

The Influence of Academic Supervision, Teacher Work Motivation, and Teacher Working Group (KKG) Activities on the Performance of Elementary School Teachers in Pancur District Rembang Regency

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ABSTRACT

This study addresses the research gap in understanding how multiple professional development factors simultaneously influence teacher performance in semi-peripheral educational contexts. Specifically, it examines the influence of academic supervision, teacher work motivation, and Teacher Working Group (KKG) activities on the performance of public elementary school teachers in Pancur District, Rembang Regency. Employing a quantitative approach with a survey method, data were collected through validated questionnaires from 117 teachers and analyzed using descriptive statistics, simple linear regression, and multiple regression. The findings indicate that each independent variable—academic supervision, teacher motivation, and KKG activities—has a significant positive effect on teacher performance, with teacher motivation emerging as the most dominant factor. Collectively, the three variables explain 93.3% of the variance in teacher performance, underscoring the critical role of integrated strategies that combine structured supervision, motivational support, and collaborative learning forums. The novelty of this research lies in its simultaneous examination of these three determinants within a rural Indonesian context using a robust statistical framework, offering both theoretical enrichment and practical guidance for educational policy. However, the study's scope is confined to a single district and adopts a solely quantitative lens, limiting the exploration of socio-cultural dynamics. Future research should employ mixed methods and expand geographic coverage to strengthen generalizability and contextual insight.

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INTRODUCTION

In the era of globalization, characterized by global competition and demands for high-quality human resources, education serves as a primary means for developing individual potential to compete competitively (Syarnubi & Ahmad Syarifuddin Sukirman Sukirman, 2023). Education functions not only as a vehicle for the transfer of knowledge but also as a medium for shaping personality, character, and life skills (Syarnubi, 2022). This aligns with the mandate of the Preamble to the 1945 Constitution of the Republic of Indonesia and Law Number 20 of 2003 concerning the National Education System, which affirms that education is a conscious and planned effort to create

a learning environment that enables students to actively develop their potential across various dimensions of life (Depdiknas, 2003).

One of the key elements in the success of the education system is the teacher, as teachers are directly involved in the learning process that takes place in the classroom. Teacher performance is a main indicator of the success of educational processes. Teachers with good performance are not only capable of delivering material effectively, but also of creating a conducive learning atmosphere and encouraging active student participation. According to Kusumaningrum, teacher performance is a strategic aspect in managing educational human resources (Kusumaningrum, H., Chaerany, C., Kholisah, T. A., & Cahyani, 2024). Objective and professional performance evaluations significantly contribute to increasing teacher motivation and professionalism (Hermalinda, N., Fitrian, Y., & Natasha, 2025). Therefore, efforts to improve teacher performance must become a primary concern in school management, through supervision, training, and continuous professional development.

Despite the implementation of various policies and programs aimed at improving the quality of teaching and learning, challenges in the field remain. In Pancur Subdistrict, Rembang Regency, it has been observed that teaching practices tend to remain conventional and lack innovation. Many teachers still rely on lecturing methods, rarely utilize instructional media, and often do not develop their own evaluation tools. In addition, there is minimal follow-up on learning evaluation results, indicating weak planning and a lack of reflective practice in the teaching process.

Teacher Performance Assessment (PKG) data over the past three years in Pancur Subdistrict shows a gradual upward trend, but the improvement remains insignificant. The average PKG score increased from 78.5 in 2022 to 82.1 in 2024. Nevertheless, this achievement remains within the "good" category and has not yet reached the "very good" classification. This suggests that teacher performance improvement must be carried out systematically and sustainably. The data is summarized in Table 1 below:

Table 1. Summary of Teacher Performance Assessment Scores in Pancur Subdistrict

Year	Average PKG Score	General Category	Remarks
2022	78.5	Fair	Most teachers fall into the fair category; there is a need for reinforcement in training and supervision.
2023	81.2	Good	There is an improvement in teacher performance, though not yet significant towards the very good category.
2024	82.1	Good	Scores remain relatively stable; evaluation is needed for the effectiveness of professional development activities.

