



Managerial Supervision Relationships and Motivation Achieving High School Administrative Performance in Jayawijaya

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Abstract. This study explored the roles of managerial supervision, achievement motivation, and administrative staff performance in high schools in Jayawijaya. It further examined the association between managerial supervision and staff performance, between achievement motivation and performance, and the combined effect of supervision and motivation on administrative outcomes. A correlational survey design was employed, involving a population of 308 individuals and a sample of 176 respondents selected through proportional area sampling. Data were gathered using a structured Likert-scale questionnaire and analysed with descriptive and inferential statistical techniques. Results indicated that managerial supervision was categorized as good, achievement motivation as frequent, and administrative performance as high. Moreover, there were positive and statistically significant relationships between managerial supervision and performance, between achievement motivation and performance, and jointly between supervision and motivation with staff performance. These findings suggest that effective supervision and strong motivation are key drivers in enhancing the efficiency and effectiveness of school administrative operations.

Keywords: Administrative Performance; High School; Jayawijaya; Managerial Supervision; Motivation to Excel.

1. INTRODUCTION

Managerial supervision relationships and motivation are essential components for achieving high administrative performance in high schools. In the context of this study, “Managerial Supervision Relationships and Motivation Achieving High School Administrative Performance in Jayawijaya”, the interplay between these elements provides critical insights into how school administration can be optimized to foster staff engagement, commitment, and productivity. Research indicates that leadership style significantly affects motivation, as principals who exhibit supportive, consultative, and transformational leadership behaviors positively influence teacher and administrative staff motivation and performance (Awodiji, 2024; Sariakin et al., 2025). This demonstrates that leadership is not merely about directing tasks but also about creating a motivating environment that encourages staff to achieve institutional goals.

Effective managerial supervision also depends on communication and collaboration among administrative teams. Strong interpersonal relationships and collaborative decision-making cultivate a positive school culture that enhances motivation (Gedde, 2024). Supervisors who facilitate tasks and interpersonal interactions through supportive engagement contribute further to staff motivation, ensuring that administrative objectives are met efficiently (Daly et al., 2020). In this context, motivation functions as a mediator in the relationship between

supervisory behaviors and performance outcomes. When administrative staff feel supported and valued, they are more likely to respond positively to supervision, thereby improving overall performance (Arar & Nasra, 2020; Sariakin et al., 2025).

To enhance motivation, high school administrators can implement several strategies. Professional development programs focusing on leadership and communication skills improve both supervisory effectiveness and staff motivation (Arman et al., 2016; Daulay, 2024). Recognition and constructive feedback provide extrinsic motivation that fosters a sense of belonging and engagement among staff (Saryanto, 2020; Suriagiri et al., 2022). Inclusive decision-making, where staff input is actively considered, further strengthens engagement and motivation, ultimately supporting higher administrative performance (Mulford et al., 2004).

Theoretical frameworks provide a foundation for understanding these dynamics. Self-Determination Theory emphasizes that fulfilling psychological needs for autonomy, competence, and relatedness enhances motivation and performance (Hong, 2025). Similarly, the Job Demands–Resources (JD-R) Model posits that effective leadership serves as a critical resource that triggers motivational processes, promoting work engagement and improved outcomes (Tanskanen et al., 2019). By applying these frameworks, high school administrators can design strategies that simultaneously address leadership effectiveness, staff motivation, and administrative performance.

In conclusion, the synergy between managerial supervision relationships and motivation is pivotal for achieving high administrative performance in high schools. Within the context of high schools in Jayawijaya, supportive leadership, clear communication, recognition, and inclusive practices foster a motivating environment that drives staff engagement and institutional success. Integrating insights from Self-Determination Theory and the JD-R Model equips administrators with evidence-based approaches to enhance performance outcomes (Awodiji, 2024; Sariakin et al., 2025; Suriagiri et al., 2022; Tanskanen et al., 2019).

The objectives of this study are to explore the characteristics of managerial supervision, achievement motivation, and the performance of school administrative personnel in high schools across Jayawijaya; to investigate the association between managerial supervision and administrative staff performance; to assess the relationship between achievement motivation and administrative staff performance; and to evaluate the joint influence of managerial supervision and achievement motivation on the performance of school administrative personnel.

