



Vidyottama Sanatana
International Journal of Hindu Science and Religious Studies

Vol. 9 No. 1 May 2025

THE INFLUENCE OF PRINCIPAL SUPERVISION, MASTERY OF TECHNOLOGY, AND TEACHER WORK MOTIVATION ON THE PERFORMANCE OF HINDU RELIGIOUS EDUCATION

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Received: December 31, 2024	Accepted: May 26, 2025	Published: May 31, 2025
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Abstract

Changes in teaching systems and methods are the root of the problem in the performance. There is still no significant improvement in teacher performance, so there is a need for a study of the performance of Hindu religious education and moral education teachers in Tabanan Regency. Methods: This research is a type of quantitative research by distributing questionnaires in the form of questionnaires and google form, which was given to Hindu religious education and moral education teachers at junior high schools in Tabanan Regency. Finding: From the research results, data analysis was carried out using the SPSS program in processing, questionnaire trial data and descriptive analysis of each variable item, and using SEM PLS analysis, to find the direct and indirect influence of the three independent variables on teacher performance. Conclusion: 1) The principal's supervision influences performance. (2) Mastery of technology has a positive effect on teacher performance. (3) Teacher work motivation has a positive and significant effect on teacher performance. (4) Mastery of technology has an indirect influence on teacher performance. So it can be concluded that the three variables can also be explained as having simultaneous influence.

Keywords: Principal Supervision, Technology Mastery, Work Motivation.

I. INTRODUCTION

Education today does not only focus on the final result, but also on a process that ensures that the individuals produced are intelligent, skilled, have noble character, and reflect the values of Pancasila. To achieve national education goals, the role of teachers is very crucial as the main implementer in the school education system. As complex institutions, schools require an integrated and synergistic process to improve the quality of education. Teachers, both individually and collaboratively, have a big responsibility in changing and improving the educational process to make it higher quality. Ma'arif (2011:31) explains that the government's efforts to increase teacher professionalism are rooted in the desire to improve the quality of national education, considering the central role of teachers in the education system.

Article 31 Paragraphs (1) and (2) of the 1945 Constitution of Republic Indonesia emphasize that education has an important role in forming a dignified nation and producing quality human resources (HR) that can compete in the era of globalization. In this context, teachers play an important role in educating the nation's children. Based on Article 1 Paragraph 1 of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers.

II. METHOD

This research uses a quantitative approach with the main aim of testing hypotheses regarding the influence of independent variables on the dependent variable. This research applies a descriptive survey design model that is correlational and causal associative. This design allows researchers to describe current conditions and investigate the relationship and influence between variables, including principal supervision (X1), mastery of technology (X2), and work motivation (X3) on the performance of Hindu Religious Education teachers (Y) at Tabanan Regency Middle Schools. By using surveys as a data collection method, this research will collect numerical data from a number of individuals simultaneously to obtain a comprehensive picture of the observed phenomenon. This approach will also allow researchers to test the existence of relationships

and influences between the variables studied, in accordance with the criteria set out in the research hypothesis.

Population dan Sample

In this research, those used as the population were Hindu religious education teachers at junior high schools (SMP), both state and private teachers in Tabanan district. The number of Hindu religious education teachers at junior high schools in Tabanan district is 109 people. Source Tabanan Religious Affairs Department Office (2023), consisting of 57 civil servant teachers and 38 first aid teachers, 9 contract teachers and 5 honorary teachers for a total of 109 religious teachers. Then for the sample, use a saturated sample where the entire population will be used as a sample.

Instrument Design

The design of this research instrument uses a closed questionnaire with a Likert scale and interval scale to measure variables such as principal supervision (X1), mastery of technology (X2), work motivation (X3), and teacher performance (Y). Likert scales, which allow respondents to rate their level of agreement with statements, are used for variables such as principal supervision, technology mastery, and work motivation, while interval scales are used to measure teacher performance. The questionnaire consists of 5-10 questions for each variable, for a total of around 20 to 40 questions. The steps for preparing a questionnaire include preparation, determining goals and objectives, identifying the type of information needed, and designing the form of questions. This instrument is designed to ensure questions are clear, unambiguous and relevant to the respondent's abilities, and covers all aspects necessary to obtain valid and reliable data in accordance with established guidelines.

