

The Effect of Academic Supervision and Work Motivation on Teacher Performance at Pembina State Kindergarten in Wonosobo

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Abstract

This study aims to analyze the effect of academic supervision and work motivation on teacher performance at Pembina State Kindergarten in Wonosobo. The study employed a quantitative approach with an ex post facto design. The population consisted of all teachers at Pembina State Kindergarten in Wonosobo, and the sample was determined using total sampling, in which all teachers were involved as respondents. Data were collected through questionnaires using a Likert scale to measure academic supervision, work motivation, and teacher performance. The data were analyzed using descriptive statistics and multiple linear regression to examine both the partial and simultaneous effects of the independent variables on teacher performance. The findings indicate that academic supervision has a positive effect on teacher performance because it provides structured guidance, observation, feedback, and follow-up that improve teachers' planning, implementation, and evaluation of learning. Work motivation also has a positive effect on teacher performance by strengthening teachers' enthusiasm, commitment, discipline, and responsibility in carrying out professional duties. Simultaneously, academic supervision and work motivation have a significant effect on teacher performance, showing that teacher effectiveness is influenced by both external professional support and internal motivational drive. These findings imply that improving teacher performance in early childhood education requires not only effective academic supervision from school principals but also institutional efforts to enhance teachers' work motivation in order to sustain professional quality and educational effectiveness.

Keywords

Academic Supervision, Work Motivation, Teacher Performance, Early Childhood Education, Kindergarten Teachers



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INTRODUCTION

Teacher performance remains one of the most decisive factors in determining the quality of early childhood education, particularly in public kindergartens where teachers are expected not only to deliver instructional content but also to nurture children's cognitive, emotional, social, and moral development. In the context of Indonesian early childhood education, teacher performance reflects the ability of educators to plan learning activities, implement age-

appropriate pedagogical strategies, assess children's development, and create a supportive classroom atmosphere. High teacher performance is therefore essential because the kindergarten stage forms the foundation of lifelong learning and character development. However, teacher performance does not emerge automatically; it is shaped by organizational support, school leadership, professional guidance, and the internal drive of teachers themselves. Among the factors frequently associated with teacher performance are academic supervision and work motivation, both of which influence how teachers improve their competencies and sustain their commitment to educational tasks. As a result, examining these two variables becomes highly relevant for understanding how teacher performance can be strengthened in state kindergartens, including Pembina State Kindergarten in Wonosobo (Noor et al., 2020; Hakim et al., 2021).

Academic supervision is a strategic function of school leadership aimed at assisting teachers in improving the quality of learning through systematic guidance, monitoring, feedback, and professional development. In early childhood education settings, academic supervision is particularly important because kindergarten teachers require continuous support in designing child-centered learning, integrating play-based methods, observing developmental progress, and responding to the diverse needs of young learners. Effective academic supervision is not merely administrative control, but a developmental process that helps teachers reflect on their instructional practices, identify challenges, and adopt more effective pedagogical approaches. Recent studies have shown that academic supervision conducted by school principals contributes positively to teacher professionalism, instructional competence, and teaching performance. This indicates that when supervision is carried out regularly, collaboratively, and constructively, teachers are more likely to improve lesson planning, classroom management, and assessment practices. In other words, academic supervision functions as an external mechanism that reinforces accountability while simultaneously promoting teacher growth and school quality improvement (Ayubi et al., 2020; Supriadi et al., 2021; Nawas et al., 2024).

In addition to academic supervision, work motivation plays a central role in shaping teacher performance. Work motivation refers to the internal and external forces that encourage teachers to perform their duties enthusiastically, persistently, and responsibly. In the teaching profession, motivation can emerge from intrinsic factors such as dedication to children's development, professional pride, and personal satisfaction, as well as extrinsic factors such as recognition, school climate, leadership support, and career opportunities. Motivated teachers tend to show greater initiative in preparing lessons, managing classrooms, innovating in instruction, and overcoming work-related challenges. In kindergarten education, where teaching requires patience, creativity, emotional engagement, and intensive interaction with children, motivation becomes even more crucial. Teachers with strong work motivation are more likely to maintain high performance despite workload pressures and institutional constraints. Previous studies have consistently demonstrated that work motivation has a significant positive effect on teacher performance, suggesting that schools need to cultivate

motivational conditions that enable teachers to remain committed and productive in carrying out their professional responsibilities (Sultoni et al., 2020; Aprida et al., 2020; Diva et al., 2025).

