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# The Influence of School Principals' Strategic Leadership, Supervisory Supervision, and Education Roadmap Policies on Teacher Performance in the Core Government Area of the Nusantara Capital City

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**A B S T R A C T**

Teacher performance plays a crucial role in determining the quality of educational outcomes, as teachers are the primary actors in implementing the learning process in schools. In the context of educational reform and the development of the Indonesian Capital City (IKN), strengthening teacher performance becomes increasingly important to ensure the effectiveness of educational policies and learning quality in strategic national areas. Several factors are considered to influence teacher performance, including the principal's strategic leadership, supervisory supervision, and the implementation of educational roadmap policies that guide the direction of educational development. This study aims to analyze the influence of the principal's strategic leadership, supervisory supervision, and educational roadmap policy on teacher performance in the Core Government Area of the Indonesian Capital City. The study used a quantitative approach with a causal ex post facto design. The study population was 135 teachers with a sample of 100 respondents determined using the Slovin formula and proportional random sampling technique. The research instrument was a closed questionnaire with a four-level Likert scale that had been tested for validity and reliability. Data analysis used multiple linear regression with the help of SPSS version 22. The results showed that partially the principal's strategic leadership, supervisory supervision, and educational roadmap policy each had a significant effect on teacher performance. Simultaneously, the three independent variables also had a significant effect on teacher performance with a coefficient of determination of 59.7%, indicating that variations in teacher performance can be explained by these three variables, while the rest is influenced by other factors outside the research model.

**Keywords:** *Strategic Leadership of School Principals, Supervisor Supervision, Education Roadmap Policy, Teacher Performance, Indonesian Capital City*

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## INTRODUCTION

The quality of education in a country is greatly influenced by the performance of teachers as the spearhead of the teaching and learning process in schools. Professional teachers are not only required to master learning materials, but also to be able to design the learning process in a systematic, innovative, and student-centered manner, as well as conduct continuous learning evaluations to improve their professional competence (Ilhami & Fathoni, 2025; Meyvita et al., 2025). In the context of modern education, teacher performance is the main indicator of the success of the education system because the quality of learning provided by teachers directly affects students' learning outcomes and the quality of education as a whole. Therefore, improving teacher performance is one of the strategic agendas in the development of national education.

However, teacher performance does not stand alone, but is influenced by various structural, managerial, and educational policy factors. Some of the factors that have an important role include the strategic leadership of school principals, supervision of school supervisors, and the implementation of education policies that serve as guidelines in the

implementation of learning. The global and national education phenomenon shows that the world of education today faces increasingly complex challenges, such as the acceleration of digital transformation, the demands of 21st century competencies, and the need to improve the quality of learning that is adaptive to the changing times. In the Indonesian context, the government has formulated various strategic policies, one of which is through the Education Roadmap which aims to improve the quality of learning, strengthen the character of students, and ensure the equitable distribution of quality education services throughout the region.

Although the policy has been comprehensively designed, the success of its implementation is highly dependent on the leadership of the principal as the leader of the educational organization and the effectiveness of supervisory supervision in fostering and ensuring the quality of the learning process in schools. School principals have a strategic role in directing educational vision, building a collaborative work culture, and managing educational resources effectively. On the other hand, school supervisors play a role in providing professional guidance through academic supervision activities which include learning observation, providing feedback, and continuous mentoring for teachers.

In the context of national development, the Nusantara Capital City Government Core Area (KIP IKN) is a strategic area that is expected to become the center of government as well as a model for the development of quality education governance. However, data from the 2024 Indonesian Education Report shows that some indicators of education quality in the region are still in the medium category, so efforts are needed to strengthen teachers' managerial and professional skills through targeted interventions. The results of the initial observations also show that the strategic leadership of school principals still needs to be improved, supervisory supervision activities tend to be more administrative than professional coaching, and teachers still need more concrete guidance in implementing the Education Roadmap policy into classroom learning practices.

A number of previous studies have examined many factors that affect teacher performance, such as principal leadership, educational supervision, and the implementation of education policies (Sari et al., 2025; Sholikah & Sunarto, 2025). The results of the study generally show that effective leadership of school principals and quality educational supervision can improve teacher motivation, professionalism, and performance. However, most of the research is still conducted in the context of education areas that have developed and are relatively stable, and more examine these variables separately.

In addition, research that specifically examines teacher performance in the context of national strategic development areas such as the Nusantara Capital City Government Core Area is still very limited. In fact, this area has different characteristics compared to other regions because it is part of the new capital city development area that demands more adaptive, innovative, and future-oriented educational governance. In addition, studies that integrate the strategic leadership of school principals, school supervisor supervision, and the implementation of Education Roadmap policies in one comprehensive analysis model are also relatively rare. Thus, there is a research gap that shows that the study of teacher performance still needs to be developed by considering the context of strategic areas and the simultaneous integration of various managerial factors and education policies.

