



The Influence Of Academic Supervision And Organizational Culture On The Work Motivation Of Educators

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Abstract: Teacher work motivation plays a fundamental role in improving instructional quality and achieving educational objectives. Nevertheless, low teacher motivation remains evident despite the implementation of academic supervision and the establishment of supportive organizational cultures in schools. This study aimed to examine the effects of academic supervision and organizational culture on teachers' work motivation at public junior high schools in Siak Hulu District, Kampar Regency. A quantitative correlational research design was employed. The sample consisted of 88 teachers selected through probability sampling using the Slovin formula from a population of 113 teachers. Data were collected using validated and reliable five-point Likert-scale questionnaires and analyzed through multiple linear regression using IBM SPSS version 26. The findings revealed that academic supervision had a positive and significant effect on teachers' work motivation ($\beta = 0.412$; $t = 4.872$; $p < 0.001$). Organizational culture also demonstrated a positive and significant influence on work motivation ($\beta = 0.365$; $t = 3.965$; $p < 0.001$). Simultaneously, both variables significantly affected teacher motivation ($F = 38.721$; $p < 0.001$) and explained 46.8% of the variance in work motivation ($R^2 = 0.468$). These findings indicate that collaborative academic supervision combined with a supportive organizational culture constitutes an effective managerial strategy for strengthening teachers' work motivation and enhancing the overall quality of educational services.

Keywords: academic supervision; organizational culture; teacher work motivation; educational management; junior high school.

Abstrak: Motivasi kerja guru merupakan faktor penting dalam meningkatkan kualitas pembelajaran dan pencapaian tujuan pendidikan. Namun, masih ditemukan rendahnya motivasi kerja guru meskipun sekolah telah melaksanakan supervisi akademik dan membangun budaya organisasi yang baik. Penelitian ini bertujuan menganalisis pengaruh supervisi akademik dan budaya organisasi terhadap motivasi kerja guru pada UPT SMP Negeri di Kecamatan Siak Hulu, Kabupaten Kampar. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Sampel penelitian berjumlah 88 guru yang dipilih menggunakan teknik probability sampling berdasarkan rumus Slovin dari populasi sebanyak 113 guru. Data dikumpulkan melalui angket skala Likert yang telah memenuhi uji validitas dan reliabilitas, kemudian dianalisis menggunakan regresi linier berganda dengan bantuan IBM SPSS versi 26. Hasil penelitian menunjukkan bahwa supervisi akademik berpengaruh positif dan signifikan terhadap motivasi kerja guru ($\beta = 0,412$; $t = 4,872$; $p < 0,001$). Budaya organisasi juga berpengaruh positif dan signifikan terhadap motivasi kerja guru ($\beta = 0,365$; $t = 3,965$; $p < 0,001$). Secara simultan kedua variabel memberikan pengaruh yang signifikan terhadap motivasi kerja dengan nilai F sebesar 38,721 ($p <$

0,001) dan mampu menjelaskan 46,8% variasi motivasi kerja guru ($R^2 = 0,468$). Temuan ini menunjukkan bahwa peningkatan kualitas supervisi akademik yang kolaboratif serta penguatan budaya organisasi yang kondusif menjadi strategi penting dalam meningkatkan motivasi kerja guru dan mendukung peningkatan mutu pendidikan.

Kata Kunci: supervisi akademik; budaya organisasi; motivasi kerja guru; manajemen pendidikan; sekolah menengah.

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Introduction

In the macro ecosystem of education, the quality and quality of instructional outcomes are fundamentally determined by the strategic role and real contribution of educators at the forefront. Teachers are not just implementers of the technical curriculum, but are intellectual actors as well as the main instruments who are fully responsible for transforming moral characteristics, escalating academic competence, and constructing students' critical thinking in order to face the dynamics of the times (Amanullah et al., 2023; Ayumi & Nasution, 2025; Azizah et al., 2025). In order for this very crucial and strategic role to be optimally actualized in the classroom, there are various psychological and managerial stimulants that must be met. Among these various variables, one of the most upstream determinants that affect teachers' professional performance is the level of work motivation they have (Luqqy Muzakky et al., 2025; Suryadi et al., 2019).

