



The Effect Of Principal Academic Supervision And Teacher Performance On Student Learning Outcomes In Elementary Schools In South Kotamobagu District, Kotamobagu City

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Abstract

This study aims to analyze the effect of principal academic supervision and teacher performance on student learning outcomes in elementary schools in South Kotamobagu District, Kotamobagu City. This study employed a quantitative approach using an ex post facto method, as the variables were observed based on existing conditions without any experimental treatment. The population consisted of teachers and students, with samples including teachers and fifth-grade students selected through purposive sampling technique. Data were collected through questionnaires, observation, and documentation. Questionnaires were used to measure principal academic supervision and teacher performance, observation was conducted to support data related to the learning process, while documentation was used to obtain student learning outcomes data. The collected data were analyzed using simple linear regression and multiple linear regression techniques. Prior to hypothesis testing, prerequisite tests were conducted, including normality, linearity, and multicollinearity tests to ensure the appropriateness of the data. The results of the analysis indicate that principal academic supervision has a positive and significant effect on student learning outcomes with a significance value of $0.004 < 0.05$. Teacher performance also shows a positive and significant effect on student learning outcomes with a significance value of $0.000 < 0.05$. Furthermore, simultaneously, principal academic supervision and teacher performance have a significant effect on student learning outcomes with a significance value of $0.000 < 0.05$. These findings indicate an interrelated relationship between academic supervision, teacher performance, and student learning outcomes in the learning process at the elementary school level.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh supervisi akademik kepala sekolah dan kinerja guru terhadap hasil belajar siswa pada sekolah dasar di Kecamatan Kotamobagu Selatan, Kota Kotamobagu. Penelitian ini menggunakan pendekatan kuantitatif dengan metode ex post facto, karena variabel yang diteliti diamati berdasarkan kondisi yang sudah ada tanpa perlakuan eksperimental. Populasi penelitian terdiri dari guru dan siswa, dengan sampel berupa guru dan siswa kelas lima yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui kuesioner, observasi, dan dokumentasi. Kuesioner digunakan untuk mengukur supervisi akademik kepala sekolah dan kinerja guru, observasi dilakukan untuk mendukung data terkait proses pembelajaran, sedangkan dokumentasi digunakan untuk memperoleh data hasil belajar siswa. Data yang terkumpul dianalisis menggunakan teknik regresi linier sederhana dan regresi linier berganda. Sebelum pengujian hipotesis, dilakukan uji prasyarat meliputi uji normalitas, linearitas, dan multicollinearity untuk memastikan kelayakan data. Hasil analisis menunjukkan bahwa supervisi akademik kepala sekolah berpengaruh positif dan signifikan terhadap hasil belajar siswa dengan nilai signifikansi $0,004 < 0,05$. Kinerja guru juga menunjukkan pengaruh positif dan signifikan terhadap hasil belajar siswa dengan nilai signifikansi $0,000 < 0,05$. Selanjutnya, secara simultan, supervisi akademik kepala sekolah dan kinerja guru berpengaruh signifikan terhadap hasil belajar siswa dengan nilai signifikansi $0,000 < 0,05$. Temuan ini menunjukkan adanya hubungan saling terkait antara supervisi akademik, kinerja guru, dan hasil belajar siswa dalam proses pembelajaran di tingkat sekolah dasar.



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INTRODUCTION

Education is one of the main pillars in the development of quality and competitive human resources. Basic education specifically has a strategic role because it serves as the foundation for the formation of students' character, knowledge, and skills. At this stage, students begin to develop basic abilities that will determine their success at subsequent levels of education. Therefore, improving the quality of basic education is a priority in the national education system (Susanto, 2020; Mulyasa, 2021).

The quality of education is largely determined by the quality of the learning process that takes place in schools. An effective learning process depends not only on the curriculum but also on the teacher's ability to manage learning and the principal's leadership in guiding and developing teachers. In this context, the principal has a strategic role as an instructional leader responsible for improving the quality of learning in schools (Mulyasa, 2021; Sergiovanni & Starratt, 2021).

One form of the principal's role in improving learning quality is through academic supervision. According to Sahertian (2020), academic supervision is a systematic professional development process to help teachers improve the quality of learning. In line with this, Sergiovanni and Starratt (2021) affirm that educational supervision is a collaborative effort between the principal and teachers to enhance learning effectiveness through reflection and continuous improvement.

Furthermore, the theory of supervision proposed by Glickman states that academic supervision should be democratic, provide constructive feedback, and encourage teachers to develop professionally. In this perspective, supervision is not merely an assessment activity but a development process oriented toward continuous teacher competency improvement (Sahertian, 2020).

In the local context, Prof. Mangantes emphasizes that effective academic supervision must be able to improve the quality of learning interactions through directed and continuous guidance. Meanwhile, Widdy Rorimpandey suggests that the success of academic supervision is greatly influenced by the principal's ability to build effective communication and provide motivation for teachers to continuously improve their performance. This indicates that academic supervision is not only technical but also interpersonal and contextual (Mangantes, 2020; Rorimpandey, 2021).