2. METHOD

This study employed a correlational survey design to examine the relationship between managerial supervision, achievement motivation, and administrative performance of high school staff in Jayawijaya. Data collection occurred over a three-month period, from May 20 to June 20, 2019, across six high schools, including three schools within Wamena city and three schools outside the city. The study population consisted of 308 staff members, with a sample of 176 participants determined using proportional area sampling and Slovin's formula with a 5% margin of error.

The research variables comprised two independent variables—managerial supervision (X_1) and achievement motivation (X_2)—and one dependent variable, administrative performance (Y). Managerial supervision was operationalized as the degree to which supervisors planned, coordinated, implemented, monitored, evaluated, coached, and followed up on school administration activities, including social and managerial competencies. Achievement motivation was defined as the behaviors and efforts of individuals or groups directed toward achieving goals, encompassing dimensions such as power, affiliation, achievement orientation, managerial styles, personal traits, and environmental support. Administrative performance referred to the observable actions and responsibilities carried out by school staff, reflecting their competencies across personality, social, technical, and managerial dimensions.

Data were collected using a structured Likert-scale questionnaire, with items for X_1 , X_2 , and Y rated on a five-point scale ranging from very high/very good to very low/poor. For X_2 , items included both positively and negatively worded statements to measure motivational tendencies accurately. Collected data were analysed using descriptive statistics to summarize variable distributions and inferential statistics, including regression and correlation analyses, to test the hypotheses and examine the strength and significance of relationships among the study variables.

3. RESULTS AND DISCUSSION

This section presents the findings of the study on the relationship between managerial supervision relationships, motivation, and high school administrative performance in Jayawijaya. The findings are based on descriptive and inferential statistical analyses to describe the research variables and test the proposed hypotheses. The results are presented systematically in the following tables and explanations.

Descriptive Statistics of Research Variables

The descriptive analysis reveals that X_1 (managerial supervision relationships) falls within the good category, X_2 (motivation) is categorized as frequent, and Y (administrative performance) is classified as high, indicating favourable conditions across the three variables.

Table 1. Descriptive Statistics of Research Variables.

Variable	Number of Items	Mean	Median	Mode	Standard Deviation	Interval	Frequency	Category
X_1	80	325.43	332.5	346.0	38.95	332-361	63	Good
X_2	60	224.71	247.0	235.0	30.2	227-243	71	Frequent
Y	80	325.84	336.0	309.0	46.26	218-359	73	High

The description (X_1) which consists of 80 items of statement shows the acquisition of data expressed in the form of average from the acquisition of the answer score of the respondents amounting to 325.43, median 332.50, mode 346.00 and standard deviation of 38.95. The score for average (X_1) occupies an interval between 332 - 361 with a frequency of 63 in the good category. Based on the categorization, the respondent's choice of variables (X_1) is in the good category.

Overview (X_2) consisting of 60 items. Item statements consist of positive statements and negative statements. The positive statement (+) is an odd item and negative statement (-) is an even item. Showing the acquisition of data stated in the form of the average acquisition of answer scores from respondents amounting to 224.71, the median of 247.00 mode 235.00 and the standard deviation of 30.20. The score obtained for the average (X_2) occupies an interval between 243-2271 with a frequency of 71 in the frequent category. Based on the categorization, the respondent's answer choices about the variable (X_2) are in the frequent cat.

The description (Y) is work related to the main tasks and functions of each school staff. This instrument has 80 statements showing the acquisition of overall data which is expressed in the form of an average score obtained by respondents of 325.84, median 336.00 mode 309.00 and standard deviation of 46.26. The score for average (Y) occupies an interval between 218 - 359 with a frequency of 73 in the high category. Based on these categorization, the respondents' answer choices about (Y) are in the high category.

Normality Test

The normality assessment demonstrates that the data for X_1 , X_2 , and Y follow a normal distribution, as all significance values exceed the 0.05 threshold.

Table 2. Normality Test Results.

