The Effect of Academic Supervision, Work Happiness and Integrity on Teacher Performance Mediated Trust of State High School Principals in West Tanjung Jabung Regency

M Haris Elwardiansyah[1*], Masbirorotni[2], Aprillitzavivayarti[3]
[1,2,3] Universitas Jambi, Indonesia

hariselwardiasnyah05@gmail.com

*Correspondent Author

Keyword	Abstract
Academic Supervision, Job Satisfaction, Integrity, Principal Trust, Teacher Performance	This study aims to analyze the influence of academic supervision, job satisfaction, and integrity on teacher performance, with trust in the principal as a mediating variable in public high schools in West Tanjung Jabung Regency. Using a quantitative approach with Structural Equation Modeling (SEM-PLS) analysis techniques through SmartPLS 4, this study involved 139 teachers as a sample. The results showed that integrity significantly influenced teacher performance, while job satisfaction and academic supervision significantly influenced trust in the principal. However, integrity did not influence trust, and trust in the principal did not significantly influence teacher performance. Furthermore, academic supervision and job satisfaction had no direct effect on performance, and all mediation pathways through trust in the principal were declared insignificant. These findings emphasize the importance of strengthening integrity and a more comprehensive professional development strategy to improve teacher performance..

Introduction

In the world of education, teachers play a crucial role as the spearhead of the learning process. The quality of education is greatly influenced by their performance and integrity in carrying out their duties at school. Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1 Paragraph (1), states that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Teacher performance reflects professional ability in carrying out teaching responsibilities, while integrity demonstrates moral commitment, honesty, and ethics in action. Therefore, improving teacher performance and integrity is a primary focus in developing educational quality. One factor believed to have a significant influence on both is academic supervision. Academic supervision carried out by the principal serves not only as a control measure but also as a means of professional development that can help teachers improve the quality of learning. Effective academic supervision can encourage teachers to significantly improve their performance (R. Rosmiati, Sembiring, Rahim, Pudjaningsih, & Hutabarat, 2022).

Principal supervision is crucial for improving and advancing teacher teaching performance. A principal must truly understand and carry out the supervisory function correctly and appropriately in the school they lead (Riady & Hutabarat, 2023). The functions of educational supervision consist of (1) research, (2) assessment, (3) improvement, and (4) development. Teacher supervision is essential in providing guidance and mentoring to teachers. Principal supervision is crucial for quality control, professional development, and increased work motivation, thus influencing teacher performance in efforts to improve the quality of education (Sumatera, Simarmata, & Hutabarat, 2024).

Based on Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualifications and Competency Standards for Teachers, Article 1, Paragraph 1, every teacher is required to meet the applicable national academic qualifications and competency standards and Paragraph 2. The academic qualifications and competency standards for teachers are as stated in the appendix to this Ministerial Regulation. The Academic Qualifications and Competency Standards for Teachers are developed comprehensively from four main competencies: pedagogical, personality, social, and professional competencies. These four competencies are integrated into teacher performance. (Kosim, 2017) states that teachers are the most influential component in creating quality educational processes and outcomes. Therefore, any improvement efforts made to improve educational quality will not make a significant contribution without the support of qualified teachers (Harbeng Masni, Zuhri Saputra Hutabarat, Lili Andriani, 2010).

Based on Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualifications and Competency Standards for Teachers, Article 1 Paragraph 1, every teacher is required to meet nationally applicable academic qualifications and competency standards and Paragraph 2. The academic qualifications and competency standards for teachers are listed in the appendix to this Ministerial Regulation. The Academic Qualifications and Competency Standards for Teachers are developed holistically from four main competencies: pedagogical, personality, social, and professional competencies. These

four competencies are integrated into teacher performance (Annisa Sepriani, 2015). States that teachers are the most influential component in creating quality educational processes and outcomes. Therefore, any improvement efforts made to improve educational quality will not make a significant contribution without the support of qualified teachers.

