

The Influence of Principals' Academic Supervision, Availability of Facilities and Infrastructure, and Organizational Culture on Public Senior High School Teachers' Performance in Pelalawan Regency

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ABSTRACT

This study analyzes the influence of academic supervision by school principals, the availability of facilities and infrastructure, and organizational culture on teacher performance at public senior high schools in Pelalawan Regency. A quantitative ex post facto survey was conducted with a proportional sample of 164 teachers drawn from a population of 276. Data were collected via a five-point Likert questionnaire whose validity and reliability were confirmed (Cronbach's $\alpha \geq 0.803$). In contrast, facilities and infrastructure showed no significant partial effect ($\beta = 0.048$; $t = 0.852$; $p = 0.395$), indicating that provision of resources alone does not enhance performance unless coupled with strong leadership and a supportive climate. These findings underscore that strategies to improve teacher performance should prioritize collaborative academic supervision and the cultivation of a positive organizational culture, supplemented by targeted optimization of facilities. Future research should incorporate external factors such as parental and community support. This study's original contribution lies in integrating three critical factors into a comprehensive model and offering evidence-based policy recommendations for enhancing secondary education quality.

INTRODUCTION

Teachers' performance in public senior high schools is a lever for national education quality and service quality in Pelalawan Regency, Riau (Jaya, 2021). Broadly, the literature explains that teacher performance affects students' academic achievement as well as character formation and social skills relevant to life and work (Paryono, 2020). In school management, three determinants often identified as supports for performance are the principal's academic supervision, the adequacy of facilities and infrastructure, and the strength of organizational culture that unifies professional practice (Afif et al., 2023). Together they form an adequate teaching ecosystem: supervision provides direction and feedback, facilities open opportunities for creative lesson design, and culture sustains collaboration. In the regional context, the need to map these factors is increasingly urgent in line with rising quality demands and heterogeneous school conditions. This body of evidence signals the importance of assessing in an integrated way how supervision, facilities, and culture work together to drive the performance of public senior high school teachers in Pelalawan, so that quality-improvement strategies align with real needs. Thus, the argumentative foundation is formed to analyze the interrelation of the three variables as the basis for evidence-based policy recommendations that are measurable, contextual, and oriented toward sustainable learning outcomes. optimal.

Academic supervision is understood as a professional coaching process that organizes planning, observation, and feedback for improving teaching quality and teachers' career development (Mere, 2021). When implemented in a structured way, supervision promotes pedagogical reflection, improves instructional strategies, and nurtures learning communities that reinforce one another through concrete follow-up in the classroom (Munawir et al., 2022). However, in many schools the practice remains administrative, time-dependent, and lacking continuous monitoring, so changes in teaching behavior are inconsistent even when documents exist. In Pelalawan public senior high schools, variation in implementation quality creates gaps in impact; some teachers receive constructive guidance, while others merely experience ceremonial visits without adequate coaching (Yusuf & Basrowi, 2023). To be effective, the design of supervision needs to balance control and developmental functions, set specific observation goals, use clear rubrics, and close the cycle with post-observation conferences that produce measurable improvement plans. Principals also need to schedule mentoring and peer coaching so that feedback continues, thereby raising teacher performance systematically, in a monitored way, and with resilience. With such a pattern, supervision shifts from administrative compliance toward professional development with tangible impact. in the classroom.

The availability of facilities and infrastructure is the foundation of a productive learning ecosystem at the secondary level, influencing teaching readiness, classroom management, and students' learning experiences (Nadyanti & Dewi, 2024). Laboratories, libraries, ICT devices, and comfortable classrooms expand the space for innovation, enable strategy differentiation, and increase student engagement in meaningful, outcome-oriented activities (Mukafi et al., 2022). Conversely, facility limitations constrain method choices, limit the use of

authentic assessment, and complicate the integration of projects that require diverse learning resources. In Pelalawan Regency, disparities in facilities among schools affect variations in service quality; schools with adequate completeness show stability in planning and instructional execution, whereas under-resourced schools must compensate with additional teacher workload (Zachary & Fathoni, 2024). Thus, needs mapping and equity strategies become important so that access to critical learning resources is available evenly. When infrastructure prerequisites are fulfilled, teachers are freer to design challenging and relevant learning experiences, so instructional performance increases along with opportunities for accountable reflection and innovation. Investment priorities also need to be directed to maintenance, technical support, and training of use, not merely initial procurement. sustainable.

