

ACADEMIC SUPERVISION, ALTRUISTIC LEADERSHIP, TRUST, AND TEACHER ENJOYMENT: ANALYZING THEIR INFLUENCE ON TEACHER PERFORMANCE IN BUNGO REGENCY

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### Abstract

This study examines the influence of academic supervision and altruistic leadership on teacher performance through the mediating roles of teacher enjoyment and trust in school leaders among high school teachers in Bungo Regency, Indonesia. Grounded in growing evidence that leadership behaviors, supervisory quality, and teachers' emotional experiences shape professional performance, this research explores how these variables interact within a contemporary educational context. Using a quantitative causal survey design, data were collected through an online questionnaire distributed to 503 teachers across 19 public high schools, with 98 valid responses analyzed using SEM-PLS. The findings indicate that academic supervision does not directly improve teacher performance, but significantly increases trust in school leaders ( $\beta = 0.610$ ,  $p < 0.001$ ). Altruistic leadership also does not directly predict performance; however, it significantly enhances teacher enjoyment ( $\beta = 0.315$ ,  $p = 0.035$ ). Teacher enjoyment emerges as the strongest predictor of teacher performance ( $\beta = 0.469$ ,  $p < 0.001$ ), highlighting the dominant role of positive emotional experiences in shaping instructional effectiveness. Several indirect effects particularly those involving enjoyment as a mediator approach significance, suggesting complex psychological pathways connecting leadership and performance. The study underscores the importance of instructional supervision that is developmental rather than administrative, leadership practices rooted in empathy and moral concern, and school initiatives that prioritize teacher well-being. These findings highlight the need for holistic leadership and supervision approaches that integrate emotional, relational, and professional dimensions to enhance teacher performance and educational quality.

**Keywords:** Academic supervision, altruistic leadership, teacher enjoyment, trust, teacher performance

### INTRODUCTION

Education plays a central role in shaping the quality of human resources in Indonesia, especially in the face of increasingly competitive global challenges. The success of educational institutions in achieving their goals is strongly influenced by the performance of teachers as the main agents responsible for facilitating learning and developing student potential. Various factors including academic supervision, leadership style, teacher motivation, emotional experiences, and trust in school leaders, collectively contribute to the effectiveness of teachers in carrying out professional duties. As highlighted in previous research, teacher performance is affected by supervisory practices, leadership effectiveness, work ethics, and organizational commitment, which together can contribute up to 71.60% of the variance in teacher performance (Ismawantini, Natajaya, and Sunu, 2019).

However, the quality of education in many regions remains suboptimal, partly due to variations in leadership behavior and inconsistencies in supervisory practices. Studies indicate that academic supervision remains a crucial mechanism for enhancing teaching quality because it guides teachers in instructional planning, classroom implementation, and professional improvement. Supervisory activities conducted systematically covering planning, observation, reporting, and follow-up which provide meaningful professional development that directly affects teaching outcomes (Ismawantini, et al., 2019).

Despite its importance, supervision in many schools is performed irregularly or focused only on administrative documentation, resulting in limited improvement in classroom practices.

Leadership style is another determining factor in teacher performance. Research on altruistic leadership emphasizes that leaders who prioritize service, empathy, sincerity, and personal sacrifice foster more positive organizational climates. Altruistic leaders demonstrate willingness to help subordinates without expecting personal gain, which strengthens teacher loyalty, motivation, and professional commitment. Such leadership has been shown to play a significant role in enhancing teachers' sense of meaning, job satisfaction, and commitment to educational goals (Abdillah, 2021). The literature further supports that altruistic leadership contributes significantly to teachers' professional commitment through its emphasis on moral responsibility and social concern in the workplace (Sinaga, Sherly, and Herman, 2024).

Research in the broader educational context also underscores the influence of altruistic leadership and achievement motivation on supervisory effectiveness within madrasah environments. Leaders who exhibit altruistic values tend to perform supervisory duties more effectively, inspiring educators to demonstrate stronger motivation and improved performance. Achievement motivation, in particular, drives teachers or supervisors to work persistently toward excellence, which ultimately enhances overall institutional outcomes. The combination of altruistic leadership and achievement motivation has been empirically shown to influence performance and professional behavior among educational supervisors (Sari, Bastian, and Arizal, 2023).