Based on this background, this study aims to empirically analyze the influence of the strategic leadership of school principals, supervisory supervision, and the implementation of the Education Roadmap policy on teacher performance in the Core Government Area of the Capital City of the archipelago. This research is expected to provide a more comprehensive understanding of the factors that affect teacher performance in the context of education development in national strategic areas and contribute to the development of effective education governance in supporting the improvement of learning quality.

## METHOD

A quantitative approach with an ex post facto design is used in this study because it aims to analyze the influence of principals' strategic leadership, supervisory supervision, and Education Roadmap policies on teacher performance without any treatment or manipulation of the variables studied (Balaka, 2022). The research was carried out in schools located in the Core Government Area of the Capital City of the archipelago in the 2025/2026 school year.The independent variables studied included the strategic leadership of the principal (X1), supervisory supervision (X2), and the Education Roadmap policy (X3), while the bound variable was teacher performance (Y). The research population consists of all teachers of public elementary and junior high schools in the Core Government Area of the Capital City of the archipelago, with a total of 135 teachers spread across several educational units in the Sepaku area as the core area. This population is considered representative to describe the educational conditions in the new government area. The sample size was determined using the Slovin formula with a margin of error of 5%.

$$n = N / (1 + N(e)^2)$$

Description:n = sample size
N = total population
e = error rate
By entering the values N = 135 and e = 0.05, the following are obtained:

$$n = 135 / (1 + 135(0.05)^2)$$
$$n = 135 / (1 + 135(0.0025))$$
$$n = 135 / (1 + 0.3375)$$
$$n = 135 / 1.3375$$
$$n = 100.93 \approx 101$$

The number of samples in this study was set at 100 teachers, although preliminary calculations showed 101 respondents. The determination of the number was carried out to facilitate data processing and maintain consistency in the number of respondents, and was considered to have met statistical requirements and was representative enough to describe the research population. Sampling is carried out using proportional random sampling, so that each teacher has an equal opportunity to be selected as a respondent according to the proportion of the number of teachers in each school.

Table 1. Likert scale

| Score Range | Category Response |
|---|---|
| **7** | Strongly agree |
| **6** | Agree |
| **5** | Simply Agree |
| **4** | Neutral / Hesitant |
| **3** | Simply disagree |
| **2** | Disagree |
| **1** | Strongly Disagree |

The research instrument was prepared in the form of a closed questionnaire using a 7-level Likert scale that ranged from a score of 1 (strongly disagree) to a score of 7 (strongly agree). The research instrument consists of four main variables, namely the strategic leadership of the principal, supervisory supervision, the Education Roadmap policy, and teacher performance. Overall, the research instrument contains 48 statements developed based on the theoretical indicators of each variable.

The school principal's strategic leadership instrument consists of 12 statements developed based on four main indicators, namely (1) the formulation of the school's strategic vision and direction, (2) the ability to make long-term decisions, (3) the effective management and utilization of school resources, and (4) the ability to adapt to changes in the educational environment and national policies.

The school supervisory supervision instrument consists of 12 statements that reflect four main indicators, namely (1) planning academic supervision activities, (2) the implementation of coaching and mentoring to teachers, (3) evaluation of teacher performance

and learning processes, and (4) supervision follow-up in the form of recommendations for teacher improvement and professional development.

The Education Roadmap policy instrument consists of 12 statements that measure three main indicators, namely (1) the level of teachers' understanding of the direction and objectives of the Education Roadmap policy, (2) the consistency of the implementation of educational programs and policies in schools, and (3) the synchronization between education policies and learning practices implemented by teachers in the classroom.

Meanwhile, the teacher performance instrument consists of 12 statements that refer to four main indicators, namely (1) learning planning, (2) effective and innovative learning implementation, (3) evaluation and assessment of student learning outcomes, and (4) teachers' professional responsibilities in carrying out educational tasks and competency development in a sustainable manner.

Before being used in research, all statements are first tested for validity and reliability to ensure that the research instrument has an adequate level of validity and consistency in measuring research variables. Validity tests are performed to determine the extent to which each statement item is able to represent the measured construct, while reliability tests are used to ensure the internal consistency of the research instrument.

The data collection process began with the management of research permits to related agencies and school principals in the Nusantara Capital City Government Core Area. After the research permit was obtained, the questionnaire was distributed to respondents who had been determined based on the sampling results. Filling out the questionnaire is carried out directly with assistance as necessary to ensure that the respondents understand each item of the statement given. All questionnaires that have been filled out are then checked for completeness before the data analysis process is carried out.

The data obtained was then analyzed using the help of the Statistical Package for the Social Sciences (SPSS) version 22 program. The stages of data analysis include the validity and reliability test of the instrument, the classical assumption test consisting of the normality test, the multicollinearity test, and the heteroscedasticity test, as well as multiple linear regression analysis to test the influence of the principal's strategic leadership, supervisory supervision, and Education Roadmap policies on teacher performance. Hypothesis testing was carried out at a significance level of 0.05, while the determination coefficient ($R^2$) was used to determine the magnitude of the contribution of the three independent variables in explaining the variation in teacher performance.