Teacher performance is the success in completing tasks. Teacher performance refers to the actual behavior and work achievements demonstrated in carrying out the educational process in educational institutions or schools. This indicates that high performance demonstrates a teacher's professionalism, while low performance indicates a teacher's inability to implement appropriate work behaviors. Organizational commitment to the educational model, considered essential for providing high-quality education, is evident in teacher orientation and professional development. Therefore, the quality of education is determined by the quality of teachers and their performance (Sembiring, Masni, Rahim, Zahar, & Hutabarat, 2024).

Observations at public high schools in West Tanjung Jabung Regency indicate that the quality of education delivery varies across schools, with some teachers inconsistently developing comprehensive lesson plans, implementing innovative learning, and conducting optimal evaluations. Academic supervision by the principal is generally implemented, but follow-up coaching is uneven and tends to be administrative in nature. The teacher work climate also varies, with some teachers demonstrating good motivation and job satisfaction, while others experience burnout and low enthusiasm for their duties. Furthermore, teachers' levels of trust in the principal vary, influenced by the quality of communication and managerial support. Learning facilities are also unevenly distributed, with high schools located in sub-district centers tending to have more comprehensive facilities than schools in outlying areas, impacting the quality of learning and student participation. Overall, this situation highlights the need for strengthened academic supervision, the development of a conducive work climate, increased teacher professionalism, and equitable distribution of educational facilities to improve the quality of public high schools in West Tanjung Jabung Regency (Mursyid, Adriani, & Hutabarat, 2024).

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Article 20, stipulates that teachers are required to continuously improve and develop their academic qualifications and competencies in line with developments in science, technology, and the arts. This means that teachers are required to develop their competencies to enhance their performance as better educators in the future. Stated that the role and function of teachers significantly influence the implementation of education in schools, including: as educators and teachers; as socially skilled members of society; as leaders, meaning every teacher must possess personality; as administrators, meaning teachers are faced with administrative tasks that must be carried out, thus requiring an honest, meticulous, and diligent personality; and finally, teachers as learning managers, meaning teachers must be able to master various methods and understand teaching and learning situations (Hutabarat & Rosmiati, 2022).

Summarized three main components of activities that teachers must undertake: Planning Learning, Implementing Learning, and Evaluating Learning. However, the effectiveness of academic supervision and job satisfaction in improving teacher performance and integrity can be significantly influenced by the level of trust teachers have in the principal. Trust is the foundation of a healthy professional relationship. When teachers trust their principal, they tend to be more open to evaluation, receptive to feedback, and work with high dedication (Hutabarat & Rosmiati,

2022).

Smmarized three main components of activities that teachers must undertake: Planning Learning, Implementing Learning, and Evaluating Learning. However, the effectiveness of academic supervision and job satisfaction in improving teacher performance and integrity can be significantly influenced by the level of trust teachers have in their principals (Hutabarat, Wiryotinoyo, Masni, & Handayani, 2022). Trust is the foundation of a healthy professional relationship. When teachers trust their principals, they tend to be more open to evaluation, receptive to feedback, and work with high dedication.

This research is important because the performance of public high school teachers in West Tanjung Jabung Regency is still affected by weak academic supervision, varying levels of job satisfaction, and suboptimal integrity. Trust in the principal, as a key psychological factor, has not yet been firmly established. By examining the relationship and mediating role of trust, this research can provide a scientific basis for strengthening school management, improving the quality of supervision, and developing more effective strategies to boost teacher performance and education quality in the region (Pudjaningsih et al., 2023) and (Saputra Hutabarat, 2017).

Method

This research employed a quantitative approach. Quantitative methods are based on the philosophy of postpositivism and are used to examine objects in natural settings, although they still allow for the control of certain variables, unlike experimental research. The chosen type of research is descriptive quantitative research, as it aims to describe phenomena based on empirically obtained data. The population in this study was all 380 elementary school teachers in West Tanjung Jabung Regency. Of this number, a sample of 139 teachers was determined using total sampling.

Data collection in this study used a Google Form-based questionnaire due to considerations of efficiency, ease of distribution, and wider respondent reach given the relatively large geographical area of West Tanjung Jabung Regency (Hutabarat & Ekawarna, 2023). The questionnaire instrument was developed based on previous research that has been tested for validity and reliability. A Likert scale of 1–5 was used to measure respondents' perceptions and attitudes toward the statements. The research variables were Academic Supervision, Job Happiness, Trust in the Principal, Teacher Integrity, and Teacher Performance.

