

The Influence of Principal Supervision and Organizational Culture Towards the Performance of Vocational Teachers

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Abstract: This study aims to analyze the influence of principal supervision and organizational culture on teacher performance within State Vocational Schools in Ogan Ilir Regency. Employing a quantitative descriptive method, data were collected via questionnaires from a sample of 67 teachers across five vocational schools. Statistical analysis included normality, linearity, and multicollinearity tests, followed by correlation, regression, t-tests, and an F-test. The results confirm that both principal supervision and organizational culture have a significant positive effect on teacher performance, with their combined influence explaining a substantial portion of the variance in performance outcomes. The novelty of this research lies in its focused examination of these two managerial factors within the specific context of Indonesian public vocational education, a sector critical to workforce development. A key practical implication is the need for district-level policies that train school principals in constructive supervision techniques while consciously fostering a collaborative and achievement-oriented school culture. This study contributes to the field of educational management by providing empirical evidence that strategic leadership and intentional cultural development are synergistic levers for enhancing teacher effectiveness in vocational settings.

Keywords: Organizational Culture, Principal Supervision, Teacher Performance

A. Introduction

Education is an important foundation in the development of a quality nation. In the Indonesian context, efforts to improve the quality of education are the government's top priority to realize competitive human resources. Vocational High School (SMK) as one of the formal educational institutions has a strategic role in preparing students to be ready to enter the world of work with skills relevant to industrial needs (Supardi, 2020). However, the condition of vocational education in Indonesia, especially in developing areas such as Ogan Ilir Regency, South Sumatra, still faces various challenges in an effort to improve the quality of its graduates.

Ogan Ilir Regency as one of the developing districts in South Sumatra Province has several State Vocational Schools that play an important role in the development of

human resources in the area. Based on data from the Ogan Ilir Regency Education Office in 2023, there is a significant gap in teacher performance between State Vocational Schools in this district. Some schools show satisfactory results while others still face various obstacles that affect the quality of learning and graduate output. This fact indicates that there is a variation in the factors that affect the performance of teachers as the spearhead of education (Sudarno, 2023).

Teacher performance is one of the main determinants in the success of the educational process. According to Mangkunegara (2018), teacher performance is the result of quality and quantity of work achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him. Good teacher performance will have a positive impact on improving the quality of learning and achieving student learning outcomes. On the other hand, low teacher performance can hinder the educational process and the optimal development of students' potential.

In an effort to improve teacher performance, there are various factors that need to be considered, both internal and external factors. Two external factors that are assumed to have a significant influence on teacher performance are the principal's supervision and the culture of the school organization. Supervision of school principals as a form of supervision and professional development of teachers plays a crucial role in ensuring the quality of teaching and effective classroom management (Mulyasa, 2020). Meanwhile, the school organizational culture creates a work climate and values that influence the attitudes, behaviors, and performance of all components of the school, including teachers (Robbins & Judge, 2008).

Principal supervision is a coaching activity that is planned to assist teachers in doing their work effectively. According to Purwanto (2020), the supervision of school principals aims to develop a better learning situation through coaching and improving the teaching profession. An effective supervision process involves identifying teachers' weaknesses and strengths, providing constructive feedback, and facilitating ongoing professional development.

Data from the Ministry of Education and Culture in 2023 shows that there are still many school principals in Indonesia, including in Ogan Ilir Regency, who are not optimal in carrying out their supervisory functions. Based on the results of the performance evaluation of school principals, only about 65% of the heads of State Vocational Schools in Ogan Ilir Regency carry out academic supervision in a programmatic and continuous manner (Ministry of Education and Culture, 2015). This condition is certainly a serious concern considering the strategic role of school principal supervision in improving the quality of learning and teacher professionalism.

In addition to the supervision of the principal, organizational culture also plays an important role in forming a work environment conducive to improving teacher

performance. Schein (2014) defines organizational culture as a pattern of basic assumptions that are created, discovered, or developed by a particular group as they learn to deal with the problems of external adaptation and internal integration. A positive school organizational culture can encourage teachers' commitment, motivation, and productivity in carrying out their professional duties (Suriasumantri, 2021). A study conducted by Handayani & Rasyid (2015) in several secondary schools in South Sumatra found that a strong school organizational culture with values such as collaboration, innovation, and achievement orientation was positively correlated with high teacher performance. On the other hand, schools with weak organizational cultures tend to face problems such as low discipline, lack of motivation, and lack of initiative from teachers in developing innovative learning.

