



## The Impact of Academic Supervision and Principal Motivation on Teacher Performance in Aceh Selatan High Schools

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### ABSTRACT

This study examines the impact of academic supervision and principal motivation on teacher performance in public high schools in Aceh Selatan, Indonesia. Recognizing the critical role of school leadership in supporting teacher effectiveness, this study investigates how structured supervision and motivational support from principals influence teachers' self-assessed performance. Using a descriptive quantitative approach, data were collected from a sample of 86 teachers across five schools through a structured questionnaire. Descriptive and inferential analyses, including Pearson correlation and multiple regression, were conducted to explore relationships among the variables. The findings reveal that both academic supervision and principal motivation significantly predict teacher performance, with principal motivation having a slightly stronger effect. Positive correlations among academic supervision, principal motivation, and teacher performance suggest that teachers who receive consistent supervision and motivational support report higher performance levels.

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## **INTRODUCTION**

The fundamental role of education in developing competitive human capital has been widely acknowledged as crucial for achieving national development objectives (Hanushek & Woessmann, 2016). Teachers, as pivotal actors in educational systems, bear the responsibility of not only delivering academic content but also cultivating students' moral and social competencies (Darling-Hammond et al., 2017). In Indonesia, the formal recognition of teachers as professionals through Law No. 14 of 2005 emphasizes the critical nature of teacher quality in both academic knowledge and pedagogical expertise for achieving optimal student outcomes (Sulisworo et al., 2020).

The effectiveness of teaching practices and educational quality is significantly influenced by external factors, particularly school leadership through principals' academic supervision and motivational support (Hallinger & Wang, 2015). Effective supervision provides structured guidance that enhances teachers' instructional capabilities, while principals' motivational leadership fosters an environment conducive to professional growth and development (Day et al., 2016). Contemporary research in educational leadership consistently demonstrates that principals who implement comprehensive supervision and motivational practices positively influence teacher morale, job satisfaction, and overall performance (Leithwood et al., 2020).

In the context of Aceh Selatan, Indonesia, numerous schools face persistent challenges regarding the quality and consistency of principals' academic supervision. Preliminary observations indicate limited access to structured feedback and continuous professional guidance for teachers. Additionally, motivational support, essential for maintaining teacher engagement and enthusiasm, is often constrained by inadequate strategic leadership practices (Sulfemi, 2020). These challenges potentially contribute to suboptimal teacher performance, ultimately affecting student learning outcomes. This issue is particularly significant in resource-constrained educational settings, where principals' roles as supervisors and motivators become crucial in bridging gaps in professional development opportunities.

The necessity for effective academic supervision and motivational support aligns with Indonesia's National Education Standards for School Principals (Permendikbud No. 13 of 2007), which emphasize principals' responsibilities in planning, implementing, and following up on academic supervision. Ideally, principals should engage actively with teachers through structured observations, feedback, and support mechanisms (Bush & Glover, 2014). However, the practical implementation of these competencies varies significantly, particularly in regions with limited resources. Research suggests that the effectiveness of academic supervision and motivational leadership can be impeded by insufficient training, administrative overload, and inadequate support structures for principals (Hallinger & Liu, 2016).

This study investigates the impact of academic supervision and principal motivation on teacher performance in Aceh Selatan high schools through a quantitative approach. The research builds upon existing literature in educational leadership, which indicates that supportive supervision and motivational strategies can enhance teacher performance and, consequently, student outcomes (Robinson et al., 2008). Understanding these dynamics is essential for developing targeted interventions to strengthen school leadership practices and support teacher development in resource-constrained environments.

The findings aim to provide empirical evidence regarding the relative contribution of each leadership factor to teacher effectiveness. Such insights can inform educational policymakers, school administrators, and principals about the potential benefits of structured academic supervision and motivational leadership, particularly in settings where teachers may lack alternative forms of professional support (Harris et al., 2019). This research has significant implications for policy and practice, suggesting that strategic investments in principal training and resources may be an effective approach to enhance both teacher and student success across diverse educational contexts.