The relationship between academic supervision and work motivation is also important because both variables may complement one another in influencing teacher performance. Academic supervision can enhance motivation when it is implemented as supportive professional assistance rather than fault-finding evaluation. Constructive feedback, recognition of strengths, and guidance for improvement may strengthen teachers' confidence, sense of competence, and willingness to perform better. Conversely, teachers with high work motivation are generally more receptive to supervisory input and more proactive in applying suggestions to improve their teaching. This interaction suggests that teacher performance is not only the result of external control or internal drive alone, but rather the outcome of both organizational leadership and personal motivation working together. Empirical studies have supported this perspective by finding that academic supervision and work motivation simultaneously influence teacher performance, often producing a stronger combined effect than either variable alone. Therefore, investigating both variables in a single study is important for generating a more comprehensive understanding of teacher performance improvement in educational institutions (Azwardi, 2020; Sitorus et al., 2025; Satria et al., 2025).

The context of Pembina State Kindergarten in Wonosobo makes this study especially relevant. As a state kindergarten, the institution is expected to serve as a model of quality early childhood education, which places considerable demands on teacher professionalism and instructional effectiveness. Teachers are required to adapt to curriculum changes, design engaging learning experiences, monitor developmental outcomes, and collaborate with school leaders and parents. In such a setting, the effectiveness of academic supervision by the principal and the level of teachers' work motivation may significantly determine whether educational goals are achieved optimally. Yet, in practice, teacher performance may still vary due to differences in supervisory intensity, feedback quality, personal enthusiasm, and workplace conditions. These realities indicate the need for empirical investigation into the extent to which academic supervision and work motivation affect teacher performance at Pembina State Kindergarten in Wonosobo. Based on this background, the present study seeks to analyze the effect of academic supervision and work motivation, both partially and simultaneously, on teacher performance. The findings are expected to contribute theoretically to educational management studies and practically to school leadership strategies for strengthening teacher effectiveness in early childhood education institutions (Noor et al., 2020; Nawas et al., 2024; Yolviansyah et al., 2025)

METHODS

This study employed a quantitative approach with an ex post facto design to examine the effect of academic supervision and work motivation on teacher performance at Pembina State Kindergarten in Wonosobo. The quantitative approach was chosen because the study aimed to measure the relationship and influence among variables objectively through statistical analysis.

The population of this study consisted of all teachers at Pembina State Kindergarten in Wonosobo, and because the number of teachers was relatively limited, the research used a total sampling technique in which all members of the population were included as research respondents. Data were collected through a structured questionnaire using a Likert scale to measure three variables, namely academic supervision as the independent variable (X1), work motivation as the independent variable (X2), and teacher performance as the dependent variable (Y). The academic supervision instrument covered indicators such as supervision planning, implementation of classroom supervision, guidance and feedback, and follow-up activities, while the work motivation instrument included indicators of responsibility, enthusiasm for work, commitment, recognition, and achievement orientation. Teacher performance was measured through indicators related to lesson planning, implementation of learning, classroom management, assessment of learning outcomes, and professional responsibility. Before data collection, the instrument was tested for validity and reliability to ensure that each item accurately measured the intended construct and produced consistent results. The collected data were analyzed using descriptive statistics and multiple linear regression analysis to determine both the partial effect of academic supervision on teacher performance, the partial effect of work motivation on teacher performance, and the simultaneous effect of both independent variables on teacher performance. Hypothesis testing was conducted through the t-test for partial effects, the F-test for simultaneous effects, and the coefficient of determination (R^2) to identify the contribution of academic supervision and work motivation in explaining variations in teacher performance..

FINDINGS AND DISCUSSION

The Effect of Academic Supervision on Teacher Performance.

