

**THE ROLE OF TEACHER COMPETENCY IN MEDIATING THE INFLUENCE OF
WORKSHOP AND ACADEMIC SUPERVISION ON STATE HIGH SCHOOL
TEACHER PERFORMANCE IN ACEH PROVINCE**

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<http://doi.org/10.35409/IJBMER.2023.3534>

ABSTRACT

The research examines the workshops and academic supervision influence on teacher competency as well as the implications for teacher performance at State High Schools in Aceh Province. The sample size was the same as the population namely 233 respondents, and it used the proportionate stratified random sampling technique to pick them up. Data were processed through a special one-sample t-test to prove the hypothesis through descriptive analysis, SEM-AMOS specifically to prove the hypothesis through direct effect path verification analysis, and a special Sobel calculator to prove the hypothesis through indirect effect path Sobel test analysis. The results prove that the descriptive hypothesis proposed states that it has worked well for all research variables. Furthermore, the workshop and academic supervision influence teacher competency and teacher performance, showing that the better the workshop and academic supervision, the better the teacher competency and teacher performance will be. The mediation test produces teacher competency plays a role as a partial mediator on the workshop and academic supervision influence teacher performance. Partial mediation proves that workshop and academic supervision can influence teacher performance directly, or through the mediator, namely teacher competency. These findings explain that the teacher performance model in State High School in Aceh Province is a function of increasing the quantity and quality of workshops and strengthening academic supervision for working teachers.

Keywords: Workshop, Academic Supervision, Teacher Competency, Teacher Performance.

1. INTRODUCTION

Education is an institution or organization that has a goal. Human resources in educational institutions must be managed, regulated, and empower students. Through human resource management, teachers can function more qualitatively and productively to achieve the goals of the institution. Teachers in educational institutions are a resource in addition to students and other components, so teachers must be managed and regulated. UNESCO (2022) in their Global Education Monitoring (GEM) Report, revealed that education in Indonesia is ranked 10th out of 14 developing countries, and [teacher quality](#) is ranked 14th out of 14 developing countries in the world. The number of teachers has increased by 382% from 2020/2021 to more than 3 million people, while the increase in the number of students is only 17%. Of the 3.9 million existing teachers, there are still 25% of teachers who do not meet the academic qualification requirements and 52% of them do not have a professional certificate. With a large number of teachers, it is hoped that optimal learning activities can be achieved. Unfortunately, the increase in teacher quantity is not in line with their quality.

Until now, not all teachers in schools teach subjects that are by their respective competencies.

Improving the quality of teachers is important because no matter how well the curriculum has been planned, it will not be able to run well without the support of qualified teachers. Four general causes cause low teacher quality, including; **incompatibility of scientific disciplines with teaching fields, teacher qualifications that are not yet equivalent to a bachelor's degree, low levels of Continuous Professional Improvement programs for teachers, and ineffective teacher recruitment.** Initial survey regarding respondents' perceptions of teacher performance in Aceh Province, for this study, shows that the average value is 3.58 and is in the good category. This indicates that The performance of teachers in Aceh Province is good, although in aggregate it does not show very high scores, such as regarding teachers creating annual and semester programs, utilizing various available media, and preparing plans for the teaching and learning process. The initial survey concerning teacher competency variables also shows that the teacher competency of State High School teachers in Aceh Province is good, with an average of 3.57. However, some indicators are still not good in each dimension. In the pedagogical competency dimension, namely understanding the individual characteristics of students, implementing educational and dialogical learning, making good use of learning technology, and having an assessment of students before and after. In the dimension of personality competency regarding broad and in-depth mastery of subject matter following educational unit program content standards, subjects that will be taught and have relevant concepts and methods of scientific, technological, and artistic disciplines. In the social dimension, regarding the functional use of communication and information technology, this means that teachers are good at using communication and information technology appropriately, interacting effectively with students, fellow educators, education staff, parents, or guardians of students.

