



## The Influence Of Academic Supervision Of School Principals and Professional Competence Of Teachers On The Quality Of Learning in South Pemulutan Elementary School

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**Abstract.** *This study aims to analyze the influence of the principal's academic supervision and teachers' professional competence on the quality of learning at South Pemulutan Elementary School. This study uses a quantitative method with a correlational approach. Data was obtained through questionnaires distributed to teachers, as well as observations and interviews to deepen the analysis. The results of the study show that the academic supervision of school principals has a positive and significant influence on the quality of learning. In addition, the professional competence of teachers also contributes significantly to improving the quality of learning. These findings confirm that the role of school principals in conducting academic supervision and improving teacher competence is a key factor in improving the quality of learning in elementary schools. Therefore, strengthening academic supervision and improving teacher competence need to be the main focus in education policies to improve the quality of learning.*

**Keywords:** *Academic Supervision, Teacher Professional Competence, Learning Quality, Elementary School*

### 1. INTRODUCTION

State Elementary Schools in South Pemulutan District is one of the education sectors that continues to experience challenges in improving the quality of learning. Academic supervision carried out by school principals and teachers' professional competence is considered crucial in supporting efforts to improve the quality of education at the elementary level. Academic supervision, as an effort to monitor and guide learning activities in schools, has been emphasized in providing direction and support for teachers' professionals (Ministry of Education, Culture, Research, 2021) On the other hand, teachers' professional competence emphasizes the importance of mastering knowledge, skills, and attitudes relevant to teaching tasks to support learning effectiveness

Nation building, The quality of education determines the quality of human resources produced, which in turn determines the progress of the nation. One of the indicators of education quality is the quality of learning. High quality of learning will produce students who excel and have the competencies needed to face future challenges.

State Elementary School is a level of basic education that has an Pemulutan important role in laying the foundation for further education. Therefore, the quality of learning in SDN needs serious attention from all related parties. One of the factors that affects the quality of

learning is the principal's academic supervision. Academic supervision is a coaching activity carried out by the principal to assist teachers in improving the quality of learning. Effective academic supervision can help teachers develop pedagogical competence, improve the quality of learning, and ultimately, improve the quality of student learning outcomes.

Education is a conscious effort designed with the aim of improving the quality of human resources through the learning process in schools. The progress of a nation is highly dependent on the quality of education it has. However, achieving a high quality of education is not an easy matter. This is because the quality of education depends on how the learning process is carried out in the existing education system. According to Wahyuningsih (2020), the quality of learning is also greatly influenced by how learning practices are implemented. The learning process is a process of information transformation, both science and learning materials, that are conveyed by teachers or other sources to students or other recipients of information through certain tools or media

The high professionalism of teachers allows them to adapt to the development of science and technology, which ultimately results in quality education. This quality education will increase public trust in teachers in educating and helping to develop the young generation professionally. Therefore, teachers must have adequate quality and continue to develop their professional competence. This can be done through various efforts, such as participating in trainings, seminars, and workshops, as well as reading books and journals related to education.

## **2. LITERATURE REVIEW**

### **Academic Supervision of the Principal**

Supervision can be interpreted etymologically and morphologically. Etymologically, supervision is defined as supervision which includes monitoring, correcting, evaluating, recording, providing explanations and instructions. Morphologically, supervision consists of two words, namely super, which means above or more visions have the meaning of seeing, seeing, seeing, or watching (Jumadiyah et al., 2017)). These two words, if combined, will give the meaning that supervision means the activity of a person whose position is above to see or monitor someone below him (Engkoswara, 2011))

Supervision is an activity carried out by the supervisor of the education unit in order to assist school principals, teachers and other education personnel to improve the quality and effectiveness of the implementation of education and learning. Supervision is aimed at two aspects, namely managerial and academic. Managerial supervision of supervisors is

supervision carried out in the form of professional services in the aspect of school management in an effort to improve school efficiency and effectiveness (Agustina et al., 2021)).

