important role in improving teacher performance in the school.

Good communication from a leader, in this case the principal, can increase motivation, provide clear direction, and create a conducive work atmosphere. Principals who are able to communicate well, both vertically and horizontally, will facilitate the delivery of the school's vision and mission, understanding of tasks, and solving problems that occur in the work environment. This is in line with the opinion of Robbins and Judge (2017) who stated that effective communication in an organization can strengthen organizational culture, improve relationships between members, and increase employee productivity.

In addition, a study from Pratama (2023) emphasizes the importance of interpersonal communication between principals and teachers in creating a productive learning environment. This study shows that teachers who feel heard and valued by principals are more motivated to give their best performance. When principals routinely provide constructive feedback, teachers can improve their weaknesses and optimize the learning process in the classroom.

Based on the results of the analysis, it was found that the principal's academic supervision had a significant influence on teacher performance, with a t-count value of 2,200 and a p-value of 0.034 which showed a significance below 0.05. This shows that the supervisory actions carried out by the principal directly affect the performance of teachers in carrying out their duties and responsibilities in school.

The finding that the academic supervision of school principals has a significant effect on teacher performance, with a t-count value of 2,200 and a p-value of 0.034, supports the view of Suharsimi Arikunto (2010). Arikunto emphasized that effective academic supervision must be guiding and developing, where the principal plays an active role in creating an atmosphere that encourages teachers' professional growth. The results of this study show that the supervision actions carried out by the principal, such as classroom observation, feedback, and professional discussions, have a direct impact on improving teacher performance.

In addition, the results of this study are in line with the opinion of E. Mulyasa (2004) who stated that academic supervision must be carried out continuously and comprehensively. Mulyasa emphasized the importance of regular monitoring of teacher performance through various methods. The significance of the influence of academic supervision in this study shows

that supervision carried out in a structured and sustainable manner can help teachers improve their competence and performance as a whole.

Based on the results of ANOVA analysis, it was found that the regression model involving the variables of Principal Communication and Principal Academic Supervision significantly affected Teacher Performance. An F value of 13,281 with a p value of 0.000 indicates that the model is statistically significant at a significance level of 0.05. The total Sum of Squares is 2641,070, consisting of a regression Sum of Squares of 1053,930 and a residual Sum of Squares of 1587,139. This indicates that variations in teacher performance can be explained by a combination of the variables of Principal Communication and Principal Academic Supervision.

The results of the ANOVA analysis which showed a significant influence of principal communication and academic supervision on teacher performance are in line with the opinion of E. Mulyasa (2004). Mulyasa emphasized that effective communication between principals and teachers is a key factor in creating a conducive school climate and improving teacher performance. These findings reinforce Mulyasa's argument that communicative principal leadership can build trust, increase motivation, and encourage collaboration, which ultimately has a positive impact on teacher performance.

In addition, the results of this study also support the view of Suharsimi Arikunto (2010) about the importance of academic supervision that is guiding and developing. Arikunto stated that school principals must be able to create an atmosphere that supports teachers' professional growth through planned and sustainable academic supervision. The findings that academic supervision has a significant effect on teacher performance show that effective supervision can improve teachers' competence and professionalism, thus having an impact on improving their performance.

Overall, the results of the analysis suggest that a regression model that combines Principal Academic Supervision and Principal Communication can explain significant variations in teacher performance. This emphasizes that the two variables interact with each other and contribute to creating better conditions for teacher performance in the educational process at SD Negeri Pemulutan Selatan.

5. CONCLUSION

Based on the results of the analysis and discussion that has been carried out, it can be concluded that there is a significant influence of the Principal's Academic Supervision and Principal's Communication on Teacher Performance at SD Negeri Pemulutan Selatan. The

correlation results show that the two variables individually have a positive impact on teacher performance.

1. The Influence of Principal Communication on Teacher Performance

The results of the correlation analysis showed that the principal's communication applied by the principal at SD Negeri Pemulutan Selatan had an influence of 85%, while other factors influenced by 15%. Open, clear, and constructive communication between principals and teachers can create positive relationships, support a positive work atmosphere, and ensure a clear understanding of the school's goals and expectations. Good communication between the principal and teachers is able to increase teacher motivation and performance. This research supports the idea that effective communication is key in creating positive and collaborative working relationships, which in turn can improve educational performance in schools.

2. The Influence of Academic Supervision of School Principals on Teacher Performance

The results of the correlation analysis showed that the influence of Academic Supervision applied by the principal at SD Negeri Pemulutan Selatan on teacher performance was very strong and played an important role and had an influence of 89%, while other influencing factors amounted to 11% so that academic supervision that was carried out in a structured manner and provided constructive feedback helped teachers to identify strengths and areas that needed to be improved in their teaching. thus facilitating continuous professional development. Effective Academic Supervision can create a supportive work environment.

3. The Influence of the Combination of Academic Supervision and Principal Communication on Teacher Performance

Meanwhile, the results of the correlation analysis show that the influence of Academic Supervision and communication of school principals implemented by SD Negeri Pemulutan Selatan is very strong and plays an important role in improving teacher performance. This analysis shows that these two factors support each other and contribute to increasing teacher motivation, job satisfaction, and teaching effectiveness, which in turn has a positive effect on the quality of learning and student achievement. Therefore, to improve teacher performance, school principals need to continue to strengthen effective communication and carry out academic supervision with a supportive and guiding approach, so that the two variables interact with each other and contribute to creating better conditions for teacher performance.

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