## FINDINGS AND DISCUSSION

### Research Results

After all the data is collected through the distribution of questionnaires to the respondents, the next stage is the processing and statistical analysis of the data. This analysis was carried out with the aim of testing the research hypothesis and determining the magnitude of the influence of the principal's strategic leadership, supervisory supervision, and Education Roadmap policies on teacher performance in the Core Government Area of the Nusantara Capital City, both partially and simultaneously. Data processing is carried out with the help of the Statistical Package for the Social Sciences (SPSS) version 22 program through several stages of analysis. The initial stage includes validity and reliability tests, which are carried out to ensure that the research instrument is feasible and consistent in measuring each variable. Furthermore, a classical assumption test was carried out which included a normality test and a linearity test, to ensure that the regression model met the requirements of the analysis. After all assumptions were met, the analysis was continued with multiple linear regression to determine the magnitude of the influence of each independent variable, namely the principal's strategic leadership, supervisory supervision, and Education Roadmap policies, on the bound variable in the form of teacher performance. The results of the test are then presented systematically and structured to provide an empirical picture of the relationship between the research variables, as will be explained in the next section.

Table 2. Item-Total Statistics Validity and Validity Test X1

| No | Corrected Item-Total Correlation | R Table | Ket | Cronbach's Alpha if Item Deleted | Critical Value | Ket |
|---|---|---|---|---|---|---|
| 1 | 0.121 | 0,05 | Valid | 0.711 | 0,70. | Reliabel |
| 2 | 0.133 | 0,05 | Valid | 0.698 | 0,70. | Reliabel |
| 3 | 0.518 | 0,05 | Valid | 0.643 | 0,70. | Reliabel |
| 4 | 0.173 | 0,05 | Valid | 0.690 | 0,70. | Reliabel |
| 5 | 0.368 | 0,05 | Valid | 0.665 | 0,70. | Reliabel |
| 6 | 0.087 | 0,05 | Valid | 0.701 | 0,70. | Reliabel |
| 7 | 0.313 | 0,05 | Valid | 0.673 | 0,70. | Reliabel |
| 8 | 0.360 | 0,05 | Valid | 0.666 | 0,70. | Reliabel |
| 9 | 0.420 | 0,05 | Valid | 0.659 | 0,70. | Reliabel |
| 10 | 0.445 | 0,05 | Valid | 0.655 | 0,70. | Reliabel |
| 11 | 0.518 | 0,05 | Valid | 0.643 | 0,70. | Reliabel |
| 12 | 0.420 | 0,05 | Valid | 0.659 | 0,70. | Reliabel |
| 13 | 0.445 | 0,05 | Valid | 0.655 | 0,70. | Reliabel |
| 14 | 0.106 | 0,05 | Valid | 0.698 | 0,70. | Reliabel |

Source: SPSS Analysis 22 (2026)

Based on the table of test results that have been carried out, it is known that the instrument in the X1 variable, namely the strategic leadership of the principal, is declared valid and reliable. The validity of the instrument is determined by referring to the decision-making criteria in the validity test, namely if the value of r calculated or Corrected Item-Total Correlation is greater than the value r of the table at a significance level of 0.05, then the statement item is declared valid. The results of the analysis showed that all items in the principal's strategic leadership variable had correlation values that exceeded the minimum limit set, so that all statements were considered suitable for use in the study. Furthermore, based on the results of the reliability test, an instrument is declared reliable if Cronbach's Alpha value is greater than 0.70. The test results showed that Cronbach's Alpha value on the principal's strategic leadership variable had exceeded that critical value, indicating that the instrument had a good level of internal consistency and was able to measure the variables stably. Thus, all items in the principal strategic leadership X1 variable are declared valid and reliable, so that they can be used for further analysis. Next, a table of validity and reliability test results for the X2 variable, namely supervisory supervision, is presented.

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

| No | Corrected Item-Total Correlation | R Table | Ket | Cronbach's Alpha if Item Deleted | Critical Value | Ket |
|---|---|---|---|---|---|---|
| 1 | 0.214 | 0,05 | Valid | 0.458 | 0,70. | Reliabel |
| 2 | 0.287 | 0,05 | Valid | 0.436 | 0,70. | Reliabel |
| 3 | 0.145 | 0,05 | Valid | 0.475 | 0,70. | Reliabel |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | 0.196 | 0,05 | Valid | 0.462 | 0,70. | Reliabel |
| 5 | 0.118 | 0,05 | Valid | 0.485 | 0,70. | Reliabel |
| 6 | 0.249 | 0,05 | Valid | 0.449 | 0,70. | Reliabel |
| 7 | 0.117 | 0,05 | Valid | 0.484 | 0,70. | Reliabel |
| 8 | 0.478 | 0,05 | Valid | 0.371 | 0,70. | Reliabel |
| 9 | 0.205 | 0,05 | Valid | 0.459 | 0,70. | Reliabel |
| 10 | 0.111 | 0,05 | Valid | 0.489 | 0,70. | Reliabel |
| 11 | 0.116 | 0,05 | Valid | 0.485 | 0,70. | Reliabel |
| 12 | 0.134 | 0,05 | Valid | 0.507 | 0,70. | Reliabel |