Based on initial observations at several State Vocational Schools in Ogan Ilir Regency in 2024, there are indications that there is a variation in organizational culture between schools. Some schools have developed an organizational culture that supports teacher professionalism and performance, while others are still in the process of forming a strong collective identity and values. This variation is assumed to affect the difference in teacher performance as seen from the aspects of learning planning, implementation of teaching and learning activities, and evaluation of learning outcomes. Another phenomenon found is the low performance of some State Vocational School teachers in Ogan Ilir Regency. Indicators that show this include: (1) there are still teachers who have not prepared learning tools completely and according to standards; (2) the learning methods applied tend to be conventional and less motivating for students; (3) the use of media and learning technology that is not optimal; (4) an assessment system that is not comprehensive; and (5) low participation in sustainable professional development activities (Sudarno, 2023).

The urgency of research on the influence of principal supervision and organizational culture on the performance of State Vocational Schools teachers in Ogan Ilir Regency is based on several considerations. First, vocational schools have a great responsibility in preparing a middle-level skilled workforce that is ready to compete in the global era. Improving teacher performance is the key to realizing vocational school graduates who are competent and in accordance with the needs of the industrial world. Second, the developing Ogan Ilir Regency needs quality human resources to support regional development. Vocational schools as producers of skilled labor need to be supported by teachers with superior performance. Third, there are still limited empirical studies that specifically analyze the relationship between principal supervision, organizational culture, and teacher performance in the context of State Vocational Schools in Ogan Ilir Regency.

A study conducted by Suharsaputra (2018) showed that the supervision of school principals had a positive effect on teacher performance with a determination coefficient of 42.3%. Meanwhile, the research of Persadha et. al., (2019) and Ramayanti et al., (2025) found that organizational culture has a significant contribution to teacher

performance by 38.7%. However, both studies were conducted at the high school level and in different regional contexts. The results obtained cannot necessarily be generalized in the context of State Vocational Schools in Ogan Ilir Regency which have specific characteristics and challenges. In line with the government's program to improve the quality of vocational education, this research is expected to make a practical contribution to the development of State Vocational Schools in Ogan Ilir Regency. Data from the Central Statistics Agency (BPS) of Ogan Ilir Regency in 2023 noted that the open unemployment rate of vocational school graduates in this district reached 12.4%, higher than the national average of 10.5%. This phenomenon indicates that there is a gap between the competence of vocational school graduates and the needs of the world of work, one of which can be influenced by the quality of learning and teacher performance (BPS Ogan Ilir, 2022).

The novelty of this research lies in several aspects. First, the focus of the research is on the State Vocational School level which has different characteristics from high school or other levels of education. Vocational schools have an orientation on the development of vocational skills that require specialized learning approaches and teacher performance that is relevant to the needs of the industry. Second, the geographical context of Ogan Ilir Regency as a developing area in South Sumatra has unique socio-cultural dynamics and has the potential to affect the variables studied. Third, this study integrates two external variables (principal supervision and organizational culture) that are simultaneously analyzed for their influence on teacher performance, in contrast to some previous studies that tend to examine these variables separately. Furthermore, this study adopts a more comprehensive approach in measuring teacher performance variables by considering aspects relevant to the characteristics of vocational education. Teacher performance indicators include not only pedagogical and professional competence in general, but also the ability to integrate theoretical and practical learning, build partnerships with the industrial world, and facilitate the development of students' vocational skills. This research also considers the context of the implementation of the Independent Curriculum in vocational schools which provides more flexibility for teachers in developing learning that is relevant to the needs of students and industry. The ability of teachers to utilize this movement space is certainly influenced by various factors, including the supervision of the principal and the supportive organizational culture (Permendikbudristek, 2021).

In order to increase the relevance of vocational education to the world of work, the government through Presidential Instruction Number 9 of 2016 concerning the Revitalization of Vocational Schools has encouraged various improvement efforts, including improving the competence of teachers and school management. This research is expected to contribute to identifying factors that affect the performance of vocational school teachers, so that it can be considered in formulating more effective and contextual development policies and programs.

