

THE EFFECT OF SCHOOL PRINCIPAL'S ACADEMIC SUPERVISION, SELF-EFFICACY, AND ORGANIZATIONAL CULTURE ON THE PERFORMANCE OF VOCATIONAL SCHOOL (SMK) TEACHERS IN THE THIRD PRIVATE GROUP IN THE PAMULANG DISTRICT

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Abstract: This study examines the effects of principal academic supervision, teacher self-efficacy, and organizational culture on teacher performance in private vocational schools in South Tangerang, Indonesia. Using a quantitative associative design, 118 teachers were sampled from 11 schools. Data were collected through validated questionnaires and analyzed using multiple linear regression and path analysis. Results show that academic supervision has the strongest direct effect on teacher performance ($\beta = 0.801$, $p < 0.05$), followed by organizational culture ($\beta = 0.615$, $p < 0.05$) and self-efficacy ($\beta = 0.438$, $p < 0.05$). Academic supervision and self-efficacy also positively influence organizational culture ($\beta = 0.305$ and 0.174 , $p < 0.05$). However, indirect effects through organizational culture (0.188 and 0.107) are smaller than direct effects, indicating that organizational culture acts more as a supportive factor than a mediator. The study highlights the importance of strengthening supervision and self-efficacy while fostering a positive organizational culture to enhance teacher performance. The findings provide practical guidance for school leaders and policymakers to improve professional development and school effectiveness

Keywords: : *Teacher Performance, Academic Supervision, Self-Efficacy, Organizational Culture, Vocational Schools*

Education is the main foundation for sustainable human resource development (Alsheikhly et al., 2025; Cong, 2025). Through education, individuals are not only equipped with academic knowledge and skills, but also guided to develop character, moral values, creativity, independence, and social responsibility (Maisaroh & A'yun, 2024; Y. Rahmawati, 2023). In the national context, the direction and objectives of education in Indonesia are clearly mandated in Law No. 20 of 2003 concerning the National Education System, specifically Article 3, which states that education aims to develop the potential of students to become people who are faithful, pious, noble, capable, creative, independent, and become democratic and responsible citizens (Undang-Undang (UU) Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). Thus, the success of education cannot

be separated from the quality of the learning process that takes place in educational units.

Vocational high schools (SMK) as a level of formal education play a strategic role in preparing graduates who are competent, skilled, and ready to enter the workforce and industry (Irwanto, 2021; Junaidah et al., 2023; Munthe et al., 2023). The challenges facing vocational schools lie not only in the relevance of the curriculum to industry needs, but also in the quality of human resources at the schools, particularly teachers as the main actors in the learning process. Teachers at vocational schools are required not only to master pedagogical and professional competencies, but also to be able to adapt to technological developments, changes in student characteristics, and the dynamics of the world of work (Kovalchuk et al., 2022). Therefore, teacher performance is a

key indicator of the success of vocational education.

Teacher performance refers to the achievements of teachers in carrying out their professional duties, which include lesson planning, teaching, classroom management, assessment of learning outcomes, and continuous self-development. Teacher performance is also reflected in organizational citizenship behavior and low levels of counterproductive behavior in the work environment. (Soebartika & Rindaningsih, 2023) emphasizes that teacher performance does not stand alone, but is influenced by various internal and external factors, such as academic supervision by the principal, self-efficacy, organizational culture, reward systems, and the work environment.

A preliminary survey conducted at SMK Swasta Gugus Dua in South Tangerang City shows that teacher performance still requires serious attention. The survey results indicate that although some teachers have performed their duties quite well, there is still a significant proportion of teachers who experience obstacles in completing their tasks, exhibit low civic behavior, and have a relatively high tendency toward counterproductive behavior. These findings suggest systemic problems that are not only related to the individual competence of teachers, but also to the coaching mechanisms, self-confidence, and work culture that have developed in schools.

One factor believed to play an important role in improving teacher performance is academic supervision by the principal. Academic supervision is a professional development process that aims to help teachers improve the quality of learning through mentoring, feedback, and continuous reflection (Fauzan et al., 2025; Gumilar & Rosid, 2024; Tanggulangan & Sihotang, 2023). Government Regulation No. 19 of 2005 concerning National Education Standards, which has been updated to Government Regulation No. 57

of 2021, emphasizes that school principals have the responsibility to carry out academic supervision in a planned and continuous manner (Peraturan Pemerintah (PP) Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan, 2021). Research by (Asmadi et al., 2023) shows that effective academic supervision not only improves teachers' teaching skills, but also has a significant impact on overall performance improvement.