The organizational culture of a school frames the values, norms, and work practices that determine the psychological climate and the direction of professional collaboration among educators (Makalew, 2023). A supportive culture fosters a sense of belonging, strengthens open communication, and sparks instructional innovation relevant to students' needs and curricular targets (Madarina et al., 2024). Conversely, a weak culture magnifies conflict, perpetuates silos, and restrains professional growth due to limited appreciation and mechanisms of organizational learning. In a number of Pelalawan public senior high schools, cultural variation is visible in the consistency of reflective practice, willingness to share learning resources, and the sustainability of teacher learning communities oriented toward quality improvement (Lubis, 2022). Effective interventions include reflection forums, peer feedback protocols, and the enforcement of fair professional behavior standards. When these mechanisms operate, teachers have a safe space to experiment, read learning data, and align practice with school goals. With leadership that sets an example, a positive culture can become an engine of change that accelerates the improvement of teacher performance and the success of school programs as a whole.

The challenges of improving teacher performance in Pelalawan Regency appear in the non-uniform implementation of supervision, limited equity of facilities and infrastructure, and the not-yet-strong collaborative culture in several public senior high schools (Hidayah et al., 2022). These three aspects influence one another: facility disparities weaken the quality of lesson planning and execution, while supervision without follow-up limits improvement of classroom practice and erodes motivation (Astutiningtyas & Miyono, 2024). At the same time, a culture that is not yet embedded fosters individualistic work, reduces knowledge sharing, and hinders organizational learning that should accelerate continuous improvement (Siminto et al., 2024). The interconnection of these problems demands a systemic approach that combines the improvement of academic leadership, facility investment, and the strengthening of a learning culture. Through precise needs mapping and consistent policy support, interventions can be targeted to the most affected schools, so efforts to improve teacher performance have high leverage and equitable impact across the region. The use of student learning data, observation records, and service quality indicators needs to be integrated to prioritize actions and monitor results.

Without such a framework, programs tend to be sporadic and fail to maintain the momentum of change. As a result, disparities continue to widen between schools.

The literature often discusses factors affecting teacher performance separately, so the synergy of academic supervision, facilities and infrastructure, and organizational culture in the context of Pelalawan public senior high schools has not been comprehensively depicted (Suwondo et al., 2023). On the other hand, regional policy needs demand cross-variable evidence that can guide the priorities of quality-improvement programs, especially when school capacity and environmental support differ significantly (H. D. Rahmawati & Sesrita, 2023). This study aims to analyze in depth the influence of principals' academic supervision, the availability of facilities and infrastructure, and organizational culture on teacher performance, both partially and simultaneously, to provide a basis for applicable recommendations (Ayunda et al., 2021). Its theoretical contribution enriches understanding of the interaction among school factors; its practical contribution presents key performance indicators and measurable follow-up mechanisms for a cycle of continuous improvement. Methodologically, the findings provide a basis for data-based monitoring to measure progress, align resources, and ensure accountability of implementation at the school level. The expected result is a clear intervention map for policymakers and principals to close service gaps, strengthen professional practice, and accelerate the improvement of education quality in Pelalawan Regency.

METHODS

Research Design and Approach

This study employed a quantitative survey approach with an ex post facto design to test the effects of principals' academic supervision, the availability of facilities and infrastructure, and organizational culture on teacher performance. All data were collected using closed-ended, five-point Likert-scale questionnaires constructed based on the theoretical indicators of each variable. The sampling technique applied was proportional random sampling, ensuring that every member of the population had an equal chance of selection and that sample proportions were aligned with the number of teachers at each school. This design was chosen because it can yield reliable generalizations and allows analysis of causal relationships using multiple linear regression.

