

## **The Effect of Principal's Academic Supervision, Teacher's Professionalism and Work Environment on Teacher's Performance**

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Article History: Received on 11 March 2023, Revised on 25 April 2023,  
Published on 11 July 2023

**Abstract:** The low performance of teachers is sometimes caused by unsustainable supervision activities carried out in schools, besides that the level of professionalism of teachers in implementing learning is not optimal and the work environment is inadequate. The purpose of this study is to provide an overview of the effect of improving teacher's performance through the academic supervision of the school principal, teacher's professionalism and the work environment. This research uses quantitative methods. The data collected in this study were obtained through observation, interviews, questionnaires and documentation. The analysis used is multiple linear regression analysis. The results of this study indicate that the influence of the principal's academic supervision, teacher's professionalism, and the work environment jointly affect teacher's performance. If academic supervision activities are carried out effectively and continuously, then the teacher's ability to carry out learning is carried out in a professional manner and the work environment, in addition to meeting standards, also provides positive benefits for teachers, the teacher's performance will increase.

**Keywords:** Principal's Academic Supervision, Teacher's Performance, Teacher's Professionalism, Work Environment

### **A. Introduction**

Along with the increasingly sophisticated progress of the times, it demands the advancement of quality education, education is one of the driving forces of the life of a nation. The future of a nation will be good if there are children who have a good education so that they can produce the next generation of the nation. One effort to improve quality education is the ability of a professional teacher and is supported by good learning facilities and infrastructure. In learning activities, teachers are still often found who have not mastered several competencies and the teacher's professionalism is still low, especially in learning activities carried out in the classroom. This is due to the lack of attention from the school's principal, including the lack of optimal supervision activities carried out and the supporting environment, especially facilities

and infrastructure, which are still inadequate so that teacher's performance cannot be achieved optimally as expressed by (Asrowi, 2021) that supervision is part of activities in the framework of helping teachers which is held through teacher's coaching so that with these activities one can find out what aspects need to be developed and try how to further improve and develop them.

In learning activities, one of the supporting factors is to find out whether a teacher's learning activities are good or not, supervision is carried out which is one of the duties of a school's principal. Academic supervision is carried out with the aim of assisting teachers in developing their abilities during the process of implementing learning and guiding teachers if there are problems in carrying out learning that can hinder these activities so that in the end learning objectives can be achieved properly (Aqib, 2021). With the support of supervision, the program in developing the professionalism of a teacher, both at the education unit level and at the national level, also influences teacher's performance. This professionalism will eventually end in the implementation of tasks that will be carried out by a teacher where if the implementation of these tasks is carried out optimally, the performance of a teacher will be good.

Academic supervision is one of the factors that influence a teacher's performance because academic supervision is part of several activities carried out by the principal with the aim of assisting and fostering teachers so that the implementation of learning activities can take place well and learning objectives can be achieved optimally. as said (Kristiawan et al., 2019) supervision is an activity carried out by someone who has more ability to see the abilities or expertise of other people who are under him. Apart from that, research (Mardalena et al., 2020) says that academic supervision activities are one of the activities carried out by a school principal, this activity is an illustration that academic supervision is one of the factors that can affect a teacher's performance in carrying out assignments as well as their responsibilities. Then the findings from (Sitaasih, 2020) academic supervision are activities that require planning that focus on the qualitative aspects of a school, namely learning evaluation which can help teachers improve the quality of teaching and learning activities better. One effort to increase teacher's professionalism is to do it through school academic supervision in supervising teacher's performance.

Supervision can be divided into two types, namely managerial supervision and academic supervision. General supervision is usually carried out for all technical school administration activities, while academic supervision is carried out which is more directed towards efforts to improve and improve the quality of learning and the focus is on the teacher. Academic supervision is centered on the activities carried out by the teacher in carrying out his duties and functions. According to (Sitaasih, 2020) academic supervision is an activity that requires planning that focuses on the qualitative aspects of a school, namely learning evaluation which can help teachers

improve the quality of teaching and learning activities better. Meanwhile, according to (Sumarni et al., 2017) academic supervision is an activity that focuses on a problem observed in the teaching and learning process carried out by the teacher which aims to help students when learning activities take place. Meanwhile, according to Sutomo (2006) which was rewritten by Pujianto *et al* (2020) as a school principal has duties and roles including providing guidance, guidance, guidance and providing encouragement as work motivation to subordinates then being able to establish good relationships and collaboration as well as carry out supervision or oversight activities effectively in accordance with the specified time and the plans made.