Validity and reliability instrument

Before the questionnaire was distributed to all respondents, the questionnaire was first tested on 30 respondents. The data from completing the questionnaire by 30 respondents was then tested using validity and reliability tests to ensure that the questionnaire that would be used as a research instrument was valid and reliable in measuring research variables.

Table 1. Validity and Reliability Instrument

Variable	Amount of Valid Item	Cronbachs Alpha	Cut Value	Reliability
Mastery of technology	25	0,993	0,7	Reliable
Motivation	30	0,984	0,7	Reliable
Principal's Supervision	20	0,984	0,7	Reliable
Performace	25	0,978	0,7	Reliabel

This research instrument shows excellent validity and reliability. All items in the variables of mastery of technology, principal supervision, and teacher performance are valid, with a value of (r_{Count}) higher than (r_{Table}) and a value of (p_{Value}) of 0.000. The motivation variable is also valid, although some items have lower (r_{Count}) values. In terms of reliability, all variables have a Cronbach's Alpha which is far above the cut value of 0.7, indicating high consistency, with values of 0.993 for technology mastery, 0.984 for motivation, 0.984 for principal supervision, and 0.978 for teacher performance.

Data Analysis Technique

The data analysis technique in this research involves two main methods: descriptive statistics and inferential analysis. To describe the data, descriptive statistical techniques were used with frequency tables and a five-category rating scale. Inferential analysis uses Structural Equation Modeling (SEM) with a Partial Least Squares (PLS) approach, which combines structural models and indicator measurements. PLS was chosen because of its ability to handle data with minimal assumptions and varying sample sizes. Model testing includes evaluating the measurement model (outer model) for the validity and reliability of indicators as well as the structural model (inner model) using criteria such as R-Square, effect size (f^2), Q-Square Predictive Relevance (Q^2), Goodness of Fit (GoF), and Variance Accepted For (VAF). Path coefficient significance testing was carried out through bootstrapping with a significance level of 0.05.

III. RESULTS AND DISCUSSION

Respondent Profile

The characteristics of the research respondents showed that the majority were aged 31-40 years (46.80%), with the majority's most recent education being Bachelor's Degree (90.80%). Most respondents already have certification (79.80%) and have status as civil servants (52.30%). They generally live in the same sub-district as their place of work (67%), and the majority have teaching experience between 11-20 years (40.40%). The categories of age and years of teaching show diversity, while the status and certification of the majority indicate a good level of qualifications among respondents.

Variable Description

Descriptive analysis of research variables in this study was used to see a picture of research variables according to respondents' perceptions. Because this research uses a 1-5 Likert scale, the perception of respondents' answers can be done by looking at the mean score of respondents' answers to each question item. Umar (2012) categorized the mean score of respondents' answers on a Likert scale of 1-5 with the following criteria: a mean value between 1.00 – 2.33 indicates a tendency for low perception among respondents; while the mean value between 2.33 - 3.67 indicates moderate perception and the mean value between 3.67 - 5.00 indicates a tendency for high perception.

SEM PLS Analysis

In this research, the influence test between variables will be analyzed using the SEM PLS analysis technique. The stages in SEM PLS analysis consist of the outer model testing stage and the inner model testing stage (Hair et al; 2019). At the outer model testing stage, all indicators for each construct are tested for validity and each construct is tested for its level

of reliability, while inner model testing is used to test the relationship between variables.

Convergent Validity

The convergent validity test is carried out by looking at the loading factor value of each indicator on the construct. For confirmatory research, the limiting loading factor used is 0.7, while for exploratory research the loading factor limit used is 0.6 and for development research, the loading factor limit used is 0.5. Because this research is confirmatory research, the loading factor limit used is 0.7.