Beyond structural and behavioral leadership factors, teachers' psychological experiences such as enjoyment in teaching and trust in school leadership, are increasingly recognized as important determinants of teacher performance. Teachers who experience positive emotions in their work tend to engage more deeply in instructional tasks, demonstrate greater persistence, and show higher levels of professional effectiveness. Trust in school leaders also strengthens teachers' sense of security and psychological comfort, enabling them to focus more on student learning and innovation. In the findings of the Kabupaten Bungo 2025 study, academic supervision was shown to significantly enhance trust in school leaders, while altruistic leadership contributed meaningfully to teacher enjoyment. These emotional and relational variables were found to be strong predictors of teacher performance, with teacher enjoyment emerging as a major contributing factor.

The demographic characteristics of teachers in Kabupaten Bungo dominated by experienced educators with lengthy tenure, which reinforce the need for leadership that is supportive, empathetic, and capable of fostering trust-based professional relationships. The measurement and structural models in the study further demonstrate that while leadership and supervision are essential, their influence on performance often operates through mediating psychological variables, reinforcing the importance of holistic approaches to teacher development.

Given the interconnected nature of supervision, leadership, motivation, trust, and emotional well-being, it becomes essential to examine how these variables jointly influence teacher performance in contemporary educational settings. This research seeks to deepen understanding of these relationships within the context of Kabupaten Bungo, offering insights that contribute to both theoretical development and practical policy implications in school leadership and teacher development.

## METHODS

This is quantitative research using causal survey approach. Close questionnaire was used to gather the data. The questionnaire was distribute online using g-form to all high school teachers at Bungo regency. Total sampling was used to get the respondents. 19 Public High schools with total 503 teachers. Researcher distribute to whatsapp group of each school. Only 98 respodents were fill the questionnaire. SEM-PLS was use to analyze the data.

**FINDINGS AND DISCUSSION**

**Findings**

**Demographic profile of the respondents**

The demographic profile of respondents in this study provides an overview of the basic characteristics of participants involved in the study. Respondents were divided into several groups based on gender, age group, employment status, and length of teaching experience. The purpose of dividing respondents into groups was to map their distribution in more detail and understand the diversity of characteristics within the population studied (Table 1).

**Tabel 1.** Demographic Profile of the Respondents

Characeristics	Categories	Frequency	Percentage (%)
Gender	Male	31	31.70%
	Female	67	68.30%
Age Group	< 30 years old	13	9.80%
	30 - 39 years old	23	17.40%
	40 - 49 years old	13	9.80%
	> 49 years old	49	37.30%
Employment Status	Civil cervants	46	37.10%
	PPPK	22	17.30%
	Temporary Staff	30	23.80%
Teaching experience	< 5 years	18	13.70%
	5-10 years	13	9.90%
	> 10 years	67	51.10%

Table 1 presents the demographic profile of respondents in this study, which includes four main characteristics: gender, age group, employment status, and length of teaching experience. Based on the table, the majority of respondents were female, with a percentage of 68.30%, while males only accounted for 31.70%. In terms of age group, respondents aged over 49 years old dominated, reaching 37.30%, followed by the 30-39 age group with a percentage of 17.40%. Meanwhile, the under-30 and 40-49 age groups each had a percentage of 9.80%. This shows that most respondents were from the older age group. In terms of employment status, most respondents were civil servants, with a percentage of 37.10%, followed by temporary employees with a percentage of 23.80%, and PPPK (non-permanent civil servants) with 17.30%. This reflects the dominance of permanent employment status among respondents. In terms of teaching experience, respondents with more than 10 years of experience dominated this study, reaching 51.10%, while those with less than 5 years and between 5-10 years of experience accounted for 13.70% and 9.90% respectively. Overall, the majority of respondents were female, aged over 49, had permanent civil servant status, and had considerable teaching experience, indicating a stable and experienced professional background in the field of education.

**Measurement Model**

The measurement model in research using Partial Least Squares Structural Equation Modeling (PLS-SEM) plays a very important role because it serves to measure the quality of constructs represented by their indicators. This model verifies the extent to which indicators can describe the intended construct through analysis of outer loadings, construct reliability, and convergent and discriminant validity. Construct validity is measured using criteria such as Average Variance Extracted (AVE), Cronbach's Alpha, and Composite Reliability, which ensure that the indicators used have a strong and consistent relationship with the construct being measured. In addition, through discriminant validity testing such as the Fornell-Larcker and HTMT criteria, this model ensures that different constructs can be clearly distinguished. Therefore, the measurement model is a crucial step in PLS-SEM, as accurate measurement quality will ensure the validity and reliability of the research results, which in turn supports the strength and reliability of the structural model being analyzed (Hair et al., 2017; Fornell & Larcker, 1981).