## LITERATURE REVIEW

(Rahmi et al. 2024) describe supervision as a service aimed at studying and improving factors that influence student growth and development. (Oteng Sutiasna explains that supervision provides guidance to teachers to enhance their capabilities, thus improving the quality of education and teaching. According to Daryanto. 2018), supervision is a service to teachers with the goal of improving teaching, learning, and curriculum development. In this context, supervision is a developmental effort by authorities, such as school principals or supervisors, to help teachers enhance the quality of their teaching and curriculum implementation. Its purpose is to ensure the educational process runs effectively and meets established standards. Supervision not only focuses on assessment but also offers support, guidance, and constructive feedback to teachers to improve their teaching methods and strategies, thereby enhancing student learning outcomes.

Barinto emphasizes that the primary goal of supervision is not to find faults but to nurture teachers by making them aware of their shortcomings, while the supervisor's task is to help improve these to enhance work quality (Nurdayanti 2022). Arikunto (in Nurdayanti 2022:43) outlines three academic supervision functions: improving learning quality, motivating learning-related elements, and providing guidance and leadership. (Sagala. 2012) adds that academic supervision functions include offering teaching guidance to foster effective, enjoyable, and creative learning environments, maintaining balance in staff duties. (Maryanti. 2023) and (Santosa and Nusyirwa. 2019) explain that academic supervision procedures include preparation, execution, reporting, and follow-up stages. Motivation, as defined by Isbandi (in Hamzah 2016), is a force within individuals that prompts action, often interpreted through behavior. Motivation can arise internally or from external sources such as motivators. Performance

(Susanto, 2016) refers to an individual's job performance based on knowledge, motivation, attitude, and skills.

## METHODOLOGY

### *Study Design*

This study employs a descriptive quantitative design to investigate the influence of academic supervision and principal motivation on teacher performance in public high schools in Aceh Selatan, Indonesia. A quantitative approach was chosen to allow for statistical measurement and analysis of the relationships between the variables of interest, specifically focusing on the impact of principal-led supervision and motivation on the performance of teachers. The study framework incorporates independent variables of academic supervision (X1) and principal motivation (X2) and a dependent variable of teacher performance (Y).

### *Study Population and Sample*

The study population comprises teachers across five public high schools in Aceh Selatan: SMA Negeri 3 Kluet Utara, SMA Negeri 1 Kluet Selatan, SMA Negeri 1 Kluet Timur, SMA Negeri 2 Kluet Timur, and SMA Negeri 1 Bakongan Timur. A total of 110 teachers from these schools were considered. Using the Slovin formula with a 95% confidence level and a 5% margin of error, the required sample size was determined to be 86 teachers. The distribution of the population and sample across schools is shown in Table 1.

**Table 1. Population and Sample Distribution Across Selected Schools in Aceh Selatan**

School Name	Total Teachers (Population)	Sample (n=86)
SMA Negeri 3 Kluet Utara	15	12
SMA Negeri 1 Kluet Selatan	30	24
SMA Negeri 1 Kluet Timur	21	16
SMA Negeri 2 Kluet Timur	12	9
SMA Negeri 1 Bakongan Timur	32	25
Total	110	86

A probability sampling technique, specifically simple random sampling, was applied to ensure an equal chance for all teachers within the population to be selected. This method aligns with the homogeneity of the population concerning variables under study, ensuring the sample accurately represents the population.

**Data Collection Instruments**

Data were collected using a structured questionnaire designed to measure the three main variables: academic supervision, principal motivation, and teacher performance. The questionnaire comprised sections based on the established theoretical framework and previous literature. It used Likert scales for consistency in responses, with items rated from 1 (Strongly Disagree) to 5 (Strongly Agree) for attitude-based questions and from 1 (Never) to 5 (Always) for frequency-based questions. The structure of the questionnaire and sample items for each variable are provided in Table 2.