Based on the SEM model estimation results in Figure 4.10, all the remaining variables in the model are valid in measuring them so that testing can be continued at the AVE test stage. The loading factor and AVE model values can be seen more clearly in the following table:

Table 2. Result of Convergent Validity Test

Variable	Indikator	Loading Factor	Cut Value	Ave	Convergent Validity
Performance	KIN1	0,939	0,7	0,845	Valid
	KIN3	0,943	0,7		Valid
	KIN4	0,901	0,7		Valid
	KIN5	0,930	0,7		Valid
	KIN6	0,900	0,7		Valid
	KIN7	0,900	0,7		Valid
Motivation	MOT1	0,927	0,7	0,857	Valid
	MOT2	0,918	0,7		Valid
	MOT3	0,925	0,7		Valid
	MOT4	0,929	0,7		Valid
	MOT5	0,924	0,7		Valid
	MOT6	0,952	0,7		Valid
	MOT7	0,905	0,7		Valid
Mastery of Technology	PT1	0,980	0,7	0,953	Valid
	PT2	0,973	0,7		Valid
Principals' Supervision	SP1	0,931	0,7	0,868	Valid
	SP2	0,926	0,7		Valid
	SP3	0,939	0,7		Valid

Source : data is processed (2024)

The results of the assessment of the loading factor and AVE values for each construct in Table 4.25 show that all constructs are valid and have an AVE > 0.5, which means that in terms of loading factor and AVE values, all constructs have met the required convergent validity.

Discriminant validity

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other variables. Model has discriminant validity which is good if the value \sqrt{AVE} (number on the diagonal) of each exogenous construct exceeds the correlation between that construct and other constructs (bottom and left numbers) \sqrt{AVE} . The results of discriminant validity testing were obtained as follows:

Table 3. Discriminant validity based on Fornell Larcker Test

	KIN	MOT	PT	SP
KIN	0,919			
MOT	0,745	0,926		
PT	0,696	0,629	0,976	
SP	0,738	0,708	0,737	0,932

Source : data is processed (2024)

Based on the results of the discriminant validity test in table 4.26 above, it is obtained that the \sqrt{AVE} value of all constructs always exceeds the correlation coefficient of the construct with other constructs so that it can be concluded that all constructs in this PLS model have met the required discriminant validity. In addition to using the Fornell Larcker method, discriminant validity can also be seen from the cross loading value of each indicator against its construct, an indicator is declared to meet the discriminant validity criteria if the cross loading of the indicator against its construct is higher than the cross loading value of the indicator against other constructs.

Table 4. Discriminant Validity based on Cross Loading Value

	KIN	MOT	PT	SP
KIN1	0,939	0,642	0,528	0,633
KIN3	0,943	0,725	0,659	0,721
KIN4	0,901	0,624	0,669	0,660
KIN5	0,930	0,717	0,626	0,702
KIN6	0,900	0,683	0,764	0,714
KIN7	0,900	0,710	0,572	0,627
MOT1	0,704	0,927	0,624	0,655
MOT2	0,628	0,918	0,566	0,634
MOT3	0,753	0,925	0,603	0,615

MOT4	0,751	0,929	0,557	0,669
MOT5	0,650	0,924	0,672	0,715
MOT6	0,717	0,952	0,547	0,660
MOT7	0,613	0,905	0,499	0,636
PT1	0,739	0,645	0,980	0,725
PT2	0,610	0,579	0,973	0,713
SP1	0,724	0,692	0,726	0,931
SP2	0,686	0,638	0,663	0,926
SP3	0,650	0,646	0,668	0,939

Source : data is processed (2024)

Based on the results of the discriminant validity test in Table 4.25 above, it can be seen that all indicators have the highest indicators in their constructs and not in other constructs, so it can be stated that all indicators have met the requirements for discriminant validity.

Apart from using tests Fornell Larcker and cross loading, discriminant validity can also be done by looking at the HTMT value (Heterotrait-Monotrait Ratio) between constructs. HTMT is an alternative method recommended for assessing discriminant validity. This method uses a multitrait-multimethod matrix as the basis for measurement. The HTMT value should be less than 0.9 to ensure discriminant validity between two reflective constructs (Henseler et al., 2015). In this test, the construct in the PLS model is declared to have met discriminant validity if the HTMT value between that construct and other constructs does not exceed 0.9.

Table 5. HTMT among Latent Construct

	KIN	MOT	PT	SP
KIN				
MOT	0,767			
PT	0,718	0,650		
SP	0,779	0,745	0,784	

Source : data is processed (2024)

Based on the results of the discriminant validity test in Table 4.26 above, none of the HTMT values between constructs exceed 0.9, which means that all constructs in the PLS model have met the required discriminant validity criteria.