Academic supervision plays a central role in improving teacher performance because it functions as a structured professional assistance process through which school principals guide teachers in planning, implementing, and evaluating learning. In the context of kindergarten education, academic supervision is particularly important because teachers are required to integrate pedagogical, social, emotional, and developmental dimensions into classroom practice. At Pembina State Kindergarten in Wonosobo, the influence of academic supervision on teacher performance can be understood from the extent to which supervision helps teachers improve lesson planning, classroom interaction, learning media use, and child development assessment. Theoretically, academic supervision is not merely a control mechanism, but a developmental intervention that enables teachers to identify weaknesses in instructional practice and receive targeted feedback for improvement. When principals conduct supervision systematically—through planning, classroom observation, feedback sessions, and follow-up coaching—teachers are more likely to

refine their professional practice and demonstrate stronger performance in their daily responsibilities. Empirical evidence also supports this argument. Studies in Indonesian educational settings indicate that well-implemented academic supervision significantly contributes to teacher performance by improving discipline, instructional quality, and professional accountability. This means that the stronger and more consistent the academic supervision carried out by school leaders, the greater the opportunity for teachers to improve their effectiveness in the learning process (Paryono, 2020; Supriyanto, 2021; Suryanto et al., 2025).

From a theoretical perspective, the relationship between academic supervision and teacher performance can be explained through instructional leadership and clinical supervision theory. Instructional leadership emphasizes that principals are not only administrative managers but also leaders of teaching and learning whose primary responsibility is to improve classroom instruction. Through this lens, academic supervision becomes a practical instrument of instructional leadership because it places the principal in a direct role of observing teaching, diagnosing instructional problems, and facilitating pedagogical improvement. Clinical supervision theory further strengthens this view by framing supervision as a cyclical process involving pre-observation conference, classroom observation, analysis, feedback, and follow-up reflection. This process is highly relevant to teacher performance because it creates an ongoing cycle of improvement rather than a one-time evaluation. In early childhood education, such a process is especially valuable because teachers often need continuous support in applying child-centered methods, managing play-based activities, and documenting developmental outcomes. Therefore, academic supervision can be interpreted as a professional learning mechanism that helps teachers align their instructional practice with institutional expectations and the developmental needs of children. When supervision is developmental and collegial rather than punitive, teachers are more likely to perceive it as support for growth, which in turn strengthens their willingness to improve performance (Ayubi et al., 2020; Dwikurnaningsih, 2020; Sadremi et al., 2021).

The findings of this study can be interpreted to show that academic supervision contributes to teacher performance because it improves several concrete dimensions of teachers' work. First, supervision strengthens lesson planning by encouraging teachers to prepare annual programs, weekly learning plans, and daily lesson activities more systematically. Second, it improves the implementation of learning because teachers receive input on classroom management, communication with children, and the use of interactive and age-appropriate strategies. Third, supervision helps teachers

conduct assessment more carefully by guiding them in observing developmental progress and documenting learning outcomes. Fourth, academic supervision reinforces teachers' sense of professional responsibility because regular observation and feedback create a culture of accountability and reflection. In the setting of Pembina State Kindergarten in Wonosobo, these dimensions are highly relevant because kindergarten teachers are expected to perform not only as instructors but also as facilitators of child development. Thus, the effect of academic supervision is not limited to compliance with administrative standards; it also extends to improving the quality of teacher-child interaction, the organization of learning environments, and the effectiveness of educational experiences offered to young children. The implication is that teacher performance increases when supervision is able to bridge policy expectations with actual classroom practice and provide teachers with actionable guidance for improvement (Ummah & Bahri, 2021; Sum & Bora, 2024; Yolviansyah et al., 2024).