Data analysis in this study was conducted using Partial Least Squares-Structural Equation Modeling (PLS-SEM) using SmartPLS 4 software. This method was chosen because it is capable of testing complex relationships, including moderator effects, and is suitable for research with a large number of variables and paths (Yusdi Andra, Denny Denmar, 2020). In this study, there were five variables with nine analysis paths, so PLS-SEM was deemed appropriate for supporting complex interaction modeling (Masni, Rahima, & Hutabarat, 2021). Furthermore, SEM-PLS is an analytical technique used to evaluate models with linear relationships between variables, particularly latent variables that cannot be measured directly (Masni & Hutabarat, 2019).

Measurement Model Evaluation (Outer Model) and Structural Model Evaluation (Inner Model) are the two phases of model evaluation used in this study. The purpose of the outer model evaluation is to ensure the validity and reliability of the measurement instrument (Hutabarat, Sari, Rukhmana, & Dwijayanti, 2023). Three criteria were used: convergent validity, indicated by factor loading values above 0.7; discriminant validity, measured by cross-loading values >0.7; and internal consistency, measured by composite reliability and Cronbach's Alpha, with requirements >0.7 (Hutabarat, 2022). Predicting associations between latent variables is the primary objective of inner model evaluation. This analysis includes a coefficient of determination (R^2) test to assess the model's predictive ability, categorizing it as substantial (>0.67), moderate (>0.33), and weak (>0.19). In addition, path coefficients indicate the direction and strength of the relationship between latent variables with categories of weak (0.10–0.29), moderate (0.30–0.49), and strong (≥0.50), while effect sizes (f^2) were used to evaluate the contribution of independent variables with categories of small (0.02), medium (0.15), and large (0.35) (Hair et al., 2021).

Results and Discussion

Model Evaluation Measurement (*Outer Model*)

Construct validity and reliability were tested using an outer model, a measurement model that describes the relationship between indicators and latent variables. Three steps were involved in evaluating this measurement model: Heterotrait-Monotrait Ratio (HTMT), Average Variance Extraction (AVE), and Convergent Validity, which was evaluated using Outer Loadings. Cross-loadings and the Fornell-Larcker Criterion were used to evaluate discriminant validity. Cronbach's Alpha and Composite Reliability were used to evaluate the final step, Internal Consistency (Z. S. H. Rosmiati, 2016). The primary data from the existing questionnaire distribution will be analyzed using SMART PLS 4 to test the relationship between variables by conducting Validity Tests and Reliability Tests as follows:

Table 1. Outer loadings, Average Variance Extracted (AVE), Composite reliability and Cronbach's alpha

Code	Outer loadings	AVE	CR	Cronbach's alpha
Teacher Integrity		0.733	0.979	0.978
IG1	0.733			
IG10	0.705			
IG11	0.799			
IG12	0.894			
IG13	0.895			
IG14	0.917			
IG15	0.864			
IG16	0.877			
IG17	0.891			
IG18	0.753			
IG2	0.809			
IG3	0.837			
IG4	0.862			

IG5	0.907			
IG6	0.863			
IG7	0.921			
IG8	0.924			
IG9	0.918			
Work Happiness		0.684	0.973	0.971
KBK1	0.782			
KBK10	0.798			
KBK11	0.797			
KBK12	0.766			
KBK13	0.817			
KBK14	0.862			
KBK15	0.863			
KBK16	0.879			
KBK17	0.834			
KBK18	0.809			
KBK3	0.847			
KBK4	0.870			
KBK5	0.793			
KBK6	0.771			
KBK7	0.871			
KBK8	0.880			
KBK9	0.810			
Teacher Performance		0.694	0.974	0.972
KG1	0.829			
KG10	0.731			
KG11	0.858			
KG12	0.884			
KG13	0.801			
KG14	0.858			
KG15	0.872			
KG17	0.789			
KG18	0.707			
KG2	0.770			
KG3	0.862			
KG4	0.892			
KG5	0.870			
KG6	0.848			
KG7	0.842			
KG8	0.825			
KG9	0.898			
Trust in the Principal		0.771	0.987	0.987
KKPS1	0.816			
KKPS10	0.890			
KKPS11	0.859			