It cannot be denied that advances in technology and science have not only changed the way we work but also changed the way we learn. Nowadays, students have easy access to information so educating them in a school environment will certainly be more difficult than before. Because, students can learn whatever they want through videos on YouTube, online classes, etc. via the Internet. This is certainly a challenge for teachers. Therefore, teachers are expected to develop skills and improve competencies so they can keep up with current technological developments so that the delivery of lesson material can be more effective. One way to develop skills and improve teacher competence is to take part in teacher training.

There are various workshop activities participated in by various State High Schools in Aceh Province, such as Technical Guidance for the Provincial Curriculum Development Team for SMA/MA/SMK Level, Subject Teachers' Conference (MGMP) for SMA/S, National Curriculum 2013 Instructor Training for SMA/SMK Level for Economic Subjects Workshop on Teacher Performance Evaluation, PKB and SKP for high school teachers throughout the city of Banda Aceh, In House Training (IHT) Assistance in the Implementation of the Independent Curriculum, Training on preparing PTK and PTS, Training on Improving the Competency of Deputy Principals, Training on increasing the competency of High School Subject Teachers /SMK/ MA and PKLK (Batch I), BIMTEK implementing the Pancasila student profile in the Merdeka Curriculum National Seminar "Increasing the Capacity of School Principals and Competence of High School Teachers". In the initial survey regarding the Workshop variable for this study shows the average value of 3.72 and it is in a good category, which indicates that the teachers' workshops were good. It's just that three indicators still need to be improved, namely the workshop material following the participants' components and the method used by the instructor which involves disseminating clear

goals and objectives.

For school principals, teacher supervision is a very important part of their main duties and functions. As stated in Minister of Education and Culture Regulation Number 13 of 2007 concerning School Principal Competency Standards, it is stated that there are 5 (five) school principal competencies, namely personality competency, social competency, managerial competency, and supervision competency. From the results of the ACDP study, school principal competencies related to academic supervision are the competencies most demanded for maximum student learning outcomes. ACDP highlights 3 (three) important components that must be supervised, namely RPP, Learning Observation, and Assessment Process. Initial survey regarding respondents' perceptions of academic supervision for this study reveals an average of 3.31 and is in the poor category, which indicates that Academic supervision in Aceh Province has not gone well. Apart from that, there are many indicators with low scores, such as the principal guiding and directing teachers to create learning objectives, directing and guiding teachers to find learning materials according to sufficient time, improving and increasing teacher knowledge, providing guidance and coaching teachers so they can use the method and appropriate media, guiding and providing direction in making process, and guiding the preparation of the syllabus and RPP. So to answer the various phenomena that occur as described, this study tried to prove the model involving Teacher Competency, Workshops, Academic Supervision, and Teacher Performance.

2. LITERATURE

Teacher Performance

Teacher performance is the assessment result achieved by teachers in carrying out their duties (Minister of National Education Regulation Number 35 of 2010). Meanwhile, based on MENPAN RB Regulation No. 38 of 2017, dimensions of teacher performance, namely creating annual and semester programs, preparing plans for implementing RPP learning, utilizing media, mastering teaching materials, preparing plans for the teaching and learning process, the ability to implement and manage the teaching and learning process, the ability to carry out assessments, and the ability to carry out tutoring.

Teacher Competency

Teacher Competency according to Republic of Indonesia Law No. 4 of 2005 is the capacity of teachers to carry out various tasks in teaching and education. The teacher competencies in question include Pedagogical Competency (the ability possessed by teachers to explain their obligations responsibly and appropriately), Personality Competency (the ability of a personality to have a strong, noble, wise, and dignified character and be a role model, especially for students and generally for all parties in the school and surrounding environment), Professional Competence (the ability to master subject matter broadly and in-depth), and Social Competence (the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and surrounding communities).