**Table 2.** Outer Loading, Construct Reliability and Validity

<b>Construct</b>	<b>Sub Construct</b>	<b>Outer Loadings</b>	<b>Cronbach's Alpha</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>	<b>VIP</b>
Altruistic Leadership (AL)	AL1	0.736	0.972	0.975	0.681	3.232
	AL10	0.881				6.368
	AL11	0.903				12.968
	AL12	0.860				6.123
	AL13	0.798				7.995
	AL14	0.793				6.934
	AL15	0.728				3.342
	AL16	0.810				4.514
	AL17	0.776				3.166
	AL18	0.848				4.697
	AL2	0.780				5.680
	AL3	0.853				6.948
	AL4	0.878				7.298
	AL5	0.836				5.963
	AL6	0.795				3.565
	AL7	0.882				5.662
	AL8	0.830				5.096
	AL9	0.837				5.058
	Academic Supervision (AS)	AS1				0.718
AS10		0.925	12.322			
AS11		0.883	7.586			
AS12		0.907	12.466			
AS13		0.902	10.696			
AS14		0.919	15.984			
AS15		0.919	10.454			
AS16		0.888	10.437			
AS17		0.912	12.049			
AS18		0.867	6.204			
AS19		0.853	5.945			
AS2		0.758	7.481			
AS20		0.850	5.783			
AS21		0.868	5.535			
AS3		0.875	8.104			
AS4		0.838	5.893			
AS5		0.812	6.701			
AS6		0.864	9.793			
AS7		0.853	8.315			
AS8		0.869	7.203			
AS9	0.916	11.923				
Teacher Enjoyment (TE)	TE10	0.717	0.945	0.951	0.601	5.227
	TE11	0.707				3.247

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<b>Construct</b>	<b>Sub Construct</b>	<b>Outer Loadings</b>	<b>Cronbach's Alpha</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>	<b>VIP</b>
	TE12	0.715				2.489
	TE13	0.837				3.139
	TE14	0.754				2.678
	TE15	0.839				3.231
	TE16	0.855				4.480
	TE17	0.784				2.809
	TE18	0.787				3.904
	TE5	0.737				2.463
	TE7	0.783				4.677
	TE8	0.821				4.296
	TE9	0.725				4.321
Trust to Leader (TL)	TL1	0.816	0.982	0.983	0.727	6.009
	TL10	0.905				13.291
	TL11	0.901				14.663
	TL12	0.910				10.849
	TL13	0.809				4.753
	TL14	0.877				7.772
	TL15	0.809				6.735
	TL16	0.844				6.224
	TL17	0.872				8.808
	TL18	0.873				9.159
	TL19	0.807				4.775
	TL2	0.829				6.058
	TL22	0.852				10.033
	TL23	0.852				10.011
	TL24	0.875				9.783
	TL3	0.770				7.651
	TL4	0.866				12.390
	TL5	0.881				11.348
	TL6	0.779				3.462
	TL7	0.881				9.989
	TL8	0.893				7.552
	TL9	0.840				4.814
Teacher Performance (TP)	TP10	0.796	0.946	0.953	0.629	2.898
	TP11	0.784				2.689
	TP12	0.738				2.504
	TP15	0.713				2.706
	TP16	0.718				2.146
	TP2	0.808				3.881
	TP3	0.778				3.916
	TP4	0.860				5.358
	TP5	0.869				4.602
	TP7	0.829				3.835

<b>Construct</b>	<b>Sub Construct</b>	<b>Outer Loadings</b>	<b>Cronbach's Alpha</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>	<b>VIP</b>
	TP8	0.784				3.763
	TP9	0.823				3.950

In the outer loading testing stage, all indicators used in the study showed outer loading values greater than 0.7, indicating that these indicators had a significant relationship with the measured construct (Table 2). For example, in the Altruistic Leadership construct, indicators such as AL10, AL11, and AL12 had outer loading values above 0.8, indicating excellent indicator validity. In addition, Construct Reliability, measured using Cronbach's Alpha and Composite Reliability, showed excellent values, greater than 0.7, indicating strong internal consistency. For example, the 'Trust in the School Leader' construct has a Cronbach's Alpha value of 0.982, indicating an excellent level of reliability. The Average Variance Extracted (AVE) is also greater than 0.5 for all constructs, indicating that the constructs can explain more than half of the variance of their indicators, which indicates good convergent validity (Hair et al., 2017).