Supervision is a series of activities related to the teaching and learning process. As stated by Pidarta (Pidarta, 2015) said that in the world of education, supervision activities are always related to activities to improve the learning process in the classroom.

### **Teacher Professional Competence**

According to Wahyudi (2010) competence comes from English competency which means proficiency, ability and authority. A person is declared competent in a certain field if he masters work skills as a skill in line with his field. In line with the opinion of Wibowo (2015) who stated that competence is the ability to carry out a job or task that is based on skills and knowledge and supported by the work attitude demanded by the job. Thus, competence indicates the skills or knowledge that are characterized by professionals in a certain field as something of paramount, as the excellence of the field.

Boulter et al. (in (Rosidah, 2013) stated that the level of competence is as follows: Skill, Knowledge, Social Role, Self Image, Trait and Motive. Skill is the ability to carry out a task well, for example a computer programmer. Then Knowledge can be interpreted as information that a person has for a specific (specific) field, for example computer language. Social role can be interpreted as the attitudes and values that a person has and are highlighted in society (expression of self-values), for example leaders. While self-image is people's view of themselves, reflecting identity, examples include seeing themselves as an expert. Trait is an enduring characteristic of a characteristic that makes people to behave.

### **Professional Teacher**

Profession is a field of work based on certain skills (skills, honesty) education (Nurdin, 2012). Gilley and Eggland (2009) define the profession as a field of human business based on knowledge, where the expertise and experience of the perpetrators are needed by the community. This definition includes aspects such as certain science, application of abilities/skills, and related to the public interest. The aspects contained in the profession are also standard for measuring the teaching profession.

According to Hamalik (2010) the professional criteria are explained as follows: 1) physical, including: physically and spiritually healthy, not having physical disabilities; 2) mental or personality, including: having the spirit of Pancasila; appreciate GBHN; love for the nation and fellow human beings and affection for students; have noble character; 3) science or

knowledge, including: understanding the science that can underlie personal formation; understand the science of education and teacher training and be able to apply it in their duties as educators; 4) skills, including: being able to act as an organizer of the teaching and learning process; able to compile lesson materials on the basis of structural, interdisciplinary, functional, behavioral, and technological approaches; be able to compile GBPP; be able to solve and implement good teaching techniques in achieving educational goals; able to plan and evaluate education; and understand and carry out activities and education outside of school.

Budiyanto (2018) stated that teacher professionalism is a variety of abilities needed to be able to realize themselves as professional teachers, which includes expertise or expertise in their field, namely mastery of the materials that must be taught and their methods, so that they can guide students to achieve predetermined competency standards.

### **Quality of Learning**

According to Jerry (2018), quality is a place to use and emphasizes that the basis of a school's absolute mission is to develop programs and services that meet the needs of users such as students and the community. Meanwhile, according to (Suhardan, 2010) quality is the totality of the characteristics of a product (goods and services) that supports its ability to satisfy the needs that are specified or determined. Based on the description above, it shows that quality is an opportunity to put in a competitive position.

Meanwhile, learning according to Siahaan et al (2023) states that learning contains the meaning of changes in perception and behavior, including behavioral improvements. Learning can also be interpreted as a process towards change. However, change is said to be learned when: 1) change occurs consciously; 2) learning changes are continuous and functional; 3) changes in learning are positive and active, 4) changes in learning are purposeful and directed; 5) change covers all aspects of behavior (Djamarah, 2013).

### **3. METHODS**

This type of research is quantitative research. (Margono, 2014) explained that quantitative research is a research that uses more verification hypothesis logic which starts with deductive thinking to lower the hypothesis then conducts tests in the field and the conclusion or hypothesis is drawn based on empirical data. This research method uses the partial correlation method, partial correlation is used for hypothesis analysis or testing if the researcher intends to know the influence or relationship of independent variables with dependents, where one of the independent variables is controlled (Sugiyono, 2020).

