

# The Influence of Supervision on Teacher Performance Mediated by Self Efficacy in Kalinyamatan District, Jepara Regency

Nurul Muffidah<sup>1</sup>, Syamsul Anwar<sup>2</sup>, Ali Ali<sup>3</sup>

{[muffidahnurul@gmail.com](mailto:muffidahnurul@gmail.com)<sup>1</sup>, [syamsul.anwar.irsyad@gmail.com](mailto:syamsul.anwar.irsyad@gmail.com)<sup>2</sup>, [ali@unisnu.ac.id](mailto:ali@unisnu.ac.id)<sup>3</sup>}

Magister Management, Universitas Islam Nahdlatul Ulama Jepara, Indonesia

**Abstract.** This study aims to determine the influence of supervision on teacher performance with self-efficacy as a mediating factor in elementary schools located in Kalinyamatan District, Jepara. This study uses a survey methodology and uses path analysis to test the hypothesis. The study was conducted on a sample of 150 teachers who were randomly selected using a simple random sampling technique. The results of the study show the following: (1) It has been seen that there is a direct and significant beneficial influence of supervision on Teacher Performance. (2) Supervision has a positive and significant influence on Self-Efficacy. (3) Self-efficacy has a positive and significant influence on Teacher Performance.

**Keywords:** supervision, self-efficacy, Teacher Performance

## 1 Introduction

Within the curriculum, Teachers are crucial, in addition to many other factors. Teachers are an integral component of human resources that, when combined with other components, must work together harmoniously to achieve higher educational goals. Teachers have a significant influence on the advancement or retreat of educational standards in a country, as they directly contribute to the teaching and learning process in schools. Providing instruction in teaching and learning activities is the primary duty of the teacher and is an essential part of the educational process. As stated in Law Number 14 of 2005 concerning Teachers and Lecturers, the primary duties of teachers in the field of education are to instruct, guide, direct, train, assess, and evaluate pupils. Teachers are highly qualified professionals.

Teacher performance is a crucial factor in reaching the objective of offering high-quality education. Optimal teacher performance depends not only on their academic and pedagogical talents, but also on a variety of external and internal factors that affect their motivation and effectiveness in teaching. One of the significant external factors is the supervision of the principal. Effective supervision from the principal can provide the necessary direction, evaluation, and assistance for teachers to improve their performance.

The academic supervision provided by the principal is crucial for raising teacher effectiveness and pedagogical competency. Principals are required to perform supervisory

activities and offer direction and assistance to instructors in order to help them overcome obstacles related to teaching. Teachers are expected to receive supervision, advice, direction, and training to improve their skills in managing the learning process both inside and outside the classroom [1]. Supervision, as stated in the reference [2], has an important role in improving teacher effectiveness. This is one of the principal's main responsibilities.

In contrast, self-efficacy, which refers to teachers' confidence in their own talents, also significantly affects their performance. It is anticipated of an educator with a high sense of self-efficacy that they would carry out their responsibilities and tasks competently. Santrock, [3]. High self-efficacy can increase teachers' motivation, resilience, and ability to overcome challenges in the learning process.

Based on the professional opinions given, it can be seen that there are many elements that affect teacher performance. However, the only objective of this research is to ascertain the effects of primary supervision and self-efficacy on the performance of civil servant instructors in public elementary schools located in Kalinyamatan District, Jepara Regency. The interview with the Kalinyamatan Satkordikcam coordinator conducted on January 2, 2024, is the source of this study's shortcomings. who said that teacher performance has declined and that this has to be addressed right away based on the findings of a survey that school administrators conducted. that teachers need input to improve their performance. Because the quality of learning will affect the learning outcomes of students. As a result, supervision is required to raise teachers' performance and boost their self-assurance in their profession.

This is consistent with studies carried out by [4] entitled "The Effect of Certification and Principal's Supervision Toward Teacher's Performance". The two studies examined the influence of principal supervision on teacher performance. The gap is that the focus of this research is on the influence of Self-Efficacy on teacher performance. Researcher Sarlota Singerin [5] has completed a study entitled "The Impact of Academic Supervision on Teacher Pedagogical Competence and Teacher Performance: The Role Moderating by Teacher Efficacy". The similarity is that they both examine the influence of Supervision and self-efficacy on employee performance.