Based on the results of the three discriminant validity testing methods, it can be concluded that outer model PLS has met the required

discriminant validity criteria. Testing continued with the composite reliability test.

Construct Reliability

Construct reliability can be assessed from the value Cronbachs Alpha and value Composite Reliability of each construct. Mark composite reliability and the recommended Cronbach's alpha is more than 0.7, but in development research, because the loading factor limit used is low (0.5), the value composite reliability and Cronbachs alpha low is still acceptable as long as the requirements for convergent validity and discriminant validity have been fulfilled.

Table 6. Composite Reliability

Construct	Cronbach's Alpha	Composite Reliability	Reliability
KIN	0,963	0,970	reliabel
MOT	0,972	0,977	reliabel
PT	0,951	0,976	reliabel
SP	0,924	0,952	reliabel

Source : data is processed (2024)

Based on the analysis results in table 4.27 above, the value composite reliability and Cronbachs alpha all constructs have also exceeded 0.7, this shows that all constructs have met the required reliability.

Based on the overall validity and reliability test results at the testing stage outer model, The conclusion was obtained that all indicators are valid in measuring the constructs and all constructs are reliable, so that testing can be continued at the next stage, namely testing inner model.

Level of testing inner model starting from the testing stage goodness of fit model, This test is a test carried out to ensure that the PLS model that will be estimated is to test the relationship between research variables fit with analyzed data so that the sample used can explain the actual condition of the population.

Goodness of fit model Test

Goodness of fit model PLS can be seen from the R Square, Q Square and SRMR model values. R Square The model will show the strength of the model in predicting variables dependent, while iQ Square will show the level predictive relevance model and SRMR models show levels

goodness of fit model, whether in category it becomes a perfect fit or bad fit.

R Square Model Assessment

Vhin (1998) stated that the R Square value > 0.67 indicates that the PLS model is strong in predicting endogenous, R Square $0.33 - 0.67$ indicates the PLS model is in the quite strong (moderate) category and R Square $0.19 - 0.33$ shows that the PLS model is weak in predicting endogenous. The results of the analysis in table 4.28 below show that the R square of performance is 0.669 and the R square of motivational interest is 0.526 in the category (moderate)

Table 7. R Square Score

Variable	R Square	Criteria
Kinerja (Performance)	0,669	<i>moderate</i>
Motivasi (motivation)	0,526	<i>moderate</i>

Source : data is processed (2024)

Q Square Model Assessment

Q Square shows predictive relevance model, where the Q Square value of $0.02 - 0.15$ indicates that the model has predictive relevance small, Q Square of $0.15 - 0.35$ indicates that the model has predictive relevance medium and Q square > 0.35 indicates predictive relevance large model (Chin, 1998). The analysis results in Table 4.29 show the Q Square of performance and motivation big predictive relevance

Table 8. Q Square Model

Variable Latent	Q Square	Criteria
Kinerja (performance)	0,555	<i>Big Predictive relevance</i>
Motivasi (motivation)	0,446	<i>Big Predictive relevance</i>

Source : data is processed (2024)

SRMR Model Assessment

Apart from being assessed from the R square and Q Square values, goodness of fit model also seen from the SRMR value estimated model, model stated perfect fit if SRMR estimated model < 0.08 and the model is declared fit if SRMR value

estimated model between $0.08 - 0.10$. The analysis results in the following table show the SRMR value estimated model of 0.056 is in the category perfect fit.

Table 9. SRMR

Component	SRMR	Estimated Model
Saturated Model	0,056	<i>perfect fit</i>
Esimated Model	0,056	

Sumber : data diolah (2024)

Multicollinearity

Multicollinearity in the SEM PLS model was tested according to the VIF value inner model. The SEM PLS model must be free from multicollinearity as indicated by the VIF inner model value < 5.00 . The analysis results in the following table show that the VIF value of the inner model for all constructs is < 5.00 , which means that there is no multicollinearity in the regression model.