Workshop

Workshop is the process of teaching new or existing human resources the basic skills they need to carry out their needs (Dessler & Angelica, 2016). The indicators used in this research are instructors, participants, materials, methods, and objectives. Providing workshops is intended so

that teachers can master their work which is their responsibility so that efficiency and effectiveness can be achieved in carrying out their duties. Through this workshop, schools can also have teachers who are competent to compete, especially in global competition and the increasingly diverse demands of society. As a manifestation of the function of developing teaching staff, the human resources owned by the organization must be given a workshop which is a continuous process because of technological developments, developments economic, and non-economic in a country

Academic Supervision

Academic Supervision is a program of activities or plans that will be carried out in carrying out academic supervision activities, which relate to two main aspects that must be present in academic supervision, namely supervision scheduling and targets to be achieved (Government Regulation No. 19 of 2017). The measures, namely guiding and directing teachers to create learning objectives, directing and guiding teachers to search for learning materials according to sufficient time, improving and adding to teacher knowledge, providing guidance and developing teachers so they can use appropriate methods and media, guiding and providing direction in making processes, guiding the preparation of syllabi and lesson plans, and assessing teachers' teaching and learning processes in the classroom.

Model and Hypothesis

The authors formulated the model test framework and its hypothesis as follows.

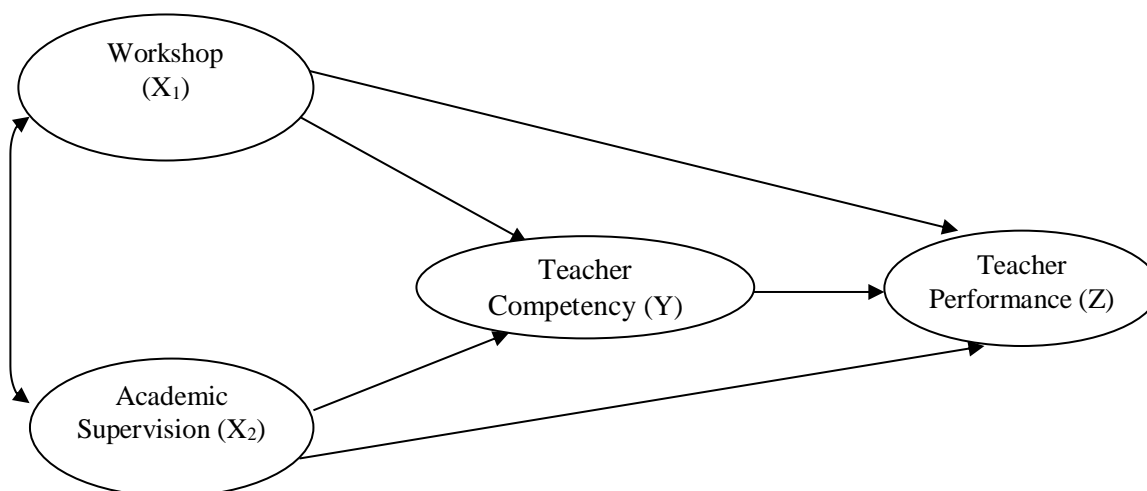


Figure 1. Influence Between Variables

A. Descriptive Test

H₁: Workshop, Academic Supervision, Teacher Competency, and Performance of Teachers in Aceh Province have gone well.

B. Verification Hypothesis

1. Direct Effect Test

H₂: Workshop influences teacher competency

H₃: Academic supervision influences teacher competency

H₄: Workshop influences teacher performance

- H₅: Academic supervision influences teacher performance
- H₆: Teacher competency influences teacher performance
- 2. Indirect Effect Test
 - H₇: Workshop influences teacher performance through competency.
 - H₈: Academic supervision influences teacher performance through competency.

3. METHOD

This survey was conducted at State High Schools in Aceh Province, Indonesia, with the objects being Workshop (X₁), Academic Supervision (X₂), Teacher competency (Y), and Teacher Performance (Z). This research used a population of 233 teachers using a proportional te stratified random sampling technique. Data were processed through a special one-sample t-test to prove the hypothesis through descriptive analysis, SEM-AMOS specifically to prove the hypothesis through direct effect path verification analysis, and a special Sobel calculator to prove the hypothesis through indirect effect path Sobel test analysis. Everything is proof in the form of looking for significance values and the magnitude of the existing influence.

4. RESULTS

Descriptive Hypothesis

The descriptive test used a one-sample test with a cut-off value of 3.41.