In addition to academic supervision, teacher self-efficacy is also a psychological factor that strongly influences performance (Anwar, 2022; Wijaya, 2024). Self-efficacy refers to an individual's belief in their ability to perform tasks and achieve certain goals. (I. Rahmawati et al., 2024) explains that teachers with high self-efficacy tend to be more confident, innovative, and persistent in facing learning challenges. (Khildani & Lestariningsih, 2021) emphasize that self-efficacy is a determinant of performance readiness, because teachers who have high confidence in their abilities do not give up easily and are more adaptive in complex work situations.

Another factor that is no less important is the school's organizational culture. Organizational culture reflects the values, norms, habits, and behavior patterns shared by the entire school community. A positive and supportive organizational culture can create a conducive working environment, increase commitment, job satisfaction, and teacher motivation to achieve optimal performance. (Lijun & Te, 2024) states that a healthy organizational culture encourages collaboration, transparency, and a sense of belonging, which ultimately has a positive impact on teacher performance. Conversely, an uncondusive organizational culture has the potential to reduce work enthusiasm and trigger counterproductive behavior.

Previous studies show that academic supervision, self-efficacy, and

organizational culture partially have a positive influence on teacher performance. Research by (Himadrazzaq et al., 2021) found that academic supervision by the principal and self-efficacy have a significant effect on teacher performance, while (Bahri & Rizki, 2025) confirmed the influence of organizational culture on teacher performance. However, most studies still examine these variables separately or in the context of specific educational units, thus failing to provide a comprehensive picture of the simultaneous influence of these three variables, especially in the context of private vocational schools.

Based on empirical conditions in the field and the strengthening of theoretical studies and previous research findings, it can be understood that teacher performance in vocational schools is a multidimensional construct that cannot be explained by a single factor. The principal's academic supervision serves as a professional development instrument that determines the direction and quality of learning, while teachers' self-efficacy becomes the psychological foundation that influences their courage, creativity, and resilience in carrying out their pedagogical roles. On the other hand, the school's organizational culture shapes the work climate that can strengthen or weaken efforts to improve performance. The interaction of these three factors is crucial in explaining the dynamics of teacher performance, especially in the context of private vocational schools that are faced with demands for quality, competitiveness, and educational accountability.

Therefore, a study that places principal academic supervision, self-efficacy, and organizational culture within a single analytical framework is relevant to providing a more comprehensive understanding of the determinants of teacher performance. This approach not only enriches the scientific knowledge in the field of educational management and leadership but also provides an empirical basis for more

effective policy-making and school management practices. By examining this phenomenon in the context of private vocational schools in Cluster Two of South Tangerang City, this study is expected to reflect the reality of vocational education in a contextual manner and open up space for strengthening strategies for sustainable teacher performance improvement.

METHOD

This study employs a quantitative associative research approach aimed at examining the relationships and effects of independent variables (Akbar et al., 2023; Rifa'i, 2023), namely principal academic supervision, teacher self-efficacy, and organizational culture, on the dependent variable of teacher performance. The research design was structured to analyze both partial and simultaneous influences among variables using multiple linear regression and path analysis. The study was conducted at private vocational high schools (SMK) in Cluster Two, South Tangerang, in 2025. The population included 167 teachers across 11 schools, and a sample of 118 teachers was selected using simple random sampling based on Slovin's formula with a 5% margin of error.

Data were collected using closed-ended questionnaires with a five-point Likert scale, designed according to specific variable indicators. Teacher performance instruments covered task performance, citizenship behavior, and counterproductive behavior; academic supervision instruments included planning, implementation, evaluation, teacher development, leadership, and management; self-efficacy instruments measured magnitude, strength, and generality; and organizational culture instruments assessed work behavior patterns, values, and result-oriented orientation. Validity was tested using Pearson Product-Moment correlation, and reliability was confirmed with Cronbach's Alpha, showing high reliability. Data analysis was conducted using SPSS 23 and

Excel, including descriptive statistics, classical assumption tests (normality, homogeneity, linearity), regression analysis, t-tests, F-tests, determination coefficients, and partial correlations at a significance level of $\alpha = 0.05$. This approach ensures statistical validity, measurement reliability, and inferential robustness in explaining the relationships among the studied variables.