Table 10. VIF Inner Model

	KIN	MOT	PT	SP
KIN				
MOT	2,110			
PT	2,305	2,188		
SP	2,790	2,188		

Source : data is processed (2024)

Direct Effect Testing

In PLS analysis, after the model is proven to be fit, testing the influence between variables can be carried out. This influence testing includes direct effect testing, indirect influence testing and total influence testing. The following are the results of the SEM PLS model estimation using the method bootstrapping

Table 11. Result of Direct Effect Testing

Path	Coefisien Path	T Statistic	P Values
MOT -> KIN	0,395	5,024	0,000
PT -> KIN	0,240	2,742	0,006
PT -> MOT	0,236	2,457	0,014
SP -> KIN	0,282	2,737	0,006
SP -> MOT	0,534	5,715	0,000

Source: data is processed (2024)

Direct effect is the influence of exogenous variables directly on endogenous variables without other variables (intervening). In SEM PLS analysis, the significance and direction of influence is directly seen from the value p value, t statistics and path coefficients on each path connecting endogenous and exogenous. If the p value obtained for the relationship between variables is <0.05 and the T statistic is $> 1,96$ (t value two tail, $\alpha 5\%$) and T statistics > 1.65 in the test one tail, then it is concluded that the exogenous variable has a significant effect on the endogenous with the direction of influence according to the sign attached to the path coefficient. Furthermore, if the p value obtained is > 0.05 and the T statistic $< 1,96$ (t value two tail, $\alpha 5\%$) on test two tail and T statistic < 1.65 in the test one tail, then it was concluded that the exogenous variable had no significant effect on the endogenous (Hair et al, 2019). Based on the test results, the following results were obtained:

(1) Principal supervision (X1) has a positive and significant effect on teacher performance (Y), shown by a p value of $0.006 < 0.05$ T statistic $2.737 > 1.96$ and a coefficient on the positive path of 0.282 , this means that the higher the supervision ability of the school principal, the higher the increase in the performance of Hindu religious education teachers, and vice versa the lower the supervision ability the principal, the lower the performance of Hindu religious education teachers at junior high schools in Tabanan Regency.

(2) Mastery of technology (X2) has a positive and significant effect on teacher performance (Y), indicated by a p value of $0.006 < 0.05$ T statistic $2.742 > 1.96$ and a coefficient on the positive path of 0.240 , this means that the higher the level of technology mastery of teachers, the higher the level of performance of Hindu religious education teachers at junior high schools in the district. Tabanan, on the other hand, the lower the level of mastery of technology, the lower the resulting teacher performance.

(3) Work motivation (X3) teachers have a positive and significant effect on teacher performance (Y), shown by a p value of $0.000 <$

0.05 T statistic $5.024 > 1.96$ and a coefficient on the positive path of 0.395 , this means that the higher the teacher's work motivation, the more it results or gives rise to a high level of performance of Hindu religious education teachers at junior high schools in Tabanan district On the other hand, the lower the teacher's motivation, the lower the teacher's performance will be.

(4) Principal supervision (X1) has a positive and significant effect on motivation (X3), shown by a p value of $0.000 < 0.05$ T statistic $5.715 > 1.96$ and a coefficient on the positive path of 0.534 , this means that the higher the principal's supervision, the higher the motivation, conversely the lower the principal's supervision, the lower the motivation.

(5) Mastery of technology (X2) has a positive and significant effect on motivation (X3), shown by a p value of $0.014 < 0.05$ T statistic $2.457 > 1.96$ and a coefficient on the positive path of 0.236 , this means that the higher the mastery of technology, the higher the motivation, conversely the lower the mastery of technology, the lower the motivation.

Indirect Effect Testing

Table 12. Indirect Effect Testing

Pengaruh Tidak Langsung (<i>indirect effect</i>)			
Path	Coefficient Path	T Statistics	P Values
PT -> MOT -> KIN	0,093	2,380	0,018
SP -> MOT -> KIN	0,211	3,350	0,001