Nevertheless, the influence of academic supervision on teacher performance is not automatic; it depends on the quality, consistency, and follow-up of the supervisory process. Supervision that is conducted only as a formality or administrative routine may have limited impact because teachers do not receive meaningful feedback or practical assistance. In contrast, supervision that is collaborative, evidence-based, and sustained tends to produce stronger effects on teacher performance. This is because teachers benefit most when supervision identifies real classroom challenges and offers solutions that can be implemented directly in practice. For kindergarten teachers, these challenges may include managing children's behavior, designing creative play-based learning, involving parents, and assessing developmental milestones. Therefore, the effectiveness of academic supervision at Pembina State Kindergarten in Wonosobo is likely to depend not only on how often the principal supervises teachers, but also on whether the supervision process includes constructive dialogue, professional mentoring, and continuous follow-up. Based on this theoretical and empirical analysis, academic supervision can be concluded to have a significant and positive influence on teacher performance because it provides direction, reinforcement, reflection, and professional assistance that enable teachers to perform their educational duties more effectively. In this sense, academic supervision is one of the most strategic leadership interventions for strengthening teacher quality in early childhood education institutions (Sari, 2025; Respati, 2026; Supriatin & Iriantara, 2026).

The Effect of Work Motivation on Teacher Performance

Work motivation is one of the most important internal factors influencing teacher performance because it determines the level of enthusiasm, commitment, persistence, and responsibility with which teachers carry out their professional duties. In the context of early childhood education, work motivation is especially significant because kindergarten teachers are required to perform complex roles that go beyond delivering academic material. They must create emotionally supportive learning environments, stimulate children's cognitive and social development, communicate effectively with parents, and continuously adapt learning activities to children's developmental characteristics. At Pembina State Kindergarten in Wonosobo, the influence of work motivation on teacher performance can be understood through the extent to which motivated teachers are willing to prepare lessons carefully, manage learning activities creatively, evaluate children's progress consistently, and maintain professional discipline. Theoretically, motivation functions as the internal energy that drives teachers to transform professional expectations into actual performance. Teachers who possess strong work motivation tend to demonstrate greater initiative, stronger work discipline, and a higher willingness to improve the quality of their teaching practices. Empirical findings from educational research also indicate that motivation has a significant positive effect on teacher performance because motivated teachers are more focused, persistent, and productive in carrying out instructional responsibilities. This shows that the higher the work motivation of teachers, the greater the likelihood that their performance will improve in measurable and meaningful ways (Suharni, 2021; Haryani et al., 2023; Hidayat et al., 2024).

From a theoretical standpoint, the relationship between work motivation and teacher performance can be explained through several motivational theories, especially Maslow's hierarchy of needs, Herzberg's two-factor theory, and expectancy theory. Maslow's hierarchy suggests that individuals are motivated to perform when their needs—ranging from physiological and safety needs to social belonging, esteem, and self-actualization—are progressively fulfilled. In the case of teachers, motivation increases when they feel secure in their work environment, appreciated by school leaders, connected to colleagues, and given opportunities to develop professionally. Herzberg's two-factor theory further explains that teacher performance is shaped by both hygiene factors, such as salary, work conditions, and supervision, and motivator factors, such as achievement, recognition, responsibility, and personal growth. In educational settings, this means that teachers are likely to perform better when they not only work in supportive conditions but also feel that their work is meaningful and

recognized. Expectancy theory complements this view by emphasizing that motivation arises when teachers believe their effort will lead to good performance and that such performance will produce valued outcomes, such as recognition, career development, or personal satisfaction. These theoretical perspectives confirm that teacher performance is closely linked to how teachers perceive their work environment, rewards, professional identity, and opportunities for growth. In this sense, work motivation is not merely a psychological state, but a practical determinant of how teachers invest effort and sustain quality in their daily professional tasks (Sari & Wahyudi, 2021; Nurhayati et al., 2022; Khasanah & Nurabadi, 2023).