**Table 2. Structure of the Questionnaire and Sample Items for Each Variable**

Variable	Dimension	Number of Items	Example of Item
Academic Supervision	Planning	3	"I plan supervision activities regularly."
	Implementation	3	"I carry out classroom visits systematically."
	Evaluation and Follow-up	3	"I provide feedback after supervision sessions."
Principal Motivation	Internal Motivation	4	"I feel responsible for the success of my school."
	External Motivation	3	"I am motivated by recognition from school management."
Teacher Performance	Quality of Work	3	"I ensure lesson materials are well-prepared."
	Efficiency	2	"I manage class time effectively."
	Initiative	2	"I take the initiative to improve lesson delivery."
	Competence	3	"I use diverse teaching methods as appropriate."
	Communication	2	"I maintain clear communication with students and colleagues."
Total		28	

**Instrument Validity and Reliability**

Prior to data collection, the questionnaire underwent validity and reliability testing. Validity was measured using the Pearson Product-Moment correlation test to ensure each item accurately measured its intended construct. Items with a correlation coefficient ( $r$ ) higher than the critical value of 0.213 were retained, ensuring statistical significance at a 95% confidence level. Reliability was assessed using Cronbach's Alpha, with a threshold of 0.60 for acceptable internal consistency. Table 3 shows the results of the validity and reliability testing for each variable.

**Table 3. Summary of Validity and Reliability Testing Results for Each Variable**

Variable	Number of Items	Valid Items	Pearson's Correlation Coefficient (r)	Cronbach's Alpha
Academic Supervision	9	8	$r \geq 0.213$	0.77
Principal Motivation	7	7	$r \geq 0.213$	0.80
Teacher Performance	12	10	$r \geq 0.213$	0.82

**Data Collection Procedure**

The data collection was conducted online using Google Forms to facilitate access for respondents across the five schools. The questionnaire link was distributed to teachers via their school's communication platforms, and responses were collected over a two-week period. Respondents were briefed on the study's purpose and assured of the confidentiality of their responses. To enhance response rates and ensure data integrity, follow-up reminders were issued midway through the data collection period.

**Data Analysis**

Data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics were computed to provide an overview of the sample demographics and each variable. Pearson correlation analysis was performed to assess the relationships between academic supervision, principal motivation, and teacher performance. Multiple regression analysis was then used to identify the extent to which academic supervision and motivation influence teacher performance, allowing for a more nuanced understanding of each variable's impact. Table 4 outlines the analysis techniques applied.

**Table 4. Data Analysis Techniques Applied to the Study Variables**

Analysis Technique	Purpose	Software Used
Descriptive Statistics	To summarize demographic data and variable measures	SPSS 25
Pearson Correlation	To examine the relationship between academic supervision, principal motivation, and teacher performance	SPSS 25
Multiple Regression	To determine the influence of academic supervision and motivation on teacher performance	SPSS 25

**Ethical Considerations**

All participants were informed about the purpose of the study and their right to confidentiality and voluntary participation. Informed consent was obtained electronically before they completed the questionnaire. The study adhered to ethical research standards as set forth by the Universitas Syiah Kuala, and all data was anonymized to protect participant privacy:

**RESEARCH RESULT**

**Sample Characteristics**

A total of 86 teachers participated in the study, representing five public high schools in Aceh Selatan. Descriptive statistics were calculated to provide an overview of the demographic characteristics of the sample, including gender, teaching experience, and educational background (table 5).

**Table 5. Demographic Characteristics of the Study Sample**

Characteristic	Category	Frequency	Percentage (%)
<b>Gender</b>	Male	45	52.3
	Female	41	47.7
<b>Teaching Experience</b>	1-5 years	20	23.3
	6-10 years	28	32.6
	11-15 years	18	20.9
	>15 years	20	23.3
<b>Educational Background</b>	Bachelor's	64	74.4
	Master's	22	25.6

**Descriptive Analysis of Study Variables**

The means and standard deviations for academic supervision, principal motivation, and teacher performance were computed to describe the central tendencies of each variable. As shown in Table 6, teacher performance had the highest mean score, suggesting a generally high level of perceived performance among participants. However, academic supervision showed greater variability, as indicated by a higher standard deviation, reflecting differences in perceived levels of supervision among schools.

**Table 6. Descriptive Statistics for Academic Supervision, Principal Motivation, and Teacher Performance.**

Variable	Mean	Standard Deviation
Academic Supervision	3.74	0.68
Principal Motivation	4.05	0.54
Teacher Performance	4.15	0.48

**Correlation Analysis**

Pearson correlation analysis was conducted to examine the relationships between academic supervision, principal motivation, and teacher performance. Results indicated a positive and significant correlation between academic supervision and teacher performance ( $r = 0.662, p < 0.01$ ) as well as between principal motivation and teacher performance ( $r = 0.703, p < 0.01$ ). This suggests that both academic supervision and principal motivation are positively associated with teacher performance.