Table 1. One Sample Test Testing

	Test Value = 3.41					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Workshop	22,446	148	,000	,7275	,6635	,7916
Academic supervision	14,761	148	,000	,6034	,5226	,6842
Teacher Competency	21,124	148	,000	,9272	,8405	1.0140
Teacher performance	25,233	148	,000	,7224	,6659	,7791

Source: SPSS output, 2023 (processed)

The table above shows that all significance is below 0.05, revealing that all the variables in this study have worked well. Thus accepting H₁.

Direct Effect Hypothesis (H2 to H6)

The structural tests are shown below.

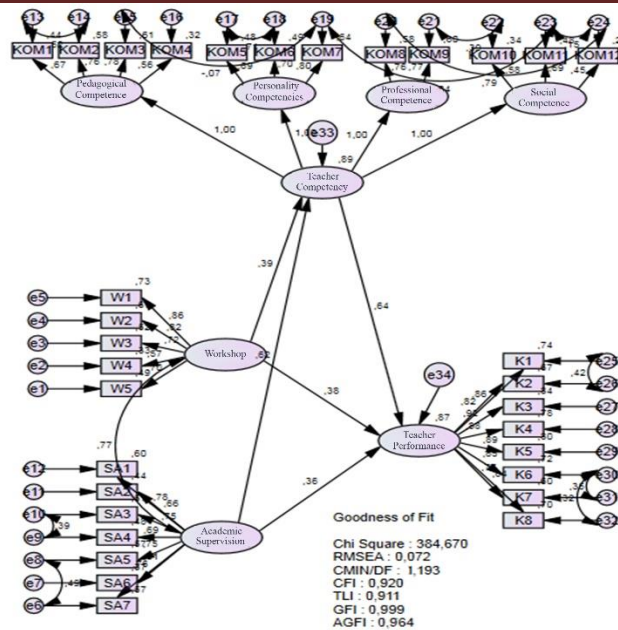


Figure 2. Structural Model

Based on the figure results, it provides the table below.

Table 2. Regression

Influence Between Variables	Estimate		S.E	CR	P
	Std.	Unstd			
Workshop on Teacher Competency	0.385	0.297	0.056	5,292	***
Academic Supervision of Teacher Competency	0.616	0.530	0.070	7,578	***
Workshop on Teacher Performance	0.380	0.357	0.084	4,233	***
Academic Supervision of Teacher Performance	0.356	0.359	0.134	4,437	***
Teacher Competency on Teacher Performance	0.636	0.774	0.205	3,777	***

Source: Processed Primary Data, (2023)

H2: The Role of Workshop In Influencing Teacher Competency

The results explain that testing H2 produces P ***, meaning < 0.05 which proves that Workshop significantly affected Teacher Competence. The influence magnitude of the Workshop on Teacher Competency is 0,385 or 38.5 %. This indicates that the better the Workshop will have a positive and significant influence on increasing Teacher Competency. This is supported by (Ismail & Maulida, 2020) who concluded that the Workshop positively affected the competency of Pekanbaru City State High School teachers. The expected results of the workshop are an effective communication process, the same perception regarding the tasks that must be completed, compliance of all parties with various normative provisions, both generally applicable and determined by the competent government agency, the existence of a good organizational climate for the growth of all teachers, and make the organization a more enjoyable place to work. So

basically the implementation of the workshop is aimed at increasing teacher mastery of skills and knowledge to improve their performance.

(Jufendri, 2020) with his research shows that workshop affected competence. Providing workshop is intended so that teachers can master their work which is their responsibility so that efficiency and effectiveness can be achieved in carrying out their duties. Through this workshop, schools can also have teachers who are competent to compete, especially in global competition and the increasingly diverse demands of society. As a manifestation of the function of developing teaching staff, the human resources owned by the organization must be given a workshop which is a continuous process because of technological developments, developments economic, and non-economic in a country. Anticipating other developments has encouraged the government to develop a teacher work workshop program. (Handayani, Sukirman, & Santoso, 2021) continued from several previous studies by concluding that workshop positively influenced teacher competency in Jati District Public Schools, Kudus Regency.

