

# The Influence of Supervision, Leadership Style, and Motivation on Primary School Quality

Bevy Prihastuti Wulandari<sup>1\*</sup>, Rosalina Br Ginting<sup>2</sup>, Muhammad Prayito<sup>3</sup>

<sup>1,2,3</sup> Universitas PGRI Semarang, Indonesia

Received 1 May 2025 • Revised 7 May 2025 • Accepted 14 May 2025

## ABSTRACT

This study aims to analyze the influence of academic supervision, school principal leadership style, and teacher work motivation on the quality of education in primary schools (SD) in Bergas District, Semarang Regency. This research employs a quantitative approach with a survey design. The sample consists of 180 teachers selected using proportional random sampling from 28 public and 3 private primary schools in Bergas District. Data were collected through questionnaires measuring the variables of academic supervision, school principal leadership style, teacher work motivation, and school quality. Data analysis was conducted using multiple regression to test the influence of the independent variables on the dependent variable. The results show that academic supervision, school principal leadership style, and teacher work motivation significantly affect the quality of education in primary schools in Bergas District. Academic supervision has the greatest influence, contributing 86.4%, followed by the school principal leadership style (82.3%) and teacher work motivation (61.4%). Together, these three variables explain 92.6% of the variation in school quality. This study suggests that school principals should improve the planning of more structured academic supervision, enhance interpersonal relationships with teachers, and strengthen teacher motivation through external rewards and professional development training. These findings provide practical implications for educational policymakers and school leaders to prioritize and implement strategies that can significantly improve the quality of education in primary schools.

**Keywords:** Supervision, Leadership Style, Motivation, Primary School Quality

## INTRODUCTION

Education quality is one of the key indicators in assessing the success of a school in achieving national educational goals. Kurniadin & Machali, in Timor, Saud, and Suhardan [1], state that quality in the context of "educational outcomes refers to the results achieved by the school. A school is considered of high quality if it successfully meets the National Education Standards (SNP). The eight standards that must be met by schools, according to Government Regulation Number 13 of 2015, Article 1, concerning the National Education Standards, include graduate competencies, content standards, process standards, education and educator standards, facilities and infrastructure standards, management standards, funding standards, and assessment standards. Evaluation of these standards will determine the achievement of school quality. The quality of the educational unit can be seen in the Education Report issued by the Ministry of Education and Culture, which can be downloaded annually. The situation in the Education Report includes six dimensions: literacy ability, numeracy ability, character, diversity climate, safety climate, and learning quality. The educational unit's score is obtained after the unit participates in the Computer-Based National Assessment (ANBK) conducted with students.

The researcher conducted preliminary observations to assess the quality of SD (elementary schools) in Bergas District. The observation was carried out by examining the Education Report for SDs in Bergas District for the years 2023 and 2024. Based on the data obtained from the Education Reports, it was observed that the learning quality score in nine educational units declined significantly over the last two years, while only two schools showed improvement. The teaching conducted by the teachers at these schools had little feedback from the school principals, resulting in teaching methods that lacked innovation, which in turn affected the quality of learning. The quality of learning in most SDs in Bergas District in 2023 and 2024 showed no significant improvement, and some schools even experienced a decline in their scores. Only two schools showed significant improvement, namely SDN Bergaskidul 01 and SD K Girisonta. This indicates that there are still significant challenges in improving the quality of learning in most SDs in Bergas District.

In the context of improving education quality, several variables play a significant role, including academic supervision, the leadership style of the school principal, and teacher work motivation. Ideally, academic supervision should be conducted regularly and systematically with the aim of identifying weaknesses in teaching and providing appropriate solutions. The leadership style of the school principal should be able to motivate teachers, create a supportive working environment, and involve teachers in decision-making related to the development of learning quality. Furthermore, teacher work motivation is also crucial for enhancing their dedication to the learning process. In practice, many school principals in Bergas District have not fully optimized the implementation of academic supervision. The supervision conducted is often limited to mere observation, without follow-up actions. The leadership style of the school principals also appears to be insufficient in motivating teachers to develop professionally. Additionally, teacher work motivation in Bergas District remains low, as evidenced by the large number of teachers who do not engage in self-development through independent training or government-provided programs. This study aims to examine in-depth the influence of academic supervision, the leadership style of school principals, and teacher work motivation on the quality of education in SDs in Bergas District. By considering the ideal conditions and the reality on the ground, this research is expected to contribute to the development of more effective education policies at the primary school level.