Barni, D., Danioni, F., & Benevene, P.[6] also conducted a research entitled "Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching". The similarity is that the study also examines the influence of Self-Efficacy, motivation, on teacher performance. The gap is that the focus of this research is on examining the effect of principal supervision on teacher performance.

Taking this into account, the author carried out a study on variables influencing elementary school teachers' performance under the title "The influence of Supervision on Teacher Performance mediated by self Efficacy in kalinyamatan District, Jepara Regency.

## **2 Literature Review**

### **2.1 Supervision**

As stated by Kompri [7] Etymologically, the word supervision comes from the United Kingdom term "supervision" which specifically refers to the act of supervising or monitoring. Supervision, as defined by Jumadiyah [8] and Rahman [9], refers to the provision of support aimed at improving the teaching and learning environment, with a special emphasis on the leadership skills of supervisors.

In accordance with research conducted by Usfandi and Akhmad in 2021, as quoted in the reference [10], Supervision refers to the support provided by school leaders to improve

teacher leadership and assist other schools in achieving educational goals. Supervision requires giving direction to all school personnel to increase their capacity in creating a more effective teaching and environment for learning.

Educational supervision aims to produce the best performance, improve work plans, improve teacher professionalism, improve learning quality, and increase teacher motivation Abd.Rohman, [9].

## **2.2 Teacher performance**

The verb "to perform" is to carry out an action as intended, and this is where the word "performance" originates. Performance is the implementation of responsibility, both in quantity and quality (Sinambela) [11]. Teachers must carry out their profession diligently, responsibly, and earnestly and avoid all forms of negligence [12]. Teachers play an important role in the educational process and must show high performance so that graduates of educational institutions can meet the expected quality standards (Andriani, et al., 2018). User text is "[13]." Renata et al. [14]. Murtiningsih et al. [15], dan Khasanah et al. (2019) User text is "[16]". The statement emphasizes that teacher performance will be optimal if teachers show high loyalty and commitment to their teaching responsibilities. It is also essential that teachers create and improve lesson plans, maintain order in the classroom and other related tasks, demonstrate creativity in their teaching methods, collaborate well with all members of the school community, act as positive role models for the students, have exceptional qualities, provide students with honest and objective advice, and fulfill their duties with a strong sense of responsibility. Teacher performance can be assessed by observing indicators. These skills include: 1) proficiency in developing learning implementation strategies; 2) proficiency in carrying out learning activities; 3) proficiency in building and maintaining interpersonal relationships; 4) proficiency in evaluating learning outcomes; 5) skills in implementing enrichment programs; 6) proficiency in implementing improvement programs [17]. According to an expert perspective, performance refers to an individual's proficiency in carrying out their responsibilities to achieve goals. Evaluating teacher performance is a reliable method for assessing teacher effectiveness in teaching and classroom management.

## **2.3 Self Efficacy**

A thorough comprehension of self-efficacy is necessary. The source cited is Hidayat [18]. Self-efficacy is an individual's confidence in his or her capacity to effectively carry out the necessary actions to meet performance requirements. Self-efficacy indicators include several factors [19]: (a) the belief to actively engage in tasks with discipline, consistency, and decisiveness; (b) confidence in one's ability to face challenges or failures; (c) maintain task focus in the face of failure and demonstrate unwavering persistence; and (d) experience a sense of comfort while working. Self-efficacy can be defined as a person's confidence in their own capacity to perform specific tasks. Philips and Gully [20] It further supports the idea that self-efficacy refers to an individual's belief in his or her ability to effectively plan and execute the steps necessary to complete a particular job. Furthermore, Philips explains that self-efficacy refers to the widespread belief that an individual will achieve success in a challenging problem or task.

In various theories, self-efficacy is stated as a determinant of behavior. Expectancy (Vroom; Wigfield and Eccles [21], For example, suppose that the likelihood of getting a good result affects a particular action. When a person is confident in their ability to get good results, they are more likely to engage in the same behavior again. Similarly, attribution theory states

that a person's idea of who is responsible for a particular outcome influences their subsequent behavior. [22]. Therefore, teachers' self-efficacy is taken as a starting point to build our conceptual model.