Source: Teacher Performance Assessment Scores of Elementary Schools in Pancur Subdistrict

Given these outcomes, it is important to investigate the factors contributing to improvements in teacher performance. One such factor is academic supervision. Modern academic supervision is no longer merely inspectorial but is collaborative and reflective in nature, aimed at assisting teachers in improving the learning process (Sagala, 2014)(Kemendikbud, 2017). Research by Suminah, Nurkolis, and Roshayanti found that academic supervision contributes 41.1% to teacher performance (Suminah, S., Nurkolis, N., & Roshayanti, 2020). However, the implementation of academic supervision in Pancur Subdistrict remains suboptimal. Only a small number of principals conduct well-planned supervision and follow up on the results. The supervision instruments are often not adapted to teachers' needs, resulting in the activity becoming a mere administrative formality with little impact on the quality of teaching.

In addition to academic supervision, teacher work motivation is another important factor influencing performance. Motivation includes internal factors such as interest, self-confidence, and commitment, as well as external factors such as the work environment, collegial relationships, and

support from school principals (Kartono, 2018). According to Furnham, a positive organizational climate can foster productive behavior and enhance work engagement (Furnham, 2015). However, in Pancur Subdistrict, a gap remains between civil servant (ASN) and non-ASN teachers, leading to less harmonious working relationships. Limited teacher participation in training programs such as the "Guru Penggerak" Program, and the low utilization of the *Merdeka Mengajar* platform, reflect a lack of motivation for professional development. Only four teachers passed the 8th cohort of the *Guru Penggerak* Program, and seven joined the 9th cohort, indicating the need for a collective strategy to enhance teacher motivation.

Furthermore, the *Kelompok Kerja Guru* (KKG), or Teacher Working Group, is expected to serve as a strategic forum for enhancing teacher competence and performance through experience sharing and joint professional development (Mulyasa, 2015)(Sukarman, 2017). Research by Hasanah (2014) indicates that KKG has a significant effect on teacher performance, contributing 19.6% (Hasanah, 2014). However, in practice, KKG implementation in Pancur Subdistrict has not yet achieved the expected effectiveness. KKG activities tend to be formalities and are only active when there are government programs. The vision and mission of the KKG have not been updated, and planning does not involve all members. Activity evaluations are limited to documentation, without concrete follow-up.

These facts indicate that suboptimal academic supervision, low work motivation, and ineffective KKG implementation are critical issues that may hinder improvements in teacher performance. Therefore, this study is necessary to empirically examine the influence of academic supervision, teacher work motivation, and KKG activities on the performance of elementary school teachers in Pancur Subdistrict, Rembang Regency. This research is expected to contribute meaningfully to the formulation of strategies for improving the quality of education through strengthening teacher performance at the elementary school level.

Teacher performance is one of the critical aspects that directly influences the quality of the learning process in elementary schools. According to Putri and Santoso, teacher performance is the professional achievement attained in carrying out teaching responsibilities with high levels of dedication and discipline (Putri, R. A., & Santoso, 2021). This view is supported by Hidayat and Rahman, who assert that teacher performance reflects the effectiveness and efficiency in performing professional duties based on competence, motivation, and commitment (Hidayat, A., & Rahman, 2021). Teacher performance encompasses not only teaching activities but also the comprehensive planning, implementation, and evaluation of learning. In this context, the role of the teacher is highly strategic, as the teacher holds full responsibility for creating a meaningful and conducive learning environment.

Various factors influence teacher performance. Kartono, categorizes these factors into two groups: internal and external. Internal factors include intelligence, skills, interest, motivation, health, and personality, while external factors consist of the work environment, support from the school principal, facilities and infrastructure, as well as a harmonious working atmosphere (Kartono, 2018). Sedarmayanti, adds that organizational climate and peer behavior also significantly impact teacher performance (Sedarmayanti, 2018). Barnawi and Arifin, argue that teacher performance is also affected by salary, family background, and the leadership system in the school. It can thus be concluded that teacher performance is inseparable from the influence of academic supervision, work motivation, and KKG activities factors classified as external and subject to improvement through effective educational management (Barnawi, & Arifin, 2017).