Education quality in the context of education refers to the processes and outcomes of education involving various inputs such as teaching materials (cognitive, affective, and psychomotor), methodologies that vary according to teachers' abilities, school facilities, as well as administrative and other supporting facilities. A quality education process requires the synergy of all components in the teaching-learning process, including teachers, students, and supporting resources in the classroom. Sallis [2] states that quality is the degree of satisfaction received by customers in accordance with their needs and desires. Gavin and Davis in Nasution [3] also emphasize that quality is related to products, people, processes, and environments that meet or exceed consumer expectations. In education, quality is measured by considering teacher competence, teaching methods, the vision and mission of the school, the educational curriculum, school achievements, and supporting facilities. Timor, Saud, and Suhardan [1] assert that quality is measured by how well the needs, desires, and expectations of users are met, and that school quality can be assessed by various indicators such as teacher competence, teaching methods, the vision and

mission of the school, the educational curriculum, school achievements, and supporting facilities. Beeby in Ulumudin [4] also emphasizes that the dimensions of school quality can be seen in the learning process and the graduates produced. According to him, education quality can be measured by the accuracy, completeness, and efficiency of managing the factors involved in the education process. The dimensions of school quality in this study are: learning quality, student achievements, and school facilities. Meanwhile, the indicators are: literacy ability, numeracy ability, student character, diversity climate, safety, and learning quality [1] [2] [4].

Academic supervision is an activity conducted by the school principal to monitor, evaluate, and provide support to teachers in implementing teaching and learning. Mulyasa [5] states that supervision in the 2013 Curriculum focuses on the development and improvement of teachers' skills and performance at school. Carter in Abdullah [6] states that supervision is the school principal's effort to lead teachers and other staff in improving teaching. Academic supervision aims to improve teaching quality through stimulating and developing teachers' professionalism. Sergiovanni and Starrat quoted by Suryantini [7] state that supervision is a process designed to help teachers and supervisors learn more about their practices so they can be more effective in serving parents and the school. Syarif in Marwati, Hadriana, & Suarman [8] explains that academic supervision is the school principal's effort to stimulate the development of teachers in the school so that they can be more effective in carrying out their teaching functions. The dimensions of academic supervision in this study are: supervision of learning quality, development of teacher professionalism, support for teaching, with the indicators: intensity of supervision, feedback to teachers, evaluation of learning outcomes, sustainability of training programs [5] [6] [7] [8].

The leadership style of the school principal has a significant impact on the quality of education. Rivai and Mulyadi in Kumala and Agustina [9] state that leadership style is a set of traits used by a leader to influence subordinates to achieve organizational goals. Leadership style can be a pattern of action by the leader that includes behaviors, attitudes, and actions that influence subordinates. Thoha [10] explains that leadership style is the norm of behavior used by a leader when influencing others to achieve organizational goals. Fahmi [11] identifies five leadership styles: 1) autocratic, where the leader makes decisions alone without consulting subordinates; 2) militaristic, which uses a command system with obligations to comply; 3) paternalistic, which protects subordinates with care; 4) laissez-faire, which allows subordinates to work as they wish; and 5) democratic, which involves subordinates in decision-making. Burhanudin in M. Siti [12] also divides the leadership style of school principals into three categories: democratic, authoritarian, and situational. The democratic leadership style involves consultation with subordinates in decision-making, while the authoritarian style involves unilateral decisions by the principal. Situational leadership connects assertive behavior, interpersonal relationships, and situational maturity. The dimensions of school principal leadership in this study are: decision-making, influence on teachers, team motivation, with indicators: teacher participation in decision-making, relationship between principal and staff, communication between principal and teachers [9] [10] [11] [12].