**Table 7. Pearson Correlation Coefficients among Academic Supervision, Principal Motivation, and Teacher Performance**

Variables	Academic Supervision	Principal Motivation	Teacher Performance
Academic Supervision	1	0.520**	0.662**
Principal Motivation	0.520**	1	0.703**
Teacher Performance	0.662**	0.703**	1

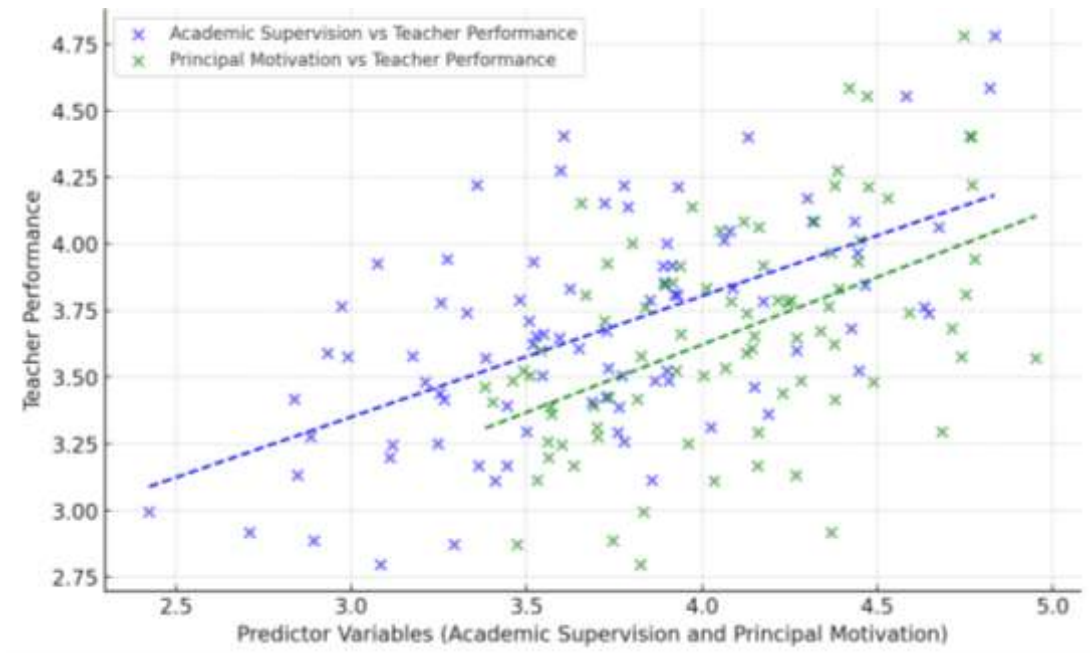
\* $p < 0.01$ .

**Regression Analysis**

A multiple regression analysis was conducted to determine the extent to which academic supervision and principal motivation influence teacher performance. The overall model was significant ( $F = 42.38, p < 0.001$ ), explaining 57.8% of the variance in teacher performance ( $R^2 = 0.578$ ). Both academic supervision ( $\beta = 0.435, p < 0.001$ ) and principal motivation ( $\beta = 0.491, p < 0.001$ ) emerged as significant predictors of teacher performance, with principal motivation exhibiting a slightly stronger effect.

**Table 8. Multiple Regression Analysis Predicting Teacher Performance from Academic Supervision and Principal Motivation**

Predictor Variable	Unstandardized Coefficient (B)	Standard Error (SE)	Standardized Coefficient ( $\beta$ )	t	p
Academic Supervision	0.435	0.071	0.435	6.13	< 0.001
Principal Motivation	0.491	0.068	0.491	7.22	< 0.001
<b>Constant</b>	1.22	0.23	-	5.30	< 0.001



**Figure 1. Scatterplot of Academic Supervision, Principal Motivation, and Teacher Performance**

Figure 1 illustrates the positive relationships between the independent variables (academic supervision and principal motivation) and teacher performance. The figure shows that as levels of academic supervision and principal motivation increase, teacher performance also tends to increase, confirming the findings from the regression analysis.