RESULT

The normality of the estimated residuals was examined as a prerequisite for statistical analysis using the Lilliefors test at a significance level of 0.05. The test was conducted to assess the normality of the residuals of teacher performance (Y) with respect to academic supervision by the principal (X1), self-efficacy (X2), and organizational culture (X3). The results showed that the calculated Lilliefors values (Lcount) for Y on X1 (0.0694), Y on X2 (0.0589), and Y on X3 (0.0644) were all lower than the critical Lilliefors value (Ltable = 0.0815) for a sample size of 153. These findings indicate that the null hypothesis was accepted in all cases, confirming that the residuals were normally distributed and that the normality assumption for regression analysis was satisfied.

In addition, the normality test was also applied to examine the residuals of organizational culture (X3) in relation to academic supervision by the principal (X1) and self-efficacy (X2). The analysis revealed that the Lcount values for X3 on X1 (0.0630) and X3 on X2 (0.0719) were likewise smaller than the Ltable value of 0.0815. Consequently, the null hypothesis stating that the residuals are normally distributed was accepted for both regression equations. These results demonstrate that the distribution of residuals across the examined variable relationships meets the required assumption of normality.

Overall, the summary of the Lilliefors normality tests across all variable combinations confirms that all estimated residuals are normally distributed. Since the

condition $L_{count} < L_{table}$ was consistently met for each regression model, the assumption of normality was fulfilled for the entire dataset. Therefore, the data are considered appropriate for further parametric statistical analyses, including regression and hypothesis testing, ensuring the robustness and validity of the subsequent analytical results. As shown in the following table:

Table 1. Summary of normality tests for standard error estimates

No	Estimated Standard Error	N	Lcounted	Ltable($\alpha = 0.05$)	Normality Test Criterion ($L_{counted} < L_{table}$)	Conclusion
1.	Variable Y on X ₁	153	0,0694	0,0815	0,0694 < 0,0815	Normally distributed (H ₀ accepted, H ₁ rejected)
2.	Variable Y on X ₂	153	0,0589	0,0815	0,0589 < 0,0716	Normally distributed (H ₀ accepted, H ₁ rejected)
3.	Variable Y on X ₃	153	0,0644	0,0815	0,0644 < 0,0716	Normally distributed (H ₀ accepted, H ₁ rejected)
4.	Variable X ₃ on X ₁	153	0,0630	0,0815	0,0630 < 0,0716	Normally distributed (H ₀ accepted, H ₁ rejected)
5.	Variable X ₃ on X ₂	153	0,0719	0,0815	0,0719 < 0,0716	Normally distributed (H ₀ accepted, H ₁ rejected)

The homogeneity of variance was tested as a prerequisite for further statistical analysis to determine whether the data across groups originated from homogeneous populations. In this study, the Bartlett homogeneity test, supported by Levene's test, was applied to examine the variance consistency among the dependent variable of teacher performance (Y) and the independent variables, namely principal academic supervision (X1), self-efficacy (X2), and organizational culture (X3). The results showed that the significance values for Y with respect to X1 (Sig. = 0.091), X2 (Sig. = 0.096), and X3 (Sig. = 0.074) were all greater than the threshold of 0.05. In addition, the calculated chi-square values (χ^2_{count}) for these relationships were consistently lower than the corresponding critical values (χ^2_{table}), indicating that the null hypothesis of equal variances was accepted.

Furthermore, the homogeneity of variance was also confirmed for organizational culture (X3) in relation to principal academic supervision (X1) and self-efficacy (X2). The analysis revealed that the significance values exceeded 0.05

and that χ^2 count values remained smaller than χ^2 table in both variable pairings, thereby supporting the assumption of variance homogeneity. Overall, the summary of the Bartlett homogeneity tests demonstrates that all examined variable groups possess equal variances. Consequently, the homogeneity assumption required for parametric statistical procedures was fulfilled, ensuring the appropriateness and reliability of subsequent regression and hypothesis testing analyses. As shown in the following table:

Table 1. Summary of the test of homogeneity of variance of data

No	Data Grouping	df	$\chi^2_{calculated}$	$\chi^2_{table} (\alpha = 0,05)$	Homogeneity Test Requirement $\chi^2_{calculated} < \chi^2_{table}$	Conclusion
1.	Variable Y on X ₁	28	1,311	2,68	χ^2 calculated < χ^2 table	Ho: acceptedHa: rejectedY and X ₁ have equal (homogeneous) variance
2.	Variable Y on X ₂	28	1,020	2,68	χ^2 calculated < χ^2 table	Ho: acceptedHa: rejectedY and X ₂ have equal (homogeneous) variance
3.	Variable Y on X ₃	32	0,962	2,68	χ^2 calculated < χ^2 table	Ho: acceptedHa: rejectedY and X ₃ have equal (homogeneous) variance
4.	Variable X ₁ on X ₁	32	1,255	2,68	χ^2 calculated < χ^2 table	Ho: acceptedHa: rejectedX ₃ and X ₁ have equal (homogeneous) variance
5.	Variable X ₃ on X ₂	28	0,753	2,68	χ^2 calculated < χ^2 table	Ho: acceptedHa: rejectedX ₃ and X ₂ have equal (homogeneous) variance

The results of the linearity tests, as summarized in Table 3, confirm that all examined relationships among the study variables satisfy the assumption of linearity at the 0.05 significance level. Academic supervision by the principal, self-efficacy, and organizational culture each demonstrate a linear relationship with teacher performance. In addition, organizational culture shows linear associations with both academic supervision and self-efficacy. These findings indicate that the use of simple and multiple linear regression models is statistically appropriate, allowing reliable prediction of teacher performance and organizational culture based on the proposed independent variables.

Path analysis results presented in Table 4 further reveal strong and significant correlations among all variables, indicating robust interrelationships within the proposed model. Academic supervision, self-efficacy, and organizational culture each exert a direct,

positive, and statistically significant influence on teacher performance. Among these predictors, academic supervision shows the strongest direct effect, followed by organizational culture and self-efficacy. These results underscore the critical role of leadership practices, teachers' beliefs in their own capabilities, and a supportive organizational environment in enhancing teacher performance.

Table 2. The results of the linearity tests for all regression equations are summarized

Relationship Between Variables	Regression Equation	Linearity of Regression Equation	Conclusion
Y on X ₁	$Y = 12,299 + 0,8995X_1$	F calculated = 1,465 < F table = 2,68	The regression equation between Y and X ₁ shows a linear pattern.
Y on X ₂	$Y = 13,001 + 0,898X_2$	F calculated = 1,506 < F table = 2,68	The regression equation between Y and X ₂ shows a linear pattern.
Y on X ₃	$Y = 24,583 + 0,8176X_3$	F calculated = 1,980 < F table = 2,68	The regression equation between Y and X ₃ shows a linear pattern.
X ₃ on X ₁	$X_3 = 17,293 + 0,8681X_1$	F calculated = 1,175 < F table = 2,68	The regression equation between X ₃ and X ₁ shows a linear pattern.
X ₃ on X ₂	$X_3 = 1,8311 + 1,009X_2$	F calculated = 1,742 < F table = 2,68	The regression equation between X ₃ and X ₂ shows a linear pattern.

The significance requirement is F calculated < F table or p-value > $\alpha = 0,05$.
If the result is not significant, the regression equation is concluded to be non-linear.

The second structural model, also summarized in Table 4, demonstrates that both academic supervision and self-efficacy significantly influence organizational culture. This finding suggests that effective supervisory practices and strong individual self-efficacy contribute to the development of a positive organizational culture within schools. The high coefficient of determination indicates that the proposed path model explains the vast majority of variance in the data, confirming the overall adequacy and explanatory power of the research model.

Table 3. Presents a summary of direct and indirect effects among the studied variables

Path	Beta			PL Value	PTL Calculation	Total p-value
	β_1/β_2	β_3/β_4	β_5			
X ₁ → Y	0,801	-	-	0,801	-	-
X ₂ → Y	0,438	-	-	0,438	-	-
X ₃ → Y	0,615	-	-	0,615	-	-
X ₁ → X ₂	0,305	-	-	0,305	-	-
X ₂ → X ₃	0,174	-	-	0,174	-	-
X ₁ → X ₃ → Y	0,305	0,615	-	-	$0,305 \times 0,615 = 0,188$	0,989
X ₂ → X ₃ → Y	0,174	0,615	-	-	$0,174 \times 0,615 = 0,107$	0,545

Although organizational culture is

significantly influenced by academic supervision and self-efficacy, its role as an intervening variable is limited. As shown in Table 4, the indirect effects of academic supervision and self-efficacy on teacher performance through organizational culture are smaller than their respective direct effects. This implies that improvements in teacher performance are more effectively achieved through direct strengthening of academic supervision and self-efficacy rather than relying on organizational culture as a mediating mechanism. Overall, the findings validate all proposed hypotheses and highlight the primacy of direct leadership and personal efficacy factors in improving teacher performance.