Academic supervision is a form of professional guidance provided by school principals aimed at improving the quality of teaching delivered by teachers. This type of supervision is educational and collaborative rather than merely administrative control. Lestari and Wibowo, emphasize that systematically implemented academic supervision can enhance teachers' pedagogical competencies and reinforce their professional responsibility in the learning process (Lestari, R., & Wibowo, 2021). Nurhasanah and Suryadi, reveal that academic supervision positively correlates with improved teacher performance, particularly in lesson planning, implementation, and evaluation. In practice, academic supervision includes three core components: supervision planning, which involves setting

objectives, scheduling, approaches, and instruments; supervision implementation, which focuses on applying supervision principles, approaches, and techniques; and supervision evaluation, which consists of activity analysis, reporting results, and follow-up actions. When these three components are carried out integratively, academic supervision can have a significant positive impact on the improvement of teacher performance quality (Nurhasanah, E., & Suryadi, 2021).

In addition to supervision, teacher work motivation is a key factor driving teacher productivity and professionalism. Adibah, Suhartono, and Hidayat, describe teacher work motivation as an inner drive to perform teaching duties with full responsibility, dedication, and integrity. In this regard, motivation stems not only from within the teacher but is also influenced by the work environment, support from school leaders, and recognition of achievements (Adibah, N., Suhartono, S., & Hidayat, 2021). Nurhidayanti, Isjoni, and Chairilsyah, add that teachers with high work motivation are typically more active in school activities, more persistent in designing lessons, and more consistent in facing challenges (Nurhidayanti, N., Isjoni, H., & Chairilsyah, 2021). Musbikah, Miyono, and Egar, further emphasize that the school's organizational culture greatly influences teacher motivation. A positive and supportive work environment fosters teachers' enthusiasm for continuous growth and learning. Sukamto, Rasiman, and Muhtarom, regard work motivation as the foundation of professional personality, which greatly determines the quality of the learning process (Sukamto, E., Rasiman, R., & Muhtarom, 2023). Chairilsyah, assert that motivation is closely related to teachers' spirit, sense of responsibility, and discipline in performing daily duties. Generally, teacher work motivation can be observed through four main aspects: internal drives such as a sense of responsibility and enjoyment in work; external motivations such as rewards, need fulfillment, and career advancement; achievement motivation, including the desire to succeed and embrace challenges; and self-development motivation, including the drive to enhance competencies and knowledge (Nurhidayanti, N., Isjoni, H., & Chairilsyah, 2021).

The activities of the *Kelompok Kerja Guru* (KKG), or Teacher Working Group, also play an essential role in supporting teacher performance improvement. KKG is a professional forum that enables collaborative and reflective learning among teachers. Mulyasa describes KKG as an active, cohesive, and collegial platform for teachers to discuss professional issues in a familial atmosphere (Mulyasa, 2015). Sukarman, emphasizes that KKG serves as a medium for continuous professional development (Sukarman, 2017). Furthermore, Tangyong depict KKG as a creative laboratory where teachers can exchange ideas, experiment with instructional strategies, and improve their competencies through various professional activities. In its implementation, KKG activities involve planning, execution, and evaluation processes. Planning includes developing the vision, mission, objectives, and work plan of the KKG. The implementation stage involves preparing venues, scheduling, resources, and facilitators. Evaluation aims to assess the effectiveness of KKG programs, the extent to which these activities enhance teachers' knowledge and skills, and the degree of program engagement among members (Tangyong, P., Pongsapukee, P., & Sookaiya, 2015). The government, through the Directorate General of Quality Improvement for Teachers and Education Personnel, has also directed that KKG should include general programs, core programs (both routine and developmental), and supporting programs, all geared toward holistically strengthening teacher professionalism (Depdiknas, 2008).

In conclusion, academic supervision, teacher work motivation, and KKG activities are strongly interrelated with teacher performance improvement. These three components complement each other in shaping teachers who are professional, reflective, and responsive to instructional demands. Therefore, effective management of these aspects is crucial for school leadership to realize high-quality elementary education.

METHODS

This study employed a quantitative approach aimed at testing hypotheses through the collection of numerical data and statistical analysis. A quantitative approach was chosen because it aligns with the positivist paradigm, which emphasizes objectivity, measurement, and the ability to generalize findings (Azwar, 2014). The research was designed as an associative study to investigate

the relationship among three independent variables—academic supervision (X_1), teacher work motivation (X_2), and Teacher Working Group (KKG) activities (X_3)—on the dependent variable, teacher performance (Y). The selection of an *ex post facto* design was based on the fact that all variables had already occurred and could not be manipulated directly by the researcher, making it appropriate for examining causal relationships under natural conditions. This design also enables control of extraneous variables through careful sampling and statistical adjustments (Sukardi, 2018) (Sukmadinata, 2017) (Kuswana, 2015).