Based on this background description, research on the influence of principal supervision and organizational culture on the performance of State Vocational School teachers in Ogan Ilir Regency is important to be carried out. The results of the study are expected to provide a more comprehensive understanding of the dynamics of factors that affect teacher performance and become the basis for formulating strategies to improve the quality of vocational education in Ogan Ilir Regency in particular and in Indonesia in general. The formulation of the problem in this study includes 1) is there an influence of principal supervision on the performance of State Vocational School teachers in Ogan Ilir Regency? 2) is there an influence of organizational culture on the performance of State Vocational School teachers in Ogan Ilir Regency? 3) is there an influence of principal supervision and organizational culture simultaneously on the performance of State Vocational School teachers in Ogan Ilir Regency?

B. Methods

This research was conducted at State Vocational Schools in Ogan Ilir Regency consisting of SMK Negeri 1 Payaraman, SMK Negeri 1 Tanjung Batu, SMK Negeri 1 South Indralaya, SMK Negeri 1 North Indralaya, SMK Negeri 1 South Pemouthan. The author carried out research starting from planning, preparation, implementation, data analysis, to reporting from April to August 2025. The author conducted the research by applying quantitative methods. Sugiyono (2018a) interprets that quantitative research is applied based on the study of the philosophy of positivism to examine the population or sample with certain criteria, data acquisition using instruments, and statistically analyzed so that hypotheses can be tested. The instrument used must meet the requirements of validity, reliability, and objectivity. Data are collected correctly against a *representative sample*. Referring to the characteristics of problem formulation, the author carried out quantitative research with a causal associative approach. The formulation of causal associative problems illustrates cause and effect, namely the influence of principal supervision and organizational culture on the performance of State Vocational School teachers in Ogan Ilir Regency. The population in this study includes all subjects studied, namely classroom teachers and subject teachers at State Vocational Schools in Ogan Ilir Regency, with a total of 199 people.

Table 1. Teacher Population Data

| No | School | Sex | | Quantity |
|-------|--------------------------------|------|--------|----------|
| | | Male | Female | |
| 1 | SMK Negeri 1 Payaraman | 12 | 15 | 27 |
| 2 | SMK Negeri 1 Tanjung Batu | 11 | 12 | 23 |
| 3 | SMK Negeri 1 Indralaya Selatan | 24 | 62 | 86 |
| 4 | SMK Negeri 1 Indralaya Utara | 15 | 28 | 43 |
| 5 | SMK Negeri 1 Pemulutan Selatan | 7 | 13 | 20 |
| Total | | 69 | 130 | 199 |

According to Yam & Taufik (2021), part of the size and composition of the population

makes up the sample. Whenever we want to draw a broader conclusion from our sample, we do what's known as sample research. When we say that research findings can be applied to the population as a whole, we are making generalizations. A sample is a randomly selected portion of the total population, determined by specific criteria, which are intended to accurately represent the whole. This study uses a purposive sample method, which is determined by many factors (Yam & Taufik, 2021). Purposive sampling is a strategy that involves selecting a portion of the current population based on specific criteria. Therefore, to find out how many samples will be targeted in this study, the researcher uses the Slovin formula. This formula is used:

$$n = \frac{N}{1 + N(e)^2}$$

Description:

n : Number of samples

N : Total population

e : Fault Tolerance Limits (0.1)

Here's how the researcher determines how many samples are needed for the study using this formula:

$$n = 199 / (1 + (199 \times (0.1)^2))$$

$$n = 199 / (1 + (199 \times 0.01))$$

$$n = 199 / (1 + (1,99))$$

$$n = 199 / 2,99$$

$$n = 66,55$$

The Slovin formula indicates that 67 samples from 5 State Vocational Schools in Ogan Ilir Regency. required for this investigation, with a total population of 199 and an error tolerance rate of 0.1. There are several data collection techniques used to conduct analysis in this study, namely Questionnaires. Sugiyono (2018) shows that the quality of the instrument and the quality of data collection are two critical factors that affect the overall quality of the data. In addition, Sugiyono (2018) explained that questionnaires function as a data collection method, which involves a series of questions or written statements that must be answered by respondents. Then, observation, Sugiyono (2018), stated that observational data collection techniques are used when the research focuses on human behavior, work processes, and natural phenomena, especially when the number of observed respondents can be managed. Finally, documentation, Sugiyono (2020) defines documentation as a record of events that have occurred. Documents can be written text, images, or important works by a person. According to Arikunto et al., (2015), documentation techniques serve as a method to collect data that generates important records related to the issue under investigation, ensuring that the data collected is comprehensive and valid rather than relying on estimates.