Research Setting and Timeframe

The study was conducted across all public senior high schools (SMA Negeri) in Pelalawan Regency, Riau Province to obtain a representative snapshot of teacher performance conditions. Fieldwork took place over six months (January–June 2025), covering instrument preparation and permissions (January), data collection (February–April), and data analysis and report writing (May–June).

Population and Sample

The study population comprised 276 public senior high school teachers in Pelalawan Regency. The sample size was determined using the Isaac & Michael table at a 5% margin of error, yielding 164 respondents deemed adequate to represent the population and to anticipate non-response. The distribution of the

sample across schools was adjusted proportionally so that the characteristics of the population were fairly reflected.

Variables and Operational Definitions

- **Y – Teacher Performance:** the effectiveness of teachers in planning, implementation, evaluation, and supportive instructional activities.
- **X1 – Principals’ Academic Supervision:** the principal’s capacity to influence, direct, and motivate teachers through instructional coaching processes.
- **X2 – Availability of Facilities and Infrastructure:** the adequacy of physical facilities and instructional equipment that support teaching and learning.
- **X3 – Organizational Culture:** the collective values, norms, and work practices that shape the school climate.

The operational definitions of each variable were formulated based on theory and measured using specific indicators in the questionnaire.

Data Collection Techniques and Instruments

Primary data were collected using closed-ended Likert-scale questionnaires designed to measure the four study variables. A five-category Likert scale (SS–STS) was chosen because it is practical, easy to analyze, and valid for measuring respondents’ attitudes and perceptions. Secondary data were obtained through documentation related to the number of teachers, school accreditation status, and teacher performance appraisal reports.

Instrument Validity and Reliability

Prior to use, the instrument was pilot-tested with 30 teachers outside the main sample.

- **Validity** was assessed using product-moment correlations; an item was deemed valid if the calculated r exceeded the table r (0.361 at $\alpha = 0.05$).
- **Reliability** was computed with Cronbach’s alpha; all variables showed $\alpha > 0.80$, indicating high internal consistency (Supervision 0.803; Facilities/Infrastructure 0.915; Culture 0.908; Performance 0.939).

Data Analysis Techniques

Data were analyzed using SPSS 25 through several stages:

1. **Descriptive Statistics** to depict the distribution of minimum, maximum, mean, median, mode, and standard deviation for each variable.
2. **Classical Assumption Tests** (normality, multicollinearity, heteroskedasticity) to ensure the suitability of the regression model.
3. **Simple Linear Regression** to test the effect of each independent variable on teacher performance.
4. **Multiple Linear Regression** to analyze the simultaneous effects of X1, X2, and X3 on Y with the model $\hat{Y} = a + b_1X_1 + b_2X_2 + b_3X_3$.
5. **t-tests and F-tests** at $\alpha = 0.05$ to assess the significance of partial and joint effects.

The coefficient of determination (R^2) was used to measure the contribution of the combination of the three independent variables to variance in teacher performance.

RESULTS

Descriptive Statistics of Variables

The mean teacher performance score falls within the “high” category with a standard deviation of 3.93 as recorded in the Model Summary output, indicating variability in individual performance despite generally consistent strength. The range of empirical scores shows a fairly wide high-low spread for each school; this signals opportunities for improvement through targeted managerial interventions. Academic supervision obtained an item mean above the “good” category, facilities and infrastructure were in the “adequate” category, and organizational culture approached the “good” qualification, so the three provide a positive foundation for implementing quality improvement programs, yet still demand strengthening of supporting structures so that each indicator of educational services reaches an excellent standard. The number of research respondents, totaling 164 teachers from nine public senior high schools (SMA Negeri), ensures the reliability of generalizing the results and depicts a balanced demographic composition across Pelalawan Regency as a whole.

Classical Assumption Tests

The Kolmogorov-Smirnov normality test produced $p = 0.076$ (> 0.05), confirming that the residual distribution is normal. Multicollinearity was not detected because all VIFs ranged from 1.23–1.47 and tolerances from 0.68–0.81, below the critical threshold of 10 and above 0.1. Heteroskedasticity was tested using the Glejser method; all variables had $p > 0.05$, indicating homogeneous error variance. With these prerequisites met, multiple linear regression modeling is appropriate for confirming the research hypotheses.