The research was conducted in Pancur Subdistrict, Rembang Regency, from March 2024 to July 2025, following a structured timeline from proposal development to thesis defense. The population consisted of 166 teachers from 21 public elementary schools. Proportional random sampling was used to ensure each school was fairly represented, with the Slovin formula applied to obtain a sample of 117 teachers (Sugiyono, 2017).

The study employed a causal relationship model represented through a structural diagram indicating the direction of influence from X_1 , X_2 , and X_3 to Y. Each variable was operationally defined to maintain measurement consistency: academic supervision as the principal's guidance in teaching and learning; work motivation as encompassing work relationships, personal development, systemic change, and physical environment; KKG activities as a professional forum for improving teaching quality; and teacher performance as the ability to plan, implement, and evaluate instruction (Kuntjojo, 2021)(Sugiyono, 2013)(Priyono, 2016).

The research instrument was a closed-ended questionnaire using a 5-point Likert scale, constructed based on a blueprint of variable indicators. Its development followed the principles of validity and reliability. Validity was assessed using Pearson Product Moment correlation, and reliability using Cronbach's Alpha, with all variables obtaining scores above 0.90, indicating high reliability (Arikunto, 2014). To reduce bias and the influence of uncontrolled factors, data collection was conducted directly by the researcher within a limited geographical area.

Data analysis began with assumption testing, including normality (Kolmogorov-Smirnov), linearity (F-test comparison), and multicollinearity (Variance Inflation Factor) to ensure the appropriateness of regression analysis (Santoso, 2015)(Siregar, 2014). Hypothesis testing used both simple and multiple linear regression to assess individual and simultaneous effects of the independent variables on teacher performance. The regression model applied was: $Y = a + b_1X_1 + b_2X_2 + b_3X_3$, where Y represents teacher performance, and X_1 , X_2 , and X_3 represent academic supervision, work motivation, and KKG activities, respectively (Sugiyono, 2022). Correlation coefficients were calculated to determine the strength and direction of relationships, while the coefficient of determination (R^2) measured the proportion of variance in Y explained by the three independent variables (Ghozali, 2018)(Henseler, J., Ringle, C. M., & Sarstedt, 2015).

Through this methodological framework, the study ensures rigorous measurement, appropriate statistical techniques, and control of external influences, meeting the scientific standards required to examine the influence of academic supervision, teacher work motivation, and KKG activities on the performance of public elementary school teachers in Pancur Subdistrict, Rembang Regency.

FINDINGS AND DISCUSSION

The results of this study are based on data collected from 117 elementary school teachers in Pancur Subdistrict, Rembang Regency. The four variables examined academic supervision, teacher work motivation, Teacher Working Group (KKG) activities, and teacher performance were analyzed using descriptive and inferential quantitative approaches, with the assistance of SPSS version 23.

Descriptively, the statistical analysis showed that all variables were categorized as high. The average scores were as follows: academic supervision 85.95, teacher work motivation 85.00, KKG activities 86.09, and teacher performance 85.17. Data dispersion was moderate, with standard deviations ranging from 11.6 to 12.8. Respondents' perceptions of each variable also indicated a positive trend, with the majority selecting "Agree" or "Strongly Agree" categories. This illustrates

that the teachers in the study area held high perceptions of the effectiveness of academic supervision, work motivation, and the role of KKG, and exhibited strong teaching performance.

Factor analysis (dimension testing) revealed that all indicators within each variable had high communality values. Academic supervision, measured through three dimensions planning, implementation, and evaluation had communalities above 0.91. Teacher work motivation, assessed through four dimensions internal motivation, external motivation, achievement motivation, and self-development—showed extraction values above 0.81. KKG, measured by three indicators, yielded extraction values all above 0.91. Similarly, teacher performance, comprising planning, implementation, and evaluation of instruction, demonstrated strong latent variable contributions, each above 0.92. These results indicate that all instruments possessed good construct validity.

Classical assumption testing showed that the data were normally distributed, homogenous, free from multicollinearity, and satisfied linearity assumptions. The Kolmogorov-Smirnov test yielded a significance value of 0.471 (> 0.05), indicating normal distribution. The homogeneity test also produced a significance value above 0.05 ($p = 0.825$), indicating uniform variance across groups. No multicollinearity was detected, as all VIF values for the independent variables were below 10 and tolerance values above 0.10. The linearity tests for the relationship between each independent variable and teacher performance also confirmed linear relationships, with “deviation from linearity” significance values greater than 0.05.