In line with this research, the update in this research is in the implementation of supervision, supervision is carried out not only on general subjects but also on religious subjects which are also supervised including the subject of *shorof, hadith, tajwid, tauhid, mahfudzot* and *nahu*. This learning activity is carried out after asr until isya'. There are two places for implementation in the dormitory and in the mosque. So that supervision activities are sometimes carried out at night. This supervision activity is carried out by the principal on an ongoing basis by visiting classes so that the principal can see and monitor how the learning process is taking place. The teacher also gets guidance or input whether the way of teaching is good or not, then in the use of media whether it is optimal or not with a visit to the class the teacher will try to make improvements if in carrying out learning there are deficiencies that can hinder learning objectives.

In addition, the academic supervision of the school principal is able to assist teachers in solving various kinds of problems and difficulties encountered when carrying out their duties at school, with the assistance and guidance provided by the principal, teachers will be motivated to be able to solve problems or difficulties difficulties that occurred. With the encouragement and motivation given by the principal to the teacher, the teacher's performance will increase. From several studies on supervision activities that academic supervision is a series of efforts carried out in the form of providing assistance and coaching to teachers so that learning activities can take place well and can solve existing problems so as to improve learning outcomes with good quality and quality. So it can be said that the success or failure of educational goals is inseparable from the role of supervisors, principals and teachers. With the collaboration between supervisors, principals and teachers, supervision activities in learning activities can be carried out properly so that national education goals can be realized.

In addition to academic supervision, there are several other factors that can affect teacher's performance, including the professionalism of a teacher. A professional teacher is a teacher who has the ability and expertise in learning so that during the teaching and learning process the teacher is able to achieve the learning goals well for his students at school, students can easily understand and understand what has been

conveyed by the teacher. As research conducted by (Herlinawati et al, 2022) in her research shows that teacher's professionalism has a positive and significant effect on teacher's performance, this indicates that there is a significant influence of teacher's professionalism on teacher's performance.

In carrying out learning, teachers are required to be able to use methods and media, especially in today's era that already uses IT. This means that one of the responsibilities of a teacher is to be disciplined in carrying out their duties, then in the implementation of the teaching and learning process can take place well where children can understand the aims and objectives contained in the material being taught, are able to use available IT, in learning the teacher can use media and methods so that what is conveyed is acceptable and enjoyable for their students, meaning that a teacher's performance will be good if the task he carries out as a teacher is carried out well too. A teacher must be an expert in carrying out learning and administering school administration because if he is not an expert, left behind because of the progress of the times (Herlinawati et al, 2022) means that along with the progress of the times, teachers are required to become more professional where professional means expert, expert in the knowledge they have so that by having knowledge they are able to serve the work they are carrying.

Teacher's performance also depends on the competence possessed by a teacher, because if a teacher's professional competence is good, the performance will also be very good (Mardalena et al., 2020). Educational institutions or schools need development every year, to be able to develop it needs improvement, one of which is supported by the professional improvement of teachers.

Furthermore, according to (Rosmawati et al., 2020) in her research stated that one that influences teacher's performance is teacher's professionalism meaning that a professional teacher is a teacher who has professional abilities or expertise with various capacities possessed as an educator. Besides that, professional teachers must also have experience in teaching, intellect, have morals, faith and piety, discipline and responsibility at work, have broad educational insights, be skilled and creative in choosing teaching methods used, have professional openness in understand potential, be able to develop study plans and student careers and have the ability to research and develop curricula, in line with the opinion of Bafadal (2006) which was rewritten by (Hapizoh et al., 2020) saying that professional teachers are teachers who have the right vision and various innovative action means to become a professional teacher must have brilliant ideas that can create the latest innovations, especially in learning activities so that when teaching and learning activities take place children will not get bored in receiving the material presented.

Professional teachers will continue to develop their abilities in how to mix their knowledge both through practice and theory in accordance with the times. From some

of the opinions above it can be concluded that professional teachers are teachers who have the ability or expertise in their profession. Professional teachers besides carrying out the learning process carried out in the classroom and outside the classroom, they also carry out other activities, such as doing school administration and learning administration, carrying out guidance and services to students, and carrying out assessments.

A professional teacher will reflect his teacher figure by having a broad insight and having a number of competencies that can support his duties. According to (Taniredja., 2015) there are 4 competencies that must be possessed by teachers in exercising their professional authority, namely pedagogic competence, personal competence, professional competence and social competence. Based on some of these opinions, it can be concluded that teacher's professionalism is a profession that is carried out specifically in the field of education and teaching who always tries to be able to develop his abilities according to his profession, and it is hoped that later he will become a qualified teacher and be able to apply the knowledge he has.