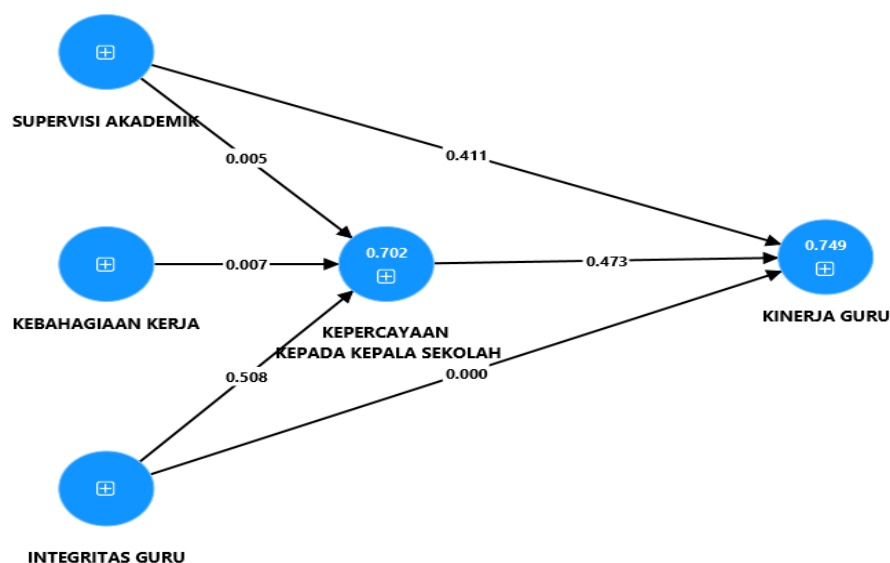|			
KKPS12	0.919		
KKPS13	0.887		
KKPS14	0.828		
KKPS15	0.891		
KKPS16	0.882		
KKPS17	0.887		
KKPS18	0.903		
KKPS19	0.918		
KKPS2	0.853		
KKPS20	0.883		
KKPS21	0.878		
KKPS22	0.873		
KKPS23	0.925		
KKPS24	0.893		
KKPS3	0.832		
KKPS4	0.859		
KKPS5	0.873		
KKPS6	0.847		
KKPS7	0.894		
KKPS8	0.898		
KKPS9	0.875		
Academic Supervision		0.767	0.985	0.985
SPA1	0.808		
SPA10	0.905		
SPA11	0.850		
SPA12	0.896		
SPA13	0.885		
SPA14	0.912		
SPA15	0.898		
SPA16	0.890		
SPA17	0.900		
SPA18	0.898		
SPA19	0.856		
SPA2	0.855		
SPA20	0.874		
SPA21	0.849		
SPA3	0.862		
SPA4	0.842		
SPA5	0.848		
SPA6	0.862		
SPA7	0.870		
SPA8	0.928		
SPA9	0.893		

Source: Processed by SMART PLS 0.4 2025

Overall, all the constructs in this study showed **Excellent validity and reliability** . The

outer loadings of all indicators are above 0.70, indicating that each item adequately represents its construct. The **AVE values** for all variables are above the minimum threshold of 0.50 (0.684–0.771), indicating that more than half of the indicator variance can be explained by each construct. Furthermore, **the Composite Reliability (CR) value** and **Cronbach's Alpha** were in the range of 0.971–0.987, indicating very strong internal reliability and high inter-item consistency according to Hair et al.'s (2021) standards. Thus, all constructs **Teacher Integrity, Job Happiness, Teacher Performance, Trust in the Principal** , and **Academic Supervision** has met the criteria for convergent validity and reliability, so it can be continued to structural analysis.