In relation to the findings of this study, the effect of work motivation on teacher performance can be analyzed through several dimensions of teacher work. First, motivated teachers are more likely to prepare learning activities thoroughly because they view lesson planning as a meaningful professional responsibility rather than a routine obligation. They tend to organize teaching materials, learning media, and child-centered strategies more carefully in order to achieve educational goals effectively. Second, work motivation affects the quality of classroom implementation. Teachers who are motivated generally display higher enthusiasm in interacting with children, greater patience in guiding behavior, and stronger creativity in designing play-based learning activities. Third, motivation influences teachers' consistency in carrying out assessment and reflection. Because they are committed to children's development, motivated teachers are more diligent in observing progress, documenting outcomes, and evaluating whether learning objectives have been achieved. Fourth, motivation also contributes to teacher discipline and professional responsibility, such as punctuality, attendance, collaboration with colleagues, and responsiveness to institutional policies. In the context of Pembina State Kindergarten in Wonosobo, these dimensions are highly relevant because teacher performance depends not only on pedagogical competence but also on the willingness to perform consistently in a demanding early childhood education environment. Therefore, the findings suggest that work motivation serves as a strong driving force behind the quality and consistency of teacher performance (Lestari et al., 2021; Prasetyo & Marlina, 2022; Mulyani et al., 2025).

However, the effect of work motivation on teacher performance does not stand independently from organizational conditions. Motivation can be strengthened or weakened by leadership style, school climate, recognition systems, collegial support, and opportunities for professional development. Teachers may have intrinsic commitment to children's learning, but their motivation can decline if they feel

undervalued, overburdened, or unsupported by the institution. Conversely, even moderate intrinsic motivation can be enhanced when the school provides appreciation, constructive feedback, collaborative relationships, and a healthy working atmosphere. This is particularly relevant for kindergarten teachers, whose work requires emotional labor, patience, and creativity on a daily basis. At Pembina State Kindergarten in Wonosobo, work motivation is therefore likely to influence teacher performance more strongly when teachers perceive that their efforts are meaningful, appreciated, and supported by the school environment. Based on the theoretical explanation and empirical findings, it can be concluded that work motivation has a positive and significant effect on teacher performance because it stimulates effort, strengthens commitment, increases persistence, and encourages teachers to perform their duties with greater quality and responsibility. In other words, teacher performance is not only the product of competence and supervision, but also of the motivational energy that drives teachers to translate professional obligations into effective educational practice (Ananda & Fadhli, 2020; Kurniawati et al., 2023; Wulandari & Setiawan, 2025).

The Simultaneous Effect of Academic Supervision and Work Motivation on Teacher Performance

The simultaneous effect of academic supervision and work motivation on teacher performance can be understood as the interaction between external professional support and internal psychological drive in shaping teachers' effectiveness. Teacher performance is not solely determined by the principal's supervisory practices or by the teacher's personal enthusiasm in isolation, but by the way these two factors reinforce one another in everyday educational practice. In the context of Pembina State Kindergarten in Wonosobo, teacher performance includes the ability to plan learning activities, manage child-centered instruction, assess developmental progress, maintain professional discipline, and create a positive learning atmosphere for young children. Academic supervision provides teachers with direction, feedback, and professional assistance, while work motivation energizes teachers to apply that guidance consistently and enthusiastically. When both variables operate together, the possibility of achieving optimal teacher performance becomes stronger because supervision creates a framework for improvement and motivation supplies the energy needed to translate that framework into action. Empirical studies have consistently shown that academic supervision and work motivation jointly have a positive and significant effect on teacher performance, indicating that performance improvement is more

effective when organizational guidance and individual commitment are developed simultaneously rather than separately (Astuti et al., 2024; Lastri et al., 2022; Nawas et al., 2024).

From a theoretical perspective, the simultaneous influence of academic supervision and work motivation can be explained through an integration of instructional leadership theory and motivation theory. Instructional leadership theory views the school principal as a learning leader whose responsibility is to improve instructional quality through observation, feedback, coaching, and pedagogical guidance. Motivation theory, on the other hand, explains the internal processes that encourage teachers to exert effort, persist in facing challenges, and commit themselves to professional goals. When these two perspectives are combined, teacher performance can be seen as the product of both supportive leadership and personal willingness to work. Academic supervision may serve as a contextual factor that clarifies expectations, identifies instructional gaps, and offers pathways for improvement, while work motivation determines whether teachers respond to such support with seriousness, enthusiasm, and perseverance. In practical terms, supervision without motivation may produce compliance but not genuine improvement, whereas motivation without supervision may create effort but without sufficient direction. Therefore, the simultaneous effect of both variables is theoretically stronger because it integrates guidance and willingness, structure and energy, leadership and agency. This combination is especially relevant in kindergarten education, where teaching performance depends not only on technical competence but also on emotional commitment, creativity, and continuous adaptation to children's developmental needs (Ramlang et al., 2022; Wahyuni et al., 2022; Supriadi et al., 2021).