### *Summary of Key Findings*

The study's findings reveal several important aspects of the relationships among academic supervision, principal motivation, and teacher performance. First, the sample demographics indicate a balanced distribution in terms of gender and a diversity of teaching experience levels. With nearly equal representation of male and female teachers, along with varied experience ranging from early-career to more seasoned educators, the sample provides a well-rounded basis for examining how principal-led supervision and motivation affect teacher performance across different stages of professional development. This diversity allows for insights that may be broadly applicable to teachers with varying backgrounds and experience levels.

Descriptive statistics show that teacher performance received the highest mean score among the variables measured, suggesting that teachers perceive their performance positively overall. This high mean score reflects the teachers' confidence and self-assessment of their work quality, efficiency, and dedication to their roles. However, there was notable variation in the academic supervision scores, as indicated by a larger standard deviation. This variation implies that teachers' experiences with academic supervision differ significantly across schools, possibly due to inconsistencies in supervisory practices, resources, or approaches by school principals. These disparities underscore the importance of

examining how supervision is implemented and the extent to which it impacts teacher performance.

Correlation analysis revealed positive and significant relationships among academic supervision, principal motivation, and teacher performance. Specifically, academic supervision and principal motivation both demonstrated strong associations with teacher performance, with correlation coefficients above the threshold for significance. This finding suggests that teachers who receive regular, structured supervision and motivational support from their principals are more likely to assess their performance positively. These correlations support the notion that a well-supervised and motivated teaching environment contributes to higher levels of perceived teacher efficacy.

Regression analysis further clarified the predictive power of academic supervision and principal motivation on teacher performance. Both variables were found to significantly predict teacher performance, with principal motivation exhibiting a slightly stronger effect. This suggests that while both academic supervision and principal motivation are essential to fostering high teacher performance, motivation from school leadership may have a more pronounced impact. A likely explanation is that motivational support may directly affect teachers' enthusiasm, engagement, and commitment, thereby enhancing their overall job performance beyond what can be achieved through supervision alone.

In sum, these findings indicate that efforts to enhance both academic supervision and motivational support from principals can be powerful strategies for improving teacher performance. Given the positive impact observed in both areas, educational leadership practices should focus on fostering consistent supervisory practices while prioritizing motivational support. By addressing both supervisory structure and motivational leadership, principals can create a supportive school environment that actively promotes teacher growth and performance. The implications of these results for educational leadership practices are discussed further in the following section, where recommendations for optimizing supervision and motivation to enhance teacher performance are presented.

## **DISCUSSION**

This study demonstrates that both academic supervision and principal motivation are significant predictors of teacher performance, with principal motivation exerting a slightly stronger effect. These results align with findings from previous research, which suggest that effective school leadership is instrumental in promoting high levels of teacher performance. For instance, Leithwood and Jantzi (2006) highlight that principals who provide strong motivational support create a more positive school climate, which directly influences teachers' commitment to their roles. Our findings corroborate this by showing that principal motivation not only correlates with but also significantly predicts teacher performance, reinforcing the idea that motivational leadership is an essential component in educational settings.

The positive correlation between academic supervision and teacher performance supports prior studies emphasizing the importance of structured supervisory practices in improving educational outcomes. According to Blase and Blase (2000), principals who engage in academic supervision, particularly by providing constructive feedback, help teachers enhance their instructional practices and classroom management skills. This study similarly found that teachers who received consistent academic supervision reported higher performance levels. These results suggest that academic supervision acts as a form of professional development, equipping teachers with the skills and knowledge necessary to perform their roles effectively. However, the variation in academic supervision scores across schools highlights the need for consistent and well-defined supervisory practices, as inconsistent supervision can limit its potential benefits.