Structural Model (*Inner Model*)

The structural model (inner model) in this study was evaluated using several important measures, including predictive relevance (Q^2) to test the model's predictive power, path coefficients to determine the direction and strength of relationships between constructs, effect sizes (f^2) to evaluate the relative contribution of each variable, and coefficients of determination (R^2) to determine the ability of exogenous variables to explain endogenous variables. This research allows for a comprehensive evaluation of the feasibility and predictive power of the structural model.

Source: Processed by SMART PLS 0.4 2025

Figure 1. Model Structural

Table 2. Results testing hypothesis beginning And estimate track.

Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Teacher integrity -> trust in the principal	0.093	0.093	0.141	0.662	0.508
Teacher integrity -> teacher performance	0.728	0.724	0.090	8,051	0.000
Job happiness -> trust in the principal	0.392	0.402	0.145	2,710	0.007
Trust in the principal -> teacher performance	0.082	0.072	0.114	0.718	0.473
Academic supervision -> trust in the principal	0.402	0.397	0.142	2,824	0.005
Academic supervision -> teacher performance	0.099	0.114	0.121	0.822	0.411

Source: Processed by SMART PLS 0.4 2025

Table 3. Results testing mediation hypothesis .

Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Teacher integrity -> trust in the principal -> teacher performance	0.008	0.008	0.023	0.325	0.745
Job happiness -> trust in the principal -> teacher performance	0.032	0.033	0.051	0.625	0.532
Academic supervision -> trust in the principal -> teacher performance	0.033	0.023	0.046	0.721	0.471

Source: Processed by SMART PLS 0.4 2025

Teacher Integrity towards Trust in the Principal

The results showed that teacher integrity did not significantly influence trust in the principal (p = 0.508). This indicates that even though teachers exhibit high levels of honesty, discipline, and responsibility, these qualities do not automatically generate trust in the principal. This finding aligns with research (Mayasari et al., 2024). which confirms that trust in leaders is shaped more by the principal's competence, fairness, and consistent behavior, rather than by the teacher's character. Trust is a perception of the leader, so variables originating from individual teachers have less direct influence. Teacher integrity is not a predictor of trust in the principal, so the trust variable is more influenced by factors originating from the leader.

Teacher Integrity towards Teacher Performance

Integrity significantly influences teacher performance (p = 0.000; O = 0.728). Teachers with high integrity tend to be consistent in carrying out their duties, adhere to professional ethics, and demonstrate responsibility in learning. These results are consistent with (Pratiwi & Hutabarat, 2024) who stated that integrity is the foundation of teachers' professional behavior and contributes directly to improving work quality. Also shows that integrity strengthens work commitment and productivity. Integrity is a dominant factor that improves teacher performance, so it needs to be strengthened as an aspect of professional character (R. Rosmiati et al., 2022).

Job Happiness on Trust in School Principals

Job happiness was shown to have a significant effect on trust in the principal (p = 0.007). Teachers who feel comfortable, valued, and psychologically satisfied at work are more likely to trust their leaders. These results align which confirmed that positive affective states enhance interpersonal perceptions, including trust in leaders (Hutabarat, 2021). Similar findings were also reported (Dacholfany et al., 2023), who stated that positive emotions strengthen the trust relationship between subordinates and leaders. The higher teachers' job happiness, the stronger their trust in the principal.

Trust in the Principal regarding Teacher Performance

The analysis results showed that trust in the principal did not significantly influence teacher performance (p = 0.473). This finding suggests that trust is not a direct factor driving improved teaching performance. Research supports this finding, stating that trust in leaders does not always result in improved performance, especially in professions with established work standards such as teaching. Trust in the principal is not a direct driver of teacher performance, so performance improvement needs to focus on internal teacher factors and professional competencies (Hutabarat et al., 2022).

Academic Supervision of Trust in the Principal

Academic supervision significantly influences trust in the principal (p = 0.005). Planned, supportive, and communicative supervision can improve teachers' perceptions of the principal's reliability and competence. This finding supports the opinion of (Z. S. H. Rosmiati, 2016). that academic supervision is a professional development instrument that increases the credibility of leaders. **A**lso shows that fair and constructive supervisory practices strengthen trust. Good academic supervisory practices strengthen teachers' trust in the principal (Rahima, Zahar, Rahim, & Hutabarat, 2023).