H3: The Role of Academic Supervision In Influencing Teacher Competency

The results explain that testing H3 produces P^{***} , meaning < 0.05 which proves that academic supervision significantly influences teacher competency. The influence magnitude of academic supervision on teacher competency is 0, 616 or 61.6 %. This indicates that a higher level of Academic Supervision will further increase teacher competency. This is in line with (Sanoto, Soesanto, Soegito, & Kardoyo, 2021) show that the academic supervision process influences teacher competence, but the percentage of influence is still low. Based on several studies, shows that the low influence of academic supervision is caused by the academic supervision process being inappropriate and requiring improvement.

Research conducted by (Mustafida, Warisno, & Hidayah, 2021) found that there was a significant influence between academic supervision on the professional competence of MA Hidayatul Mubtadiin Jati Agung teachers, Sidoharjo Village, Jati Agung District. So the higher the level of academic supervision of the Madrasah Head, it influenced the professionalism of a Teacher. Individual factors include the need for trust, experience, and esteem. Meanwhile, organizational environmental factors include organizational hierarchy, duties and responsibilities, control systems and managerial leadership, showing that problems in the academic supervision process are caused by several factors, including first, the supervisor; 1) time constraints (many administrative tasks that must be completed); 2) has not been programmed in a participatory manner; 3) lack of supervisor understanding of the concepts, theories and practices of supervision; 4) lack of understanding by scientific supervisors regarding the substance related to the field of study taught by each teacher. Second, from the teacher; 1) commitment to quality is low; 2) the motivation of many teachers who work solely to pursue prosperity. (Lutfiah, 2022) in his research shows that academic supervision has succeeded in increasing teacher competence in preparing learning tools.

H4: The Role of Workshop In Influencing Teacher Performance

The results explain that testing H4 produces P^{***} , meaning < 0.05 which proves that Workshop significantly affected Teacher Performance. The magnitude of the Workshop's influence on Teacher Performance is 0, 380 or 38 %. This explains that the higher the workshop, the more teacher performance will improve. This was strengthened by the empirical study

conducted by (Risdiantoro, 2021) in his research concluding that teacher training affected teacher performance through teacher professional development, training and professional development positively affected improving teacher performance, and the performance of MI teachers in Batu City in the high category shows that teachers are skilled in teaching, skilled in management, disciplined, organized and have good social relations.

Research conducted by (Harsono & Khasanah, 2021) shows that workshops have a significant effect on the performance of teachers at SMP Negeri 2 Ambal. Workshops are held to improve teacher performance. Workshops improve knowledge and skills that determine teacher performance. Workshops carried out by teachers must follow the needs, and objectives, teacher training methods used are appropriate, the instructor in the training is someone who is an expert in their field, teacher training follows learning principles and the results of the training are measurably evaluated. The workshops conducted meet organizational needs, work needs, and teacher duties and needs. Factors that influence workshops include material requirements, methods used, facilities, and learning principles.

(Astuti, Wiyono, & Kirana, 2022) in their research shows that workshops affected positively teacher performance. These results show that teacher training and teacher professional development contribute greatly to improving teacher performance. Workshops held by schools are effective programs in improving teacher performance. However, the school should be expected to further improve the quality of the workshop activities held and choose a workshop method that is more interesting and appropriate as has previously existed, both in terms of needs assessment, objectives, and development, program materials, training instructors, learning principles as well as evaluation and feedback from the implementation of workshops that are relevant to the needs of the organization.

H5: The Role of Academic Supervision In Influencing Teacher Performance

The results explain that testing H5 produces P^{***} , meaning < 0.05 which proves that Academic supervision significantly influences teacher performance. The result also shows that the coefficient between academic supervision and teacher performance is 0.356 or 35.6 %. This indicates that the higher the Academic Supervision, the more teacher performance will improve. The findings of (Firdaus, Muazza, Rosmiati, & Astuti, 2022) show that the principal's academic supervision positively affected the performance of Jambi City State Tsanawiyah Madrasah teachers. The principal's main task is to assess and develop learning providers in the school and also has a dual role as administrator and supervisor. In other words, one of the principal's duties is coaching by providing direction, guidance, and examples in the learning process at school.