In addition to academic supervision, teacher performance is an important factor that directly affects student learning outcomes. According to Uno (2019), teacher performance reflects the ability to plan, implement, and evaluate learning professionally. Sudjana (2019) also states that learning success is largely determined by the teacher's ability to manage the teaching and learning process effectively. Thus, teacher performance becomes a key indicator in determining the quality of classroom learning.

Aldjon Dapa in his study affirms that teacher performance is not only related to pedagogical competence but also includes professional, social, and personality aspects that are integrated into learning practices. Teachers with high performance will be able to create active, innovative, and student-centered learning, thereby having a positive impact on student learning outcomes (Dapa, 2021).

Student learning outcomes are indicators of the success of the learning process. Sudjana (2019) explains that learning outcomes reflect changes in student behavior covering cognitive, affective, and psychomotor aspects. Thus, learning outcomes are influenced not only by students' abilities but also by the quality of learning implemented by teachers and the guidance provided by principals through academic supervision.

Various previous studies have shown that academic supervision has a positive effect on

improving teacher performance, and teacher performance has a significant effect on student learning outcomes (Rahmawati & Amin, 2020; Prasetyo, 2021; Wahyuni, 2022; Sugiarto & Herman, 2023). However, most of these studies still examine the relationships between variables partially. Research examining the simultaneous effect of academic supervision and teacher performance on student learning outcomes is still limited, particularly in the context of elementary schools in South Kotamobagu District, Kotamobagu City.

Based on empirical conditions in the field, it was found that the implementation of academic supervision has not been fully optimal and teacher performance still varies, resulting in uneven student learning outcomes. The gap between ideal conditions and reality shows the need for more comprehensive research to examine the effect of principal academic supervision and teacher performance on student learning outcomes simultaneously. Therefore, this study aims to analyze: (1) the effect of principal academic supervision on student learning outcomes, (2) the effect of teacher performance on student learning outcomes, and (3) the simultaneous effect of principal academic supervision and teacher performance on student learning outcomes in elementary schools in South Kotamobagu District, Kotamobagu City.

RESEARCH METHOD

This study employed a quantitative approach using an ex post facto method aimed at analyzing the effect of principal academic supervision and teacher performance on student learning outcomes. The quantitative approach was chosen because this study focuses on objective variable measurement and statistical data analysis. The ex post facto method was used because the variables in this study occurred naturally without any treatment or manipulation by the researcher, so the researcher only observed and analyzed the relationships among existing variables based on real conditions in the field.

This study was conducted in elementary schools in South Kotamobagu District, Kotamobagu City, covering four schools, namely SD Negeri 1 Kopandakan, SD Negeri 1 Poyowa Besar, SD Negeri 2 Tabang, and SD Negeri 3 Motoboi Kecil. The selection of the research location was based on the consideration that these schools have characteristics relevant to the focus of the study, particularly regarding the implementation of academic supervision and teacher performance. The research was conducted over four months, from January to April 2026, covering the preparation, data collection, and data analysis stages.

The population of this study was all teachers and students in the schools that were the research locations. The research sample focused on teachers with a minimum educational qualification of Bachelor's degree (S1) and fifth-grade elementary school students. Sample selection was carried out using purposive sampling technique, which is a sampling technique based on specific considerations appropriate to the research objectives. These considerations included the suitability of subjects with the research variables and their direct involvement in the learning process.

Data collection techniques in this study used several methods, namely questionnaires, observation, and documentation. Questionnaires were used to measure the variables of principal academic supervision and teacher performance using a specific rating scale. Observation was conducted to obtain supporting data related to the implementation of classroom learning and interactions between teachers and students. Meanwhile, documentation was used to obtain student learning outcomes data in the form of summative assessment scores as indicators of student learning achievement.

The research instruments were first tested for validity and reliability to ensure that the instruments were able to measure the research variables accurately and consistently. Validity

testing was conducted to determine the extent to which the instrument items measure what they are supposed to measure, while reliability testing was conducted to determine the consistency level of the instrument in measuring the research variables. Thus, the data obtained were expected to have a high level of trustworthiness and be scientifically accountable.

Data analysis in this study used inferential statistical analysis, namely simple linear regression and multiple linear regression. Prior to hypothesis testing, prerequisite tests were conducted including normality, linearity, and multicollinearity tests to ensure that the data met the assumptions of regression analysis. Subsequently, hypothesis testing was conducted to determine the partial and simultaneous effects between the variables of principal academic supervision (X_1), teacher performance (X_2), and student learning outcomes (Y), so that the relationships and contributions of each variable to student learning outcomes could be identified.