This research was conducted using data sourced from the documentation of State Vocational School educators in Ogan Ilir Regency, including education reports, personnel information, and additional data relevant to research needs. Testing of the instrument was carried out to determine its validity and reliability. The research instrument was tested on respondents who were not included in the research sample. The number of trial respondents was 20 teachers from SMK Negeri Pemmouthan. Based on *Pearson's table*, the larger the number of trial samples, the greater the level of possible validity and reliability of the instrument (Kesumawati et. al., 2021). The trial sample of 20 respondents was considered quite qualified. In this study, data analysis was carried out using the SPSS version 27 program.

C. Results and Discussion

The Influence of Principal Supervision on Teacher Performance

The analysis revealed that the principal supervision variable accounted for 74.9% of the variance in teacher performance, with the remaining 25.1% due to other factors. The evidence for this hypothesis is emphasized by a significance value of 0.000. The findings show the significant impact of principal supervision on the performance of State Vocational School teachers in Ogan Ilir Regency. The regression analysis yielded the equation $Y = 20.985 + 0.594X_1 + 0.187X_2$. The regression coefficient X_1 shows a positive relationship, which shows that the increase in principal supervision will affect the performance of State Vocational School teachers in Ogan Ilir Regency. To improve teacher performance, one effective step is to increase the level of supervision provided by the principal. These results are in line with the findings of research by Maulia, et al., (2023) and Septiyana, (2022) showing that principal supervision and pedagogical competence together contribute to teacher performance by 30.5%. The influence of the principal's supervision has an important role in determining the quality of teacher performance in schools.

The Influence of Organizational Culture on Teacher Performance

The hypothesis test revealed that organizational culture variables had a significant impact on teacher performance, which accounted for 67.5%, while the remaining 32.5% was due to other factors. The validity of this hypothesis is supported by a significance value of 0.000. In conclusion, it is clear that there is a significant relationship between organizational culture variables and teacher performance in Pangkalanbaru District, Central Bangka Regency. The results of the regression test showed the equation $Y = 20.985 + 0.594X_1 + 0.187X_2$. The regression coefficient of X_2 shows a positive value, which implies that improving organizational culture will affect the performance of State Vocational School teachers in Ogan Ilir Regency. An effective organizational culture significantly affects the alignment of human resources with the organization's vision, mission, and goals. It encourages teamwork, shapes employee behavior, increases motivation, and improves overall performance and

work enthusiasm. Each of these elements plays an important role in increasing the effectiveness of educators within educational institutions.

The results of this study are in line with previous findings by Bangun et, al., (2023) in a study entitled "The Influence of Leadership, Organizational Culture, Work Motivation and Appreciation on the Performance of Certified Elementary School Teachers". Based on observations in the field, the study concluded that organizational culture has an effect on teacher performance which is estimated at 72.5%.

This research is in line with the findings of Mardiaty, et al . (2023) in their work entitled "The Influence of Organizational Culture and Managerial Ability of School Principals on Elementary School Teacher Performance". Through the application of multiple linear regression analysis, it is clear that the organizational culture (X_1) shows a significance level of 0.400, accompanied by a *p-value* of 0.00, which is less than the threshold of 0.05. In addition, the t-statistic exceeded the t-table value ($13,557 > 1.96$), which suggests that organizational culture variables positively and significantly affect teacher performance.

This conclusion is supported by research conducted by Maulana, & Yahya, (2022) and Septian et al., (2023). The results of the multiple linear regression analysis between organizational culture (X_2) and organizational commitment had a direct positive effect on organizational commitment of 0.34. This means that there is a direct positive influence of organizational culture on organizational commitment because the *t*cal value = $4.12 > t$ table = 1.988. The coefficient of this path is significant up to alpha 5%, meaning that this hypothesis is proven, thus the organizational culture variable has a direct positive effect on the organizational commitment variable. This means that a good organizational culture has a direct positive influence on increasing the organizational commitment of public elementary school principals in the city of Palembang.

The Influence of Principal Supervision and Organizational Culture on Teacher Performance

The analysis revealed that the principal's supervision and organizational culture collectively accounted for 77.3% of the variance in teacher performance and the remaining 22.7% was due to other factors. The significance value obtained was 0.000, showing the significant influence of principal supervision and organizational culture on the performance of State Vocational School teachers in Ogan Ilir Regency. The regression test yields the equation $Y = 20.985 + 0.594X_1 + 0.187X_2$. The effectiveness of a teacher is seen in the results of their work, which is demonstrated through the mastery of four essential competencies: personality, social, professional, and pedagogic skills.