Work motivation is essentially an internal psychological element that is very crucial as well as functioning as a determining variable for the effectiveness of the teaching process and the achievement of student learning outcomes holistically. When an educator has high spirit, dedication, and emotional drive in transferring knowledge and instilling life values (transfer of value), the learning atmosphere in the classroom will be transformed to be much more interactive, innovative, and fun. In the long term, these ideal conditions have been proven to be able to stimulate students' best potential, increase retention of material understanding, and linearly produce graduates who are high-quality, competitive, and ready to contribute to the wider community (Susanti et al., 2025).

Nevertheless, despite the urgency of such motivation in underpinning the pillars of education, the empirical reality on the ground often presents contradictory conditions. The phenomenon of degradation, demotivation, or decreased morale among teachers has recently become increasingly prevalent in various school environments, which then emerges as a crucial issue as well as a real obstacle in the national instructional system (Setiabudi Sukma et al., 2024). decline in motivation, if left unchecked, has the potential to reduce the quality of teaching in the classroom, create burnout, and threaten the sustainability of education quality. Therefore, the problem of declining morale requires in-depth attention, policy intervention, and comprehensive scientific studies to formulate preventive solutions to ensure and save the future of national education quality (Hidayat et al., 2023).

Practice, academic supervision is the main mechanism to increase the work motivation of educators which functions as a professional development process as well as strengthening the organizational culture that creates a supportive work environment (Moulina, 2022). This supervision step should be the main driving force so that teachers are always enthusiastic in carrying out their instructional tasks at school. Through directed guidance, teachers' pedagogic potential can continue to be honed while strengthening healthy values of togetherness in the work environment.

However, the portrait found during initial observation at Siak Hulu State Junior High School actually shows a fairly striking inequality. From an administrative perspective, the agenda for the implementation of academic supervision at this school has actually been organized and scheduled very neatly every semester. Likewise, the cultural climate of the organization, the family bond and sense of togetherness among fellow teaching staff have also shown positive indicators. The strangeness lies in the level of work motivation of educators who still need improvement.

This phenomenon is clearly recorded from several indicators in the field. One of them is the low enthusiasm of teachers in designing and developing innovative learning models in the classroom, where most of them are still comfortable with monotonous conventional methods. In addition, there are still those who do not participate in self-development activities, such as seminars, workshops, or training in writing scientific papers. This condition certainly invites big questions about what is wrong in the school managerial chain. Therefore, an in-depth and comprehensive study is absolutely necessary here. The goal is to dissect the root of the problem and fully understand why the well-established organizational support instruments in the school have not been able to ignite a stable, persistent, and productive work drive in educators.

Mapping of the literature that examines the dynamics of teachers' work motivation in general can be sorted into several main theme clusters. The first discussion group tends to focus its attention on how much a single contribution of the implementation of academic supervision is in triggering the work enthusiasm of educators. This is in line with the outline of the study conducted by (wahyuningsih dkk., 2022). their findings, it is clear that there is a strong emphasis that the presence of consistent technical guidance from leaders is a crucial instrument that can instantly boost teachers' morale in schools.

Meanwhile, the second discussion group chose a different perspective by highlighting the dominant role of organizational culture as an independent variable. Within this cluster of themes, the atmosphere of the work environment, the value system adhered to, and the collective habits in schools are seen as the main architects that shape the behavior and daily work ethic of educators. Outside of these two mainstreams, studies have also recently begun to emerge that try to integrate additional variables to enrich the analysis, such as investigating the influence of leadership style or injecting digital aspects into academic supervision practices, as recorded in the study (Lumban Gaol, 2023).

The above academic map has contributed an invaluable theoretical contribution to the world of education management, the empty research gap still leaves homework. The majority of the current studies are apparently still running independently, aka partial. As a result, the existing literature still has profound limitations when it comes to explaining how

the combined interaction between these variables occurs when working together (Nurwati et al., 2025; Sariyati et al., 2023). , there are still very few studies that specifically dissect this phenomenon at the state high school level in certain areas, which of course have unique regional characteristics and challenges.