Teacher work motivation is a significant factor affecting the quality of teaching in schools. Usman [13] states that work motivation is the desire or need that underlies someone's willingness to work. Teacher work motivation affects their dedication to

planning, implementing, and evaluating the curriculum in schools. Sutikno [14] explains that teacher work motivation is the drive to engage in activities that affect one's work performance. Hoy and Miskal [15] add that work motivation is a person's willingness to complete tasks with the best performance. Teacher work motivation can be grouped into two dimensions: internal and external drives. Uno in Elva [16] explains that internal drives include responsibility, clear goals, feedback on work, and job satisfaction, while external drives include salary, rewards, working conditions, and incentives. Hasibuan [17] also states that work motivation can be driven directly by leadership through rewards or incentives, and indirectly through a comfortable work environment and adequate facilities. The dimensions of teacher work motivation in this study are: internal drive, external drive, with indicators: job satisfaction, rewards received, working conditions, participation in training, interpersonal relationships with other teachers and the principal [13] [14] [15] [16] [17].

## MATERIALS AND METHODS

The approach used in this study is a quantitative correlation approach. This study aims to determine the effect of Academic Supervision (X1), school principal leadership style (X2), and teacher work motivation (X3) on educational quality (Y) in primary schools in Bergas District, Semarang Regency, during the 2023-2024 academic year. According to Sugiyono [18], quantitative methods involving numbers and statistical analysis are used to study a specific population or sample, with random sampling techniques using appropriate research instruments, and statistical data analysis to test the established hypotheses. This type of research is descriptive correlational research, which aims to describe the phenomena that occur and identify the relationship levels between variables within the studied population. This study measures the effect of independent variables (academic supervision, school principal leadership Style, and teacher work motivation) on the dependent variable ( educational quality). The research was conducted in both public and private primary schools in Bergas District, Semarang Regency, consisting of 28 public and 3 private schools. The research object was all teachers in these schools. The selection of this research object is based on several factors, including the limited number of similar studies conducted in Bergas District and the researcher's role as the principal of one of the schools in the district, which provides advantages in terms of access and direct involvement in school management. The study was conducted during the 2023- 2024 academic year.

This study uses a quantitative design with correlational and survey research types. The study aims to determine the effect of the variables of Academic Supervision ( X1), school principal leadership Style (X2), and teacher work motivation (X3) on educational quality (Y). The study involved 180 teachers from public and private primary schools in Bergas District. Information were collected using a questionnaire adopting a Likert scale. Construct validity was used to test the research instrument, utilizing Pearson's product-moment correlation to correlate each item with the total score on the scale. Reliability testing used Cronbach's Alpha. The population in this study consisted of 326 teachers working in public and private primary schools in Bergas District, Semarang Regency. The sample was taken using proportional random sampling with a minimum sample size of 180 people, calculated based on the Slovin resepe with a 5% margin of error. This sampling technique was used to ensure proportional representation from each school in Bergas

District. The following table illustrates the number of samples taken from each school in Bergas District.

### **Instrument**

The instrument used in this study is a questionnaire consisting of statements that must be answered by the respondents using a Likert scale: strongly agree (SS), agree (S), disagree (TS), strongly disagree (STS), and neutral (CS). This questionnaire includes several dimensions that are relevant to the research variables that have been established. The instrument framework covers variables such as school quality, academic supervision, school principal leadership style, and teacher work motivation. Each variable consists of several dimensions, which are further detailed in the framework table of the instrument used in this study.

### **Procedures**

Information collection in this study was conducted using a questionnaire technique. The questionnaire was distributed to 180 public and private primary school teachers in Bergas District to gather information on the influence of academic supervision, school principal leadership style, and teacher work motivation on educational quality. Information were obtained through written statements with pre- provided response options.

### **Data Analysis**

The information analysis technique in this study used quantitative analysis methods. The information obtained from the questionnaires were analyzed using simple regression and multiple regression analysis to test the hypotheses. Simple regression was used to analyze the effect of each independent variable (academic supervision, school principal leadership style, and teacher work motivation) on educational quality separately, while multiple regression was used to analyze the combined effect of the three independent variables on educational quality. Validity testing was conducted to ensure that the instruments used could measure the intended constructs. Construct validity was tested using Pearson's product-moment correlation for each item, while reliability was tested using Cronbachs Alpha. The results of the validity and reliability tests indicated that all instruments used in this study were valid and reliable, with reliability coefficient values above the accepted threshold (0.60).