Academic Supervision of Teacher Performance

Academic supervision had no significant effect on teacher performance (p = 0.411). This indicates that supervision does not directly result in behavioral changes or improved performance. **E**xplains that supervision only impacts performance if accompanied by internal motivation, further training, and teacher readiness to change. Therefore, supervision alone is not sufficient to drive improved performance. Academic supervision does not directly improve teacher performance, so

it needs to be combined with more intensive professional development (Phongsavath, Andriani, & Saputra Hutabarat, 2022).

The influence of academic supervision on teacher performance through the mediation of principal trust

The analysis results showed that there was no mediating effect in the relationship between teacher integrity and teacher performance through trust in the principal (p = 0.745). This means that although integrity is an important factor in teacher professional behavior, trust in the principal is not able to act as a connecting channel that strengthens this influence. This finding is consistent with the guidelines of Baron and Kenny, which emphasize that mediation does not occur if the relationship between the mediator variable and the dependent variable is not significant. Thus, teacher integrity remains a direct predictor of performance, regardless of their level of trust in the principal, so that performance improvements are determined more by the individual's own moral character than their perceptions of the school leader (M. Suratno, Saputra Hutabarat, & Sari, 2018).

The influence of job happiness on teacher performance through the mediation of principal trust

Although job happiness was shown to increase trust in the principal, the mediation pathway to teacher performance was not significant (p = 0.532). This finding suggests that job happiness is not capable of producing performance improvements through the trust mechanism, as positive emotional aspects do not necessarily drive tangible changes in work behavior. These results align who asserted that positive emotions do not always directly impact performance without the support of other structural factors. Therefore, trust does not act as a mediator in the relationship between job happiness and teacher performance (S. Suratno & Hutabarat, 2023).

The influence of integrity on teacher performance through the mediation of principal trust

Insignificant results (p = 0.471). This means that although academic supervision has been shown to increase teachers' trust in the principal, this increased trust has not yet become a mechanism that transmits the influence of supervision on performance. This can occur when supervision is perceived more as an administrative activity, resulting in the trust formed being insufficient to drive changes in work behavior. Who demonstrated that trust is not always effective in mediating the relationship between supervision and performance if communication quality and organizational support are suboptima (M. Suratno et al., 2018). Also emphasized that trust mediation only works when supervision is conducted dialogically and genuinely improves teacher competence. Academic supervision does not affect performance through trust. Thus, improving teacher performance requires additional strategies beyond increasing trust (Rosaline, 2018) and (Surono et al., 2023).

Conclusion

The results of this study indicate that integrity and job satisfaction play a significant role in interpersonal relationships at school, but not all of them have a direct impact on improving teacher performance. Integrity significantly influences performance, but does not influence trust in the

principal. Conversely, job satisfaction and academic supervision have been shown to increase teacher trust in the principal, although this trust does not significantly influence performance. Academic supervision also does not directly improve performance. Furthermore, trust in the principal does not mediate the influence of integrity, job satisfaction, or academic supervision on teacher performance. Thus, improving teacher performance is more determined by internal factors such as integrity and professional competence, while trust in the principal has not been a key mechanism in driving teacher performance.

References

Annisa Sepriani, Z. S. H. (2015). Perbandingan Penggunaan Model Pembelajaran Kooperatif Tipe Pair Checks dan Tipe Make A Match Terhadap Hasil Belajar Siswa Kelas XI IPS SMA Negeri 8 Kota Jambi. *Paper Knowledge . Toward a Media History of Documents*, *3*(April), 49–58.

Dacholfany, M. I., Ikhwan, A., Budiman, A., Hutabarat, Z. S., Riady, Y., Hutabarat, Z. S., … Unbari, F. (2023). Teachers' Constraints in Organizing Learning Process for High School Students in Jambi. *AL-ISHLAH: Jurnal Pendidikan*, *3*(1), 1–23. https://doi.org/10.35445/alishlah.v14i4.1667

Harbeng Masni, Zuhri Saputra Hutabarat, Lili Andriani, D. A. (2010). *Pengaruh Kepemimpinan Dan Kompensasi Terhadap Motivasi Berprestasi*. *8*(1), 33–50.