In addition, an increase in teacher's performance can be influenced by the environment in the school, as the results of research conducted by (Pujianto et al., 2020) found that the principal's academic supervision contributed 21.3% to teacher's performance while the work environment contributed by 23% on the performance of teachers in Air Salek Banyuasin, this can be seen from the work environment both the physical environment and the social environment which makes teachers comfortable, calm in carrying out tasks then there is a good family relationship between superiors and subordinates and fellow colleagues Work. The other findings from (Marphudok et al., 2020) say that if the work environment feels conducive, then the performance of teachers will experience an increase, meaning that the work environment is the main factor in improving teacher's performance." Then the findings from (Lubis, 2020) say that teacher's performance can be influenced by the work environment. This seems to mean that the better the work environment around the teacher, the performance of a teacher will also improve, but if the work environment around the teacher worsens, the performance of a teacher it will get worse. Furthermore, other findings from (Suharto, 2018) said that the work environment at Bengkulu Vocational High School had a frequency of 67%, from this study it can be seen that the percentage increase in the work environment greatly influences teacher's performance improvement.

The work environment is the nature of the circumstances in carrying out work or the state of human relations within an organization where these conditions are felt by teachers and are considered to influence the attitudes and behavior of teachers towards their work. As according to (Yulia, 2021) the work environment is everything that is around the teacher that can influence him in carrying out his duties as an educator. According to (Lubis, 2020) the work environment is divided into 2, namely the physical work environment and non-physical work environment. The physical

work environment is the facilities and infrastructure provided by the school, then the environmental conditions around the workplace and the existing environmental conditions, while the non-physical work environment is in the form of working relationships that occur between fellow teachers and superiors. In addition, there is also a working relationship that exists with students.

The work environment in schools is a process where teaching and learning activities are carried out. The school environment is the number one educational environment, after the family environment, this is because that educational environment is obtained by certain individuals, namely from the family environment. Furthermore, those in the school environment are students, teachers, education staff, and school principals who gather together in order to carry out educational tasks in an orderly and planned manner as well as possible.

Furthermore, according to (Chandra & Setiawan, 2018) said the work environment is all work facilities and infrastructure around employees who are doing work that can affect the implementation of work. Meanwhile, in the opinion of (Prasetyono et al., 2020) the work environment is everything in the form of physical and non-physical environments that are around employees when doing work. The work environment is an environment that is around employees or employees when doing a job and can affect the work itself. The category of a comfortable and fun school is if the school has good facilities and infrastructure and can be used during learning so that the learning activities can take place well. If the work environment around where the teaching and learning process is located is comfortable, calm then given facilities, media and tools that can help with teaching then the performance of a teacher will increase otherwise if the work environment is not comfortable and calm then the teacher's performance will decrease.

The work environment for teachers is a scope or area in developing competencies and knowledge, as well as the insights they have to help carry out work activities. In the end, it will improve the teacher's performance. Therefore, a good work environment participates in helping achieve the desired school goals in accordance with the existing vision and mission. In other words, the more the teacher's needs in carrying out the learning activities carried out are fulfilled, the higher the teacher's desire to improve their performance in carrying out their duties and obligations. In the opinion of Suharsaputra (2018) which was rewritten by (Melianah et al., 2020) a work environment that is fresh, comfortable, and meets decent standards of needs will contribute to the comfort of teachers in carrying out their duties.

In line with this research, in this study, the work environment was not only a place to carry out learning activities, but in this study the work environment was created as a creative place where the teachers made a place to raise catfish. The catfish seeds were obtained from local government assistance. After the fish are harvested and given to

customers, the results can be enjoyed by the teachers so that the teachers' income is not only monthly income but there is also other income that can motivate the teachers to work even better. In addition, the profits are also used to buy facilities and infrastructure for learning activities and on the other hand, the media can also be used for learning activities, including mathematics lessons. By creating an environment that makes teachers and students comfortable, it can have a positive impact on teachers in improving their performance.