Studies have examined the role of academic supervision and organizational culture separately (Hasibuan, 2022; Husnah et al., 2021), In the midst of the flood of educational literature, few studies are really willing to dissect the combined influence of these two factors into a single holistic framework. Most academics are still stuck in the old pattern of looking at these variables separately, as if the principal's supervision and the atmosphere of the work environment were running their respective paths without ever interacting. The scarcity of this comprehensive perspective is even more obvious if we narrow the binoculars in the context of educational units in suburban areas, especially in the scope of the State Junior High School UPT in Siak Hulu District.

Research has not fully answered why organizational factors that are perceived as positive are not necessarily directly correlated with the high motivation of educators in the field. However, post-pandemic challenges demand a more holistic management approach to maintain their work motivation, as emphasized by (Sarifuddin et al., 2022; Surianto et al., 2025) the global educational literature. At the local level, the phenomenon in Siak Hulu District shows that there is a variation in work motivation influenced by leadership patterns and work environment. Previous research mapping shows that research (Santoso et al., 2025) Surabaya emphasizes more on transformational leadership styles, while research (Adam Saleh, 2023) Focusing on the digitalization aspect of management. The novelty of this research lies in the integration between clinical academic supervision practices and strengthening specific organizational cultures in public schools in the Siak Hulu area in order to close the motivation gap of educators. Therefore, this study aims to analyze the influence of academic supervision and organizational culture on work motivation, with the proposition that the synergy of the two will create a more significant impact than being done partially.

Methods

The design of this study uses correlation with quantitative approaches (Fadli, 2021). Regarding the purpose of the study, this approach was chosen to find out and analyze the influence of independent variables, namely Academic supervision (X1), Organizational Culture (X2) on dependent variables, namely Work Motivation (Y). The justification for using this method is based on the need to test the hypothesis statistically in order to draw conclusions about the magnitude of the influence between these variables in the educational environment. The research was carried out at UPT SMPN 1, UPT SMPN 5, and UPT SMPN 6 Siak Hulu, Kampar Regency, starting from September 2025 to May 2026. The research population amounted to 113 educators, where a sample of 88 respondents was determined using the Slovin formula with an error rate of 5% through probability sampling techniques. Data were collected using a 5-point Likert scale questionnaire that had been tested for validity and reliability to 30 test subjects. The validity threshold is set based on r-table 0.361, where invalid items (such as numbers 4, 8, and 22 on the supervision variable) are eliminated. Reliability tests using Cronbach's Alpha coefficient showed values above 0.90

for all three variables, which means the instrument has a very strong internal consistency. Data analysis was performed using multiple linear regression with the help of IBM SPSS software version 26. The demographic characteristics of the respondents were dominated by women (79.6%) while men accounted for 20.4%. In terms of age, the largest group was in the 40-49 year range (34.1%), followed by the 30-39 year old group (31.8%). The majority of participants had an S1 educational background (92.1%) with the most dominant working period between 11-20 years (38.6%). In terms of personnel status, as many as 68.2% are ASN, then 27.3% are PPPK and the remaining 4.5% are honorary personnel.

The instrument included 25 items for each variable, but through a validity test using Pearson Product Moment correlation, some invalid items ($r\text{-count} < r\text{-table } 0.361$) were eliminated, leaving 22 items for Academic Supervision, 23 items for Organizational Culture and 22 items for Work Motivation. The reliability test using Cronbach's Alpha showed values above 0.90 for all three variables, which means that the instrument has a very strong internal consistency. In addition to questionnaires as the main survey instrument, this study uses observation protocols at the preliminary study stage to identify early symptoms of decreased work motivation and understand the field context. In addition, documentation techniques are used to collect supporting data in the form of supervision records, school reports and official regulations applicable at the relevant State Junior High School UPT to strengthen the foundation of organizational culture analysis.