## **RESULTS AND DISCUSSIONS**

This study involves 180 teachers from primary schools in Bergas District, Semarang Regency, with the aim of determining the impact of academic supervision, school principal leadership style, and teacher work motivation on the quality of education in these schools. The information obtained consists of scores from questionnaires distributed to respondents, which were then analyzed to determine the relationship between the variables being studied. The analysis of the academic supervision variable shows that the majority of respondents( 28. 33%) categorized the implementation of supervision as moderate. Although academic supervision has been carried out by school principals, its intensity remains low and lacks proper structure. Few schools conduct regular and

systematic supervision. Based on the analysis of the school principal leadership style variable, most respondents (30%) rated the leadership style of the school principals in Bergas District as moderate. The leadership style was considered to support the learning process, but there is still room for improvement in motivating and guiding teachers more actively. For the teacher work motivation variable, the majority of teachers (29.5%) were in the moderate category. This suggests that although teachers work motivation is relatively good, many teachers are still not participating in self-development through independent training or government-provided programs. This could potentially affect the quality of the learning they provide. The quality of education in primary schools in Bergas District during the 2023-2024 academic year shows that 23.89% of schools are in the moderate quality category. This indicates that while some schools have shown improvement, the majority of schools still face challenges in meeting the desired education quality standards. These results reflect an imbalance between the educational goals to be achieved and the actual conditions in the field. Based on the analysis, it can be concluded that the influence of the variables studied, namely academic supervision, school principal leadership style, and teacher work motivation, has a significant relationship with the quality of education in primary schools in Bergas District. Despite challenges such as low supervision intensity and the need to improve work motivation, more structured and planned efforts by school principals can have a positive impact on improving education quality.

Based on factor analysis, the communalities values for the input factor were 0.688, for the process factor 0.780, and for the output factor 0.566. The process factor contributed the most to the quality of schools in Bergas District, while the output factor contributed the least. This indicates that while there is attention given to the input and process aspects, the output aspect – particularly in terms of student literacy and numeracy skills – still requires significant improvement. The factor analysis results show that the implementation of academic supervision contributed the most, with a communalities value of 0.929, followed by the follow-up of academic supervision at 0.890. Meanwhile, the planning factor for academic supervision contributed the least, with a communalities value of 0.104. This reflects that school principals in Bergas District are less focused on systematic supervision planning and tend to carry out supervision spontaneously. The power factor contributed the most to the school principal's leadership style, with a communalities value of 0.838, while the relationship factor with staff contributed the least, with a communalities value of 0.521. This shows that school principals are more likely to use a power-based approach in leadership but are less focused on fostering positive relationships with school members, particularly in problem-solving and professional development. The analysis shows that the external motivation factor (0.854) contributes more than internal motivation (0.674). This indicates that teachers in Bergas District are more motivated by external factors such as rewards and recognition than by internal motivation such as personal achievement and self-development.

Based on the normality test using the Kolmogorov-Smirnov Test, all variables (school quality, academic supervision, school principal leadership style, and teacher work motivation) are normally distributed, as the significance values for each variable are greater than  $\alpha = 0.05$ : School Quality: 0.071, Academic Supervision: 0.052, School Principal Leadership Style: 0.082, and Teacher Work Motivation: 0.093. The linearity test shows that all relationships between independent variables (academic supervision, school principal



leadership style, and teacher work motivation) and the dependent variable (school quality) are linear. This is evident from the significance values greater than 0.05 for all linearity tests conducted (deviation from linearity), indicating that the relationships between the variables are linear. The multicollinearity test shows that there is no multicollinearity among the independent variables in the regression model. The Variance Inflation Factor (VIF) values for each variable are: (1) Academic Supervision: 3.403, (2) School Principal Leadership Style: 3.536, (3) Teacher Work Motivation: 1.492. All VIF values are below 10, meaning there is no multicollinearity problem in the model. The heteroscedasticity test results show that there is no heteroscedasticity in the regression model. The significance values for academic supervision, school principal leadership style, and teacher work motivation are greater than 0.05 (0.285, 0.331, and 0.126), indicating that the data do not suffer from heteroscedasticity problems.