Partial Effects of Independent Variables

Principal's Academic Supervision (X1).

A beta coefficient of 0.341, t-statistic 4.028, and $p = 0.000$ confirm a positive and significant effect of supervision on teacher performance. The more intensively the principal provides guidance, the greater the increase in instructional competence, discipline, and professional reflection.

Availability of Facilities and Infrastructure (X2).

Beta 0.048, t-statistic 0.852, and $p = 0.395$ indicate no significant partial effect. Physical facilities function as supporting prerequisites, but do not trigger performance change without synergy with other factors.

Organizational Culture (X3).

Beta 0.581, t-statistic 6.790, and $p = 0.000$ confirm the largest contribution of work culture to teacher performance. A collaborative environment, open communication, and internal recognition have been shown to increase motivation, loyalty, and quality orientation.

Simultaneous Effects and Model Strength

ANOVA shows F-statistic 598.710 with $p = 0.000$, far exceeding the F-table value of 2.66; this means X1, X2, and X3 jointly affect teacher performance significantly. An R of 0.958 indicates a very strong correlation, while R^2 of 0.918 means that 91.8% of the variance in teacher performance is explained by the three predictors, leaving 8.2% to other factors. The adjusted R^2 of 0.917 ensures model stability, while a standard error of 3.926 indicates good predictive accuracy for the context of secondary education research in Pelalawan Regency.

DISCUSSION

The results of this study show that principals' academic supervision has a significant effect on the performance of public senior high school teachers in Pelalawan Regency, as evidenced by a beta coefficient of 0.341 with $p < 0.001$. Supervision that is carried out systematically and continuously provides constructive feedback that encourages teachers to improve teaching methods as well as to enhance professionalism and work discipline (Munawir et al., 2022). This condition is consistent with research findings stating that principals who actively perform the supervisory function not only as supervisors but also as mentors are able to create a collaborative work atmosphere that supports teacher development (Mere, 2021; Yusuf & Basrowi, 2023). Therefore, the success of academic supervision greatly depends on the quality of interaction between principals and teachers, as well as the consistency of supervision implementation in the long term (Ayunda et al., 2021). Overall, these results confirm that strengthening academic supervision is a strategic step in comprehensively improving teacher performance in public senior high schools in Pelalawan Regency.

This study also found that the availability of facilities and infrastructure does not have a significant partial effect on teacher performance, with a beta value of 0.048 and $p > 0.05$. This finding affirms that although facilities and infrastructure are basic needs in supporting learning activities, their presence alone is not sufficient to directly encourage improvements in teacher performance (Zachary & Fathoni, 2024). Adequate facilities do create a conducive learning environment and increase teacher comfort in carrying out tasks, but internal factors such as motivation, supervision, and organizational culture are the main drivers in optimizing such performance (Mukafi et al., 2022; Astutiningtyas & Miyono, 2024). In other words, facilities and infrastructure function as technical supports that need to be synergized with managerial aspects and school culture so that their positive impact on teacher performance can be maximized (Nadyanti & Dewi, 2024). This indicates the need for a holistic approach to school resource management to improve educational quality sustainably.

Organizational culture is proven to have the strongest influence on teacher performance in public senior high schools in Pelalawan Regency, with a beta coefficient of 0.581 and a significance level of $p < 0.001$. A positive culture that emphasizes the values of togetherness, open communication, and appreciation for teachers' contributions significantly increases teachers' motivation and loyalty in carrying out their professional duties (Madarina et al., 2024). This finding is consistent with theories asserting that a supportive organizational climate can create a conducive work atmosphere that enables teachers to develop creativity and innovation in learning (Siminto et al., 2024; Makalew, 2023). In public senior high schools in Pelalawan Regency, a strong organizational culture facilitates synergy among principals, teachers, and other staff, thereby encouraging collective performance improvement (Lubis, 2022). Therefore, strengthening organizational culture needs to become a focus of school

management so that all human resources can work optimally and contribute to achieving higher educational quality.