**Table 3.** Discriminant Validity (Fornell-Larcker Criterion)

<b>Construct</b>	<b>AL</b>	<b>AS</b>	<b>TE</b>	<b>TL</b>	<b>TP</b>
Altruistic Leadership (AL)	0.825				
Academic Supervision (AS)	0.720	0.868			
Teacher Enjoyment (TE)	0.474	0.447	0.775		
Trust to the School Leader (TL)	0.662	0.787	0.499	0.853	
Teacher Performance (TP)	0.389	0.362	0.562	0.387	0.793

Based on the Fornell-Larcker criteria, which states that a construct must have a square root of AVE greater than the correlation value between other constructs, the findings show that all constructs in this model meet these criteria. For example, the square root of AVE for the Trust to the School Leader construct is 0.853, which is greater than the correlation values between other constructs, as seen in the relationship between Altruistic Leadership and Trust (Table 3). This confirms that the constructs in this model have good discrimination and are clearly separated from one another, as suggested by Fornell and Larcker (1981).

**Table 4.** Discriminant Validity Heterotrait-Monotrait Ratio (HTMT)

<b>Construct</b>	<b>AL</b>	<b>AS</b>	<b>TE</b>	<b>TL</b>	<b>TP</b>
Altruistic Leadership					
Academic Supervision	0.728				
Teacher Enjoyment	0.473	0.442			
Trust to the School Leader	0.666	0.799	0.495		
Teacher Performance	0.393	0.369	0.576	0.394	

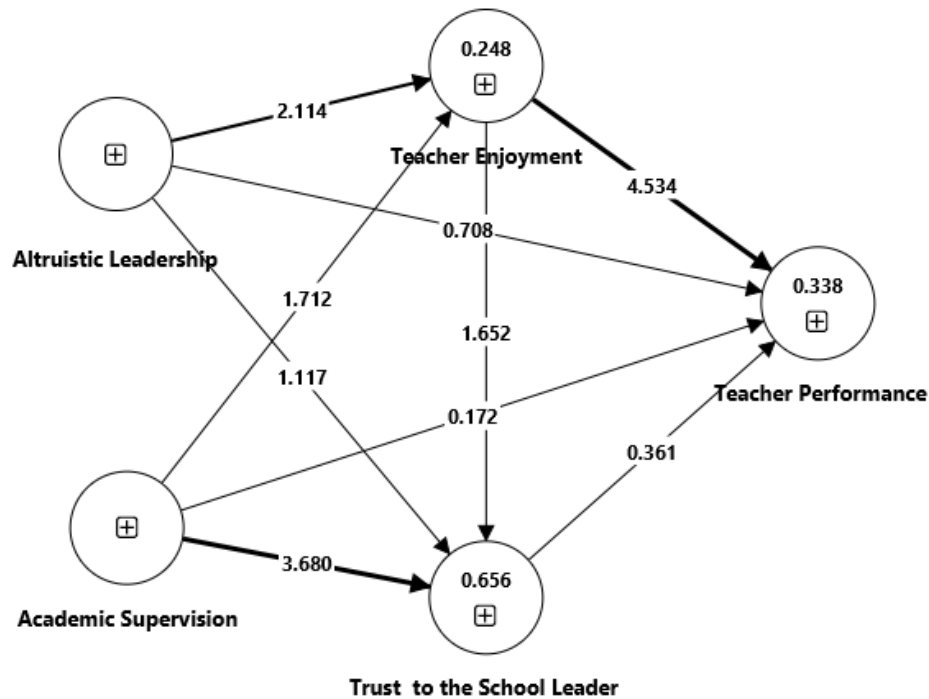
The HTMT method was also used to test discriminant validity, and the results showed that the HTMT values for all construct pairs were below the threshold of 0.90, meaning that there were no discrimination issues between constructs (see Table 4). For example, the HTMT value between Altruistic Leadership and Academic Supervision is 0.728, which is well below 0.90, indicating that the two constructs can be clearly distinguished from one another. This indicates that the model has adequate discriminant validity (Henseler et al., 2015).

