

The Influence of Principal Supervision, Principal's Pedagogic Competence, and Principal's Welfare on the Performance of State Junior High School Teachers in North Penajam Paser Regency

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A B S T R A C T

This study aims to examine the influence of principal supervision, principals' pedagogical competence, and principals' welfare on teacher performance in public junior high schools in Penajam Paser Utara Regency. A quantitative approach with an ex post facto causal design was applied. The population consisted of 447 teachers, and a sample of 212 teachers was selected using the Slovin formula with a 5% margin of error. Data were collected through structured questionnaires using a four-point Likert scale. Instrument validity was tested using Pearson Product Moment correlation, while reliability was measured using Cronbach's Alpha. Data analysis employed multiple linear regression with SPSS version 22, following classical assumption tests including normality, multicollinearity, and heteroscedasticity. The findings indicate that principal supervision, principals' pedagogical competence, and principals' welfare each have a significant effect on teacher performance. Partially, principal supervision improves teachers' professional performance through systematic and continuous academic guidance. Principals' pedagogical competence also has a positive impact by strengthening instructional leadership and enhancing effective teaching practices. Additionally, principals' welfare contributes positively by fostering a stable and supportive organizational climate. Simultaneously, the three independent variables significantly affect teacher performance ($F = 220.970, p < 0.05$), demonstrating that the combination of supervision, competence, and welfare plays a crucial role in improving teacher performance. These results suggest that enhancing teacher performance requires an integrated approach that combines effective supervision, strong pedagogical leadership, and adequate welfare conditions. Strengthening these factors is essential to support sustainable improvements in the quality of education in public junior high schools.

Keywords: *Principal Supervision, Pedagogical Competence, Principals' Welfare, Teacher Performance, Educational Management, School Leadership, Educational Quality*

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INTRODUCTION

Improving the quality of education is a strategic issue that continues to receive attention at various policy levels, both global and national (Nasir et al., 2023; Suyana et al., 2024). In an era of change marked by the development of digital technology, social transformation, and the demands of 21st century competencies, the education system is faced with the challenge of producing adaptive, creative, and highly competitive human resources (Adnyana et al., 2025; Nurhayati et al., 2025). Internationally, the quality of education is no longer measured only through access, but also through the relevance of learning, the effectiveness of pedagogical processes, and the ability of the education system to build a sustainable learning ecosystem (Robbins, 2022). In this context, teachers occupy a central position as the main actor in the implementation of the educational process.

The quality of education in Indonesia still faces challenges in the equitable distribution of teacher quality and the effectiveness of school management. Improving teacher competence has not always been followed by consistent professional performance improvements, so the support of the educational organization system is needed, including principal leadership, academic supervision, and teacher welfare. Teacher performance is understood as the ability

to plan, implement, and evaluate learning that is influenced by ability, motivation, and job opportunities. This study uses an organizational behavior approach that places pedagogic competence as a professional ability, welfare as a motivational factor, and principal supervision as support for the academic environment to improve teacher performance. The study of educational supervision theory is also an important foundation in this research. The developmental supervision approach proposed by Carl D. Glickman emphasizes that supervision is not just a supervisory activity, but a professional development process oriented towards sustainable teacher capacity development (Faozan, 2022; Solikah et al., 2024; Sonia, 2022). In addition, the concept of pedagogical content knowledge introduced by Lee Shulman emphasizes that pedagogic competence is the main foundation in effective learning practices (la Velle, 2023; Lee & Kriewaldt, 2025). From the perspective of work motivation, the two-factor theory developed by Frederick Herzberg explains that well-being plays a role as a maintenance factor that can prevent job dissatisfaction and support the stability of professional performance (Alwiyah & Takrim, 2024; Aprilia et al., 2025).

Although various studies have addressed the factors that influence teacher performance, most previous studies have tended to place these variables separately within different analytical frameworks. Some studies emphasize more on the role of principal supervision as a factor in strengthening teacher professionalism, while other studies focus on teachers' pedagogic competence as the main determinant of learning quality. On the other hand, the welfare aspect in education studies is generally more directed at the welfare of teachers, while the welfare of school principals as leaders of educational organizations is relatively rarely studied as a variable that can affect teacher performance indirectly through the quality of leadership and school management.

