

# BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

## THE IMPACT OF PRINCIPAL SUPERVISION, DECISION-MAKING, AND JOB SATISFACTION ON JUNIOR HIGH SCHOOL TEACHERS' PERFORMANCE IN KOTA JUANG DISTRICT, BIREUEN REGENCY

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### Abstract

This study aims to analyze the influence of principal supervision, principal decision-making, and job satisfaction on teacher performance at junior high schools in Kota Juang District, Bireuen Regency. The research employed a quantitative approach using path analysis techniques. The sample consisted of 161 junior high school teachers, selected through a total sampling method. Data were collected through questionnaires. The results showed that principal supervision had a direct effect on principal decision-making with a t-value of 3.855, significance of 0.000, and beta coefficient of 0.293. It also had a direct effect on job satisfaction with a t-value of 4.107, significance of 0.000, and beta of 0.314. The direct effect of principal supervision on teacher performance was  $t = 3.199$ , significance = 0.002, and beta = 0.245. Principal decision-making had a significant effect on teacher performance with a t-value of 3.258, significance of 0.001, and beta = 0.241. Job satisfaction also significantly influenced teacher performance with a t-value of 5.195, significance of 0.000, and beta = 0.366. Indirectly, principal supervision affected teacher performance through decision-making (indirect effect = 0.071) and through job satisfaction (indirect effect = 0.115). Simultaneously, the three independent variables significantly influenced teacher performance with an F-value of 62.715 and a significance level of 0.000. These findings indicate that teacher performance improvement is not solely dependent on individual capabilities, but also highly influenced by effective principal supervision, participatory decision-making processes, and a high level of job satisfaction within the school environment.

**Keywords:** Principal Supervision, Decision-Making, Job Satisfaction, Teacher Performance

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## INTRODUCTION

Teachers play a vital role in the learning process and the achievement of educational goals. As the spearhead in implementing teaching and learning activities, teachers are directly responsible for the transfer of knowledge, character development, and the cultivation of students' skills. Without the active and competent involvement of teachers, the intended educational goals—both at the individual and societal levels—would be difficult to achieve. Teachers serve not only as facilitators but also as inspirators capable of guiding students to optimize their potential.

The success of education in schools heavily depends on teacher performance. Qualified teachers can create a conducive and interactive learning atmosphere, thus making students more interested and motivated to learn (Mulyasa, 2022). Moreover, teachers shape students' attitudes, moral values, and personalities, which become essential assets for their daily lives. With strong performance, teachers can help students better understand the subject matter and develop critical thinking skills (Kunter et al., 2020).

Principal decision-making is a crucial element in effective educational management. As educational leaders, principals are responsible for determining school policy directions, setting program priorities, and ensuring that every decision made supports improved learning quality. Wise and participative decision-making fosters a conducive and collaborative school climate. Principals who are receptive to input and able to integrate it with a strategic vision are more likely to gain trust from teachers, students, and other stakeholders.

Supervision by the school principal is a developmental process designed to help teachers enhance their professional competencies and performance. Through effective supervision, principals provide guidance, feedback, and ongoing support to help teachers develop innovative teaching strategies tailored to students' needs.

Job satisfaction reflects the degree of comfort and happiness teachers experience in performing their duties. Recognition for achievements, work-life balance, and a supportive work environment are key factors in fostering job satisfaction. Satisfied teachers are more likely to demonstrate high dedication and improve the quality of learning.

School facilities and infrastructure are also influential factors. The availability of adequate resources—such as teaching materials, technological tools, and comfortable classrooms—greatly assists teachers in carrying out their duties. These facilities enable teachers to implement creative and innovative teaching methods, ultimately contributing to better student learning outcomes.

As formal educational institutions, schools play a central role in shaping human resources. Therefore, efforts to improve school quality must be holistic, encompassing leadership, learning, assessment, and professional development. A quality school promotes transformative, student-centered learning and supports teachers in their professional growth—pedagogically, technologically, and managerially. Enhancing teacher competence is critical so that they can more effectively meet students' needs, which, in turn, improves teacher performance.

With strong school management support, teachers are encouraged to innovate in their teaching practices (Zahra et al., 2022). Schools must also improve assessment quality, giving teachers opportunities to reflect on their teaching and learning processes. In addition, collaboration among teachers should be strengthened through training and the sharing of best practices, fostering a professional learning culture within the school. The result is more focused and measurable teacher performance, particularly in curriculum development and the improvement of student learning outcomes (Wilson et al., 2023).