RESULTS AND DISCUSSION

Research Results

The results and discussion in this study are presented in an integrated manner to provide a

Table 1. Summary of Regression Analysis Results

Variable	Regression Coefficient	Significance	Description
Academic Supervision (X_1) →	0.356	0.004	Significant
Learning Outcomes (Y)			Learning Outcomes (Y)
			$X_1 \ \& \ X_2 \ \rightarrow \ Y$ (Simultaneous)
			$F = 8.564$
			0.000
			Significant
Teacher Performance (X_2) →	0.421	0.000	Significant

comprehensive overview of the effect of principal academic supervision and teacher performance on student learning outcomes in elementary schools in South Kotamobagu District. The presentation of results focuses not only on numerical data but also on the interpretation of the meaning of the research findings obtained in the field. Thus, this section integrates the results of statistical analysis with relevant theoretical studies, enabling a deeper and more systematic explanation of the relationships among research variables.

Data Analysis Results

The data collected through questionnaires, observation, and documentation were then analyzed using simple linear regression and multiple linear regression techniques. Prior to analysis, the data were tested through prerequisite tests including normality, linearity, and multicollinearity tests to ensure that the data met the assumptions of the statistical analysis used. Hypothesis test results are presented in tabular form and interpreted descriptively to facilitate understanding of the effects of principal academic supervision and teacher performance on student learning outcomes. A summary of the analysis results is presented in Table 1.

Based on Table 1, the results of the analysis show that principal academic supervision has a positive and significant effect on student learning outcomes, indicated by a significance value of 0.004 which is less than 0.05. This indicates that the better the implementation of academic supervision, the higher the student learning outcomes. Furthermore, teacher performance also shows a positive and significant effect on student learning outcomes with a significance value of $0.000 < 0.05$, indicating that improved teacher performance significantly contributes to improved student learning outcomes.

Simultaneously, principal academic supervision and teacher performance have a significant effect on student learning outcomes, indicated by an F value of 8.564. These findings indicate that both variables together make a significant contribution to determining the success level of student learning outcomes.

To clarify the comparison of each variable's contribution, the analysis results are visualized in Figure 1.

Figure 1. Comparison of Regression Coefficients of Research Variables

Figure 1 shows that teacher performance has a greater influence than academic supervision on student learning outcomes.

Discussion

The results of the study indicate that principal academic supervision has a significant effect on student learning outcomes. This finding suggests that academic supervision does not merely function as an administrative activity, but rather as a professional development process capable of improving the quality of learning in schools. Supervision that is planned, systematic, and continuous provides opportunities for teachers to receive constructive feedback, enabling them to reflect on and improve their classroom teaching practices. Thus, academic supervision becomes an important instrument in improving learning effectiveness, which ultimately impacts the improvement of student learning outcomes.

Furthermore, teacher performance is proven to have a greater effect on student learning outcomes. This indicates that teacher performance is the main factor

directly determining the quality of learning. Teachers who have the ability to plan learning, manage the classroom effectively, choose appropriate methods, and conduct proper learning evaluations will be able to create a conducive and meaningful learning atmosphere. Such conditions enable students to understand the subject matter more easily, thereby having a positive impact on improving learning outcomes. In other words, the quality of student learning outcomes is greatly influenced by the extent to which teachers are able to carry out their professional roles in the learning process.

The results of this study are in line with various previous studies stating that teacher performance has a significant effect on student learning outcomes. This alignment indicates that improving learning quality greatly depends on the level of teacher professionalism in carrying out their duties. Professional teachers not only master the subject matter but are also able to apply innovative and adaptive learning strategies to meet students' needs. However, this study makes a new contribution by examining the simultaneous effects of academic supervision and teacher performance on student learning outcomes within a single integrated research model, thus providing a more comprehensive picture of the factors influencing student learning outcomes.

Simultaneously, principal academic supervision and teacher performance have a significant effect on student learning outcomes. This indicates that both variables are interrelated and cannot be separated in efforts to improve learning quality. Academic supervision serves as a factor that encourages improved teacher performance through continuous guidance and supervision, while teacher performance is the main factor directly affecting student learning outcomes. Thus, improving student learning outcomes does not depend on only one factor but is the result of synergy between the principal's leadership in implementing academic supervision and teacher professionalism in managing classroom learning.

The relationship between these variables can be formulated in the following regression equation:

$$Y = a + b_1X_1 + b_2X_2 \quad (1)$$

where Y is student learning outcomes, X_1 is principal academic supervision, and X_2 is teacher performance.

Coefficients b_1 and b_2 indicate the magnitude of each variable's contribution to student learning outcomes.

These findings reinforce the theory that improving the quality of education requires an integrated approach between principal leadership and teacher professionalism. From a practical perspective, the results of this study imply that principals need to implement academic supervision systematically and continuously, while teachers need to continuously improve their competencies to be able to produce quality learning.

Thus, improving student learning outcomes is not determined by a single factor but is the result of synergy between effective academic supervision and optimal teacher performance.

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