In addition, most previous studies still used a partial approach by testing one or two variables separately, so the integrative relationship between principal supervision, principal pedagogic competence, and principal's well-being in influencing teacher performance has not been comprehensively explored. These limitations indicate the need for research that integrates these three variables in a more comprehensive analysis model. In addition, research on school management in areas that are undergoing development transformation, such as North Penajam Paser Regency as a buffer area of the Nusantara Capital City (IKN), is still relatively limited in the educational literature. Therefore, this study seeks to fill this gap by empirically examining the influence of principal supervision, pedagogic competence of principals, and the welfare of principals on the performance of State Junior High School teachers in North Penajam Paser Regency simultaneously in one integrated analytical framework.

Previous research studies have shown that principal supervision, pedagogic competence, and teacher welfare have an effect on teacher performance, but they are generally still studied separately. Integrative approaches that test the three variables simultaneously are still limited, especially in the context of the buffer areas of the archipelago's capital city that are undergoing educational transformation. This research is important academically and practically to develop an educational management model based on organizational behavior. The novelty of the research lies in the integration of principal supervision, pedagogic competence, and welfare in one analysis model to explain the performance of State Junior High School teachers in North Penajam Paser Regency.

METHODS

This study uses a quantitative approach with an ex post facto causal design to test the influence of variables without manipulation. The sample was 212 teachers from 447 populations determined using the Slovin formula with an error rate of 5%. The research was conducted in 13 State Junior High Schools in North Penajam Paser Regency.

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

In the calculation of sample size, the symbol n is used to indicate the number of samples set, N represents the number of populations, while e indicates the margin of error tolerated in the study. In this study, the number of recorded population was 447 teachers. The error rate used is set at 5% or 0.05. Based on the population value and the error rate, the calculation of the sample size was then carried out using the Slovin formula. Through this calculation, the number of samples required in this study is determined so that it can represent the entire population proportionally and still meet the applicable statistical requirements.

$$n = \frac{447}{1 + 447(0,05)^2}$$

$$n = \frac{447}{1 + 447(0,0025)}$$

$$n = \frac{447}{1 + 1,1175}$$

$$n = \frac{447}{2,1175}$$

$$n = 211,13 \approx 212$$

Based on the results of the calculations that have been carried out, the number of samples obtained is 211.13 and then rounded to 212 teachers. Thus, as many as 212 teachers from 13 State Junior High Schools spread across four sub-districts in North Penajam Paser Regency have been designated as research samples. This number is considered to have met the requirements of statistical calculation and is considered adequate and representative to be used in the causal regression analysis in this study. The research instrument used was in the form of a closed questionnaire which was prepared using a four-level Likert scale, as explained below:

Table 1. Likert scale

Yes	Answer Categories	Score
1	Strongly Disagree	1
2	Disagree	2
3	Setuju	3
4	Strongly agree	4

The research instrument was prepared in the form of a closed questionnaire using a four-level Likert scale designed to measure the variables of principal supervision, pedagogic competence of principals, principals' welfare, and teacher performance. Before being used in the main data collection, the instrument is first tested for quality through validity tests and reliability tests. The validity test was performed using Pearson Product Moment correlation by comparing the value of the correlation coefficient of each statement item to the total score of the variable. An item is declared valid if the calculated r value is greater than the r of the table at a significance level of 0.05. The test results showed that all statement items had correlation values that met the validity criteria so that they were suitable for use as research instruments.

Next, the reliability test was carried out using Cronbach's Alpha coefficient to determine the internal consistency of the instrument. A variable is declared reliable if it has a Cronbach's Alpha value greater than 0.70. The test results showed that all research variables had a Cronbach's Alpha value above the set minimum limit, so that the instrument was declared to have a good level of reliability and could be used in the research data collection process.

Before the regression analysis is carried out, the research data is first tested through a classical assumption test to ensure that the regression model used meets the statistical requirements. The classical assumption test carried out includes the normality test, the multicollinearity test, and the heteroscedasticity test. The normality test was performed to determine whether the distribution of residual data in the regression model was normally distributed, which was tested using the Kolmogorov-Smirnov method. The multicollinearity test was carried out to determine whether or not there was a high correlation between

independent variables by looking at the value of Variance Inflation Factor (VIF) and tolerance, where the model was declared free of multicollinearity if the VIF value was < 10 and the tolerance value was > 0.10 . Meanwhile, a heteroscedasticity test was carried out to find out whether there was a residual variance inequality in the regression model, which was tested through the Glejser test method or scatterplot graph analysis. The test results show that the regression model in this study meets classical assumptions and is therefore suitable for further regression analysis.