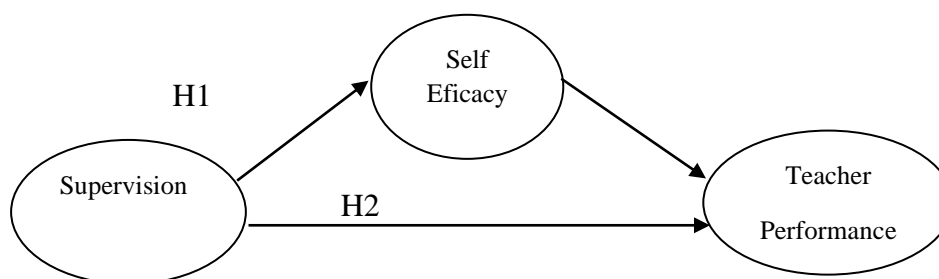


Fig. 1. Conceptual Model

### 3 Hypothesis Development

#### The Effect of Supervision on Self-Efficacy

Daniel R. Mitchell [23] Proponents of self-efficacy theory argue that supervision that offers participants the opportunity to seek out practical training opportunities with clear instructions and directions will increase confidence and relieve anxiety, ultimately leading to increased self-efficacy. This demonstrates the need for principals of schools to be capable of raising teachers' self-efficacy.

H1: Supervision has a positive and significant influence on self-efficacy

#### The Effect of Supervision on Teacher Performance

According to Arikunto [24] Supervision plays an important role in improving the quality of education by focusing on the academic aspects that take place in the classroom during the teaching and learning process. Education is altered by supervision with the goal of raising student achievement and effectiveness. In addition, supervision involves the leadership and guidance of teachers and administrative staff in implementing effective supervision practices.

H2: Supervision has a positive and significant influence on teacher performance

#### The Effect of Self-Efficacy on Teacher Performance

Thaha [25] Self-efficacy states that an individual's belief in their abilities significantly affects their performance.

H3: Self-efficacy has a positive and significant influence. On Teacher Performance

### 4 Method

The purpose of this research is to test the hypothesis regarding the causal relationship between one variable and another. The research model is built using the hypothesis method and is subsequently validated according to certain standards. The study was conducted on 150 teachers working in elementary schools in Kalinyamatan District, Jepara Regency. The sample

technique used is simple random sampling, as explained by Sugiyono [26]. The goal is to ensure a fair opportunity for each teacher to participate as a sample in this study. Primary information was acquired using the survey approach, which entailed posing a series of questions to respondents via an online questionnaire.

The core data used in this study were collected directly from respondents, with a sample of 150 respondents being the goal. The questionnaire was given online using Google Form and obtained valid data of 150 samples of teachers (PNS) working at elementary schools in Kalinyamatan District, Jepar Regency. This study's data analysis technique is the application of structural equation modeling (SEM) with PLS software. Data collection and hypothesis testing were carried out using a Likert scale questionnaire with ten alternative answers.

## **5 Results and Discussion**

### **5.1 Result**

#### ***Outer Model (Measurement Model)***

In this model there are two measurement models, namely the test:

##### *1. Convergent Validity*

This measurement is regarded satisfied when the external loading is greater than 0.7 and the Average Variance Extracted (AVE) value is at least 0.5 [27]. The minimum value is 0.5, as stated by Ulum, Ghozali, and Chariri in 2008. Table 1 displays the outcomes of the convergent validity test conducted on the research model.

**Table 1.** Convergent Validity Test

Indicator	<i>Outer loading</i>	AVE	Result
SP 1	0.837	0.713	Valid
SP 2	0.896		
SP 3	0.759		
SP 4	0.865		
SP 5	0.860		
SE 1	0.921	0.815	Valid
SE 2	0.922		
SE 3	0.924		
SE 4	0.842		
TP 1	0.786	0.731	Valid
TP 2	0.880		
TP 3	0.862		
TP 4	0.878		
TP 5	0.823		
TP 6	0.898		
TP 7	0.880		
TP 8	0.825		

*Source: Output data from SmartPLS version 4.0 (Processed)*

Based on these findings, it can be concluded that the indicators used to measure the variables have a convergent validity test score higher than 0.7, and an average variance extracted (AVE) score higher than 0.5, indicating their validity.