Principal academic supervision, teacher's professionalism and work environment are one of the supporting factors in improving teacher's performance, decreased teacher's performance is an indication of the need for supervision, the professionalism of a teacher in implementing learning activities as well as calm, comfortable and adequate environmental conditions. Implementation of supervision then guidance and coaching carried out by the principal is very important with this activity so it can motivate teachers so that administration in teaching can be completed besides that with guidance and coaching a teacher can find out the advantages and disadvantages in implementing learning. The teacher's ability to design, implement and evaluate a lesson is a series of implementation of learning activities aimed at achieving predetermined learning objectives. One that can support this activity is in the form of training activities and the purpose of this research is to provide an overview of how the academic supervision of school principals, teacher's professionalism and the work environment can affect teacher's performance.

From some of the findings of existing researchers, this research is important to do because with this research it is hoped that it can contribute to all school principals so that they always carry out academic supervision effectively and continuously, can provide guidance and coaching and provide motivation to teachers so that teachers can become more professional in their work and it is hoped that they can also create a conducive work environment to improve teacher's performance.

## **B. Methods**

In this research the method used is quantitative method. As according to (Sugiyono, 2020) that "The quantitative research method is a method that is carried out by means of an experiment where the goal is to determine the effect of the independent variable on the dependent variable". The population in this study was taken from four private Madrasahs in Prabumulih City consisting of MTs Darussalam with a total of 26 teachers, MTs Amal Bhakti with a total of 27 teachers, MTs Amanah 1 totaling 11 teachers and MTs Amanah 2 Kota Prabumulih totaling 11 teachers, so that the total population in this study was 75 teachers. Meanwhile, the sample consisted of 55 teachers and 25 teachers as the sample for the questionnaire trial.

Data about the variables to be studied were obtained from primary and secondary sources. If data collectors can directly obtain data from existing sources, they are called primary sources, while secondary sources are sources obtained by data collectors indirectly, for example through other people or through documents (Sugiyono, 2020). In this study, the technique used by researchers to obtain primary data through observations that will be carried out at the research site, then interviews with the principal and several teachers as well as the presence of questionnaires and documentation.

The questionnaire is a sheet containing questions or statements regarding the variables in the study. The secondary data obtained through documentation. The questionnaire in this study used a Likert scale questionnaire in which the answers provided to the questionnaire provided had been provided so that the respondents only provided checklists in the alternative answer columns provided. Alternative answers to each questionnaire were given a score of 1-5 with categorization 1 = STS (strongly disagree), 2 = TS (disagree), 3 = RR (undecided), 4 = S (agree) and 5 = SS (strongly agree). In analyzing this study using prerequisite test analysis and hypothesis testing. The prerequisite tests are normality test, linearity test, multicollinearity test, autocorrelation test and heteroscedasticity test, while analyzing the data in this study using inferential statistics, namely simple correlation test, multiple linear correlation test, t test and F test.

### **C. Results and Discussion**

In this study, the data are normally distributed or close to normal. Data that is normally distributed will have a good regression model, having a spread of points following the direction of the diagonal line. To see these points, you can look at the P-P plot graph on the school principal's academic supervision data, teacher's professionalism, work environment. Then the data from this study has a linear relationship. It can be seen that the significance of Deviation from linearity has a value greater than 0.05, which means that there is a linear relationship between the academic supervision of the school principal, teacher's professionalism and the work environment and teacher's performance. The multicollinearity test was carried out with the aim of proving whether the regression model found a correlation between the independent variables where in this study the independent variables were the school principal's academic supervision, teacher's professionalism and work environment. In this test each variable has a Tolerance value  $> 0.10$  and a VIF value  $< 10.00$ , meaning that there is no multicollinearity between the independent variables in this regression model.

After the Multicollinearity Test, the autocorrelation test is carried out where this test can see that in a regression, namely the value of the independent variable does not affect the value itself. To see this, you can test the Durbin Watson (DW) with the

condition that the DW will show no autocorrection if the DW ranges from -2 to +2. Based on the table, the Durbin Watson (DW) value is 1.941, this shows that the value is outside between -2 and 2, so autocorrelation occurs. Finally, the prerequisite test is the Heteroscedasticity Test, this test aims to test whether the variance of the residual data from an observation in the regression model is different or fixed. It can be seen that the points are spread randomly and there is no clear pattern, then the points are located above the number 0 and below the number 0, meaning that in this study the data were processed and there was no heteroscedasticity problem.

In analyzing the data from the first hypothesis proposed in this study, the school principal's academic supervision influences teacher's performance. It can be seen in table 1 that there is a significant influence between the principal's academic supervision on teacher's performance by 23% while the remaining 77% is influenced by other factors. This can be interpreted that the teacher's performance will be achieved well if the principal conducts academic supervision effectively and continuously.