FINDINGS AND DISCUSSION

Research Results

After all the data is obtained through the distribution of questionnaires to respondents, the next stage is carried out in the form of statistical data processing and analysis. The analysis process is aimed at testing the research hypothesis and finding out the extent of the influence of the transformational leadership of school principals on the performance of junior high school teachers in North Penajam Paser Regency partially. Data processing was carried out with the help of the Statistical Package for the Social Sciences (SPSS) software version 22 through several stages of analysis. The initial stage was to test the validity and reliability of the instrument, then continued with descriptive statistical analysis. After that, a classical assumption test is performed to ensure that the data meets the requirements of regression analysis. The next stage is a simple linear regression analysis to test the relationship between the variables studied.

Table 2. Item-Total Statistics Validity Test and Rehabilitation X

No	Corrected Item-Total Correlation	R Table	Ket	Cronbach's Alpha if Item Deleted	Critical Value	Ket
1	0.181	0,05	Valid	0.777	0,70.	Reliabel
2	0.454	0,05	Valid	0.751	0,70.	Reliabel
3	0.359	0,05	Valid	0.759	0,70.	Reliabel
4	0.463	0,05	Valid	0.749	0,70.	Reliabel
5	0.394	0,05	Valid	0.756	0,70.	Reliabel
6	0.111	0,05	Valid	0.782	0,70.	Reliabel
7	0.396	0,05	Valid	0.756	0,70.	Reliabel
8	0.507	0,05	Valid	0.743	0,70.	Reliabel
9	0.231	0,05	Valid	0.774	0,70.	Reliabel
10	0.578	0,05	Valid	0.733	0,70.	Reliabel
11	0.586	0,05	Valid	0.738	0,70.	Reliabel
12	0.620	0,05	Valid	0.726	0,70.	Reliabel

Source: SPSS Analysis 22 (2026)

Based on the table that has been presented, it can be seen that the data on the X1 variable, namely the principal's supervision, has met the criteria for validity and reliability. The validity determination was carried out by comparing the calculated r value or Corrected Item-Total Correlation with the r-value of the table at a significance level of 0.05. If the value of r is greater than the r of the table, then the statement item is declared valid. Meanwhile, reliability testing is performed by looking at Cronbach's Alpha if Deleted Item value. The instrument is declared reliable if the value exceeds the critical limit of 0.70. Based on these

decision-making criteria, all items in the X1 variable of the principal's supervision were declared valid and reliable.

Table 3. Item-Total Statistics Validity Test and Rehabilitation X2

No	Corrected Item-Total Correlation	R Table	Ket	Cronbach's Alpha if Item Deleted	Critical Value	Ket
1	0.138	0,05	Valid	0.704	0,70.	Reliabel
2	0.171	0,05	Valid	0.699	0,70.	Reliabel
3	0.382	0,05	Valid	0.671	0,70.	Reliabel
4	0.369	0,05	Valid	0.674	0,70.	Reliabel
5	0.257	0,05	Valid	0.689	0,70.	Reliabel
6	0.306	0,05	Valid	0.682	0,70.	Reliabel
7	0.514	0,05	Valid	0.648	0,70.	Reliabel
8	0.467	0,05	Valid	0.658	0,70.	Reliabel
9	0.271	0,05	Valid	0.687	0,70.	Reliabel
10	0.248	0,05	Valid	0.690	0,70.	Reliabel
11	0.457	0,05	Valid	0.660	0,70.	Reliabel
12	0.369	0,05	Valid	0.674	0,70.	Reliabel

Source: SPSS Analysis 22 (2026)

Based on the table that has been displayed, it can be seen that the data on the X2 variable, namely the pedagogic competence of the principal, has met the criteria of validity and reliability. The validity determination was carried out by comparing the calculated r value or Corrected Item-Total Correlation with the r-value of the table at a significance level of 0.05. If the calculated value r is greater than the r of the table, then each statement item is declared valid. The reliability test was carried out by looking at Cronbach's Alpha if Item Deleted value. The instrument is declared reliable if the value is above the critical limit of 0.70. Based on the provisions of the decision-making, all items in the X2 variable of the principal's pedagogic competence are declared valid and reliable. Furthermore, the results of the validity and reliability test for the X3 variable, namely the welfare of the principal, are presented in the following section.