## 2. Reliability Test

Composite reliability (Cr) is a quantitative measure of the dependability of a variable. It indicates a dependable value above 0.7, although it should be noted that this number is not an absolute norm. Cronbach's Alpha is a statistical metric that quantifies the dependability of a set of indicators. It is a numerical number that falls within the range of zero to one. If the number exceeds 0.7, it can be deemed as dependable.

**Table 2.** Composite reliability & Cronbach's alpha

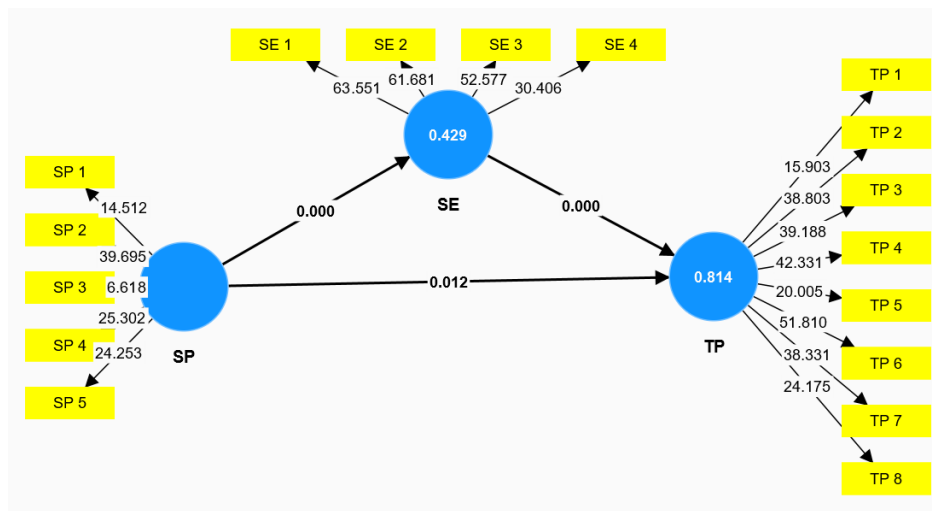
Variabel	Composite reliability	Croncach' alpha	Keterangan
SP	0.925	0.900	Reliabel
SE	0.946	0.924	
TP	0.956	0.947	

*Source: Output data from SmartPLS version 4.0 (Processed)*

The Reliability Test demonstrates that all variables have indicators with values over 0.7, thereby confirming their reliability.

**Inner Model (Measurement Model)**

The inner model is a framework utilised to infer causal connections between unobservable variables and hidden variables.



**Fig. 2.** Structural Model

**R-square**

R-squared is a statistical measure that quantifies the proportion of the variation in the dependent variable that can be explained by the independent variable. When the R-square value hits 0.67, it is classified as having a significant impact. It is classified as moderate when it reaches 0.33, and weak when it reaches 0.19.

**Table 3.** R-square

Variable	R-square	R-square adjusted
SE	0.429	0.425
TP	0.814	0.812

Source: Output data from SmartPLS version 4.0 (Processed)

The R-square value for Self - Efficacy is 0.429, and the Adjusted R-square value is 0.425, as seen in the data table. Supervision is found to have a 42.9% impact on self-efficacy, which may be classified as a relatively poor influence. The remaining 57.1% can be attributed to additional variables and indicators that were not included in this study.

Furthermore, the R-square coefficient for Teacher Performance is 0.814, with an Adjusted R-square coefficient of 0.812. The collective influence of all exogenous constructions on Y is 81.4%, which can be classified as a moderate impact. The remaining 18.6% can be attributed to additional variables and indicators that were not included in this study.