Indirect effect is the influence of exogenous variables directly on endogenous variables through other variables (intervening). In SEM PLS analysis, the significance and direction of direct influence can be seen from the p value, t statistic and path coefficient on each path connecting endogenous and exogenous. If the p value obtained for the relationship between variables is <0.05 and the T statistic is > 1.96 (t value two tail, $\alpha 5\%$) and the T statistic is > 1.65 in the one tail test, then it is concluded that the exogenous variable has an influence significant towards endogenous with the direction of influence according to the sign attached to the path coefficient. Furthermore, if the p value

obtained is > 0.05 and the T statistic < 1.96 (t value two tail, $\alpha 5\%$) in the two tail test and the T statistic < 1.65 in the one tail test, then it can be concluded that the exogenous variable is has no significant effect on endogenous (Hair et al, 2019). Based on the test results, the following results were obtained:

1. Principal Supervision (X1) Work Motivation (X3) to Kinerja Guru (Y)

In the indirect channel, the influence of school principal supervision on the performance of Hindu religious education teachers is through motivation, The p value obtained is 0.001 with a T statistic of 3.350 and a positive path coefficient of 0.211. Because the p value obtained is < 0.05 , the T statistic is > 1.96 and the coefficient on the positive path, it can be explained that the principal's supervision has an influence. indirectly on performance with an intermediate variable, namely teacher work motivation. In this PLS model, motivation is proven to mediate the indirect influence of principal supervision on improving the performance of Hindu religious education and moral education teachers at junior high schools in Tabanan Regency.

2. Mastery of Technology (X2) Motivation (X3) to Kinerja Guru (Y)

In the indirect path, the influence of technology mastery on performance interest through motivation, The p value obtained is 0.018 with a T statistic of 2.380 and a positive path coefficient of 0.093. Because the p value obtained is < 0.05 , the T statistic is > 1.96 and the coefficient on the positive path, it can be concluded that mastery of technology has an indirect effect. directly on performance mediated by motivation. In this PLS model, motivation is proven to mediate the indirect influence of mastery of technology on the performance of Hindu religious education teachers at junior high schools in Tabanan district.

Coefficient Determination

In a structural model, the exogenous variables in the research model simultaneously influence the endogenous ones. The large contribution of all exogenous to endogenous can be seen from the value of the coefficient of determination. The coefficient of determination can be seen from the Adjusted R Square value. This value ranges between 0 – 1 or can also be interpreted in the

form of a percent (0 – 100%). The greater the coefficient of determination, the greater the endogenous variance explained by the exogenous exogeneity, while a small coefficient of determination indicates that the exogenous influence of the exogenous on the endogenous is still low, this is because there are still quite a lot of factors outside the exogenous exogenous that can influence the endogenous.

Table 13. Coefficient Determination

	R Square	R Square Adjusted
Kinerja	0,669	0,660
Motivasi	0,526	0,517

Source : data is processed (2024)

The results of the analysis in Table 4.34 show the adjusted R square value of the performance variable of 0.660 or 66%, where the performance variable is influenced by the principal's supervision variables, motivation and mastery of technology, while the remaining 34% of the performance variable is influenced outside the principal's supervision management, motivation and mastery of technology. Furthermore, the adjusted R square value of the motivation variable is 0.517 or 51.7%, where the motivation variable is influenced by the principal's supervision variables, performance and mastery of technology. While the remaining 48.3% of the motivation variable is influenced outside the principal's supervision management, performance and mastery of technology.

Simultaneous Effect Testing

Testing the Simultaneous Effect of Principal Supervision, use of technology and motivation on teacher performance. Based on the calculation results, the calculated F value was 39.211 $>$ F table of 2.689, so it was concluded that the principal's supervision, work motivation and mastery of technology simultaneously had a significant effect on teacher performance.

IV. CONCLUSION

This section presents the main conclusions of the study. This research examines the characteristics of respondents and variables that influence the performance of Hindu religious education and moral education teachers of Junior High Schools in Tabanan Regency, including principal supervision, mastery of

technology, and work motivation. The majority of respondents have a bachelor's degree and have been certified, with dominant civil servant status and the most teaching experience is between 11-20 years. Teacher performance is generally good, with the opening aspect of learning rated the highest and the use of learning media the lowest. Principal supervision has a significant effect on teacher performance, especially through support and feedback. Mastery of technology also contributes positively to performance by making teaching and evaluation easier, while work motivation increases teacher commitment and productivity. Principal supervision and mastery of technology have an indirect effect on performance through motivation, and the combination of these three variables simultaneously improves teacher performance by creating a more dynamic and effective learning environment.

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