Variable	Sig Value	Normality Conclusion
X_1	0.156	Normal
X_2	0.082	Normal
Y	0.136	Normal

The normality test of the three variables (X_1) is 0.156. The value of $\text{sig} > 0.05$, it can be concluded that the acquisition of data on variables (X_1) is normally distributed. Variable (X_2) of 0.082. The value of $\text{sig} > 0.05$, it can be concluded that the acquisition of data from the variable (X_2) is normally distributed. Variable (Y) of 0.136. The sig value > 0.05 can be concluded that the acquisition of data in the variable (Y) is normal.

Homogeneity Test

The homogeneity analysis indicates that the data exhibit relatively similar variance characteristics, supporting the application of further statistical procedures.

Table 3. Homogeneity Test Results.

Test	Sig Value	Conclusion
Homogeneity	0.026	Homogeneous ($\text{sig} < 0.005$)

Homogeneity test, significant probability value of 0.026 this test value shows that the sig value $>$ of 0.05 ($\text{sig} > \alpha$), it can be concluded that the data of this study come from groups that have the same or homogeneous variants.

Linearity Test

The linearity examination verifies the existence of a linear association between X_1 and Y , suggesting that changes in X_1 correspond proportionally with changes in Y .

Table 4. Linearity Test Results.

Independent Variable	Dependent Variable	Sig Value	Linearity Conclusion
X_1	Y	0.0	Linear

Variable linearity test (X_1) with variable (Y), can be obtained a significance value of 0.00. This value shows that the significance is < 0.05 , concluding that there are linear relationships between the two variables above. The conclusion between the two variables above is that there is a linear relationship.

Multicollinearity Test

The multicollinearity evaluation confirms that X_1 and X_2 do not exhibit excessive intercorrelation, as reflected by acceptable VIF and tolerance values.

Table 5. Multicollinearity Test Results.

Independent Variables	VIF	Tolerance	Condition Index	Multicollinearity Conclusion
X_1, X_2	3.407	0.294	36.005	No

The variable multicollinearity test (X_1) and variable (X_2) with variable (Y), obtained a VIF value of 3.407 and a tolerance value of 0.294. VIF value < 10 and tolerance value > 0.1 , it can be said that there is no multipolarity between variables (X_1) and variables (X_2) with variables (Y). When viewed from the condition conditions index, the maximum condition

index obtained is $36,005 > 30$. Thus, it can be concluded that there is a problem about the relationship.

Simple Regression Test of Managerial Supervision on Administrative Performance

The regression findings suggest that managerial supervision relationships have a positive and meaningful influence on administrative performance, indicating that improvements in X_1 are followed by increases in Y .

Table 6. Simple Regression of X_1 on Y .

Independent Variable	Constant (a)	Regression Coefficient (b)	Regression Equation	Significance	Relationship
X_1	29.190	1.091	$Y = 29.190 + 1.091 X_1$	Significant	Positive
X_2	17.774	1.404	$Y = -17.774 + 1.404 X_2$	Significant	Positive

Obtaining two-score hypothesis data (X_1) with data obtained from score data (Y) obtains a constant value "a" of -17,774 and a regression coefficient "b" of 1,404 so that the regression equation $\hat{Y} = -17,774 + 1,404 X_1$ is significant and linear. This states that every increase of one score on aspect (X_2) increases the amount of 1.404 score (Y) constant -17,774. Positive coefficient means that there is an influence between (X_1) and (Y), the better (X_2) in the school, the higher (Y) in the school.

Obtaining one hypothesis data, score (X_1) and score (Y), constant value "a" of 29,190 and regression coefficient "b" of 1,091 so the regression equation $\hat{Y} = 29,190 + 1,090 X_1$ is significant and linear. This states that every increase of one score on aspect (X_1) increases the increase by 1.090 score (Y) constant 1.141. Positive coefficient means that there is influence between (X_1) and (Y), the better (X_1), the higher (Y) in the school.

Correlation and Coefficient of Determination of Managerial Supervision on Administrative Performance

The correlation analysis identifies a very strong positive relationship between X_1 and Y ($r = 0.919$), demonstrating the substantial role of managerial supervision relationships in explaining administrative performance.

Table 7. Correlation and Coefficient of Determination.