### Mediation Test

Within the framework of mediation, three scenarios may be identified. Non-mediation refers to a situation where the relationship between the independent variable and the dependent variable is positive, while the relationship between the mediating factors is negative. Secondly, full mediation happens when the independent variable and the dependent variable have a negative relationship, while the mediating factors have a positive association. Thirdly, partial mediation arises when both the independent and dependent variables have positive values, and the connection between the mediating variables is likewise positive. The test findings obtained by the bootstrapping approach using SmartPLS 4.0 can be evaluated by examining the P value. If the P value for indirect special effects is greater than 0.05, it suggests a negative influence. Conversely, if the P value is less than 0.05, it suggests a positive effect.

**Table 4. Path Coeffien**

Variabel	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P value
SP -> SE	0.655	0.665	0.069	9.438	0.000
SP -> TP	0.186	0.190	0.074	2.511	0.012
SE -> TP	0.769	0.765	0.057	13.486	0.000

*Source: Output data from SmartPLS version 4.0 (Processed)*

**Table 5. Specific Indirect Effects**

Variabel	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P value
SP -> SE -> TP	0.504	0.509	0.066	7.593	0.000

*Source: Output data from SmartPLS version 4.0 (Processed)*

Based on the attached tables 4 and 5, the conclusion is:

### **The effect of Supervision on Teacher Performance is mediated by Self Efficacy.**

As the P value is less than 0.05 (0.012), it is evident from table 5 that there is a positive link between the Path Coefficient of Supervision and Teacher Performance. Furthermore, there is a positive correlation between table 6, which shows the specific indirect effect of supervision on teacher performance as mediated by self-efficacy (P value = 0.000 <0.05). hence, it fits the criteria for Partial Mediation.

### Hypothesis Test

In hypothesis testing, T statistics and P value can be seen. The hypothesis can be accepted if the P value <0.05. To find out, it can be found in the Path Coefficient obtained through the Bootstrapping technique in the SmartPLS version 4.0 program.



**Table 6.** Hypothesis Test Results

Hypothesis	Analysis
SP -> SE	Coeffisien = 0.655
	P value = 0.000
	T statistics = 9.438
	T-tabel = 1.645
	T statistics > T-tabel
SP -> TP	Coeffisien = 0.186
	P value = 0.012
	T statistics = 2.511
	T-tabel = 1.645
	T statistics > T-tabel
SE -> TP	Coeffisien = 0.769
	P value = 0.000
	T statistics = 13.486
	T-tabel = 1.645
	T statistics > T-tabel

*Source: Output data from SmartPLS version 4.0 (Processed)*

**Hypothesis 1: The Effect of Supervision on Self efficacy**

Indicates that the coefficient value (0.655) and T statistics (9.438) > T-table (1.645) and P value (0.000) < 0.05, then H0 is rejected and Ha1 is accepted. This means that it indicates a positive and significant influence between the Supervision variable on Self efficacy.

**Hypothesis 2: The effect of Supervision on Teacher Performance**

Indicates that the coefficient value (0.186) and T statistics (2.511) > T-table (1.645) and P value (0.000) < 0.05, then H0 is rejected and Ha2 is accepted. This means that it indicates a positive and significant influence between the supervision variable on Teacher Performance.

**Hypothesis 3: The Effect of Self Efficacy on Teacher Performance**

Indicates that the coefficient value (0.769) and T statistics (13.486) > T-table (1.645) and P value (0.000) < 0.05, then H0 is rejected and Ha4 is accepted. This means that it indicates a positive and significant influence between the Self Efficacy variable on Teacher Performance

**5.2 Discussion**

**The Effect of Principal Supervision on Self-efficacy**

The study's findings show that administrators' supervision has a major effect on teachers' self-efficacy at Kalinyamatan District's State Elementary Schools in Jepara Regency. The primary factor that influences teachers' self-efficacy is principal supervision. This result is supported by research from [28] showing that principal supervision has a positive and

significant influence on teacher self-efficacy. Principal supervision can improve teachers' self-efficacy by providing support, suggestions, and constructive feedback. As a result, educators will be more enthusiastic and self-assured in their performance of their jobs. Furthermore, studies indicate that work motivation and self-efficacy also positively impact teacher performance. High self-efficacy will make teachers more confident in teaching.