The 2023 Educational Quality Profile of Aceh Province, published in 2024 by the Provincial Educational Quality Profile Team, highlights three key issues in junior high schools: literacy, numeracy, and multicultural climate. Data show improvements in literacy

scores from 47.5 in 2021 to 56.32 in 2022, and in numeracy from 31.85 to 34.65. The multicultural climate index also improved from 63.56 to 68.82 in 2022. Seventeen root causes of education problems were identified, including disparities in gross enrollment rates, low teacher distribution indices, and the need for qualified principals, vice principals, and supervisors. Concerns were also raised about the low proportion of educators proposed for further development, inadequate in-person training, and underutilization of information and communication technology in school budgeting and policy management. School participation rates remain low. It is recommended to provide subsidies for students from low-income families to boost school participation rates. Promoting potential teachers to leadership roles and increasing the number of certified teachers is expected to improve school quality. With better-quality teachers, awareness of gender equality, intolerance, and inclusive education in schools is also expected to increase.

Preliminary observations in several junior high schools in Kota Juang District, Bireuen Regency, reveal several critical indicators. First, ineffective principal supervision is evident in the lack of clear guidance provided to teachers. Many teachers feel they lack direction regarding learning objectives, which impacts their understanding of school policies. Moreover, limited feedback from principals leaves teachers feeling neglected in their professional development.

To gain a deeper understanding of teacher performance in junior high schools in Kota Juang District, it is essential to examine several influential factors. Preliminary observations indicate four main areas hindering optimal teacher performance: principal supervision, principal decision-making, job satisfaction, and teacher performance indicators.

Principal supervision is a crucial component in improving the quality of learning and teacher professionalism. Effective supervision provides guidance, support, and constructive feedback, enabling teachers to develop teaching methods suited to students' needs. However, the reality in several schools shows a lack of consistent and purposeful supervision. Many principals do not provide regular coaching or periodic evaluations. The absence of clear supervision goals and insufficient follow-up from supervision sessions leaves teachers without the support needed for professional development. This condition limits teachers' ability to enhance their competencies and innovate in teaching (Afriyanli & Sabandi, 2020).

Principal decision-making has a direct impact on the school climate and teacher productivity. As educational leaders, principals must make strategic, timely decisions while considering input from various stakeholders. Yet, in practice, authoritarian or overly centralized leadership styles are still found, where decisions are made without transparent communication with teachers. This leads to information gaps and reduces teachers' sense of involvement and ownership, ultimately affecting their motivation and loyalty. Principals should establish participative decision-making processes, be open to teacher input, and base decisions on data and the school's actual needs to create a harmonious and collaborative work environment.

Job satisfaction is a psychological element that plays a vital role in maintaining teachers' enthusiasm and dedication. Teachers who feel appreciated, supported, and balanced in their workload are more likely to perform well. Conversely, many teachers

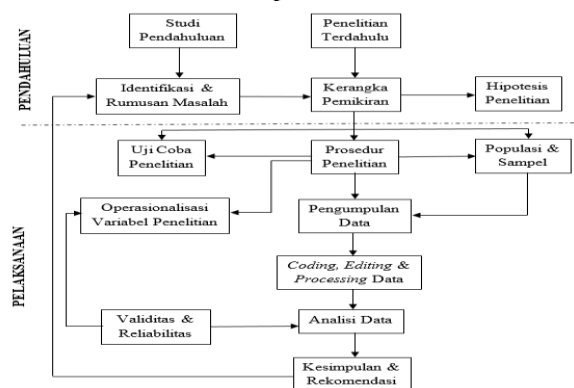
express dissatisfaction due to a lack of recognition, excessive workload, and an uncomfortable work environment, such as cramped classrooms or limited teaching media. These factors directly impact job satisfaction and reduce the motivation and effectiveness of the teaching process (Widiastuti, 2021). To enhance job satisfaction, schools should provide non-material incentives, create a positive work environment, and foster open communication between teachers and school leaders.

Teacher performance, as the dependent variable in this study, is a key indicator of educational success. It reflects teachers' ability to design and implement instruction, assess student learning, and guide students according to educational objectives. However, in several junior high schools in Kota Juang District, many teachers still use monotonous and uncreative teaching approaches. This results in students becoming disengaged and struggling to understand the material. Declining student outcomes indicate suboptimal teacher performance, likely influenced by inadequate supervision, opaque decision-making processes, and low job satisfaction.