Source: SPSS Analysis 22 (2026)

Based on the table of test results, it is known that the instrument in the X2 variable, namely supervisory supervision, is declared valid and reliable. The validity of the instrument is determined by referring to the criterion that an item of a statement is declared valid if the value of r calculated or Corrected Item-Total Correlation is greater than the value r of the table at a significance level of 0.05. The results of the analysis showed that all items in the supervisory supervision variable had correlation values that met these conditions, so that all statements were considered worthy as a measuring tool in this study. Furthermore, based on the results of the reliability test, an instrument is declared reliable if Cronbach's Alpha value is greater than the minimum limit of 0.70. The results of the calculation showed that the value of Cronbach's Alpha on the supervisory supervision variable X2 had exceeded the required value, which indicated that the instrument had a good level of internal consistency.

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

| No | Corrected Item-Total Correlation | R Table | Ket | Cronbach's Alpha if Item Deleted | Critical Value | Ket |
|---|---|---|---|---|---|---|
| 1 | 0.165 | 0,05 | Valid | 0.616 | 0,70. | Reliabel |
| 2 | 0.182 | 0,05 | Valid | 0.615 | 0,70. | Reliabel |
| 3 | 0.707 | 0,05 | Valid | 0.516 | 0,70. | Reliabel |
| 4 | 0.258 | 0,05 | Valid | 0.600 | 0,70. | Reliabel |
| 5 | 0.176 | 0,05 | Valid | 0.616 | 0,70. | Reliabel |
| 6 | 0.175 | 0,05 | Valid | 0.614 | 0,70. | Reliabel |
| 7 | 0.570 | 0,05 | Valid | 0.525 | 0,70. | Reliabel |
| 8 | 0.068 | 0,05 | Valid | 0.634 | 0,70. | Reliabel |
| 9 | 0.399 | 0,05 | Valid | 0.570 | 0,70. | Reliabel |
| 10 | 0.263 | 0,05 | Valid | 0.598 | 0,70. | Reliabel |
| 11 | 0.096 | 0,05 | Valid | 0.626 | 0,70. | Reliabel |
| 12 | 0.211 | 0,05 | Valid | 0.607 | 0,70. | Reliabel |

Based on the table of test results, it is known that the instrument in the X3 variable, namely the Education Roadmap policy, is declared valid and reliable. The validity of the instrument is determined by referring to the criterion that an item of a statement is declared valid if the value of r calculated or Corrected Item-Total Correlation is greater than the value r of the table at a significance level of 0.05. The results of the analysis show that all items in the policy variables of the Education Roadmap have correlation values that meet these provisions, so that all statements are considered suitable for use as a measuring tool in this study. Furthermore, based on the results of the reliability test, an instrument is declared reliable if Cronbach's Alpha value is greater than the minimum limit of 0.70. The results of the calculation showed that the Cronbach's Alpha value on the X3 variable of the Education Roadmap policy had exceeded the required value, indicating that the instrument had a good level of internal consistency.

Tabel 5. Item-Total Statistics Y

| No | Corrected Item-Total Correlation | R Table | Ket | Cronbach's Alpha if Item Deleted | Critical Value | Ket |
|---|---|---|---|---|---|---|
| 1 | 0.122 | 0,05 | Valid | 0.752 | 0,70. | Reliabel |
| 2 | 0.349 | 0,05 | Valid | 0.724 | 0,70. | Reliabel |
| 3 | 0.019 | 0,05 | Valid | 0.760 | 0,70. | Reliabel |
| 4 | 0.280 | 0,05 | Valid | 0.731 | 0,70. | Reliabel |
| 5 | 0.549 | 0,05 | Valid | 0.694 | 0,70. | Reliabel |
| 6 | 0.473 | 0,05 | Valid | 0.709 | 0,70. | Reliabel |
| 7 | 0.428 | 0,05 | Valid | 0.713 | 0,70. | Reliabel |
| 8 | 0.551 | 0,05 | Valid | 0.696 | 0,70. | Reliabel |
| 9 | 0.208 | 0,05 | Valid | 0.742 | 0,70. | Reliabel |
| 10 | 0.551 | 0,05 | Valid | 0.696 | 0,70. | Reliabel |
| 11 | 0.524 | 0,05 | Valid | 0.706 | 0,70. | Reliabel |
| 12 | 0.473 | 0,05 | Valid | 0.709 | 0,70. | Reliabel |