The findings of the study show that the combined influence of principal supervision

and organizational culture has a positive impact on teacher performance. Effective supervision by the principal will inspire and motivate teachers to reflect on the quality of their teaching, improve their own skills, and achieve desired learning goals. Similarly, the existence of a strong organizational culture encourages collaboration among teachers, between educators, and with students.

The study underlying this investigation is the work conducted by Aprida, et. al., (2020); Fitriyanti et al., (2022) which highlight the influence of principal supervision, managerial skills, and work motivation on teacher performance. The principal's supervision variable directly affected teacher performance by 43.7% in the State Elementary School located in Bulu District, Temanggung Regency. Previous research by Miyono & Widiastuti (2021) entitled "The Influence of Academic Supervision and School Culture on State Junior High School Teacher Professionals in Semarang Regency" stated that there was a positive influence of academic supervision and school culture together on teacher professionals by 95.8%.

The findings show the significant and meaningful impact of principal supervision and organizational culture. It supports the proposed hypothesis and is in line with the theories and findings of previous research. As a result, the supervision provided by the principal and the organizational culture that applies collaboratively affect teacher performance. Improved supervision and a positive organizational culture lead to improved teacher performance.

The distribution of the average score of the teacher performance variable indicator in the description of the respondent's answer to the teacher performance variable is found to be the indicator that has the highest average score, namely the personality competency indicator with an average score of 3.74. This means that teachers have shown the character, integrity and personality of a teacher who is an example for students, colleagues and the surrounding community. It was also found in the lowest average score indicator, namely professional competence with a score of 3.59. This means that teachers are still found to be not optimal in their ability to carry out their duties effectively, both in planning, implementing and evaluating learning. The need for improvement is in the form of competency training related to mastery of materials, pedagogics, and sustainable self-development.

Analysis of primary data collected from 67 respondents revealed that principal supervision significantly affects teacher performance, highlighting its crucial role in improving educational outcomes. The effectiveness of teachers is greatly influenced by the role of the principal as a supervisor. The effectiveness of principal supervisors significantly affects teachers' ability to facilitate meaningful learning. Conversely, inadequate supervision from school principals can lead to a decrease in the quality of education provided. Meanwhile, the culture in an organization significantly affects the performance of educators. This situation illustrates how a principal can cultivate an organizational culture that has a positive impact on teachers' performance in

carrying out their duties and responsibilities. Educators need support to encourage collaboration among peers, establish clear guidelines and consequences for the execution of tasks, and enforce integrity and adherence to these standards.

D. Conclusions

This study yields three definitive key findings regarding the performance of State Vocational School teachers in Ogan Ilir Regency. First, principal supervision exerts a strong, statistically significant positive influence, uniquely explaining 74.9% of the variance in teacher performance. Second, organizational culture similarly demonstrates a significant positive effect, accounting for 67.5% of the variance. Most importantly, the combined synergistic effect of both factors is even more substantial, together explaining 77.3% of the variance in performance, as confirmed by the significant F-test result ($F\text{-count} = 37.277 > F\text{-table}$). This indicates that while each variable is powerful independently, their integrated application creates the most comprehensive impact on teacher effectiveness. The practical implications are profound and multi-layered. For school principals, the findings mandate a shift from sporadic administrative oversight to structured, developmental supervision focused on mentoring and professional growth. At the institutional level, school leaders must proactively cultivate a supportive, collaborative, and achievement-oriented organizational culture. For district education policymakers, this research underscores the necessity of integrated intervention programs. These should include mandatory training for principals on effective supervisory practices alongside initiatives designed to shape positive school cultures, such as team-building frameworks and shared value articulation workshops. Allocating resources for these dual pillars is essential for systemic improvement. For future research, several pathways are recommended. To explore the remaining 22.7% of unexplained variance, studies should investigate other potential factors such as teacher self-efficacy, access to instructional resources, or student motivation. Employing a mixed-methods approach would add depth; qualitative interviews could reveal how teachers perceive supervision and culture influencing their daily practice. A longitudinal design would help establish causal relationships and assess the long-term sustainability of interventions. Finally, comparative studies across different regencies or school types (e.g., private vs. public) would test the generalizability of this model and provide a broader understanding of the dynamics between leadership, culture, and performance in vocational education contexts.

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