### Research Sample Table

It	School Name	Number of Teachers
1	SD Negeri 01 Pemulutan Selatan	8
2	SD Negeri 02 Pemulutan Selatan	12
3	SD Negeri 05 Pemulutan Selatan	7
4	SD Negeri 07 Pemulutan Selatan	7
5	SD Negeri 08 Pemulutan Selatan	9
	Sum	43

**Source: South Sumatra Provincial Education Office in 2024**

## 4. RESULTS AND DISCUSSION

### Description of Principal Academic Supervision Data (Variable X1)

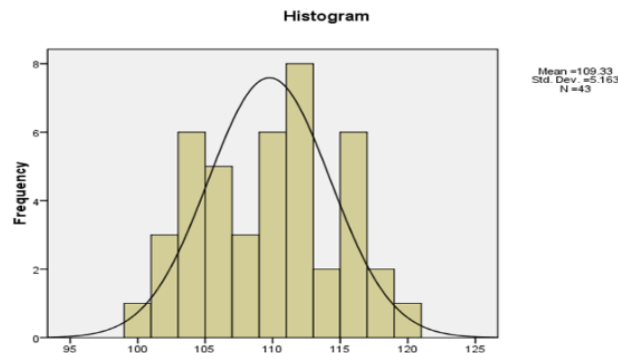
This data was obtained from 43 respondents with 30 statements on a questionnaire measured using the Likert scale with five choices: Always (S) with a score of 5, Very Often (SS) with a score of 4, Frequent (S) with a score of 3, Sometimes (KK) with a score of 2, and Never (TP) with a score of 1.

**Table Description of Principal Academic Supervision Data (Variable X<sub>1</sub>)**

Statistics		
Academic Supervision of the Principal		
N	Valid	43
	Missing	0
	Mean	109.33
	Std. Error of Mean	.787
	Median	109.00
	Mode	112
	Std. Deviation	5.163
	Variance	26.653
	Range	19
	Minimum	100
	Maximum	119
	Sum	4701

Based on Table 2, this descriptive statistic presents data on Academic Supervision of School Principals (variable X<sub>1</sub>) with a total of 43 respondents. From the data presented, there was no missing data, so all respondents contributed to the analysis. The mean score for this variable was 109.33, indicating that respondents tended to have a positive assessment of the Principal's Academic Supervision. A median value of 109.00 indicates that half of the respondents gave a value above this number, while the mode was recorded at 112, which is the most frequent value among respondents.

The standard deviation of 5.163 shows a relatively small distribution of values around the mean, with a variance of 26.653. The range for this variable is 19, with a minimum value of 100 and a maximum of 119. The sum of all values for the Principal Academic Supervision variable is 4701. This data provides a clear picture of respondents' perception of the Principal's Academic Supervision and shows consistency in assessment among respondents.



Picture 1. Histogram of Academic Supervision of Principals

Based on the image of the Histogram of academic supervision of school principals, the distribution of scores tends to be normal, with an average of around 109.33. This indicates that in general, the academic supervision performance of school principals is quite good and consistent. Most principals have scores that range from average grades, with a few having scores well above or below average. The relatively small standard deviation shows that the variation in performance between principals is not too large. These findings can be the basis for evaluating training programs, identifying further development needs,

### Description of Statistical Data of Variables of Preprofessionalism Competency

The Preprofessionalism Competency data in this study was obtained from the distribution of questionnaires to 43 respondents. The Pre-Professionalism Competency Questionnaire distributed consists of 30 statements with Pre-Professionalism Competency Variables in this study will be measured using the Likert scale, with five choices, namely S (Always) with a score of 5, SS (very often) with a score of 4, S (Often) with a score of 3, KK (Sometimes) with a score of 2, and TP (Never) with a score of 1.