The entire series of research runs through several planned stages whose time spans from December 2025 to May 2026. The initial step was opened by conducting preliminary studies and direct observations in the field to capture the real conditions in the school. Armed with this initial data, the process continues to prepare the details of the research instruments. Before being widely disseminated, this instrument was first tested on 30 teachers outside the sample group (non-respondents) to dissect the validity and validity of each question asked. After all measuring instruments are declared qualified and suitable for use, the actual data collection process begins. The questionnaire was distributed to 88 teachers who were the main sample in this study. The raw data that has been collected from the field then goes to the workbench to be sorted, processed, and dissected using statistical analysis techniques. In order to minimize calculation errors and maintain the accuracy of the results, the entire tabulation and data testing process was completed with the help of IBM SPSS software version 26, until a complete conclusion was drawn in the form of the final research report.

The analysis strategy began with a prerequisite test (classical assumption test) which included the Normality Test (One-Sample Kolmogorov-Smirnov), the Multicollinearity Test (see the VIF value < 10 and tolerance > 0.10) and the Heteroskedsticity test using the Glacier method. To answer the research question, multiple linear regression analysis was used to test the influence partially (t-test) and simultaneously (F-test) and calculate the Determination Coefficient (R^2) to find out how much independent variables contribute to work motivation.

Result and Discussion

Results

Descriptive Analysis of Variables

Based on a descriptive analysis of 88 respondents, the factual conditions of the variables in the study showed a positive trend in the UPT SMP Negeri Siak Hulu District. In general, educators' perceptions of academic supervision variables, organizational culture and work motivation are in the high to very high category.

Table 1. Summary of Descriptive Analysis of Variables

Variables	N	Mean	Standard Deviation
Supervisi Academic (X_1)	88	3,95	6,37
Organizational Culture (X_2)	88	3,88	6,11
Work Motivation (Y)	88	3,85	7,32

(Source: Table 4.16 Descriptive Analysis of Research)

The results in table 1 were obtained that all research variables were in the high category, which showed positive conditions in the UPT SMP Negeri Siak Hulu District. The academic supervision variable (X_1) obtained the highest average score of 3.95 with a standard deviation of 6.37, which indicates that the implementation of supervision has been carried out professionally, systematically, and is able to support the improvement of the competence of educators. The organizational culture variable (X_2) has an average value of 3.88 with a standard deviation of 6.11, which indicates the creation of a harmonious, conducive work environment, as well as the alignment of organizational values and goals in schools. Meanwhile, the work motivation variable (Y) obtained an average score of 3.85 with a standard deviation of 7.32, which indicates that educators have high motivation and enthusiasm in carrying out their duties. Overall, the results show that academic supervision, organizational culture, and work motivation are in good condition so that they can support the achievement of optimal performance of educators.

Multiple Regression Analysis and Hypothesis Testing

Table 2. Multiple Linear Regression Test Results (t-test)

Variables	B	Std. Error	Beta	t-count	Significance
Supervisi Academic (X_1)	0,412	0,089	0,482	4,872	0,000
Organizational culture (X_2)	0,365	0,097	0,322	3,965	0,000

(Source: Table 4.22 Multiple Regression Analysis)

Table 3. Test F Results (Simultaneous)

Model	Sum of Squares	df	Mean Square	F	Significance

Regression	3,552	2	1776,205	38,721	0,000
Residual	4,403	86	50,629		

(Source: Table 4.25 Results of Simultaneous F Test)

Table 4. Coefficient of Determination (R²)

Model	1
R	0,684
R Square	0,468
Adjusted R Square	0,455

(Source: Table 4.26 Determination Test)

Based on the results of the coefficients of Table 2, the multiple linear regression equation model for this study can be formulated as follows:

$$Y = 12,384 + 0,412X_1 + 0,364X_2 + e \quad (1)$$

In equation (1), it is shown that academic supervision and organizational culture have a positive influence on the work motivation of educators. The academic supervision regression coefficient of 0.412 indicates that every increase in one unit of academic supervision will increase work motivation by 0.412 units, assuming other variables are fixed. Meanwhile, the organizational culture regression coefficient of 0.365 shows that improving organizational culture will increase work motivation by 0.365 units. The results of the partial test (t-test) show that academic supervision plays a very significant role in the formation of work motivation. The recorded coefficient number showed a calculated t value of 4.872, far exceeding the table's t threshold which was only at 1.663. The significance number touching 0.000 reinforces the evidence that intervention through proper academic supervision is not just a statistical coincidence, but a real factor that triggers a surge in the work ethic of educators in schools. On the other hand, organizational culture within school institutions has also proven to be not a cosmetic variable lately. The calculated t-value of 3.965 which is greater than the t of table 1.663 confirms that the atmosphere of the work environment and the values that are embraced together have a strong impact independently. When the work climate in schools is healthy and supportive, automatically the mentality and internal drive of teachers to give their best performance will also be squeezed.