Table 4. Item-Total Statistics Validity Test and Rehabilitation X3

No	Corrected Item-Total Correlation	R Table	Ket	Cronbach's Alpha if Item Deleted	Critical Value	Ket
1	0.267	0,05	Valid	0.651	0,70.	Reliabel
2	0.118	0,05	Valid	0.675	0,70.	Reliabel
3	0.342	0,05	Valid	0.641	0,70.	Reliabel
4	0.429	0,05	Valid	0.631	0,70.	Reliabel
5	0.463	0,05	Valid	0.630	0,70.	Reliabel
6	0.257	0,05	Valid	0.654	0,70.	Reliabel

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7	0.334	0,05	Valid	0.641	0,70.	Reliabel
8	0.103	0,05	Valid	0.695	0,70.	Reliabel
9	0.183	0,05	Valid	0.662	0,70.	Reliabel
10	0.233	0,05	Valid	0.656	0,70.	Reliabel
11	0.613	0,05	Valid	0.601	0,70.	Reliabel
12	0.457	0,05	Valid	0.624	0,70.	Reliabel
13	0.110	0,05	Valid	0.675	0,70.	Reliabel
14	0.182	0,05	Valid	0.663	0,70.	Reliabel
15	0.366	0,05	Valid	0.637	0,70.	Reliabel

Source: SPSS Analysis 22 (2026)

Based on the table that has been presented, it can be seen that the data on the X3 variable, namely the welfare of the principal, has met the criteria for validity and reliability. The validity assessment was carried out by comparing the calculated r value or Corrected Item-Total Correlation with the r -value of the table at a significance level of 0.05. If the value of r is greater than the r of the table, then each statement item is declared valid. Meanwhile, reliability testing was carried out by paying attention to Cronbach's Alpha if Item Deleted value. The instrument is declared reliable if the value is above the critical limit of 0.70. Based on these decision-making criteria, all items in the X3 variable of the principal's welfare are declared valid and reliable.

Table 5. Item-Total Statistics Validity and Reliability Test Y

No	Corrected Item-Total Correlation	R Table	Ket	Cronbach's Alpha if Item Deleted	Critical Value	Ket
1		0,05	Valid		0,70.	Reliabel
2		0,05	Valid		0,70.	Reliabel
3		0,05	Valid		0,70.	Reliabel
4		0,05	Valid		0,70.	Reliabel
5		0,05	Valid		0,70.	Reliabel
6		0,05	Valid		0,70.	Reliabel
7		0,05	Valid		0,70.	Reliabel
8		0,05	Valid		0,70.	Reliabel
9		0,05	Valid		0,70.	Reliabel
10		0,05	Valid		0,70.	Reliabel
11		0,05	Valid		0,70.	Reliabel
12		0,05	Valid		0,70.	Reliabel
13		0,05	Valid		0,70.	Reliabel
14		0,05	Valid		0,70.	Reliabel

15	0,05	Valid	0,70.	Reliabel
16	0,05	Valid	0,70.	Reliabel
17	0,05	Valid	0,70.	Reliabel
18	0,05	Valid	0,70.	Reliabel
19	0,05	Valid	0,70.	Reliabel
20	0,05	Valid	0,70.	Reliabel
21	0,05	Valid	0,70.	Reliabel

Source: SPSS Analysis 22 (2026)

Based on the table that has been displayed, it can be seen that the data on variable Y, namely the performance of State Junior High School teachers, has met the criteria of validity and reliability. The validity test was carried out by comparing the calculated r value or Corrected Item-Total Correlation with the r-value of the table at a significance level of 0.05. If the calculated value r is greater than the r of the table, then each statement item is declared valid. The reliability of the instrument is assessed through Cronbach's Alpha if Item Deleted value. The instrument is declared reliable if the value exceeds the critical limit of 0.70.