(Jarir, Haryati, & Fatmasari, 2022) in their research it was discovered that supervisors' academic supervision affected the performance of sub-district public elementary school teachers. The role of the school principal as a supervisor is in charge of developing the school so that it successfully achieves the educational goals that have been determined and must be able to manage and coordinate all activities related to the school. The principal as an academic supervisor in his efforts to provide professional assistance or services to teachers always pays serious attention to aspects that can interfere with the teacher's duties in the teaching and learning process.

(Aulia & Haris, 2022) in their research show that there is an academic supervision influence on teacher performance. It can be seen that the principal's academic supervision is directly related to teacher performance. Relating to aspects of academic supervision planning, implementation,

and follow-up in the principal's academic supervision in the learning process at school. Therefore, academic supervision is deemed necessary to be carried out to improve and increase the abilities and supervision of teacher performance in the classroom. If the academic supervision of State MTs school principals in Jambi City is improved, then teacher performance will also improve and vice versa.

H6: The Role of Teacher Competence In Influencing Teacher Performance

The results explain that testing H6 produces P ^{***}, meaning < 0.05 which proves that teacher competence significantly influences teacher performance. This research also proves that the path coefficient between Teacher Competency and Teacher Performance obtained a path coefficient of 0.636 or 63.6 %. This indicates that the higher the level of teacher competency, the greater the teacher performance will be. This is supported by (Susilowati, Sudrajat, & Padillah, 2021) their research shows that there is a significant influence between teacher competency variables on teacher performance. Based on the facts in the field, several factors have been found that determine the influence magnitude of teacher competency variables on teacher performance, including teacher training carried out by the Teacher Working Group (KKG) on an ongoing basis, teacher performance assessments carried out objectively by the Principal, and the existence of Teacher Competency Examination (UKG) is conducted every year.

(Ratnasari, Sutjahjo, Susanti, Tanjung, & Ismanto, 2021) in their research concluded that competence influences teacher performance. The results of this research suggest that teachers develop their professional competence, especially the ability to plan learning, implement learning, evaluate learning, and carry out follow-up. To improve their professional competence, teachers need to be given as wide an opportunity as possible to participate in education and training activities, seminars, workshops, and other professional training on an ongoing basis. Apart from that, teachers also need to be motivated to be disciplined in carrying out their teaching tasks. (Rahmayanti, Haryati, Miyono, & Safitri, 2021) conducted research showing that professional competence influences teacher performance either separately or together. The results of the research show that professional competence influences the performance of State High School (SMAN) teachers throughout Pemalang Regency. This means that improving teacher performance requires increasing their professional competence.

Indirect Hypothesis (H7 and H8)

H7: The Role of Workshop in Influencing Teacher Performance Through Teacher Competency

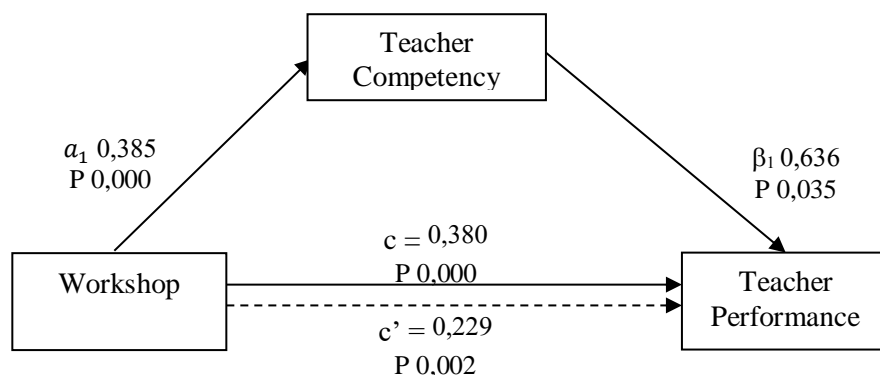


Figure 3. Testing Mediation Effect of Teacher Competency on Workshop effect on Teacher Performance

The Sobel test results are displayed according to the indirect effect test and the results are as follows:

Input:	Test statistic:	Std. Error:	p-value:
a 0.297	Sobel test: 3.07580762	0.07473744	0.00209933
b 0.774	Aroian test: 3.04015157	0.07561399	0.00236459
s _a 0.056	Goodman test: 3.11274839	0.07385049	0.00185354
s _b 0.205	Reset all	Calculate	

Figure 4. Sobel Test for H7

The calculation above found that the z was $3.075 > 1.96$. The indirect effect magnitude is obtained by multiplying the Sobel results by the standard error, where $3.07580762 \times 0.07473744 = 0.229$. Then, the p-value was found to be 0.002 so it was significant ($< 5\%$). This result shows there is a direct influence between the Workshop on Teacher Performance which is partially mediated by Teacher Competence.