Hutabarat, Z. S. (2021). *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE , INNOVATION AND EDUCATIONAL TECHNOLOGIES (ONLINE) - ISSN : 2717-7130 Follow-up Analysis of Student Soft Skill Evaluation*. (October), 235–245.

Hutabarat, Z. S. (2022). The Effect of Motivation and Learning Effectiveness and the Quality of Economic Education Study Program Graduates. *AL-ISHLAH: Jurnal Pendidikan*, *14*(3), 4003–4010. https://doi.org/10.35445/alishlah.v14i3.1670

Hutabarat, Z. S., & Ekawarna, E. (2023). Development of Teaching Materials on Learning Economic Models to Improve Students' Cognitive Achievement. *AL-ISHLAH: Jurnal Pendidikan*, *15*(2), 1204–1212. https://doi.org/10.35445/alishlah.v15i2.1679

Hutabarat, Z. S., & Rosmiati, R. (2022). Analysis of Marketing Effect and Individual Modernity Its Influence on Consumption Behavior. *Jurnal Ilmiah Universitas Batanghari Jambi*, *22*(3), 1972. https://doi.org/10.33087/jiubj.v22i3.2854

Hutabarat, Z. S., Sari, N., Rukhmana, T., & Dwijayanti, N. S. (2023). *Pengantar Statistik Pendidikan Penerbit Cv.Eureka Media Aksara*.

Hutabarat, Z. S., Wiryotinoyo, M., Masni, H., & Handayani, R. (2022). Teachers' Constraints in Organizing Learning Process for High School Students in Jambi. *AL-ISHLAH: Jurnal Pendidikan*, *14*(4), 4939–4946. https://doi.org/10.35445/alishlah.v14i4.1667

Masni, H., & Hutabarat, Z. S. (2019). Pengembangan Multimedia Pembelajaran Berbasis Lash Animation With Swish Max Siswa Kelas XI SMA Negeri 8 Kota Jambi. *Jurnal Ilmiah Dikdaya*, *9*(2), 257. https://doi.org/10.33087/dikdaya.v9i2.147

Masni, H., Rahima, A., & Hutabarat, Z. S. (2021). Implementasi Penanaman Kesadaran Pentingnya Keterampilan Soft Skills Entrepreneurship Wadah Pengembangan Fkip Unbari. *PROMOSI (Jurnal Pendidikan Ekonomi)*, *9*(2), 52–62. https://doi.org/10.24127/pro.v9i2.4512

Mayasari, M., Hidayati, U., Muslim, F., Aisyah, N., Hutabarat, Z. S., & Mareta, Y. (2024). Development Of Economic Mathematics Learning System Through Master Model For Students Of Economic Education Study Program. *Owner*, *8*(3), 2650–2660. https://doi.org/10.33395/owner.v8i3.2284

Mursyid, F. T., Adriani, E., & Hutabarat, Z. S. (2024). *Integrated Pancasila Values-Based Economic Character Strengthening Program*. *16*, 1935–1946. https://doi.org/10.35445/alishlah.v16i2.4944

Phongsavath, P., Andriani, R., & Saputra Hutabarat, Z. (2022). Perception of Economics Instruction on Technology Instruments to Face the Pandemics Covid-19. *Jurnal Ilmiah Dikdaya*, *12*(1), 68. https://doi.org/10.33087/dikdaya.v12i1.276

Pratiwi, H., & Hutabarat, Z. S. (2024). *Multidisciplinary Sciences and Arts The Future Of Jambi UMKM Marketing Trough The Green Economy In Digital Marketing International Journal of Multidisciplinary Sciences and Arts*. *3*(3), 8–12.