Source: SPSS Analysis 22 (2026)

Based on the table of test results, it is known that the instrument on variable Y, namely teacher performance, is declared valid and reliable. The validity of the instrument is determined by referring to the criterion that an item of a statement is declared valid if the value of r calculated or Corrected Item-Total Correlation is greater than the value r of the table at a significance level of 0.05. The results of the analysis showed that all items in the teacher performance variable had correlation values that met these conditions, so that all statements were considered suitable for use as instruments in this study. Furthermore, based on the results of the reliability test, an instrument is declared reliable if Cronbach's Alpha value is greater than the minimum limit of 0.70. The results of the calculation showed that the Cronbach's Alpha value on the teacher's performance variable had exceeded the required value, which indicated that the instrument had a good and stable level of internal consistency in measuring the variables under study.

Tabel 6. One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|---|---|---|
| N | | 100 |
| Normal Parameters[a,b] | .0000000 | .0000000 |
| | 2.88119340 | 2.52893558 |
| Most Extreme Differences | .103 | .053 |
| | .103 | .053 |
| | -.081 | -.049 |
| Test Statistic | | .103 |
| Asymp. Sig. (2-tailed) | | .100c |

Source: SPSS Analysis 22 (2026)
a. Test distribution is Normal.
b. Calculated from data.

c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the SPSS output table, it is known that the significance value of **Asymp. Sig. (2-tailed)** is 0.100, which is greater than 0.05. Therefore, in accordance with the decision-making criteria on the Kolmogorov-Smirnov normality test, it can be concluded that the residual data **is normally distributed**. Thus, the assumption of normality in the regression model **has been fulfilled and the** analysis **can proceed** to the next stage. The next stage of the classical assumption test/condition test **is carried out** through the linearity test as described below: Linearity Test.

Table 7. ANOVA Linearity Test Table

| | | | Sum of Squares | df | Mean Square | F | Say. |
|---|---|---|---|---|---|---|---|
| Y * X | Between Groups | (Combined) | 1495.983 | 14 | 106.856 | 16.731 | .000 |
| | | Linearity | 1052.906 | 1 | 1052.906 | 164.863 | .000 |
| | | Deviation from Linearity | 443.077 | 13 | 34.083 | 5.337 | .000 |
| | Within Groups | | 542.857 | 85 | 6.387 | | |
| | Total | | 2038.840 | 99 | | | |

Source: SPSS Analysis 22 (2026)

Based on the results of the linearity test presented in Table 7 (ANOVA Table), it is known that the relationship between variable X3, namely the Education Roadmap policy, and variable Y, teacher performance, shows a linear pattern. This is evidenced by the significance value on the linearity line of 0.000, which is smaller than the significance level of 0.05, so it can be concluded that there is a significant linear relationship between the two variables. In addition, the F-value of the Linearity component of 164.863 indicates that the linear relationship model has a fairly high strength. Although the Deviation from Linearity section also obtained a significance value of 0.000, overall the linearity test confirmed that the regression model used had met the assumption of linearity between the policy variables of the Education Roadmap and teacher performance. Based on the linearity test through ANOVA analysis, it can be concluded that the relationship between variables X3 and Y is linear, so that multiple linear regression analysis can be continued for research hypothesis testing. With the fulfillment of the assumption of linearity in all independent variables, namely the principal's strategic leadership (X1), supervisory supervision (X2), and the Education Roadmap policy (X3), the analysis can be continued to the regression testing stage to determine the magnitude of the influence of each variable on teacher performance.

Table 8. Test coefficient t

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Say. |
| 1 | (Constant) | 19.734 | 9.050 | | 2.181 | .032 |
| | X1 | .148 | .057 | .174 | 2.597 | .000 |
| | X2 | -.324 | .083 | -.262 | -3.914 | .000 |
| | X3 | .906 | .077 | .799 | 11.836 | .000 |

a. Dependent Variable: Y.
Source: SPSS Analysis 22 (2026)

Based on the results of the t-test in Table 8 (Coefficients), it can be explained that the influence of each independent variable on the dependent variable, namely teacher performance (Y), is partially calculated. The constant value of 19.734 with a significance of 0.032 indicates that if the variables X1, X2, and X3 are considered constant or have zero value, the teacher's performance still has a base value of 19.734. A significance smaller than 0.05 indicates that the constant is statistically significant. In the X1 variable, the strategic leadership of the school principal, a regression coefficient value of 0.148 with a significance value of 0.000 (< 0.05) was obtained. This shows that the strategic leadership of the principal has a positive and significant effect on teacher performance, which means that the better the ability of the