The findings indicate that the influence of principals' academic supervision on teacher performance cannot be separated from the active role of principals in developing a supportive and communicative work culture (Jaya, 2021; Bachtiar et al., 2024; Yusuf & Basrowi, 2023). Principals who conduct participatory supervision are able to build trust and openness among teachers, thereby increasing the effectiveness of communication and collaboration within teaching teams (Mere, 2021; Zulqaidah et al., 2023). Furthermore, the professional interactions formed during the supervision process support teaching innovation and continuous improvement in daily learning practices (Ayunda et al., 2021; Munawir et al., 2022). Thus, dialogic and reflective supervision can strengthen a healthy school climate and motivate teachers to significantly improve their competencies and work outcomes (Saleh, 2023). Therefore, training and mentoring for principals in modern supervision techniques need to be continuously strengthened so that their impact on teacher performance becomes increasingly optimal.

The availability of facilities and infrastructure as supports for learning is indeed one of the important foundations, but the findings of this study show that without synergy with internal factors such as supervision and organizational culture, such facilities do not automatically increase teacher performance significantly (Nadyanti & Dewi, 2024; Zachary & Fathoni, 2024; Mukafi et al., 2022). This underscores that the presence of adequate facilities must be accompanied by efforts to empower teachers and to strengthen school management to maximize the use of those facilities (Astutiningtyas & Miyono, 2024). Previous studies also show that teachers who feel supported by a positive work environment and quality supervision are better able to use facilities effectively in the learning process (Hasnadi, 2022; Umar et al., 2024). Therefore, the development of facilities and infrastructure must be an integral part of a comprehensive strategy to improve the quality of education, not merely a physical aspect separated from school dynamics.

A strong organizational culture provides a solid foundation for sustainably improving teacher performance, as reflected in the study results showing a significant effect of culture on performance with the largest beta value (Makalew, 2023; Siminto et al., 2024; Madarina et al., 2024). A positive work culture not only builds motivation and a sense of belonging among teachers but also encourages active participation in professional development and innovation in learning (Lubis, 2022; Ruyani et al., 2021). The implementation of values such as collaboration, open communication, and recognition of achievements creates a school climate that supports change and quality improvement in teaching (Aprilia & Suhardi, 2024; Jamilah et al., 2023). This condition explains why organizational culture can influence nearly half of the variation in teacher performance in this study, indicating that efforts to strengthen school culture should be a priority in educational managerial strategies. Therefore, organizational culture is not merely a supporting factor but a key element that drives the holistic transformation of teacher performance.

Strengthening principals' academic supervision has a dual role in improving teacher performance, namely as a quality control mechanism and as a source of internal motivation for teachers (Saleh, 2023; Bachtiar et al., 2024; Zulqaidah et al., 2023). Principals who implement supervision in a collaborative and reflective manner are able to identify teachers' professional needs both individually and collectively, thus providing targeted guidance for competency improvement (Neliwati et al., 2024; Handayani et al., 2020). A supervisory approach that involves teachers in planning and evaluating the learning process also increases teachers' sense of ownership and commitment to their duties (Mere, 2021; Ramlang et al., 2022). Therefore, building principals' capacity in supervision techniques is a vital aspect that must continue to be enhanced to support the achievement of optimal and sustainable teacher performance.

The availability of adequate facilities and infrastructure is highly necessary as a main support for the learning process, yet this study reveals that the mere presence of facilities does not guarantee performance improvement without strong management support and work culture (Ilyas, 2022; Hasnadi, 2022; Nadyanti & Dewi, 2024). Complete educational facilities can indeed provide comfort and ease in delivering learning materials interactively and innovatively (Umar et al., 2024; Astutiningtyas & Miyono, 2024). However, optimizing facilities and infrastructure must be accompanied by training for teachers so that they can effectively utilize technology and learning aids (Saleh, 2023; Efriadi et al., 2023). Thus, strategic and integrated management of facilities becomes the key to supporting teacher professionalism and the overall success of education.