### **The Influence of Academic Supervision on Primary School Quality**

The results of the regression analysis indicate that academic supervision has a very high and significant impact on the quality of primary schools, with a Pearson correlation coefficient of 0.930 and a significance level of 0.000. Based on the ANOVA test, the F-calculated value of 1134.176 is greater than the F-table value (3.08), thus the first hypothesis is accepted. Meanwhile, the summary test result between variable X1 and Y obtained an R Square value of  $0.864 = 86.4\%$ . This implies that academic supervision has a significant effect on the quality of primary schools in Bergas District. The research findings demonstrate that academic supervision has a significant impact on the quality of primary schools. According to the data collected, respondents' perceptions of academic supervision indicate a moderate level, with the implementation of academic supervision contributing the most, while the planning of academic supervision contributes the least. This indicates that school principals in Bergas District have not yet implemented a well-planned and structured academic supervision process, which should be an integral part of the school program involving teacher participation in planning.

The correlation test results between academic supervision and school quality show a very high value of 0.930, indicating a very strong and positive correlation. This suggests that the better the academic supervision implemented, the higher the quality of the primary school. Based on the regression test results, the influence of academic supervision on primary school quality is found to be 86.4%, meaning that academic supervision contributes significantly to improving the quality of education in primary schools in Bergas District. This is consistent with the research conducted by Waluyo, et al [19], which states that academic supervision plays an important role in improving academic quality in schools. In this context, school principals need to focus on more thorough planning of academic supervision and involve teachers in every stage to enhance teaching quality and improve education quality in the school.

### **The Influence of School Principal Leadership on Primary School Quality**

The regression test shows that the leadership style of the school principal also has a significant impact on primary school quality, with a Pearson correlation coefficient of 0.907 and a significance level of 0.000. The ANOVA test results indicate that the F-calculated value of 825.848 is greater than the F-table value (3.08). Meanwhile, the summary test result

between variable X2 and Y obtained an R Square value of  $0.823 = 82.3\%$ , meaning that the second hypothesis is accepted.

The leadership of school principals in Bergas District is perceived to be at a moderate level. The analysis reveals that the factor of the relationship between the principal and the staff (teachers) contributes minimally. Poor relationships between the principal and teachers result in a lack of openness and effective communication, which impacts the quality of education produced. The regression test shows a very high correlation of 0.907 between school principal leadership and primary school quality. This indicates that a better leadership style of the school principal will influence the improvement of education quality. The impact of the principal's leadership style on primary school quality is recorded at 82.3%, while the remaining influence is due to other factors. This study supports the findings of Timor, Saud, and Suhardan [1], which emphasize that the leadership of the school principal plays a crucial role in creating a conducive environment for quality learning. Improving school leadership, particularly in enhancing interpersonal relationships with teachers, will positively affect the improvement of education quality in primary schools in Bergas District.

### **The Influence of Teacher Work Motivation on Primary School Quality**

Teacher work motivation has a significant impact on primary school quality, with a Pearson correlation coefficient of 0.614 and a significance level of 0.000. The ANOVA test results show that the F-calculated value of 107.957 is greater than the F-table value (3.08). Meanwhile, the summary test result between variable X3 and Y obtained an R Square value of  $0.378 = 37.8\%$ , which accepts the third hypothesis. Teacher work motivation in Bergas District is perceived to be at a moderate level. The analysis reveals that the internal motivation factors for teachers, such as personal job satisfaction and professional achievements, have a low contribution. This indicates that many teachers still carry out their duties as routine tasks without a strong drive to improve teaching quality. The correlation test between teacher work motivation and primary school quality shows a value of 0.614, indicating a fairly high and positive correlation. The influence of teacher work motivation on primary school quality is recorded at 37.8%, while 62.2% is influenced by other factors. These findings align with the research conducted by Sulastri, Nurkolis, and Rasiman [20], which shows that high teacher work motivation correlates with improved school quality. To improve education quality in primary schools in Bergas District, it is important to enhance teacher work motivation, either through increased incentives, career development, or improved facilities to support their work.

### **The Influence of Academic Supervision, School Principal Leadership, and Teacher Work Motivation on Primary School Quality**

The multiple regression analysis shows that academic supervision, school principal leadership style, and teacher work motivation collectively have a significant impact on primary school quality, with an R-square value of 0.926, meaning that 92.6% of the primary school quality is influenced by these three variables. Overall, the results of this study indicate that academic supervision, school principal leadership style, and teacher work motivation collectively have a significant effect on primary school quality in Bergas District. Based on the multiple regression analysis, the coefficients for academic supervision, school principal leadership style, and teacher work motivation are 0.603, 0.654, and 0.125, respectively. These values show that academic supervision and school



principal leadership have a greater influence on primary school quality compared to teacher work motivation. With an Adjusted R-Square value of 0.926 or 92.6%, it can be concluded that 92.6% of the primary school quality in Bergas District is influenced by academic supervision and school principal leadership, while the remaining influence is from other variables. This study demonstrates that these factors interact with each other and have a significant contribution to creating good educational quality. This supports previous research which shows that academic supervision, school principal leadership, and teacher work motivation are interconnected factors that contribute to improving education quality in primary schools.