**Table 1. Results of Analysis of the Coefficient of Determination X<sub>1</sub>-Y**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.476 <sup>a</sup>	.226	.212	2,157

Predictors: (Constant), Principal's Academic Supervision

The second hypothesis is that teacher's professionalism influences teacher's performance. There is an influence of teacher's professionalism on teacher's performance which can be seen from the value of the coefficient of determination (R<sup>2</sup>). From the output table, the value of R<sup>2</sup> is 0.169, meaning that the influence of teacher's professionalism on teacher's performance is 17%, while the remaining 83% is influenced by other factors. From these results it can be said that teacher's performance will be achieved well if teachers carry out their duties professionally, namely having teacher's competence, developing their abilities and expertise in accordance with their fields and carrying out their duties as a teacher to the fullest.

**Table 2. Results of Analysis of the Coefficient of Determination X<sub>2</sub>-Y**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.411 <sup>a</sup>	.169	.154	2.235

a. Predictors: (Constant), Teacher's Professionalism

The third hypothesis is that the work environment influences teacher's performance. There is an influence of the work environment on teacher's performance. This result can be seen from the value of the coefficient of determination (R<sup>2</sup>). From the output table, the value of R<sup>2</sup> is 0.179, meaning that the contribution of the work environment to teacher's performance is 18%, while the remaining 82% is influenced by other factors. It can be said that teacher's performance will be achieved well if the environment where teachers interact with their students has a good, comfortable environment and has facilities and infrastructure that can support learning process activities so that these activities can be carried out properly too.

**Table 3. Results of Analysis of the Coefficient of Determination X<sub>3</sub>-Y**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.423 <sup>a</sup>	.179	.163	2.223

a. Predictors: (Constant), Work Environment

The fourth hypothesis is that the principal's academic supervision, teacher's professionalism and the work environment affect teacher's performance. This is shown in table 3 where an R value of 0.618 is obtained, meaning that the relationship between the influence of the principal's academic supervision (X<sub>1</sub>), teacher's professionalism (X<sub>2</sub>) and work environment (X<sub>3</sub>) on teacher's performance (Y) is included in the strong category, while the value of R<sup>2</sup> is 0.382, meaning that the influence of the principal's academic supervision, teacher's professionalism and work environment on teacher's performance simultaneously is 38%, while the remaining 62% is influenced by other factors not discussed in this study.

**Table 4. Results of Analysis of the Coefficient of Determination X<sub>1</sub>, X<sub>2</sub>, dan X<sub>3</sub> - Y**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618 <sup>a</sup>	.382	.346	1.965

a. Predictors: (Constant), Work Environment, Teacher's Professionalism, Principal Academic Supervision

From the results of the research conducted, it can be explained that the principal's academic supervision, teacher's professionalism and work environment are the three variables that influence teacher's performance. Academic supervision has a higher percentage of the three variables, this is because there are academic supervision activities that are carried out on an ongoing basis, both in general subjects and subjects in the religious field which are carried out outside of learning hours. For the work environment, the work environment that affects teacher's performance is in addition to a conducive environment, there is also an environment that can increase income

outside of regular income. Apart from academic supervision and a good work environment, good competency must also be owned by a teacher. This aims to improve teacher's performance in carrying out their duties which will ultimately have a positive impact on the quality of education.

#### **D. Conclusion**

Based on the results of the research that has been done, it can be concluded that there is a significant influence of the principal's academic supervision on teacher's performance based on the results of the t-test analysis. This shows that there is an effect of the principal's academic supervision on the performance of teachers in MTs Kota Prabumulih answering the first hypothesis. There is a significant influence of teacher's professionalism on teacher's performance based on the results of the t-test analysis. This shows that there is an influence of teacher's professionalism on the performance of teachers in MTs Kota Prabumulih answering the second hypothesis. There is a significant influence of the work environment on teacher's performance based on the results of the t-test analysis. This shows that there is an influence of the work environment on the performance of teachers in MTs Kota Prabumulih answering the third hypothesis. There is a significant influence of the principal's academic supervision, teacher's professionalism and work environment together on teacher's performance based on the results of the t-test analysis. This shows that there is an influence of the principal's academic supervision, teacher's professionalism and the work environment together on the performance of teachers at MTs Kota Prabumulih answering the fourth hypothesis.

#### **E. Acknowledgement**

We would like to express our sincere gratitude to our family, friends, colleagues in MTs Negeri 1 Kota Prabumulih, Universitas Bengkulu, and Universitas PGRI Palembang.

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