**Table 5.** Fit Summary Model

	<b>Saturated model</b>	<b>Estimated model</b>
<b>SRMR</b>	0.072	0.072
<b>d_ ULS</b>	19.426	19.426
<b>d_ G</b>	62.758	62.758

	Saturated model	Estimated model
Chi-square	11921.741	11921.741
NFI	0.408	0.408

This model was tested using various model fit indicators. **Table 5** shows the SRMR (Standardised Root Mean Square Residual) value was 0.072, which is below the threshold of 0.08, indicating that the model fits the data well. In addition, the NFI (Normed Fit Index) value is 0.408, which is slightly lower than expected for an ideal model, but still indicates that the model can describe the relationship between variables quite well. The d\_ULS and d\_G values also support that this model has acceptable fit (Hu & Bentler, 1999). **Figure 1** shows the conceptual framework of this research.



**Figure 1.** Conceptual Framework

Path coefficients indicate the direct influence between different constructs in the model. **Table 6** below shows the relationship between Academic Supervision and Trust in the School Leader shows a coefficient of 0.610 with a significant t-statistic value (3.680), indicating that the influence is very strong and significant. Conversely, the relationship between Altruistic Leadership and Teacher Performance shows a low coefficient (0.108) with a p-value of 0.479, indicating that there is no significant direct influence between these two variables (Hair et al., 2017).

**Tabel 6.** Path Coefficients

Path	$\beta$	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Academic Supervision → Teacher Enjoyment	0.220	0.129	1.712	0.087
Academic Supervision → Teacher Performance	0.027	0.158	0.172	0.863
Academic Supervision → Trust to the School Leader	0.610	0.166	3.680	0.000

<b>Path</b>	<b><math>\beta</math></b>	<b>Standard deviation (STDEV)</b>	<b>T statistics ( O/STDEV)</b>	<b>P values</b>
Altruistic Leadership → Teacher Enjoyment	0.315	0.149	2.114	0.035
Altruistic Leadership → Teacher Performance	0.108	0.152	0.708	0.479
Altruistic Leadership → Trust to the School Leader	0.149	0.133	1.117	0.264
Teacher Enjoyment → Teacher Performance	0.469	0.103	4.534	0.000
Teacher Enjoyment → Trust to the School Leader	0.156	0.094	1.652	0.099
Trust to the School Leader → Teacher Performance	0.060	0.166	0.361	0.718

The indirect effects that occur through mediators between variables in the model. As it is seen in Table 7, the indirect effect of Academic Supervision through Teacher Enjoyment on Teacher Performance shows a p-value of 0.113, which is not significant. This indicates that although there is a mediating path, the effect is not strong enough to show a significant relationship in this model. Furthermore, the indirect relationship between Altruistic Leadership and Teacher Performance through Teacher Enjoyment has a p-value of 0.072, which is almost significant, but still requires further attention (Preacher & Hayes, 2008).

**Table 7.** Specific Indirect Effects

<b>Path</b>	<b><math>\beta</math></b>	<b>Standard deviation (STDEV)</b>	<b>T statistics ( O/STDEV)</b>	<b>P values</b>
Academic Supervision → Teacher Enjoyment → Teacher Performance	0.103	0.065	1.587	0.113
Teacher Enjoyment → Trust to the School Leader → Teacher Performance	0.009	0.030	0.317	0.752
Academic Supervision → Teacher Enjoyment → Trust to the School Leader	0.034	0.036	0.959	0.338
Altruistic Leadership → Teacher Enjoyment → Teacher Performance	0.148	0.082	1.799	0.072
Altruistic Leadership → Teacher Enjoyment → Trust to the School Leader	0.049	0.039	1.255	0.210
Academic Supervision → Teacher Enjoyment → Trust to the School Leader → Teacher Performance	0.002	0.008	0.257	0.797
Academic Supervision → Trust to the School Leader → Teacher Performance	0.037	0.104	0.351	0.726
Altruistic Leadership → Teacher Enjoyment → Trust to the School Leader → Teacher Performance	0.003	0.010	0.283	0.777
Altruistic Leadership → Trust to the School Leader → Teacher Performance	0.009	0.037	0.240	0.810

The cross-validated redundancy values for the constructs in this model indicate how well the model can reproduce the existing data. Table 8 below shows the calculated Q<sup>2</sup> values, it indicates that this model has fairly good predictability, although there are several constructs with Q<sup>2</sup> values close to 0, such as the Altruistic Leadership and Academic Supervision constructs, which indicate that this model can explain most of the variance in the data. For example, the Q<sup>2</sup> value for Teacher Performance is 0.198, which indicates that this model can explain some of the variance in data related to teacher performance (Stone, 1974).