### **The Effect of Supervision on Teacher Performance**

The study's findings show that Principal Supervision has a significant positive impact on teacher performance in State Elementary Schools located in Kalinyamatan District, Jepara Regency. The supervision of the Principal is a factor that affects their performance. This result is supported by research from [29] It demonstrates that teacher performance is positively and significantly impacted by principal supervision. Principal supervision can improve teacher performance by providing support, suggestions, and constructive feedback. Thus, teachers will be more confident in doing their duties and will be more enthusiastic in teaching.

### **The Effect of Self Efficacy on Teacher Performance**

The study's findings show that self-efficacy considerably raises the performance of State Elementary School teachers in Kalinyamatan District, Jepara Regency. One element that influences how well teachers perform in their roles is their level of self-efficacy. Supported by research from [30], teacher self-efficacy can improve teacher performance by increasing teachers' confidence and work motivation. Thus, teachers will be more confident in doing their duties and will be more enthusiastic in teaching.

The findings of this study can be applied practically to enhance teacher effectiveness. Therefore, it is important for school principals to improve teacher self-efficacy through various relevant programs and activities. In addition, the school also needs to reduce the workload and work stress of teachers to improve the professionalism of teachers.

## **6 Conclusion**

Teachers can improve their skills in achieving learning goals through academic supervision, which consists of a series of exercises designed to help them implement the teaching and learning process sequentially. The conclusion of this study shows that:

1. Principal supervision has a direct effect on teachers' Self-Efficacy by 9.438% with a path coefficient of 0.655. Thus, the efficiency of instructors is directly impacted by the principal's supervision of the school. Put another way, teachers will be more productive if they have superior supervision from the school's leader.
2. Principal Supervision Has a Direct Effect on Teacher Performance by 2.51% with a path coefficient of 0.186. So Principal Supervision has a direct effect on Teacher Performance. Put another way, teacher performance will increase with the quality of the head of school's supervision.
3. Teacher's Cultural Efficacy Self-Directed towards Teacher Performance is 13.486% with a coefficient of 0.769. Thus, the self-direct effect of teacher efficacy on teacher performance. To put it another way, a teacher performs better the higher their level of self-efficacy.
4. The ideal leader is one who is open to new ideas, has high goals, works well with others, and adapts quickly to changing circumstances." School principals are also required to have personality, management, entrepreneurship, supervision, and social competencies.

Timely completion of assignments, accountability, and adherence to established processes are three ways teachers can consistently increase student motivation to work. Student learning achievement is expected to be improved through these steps. Teachers are also advised to practice the following in order to sustain self-efficacy, or confidence in their abilities: feeling confident in their abilities and assured of their ability to carry out their responsibilities, especially as teachers who can actualize learning and a school climate that supports students who are expected to improve teacher performance in the classroom.