Therefore, efforts to improve teacher performance should focus on strengthening supervision systems, promoting fair and participative decision-making by principals, and creating a work environment that enhances job satisfaction. To improve teacher performance in junior high schools in Kota Juang District, Bireuen Regency, it is crucial to conduct research that specifically investigates the influence of principal supervision, decision-making, and job satisfaction. This study aims to determine how these three variables contribute—both directly and indirectly—to teacher performance and to provide empirical foundations for improving school-level policies.

## RESEARCH METHOD

This study uses a quantitative approach with an associative method. The type of quantitative research approach. This research will be conducted at a junior high school in Kota Juang District, Bireuen Regency. This is because research examining the influence of principal supervision, principal decision making, job satisfaction and teacher performance has not been widely conducted, especially in Bireuen Regency, especially at the Kota Juang District Junior High School. The research will be conducted on May 19, 2025 to June 30, 2025. The research population is 269 teachers. While the research sample using the Slovin formula is 161 teachers. The research procedure is as follows:



Source: Sugiyono (2022)  
Figure 3.1 Research Design

While the instrument trial test uses validity test, reliability test. And the data collection technique uses a questionnaire. Data analysis techniques use normality test, multicollinearity test, heteroscedasticity test.

## **RESEARCH RESULTS AND DISCUSSION**

### **Research Results**

The research model in this study was designed to examine the direct and indirect effects of Principal Supervision, Principal Decision-Making, and Job Satisfaction on Teacher Performance in junior high schools in Kota Juang District, Bireuen Regency. Based on the results of regression analysis and mediation testing (Sobel test), it was found that the proposed research model has significant predictive power and is empirically relevant.

The F-test results show that, simultaneously, the variables of Principal Supervision, Principal Decision-Making, and Job Satisfaction have a significant effect on Teacher Performance. This is evidenced by an F-value of 41.834, which is much higher than the F-table value of 2.66, with a significance level of 0.000 ( $< 0.05$ ), indicating that the regression model used in this study is valid and significant as a basis for drawing conclusions.

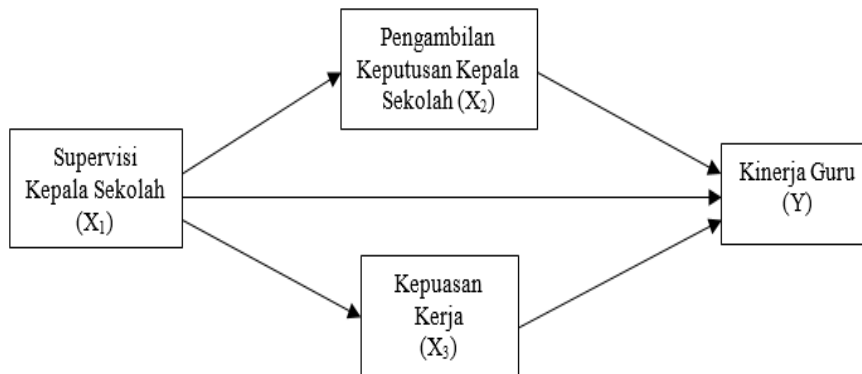
Partially, it was found that Principal Supervision has a significant direct effect on Principal Decision-Making ( $t = 8.163$ ), and Principal Decision-Making significantly affects Teacher Performance ( $t = 2.253$ ). Similarly, Job Satisfaction also has a significant influence on Teacher Performance ( $t = 9.619$ ). However, the direct relationship between Principal Supervision and Job Satisfaction ( $t = 1.630$ ; sig. = 0.105) was not significant, suggesting that supervision alone is not strong enough to increase job satisfaction without the support of other contributing factors.

Path analysis and Sobel test results reveal that there is a significant indirect effect of Principal Supervision on Teacher Performance through Principal Decision-Making ( $Z = 2.383 > Z\text{-table} = 1.96$ ) and through Job Satisfaction ( $Z = 2.021 > Z\text{-table} = 1.96$ ). This confirms that in the research model, Decision-Making and Job Satisfaction function as mediators that strengthen the influence of Principal Supervision on Teacher Performance.

Thus, this research model demonstrates a strong and interconnected functional relationship between the independent and dependent variables. These findings confirm that Teacher Performance is influenced by a combination of principal leadership quality (through supervision and decision-making) and the level of job satisfaction. This model provides both theoretical and practical contributions to the development of performance-based educational management.