Tabel 6. Descriptive Statistics

	N	Minimum	Maximum	Mean	Hours of deviation
x1	212	28.00	47.00	38.0849	4.79656
x2	212	22.00	46.00	37.1179	4.56654
x3	212	41.00	59.00	48.1321	4.27619
y	212	49.00	82.00	68.5377	7.51450
Valid N (listwise)	212				

Source: SPSS Analysis 22 (2026)

Based on descriptive analysis, all variables had the same number of respondents, namely 212 people with no missing data. In the principal supervision variable (X1), the score ranged from 28–47 with an average of 38.08 and a standard deviation of 4.79, which showed that the respondents' perception was in the good category with a relatively small data spread. The principal's pedagogic competency variable (X2) had a score of 22–46 with an average of 37.11 and a standard deviation of 4.56, which also indicates that the assessment was quite good and relatively uniform. In the principal welfare variable (X3), the score was in the range of 41–59 with an average of 48.13 and a standard deviation of 4.27, indicating a more homogeneous condition. Meanwhile, teacher performance (Y) had an average of 68.53 with a standard deviation of 7.51, which indicates a more diverse variety of assessments but remains in the good category. In general, all variables show positive conditions with reasonable data spread.

Tabel 7. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		253
Normal Parameters ^{a,b}	Mean	.0000000
Most Extreme Differences	Hours of deviation	3.57015856
	Absolute	.069
	Positive	.069
	Negative	-.055

Test Statistic	.069
Asymp. Sig. (2-tailed)	.600c

Source: SPSS Analysis 22 (2026)

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.

Based on the results of the normality test using the Kolmogorov-Smirnov One-Sample method as shown in Table 7, an Asymp value was obtained. Sig. (2-tailed) is 0.600. This value is greater than the set significance level, which is 0.05. Thus, the residual in this research model can be declared to be normally distributed. The fulfillment of these criteria shows that the assumption of normality in the regression model is not violated. The distribution pattern of residual data can be said to follow the normal distribution and does not show significant deviations. This state confirms that one of the conditions in the classical assumption test has been met, so that the analysis can proceed to the next stage of testing.

Tabel 8. ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups (Combined)	8892.544	18	494.030	31.550	.000
	Linearity	4357.581	1	4357.581	278.283	.000
	Deviation from Linearity	4534.964	17	266.763	17.036	.000
	Within Groups	3022.154	193	15.659		
Total		11914.698	211			

Source: SPSS Analysis 22 (2026)

Based on the significance value (Sig.) listed in the output table, a Deviation from Linearity value of 17.036 was obtained which was above the significance level of 0.05. With these results, the relationship between the variables X1, X2, X3, and the variable Y (Teacher Performance) can be stated to be linear. These findings suggest that the assumption of linearity in the regression model has been met.

Tabel 9. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.261	2.933		-1.112	.267
	X1	.107	.074	.068	1.446	.000
	X2	.549	.090	.334	6.114	.000
	X3	.984	.083	.560	11.807	.000

Source: SPSS Analysis 22 (2026)

a. Dependent Variable: Y

Based on the results of the partial test (t-test) presented in Table 9, a significance value of 0.000 was obtained for all independent variables. This value is below the significance level of 0.05, so it can be stated that each independent variable has a significant influence on the Teacher Performance variable. In the Principal Supervision variable (X1), a significant influence on Teacher Performance has been statistically demonstrated. This indicates that the effectiveness of the implementation of supervision by school principals contributes to improving teacher performance achievements. A significant influence was also shown by the Principal Pedagogic Competency variable (X2). Thus, the ability of school principals in pedagogic aspects, including in guiding and directing the learning process, is stated to have contributed to improving teacher performance. Furthermore, in the Principal Welfare variable (X3), a significant influence on Teacher Performance has also been statistically proven. A better level of welfare is believed to be able to create a more conducive work environment, so that teacher performance can be optimally encouraged. Thus, it can be affirmed that the Principal's

Supervision, the Principal's Pedagogic Competence, and the Principal's Welfare each make a meaningful contribution to Teacher Performance. Furthermore, the F test is carried out to determine the influence of the three independent variables simultaneously on the dependent variables, as explained in the following section.

Table 10. ANOVA^A

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9069.103	3	3023.034	220.970	.000b
	Residual	2845.595	208	13.681		
	Total	11914.698	211			

Source: SPSS Analysis 22 (2026)

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Based on the results of the simultaneous test (F test) as presented in Table 10, a significance value of 0.000 was obtained. This value is below the significance level of 0.05, so the regression model used in this study can be statistically significant. These findings show that together the variables of Principal Supervision (X1), Principal Pedagogic Competence (X2), and Principal Welfare (X3) have a significant influence on the Teacher Performance variable (Y). Thus, these three independent variables were collectively proven to have a real contribution in explaining the variation in teacher performance. An F value of 220.970 reflects that the regression model has strong explanatory capabilities. Changes in Teacher Performance can be explained meaningfully through a combination of these three variables. Therefore, it can be emphasized that the influence of Principal Supervision, Principal's Pedagogic Competence, and Principal's Welfare on Teacher Performance is proven to be significant simultaneously.