## References

- [1] Setyaningsih, S. and Y.J.J. Suchyadi, *implementation of principal academic supervision to improve teacher performance in North Bogor*. 2021. **5**(2): p. 179-183.
- [2] Rusdiman, A., et al., *Academic Supervision Model In Improving Teacher Performance*. 2022. **1**(6).
- [3] Santrock, J.W.J.J.E., *Life-Span Development Edisi Bahasa Indonesia*. 2012.
- [4] Yanti, E.D., et al., *The Effect of Principal's Leadership and Certification on the Quality of High School Teacher's Performance*. 2023. **4**(2): p. 692-697.
- [5] Singerin, S.J.S.J.o.A., Humanities and S. Sciences, *The Effect Supervision on Teacher Performance through TPACK as Mediating Variable*. 2022. **10**(2).
- [6] Barni, D., F. Danioni, and P.J.F.i.p. Benevene, *Teachers' self-efficacy: The role of personal values and motivations for teaching*. 2019. **10**: p. 1645.
- [7] Kompri, M.P.I.J.B.P.R.R., *Motivasi Pembelajaran Perspektif guru dan siswa*. 2016.
- [8] Nurdia, O., R. Rahmi, and R.J.J. Rhoni, *Implementasi Supervisi Akademik Kepala MIS Batusangkar*. 2016. **1**(2): p. 12-25.
- [9] Rahman, A.J.P., *Supervisi dan pengawasan dalam pendidikan*. 2021. **12**(2): p. 50-65.
- [10] Haryaka, U.J.R.o.I.G.E.O., *Influence Supervision of the Head School and Job Satisfaction on Teacher Performance High Shool*. 2021. **11**(10): p. 1018-1033.
- [11] Sinambela, L.J.J.B.A., *Manajemen Sumber Daya Manusia [Human Resource Management]*. 2018.
- [12] Kartini, D. and M.J.K.J.M.P. Kristiawan, *Pengaruh tunjangan profesi dan motivasi kerja terhadap kinerja guru*. 2019. **6**(1): p. 25-33.
- [13] Andriani, S., et al., *The influence of the transformational leadership and work motivation on teachers performance*. 2018. **7**(7): p. 19-29.
- [14] Renata, R., et al., *The influence of headmaster's supervision and achievement motivation on effective teachers*. 2018. **7**(4): p. 44-49.
- [15] Murtiningsih, M., M. Kristiawan, and B.J.E.J.o.E.S. Lian, *The correlation between supervision of headmaster and interpersonal communication with work ethos of the teacher*. 2019.
- [16] Khasanah, U., M.J.I.J.o.S. Kristiawan, and T. Research, *Tobari.(2019). The implementation of principals' academic supervision in improving teachers' professionalism in the state primary schools*. **8**(8): p. 1107-1115.
- [17] Nugraha, A.P.J.P.J.I.P., *Pengaruh Lingkungan Kerja dan Kompetensi Terhadap Kinerja Guru*. 2020. **8**(2): p. 221.
- [18] Hidayat, R., et al. *Analysis on Items of Lecturer Self-Efficacy Instrument Using Rasch Modeling*. in *3rd International Conference on Research of Educational Administration and Management (ICREAM 2019)*. 2020. Atlantis Press.
- [19] Hidayat, R.J.K.J.M.P., *Peningkatan aktivitas komunikasi interpersonal dalam organisasi melalui perbaikan efikasi diri, kepemimpinan dan kekohesifan tim*. 2017. **4**(2): p. 161-170.
- [20] Gully, S.M. and J.M. Phillips, *On finding your level*. 2019.
- [21] Van Eerde, W. and H.J.J.o.a.p. Thierry, *Vroom's expectancy models and work-related criteria: A meta-analysis*. 1996. **81**(5): p. 575.
- [22] Weiner, B.J.R.o.e.r., *Attribution theory, achievement motivation, and the educational process*. 1972. **42**(2): p. 203-215.

- [23] Mitchell, D.R., *The impact of perceptions of clinical supervision on Clinician Self-Efficacy in community behavioral health*. 2008: Northern Arizona University.
- [24] Arikunto, S.J.J.R.C., *Dasar-dasar supervisi*. 2004.
- [25] Tahaha, H. and E.J.J.S.A.D.M. Rustan, *Orientasi religiusitas dan efikasi diri dalam hubungannya dengan kebermaknaan pendidikan agama islam pada Mahasiswa IAIN Palopo*. 2017. **13**(2): p. 163-179.
- [26] Sugiyono, D., *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*. 2013.
- [27] Ulum, I., I. Ghazali, and A. Chariri, *Intellectual capital dan kinerja keuangan perusahaan; Suatu analisis dengan pendekatan Partial Least Squares (PLS)*. 2008.
- [28] Agustina, A., G. Gimin, and R.S.J.J.J. Kartikowati, *PENGARUH SUPERVISI KEPALA SEKOLAH, PELATIHAN, DAN SELF EFFICACY GURU BIMBINGAN KONSELING SMA KOTA PEKANBARU*. 2021. **9**(2): p. 148-161.
- [29] Aprida, Y., H. Fitria, and N.J.J.o.E.R. Nurkhalis, *Pengaruh supervisi kepala sekolah dan motivasi kerja guru terhadap kinerja guru*. 2020. **1**(2): p. 160-164.
- [30] SUGENG, S.J.M.J.I.M.d.S.P., *PENGARUH KEDISIPLINAN DAN EFIKASI GURU TERHADAP KINERJA GURU DIMODERASI SUPERVISI KEPALA SEKOLAH DI SMA KABUPATEN JEPARA*. 2021. **1**(3): p. 232-243.