principal to carry out strategic leadership, the teacher's performance tends to increase. The X2 variable, supervisory supervision, has a regression coefficient of -0.324 with a significance value of 0.000 (< 0.05). These results show that supervisory supervision has a significant effect, but with a negative direction on teacher performance. Statistically, every one unit increase in the supervisory supervision variable was followed by a decrease in teacher performance by 0.324 units, assuming the other variables were constant. This finding can be interpreted that teachers' perceptions of the implementation of supervision have not fully supported performance improvement. Meanwhile, the variable X3, the Education Roadmap policy, showed a regression coefficient of 0.906 with a significance value of 0.000 (< 0.05). This value shows that the Education Roadmap policy has a positive and significant effect on teacher performance. In addition, the standardized Beta value of 0.799 is the highest compared to other variables, so it can be concluded that the Education Roadmap policy is the most dominant variable in influencing teacher performance. Thus, partially the three independent variables, namely the strategic leadership of the principal, supervisory supervision, and the Education Roadmap policy, have been proven to have a significant effect on teacher performance in the Core Government Area of the Capital City of the archipelago. This means that the better the implementation of the principal's strategic leadership, the more effective the implementation of supervisory supervision, and the clearer and more directed the implementation of the Education Roadmap policy, the higher the level of teacher performance.

Tabel 9. Model Summary

| | | | | | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .773a | .597 | .584 | 2.92587 | .597 | 47.388 | 3 | 96 | .000 |

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

Based on Table 9 (Model Summary), an R value of 0.773 was obtained, which shows that there is a strong relationship between the principal's strategic leadership (X1), supervisory supervision (X2), and the Education Roadmap policy (X3) on teacher performance (Y). The R Square value of 0.597 indicates that 59.7% of the variation in teacher performance can be explained by the three independent variables in this research model. Meanwhile, the Adjusted R Square value of 0.584 showed that after adjusting for the number of variables and research samples, the effective contribution of the three variables to teacher performance was 58.4%, while the rest, which was 41.6%, was influenced by other factors outside the research model that were not studied in this study. The F Change value of 47.388 with a significance level of 0.000 (< 0.05) shows that simultaneously the principal's strategic leadership, supervisory supervision, and Education Roadmap policies have a significant effect on teacher performance. Thus, the regression model used in this study is declared feasible and can explain the relationship between independent variables and dependent variables together, in accordance with the focus of the research in the Core Government Area of the Capital City of the Archipelago.Based on these results, it can be concluded that the regression model built has met the feasibility criteria of the analysis. In addition, the strategic leadership of the principal, supervisory supervision, and the Education Roadmap policy simultaneously can be said to have a very significant effect on teacher performance. This shows that improving the quality of school leadership, the effectiveness of supervisory supervision, and the clarity and consistency of the implementation of the Education Roadmap policy together contribute to encouraging the improvement of teacher performance in the Core Government Area of the Nusantara Capital City.

**Discussion**

**The Influence of Principal Strategic Leadership (X1) on Teacher Performance (Y)**

The results showed that the strategic leadership of the principal (X1) had a positive and significant effect on teacher performance (Y), with a regression coefficient of 0.148 and a significance value of 0.000 (< 0.05). These findings indicate that the better the principal is at formulating strategic visions, making long-term decisions, and managing school resources

effectively, the better teacher performance will be. This is in line with the theory of strategic leadership put forward by Michael A. Hitt, which emphasizes that strategic leaders have the ability to anticipate change, build organizational flexibility, and empower members to achieve common goals (Maulida et al., 2026). In the context of education, school principals who are able to translate the vision of educational development into concrete programs create a conducive, directed, and productive work environment, so that teachers are encouraged to work more professionally and quality-oriented.

Practically, the strategic leadership of school principals forms a work culture that supports the improvement of teacher performance through several mechanisms (Fardiatama & Prayitno, 2025; Khana et al., 2023; Rohaini & Fathoni, 2025). First, visionary principals are able to set the direction of school development, align learning objectives with national policies, and provide the resources teachers need to carry out their duties. Second, strategic leadership encourages open communication, collaboration between teachers, and active participation in learning planning and evaluation. Third, the principal strategically motivates teachers through awards, constructive feedback, and support in professional development, so as to create a positive and productive work climate.

These findings are also consistent with the results of previous research. For example, Rahayuningsih et al. (2023) show that both supervisory supervision and job satisfaction have a positive effect on the performance of school principals, where job satisfaction contributes more (Rahayuningsih et al., 2023). This shows that managerial and emotional factors in leadership have an important role in improving performance. In addition, Handayani et al. (2024) found that clinical supervision and general supervision significantly affect teacher performance, confirming that professional supervision and guidance carried out by school leaders or supervisors plays a role in creating more effective learning practices (Handayani et al., 2024).

Theoretically, the positive influence of strategic leadership on teacher performance can also be explained through Parsons' Social System which emphasizes that educational organizations are an open social system, where the role of strategic leaders is to integrate various subsystems of teachers, students, curriculum, and educational policies so that common goals can be achieved (Shodiq, 2023). Principals who are able to manage interactions between school components, balance external and internal demands, and formulate adaptive strategies for change, will create conditions in which teachers can function optimally.