The Pearson correlation test revealed very strong positive relationships between each independent variable and the dependent variable. Academic supervision correlated with teacher performance at $r = 0.916$. Teacher work motivation had the strongest correlation at $r = 0.962$, while KKG activities correlated at $r = 0.869$. All three correlations were significant at $p < 0.01$. In addition, the three independent variables also showed mutually reinforcing correlations with one another.

In the first simple linear regression test, the influence of academic supervision on teacher performance yielded a coefficient of determination (R^2) of 0.840, indicating that 84% of the variance in teacher performance could be explained by academic supervision. The t-test showed a significance value of 0.000 ($p < 0.05$) and a regression coefficient of 0.982, suggesting that increases in academic supervision are directly and significantly related to improvements in teacher performance. This supports previous findings by Hidayat and Sutisna, which asserted that effective academic supervision can enhance the quality of instruction and overall teacher performance (Sutisna, 2015) (Hidayat, 2019).

In the second simple linear regression test, the influence of teacher work motivation on performance yielded a higher R^2 value of 0.926, meaning that 92.6% of the variation in teacher performance could be explained by work motivation. The t-test result was significant at 0.000 ($p < 0.05$), with a regression coefficient of 0.941, indicating that work motivation is a highly dominant factor affecting teacher performance. This finding aligns with Indrawati, who affirmed that highly motivated teachers tend to perform more optimally and consistently in carrying out their professional responsibilities (Indrawati, 2020).

In the third simple linear regression test, the effect of KKG activities on teacher performance produced an R^2 value of 0.756, suggesting that 75.6% of the variance in performance can be explained by engagement in KKG activities. The t-test showed a significance value of 0.000 ($p < 0.05$) and a regression coefficient of 0.942, confirming that KKG activities contribute significantly to enhancing teacher competence and performance. These results are supported by studies by Kurniawan and Daryanto & Karim, who found that KKG, as a platform for collaboration and professional development, positively impacts teachers' instructional capabilities (Kurniawan, 2021) (Daryanto, D., & Karim, 2017).

Subsequently, multiple linear regression analysis was used for simultaneous hypothesis testing. The results showed that academic supervision, work motivation, and KKG activities collectively exerted a highly significant influence on teacher performance. This was reflected in a multiple coefficient of determination (R^2) of 0.933, indicating that 93.3% of the variation in teacher performance can be explained by the three independent variables together. The F-test yielded $F =$

524.617 with a significance value of 0.000 ($p < 0.05$), confirming that the regression model is statistically significant.

However, the partial t-tests in the multiple regression model revealed that only the variable teacher work motivation had a significant partial effect on performance, with a β coefficient of 0.762 and a significance value of 0.000 ($p < 0.05$). Meanwhile, academic supervision had a β coefficient of 0.151 with a significance of 0.150, and KKG activities had a β coefficient of 0.067 with a significance of 0.417, indicating that both were not significant predictors in the multiple regression model. This suggests that, although academic supervision and KKG activities had significant positive correlations with teacher performance in the simple regressions, they were not strong enough to serve as dominant predictors when combined with teacher work motivation.

The results of this study reveal that academic supervision has a significant influence on the performance of elementary school teachers in Pancur Subdistrict, as indicated by a coefficient of determination (R^2) of 0.840. This implies that a substantial portion of the variation in teacher performance can be explained by the intensity and quality of supervision carried out by school principals. This finding aligns with prior research that emphasizes the pivotal role of academic supervision in enhancing teacher professionalism. Structured supervision has been found to reinforce pedagogical competence, foster accountability, and encourage reflective practices in teaching (Lestari, R., & Wibowo, 2021)(Sagala, 2014). Moreover, supervision that is educational and collaborative in nature proves to be more effective in improving teaching practices compared to purely administrative approaches (Nurhasanah, E., & Suryadi, 2021). Hidayat and Sutisna also assert that high-quality academic supervision encourages teachers to focus more on designing meaningful learning experiences, which in turn positively impacts student learning outcomes (Sutisna, 2015)(Hidayat, A., & Rahman, 2021).