Variable Pair	Pearson r	r^2 (%) (contribution)	Direction	Significance
X_1 - Y	0.919	14.16	Positive	Significant
X_2 - Y	0.916	83.96	Positive	Significant

The magnitude of the relationship (X_1) with (Y) with Pearson correlation of 0.919. The correlation coefficient is positive (+) which means that this relationship is positive, meaning

that the unidirectional relationship between variables (X_1) and (Y) means that the better (X_1) implemented in the school, the better (Y) is done by staff at school. The size of the contribution (contribution) variable (X_1) to the variable (Y) or the coefficient of determination $r^2 \times 100\%$ or $(0.119)^2 \times 100\% = 0.014161$. The results of the calculation show that the effect of variable (X_1) on variable (Y) is equal to 14.16% and 86.14% are determined by other factors.

Simple Regression Test of Motivation on Administrative Performance

The regression results reveal that motivation exerts a positive and significant effect on administrative performance, showing that greater motivation is linked to better performance outcomes.

Table 8. Simple Regression Results.

Independent Variables	Constant (a),	Regression Coefficient	Regression Equation	Multiple R	Contribution (%)	Significance
X_1, X_2	-53.817	" $b_1=0.599$, $b_2=0.108$ "	$Y = -53.817 + 0.599 X_1 + 0.108 X_2$	0.957	91.59%	Significant

Obtaining third hypothesis data, variable scores (X_1) and (X_2) with (Y) get a constant value "a" of -53,817 and a regression coefficient " b_1 " of 0,599 and " b_2 " of 0,108 so the regression equation $\hat{Y} = -53,817 + 0,599 + 0.108 (X_2)$ is significant and linear. This value states that each increase in each score on aspects (X_1) and (X_2) causes an increase of 0.599 for (X_1) and 0.108 for (X_2) score (Y) in the constant -53,817. The regression coefficients b_1 and b_2 are positive, meaning that there is an influence between (X_1) and (X_2) with (Y), the better (X_1) and (X_2), the higher (Y) in the school.

Correlation and Coefficient of Determination of Motivation on Administrative Performance

The correlation coefficient indicates a very strong positive association between X_2 and Y ($r = 0.916$), highlighting the important contribution of motivation to administrative performance.

Table 9. Simple Regression Results.

Variable Pair	Controlled Variable	Partial r	Contribution (%)	t-count	t-table	Significance
X_1 -Y	X_2	0.684	46.78%	30.665	1.960	Significant
X_2 -Y	X_1	0.675	45.56%	30.259	1.960	Significant

The criteria for testing this hypothesis are to know the significance of the variable (X_1) with (Y). The literature is if $(-t) - ((1 - \frac{1}{2} \alpha)) < t\text{-count} < t - ((1 - \frac{1}{2} \alpha))$ accept H_0 and if $(-t) - ((1 - \frac{1}{2} \alpha)) \geq t\text{-count} \geq t - ((1 - \frac{1}{2} \alpha))$ reject H_0 . The level of sig $\alpha = 0.05$ is said that the correlation

(X₁) with (Y) is significant. The results obtained t-count = 30.665 and t-table = 1.960 then H₀ is rejected and H₁ is accepted, then the value of r between (X₁) with (Y), equal to 0.919 means significant and can apply to the population.

The criteria for testing this hypothesis are to find out the significance of the variable (X₁) with the variable (Y). The criteria are if $(-t) - ((1 - \frac{1}{2}\alpha)) < t\text{-count} < t - ((1 - \frac{1}{2}\alpha))$ accept H₀ and if $(-t) - ((1 - \frac{1}{2}\alpha)) \geq t\text{-count} \geq t - ((1 - \frac{1}{2}\alpha))$ reject H₀. Significance level $\alpha = 0,05$ it can be said that the correlation X₁ with Y is significant. The calculated results obtained t-count = 30.259 and t-table = 1.960 then H₀ is rejected and H₁ is accepted, the value of r between variables (X₁) with (Y) of 0.916 means significant and can apply to the entire population.

Partial Correlation Test of Managerial Supervision, Motivation, and Administrative Performance

The partial correlation results demonstrate that both managerial supervision relationships and motivation continue to have significant connections with administrative performance after controlling for the other variable, despite a reduction in the strength of the relationships.

Table 10. Partial Correlation Between X₁, X₂, and Y.