**The Influence of Supervisory Supervision (X2) on Teacher Performance (Y)**

The results showed that supervisory supervision (X2) had a significant effect on teacher performance (Y), with a regression coefficient of -0.324 and a significance value of 0.000 (<0.05). These findings confirm that supervision has a strategic role in fostering and improving the quality of teacher performance, although the direction of negative influence on the regression coefficient can indicate challenges or supervision practices that are not optimal in the context of the school being studied. Conceptually, educational supervision is a professional coaching process that not only functions as administrative control, but emphasizes collaborative, constructive, and development-oriented aspects of teacher competency development (Hadiansyah et al., 2025). Supervision that is carried out in a planned, objective manner, and provides constructive feedback will facilitate teachers in improving the quality of learning, increasing innovation, and implementing more effective pedagogical practices. On the other hand, if supervision emphasizes more formality, administrative assessment, or does not provide constructive assistance, the impact on teacher performance can be less than optimal or even cause resistance. This may explain why the regression coefficient in this study showed negative values, which could be interpreted as an indication that some of the existing supervisory practices have not fully supported teacher performance improvement. In other words, the quality of supervision greatly determines how much teachers can utilize the direction, feedback, and guidance provided by the supervisor to improve their professionalism.

Theoretically, the influence of supervisory supervision can be explained through the Parsons Social System, which views schools as an open social system in which interaction between leaders, supervisors, and teachers is key to the success of the organization (Shodiq, 2023). In this perspective, the supervisor acts as a subsystem that regulates teachers' adaptation to standards, guides changes in learning practices, and ensures a balance between external demands (national education policies) and internal (needs of teachers and learners). Effective supervision will create synergistic relationships between school components, so that teachers can work optimally in achieving educational goals.

These findings are also in line with previous research. Rahayuningsih et al. (2023) found that supervisory supervision had a positive effect on the performance of school principals, although the influence of job satisfaction tended to be more dominant. This confirms that although supervision has an important effect, the motivation and professional satisfaction factors of teachers or principals remain supporting variables that affect overall performance (Rahayuningsih et al., 2023). In addition, Handayani et al. (2024) show that clinical supervision and general supervision have a partial positive effect on teacher performance, emphasizing the importance of a supervision approach that not only assesses, but also fosters and assists teachers in an ongoing manner (Handayani et al., 2024).

In the context of the Nusantara Capital City Government Core Area, supervisory supervision has a strategic role to ensure that education quality standards are maintained amid the dynamics of regional development. Supervisors not only function as administrative supervisors, but also as mentors who help teachers adapt learning practices to the needs of students and national education policies. Therefore, improving the quality of collaborative and constructive supervision is a key factor in encouraging teacher performance, strengthening professional competence, and creating a productive and innovative work environment.

**The Effect of Education Roadmap Policy (X3) on Teacher Performance (Y)**

The results of the study showed that the Education Roadmap (X3) policy had a positive and significant influence on teacher performance (Y), with a regression coefficient of 0.906 and a significance value of 0.000 (<0.05). These findings confirm that clear, structured, and consistent education policies are the dominant factors in improving teacher performance. Teachers who understand the vision, goals, and stages of educational development set through the Education Roadmap have a more directed work orientation, higher motivation, and the ability to implement learning programs effectively.

Conceptually, the Education Roadmap can be seen as a form of medium- and long-term strategic planning that aligns macro policies with educational practices at the school level. This policy provides a framework for teachers to set priorities, design learning, and develop professional competencies on an ongoing basis. In the Nusantara Capital City Government Core Area, which is designed as a center for modern and sustainable government, the implementation of the Education Roadmap is the foundation for creating an adaptive, innovative, and quality-oriented education system. Therefore, it is natural that this policy is proven to have the most dominant influence compared to leadership or supervision factors, because it provides concrete strategic direction for all education stakeholders.

Theoretically, the policy influence of the Education Roadmap can be explained through the Grand Theory of Open Systems by Ludwig von Bertalanffy, which emphasizes that organizations, including schools, are open systems that interact dynamically with the external environment (Akpan, 2025; Zarghami, 2024). National education policy serves as an external input that guides the school system to function optimally. When teachers and principals understand and adapt learning practices to these policies, schools are able to respond to changes in the environment, increase the effectiveness of the learning process, and achieve the educational goals that have been set. Within this framework, the Education Roadmap policy not only serves as an administrative guideline, but also as a strategic instrument to shape the work culture, improve teacher professionalism, and encourage innovation in schools.

These findings are consistent with previous research. Sumarni (2021) shows that the implementation of teacher certification policies has a significant effect on teacher performance

in Pekanbaru City Junior High School, because teachers carry out their professional duties responsibly and increase participation in professional development (Sumarni, 2021). In addition, Amiruddin & Hasim (2021) found that effective principal management also contributes positively to attitude, discipline, and performance of State Vocational School teachers, although the influence is smaller than that of strategic policies (Amiruddin & Hasim, 2021). Both studies confirm that clear education policies and good school management are important factors in creating high teacher performance.