Interestingly, the study also reveals that principal motivation has a slightly stronger effect on teacher performance than academic supervision. This finding may indicate that while supervision provides essential guidance, the motivational support from principals may have a more immediate and direct impact on teachers' morale and engagement. This interpretation is supported by the work of Skaalvik and Skaalvik (2011), who found that teacher motivation significantly influences job satisfaction and reduces burnout, both of which are critical factors in maintaining high levels of teacher performance. Motivation from principals, therefore, appears to play a vital role in fostering a supportive environment where teachers feel valued and encouraged, thereby enhancing their commitment and performance.

The observed variation in academic supervision across schools also suggests a need for clearer supervisory protocols and training for principals. According to Hallinger and Heck (2010), principals who receive training in effective supervisory methods are better equipped to support their teachers, resulting in improved teaching quality. This study's findings indicate that variations in supervision practices may stem from differing levels of principal training or school resources, which could affect the consistency and effectiveness of supervision. Addressing this gap through professional development programs for principals could enhance the quality of supervision across schools, thereby ensuring that teachers receive the structured guidance they need to improve their instructional skills.

From a practical perspective, these findings highlight the importance of a dual approach to school leadership, where both motivational and supervisory roles are emphasized. Robinson et al. (2008) suggest that principals who balance both leadership styles—motivational and instructional—are more effective in fostering a high-performing teaching staff. Our results support this, suggesting that a principal's role in both guiding and inspiring teachers is essential for optimal teacher performance. Schools could consider implementing structured supervisory frameworks and continuous leadership development programs to equip principals with skills in both areas, ensuring that teachers are not only guided in their professional roles but also motivated to excel.

Finally, this study's findings have broader implications for policy and educational administration. By investing in leadership training that emphasizes both academic supervision and motivational support, policymakers can create more supportive educational environments conducive to teacher development. This is particularly important in resource-limited settings, such as those observed in Aceh Selatan, where principals often play a critical role in bridging gaps in external professional support. Future research could explore how other contextual factors, such as resource availability and community support, further mediate the effects of academic supervision and principal motivation on teacher performance, providing a more comprehensive understanding of how to optimize school leadership in diverse educational settings.

## **CONCLUSIONS AND RECOMMENDATIONS**

This study provides valuable insights into the influence of academic supervision and principal motivation on teacher performance in high schools in Aceh Selatan. The findings indicate that both academic supervision and principal motivation significantly contribute to enhancing teacher performance, with principal motivation showing a marginally stronger effect. This underscores the importance of motivational support from school leadership in fostering a positive school climate that empowers teachers to excel in their roles. Academic supervision also plays a critical role by providing structured guidance that can improve instructional practices, though its impact is dependent on the consistency and quality of the supervision provided.

The implications of these findings are clear: for schools to maximize teacher performance, a balanced approach to leadership is essential, one that combines structured academic supervision with robust motivational support. School principals should be equipped with skills in both areas to provide not only instructional guidance but also to create an environment where teachers feel valued and motivated. Investing in leadership development programs that emphasize both supervisory and motivational practices could enhance school leadership effectiveness across various educational contexts.

Future research could expand on these findings by exploring additional contextual factors that may mediate the impact of academic supervision and principal motivation, such as resource availability, teacher support systems, and community involvement. Understanding these dynamics in diverse educational settings would provide further insight into optimizing school leadership practices to promote teacher efficacy and, ultimately, improve student outcomes. To maximize teacher performance, schools should invest in leadership development programs that equip principals with both supervisory and motivational skills. By enhancing their ability to provide structured academic guidance and motivational support, principals can create a positive school climate that empowers teachers to excel and improves overall teacher performance. This balanced approach is essential for fostering an environment where teachers feel valued and motivated, ultimately enhancing the quality of education.

## ADVANCED RESEARCH

Future research should explore how resource availability influences the effectiveness of academic supervision and principal motivation on teacher performance. Understanding whether schools with more resources can better support their teachers through structured supervision and motivational practices is crucial. This study could provide insights into how resource allocation impacts the overall effectiveness of educational leadership and its role in enhancing teacher performance. Additionally, examining the role of teacher support systems and community involvement in academic supervision and principal motivation is essential. Research could analyze how support systems within schools and the broader community contribute to improving teacher performance. By understanding these dynamics, stakeholders can optimize school leadership practices to promote teacher efficacy and ultimately improve student outcomes, creating a more comprehensive framework for effective educational

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