**Tabel 8.** Construct Crossvalidated Redundancy

	SSO	SSE	Q <sup>2</sup> (=1-SSE/SSO)
Academic Supervision	2058.000	2058.000	0.000
Altruistic Leadership	1764.000	1764.000	0.000
Teacher Enjoyment	1274.000	1100.531	0.136
Teacher Performance	1176.000	943.304	0.198
Trust to the School Leader	2156.000	1223.422	0.433

### Discussion

The findings of this study reveal a complex interaction between academic supervision, altruistic leadership, teacher trust, teacher enjoyment, and teacher performance within the educational context of Kabupaten Bungo. One of the main results shows that academic supervision does not directly influence teacher performance. This contrasts with previous empirical studies conducted by Ismawantini, et al (2019). They conducted the research at SMP Negeri 3 Banjar. Their research revealed that academic supervision significantly contributed to teacher performance with an effective contribution of 12.55% and a strong correlation coefficient ( $r = 0.64$ ). The divergence in findings may be explained by the nature of supervisory practices in many schools, where supervision tends to be administrative rather than instructional. The JAPI study highlights that supervision is often limited to reviewing documents rather than observing teaching or providing constructive feedback, thereby reducing its potential impact on improving actual teaching practices and performance. In Kabupaten Bungo, similar patterns likely occur, where supervision is formally implemented but lacks substance in shaping pedagogical behavior, resulting in minimal direct influence on teacher performance.

Despite its limited direct impact, academic supervision was found to significantly enhance teacher trust in school leaders, a relationship supported by the argument that supervision, when executed transparently and supportively, strengthens professional credibility and fosters trust between teachers and supervisors. This is consistent with theories emphasizing that trust serves as a foundational relational condition for organizational functioning. However, the non-significant effect of trust on performance suggests that trust alone is insufficient to drive behavioral improvement unless accompanied by emotional or motivational reinforcers. This indicates that while supervision builds trust, it does not automatically translate into higher performance without other psychological drivers.

One of the strongest findings in this study is the significant influence of altruistic leadership on teacher enjoyment. This aligns with extensive literature describing altruistic leadership as a form of leadership grounded in care, empathy, moral sensitivity, and selfless service. According to the altruistic leadership review, leaders who demonstrate sincerity and prioritize the well-being of subordinates create a positive emotional climate that fosters stronger engagement and satisfaction among teachers (Abdillah, 2021). Similarly, research on altruistic leadership's impact on professional commitment conducted by Sinaga, et al (2024) found that teachers tend to show greater emotional attachment and motivation when leaders model selfless concern and supportive behavior. The alignment of the present findings with this body of literature suggests that altruistic leadership in Kabupaten Bungo plays a critical role in enhancing teacher enjoyment, which includes emotional satisfaction, enthusiasm for teaching, and a positive attitude toward professional responsibilities.

Interestingly, altruistic leadership did not directly predict teacher performance, indicating that the emotional uplift it generates is more influential than its structural aspects. This is reinforced by the study's finding that teacher enjoyment is the strongest predictor of teacher performance. Such a result resonates with contemporary psychological theories asserting that positive emotions significantly enhance intrinsic motivation, persistence, and engagement in teaching. Evidence from research on madrasah supervisors also supports this, demonstrating that leadership rooted in altruistic values enhances achievement

motivation, which in turn strengthens performance and commitment to work responsibilities (Sari, et al., 2023).

In the context of Kabupaten Bungo, the centrality of teacher enjoyment suggests that emotional well-being is a decisive factor influencing how teachers plan, deliver, and evaluate their instruction. The structural pattern emerging from the findings indicates a holistic relationship in which academic supervision enhances trust, altruistic leadership promotes enjoyment, and enjoyment drives performance. This suggests that leadership and supervision exert their influence not directly through task-oriented mechanisms but through psychological and emotional pathways. The non-significant effects observed in several direct relationships may reflect contextual factors such as the high seniority of teachers in Kabupaten Bungo, long-standing hierarchical norms, and a potential emphasis on formal compliance over reflective instructional development. Such contextual factors may lessen the direct impact of supervision and leadership but heighten the importance of emotional experiences—such as enjoyment—as performance drivers.