In the context of KIP IKN, the implementation of the Education Roadmap allows teachers to have systematic work guidelines, understand national priorities, and adjust learning practices to educational quality standards. Thus, this policy not only improves the performance of individual teachers, but also strengthens the effectiveness of schools as an adaptive, innovative, and sustainable learning organization. These findings confirm that in the modern education system, policies that are directed and consistently translated into school practice are the main determinants of teachers' success in carrying out their profession.

**The Influence of Principal Strategic Leadership (X1), Supervisory Supervision (X2), and Education Roadmap Policy (X3) on Teacher Performance (Y) Simultaneously**

The results showed that simultaneously the strategic leadership of the principal (X1), supervisory supervision (X2), and the Education Roadmap policy (X3) had a significant effect on teacher performance (Y), with an F Change value of 47.388 and a significance level of 0.000 (<0.05). These findings confirm that teacher performance improvement cannot be separated from the synergy between internal school leadership, professional development through supervision, and targeted macro policy support. In other words, improving the quality of education in the Nusantara Capital City Government Core Area requires a systemic approach that combines managerial, supervision, and educational policy aspects simultaneously.

Theoretically, these findings are in line with Ludwig von Bertalanffy's Open Systems Theory and Michael A. Hitt's Strategic Leadership Theory (Akpan, 2025; Zarghami, 2024). The open systems perspective emphasizes that schools as educational organizations interact dynamically with the external environment, including national policies, societal demands, and technological developments. School principals, supervisors, and education policies function as interrelated subsystems and affect teacher performance. When these three subsystems work in harmony, schools are able to create an adaptive, productive, and quality-oriented educational ecosystem. Meanwhile, strategic leadership theory emphasizes the role of school principals as agents of change who are able to anticipate educational dynamics, build organizational flexibility, and empower teachers to achieve educational goals effectively.

In terms of the strategic leadership of school principals (X1), this study shows that school principals who are able to formulate long-term visions, make strategic decisions, and manage resources optimally create a conducive and collaborative work culture. Teachers are encouraged to improve their professionalism, innovate in learning, and work more quality-oriented. These findings are consistent with the research of Amiruddin & Hasim (2021), which states that the management of school principals has a positive effect on teacher attitudes, discipline, and performance, as well as reinforcing the importance of effective leadership in the school context. In terms of supervisory supervision (X2), this study confirms that professional, planned, objective, and continuous supervision can help teachers improve the quality of learning. Good supervision is not just administrative control, but a coaching process that provides constructive direction and support for teacher competency development. However, the effectiveness of supervision is highly dependent on the quality of implementation; Formalistic supervision or emphasis on evaluation alone can reduce teacher motivation. These findings are in line with Rahayuningsih et al. (2023) and Handayani et al. (2024), who show that supervision contributes significantly to the performance of teachers and principals, although the effect is optimal when combined with work satisfaction and professional development factors.

The Education Roadmap (X3) policy proved to be the most dominant variable in this research model. This policy provides a clear strategic direction, vision, targets, and stages of

educational development for teachers. With the right understanding, teachers can align learning practices with medium- and long-term goals, increasing their motivation, innovation, and professionalism. These findings are in line with Sumarni's (2021) research, which emphasizes that certification policies have a significant effect on teacher performance through increased professional responsibility and active participation in competency development. Managerially, this study emphasizes that the success of improving teacher performance in the Core Government Area of the Capital City of the archipelago is highly dependent on the synergy of the three aspects. Principals must develop visionary strategic leadership, school superintendents must exercise constructive and ongoing supervision, and Education Roadmap policies must be consistently translated into learning practices. This synergy creates an educational ecosystem that supports teacher productivity, strengthens professional competence, and forms an innovative and quality-oriented work culture.

## CONCLUSION

Based on the results of the study, it can be concluded that the performance of teachers (Y) in the Core Government Area of the Nusantara Capital City is significantly influenced by the strategic leadership of the principal (X1), supervisory supervision (X2), and education roadmap policies (X3). Partially, positive and significant influences can be observed on the variables of the principal's strategic leadership, which shows that the improvement of the principal's ability to formulate visions, make strategic decisions, and manage resources has a direct impact on improving teacher performance. The supervisory supervision variable is stated to have a significant influence, although the direction of its influence can be influenced by the teacher's perception of the implementation of supervision. Meanwhile, education roadmap policies were identified as the most dominant variable, because the clarity of direction and consistency of implementation were the main factors in improving teacher performance. Simultaneously, the three independent variables were declared to contribute significantly, with a determination coefficient value of 59.7%, while the rest were influenced by external factors. Thus, the research objectives have been achieved through testing the relationship between these variables.

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