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# The Influence of School Supervisor Mentoring, Principal Leadership, and Teacher Work Motivation on Character Education Development at Elementary School in Bumiayu District

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**ABSTRACT**

This study aims to analyse the influence of school supervisor guidance, principal leadership, and teacher work motivation on the development of character education at the elementary school (SD) in Bumiayu District, Brebes Regency. The study is motivated by the un-optimal development of character education in the area, as well as variations' quality of supervisor guidance, principal leadership styles, and teacher work motivation levels influencing the successful implementation of character education. This study employed a quantitative approach by associative-correlational design uses multiple linear regression analysis. The population consisted of supervisors, school principals, and teachers from 58 elementary schools across seven administrative clusters in Bumiayu District. The sample is determined using Slovin's formula (with a 10% margin of error) and proportional random sampling, resulting in 61 respondents. The data are collected uses Likert scale questionnaire with 5 point (20 item), has been validated of both validity and reliability—and subsequently analysed using SPSS version 27. The analysis encompassed classical assumption tests, simple and multiple regression, t-tests, F-tests, the coefficient of determination, as well as relative and effective contributions. The research results indicate that school supervisor guidance, principal leadership, and teacher work motivation have a positive and significant effect on character education development when analyzed individually (Sig. < 0.05). Simultaneously, the three variables exert a positive and significant influence, with values of R = 0.877, R-Square = 0.769, and calculated F = 63.262 (Sig. < 0.001). School supervisor guidance is the most dominant variable, contributing 40.52% effectively, followed by teacher work motivation (28.55%) and principal leadership (7.81%), resulting in a total contribution of 76.88% to character education development.

Keywords: Supervisor School Guidance, Principle Leadership, Teacher Work Motivation, Educational Character

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## INTRODUCTION

Education is a fundamental pillar in developing characterized high-quality human resources as well as strong values and competitiveness. Strengthening character education is a priority policy of the Ministry of Education, Culture, Research, and Technology; it plays a strategic role at the primary school, since in this stage the students in a value forming phase, attitudes, and habits that will shape their future development. (Kementerian Pendidikan dan Kebudayaan, 2017).

Character building plays a crucial role in every individual's success; therefore, it must be cultivated continuously through daily habits rather than focusing solely on academic or cognitive achievements (Rahayu et al., 2022). However, the issue of moral degradation remains a challenge in education manifesting as declining student compliance, weak discipline, and eroding honesty, by some of these problems exacerbated by the impact of online learning during the pandemic (Rahmadani & Hamdany, 2023). This situation necessitates synergy among various school stakeholders to ensure the consistent implementation of character education.

School supervisors play a strategic role in supporting school principals; beyond their administrative oversight function, they serve as professional partners who foster the competence of educators through coaching and mentoring approaches (Komalasari & Wahyudi, 2025). Under the Regulation of the Minister of Administrative and Bureaucratic Reform (PANRB) Number 21 of 2010, the core duties of supervisors include formulating supervision plans, monitoring National Education Standards, providing guidance to schools, and evaluating the outcomes of supervision programs (Mustofa et al., 2025). However, by the May 2025, Brebes Regency faced a shortage of school supervisors, while the Bumiayu District lacking an elementary school supervisor entirely at the early of 2025, suggesting that the intensity and quality of support provided are likely uneven.

In addition to supervisors, principal leadership is a determining factor in school success, as it significantly impacts the quality of teaching practices and student learning outcomes (Supriatna & Rosmilawati, 2025). Transformational leadership, characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Fatmawati et al., n.d.) is considered relevant to establishing a clear vision of character and fostering exemplary conduct within the school environment (Maysaroh et al., 2025). Meanwhile, teachers' work motivation also determines the success of character education, since the teachers have to direct interaction with students (Silva Syifaul Qolbi, 2025a). Teachers with high motivation as well as whether intrinsic or extrinsic, tend to be more consistent in integrating character values into instruction (Masrukah, 2022).

Previous studies in Bumiayu, indicates that school supervision and management character determined the succes of education that internalized through micro strategies such as subject integration, routine habituation, and extracurricular activities (Atik & Mulyani, 2023). Other studies confirm that effective mentoring involving planning and reflection cycles accelerates teachers' adaptation in integrating character-building habits (Sukma et al., 2024), while principals' transformational leadership styles have been shown to enhance both teacher performance and student academic achievement (Komala, 2023). Nevertheless, the less study of examining the impact of these three variables on character education development in elementary schools within Bumiayu District; consequently, there is a gap between the practical need for synergy among supervisors, principals, and teachers and the available empirical evidence.