Discussion

This study was carried out to examine the influence of principal supervision, principal pedagogic competence, and principal welfare on the performance of State Junior High School teachers in North Penajam Paser Regency. Based on the results of statistical analysis that has been carried out, both through partial and simultaneous testing, it is known that all independent variables have a significant influence on teacher performance. The findings of the study show that the leadership aspect and the level of welfare of the principal have an important role in supporting the quality of teacher performance in the school environment. Thus, these factors can be seen as elements that contribute to improving the performance of educators.

The Influence of Principal Supervision on Teacher Performance

The results of the study show that the supervision of the principal has a significant effect on the performance of State Junior High School teachers in North Penajam Paser Regency. These findings indicate that the effectiveness of supervision carried out by school principals contributes to improving the quality of the implementation of teachers' professional duties in schools. Conceptually, educational supervision is seen as a form of professional development that is carried out systematically and continuously to support the improvement of teacher competence. A constructive supervision approach allows teachers to obtain academic feedback related to learning planning, learning implementation, classroom management, and evaluation of learning outcomes. This is in line with the perspective of supervision development put forward by Carl D. Glickman, who emphasizes that supervision not only functions as administrative supervision, but also as a means of professional development of teachers through continuous academic mentoring (GLICKMAN, 2021; Solikah et al., 2024; Sonia, 2022).

The findings of this study can also be explained through the framework of performance functions put forward by Stephen P. Robbins and Timothy A. Judge, who stated that performance is a function of ability, motivation, and opportunity (Agustian et al., 2024). In the context of this study, the supervision of the principal plays a role as a factor that provides

opportunities and support for the work environment for teachers to develop their professional competencies. From the perspective of motivational psychology, the findings of this study can also be explained through a two-factor theory. According to Frederick Herzberg, the welfare factor is included in the category of hygiene factors that function to prevent job dissatisfaction and support the formation of stable work motivation. Adequate welfare conditions are believed to be able to create a more conducive work climate so that teachers can carry out learning tasks optimally (Dasmadi, 2021). In addition, the influence of principal supervision on teacher performance can also be attributed to the concept of professional pedagogic knowledge. Lee Shulman explained that mastery of pedagogical content knowledge is an important foundation in the learning process. Teachers' pedagogic competence will be further developed if supported by the managerial direction of the principal and a conducive academic environment.

The results of this study are supported by the findings of previous research which show that the supervision of school principals has a significant influence on teacher performance. Research conducted by Najilah et al. (2023) found that the supervision of school principals had a significant effect on the performance of junior high school and MTs teachers in Cinangka District, which was shown by a t_{cal} value of 7.950 greater than the table of 1.674 and a significance level of $0.00 < 0.05$ (Najilah et al., 2023). In addition, research conducted by Fitriyanti et al. (2022) showed that the principal's supervision and work motivation partially or simultaneously had a significant effect on the performance of elementary school teachers in Kedu District, Temanggung Regency with a F_{cal} value of 29.279 $> F_{table}$ 3.058 (Fitriyanti et al., 2022). Similar findings were also conveyed by Khobir et al. (2021) who stated that the academic supervision of school supervisors and the leadership of school principals have a significant effect on the performance of State Junior High School teachers in Banyuasin III District (Khobir et al., 2021). In general, the results of these studies strengthen the finding that the implementation of effective principal supervision is one of the important factors in improving teacher performance in education units.

The Influence of Principals' Pedagogic Competence on Teacher Performance

The results of the study show that the pedagogic competence of school principals has a significant effect on teacher performance. These findings indicate that the ability of school principals to understand the learning process, curriculum development, and academic coaching strategies have an important role in improving the quality of teachers' work in schools. Conceptually, the principal is seen as a learning leader or instructional leader who has the responsibility of creating a conducive academic environment. In this context, the pedagogic competence of the principal serves as the basis for providing professional guidance to teachers. School principals who have a good pedagogic understanding are able to provide relevant direction for learning planning, implementation of the teaching and learning process, and evaluation of learning outcomes. The findings of this study are in line with Lee Shulman's view of pedagogical content knowledge, which emphasizes that the effectiveness of learning is influenced by mastery of the teaching material as well as the pedagogic ability to convey the material (Baptiste & Leck, 2023; Tallman, 2023). The pedagogic competence of the principal is believed to be able to strengthen the academic culture of the school through the provision of supervision that is in the nature of coaching and professional development of teachers. In addition, the results of this study can be explained through the performance function model proposed by Stephen P. Robbins and Timothy A. Judge, who stated that performance is a function of ability, motivation, and opportunity (Agneta, 2022). Within this framework, the pedagogic competence of school principals plays a role in strengthening aspects of teachers' professional abilities through academic direction and learning assistance.