Visually, the validated research model can be represented in the form of a path diagram showing the direction of both direct and indirect effects of Principal Supervision on Teacher Performance through the mediating paths of Decision-Making and Job Satisfaction. This model can serve as a basis for policymaking aimed at improving the quality of teaching personnel at the junior high school level, particularly in the Bireuen Regency area.

This study has a number of novelties in terms of the variable relationship model, analysis approach, and context of the study area. The research path model image shows the direct and indirect influence between independent, mediating, and dependent variables.



Gambar 4.5 Model Kinerja Guru SMP

1. An integrative model that combines three predictor variables on teacher performance, namely Principal Supervision, Principal Decision Making, and Job Satisfaction, in one complete analytical framework. Although these three variables have been studied partially in previous studies, there has not been much research that tests their influence simultaneously in the context of junior high schools in Bireuen Regency.
2. Placement of Decision Making and Job Satisfaction as mediating variables in the relationship between Principal Supervision and Teacher Performance. This study tests not only the direct influence of supervision, but also the indirect influence mediated by two important aspects of school organization, namely how the principal makes decisions and the extent to which teachers are satisfied with their work. The results of the Sobel test show that both of these mediation pathways are significant, strengthening the theoretical model developed.

## CONCLUSION

Based on the results of data analysis and hypothesis testing, several key findings were identified regarding the influence of principal supervision, principal decision-making, and job satisfaction on the performance of junior high school teachers in Kota Juang District, Bireuen Regency. The conclusions of this study are presented as follows:

1. Principal Supervision has a significant direct effect on Principal Decision-Making in junior high schools in Kota Juang District, Bireuen Regency. The analysis results show a beta coefficient of 0.543, a t-value of 8.163, and a significance level of 0.000 ( $< 0.05$ ). This indicates that the higher the quality of the supervision conducted by the principal, the better their ability to make strategic and effective decisions.
2. Principal Supervision does not have a significant direct effect on Job Satisfaction, with a beta coefficient of 0.128, a t-value of 1.630, and a significance level of 0.105 ( $> 0.05$ ). This finding suggests that although supervision is conducted, it is not strong enough on its own to directly enhance job satisfaction without the support of other factors such as a positive work environment, recognition, or balanced workload.
3. Principal Supervision has a significant direct effect on Teacher Performance, with a beta coefficient of 0.158, a t-value of 2.213, and a significance level of 0.028 ( $< 0.05$ ). Supervision that is systematic, well-planned, and developmental in nature can

encourage teachers to improve their effectiveness and responsibility in teaching, thereby positively impacting their performance.

4. Principal Decision-Making has a significant direct effect on Teacher Performance, with a beta coefficient of 0.160, a t-value of 2.253, and a significance level of 0.026 ( $< 0.05$ ). This suggests that principals who are able to make timely and well-considered decisions while involving teachers in the process contribute positively to teachers' performance in teaching and learning activities.
5. Job Satisfaction has a significant direct effect on Teacher Performance, with a beta coefficient of 0.577, a t-value of 9.619, and a significance level of 0.000 ( $< 0.05$ ). This means that teachers who are satisfied with their jobs—in terms of recognition, work environment, and relationships with leadership and colleagues—tend to perform better and more professionally in fulfilling their duties.
6. The indirect effect of Principal Supervision on Teacher Performance through Principal Decision-Making is  $0.543 \times 0.160 = 0.087$ , and is statistically significant based on the Sobel test result with a Z-value of 2.383 ( $> 1.96$ ). This indicates that although supervision may not always directly improve teacher performance, its effect becomes stronger and more evident when mediated by improved decision-making quality.
7. The indirect effect of Principal Supervision on Teacher Performance through Job Satisfaction is  $0.128 \times 0.577 = 0.074$ , and is also proven to be significant based on the Sobel test result with a Z-value of 2.021 ( $> 1.96$ ). This confirms that job satisfaction serves as an effective mediating path, where good supervision fosters satisfaction, which in turn enhances teacher performance.
8. Principal Supervision, Principal Decision-Making, and Job Satisfaction simultaneously have a significant effect on Teacher Performance, with an F-value of 41.834, a significance level of 0.000 ( $< 0.05$ ), and a coefficient of determination ( $R^2$ ) of 0.444. This means that these three independent variables together explain 44.4% of the variance in teacher performance, while the remaining 55.6% is influenced by other variables not examined in this study.

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