## Preprofessionalism Competency Data Description Table (X2)

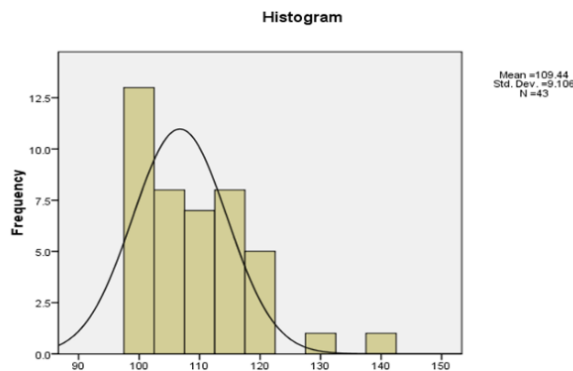
### Statistics

#### Competence of Professionalism

N	Valid	43
	Missing	0
	Mean	109.44
	Std. Error of Mean	1.389
	Median	108.00
	Mode	100
	Std. Deviation	9.106
	Variance	82.919
	Range	41
	Minimum	100
	Maximum	141
	Sum	4706

(Source: Data processed by SPSS, 2024)

The table above presents a statistical description of the academic supervision carried out by the principal. Of the total 43 valid data, no data was lost. The average score of Preprofessionalism Competency reached 109.44, with a standard error of 1,389, which shows that the average estimate is quite accurate. The median value of this data is 108.00, indicating that half of the values are below this figure, while the other half is above. The mode of the data is 100, which means this value is the one that appears most often. In terms of variability, the standard deviation was recorded at 9,106, indicating that the values in the data had a fairly variable spread from the mean. The variance obtained was 82,919, indicating the level of variability that can be measured in the data. The Preprofessionalism Competency score range is 41, with a minimum score of 100 and a maximum of 141. The total number of Preprofessionalism Competency scores collected is 4706.



Picture 2. Professionalism Competency Histogram

The histogram image of professionalism competencies shows a normal distribution of data, with an average of around 109.44. This means that in general, the professional competence of individuals in the group studied is at a good level and is relatively consistent. Most individuals have a level of competence that ranges from an average grade. The relatively small standard deviation indicates that the variation in competency levels between individuals is not too large. These findings can be the basis for evaluating the effectiveness of development programs, identifying the need for further training, as well as for making comparisons between groups or institutions.

### **Description of Statistical Data for Learning Quality Variables**

The Learning Quality data in this study was obtained from the distribution of questionnaires to 43 respondents. The Learning Quality Questionnaire distributed totals 30 statements with Learning Quality Variables in this study will be measured using the Likert scale, with five choices, namely S (Always) with a score of 5, SS (very often) with a score of 4, S (Often) with a score of 3, KK (Sometimes) with a score of 2, and TP (Never) with a score of 1.

### **Learning Quality Data Description Table (Variable Y)**

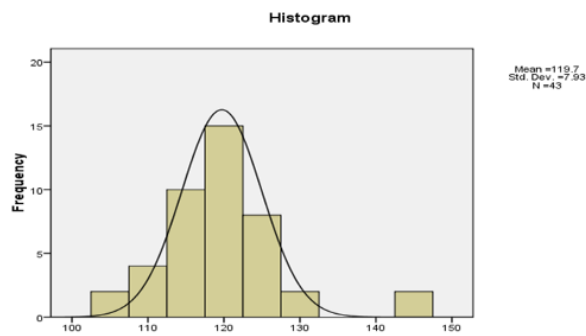
<b>Statistics</b>		
Quality of Learning		
N	Valid	43
	Missing	0
	Mean	119.70
	Std. Error of Mean	1.209
	Median	120.00
	Mode	120
	Std. Deviation	7.930
	Variance	62.883
	Range	40
	Minimum	105
	Maximum	145
	Sum	5147

**(Source: Data processed by SPSS, 2024)**

The table above presents a statistical description of the Learning Quality data (variable Y). There were 43 valid data used in the analysis, with no missing data. The average Learning Quality was recorded at 119.70, with a standard error of 1,209, which shows that this average estimate has a fairly good accuracy. The median value is 120.00, indicating that half of the



performance value is below this number, while the other half is above it. The mode is also recorded at 120, which means that the value is the most frequent in the data.