Discussion

This study shows that Academic Supervision has a positive and partially significant influence on the work motivation of educators at UPT SMP Negeri Siak Hulu District. This is evidenced by the tilapia -calculation of 4.872 which is larger than the t-table of 1.663 and a significant value of 0.000. Theoretically, this is in line with Herzberg's factor theory, which highlights that quality supervision functions as a motivating factor through performance recognition and professional development opportunities. Collaborative supervision and coaching have been proven to be able to increase the confidence and enthusiasm of educators in terms of managing learning, not just administrative supervision. These findings also reinforce research by Moulina, (2022) and Aritonang & Hutauruk, (2024) explains that supervisor support through technical guidance and constructive feedback is an important determinant in triggering teachers' intrinsic motivation. The significance of

this result provides an explanation that when educators feel professionally accompanied, the existing workload is no longer felt as pressure but as a challenge to improve self-competence.

School management can directly use the results of these findings as a real foothold in formulating internal policies. One thing is clear, interventions to boost teachers' work motivation will not succeed if they only touch one aspect. Schools need a double strategy. Improving the professional competence of teachers, on the one hand, must be accompanied by a truly conducive work environment on the other hand so that the impact can be optimal. In the field, school principals and supervisors are obliged to take on more than just formal officials. Academic supervision should no longer be stuck into a rigid annual administrative ritual. The pattern should be changed to regular, measurable, and action-based technical guidance for problems in the classroom. Through this constructive input, teachers will feel accompanied, not judged, so that they are more confident when facing teaching obstacles. Operationally, improving organizational culture in the school environment is also urgent to be prioritized. The way to do this starts with the basics: reviving shared values opening up transparent spaces for dialogue, and building collective discipline without fear. When the supervision system runs effectively and the work climate feels harmonious, stable and productive work motivation will be born by itself among school residents

Through these findings, the relevance of classical theories such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory gains strong legitimacy in the context of modern education. Empirical data in the field show that academic supervision acts as a triggering factor (motivator) that stimulates the development of teacher competencies to a higher level (Yashak et al., 2020). Meanwhile, organizational culture is present as a health factor (hygiene factor) or the main foundation that maintains the stability and comfort of the work environment so that it remains conducive. The combined contribution of the two variables, which reached 46.8%, provides a new color to the treasure of Islamic education management literature. This figure is clear evidence of how the technical aspects of professionalism (itqan) and the aspects of human relations (ukhuwah) are intertwined (Mayasari dkk., 2023). This research succeeded in dissecting that work professionalism will not stand strong without the bond of brotherhood and mutual respect in the school environment. From this, a new idea was born that broke the old assumption that work motivation is constantly about the personal mentality of each teacher. A stable work ethic in schools is actually the fruit of a combination of two great forces, namely routine instructional supervision and mutually agreed norms in the organization. When the coaching system runs effectively and the rules of the game in schools are upheld, a productive work ethic will definitely form on its own.

The formulation of innovative policies to control the quality of educators and the quality of education as a whole can be based on the results of this study. Human resource development management in the school environment is time to shift. The qibla must be directed at the academic supervision model that prioritizes collaboration and democratic principles. The supervision that has been running so far is often stuck in the fulfillment of rigid administrative files. In fact, teachers need an equal dialogue space to exchange ideas about obstacles in the classroom, not just assessed through a pile of formal documents.