The role of the principal as an instructional leader is also in line with the concept of educational supervision development put forward by Carl D. Glickman. Supervision oriented towards the professional development of teachers is not only focused on administrative supervision, but also on providing constructive academic feedback to improve the quality of learning. The findings of this study show that the pedagogic competence of school principals

has a contribution to creating a positive academic climate. School principals who have adequate pedagogic capacity can assist teachers in overcoming learning problems, increasing innovation in teaching methods, and strengthening teachers' professionalism in carrying out educational tasks.

The results of this study are in line with the findings of previous research that affirmed the importance of the pedagogic competence of school principals in influencing teacher performance. Research by Hafitriani shows that the transformational leadership of school principals and motivation for achievement have a significant effect on teachers' pedagogic competence, both partially and simultaneously, as evidenced by the value of $F_{cal} 26.158 > F_{table} 3.24$ (Hafitriani, 2021). In line with that, Werdiningsih et al. emphasized that the principal's instructional leadership and teachers' professional competence have a significant influence on teacher performance with a contribution of 78.4% (Werdiningsih et al., 2022). Similar findings were also obtained by Rahmayanti et al., who stated that professional competence, work motivation, and work discipline had a significant effect both partially and simultaneously on the performance of public high school teachers in Pematang Regency (Rahmayanti et al., 2021). Overall, these previous studies support the conclusion that the pedagogic competence of school principals is a key factor in improving the quality of teacher performance in schools.

The Influence of Principals' Well-Being on Teacher Performance

The results of the study show that the welfare of school principals has a significant effect on teacher performance. These findings indicate that the level of well-being not only affects the individual condition of the principal, but also has an impact on the work atmosphere and managerial effectiveness in the school environment. Theoretically, job welfare is closely related to motivation and job satisfaction. The concept of human needs put forward by Abraham Maslow explains that the fulfillment of basic needs to the needs of self-actualization can affect a person's work behavior. In the context of educational leadership, principals who obtain an adequate level of well-being tend to show better emotional stability, have high organizational commitment, and are able to carry out managerial functions more effectively.

The findings of this study are also in line with the two-factor theory developed by Frederick Herzberg (Sonia, 2022). In this perspective, welfare is included in the category of hygiene factors that play a role in preventing the emergence of job dissatisfaction. The fulfillment of welfare aspects is seen as able to create a more stable psychological condition so that school principals can carry out their leadership duties optimally. This condition ultimately contributes to the creation of a more supportive work environment for teachers in carrying out learning activities. The influence of welfare on teacher performance can also be explained through a performance function model which states that performance is the result of an interaction between ability, motivation, and job opportunities. In this framework, welfare plays a role as a factor that strengthens the work motivation of school principals so that leadership functions can be carried out more consistently and sustainably. In addition, welfare support also allows school principals to carry out more effective educational leadership roles, including in providing direction, building organizational communication, and creating a conducive academic climate. This stable managerial condition indirectly has a positive influence on improving the professionalism of teachers in carrying out learning tasks.

The results of this study are supported by the findings of previous research which show that welfare factors and leadership style are related to teacher performance. Research conducted by Frismelly and Giatman states that the principal's leadership style, whether instructive, consultative, delegative, or in certain conditions authoritarian, can affect work discipline, motivation, responsibility, and teacher performance in the learning process (Frismelly & Giatman, 2021). In addition, research conducted by Sudiana and Muslihin shows that the empowerment of honorary teachers by school principals can improve the welfare as well as professionalism and performance of teachers in schools (Sudiana & Muslihin, 2024). Similar findings were also presented by Fazar et al. who found that teacher welfare had a

significant effect on teacher performance with a contribution of 80.4%, while 19.6% was influenced by other factors outside the study (Fazar et al., 2024). Overall, these studies reinforce the findings that the well-being and leadership of school principals are important factors in supporting teacher performance improvement.