Overall, the findings affirm that teacher performance in contemporary educational settings is shaped not merely by administrative or managerial interventions but by the emotional and relational climate created through effective leadership and meaningful supervision. The prominent role of teacher enjoyment emphasizes the need for policymakers and school leaders to prioritize teacher well-being, positive school culture, and emotionally supportive leadership practices. This study contributes to the growing understanding that high teacher performance emerges from the interplay between structural supports (supervision), relational qualities (trust), and psychological experiences (enjoyment), reinforcing the call for an integrated approach to teacher development and school improvement.

### CONCLUSION

This study demonstrates that academic supervision and altruistic leadership significantly influence important psychological variables such as teacher trust and teacher enjoyment which in turn shape teacher performance in Kabupaten Bungo. While academic supervision did not directly impact teacher performance, it played an essential role in strengthening trust in school leaders. Meanwhile, altruistic leadership significantly enhanced teacher enjoyment, and enjoyment emerged as the strongest predictor of teacher performance. These findings suggest that teacher performance is most strongly driven by emotional and psychological conditions rather than solely by administrative or structural interventions.

The study expands the existing literature by showing that emotional experiences, particularly enjoyment, mediate the effectiveness of leadership practices, consistent with prior research on altruistic leadership, motivation, and teacher commitment. The results underscore the importance of integrating emotional well-being, supportive leadership, and high-quality supervision into school improvement strategies. Ultimately, enhancing teacher performance requires a holistic approach that balances structural support, relational trust, and emotional engagement. This study provides a foundation for policymakers, school leaders, and researchers to reconsider the priorities in leadership development and teacher support systems to better address the evolving needs of educators in contemporary educational settings.

The findings of this study offer several practical and theoretical implications, indicating that the non-significant direct effect of academic supervision on teacher performance implies that supervision practices in Kabupaten Bungo require significant improvement in quality and purpose, that supervisors and school leaders must shift from administrative inspection to instructional coaching emphasizing classroom observation, constructive feedback, and professional dialogue as supported by the JAPI study's identification of deficiencies in supervision practices (Ismawantini et al., 2019), that the significant effect of altruistic leadership on teacher enjoyment underscores the importance of leadership development programs cultivating empathy, moral commitment, and service orientation among school leaders as highlighted in altruistic leadership literature (Abdillah, 2021), that the central role of teacher enjoyment in predicting performance highlights the need for teacher well-being to be embedded into school improvement policies by shifting the focus from purely technical competencies to holistic teacher development acknowledging that emotional well-being, job satisfaction, and workplace positivity influence teacher effort and instructional quality, and finally that the study's findings contribute to theoretical discourse by reinforcing the idea that emotional and relational variables mediate the effects of leadership and supervision on performance, supporting contemporary models of school leadership emphasizing well-being, psychological safety, and professional relationships as core determinants of teacher effectiveness.

Based on the implications above, several recommendations are proposed: Strengthen instructional supervision practices by ensuring that supervisors and principals conduct regular, meaningful classroom observations and provide feedback focused on instructional improvement rather than administrative compliance, supported by professional development on effective supervision strategies; develop altruistic leadership competencies through training programs for principals that include modules on empathy, moral responsibility, servant leadership, and relational trust-building, with values from altruistic leadership research that improve teacher commitment and satisfaction systematically integrated into leadership standards and evaluations; promote teacher well-being and enjoyment by designing school initiatives that enhance supportive work environments, recognition systems, peer collaboration, and opportunities for creativity in teaching, while positioning emotional well-being as a strategic priority for improving performance; enhance trust-building mechanisms since trust, although not directly predicting performance, remains essential for sustaining a positive professional climate, which can be strengthened through transparent communication, participative decision-making, and consistent supervisory practices; and incorporate emotional and relational variables in policy by ensuring that educational policy at the district level integrates psychological indicators such as teacher enjoyment, trust, and motivation into school evaluation frameworks, acknowledging their significant role in performance.

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