Based on the explanation, this study is formulated to answer the following questions: (1) whether school supervisor guidance, school principal leadership, and teacher work motivation have significant partial effect on the development of character education; (2) whether these three variables have a significant simultaneous effect; and (3) which variable exerts the most dominant influence. In line with these research questions, it proposed stating that school supervisor guidance (H1), school principal leadership (H2), and teacher work motivation (H3) those have a positive and significant effect on the development of character education, and that these three variables collectively have a positive and significant effect (H4).

**METHOD**

This study employs a quantitative approach combining descriptive and verificative analyses to test hypotheses using field data (Arikunto, 2021). design of this study is used to analyze the relationships among variables, especifically school supervisor guidance (X1),

principal leadership (X2), teacher work motivation (X3), and character education development (Y), using a multiple linear regression analysis approach (Sugiyono, 2020).

The study is conducted at elementary schools across all supervisory clusters *(*Sekbin*)* in Bumiayu District, Brebes Regency, along April to June 2026. Population are all school supervisors from seven clusters, principals from 58 elementary schools (53 public and 5 private), with 61 respondents that consist of teachers of grades 1 to 6 at the targeted schools. The sample is determined using Slovin's formula with a margin of error (e) of 10%, then subsequently allocated via proportional random sampling, for 7 school supervisors, 2 principals from each cluster, and all classroom teachers from the targeted schools resulting in a total of 61.

Primary data are collected using a closed-ended questionnaire based on a 5-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree), comprising 20 statements representing four variables: school supervisor guidance (supervision function, clinical guidance, human resource development, monitoring and evaluation), school principal leadership (vision and mission, decision-making, motivation, role modeling, work climate), teacher work motivation (responsibility, self-development, work performance, social needs, well-being), and character education development (curriculum integration, school culture, extracurricular activities, parental involvement, character evaluation). The instrument is distributed online via Google Forms; which validity is tested using the Pearson Product-Moment correlation coefficient, and reliability is tested using the Cronbach's Alpha coefficient prior to use, its (Ghozali, 2011).

The data are analyzed inferentially using SPSS version 27 for Windows through the following stages: (1) prerequisite analysis tests, comprising tests for normality (Kolmogorov-Smirnov), linearity, multicollinearity (Tolerance and VIF), and heteroscedasticity (Glejser test); and (2) hypothesis testing, involving simple linear regression to examine the partial effect of each independent variable, and multiple linear regression using formula $Y = a + b1X1 + b2X2 + b3X3 + \varepsilon$. This stage entailed testing hypotheses both partially (t-test) and simultaneously (F-test), estimating the coefficient of determination ($R^2$), and calculating the contribution weight of each predictor to the dependent variable via SR% and SE% values.

## RESULT AND DISCUSSION

Data processing and analysis in this study are conducted using the Statistical Package for the Social Sciences (SPSS) software, version 27 for Windows. The results of the instrument testing, classical assumption tests, and hypothesis testing are presented in the following section.

**Validity and Reliability Testing of Measurement Instrument.**

The validity testing process involved 20 statement indicators and 61 research subjects. Based on a 5% significance level and 59 degrees of freedom (df), the threshold value for *r*-table is set at 0.252. A summary of the instrument's validity data is presented in Table 1.

Table 1. Summary of Instrument Validity Test Results (n = 20 items)

| Item Group | r table | Range r Count | Sig. | Explanation |
|---|---|---|---|---|
| Variable X1 (item 1-5) | 0,2521 | 0,571 - 0,910 | < 0,001 | Valid |
| Variable X2 (item 6-10) | 0,2521 | 0,571 - 0,910 | < 0,001 | Valid |
| Variable X3 (item 11-15) | 0,2521 | 0,571 - 0,910 | < 0,001 | Valid |
| Variable Y (item 16-20) | 0,2521 | 0,571 - 0,910 | < 0,001 | Valid |

Note: All calculated r-count for each test item are greater than the r-table value (0.2521) with a significance level of < 0.001; therefore, all items across the four variables are deemed valid and suitable used as data collection instruments.