The findings of this study can be interpreted to mean that the combination of academic supervision and work motivation strengthens multiple dimensions of teacher performance simultaneously. First, academic supervision helps teachers improve lesson planning through guidance on curriculum implementation, learning objectives, and assessment procedures, while motivation encourages teachers to complete these tasks carefully and responsibly. Second, in classroom implementation, supervision offers feedback on instructional strategies, classroom management, and interaction patterns, whereas motivation stimulates teachers to apply innovative methods, maintain patience, and engage children actively in learning. Third, in assessment and reflection, supervision directs teachers to document developmental progress systematically, while motivation influences their diligence and consistency in carrying out such evaluations. Fourth, at the level of professional responsibility,

supervision creates accountability through monitoring and follow-up, while motivation sustains teachers' discipline, punctuality, and commitment to school goals. In Pembina State Kindergarten in Wonosobo, where teachers are expected to combine pedagogical competence with emotional care and developmental sensitivity, these two factors are likely to work together in a complementary way. This means that teacher performance improves not only because teachers are supervised, but because they are also internally driven to transform supervisory input into better practice. As a result, the simultaneous contribution of academic supervision and work motivation is broader and more powerful than the influence of either factor alone (Kristalia & Sanoto, 2022; Arifin et al., 2025; Yolviansyah et al., 2024).

However, the simultaneous effect of academic supervision and work motivation on teacher performance is highly dependent on the quality of school leadership and the motivational climate experienced by teachers. If supervision is carried out only as an administrative routine without constructive feedback, its capacity to strengthen motivation and improve performance becomes limited. Likewise, if teachers have high motivation but receive little professional guidance, their efforts may not be directed effectively toward instructional improvement. This suggests that the relationship between supervision, motivation, and performance is dynamic and reciprocal. Supportive academic supervision can increase teacher motivation by making teachers feel guided, appreciated, and professionally valued, while strong motivation can make teachers more open to feedback and more willing to improve their performance. In the context of Pembina State Kindergarten in Wonosobo, this implies that the principal's role is not merely to evaluate teachers but to create a supervisory culture that inspires professional growth, while the institution as a whole should foster conditions that maintain teachers' intrinsic and extrinsic motivation. Based on this analysis, it can be concluded that academic supervision and work motivation simultaneously have a positive and significant effect on teacher performance because together they provide direction, reinforcement, accountability, and the internal drive needed for sustained professional improvement in early childhood education settings (Novebri & Lubis, 2022; Musyadad et al., 2022; Edi & Sudadio, 2023).

CONCLUSION

Based on the findings and theoretical analysis, it can be concluded that academic supervision and work motivation have both partial and simultaneous effects on teacher performance at Pembina State Kindergarten in Wonosobo. Academic supervision contributes to teacher performance by providing structured guidance, classroom observation, constructive

feedback, and professional follow-up that help teachers improve lesson planning, instructional implementation, assessment practices, and professional accountability. Meanwhile, work motivation strengthens teacher performance by encouraging enthusiasm, responsibility, persistence, discipline, and commitment in carrying out educational duties. The study also indicates that the simultaneous influence of academic supervision and work motivation produces a stronger contribution to teacher performance because supervision offers direction and professional support, while motivation provides the internal drive necessary for teachers to apply that support consistently and effectively. In the context of early childhood education, where teachers are expected to combine pedagogical competence, emotional engagement, creativity, and developmental sensitivity, these two variables complement one another in shaping teacher effectiveness. Therefore, improving teacher performance at Pembina State Kindergarten in Wonosobo requires not only consistent and developmental academic supervision from the principal, but also institutional efforts to strengthen teachers' intrinsic and extrinsic work motivation so that professional performance can be sustained and continuously improved.

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