Another key finding from this study indicates that teacher work motivation is the most dominant factor influencing performance, contributing 92.6% to the variance in teacher performance ($R^2 = 0.926$). This suggests that teachers with strong internal and external motivation are more likely to exhibit consistent and optimal professional performance. This result is consistent with Indrawati (2020), who highlights motivation as a fundamental driver for continuous teacher development. Highly motivated teachers tend to be more engaged in school activities and more innovative in their instructional methods (Adibah, N., Suhartono, S., & Hidayat, 2021). Factors such as harmonious work relationships, recognition from school leadership, and opportunities for career advancement significantly contribute to enhancing teacher morale. Chairilsyah, further explain that motivation encourages a strong sense of discipline and responsibility in fulfilling teaching duties (Chairilsyah, D., Nurhidayanti, N., & Isjoni, 2020). A supportive and positive work environment also reinforces these motivational factors, as noted by Musbikah, Miyono, and Egar in their study on school organizational culture (Musbikah, M., Miyono, & Egar, 2021).

Furthermore, teacher participation in Teacher Working Group (KKG) activities also significantly contributes to performance improvement, with an R^2 value of 0.756. KKG serves as a collaborative platform among teachers, functioning as a reflective space for addressing instructional challenges and sharing professional experiences. Kurniawan found that teachers who are actively involved in KKG are more capable of designing contextually relevant and innovative lesson plans (Kurniawan, 2021). This is supported by Daryanto and Karim , who describe KKG as a strategic mechanism for continuous professional development (Daryanto, D., & Karim, 2017). Mulyasa also argues that KKG strengthens social cohesion among teachers, thereby fostering a mutually supportive learning environment (Mulyasa, 2015). The role of KKG as a "creative learning laboratory" is further reinforced by Tangyong, who highlight its importance in facilitating experimentation with new instructional methods. Sukarman emphasizes that the effectiveness of KKG depends on the active engagement of all members and the clarity of its programmatic direction (Tangyong, P., Pongsapukee, P., & Sookaiya, 2015).

However, the results of the multiple regression analysis reveal that among the three variables studied, only teacher work motivation has a significant partial effect on teacher performance ($\beta = 0.762$; $p < 0.05$). While academic supervision and KKG activities were significant in simple regression

analyses, they did not show significant influence within the multiple regression model. This finding suggests that the success of managerial interventions such as supervision and KKG is heavily influenced by the teachers' intrinsic readiness and willingness. In this context, motivation serves as a primary enabler that bridges institutional programs with individual performance. This perspective is consistent with Robbins and Coulter, who assert that motivation is the main driver behind productive work behavior. When teacher motivation is high, educational policies and initiatives are more likely to be internalized and implemented effectively (Robbins, S. P., & Coulter, 2016). Therefore, school management should place greater emphasis on fostering a motivational work climate rather than merely focusing on procedural aspects.

In conclusion, efforts to improve teacher performance should not rely solely on structural approaches such as academic supervision or training through KKG forums. Greater attention must be given to nurturing intrinsic motivation and supporting teachers' psychological well-being, so that interventions can deliver maximum impact. A synergistic relationship between institutional support and personal readiness is the key to successfully enhancing the quality of learning in elementary education.

CONCLUSION

Based on research results on elementary school teachers in Pancur District, Rembang Regency, it can be concluded that academic supervision, teacher work motivation, and Teacher Working Group (KKG) activities have a positive effect on teacher performance, both partially and simultaneously. Teacher work motivation provides the greatest influence with a contribution of 92.6% to performance variation, followed by academic supervision at 84%, and KKG activities at 75.6%. Simultaneously, these three variables explain 93.3% of teacher performance variation. These findings strengthen educational management theory that emphasizes the importance of combining professional development, motivational support, and teacher collaboration as strategic factors for performance improvement. From a practical perspective, these research results affirm the need for regional-level educational policies that integrate structured supervision, reward-based motivation enhancement programs, and optimization of KKG's role as a platform for continuous professional development.

The novelty of this research lies in the simultaneous testing of these three core factors in the context of elementary education in semi-peripheral areas with validated instruments and strong statistical approaches, which has not been extensively conducted in previous studies. However, the limitation of the study area covering only one district and the use of a purely quantitative approach are important notes. Further research is recommended to use mixed approaches and broader area coverage to enrich contextual understanding and generate more nationally representative policy recommendations.

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