Relationship	Controlled Variable	Direct Correlation	Partial Correlation	Contribution (%)	t-count	t-table	Conclusion
X ₁ - Y	X ₁	0,919	0.684	46.78%	30.665	1.960	Significant
X ₂ - Y	X ₂	0,916	0.675	45.56%	30.259	1.960	Significant

Partial correlation between (X₁) and (Y), if (X₂) is controlled then the acquisition of value is 0,684. Value of 0.684 < from the correlation directly between (X₁) and (Y) which is 0.919 and the amount of contribution or contribution is 46,78%.

The magnitude of the correlation between (X₂) and (Y), if (X₁) is controlled, the acquisition of value is 0.675. The acquisition value < from the correlation that is directly between (X₂) and (Y) is 0.916 and the amount of contribution given or contribution is 45.56%. To test the significance of the partial correlation coefficient between variables (X₂) and (Y) used the test with the t test formula and compare t-count with t-t-table with a significant level of 5%. The price obtained from t-table for errors is 1960 to find out the significance of the relationship of variable (X₂) with (Y) using the t test. The criteria if $(-t) - ((1 - \frac{1}{2}\alpha)) < t\text{-count} < t - ((1 - \frac{1}{2}\alpha))$ accept H₀ and if $(-t) - ((1 - \frac{1}{2}\alpha)) \geq t\text{-count} \geq t - ((1 - \frac{1}{2}\alpha))$ reject H₀. Then the partial correlation (X₁) with (Y) is significant. T-count = 30.259 and t table 1,960 with $\alpha = 0.05$ and a two-party test with dk = ~ from the results obtained t-count = 30.259 outside the

range - 1,960 to + 1,160 so the conclusion is to control (X_1), then the correlation between (X_2) and (Y) produce a value of 0, 675 with a significant result, so that it can apply to the population on the place. The acquisition of this result shows that when controlling (X_1) the results obtained are there is a significant relationship between (X_2) to (Y) at school.

Test the significance of the partial correlation coefficient (X_1) with (Y) used the test with the t test formula and compare t-count with t-table with a significant level of 5%. The price obtained from t-table for errors is 1960 to find out the significance of the relationship between variables (X_1) and (Y), so that the criteria can be calculated if $(-t) - (1 - \frac{1}{2} \alpha) < t\text{-count} < (1 - \frac{1}{2} \alpha)$ accept H_0 and if $(-t) - (1 - \frac{1}{2} \alpha) \geq t\text{-count} \geq (1 - \frac{1}{2} \alpha)$ then reject H_0 . It is known that the partial correlation (X_1) with (Y) is significant. The calculation results obtained $t\text{-count} = 30.665$ and $t\text{-table} = 1,960$ with $\alpha = 0.05$ and two-party test with $dk =$ from the results obtained $t\text{-count} = 30.665$ outside the range - 1,960 to + 1,160 so the conclusion is to control (X_2), then correlation between (X_1) and (Y) produces a value of 0.684 with significant results, so that it can apply to the population. The acquisition of this result shows that when controlling (X_2) the result is a significant relationship between (X_1) to (Y) in the school.

Simultaneous Effect of Managerial Supervision and Motivation on Administrative Performance

This table illustrates the combined influence of managerial supervision relationships (X_1) and achievement motivation (X_2) on administrative performance (Y). The ANOVA outcomes, multiple correlation coefficient (R), coefficient of determination (R^2), and F-test demonstrate the overall statistical significance of the regression model in explaining and predicting administrative performance.

Table 11. ANOVA and Simultaneous Significance Test of X_1 and X_2 on Y.

Independent Variables	Dependent Variable	R	R^2 /Contribution	Sig. Value	F-count	F-table	Conclusion
X_1 and X_2	Y	0.957	91.59%	0.000	931.929	1.28	Significant

The contribution of the variable (X_1) and (X_2) together towards (Y) is obtained by the value r equal to $((0.957))^2 \times 100\% = 91.5849$ so together (X_1) and (X_2) contribute 91.59% towards (Y). 9.41% was determined by other factors. F statistic test with test criteria if $F\text{ count} > F\text{ table}$, the multiple correlation coefficient tested is significant that is obtained result 931,929 and compared with F table 1.28 can be said significant and applied to population. So, the hypothesis that H_1 is accepted is that there is a positive and significant relationship.