**Picture 3. Learning Quality Histogram**

Based on figure 4.3, the learning quality histogram shows a normal distribution of data, with an average of around 119.7. This means that in general, the quality of learning in the educational environment studied is at a good level and is relatively consistent. Most of the learning process has qualities that revolve around average grades. The relatively small standard deviation indicates that the variation in learning quality between processes is not too large. These findings can be the basis for evaluating the effectiveness of learning programs, identifying areas for improvement, as well as for making comparisons between classes, schools, or study programs.

## Discussion

Based on the results of the analysis that has been carried out, the Academic Supervision of the Principal has a significant influence on the quality of learning, with a t-count value of 2.414 and a p-value of 0.020 which shows a significance below 0.05. This indicates that effective communication from the principal plays an important role in improving the quality of learning in schools. In the context of local theory, Suharsimi Arikunto (2017) stated that educational supervision aims to improve the teaching and learning situation, which will indirectly improve the quality of learning. Supervision carried out by school principals as part of education management helps teachers improve teaching skills and the quality of interaction with students, which ultimately has a positive impact on the quality of learning.

Based on the results of the analysis, it was found that professionalism competence had a significant influence on the quality of learning, with a t-count value of 2,200 and a p-value of 0.034 which showed a significance below 0.05. This shows that the supervision actions carried out by the principal directly affect the quality of learning in carrying out their duties and responsibilities at school. When principals demonstrate good professional competence,

they can provide more effective guidance and support to teachers, thereby helping to improve teaching methods and student learning outcomes. High professionalism competence also allows school principals to create a positive and collaborative learning environment, which is crucial for improving teacher motivation and performance. Thus, the influence of the principal's professional competence is one of the key factors in efforts to improve the quality of learning in schools.

Based on the results of ANOVA analysis, it was found that the regression model involving the variables of Principal Academic Supervision and Professionalism Competency significantly affected the Quality of Learning. An F value of 13,281 with a p value of 0.000 indicates that the model is statistically significant at a significance level of 0.05. The total Sum of Squares is 2641,070, consisting of a regression Sum of Squares of 1053,930 and a residual Sum of Squares of 1587,139. This indicates that the variation in Learning Quality can be explained by a combination of the variables of Principal Academic Supervision and Professionalism Competence.

Finally, Nugroho (2023) emphasized that the relationship between the professionalism competence of school principals and the quality of education in secondary schools is very significant. This study indicates that school principals who have good competence can provide more effective supervision, which in turn will have a positive impact on student learning outcomes. Thus, these studies strengthen the view that the academic supervision of school principals and professionalism competencies are interrelated and have a great influence on improving the quality of learning in schools.

## **5. CONCLUSION**

Based on the results of the analysis and discussion that has been carried out, it can be concluded that there is a significant influence of the Principal's Academic Supervision and Professionalism Competence on the Quality of Learning at SD Negeri Pemulutan Selatan can be detailed as follows:

### **1. The Effect of Academic Supervision of School Principals on the Quality of Learning**

The results of the analysis show that Academic Supervision implemented by school principals plays an important role in improving the quality of learning. With a t-count value of 2,200 and a p-value of 0.034, an alternative hypothesis was accepted, confirming that effective Academic Supervision can create a supportive learning environment.

2. The Effect of Professionalism Competence on the Quality of Learning

Competence The professionalism of school principals has been proven to have a significant effect on the quality of learning. The t-test showed a t-count value of 2.414 and a p-value of 0.020, which showed that school principals who had good professional competence were able to provide more effective guidance and support to teachers, which in turn had a positive impact on student learning outcomes. This research supports the idea that the professionalism competence of school principals is key in creating a positive and collaborative learning atmosphere.

3. The Influence of the Combination of Academic Supervision and Professionalism Competence on the Quality of Learning

ANOVA analysis shows that the combination of Principal Academic Supervision and Professionalism Competency significantly affects Learning Quality, with an F value of 13,281 and a p-value of 0.000. The results of this study show that the two variables interact with each other and contribute to creating better conditions for the quality of learning. The implementation of supportive Academic Supervision and the professionalism competence of school principals is very important in creating a positive educational climate, which will have a direct impact on improving the quality of learning in schools.

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