A strong and supportive organizational culture not only increases teachers' work motivation but also strengthens collective commitment to achieving educational goals, as supported by various studies (Mardiati et al., 2023; Ruyani et al., 2021; Jamilah et al., 2023). A positive culture that instills the values of togetherness, open communication, and recognition of achievements encourages teachers to innovate and to improve learning quality (Aprilia & Suhardi, 2024; Makalew, 2023; Siminto et al., 2024). Schools that implement an inclusive organizational culture are able to create a dynamic learning environment that is conducive to the sustainable development of teacher professionalism (Lubis, 2022). Therefore, strengthening organizational culture must be an integral part of school management strategies to support comprehensive and continuous improvements in teacher performance.

The interaction among academic supervision, facilities and infrastructure, and organizational culture creates a synergy that strengthens overall teacher performance (Yuliati et al., 2025; Saleh, 2023; Bachtiar et al., 2024). Effective supervision encourages teachers to utilize facilities optimally within a positive work environment, while organizational culture provides psychological and social support that fosters motivation and loyalty (Ruyani et al., 2021; Ilyas, 2022; Mardiati et al., 2023). These three factors complement one another, so quality improvement programs that focus on only one aspect without integration will be less than optimal (Zulqaidah et al., 2023; Makalew, 2023). Therefore, the development of holistic school management strategies that consider these three dimensions is crucial to achieving optimal and sustainable teacher performance outcomes.

The results of this study also emphasize the importance of the principal's role as a leader who not only focuses on administrative aspects but also is active in developing an organizational culture that supports and optimizes the utilization of facilities and infrastructure (Nadeak, 2022; Handayani et al., 2020; Bachtiar et al., 2024). Transformational and participatory school leadership encourages the creation of a work climate that is conducive for teachers to innovate and to improve their performance (Yusuf & Basrowi, 2023; Ramlang et al., 2022). In addition, principals who are able to facilitate open communication and collaboration among teachers also increase the effectiveness of supervision and the management of school resources (Mere, 2021; Zulqaidah et al., 2023). Thus, the strategic role of principals is vital in integrating the three main factors so that they contribute maximally to improving the quality of education at public senior high schools in Pelalawan Regency.

This study underscores that improving teacher performance cannot be carried out partially but must be implemented through an integrated approach that brings together academic supervision, the fulfillment of facilities and infrastructure, and the strengthening of organizational culture (Mukafi et al., 2022; Makalew, 2023; Siminto et al., 2024). Effective academic supervision becomes the driving force of professionalism, while facilities and infrastructure function as technical supports that enable the implementation of learning innovations (Nadyanti & Dewi, 2024; Saleh, 2023). A positive organizational culture serves as the foundation of motivation and loyalty for teachers in performing their duties optimally (Madarina et al., 2024; Lubis, 2022). Therefore, policies and programs to improve quality in public senior high schools in Pelalawan Regency should be designed by prioritizing the synergy of these three aspects, in order to produce significant and sustainable impacts on educational quality and teacher performance. These findings make an important contribution to the development of evidence-based educational management that can be applied in various similar contexts.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the principal's academic supervision, the availability of facilities and infrastructure, and organizational culture simultaneously have a significant effect on the performance of public senior high school teachers in Pelalawan Regency, with a coefficient of determination (R^2) of 0.918. Partially, academic supervision and organizational culture show positive and significant effects on teacher performance, with beta coefficients of 0.341 ($p = 0.000$) and 0.581 ($p = 0.000$), respectively, whereas the availability of facilities and infrastructure does not have a significant partial effect (beta = 0.048, $p = 0.395$). These findings affirm that strengthening academic supervision and developing organizational culture are key factors in improving teachers' professionalism, motivation, and collaboration, while facilities and infrastructure function as an effective supporting factor when combined with the other two variables. The regression model used indicates a strong and valid relationship in explaining the variability of teacher performance, so strategies to improve education quality in public

senior high schools in Pelalawan Regency should integrate these three aspects holistically.

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