The regression equation is useful to draw the conclusion that the equation of the line obtained is significant or not. The probability is known in the ANOVA table, the researcher used two ways ANOVA to look the probability value ($\text{sig} = 0,000 < 0,05$) shows that this model is useful for predicting (Y) together. The magnitude of the relationship together between these variables obtained a multiple correlation coefficient ($R_{X_{12} Y}$) or an R value of 0.957.

4. DISCUSSION

The results of this study show that the variable X_1 , representing managerial supervision relationships, is categorized as good. This indicates that school supervisors actively engage in their duties in alignment with the four national education standards, providing structured guidance and oversight to the schools under their supervision (Andinus Yanengga et al., 2026). Meanwhile, X_2 , representing motivation, is in the frequent category. This suggests that although teachers and administrative staff generally demonstrate motivation, the level is not as high as the quality of managerial supervision. These findings illustrate that the main tasks and functions of school staff are strongly linked to fulfilling the four national education standards, both for school supervisors in out-of-town target schools and those within the city.

The administrative performance variable (Y) is in the high category, indicating that competencies possessed by staff are actively applied in performing routine tasks daily. The high performance reflects adherence to the four national education standards in everyday activities, highlighting a positive outcome of both managerial supervision and motivational support.

Based on the calculation of the coefficient of determination, X_1 contributes 14.16% to Y, while the remaining 86.14% is determined by other factors. One important factor influencing Y is the education policy framework, which encompasses multilevel supporting policies covering all operational areas of the education system. As noted by (Barton Wenda et al., 2026; Sagala, 2008), policy coherence is essential to optimize administrative performance across schools. Meanwhile, X_2 contributes 83.96% to Y, while 17.4% is influenced by external factors. Social factors also play a role in motivating staff, as highlighted by (Shiraev & Levy, 2016), demonstrating the importance of achievement motivation in promoting goal-oriented behavior.

When X_1 and X_2 are analyzed together, they contribute 91.59% to Y, with 9.41% determined by other factors, such as institutional regulations, resource availability, and community support (Elih, 2020). This indicates that the combination of strong managerial supervision and motivation creates a synergistic effect on administrative performance.

Supervision facilitates assistance to schools to achieve shared goals, while achievement motivation drives the internal and external encouragement necessary for attaining these objectives.

However, the partial test indicates that the contribution of X_2 is lower in comparison with Y . This suggests that although managerial supervision (X_1) is high, motivation (X_2) remains comparatively lower. The discrepancy implies that aligning the levels of supervision and motivation could further enhance administrative performance. Ideally, if both variables were equally strong, their combined effect would likely elevate Y to an even higher level. This finding underscores the need for interventions aimed at boosting staff motivation to match the quality of managerial supervision, ensuring a balanced contribution toward achieving optimal school performance.

5. CONCLUSION

This study found that managerial supervision relationships (X_1), motivation (X_2), and administrative performance (Y) in senior high schools in Jayawijaya are positively and significantly related. Managerial supervision relationships were categorized as good, motivation was in the frequent category, and administrative performance was in the high category, indicating that school staff actively perform their duties and responsibilities while supporting the fulfilment of the four national education standards. The results revealed that managerial supervision relationships had a very strong correlation with administrative performance ($r = 0.919$) and contributed 84.46%, while motivation also showed a very strong correlation with administrative performance ($r = 0.916$) and contributed 83.96%. Furthermore, managerial supervision relationships and motivation simultaneously contributed 91.59% to administrative performance, demonstrating that both variables play a crucial role in improving the effectiveness of school administrative work. These findings indicate that effective supervision provides direction, guidance, monitoring, and support for staff, while motivation encourages commitment, responsibility, and the willingness to achieve organizational goals. Although administrative performance may also be influenced by other factors such as educational policies, leadership practices, resource availability, and school culture, the results suggest that strengthening managerial supervision and enhancing staff motivation should remain a priority for schools. Therefore, school leaders and supervisors should continue to improve communication, provide professional support, recognize staff achievements, and create opportunities for professional growth in order to sustain and further improve administrative performance in schools.

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