The Effect of Principal Supervision, Principal's Pedagogic Competence, and Principal's Welfare simultaneously on Teacher Performance

The results of the study show that simultaneously the principal's supervision, the principal's pedagogic competence, and the principal's welfare have a significant effect on teacher performance. These findings indicate that improving the quality of teacher performance cannot be separated from the synergy between leadership effectiveness, strengthening professional competence, and supportive welfare conditions. From the perspective of education management, teacher performance is influenced by the school's organizational leadership system and support. The supervision of the principal functions as a mechanism for professional development and quality control of learning. The pedagogic competence of the principal is the basis for providing the right academic direction, while the welfare of the principal plays a role in maintaining the stability of work motivation and the effectiveness of managerial decision-making.

The findings of this study are in line with the views of Stephen P. Robbins and Timothy A. Judge who stated that performance is a function of the interaction between ability, motivation, and job opportunities (Agneta, 2022). In the context of this study, pedagogic competence represents the aspect of ability, welfare plays a role as a motivation booster, and the supervision of the principal provides work environment support (opportunity). Conceptually, the role of educational supervision can be explained through the professional development approach as put forward by Carl D. Glickman (GLICKMAN, 2021). Supervision is seen not only as an administrative supervision activity, but as an ongoing coaching process that provides opportunities for teachers to develop their pedagogic and professional competencies. In addition, the findings of this study can also be explained through the two-factor motivation theory developed by Frederick Herzberg (Munir, 2022). In this perspective, the welfare of school principals is categorized as a hygiene factor that functions to prevent job dissatisfaction and support the creation of a conducive work environment.

Strengthening the pedagogical competence of school principals also has relevance to the concept of pedagogical content knowledge introduced by Lee Shulman. Adequate pedagogic competence allows school principals to provide more effective academic guidance, so that the quality of learning carried out by teachers can be improved continuously. Practically, the results of this study show that improving the quality of education needs to be done through a holistic approach. Strengthening academic supervision, developing pedagogic competencies of school principals, and attention to the welfare aspects of educational leadership need to be carried out simultaneously to create a productive and sustainable school system.

The results of this study are supported by various findings of previous research that show that supervision, pedagogic competence, and leadership well-being have an important role in teacher performance. Research conducted by Najilah et al. (2023) showed that the supervision of school principals had a significant effect on the performance of junior high school and MTs teachers, as evidenced by a t_{cal} value of 7.950 > a table of 1.674 and a significance of $0.00 < 0.05$ (Najilah et al., 2023). Similar findings were also conveyed by Fitriyanti et al. (2022) who stated that principal supervision and work motivation had a significant effect on teacher performance with a F_{cal} score of 29.279 > F_{table} 3.058 (Fitriyanti et al., 2022). In addition, Hafitriani's research shows that transformational leadership and achievement motivation have a significant effect on teachers' pedagogic competence with a score of F_{cal} 26.158 > F_{table} 3.24 (Hafitriani, 2021). Another finding by Werdiningsih et al. stated that instructional leadership and teacher professional competence contributed to teacher performance by 78.4% (Werdiningsih et al., 2022). Furthermore, Frismelly and Giatman's research shows that the principal's leadership style can affect teacher discipline,

motivation, and responsibility in learning (Frismelly & Giatman, 2021), while research by Fazar et al. (2024) and Sudiana et al. (2024) confirms that teacher welfare and empowerment have an effect on improving teacher performance and professionalism in schools (Fazar et al., 2024; Sudiana & Muslihin, 2024).

CONCLUSION

This study concludes that the supervision of the principal, the pedagogic competence of the principal, and the welfare of the principal have a significant effect on the performance of State Junior High School teachers in North Penajam Paser Regency, both partially and simultaneously. Directed supervision improves teacher professionalism, the pedagogic competence of the principal supports the quality of learning, and the welfare of the principal creates a conducive work environment. Theoretically, these findings reinforce the importance of leadership, competence, and well-being from an education management perspective, while practically providing implications for strengthening academic supervision, improving principals' competencies, and attention to well-being as a strategy to improve teacher performance. However, this study is limited to the location, quantitative methods, and variables studied, so further research is recommended to expand the context, add other variables such as motivation and organizational culture, and use a mixed methods approach to gain a more comprehensive understanding.

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