The results of this study indicate that academic supervision, school principal leadership style, and teacher work motivation have a significant impact on education quality in primary schools in Bergas District, Semarang Regency. To improve primary school quality, improvements are needed in the planning of more systematic academic supervision, better relationships between school principals and teachers, and enhanced teacher work motivation. If school principals can strengthen their role in academic supervision and leadership, the quality of education will experience significant improvement.

## CONCLUSIONS

Based on the results of the correlation tests and the discussions conducted, it can be concluded that academic supervision, school principal leadership style, and teacher work motivation significantly affect the quality of education in primary schools (SD) in Bergas District, Semarang Regency. (1) Academic supervision has a very high impact on education quality, with a contribution of 86.4%. The correlation test results between academic supervision and education quality show a value of 0.930, which falls into the category of very strong correlation (Sugiyono, 2018:274). This indicates that the academic supervision conducted by the school principal plays a major role in improving the quality of education in primary schools. The implementation of supervision contributes the most, while the planning of academic supervision contributes the least. This means that school principals need to enhance the planning of academic supervision to be more structured and involve all stakeholders in the school to achieve better quality. (2) School principal leadership style also significantly influences primary school quality, with a contribution of 82.3%. The correlation between school principal leadership style and education quality is 0.907, indicating a very strong effect. However, the factor with the lowest contribution is authority, suggesting that school principals should adopt a more communicative and participatory approach in leadership rather than relying solely on authority. Therefore, school principals need to improve interpersonal relationships with teachers and staff and encourage their involvement in decision-making. (3) Teacher work motivation has a relatively high impact on education quality, with a contribution of 61.4%. The correlation value between teacher work motivation and school quality is 0.798, indicating a significant positive effect. External motivation factors provide the greatest contribution in motivating teachers, while internal motivation shows a lower contribution. This suggests that improving teacher work motivation can be achieved by focusing on external factors, such as rewards and incentives, as well as creating a supportive environment for teachers to develop. (4) Overall, the results of the multiple regression analysis show that academic

supervision, school principal leadership style, and teacher work motivation collectively provide a significant contribution to education quality in primary schools in Bergas District. The coefficient of determination ( $R^2$ ) of 92.6% indicates that 92.6% of the variation in education quality can be explained by these three variables, while the remaining 7.4% is influenced by other factors not examined in this study.