Pudjaningsih, W., Rustantono, H., Nurpeni, N., Budiyono, H., Hutabarat, Z. S., Nor, B., & Taufan, A. (2023). The Influence of School Environment and Teacher Communication on Economics Teacher Competence in Jambi Province. *AL-ISHLAH: Jurnal Pendidikan*, *15*(3), 3471–3479. https://doi.org/10.35445/alishlah.v15i3.3084

Rahima, A., Zahar, E., Rahim, A., & Hutabarat, Z. S. (2023). *Multidisciplinary Sciences and Arts How is Translation Learning Through the Application of the Cooperative-Contrastive Model ? International Journal of Multidisciplinary Sciences and Arts*. *2*(2), 252–259.

Riady, Y., & Hutabarat, Z. S. (2023). *How is Economic Literacy and Consumptive Behavior? Through the Role of Student Learning Outcomes in Economic Education in Jambi Province*. Atlantis Press International BV. https://doi.org/10.2991/978-94-6463-290-3_18

Rosaline, A. (2018). *European Journal of Education Studies THE INFLUENCE OF LEARNING AND SELF-CONFIDENCE MOTIVATION ON ACADEMIC ACHIEVEMENT OF STUDENTS IN THE FACULTY OF ENGINEERING , UNIVESITAS ISLAM AS- SYAFI ' IYAH , INDONESIA*. 229–237. https://doi.org/10.5281/zenodo.1410536

Rosmiati, R., Sembiring, B., Rahim, A., Pudjaningsih, W., & Hutabarat, Z. S. (2022). How is the

Readiness of Students to Become Teachers in the Industrial Revolution Era 4.0? *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, *8*(4), 831. https://doi.org/10.33394/jk.v8i4.6248

Rosmiati, Z. S. H. (2016). Pengaruh Praktik Pengalaman Lapangan (Ppl), Minat Menjadi Guru, Dan Prestasi Belajar Terhadap Kesiapan Mahasiswa Menjadi Guru Yang Profesional. *Economic Education Analysis Journal*, *5*(1), 100–114. Retrieved from https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/9989

Saputra Hutabarat, Z. (2017). Analisis Kepemilikan Atribut Soft Skills Mahasiswa Program Studi Pendidikan Ekonomi FKIP Univesitas Jambi. *Jurnal Ilmiah Dikdaya*, *9*(1), 145–155.

Sembiring, B., Masni, H., Rahim, A., Zahar, E., & Hutabarat, Z. S. (2024). *Multidisciplinary Sciences and Arts Analysis of the School Environment , Teacher Communication and Student Learning Motivation on the Influence of Student Learning Outcomes International Journal of Multidisciplinary Sciences and Arts*. *3*(3), 61–71.

Sumatera, P. D., Simarmata, J., & Hutabarat, Z. S. (2024). *Edukasi sikap berwirausaha dan keterampilan berwirausaha dalam meningkatkan penjualan*. *3*(2), 71–75.

Suratno, M., Saputra Hutabarat, Z., & Sari, N. (2018). *The Development of Instructional Medium Based on E-learning in Taxation Subject at Economic Education Department, Jambi University*. *147*(Icsse 2017), 299–304. https://doi.org/10.2991/icsse-17.2018.67

Suratno, S., & Hutabarat, Z. S. (2023). Assessment of Soft Skill Learning Model Instruments in Interpersonal Relations of Economic Education Students. *AL-ISHLAH: Jurnal Pendidikan*, *15*(3), 3639–3645. https://doi.org/10.35445/alishlah.v15i3.1678

Surono, Y., Simarmata, J., Albetris, A., Azizah, A., Pratiwi, H., Berlian, D., & Hutabarat, Z. S. (2023). Analisis Kompetensi dan Gaya Kepemimpinan Pengaruhnya Terhadap Motivasi Serta Dampaknya Terhadap Kinerja Pegawai. *Jurnal Ekonomi Bisnis, Manajemen Dan Akuntansi (JEBMA)*, *3*(3), 995–1001. https://doi.org/10.47709/jebma.v3i3.3234

Yusdi Andra, Denny Denmar, Z. S. H. (2020). *Effect Of Work Motivation On Teachers Of Junior High School Teachers In Muaro Jambi District*. https://doi.org/10.4108/eai.17-10-2018.2294090