H8: The Role of Academic Supervision In Influencing Teacher Performance Through Teacher Competency

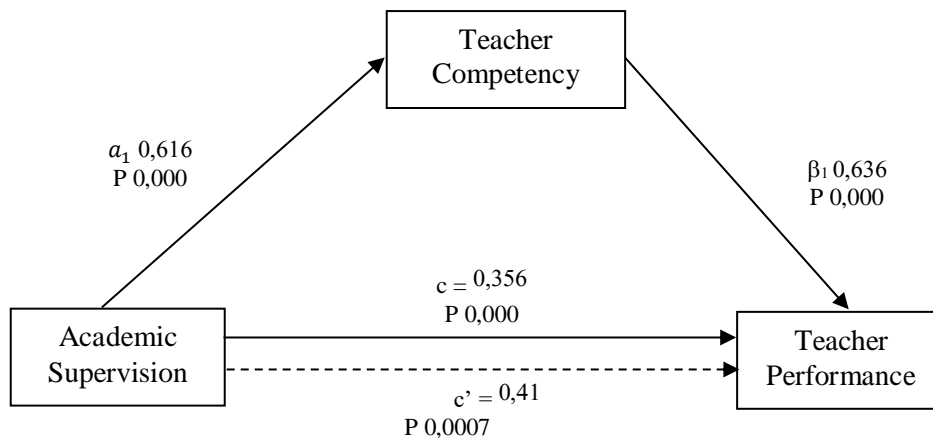


Figure 5. Testing Mediation Effect of Teacher Competency on Academic Supervision effect on Teacher Performance

The Sobel test results are displayed according to the indirect effect test and the results are as follows:

Input:		Test statistic:	Std. Error:	p-value:
a	0.530	Sobel test: 3.37880979	0.12140962	0.000728
b	0.774	Aroian test: 3.35545318	0.12225472	0.00079235
s _a	0.070	Goodman test: 3.40266104	0.12055858	0.00066733
s _b	0.205	Reset all	Calculate	

Figure 6. Sobel Test for H8

The calculation above found the z was $3.37 > 1.96$. The indirect effect magnitude is obtained by multiplying the Sobel result by the standard error where $3.37880979 \times 0.12140962 = 0.410$. Then, the p-value as a significance proof was 0.0007 so it was proven to be significant ($< 5\%$). Results prove that there is an indirect influence between academic supervision and teacher performance which is partially mediated by teacher competency.

5. CONCLUSION

Following the details of the testing and previous discussion, it concludes that the descriptive hypothesis proposed states that it has worked well for all research variables. Furthermore, the workshop and academic supervision influence teacher competency and teacher performance, showing that the better the workshop and academic supervision, the better the teacher competency and teacher performance will be. The mediation test produces teacher competency plays a role as a partial mediator on the workshop and academic supervision influence teacher performance. Partial mediation proves that workshop and academic supervision can influence teacher performance directly, or through the mediator, namely teacher competency. These findings explain that the teacher performance model in State High School in Aceh Province is a function of increasing the quantity and quality of workshops and strengthening academic supervision for working teachers. This tested model becomes the premise for further research so that future researchers can develop the model by adding new variables that can help improve the performance of teachers. Some of the recommendations resulting from the survey are :

1. Develop training programs that are more comprehensive and relevant to the needs of teachers in Aceh. This training should involve innovative aspects of education, such as educational technology, active learning strategies, and curriculum integration.
2. Improving the quality of the academic supervision process by focusing on teacher development. Coaches must have a deep understanding of teachers' individual needs and provide constructive feedback.
3. Encourage collaboration between local governments, schools, educational institutions, and communities to support teacher competency development. This can create a holistic and sustainable educational environment.

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