Although the data in this research is taken from the scope of Siak Hulu District, the essence of the problem explored is actually universal. Its potential relevance is very wide open to be applied outside the region. State educational institutions in other regions often face the same upstream issue, namely how to maintain the work spirit of educators in the midst of dynamic curriculum demands. Therefore, the completion pattern offered here could be a blueprint for other schools that are struggling to maintain their teacher dedication. Strategic steps to determine policies at the school level must no longer run unevenly. Strengthening technical teaching capacity is important, but that is only half the way. The results of the training will not last long if it is not accompanied by the formation of a supportive organizational identity. A sense of belonging and psychological comfort in the workplace is actually the main anchor. When school management is able to unite the improvement of teachers' skills with a mutually supportive work atmosphere, the sustainability of the professional service of educators will be maintained by itself.

This research has several limitations that need to be acknowledged to provide the right context in interpreting the findings and as a basis for improvement for future studies. The limitations are first, in terms of geographical and institutional scope because this research is only limited to the State Junior High School UPT in Siak Hulu District. This results cannot be generalized in the context of private schools, schools at different levels or educational institutions in other geographical areas that may have different organizational cultural dynamics. Second, the limitations are found in the scope of research variables with a coefficient value (R^2) showing that the variables of academic supervision and organizational culture only explain 46.8% of the variation in work motivation of educators. There are 53.2% of other factors that affect work motivation but are not explored in this model such as the principal's leadership style, compensation system, physical school facilities and personal factors of each educator (Jati et al., 2025). Third, regarding the data collection methodology, although the research instrument has been declared valid and very reliable, the use of self-reporting questionnaires on the Likert scale has a risk of subjectivity bias where respondents may tend to give answers that are considered socially desirable rather than reflecting objective conditions in the field. The observation technique is only carried out at the stage of the study to identify the initial symptoms so that the psychological dynamics of educators are not captured in depth through a quantitative approach. Fourth, limitations in sample size, this study involved 88 respondents from a total population of 113 educators in the relevant location. While this number meets the statistical criteria for regression testing, the use of a larger sample and covering all schools in the region will increase the realism and external validity of the study's findings. Acknowledging these limitations is not intended to reduce the value of research but to strengthen the credibility of the results and provide direction for future researchers to conduct more in-depth studies.

The findings of this research can theoretically be explained through Human Relations Theory and Self-Determination Theory (SDT). Effective academic supervision meets the need for teacher competence through constructive feedback, while a harmonious organizational culture meets the need for relatedness. These results are in line with research (Tanjung & Irwansyah, 2025) which states that professional supervision increases the confidence of educators. The synergy between supportive supervision and a collaborative

work environment has been proven to create more sustainable intrinsic motivation. Nonetheless, there was a 53.2% unexplained motivation variance in this model, most likely influenced by external factors such as the compensation system or the school's physical facilities. The originality of this study confirms that in semi-rural areas such as Siak Hulu, the role of school principals as professional coaches is much more crucial in driving teacher motivation than just setting administrative rules.

Conclusion

This research concludes that the high and low work motivation of teachers at the State Junior High School in Siak Hulu District is highly dependent on two main factors, namely the quality of academic supervision and how strong the organizational culture that lives in the school. Given that motivation is the driving force in the success of teaching and the formation of students' character, this study is deliberately designed to be a foothold in formulating strategic policies. The goal is clear, namely to boost the quality of educators' performance through a professional touch as well as managerial improvement within the school. The findings in the field again emphasized that teachers' work spirit cannot flourish if it is only triggered by one separate factor. This work ethic is the fruit of the right combination of technical guidance that builds and creates a harmonious and mutually supportive work atmosphere. Therefore, school principals are advised to change the direction of supervision policies. The old supervisory pattern that only places supervision as a control tool or fault finder must be replaced into a humanist means of professional mentoring, then strengthened by consistently instilling the noble values of the organization. For academics or future researchers who are interested in studying similar issues, there are still many gaps that can be explored more deeply. It is recommended to start testing new hypotheses regarding other variables that have not been discussed here, such as the wage or compensation system, the availability of physical infrastructure, to the influence of the principal's leadership style. The use of mixed research methods will also be very helpful to dissect the picture of the dynamics of work motivation in a more complete and in-depth manner at various other levels of education.

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