## REFERENCES

- [1] Timor, Saud, dan Suhardan (2018) *Mutu Sekolah" Antara Kepemimpinan Kepala Sekolah dan Kinerja Guru*. Yogyakarta: Penerbit Andi.
- [2] Sallis, Edward. (2015). *Total Quality Manajemen in Education (Manajemen Mutu Pendidikan)* (Terjemahan Ahmad Ali Riyadi dan Fahrurrozi). Jogjakarta: IRCiSoD.
- [3] Nasution, S. (2015). *Pengantar Ilmu Pendidikan*. Jakarta: Bumi Aksara.
- [4] Timor, Saud, dan Suhardan (2018) *Mutu Sekolah" Antara Kepemimpinan Kepala Sekolah dan Kinerja Guru*. Yogyakarta: Penerbit Andi.
- [5] Ulumudin, I. (2015). *Pengukuran Kualitas Pendidikan: Teori dan Praktik*. Yogyakarta: Penerbit Andi.
- [6] Timor, Saud, dan Suhardan (2018) *Mutu Sekolah" Antara Kepemimpinan Kepala Sekolah dan Kinerja Guru*. Yogyakarta: Penerbit Andi.
- [7] Sallis, Edward. (2015). *Total Quality Manajemen in Education (Manajemen Mutu Pendidikan)* (Terjemahan Ahmad Ali Riyadi dan Fahrurrozi). Jogjakarta: IRCiSoD.
- [8] Ulumudin, I. (2015). *Pengukuran Kualitas Pendidikan: Teori dan Praktik*. Yogyakarta: Penerbit Andi.
- [9] Mulyasa, E. (2014). *Manajemen Pendidikan Dasar dan Menengah*. Bandung: Remaja Rosdakarya.
- [10] Abdullah, M. (2020). *Pendidikan dan Pengembangan Profesionalisme Guru*. Jakarta: Kencana.
- [11] Suryantini, N. (2016). *Manajemen Pendidikan dan Supervisi untuk Peningkatan Kualitas Pembelajaran*. Jakarta: Rineka Cipta.
- [12] Marwati, Hadriana, dan Suarman (2021). *Pengaruh Supervisi Akademik Dan Kinerja Guru Terhadap Mutu Pendidikan Pada Sekolah Dasar Di Kota Pekanbaru*.
- [13] Kumala, D., & Agustina, D. (2018). *Style Kepemimpinan dalam Organisasi Pendidikan*. Jakarta: Prenadamedia Group..
- [14] Thoha, M. (2015). *Perilaku Organisasi: Konsep dan Aplikasi*. Jakarta: Rajawali Pers..
- [15] Fahmi, I. (2013). *Style Kepemimpinan dalam Organisasi*. Jakarta: Salemba Empat.
- [16] Siti, M. (2019). *Kepemimpinan Kepala Sekolah: Teori dan Praktik dalam Pendidikan*. Yogyakarta: Penerbit Andi.
- [17] Kumala, D., & Agustina, D. (2018). *Style Kepemimpinan dalam Organisasi Pendidikan*. Jakarta: Prenadamedia Group.
- [18] Thoha, M. (2015). *Perilaku Organisasi: Konsep dan Aplikasi*. Jakarta: Rajawali Pers..
- [19] Fahmi, I. (2013). *Style Kepemimpinan dalam Organisasi*. Jakarta: Salemba Empat.
- [20] Siti, M. (2019). *Kepemimpinan Kepala Sekolah: Teori dan Praktik dalam Pendidikan*. Yogyakarta: Penerbit Andi.
- [21] Usman, H. (2014). *Manajemen Sumber Daya Manusia: Teori dan Praktik*. Jakarta: Salemba Empat..
- [22] Sutikno, Yadi. (2021). *Manajemen Mutu Pendidikan di Lembaga Pendidikan*. Pekanbaru: STAB Maitreyawira.
- [23] Hoy, W. K., & Miskel, C. G. (2017). *Educational Administration: Theory, Research, and Practice* (10th ed.). New York: McGraw-Hill Education.
- [24] Elva, M. (2019). *Pengembangan Sumber Daya Manusia dalam Pendidikan*. Jakarta: Kencana.
- [25] Hasibuan, M. S. P. (2017). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- [26] Usman, H. (2014). *Manajemen Sumber Daya Manusia: Teori dan Praktik*. Jakarta: Salemba Empat.
- [27] Sutikno, Yadi. (2021). *Manajemen Mutu Pendidikan di Lembaga Pendidikan*. Pekanbaru: STAB Maitreyawira.
- [28] Hoy, W. K., & Miskel, C. G. (2017). *Educational Administration: Theory, Research, and Practice* (10th ed.). New York: McGraw-Hill Education.
- [29] Elva, M. (2019). *Pengembangan Sumber Daya Manusia dalam Pendidikan*. Jakarta: Kencana.
- [30] Hasibuan, M. S. P. (2017). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- [31] Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- [32] Waluyo, S., Miyono, S., & Abdulloh, M. (2022). Peran kepala sekolah dalam meningkatkan mutu akademik melalui supervisi. *Jurnal Pendidikan dan Manajemen*, 10(2), 123-135.
- [33] Timor, Saud, dan Suhardan (2018) *Mutu Sekolah" Antara Kepemimpinan Kepala Sekolah dan Kinerja Guru*. Yogyakarta: Penerbit Andi.
- [34] Sulastri, S., Nurkolis, A., & Rasiman, M. (2016). Pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap mutu sekolah dasar di Kabupaten Jepara. *Jurnal Manajemen Pendidikan*, 8(1), 45-58.

<https://jurnalnasional.ump.ac.id/index.php/Dinamika>