Table 2. Instrument Reliability Test Results

| Reliability Coefficient (Cronbach's Alpha) | Number of Items | Criteria |
|---|---|---|

| Reliability Coefficient (Cronbach's Alpha) | Number of Items | Criteria |
|---|---|---|
| 0,973 | 20 | Tall |

The reliability test results using Cronbach's Alpha showed a value of 0.973 across 20 items. This value exceeds 0.80, so it includes high category (Nunnally in Yusup, 2018); this indicates that all items have high consistency and the instrument is deemed reliable for data collection.

**Classic Assumption Test.**

Prior to hypothesis testing, the fulfillment of prerequisite analysis assumptions, including normality tests, linearity, multicollinearity, and heteroscedasticity, is evaluated (the results are presented in Tables 3 through 6).

Table 3. Result of Normality Test (Kolmogorov-Smirnov)

| Statistic K-S | Asymp. Sig. (2-tailed) | Criteria | Explanation |
|---|---|---|---|
| 0,973 | 0,200 | Sig. > 0,05 | Normally distributed data |

The Asymp. Sig. (2-tailed) value of 0.200 is greater than 0.05; therefore, H0 is accepted, and the residual data in this study are considered as normally distributed.

Table 4. Result of Linearity Test

| Variable Relation | Sig. Deviation from Linearity | Criteria | Explanation |
|---|---|---|---|
| X1 to Y | 0,573 | Sig. > 0,05 | Linear |
| X2 to Y | 0,946 | Sig. > 0,05 | Linear |
| X3 to Y | 0,285 | Sig. > 0,05 | Linear |

All "sig" Deviation value from linearity are greater than 0.05; therefore, the relationship between each independent variable (X1, X2, X3) and the dependent variable (Y) is considered linear.

Table 5. Multicollinearity Test Results

| Variable | Tolerance | VIF | Explanation |
|---|---|---|---|
| X1 | 0,255 | 3,925 | There is no Multicollinearity |
| X2 | 0,713 | 1,403 | There is no Multicollinearity |
| X3 | 0,246 | 4,061 | There is no Multicollinearity |

All independent variables have Tolerance values > 0.10 and VIF values < 10; therefore, there is no signs of multicollinearity among the independent variables regression model.

Table 6. Heteroskedasticity Test Results (Glejser Test)

| Variable | Sig. | Criteria | Explanation |
|---|---|---|---|
| X1 | 1,000 | Sig. > 0,05 | There is no heteroskedasticity |
| X2 | 1,000 | Sig. > 0,05 | There is no heteroskedasticity |
| X3 | 1,000 | Sig. > 0,05 | There is no heteroskedasticity |

The significance values for all three independent variables are 1.000 (> 0.05); therefore, the regression model in this study does not exhibit heteroscedasticity and satisfies all classical assumptions of linear regression.

**Hypothesis Test**

Hypothesis testing is conducted using simple linear regression for both partial effects and multiple linear regression of simultaneous effects.

Table 7. Summary of Simple Linear Regression Analysis

| Variable | Regression Equation | t Count | Sig. | R Square |
|---|---|---|---|---|
| X1 → Y | Y = 8,653 + 0,695X1 | 12,163 | < 0,001 | 0,715 |
| X2 → Y | Y = 10,480 + 0,588X2 | 5,214 | < 0,001 | 0,315 |
| X3 → Y | Y = 6,124 + 0,772X3 | 11,441 | < 0,001 | 0,689 |

Simple regression results indicate that school-based mentoring (X1) has a positive effect on character education development (Y), with a regression coefficient of 0.695, and explains 71.5% of Y variation. Principal leadership (X2) has a positive effect, with the coefficient of 0.588, and explains 31.5% of Y variation. Teacher work motivation (X3) has a positive effect, with a coefficient of 0.772, and explains 68.9% of the Y variation. All three significances (Sig.) values are below 0.05; of, H1, H2, and H3 so it is accepted.

Table 8. Multiple Linear Regression Analysis Results

| Variable | B | Beta | t Count | Sig. |
|---|---|---|---|---|
| Constant | 5,241 | - | 3,860 | < 0,001 |
| X1 | 0,394 | 0,479 | 3,797 | < 0,001 |
| X2 | 0,146 | 0,139 | 1,850 | 0,069 |
| X3 | 0,320 | 0,344 | 2,684 | 0,010 |

The obtained multiple linear regression equation is Y = 5.241 + 0.394X1 + 0.146X2 + 0.320X3. The constant value of 5.241 indicates that if all three independent variables are zero, so the value of character education development is 5.241. The regression coefficients for X1 (0.394) and X3 (0.320) indicate a significant partial effect (Sig. < 0.05), whereas the coefficient for X2 (0.146) is not significant in multiple regression model (Sig. = 0.069 > 0.05), even it remains significant when tested in a simple (single) regression.