DISCUSSION

The results of the study indicate that principal academic supervision has a direct and positive effect on teacher performance. The path coefficient of 0.801 with a significance value of $0.000 < 0.05$ confirms that every one-unit increase in academic supervision will increase teacher performance by 0.8995. These findings are in line with the research by (A. S. Hidayat et al., 2025), as well as (Salsabila et al., 2025), which emphasize the role of consistent and systematic academic supervision as a major determining factor in improving the quality and performance of teachers at various levels of education.

In addition, organizational culture has also been proven to have a positive and significant influence on teacher performance. A path coefficient of 0.615 with a significance of $0.000 < 0.05$ indicates that every one-point increase in organizational culture score improves teacher performance by 0.127. These results are supported by recent studies that emphasize the importance of strengthening collective norms, effective communication, mutual support, and a positive work climate in creating a work environment that supports teacher professionalism and productivity.

The principal's academic supervision and self-efficacy each contribute positively to organizational culture. The path coefficient of academic supervision on organizational culture is 0.305, while self-efficacy is 0.174, both of which are significant at $\alpha = 0.05$. These findings are consistent with the research by (R. Hidayat & Alam, 2025) and (S. Rahmawati & Swasti, 2025), which shows that strengthening academic supervision and teachers' self-efficacy supports the creation of a healthy and productive organizational culture, thereby creating a school climate conducive to improving teacher performance.

However, the role of organizational culture as an intervening variable proved to be limited. The indirect influence of academic supervision and self-efficacy on teacher performance through organizational culture (0.188 and 0.107) was smaller than their direct influence (0.801 and 0.438). This indicates that improving teacher performance is more effective through direct strengthening of academic supervision and self-efficacy, rather than solely through organizational culture. These findings are in line with the research by (Toyib et al., 2025) and (Ianaturodiah & Wahjudi, 2020) which emphasize the importance of additional mediating variables for indirect effects to be significant.

Overall, this study confirms that principal academic supervision and teacher self-efficacy are dominant factors in improving teacher performance. Meanwhile, organizational culture continues to play a positive role but is more supportive than a primary mediator. Therefore, strategies to improve teacher performance should focus on directly strengthening academic supervision and self-efficacy, while continuing to build a supportive organizational culture, but not solely relying on the mediating role of organizational culture.

CONCLUSION

The results of this study indicate that principal academic supervision and teacher self-efficacy have a direct and significant impact on teacher performance. The path coefficient for academic supervision on teacher performance is 0.801 ($p = 0.000 < 0.05$), with the regression equation $Y = 12.299 + 0.8995X_1$, indicating that each one-unit increase in academic supervision improves teacher performance by 0.8995. Similarly, self-efficacy has a positive effect with a path coefficient of 0.438 ($p = 0.000 < 0.05$). Organizational culture also positively influences teacher performance, with a path coefficient of 0.615 ($p = 0.000 < 0.05$) and a regression equation $Y = 113.3 + 0.127X_3$, showing that a one-unit increase in organizational culture score raises teacher performance by 0.127. These findings confirm that both leadership practices and teachers' belief in their capabilities are crucial determinants of professional performance in vocational schools.

Furthermore, the study reveals that organizational culture serves more as a supportive factor than as a primary mediator. The indirect effects of academic supervision and self-efficacy on teacher performance through organizational culture are 0.188 and 0.107, respectively, which are smaller than their direct effects (0.801 and 0.438). This suggests that enhancing teacher performance is more effectively achieved through direct strengthening of academic supervision and self-efficacy rather than relying solely on organizational culture as a mediating mechanism. Therefore, strategies to improve teacher performance should prioritize systematic supervision by principals and the development of teacher self-efficacy, while simultaneously fostering a positive organizational culture as a complementary factor to support sustained professional growth.

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