Table 9. Result of t Test (Partial)

| Variable | t Count | t table | Sig. | Decision |
|---|---|---|---|---|
| X1 | 12,163 | 2,002 | < 0,001 | H0 rejected |
| X2 | 5,214 | 2,002 | < 0,001 | H0 rejected |
| X3 | 11,441 | 2,002 | < 0,001 | H0 rejected |

All three independent variables have calculated and shows that t-count greater than t-table value (2.002) with a significance level (Sig.) of less than 0.05; consequently, the null hypothesis (H0) is rejected, and hypotheses H1, H2, and H3 are accepted. Thus, support for school scavengers, principal leadership, and teacher work motivation each have positive and significant influence on the development of character education.

Table 10. F-Test (Simultaneous) Results and Coefficient Determination

| F count | F table | Sig. | R | R Square | Adjusted R Square |
|---|---|---|---|---|---|
| 63,262 | 2,77 | < 0,001 | 0,877 | 0,769 | 0,757 |

The calculated F-value of 63.262 exceeds the F-table value of 2.77, with a significance level (Sig.) of < 0.001; consequently, H0 is rejected and H4 is accepted. This indicates that school supervisor guidance, principal leadership, and teacher work motivation simultaneously exert a positive and significant influence on the development of character education. The R-value of 0.877 indicates a very strong relationship, while the R-square value of 0.769 (Adjusted R-square of 0.757) demonstrates that the three independent variables account for 75.7% of variation in character education development, with remaining 24.3% explained by variables outside this research model.

Table 11. Relative Contribution and Effective Contribution of Predictors

| Variable | Beta | rxy | Effective Contribution (SE%) |
|---|---|---|---|
| X1 | 0,479 | 0,846 | 40,52% |
| X2 | 0,139 | 0,562 | 7,81% |
| X3 | 0,344 | 0,830 | 28,55% |
| Total | - | - | 76,88% |

Based on the analysis of effective contribution, school supervisor mentoring (X1) creates the largest contribution to the development of character education at 40.52%, then teacher work motivation (X3) at 28.55% and principal leadership (X2) at 7.81%. Collectively, these three variables contributed 76.88% to character education development, while the remaining 23.12% is influenced by outside variables of this study. Thus, school supervisor mentoring is the variable that exerts the most dominant influence on the development of character education at elementary school in Bumiayu District.

**DISCUSSION**

Based on the finding that the mentoring provided by elementary school supervisors has a positive and significant impact, and indeed serves as the most dominant predictor (SE = 40.52%), aligns with the paradigm shift regarding the supervisor's role from an administrative controller to a mentor and facilitator of school development (Sukma et al., 2024). These results also support the findings of Komalasari and Wahyudi (2025) study, which indicate that a coaching approach is a key strategy for elementary school supervisors in fulfilling their roles as agents of change. In the context of Bumiayu District, which experienced a vacancy of elementary school supervisor position in early 2025, these findings provide empirical evidence that the presence and intensity of supervisor mentoring (encompassing supervision, clinical mentoring, teacher professional development, and evaluation and follow-up) play a major role in fostering the successful institutionalization of character-building habits and culture within schools.

Principal leadership is shown to have a positive and significant influence when analyzed in isolation (via simple regression and t-tests); however, its effective contribution is relatively small (7.81%) and became statistically insignificant when controlled alongside other variables in a multiple regression model. This situation indicates an overlap of influence, (conceptually representing a form of functional multicollinearity, even though VIF values remained within safe statistical limits) between the principal's role and the roles of facilitators/mentors and teacher motivation in shaping the school's character culture. These findings align with studies by Supriatna and Rosmilawati (2025) and Maysaroh et al. (2025), which underscore the importance of transformational principal leadership, particularly through role modeling, the

creation of a clear character-focused, and school culture management, although in this study, the effect operated large indirectly by fostering a work climate that supported the effectiveness of **pengais** mentoring and teacher motivation.

Teacher work motivation has been shown to have a positive and significant impact of both independently and when controlling for other variables, by second ranking effective contribution (28.55%). This reinforces the view that teachers are the forefront of shaping student character, since their direct and sustained interaction with learners (Silva Syifaul Qolbi, 2025a). Teachers who demonstrate commitment, active participation, initiative, and leadership in habit-forming activities, such as consistently leading morning parade, linking lesson to character values, and honestly modeling are more effective in internalizing character values in students than those who consider character education as an additional task (Masrukah, 2022; Agustina et al., 2024).

Simultaneously, the three variables explain 76.9% of the variation in character education development (R-squared = 0.769), confirming that the success of character education at elementary school is not the result of a single party's efforts but rather the synergy between external support (facilitators), internal leadership (principals), and the psychological readiness of those implementing it (teachers), as illustrated in this study's conceptual framework. These findings also align with a local case study in Bumiayu, which demonstrates that the success of character education via micro-strategies (subject integration, routine habituation, and extracurricular activities) relies heavily on quality of supervision and school management (Atik & Mulyani, 2023).

This study has limitations, including a geographical scope restricted in one single sub-district, the use of cross-sectional primary data from a single academic year, and the fact that teacher work motivation, that has not been tested as mediation variable between principal leadership and character education development. Future research is advised to examine the mediating role of teacher work motivation, expand the geographical and educational level scope, and incorporate a qualitative approach to gain deeper insight into best practices regarding teacher mentoring and character-focused leadership in primary schools.

Based on the finding the support/guidance provided by school supervisors exerts a positive, significant influence and become the most dominant predictor (SE = 40.52%) as well as the paradigm shift of supervisor's role of administrative controller to be mentor and facilitator of school development (Sukma et al., 2024). These results support the study by Komalasari & Wahyudi (2025), which indicates that coaching approach is a key strategy for elementary school supervisors in fulfilling their role as agents of change. In Bumiayu District, that there is vacancy of elementary school supervisor in early 2025, these findings provide empirical evidence that the intensity of guidance is provided by supervisors is crucial determinant for successfuly cultivation of character within schools. *(Wulandari & Rohana, 2023). Supervisors visit schools to do assessment practices, provide guidance, and offer consultation of school, related issues, all for acchieve the character education development. (Sapwan et al., 2025).*

School principal leadership is prooven to have a positive and significant influence when considered independently. However, its effective contribution is relatively small (7.81%) and becomes insignificant within a multiple regression model. This indicates that the principal's role functions, they work more indirectly through work climate that supports the effectiveness of supervisory guidance and encourages teacher motivation. (Supriatna & Rosmilawati, 2025; Maysaroh et al., 2025). The school principal acts as a leader within the school organization, determining the organization performance. (Andriani et al., 2018). *By emphasizing leader's capacity to do transformation and inspire their followers toward achieving the goals of schools character education development.*(Jamil & Nugraha, 2026).

*In character development, the role of teacher is crucial, as they employ various efforts to ensure that students have noble character. (Sidqia et al, 2025b).* (Silva Syifaul Qolbi, 2025a; Atik & Mulyani,

2023). *Teachers play a role in guiding and strengthening each child in order to improve their behavior, way of life, and development. (Retnasari et al, 2021). The research findings reveal that teachers fulfill four primary roles: as educators who plan curriculum, as demonstrators who implement active learning, as role models who exhibit positive social behavior, and as coaches who instill discipline. (Maula, 2025).*

Simultaneously, the three variables show 76.9% of variation in development of character education. The success of character education is result of synergy between extrinsic support (supervisors) as mentors, internal leadership (school principals) as policymakers within the school, and the psychological readiness of implementing the program (teachers) who interact directly with students.

**CONCLUSION**

This study concludes that school supervisor support, principal leadership, and teacher work motivation exert a positive and significant influence on character education development at elementary school in Bumiayu District; collectively (simultaneously), these three variables have a positive and significant impact, contributing 75.7% (Adjusted R-Square) to the outcome. School supervisor support most dominant variable (with an effective contribution of 40.52%), followed by teacher work motivation (28.55%) and principal leadership (7.81%). These findings underscore that strengthening character education at the elementary requires synergy among supervisor support, especifically that oriented to substantive coaching, transformational and exemplary principal leadership, and continuous reinforcement of teachers' intrinsic and extrinsic motivation. Next, these results can serve as a foundation for developing an integrated support model involving supervisors, principals, and teachers, while also open avenues for further research into the mediating role of teacher motivation and the replication of the study across a wider geographical area.

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