



THE INFLUENCE OF ACADEMIC SUPERVISION, TEACHER PROFESSIONAL COMPETENCE, AND SCHOOL LEADERSHIP ON PRIMARY SCHOOL MANAGEMENT QUALITY

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Abstract

This research explores a comprehensive model of Primary School Management Quality by analyzing the contributions of academic supervision, teachers' professional competence, and school leadership. Using a quantitative approach, data were gathered from 145 primary school teachers in Kedungjati chosen through purposive sampling. A structured questionnaire was used to collect data from participants. The instrument developed from established literature, included several constructs such as academic supervision, teacher professional competence, school leadership, and school management quality. Each construct was evaluated using multiple indicators adapted from previous studies and measured on a five-point Likert scale from strongly disagree to strongly agree. Before testing the hypotheses, the instrument's validity and reliability were assessed. The findings indicated that all items were valid and reliable, with Cronbach's alpha values surpassing 0.80 for each construct. Additionally, classical assumption tests, including normality, multicollinearity, heteroscedasticity, and linearity, confirmed that the data were suitable for multiple linear regression analysis. However, school leadership did not exhibit a statistically significant direct effect at the 95% confidence level. Nonetheless, the simultaneous test revealed that the three variables collectively enhance the model's explanatory power, with an R^2 value of 0.792. These results imply that Primary School Management Quality is mainly influenced by instructional supervision and teacher competence, while school leadership might function through indirect or contextual pathways. This study offering empirical evidence on the integrated yet distinct roles of essential school-level factors and provides practical insights for supervisors, school principals, and education policymakers.

Keywords: Academic Supervision, School Leadership, Teacher Competence, Primary School Management Quality

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INTRODUCTION

Improving Primary School Management Quality become an important concern in education systems because primary education serves the foundation for students' cognitive, social, and moral development (Darling-Hammond, 2000; Baptiste & Leck, 2023). School quality is defined specifically as school management quality, referring to the effectiveness of managerial functions such as planning, organizing, implementing, and controlling school resources to achieve educational objectives. Students' academic outcomes not merely reflection of school quality at the primary level, but also in the effectiveness of instructional processes, teacher competence, and organizational practices within schools (Ismail et al., 2018). The quality of primary schools is very important. Primary education builds the base for students' thinking, social skills, and moral growth. This affects their future learning and life success. Good schools create strong learning environments, use resources well, and support ongoing educational improvement. In this study, school quality means how well schools are managed. This includes planning, organizing, using resources, and achieving educational goals. Key indicators of this are effective school planning, organizing people and money, running school programs, and checking and evaluating practices. Despite efforts to improve school quality, many primary schools still struggle with supervising teaching, uneven teacher skills, and leadership that focuses more on administration than teaching (Marks & Printy, 2003).

Previous studies consistently highlight the importance of academic supervision in supporting teacher's instructional practices (Gorman & Furlong, 2025) and ensuring compliance with educational standards (Belina et al., 2025). Effective supervision provides structured feedback, professional guidance, and monitoring continuity that can directly influence teaching quality and learning effectiveness (Muttaqin et al., 2023). Then, teacher's professional competence has been widely recognized as a critical determinant of school quality (Hickey et al., 2024), as competent teachers are better equipped to design instructional strategies, manage classrooms, and assess student learning outcomes (Bahri et al., 2025). However, competence development does not occur in isolation and strongly shaped by organizational support mechanisms within schools.

Another factor frequently examined in school effectiveness research is school leadership, particularly the role of principals in shaping school vision, culture, and professional environments (Usman & Uzer, 2023). Leadership is often assumed to have a direct influence on school quality through decision-making, resource allocation, and instructional leadership (Hickey et al., 2024). Nevertheless, empirical findings on the direct effect of school leadership on educational quality remain mixed, especially at the primary school level (Anggraeni et al., 2022). Some studies suggest that leadership impacts school quality indirectly by influencing teacher motivation, collaboration, and instructional capacity rather than through immediate measurable outcomes (Darling-Hammond, 2000).

A critical limitation in the existing literature is that many studies examine academic supervision, teacher competence, and school leadership independently or partially (Aminah et al., 2022), without adequately capturing their integrated roles within a single analytical framework (Aidi, 2021). As a result, the mechanisms through which these factors jointly shape primary school quality remain underexplored, particularly in developing country contexts where institutional conditions and school governance structures differ from those of developed education systems (Bafadal, 2017).

Responding to this gap, the present study proposes an integrated model of primary school quality that simultaneously examines the roles of academic supervision, teachers' professional competence, and school leadership. By employing a quantitative explanatory approach, this study aims to provide empirical evidence on how these factors interact within school organizations and to identify which elements play a more dominant role in influencing school quality. The findings are expected to contribute to the literature on school effectiveness by clarifying the differentiated and combined effects of key school-level factors, while also offering practical insights for school supervisors, principals, and education policymakers seeking to improve the quality of primary education.

The quality of primary education in Indonesia has become a growing public concern (UU No 20, 2003), attracting attention from educators, policymakers, and society at large. Increasing expectations for educational improvement have intensified demands for systematic and sustainable strategies to enhance school quality. National regulations explicitly mandate quality assurance in education. Government Regulation No. 32 of 2013 emphasizes that both formal and non-formal education institutions are required to implement structured, systematic (PP No 32, 2013), and continuous quality assurance mechanisms to meet or exceed national education standards. This mandate is reinforced by Government Regulation No. 57 of 2021, which outlines eight National Education Standards, including graduate competence, curriculum content, learning processes, assessment, educators and educational staff, infrastructure, management, and financing (PP No 57, 2021).

These regulatory frameworks are directly relevant to this study, as they implicitly require schools to strengthen managerial practices, improve teacher competence, and ensure effective academic supervision and leadership to meet national standards. In this context, academic supervision, teacher competence, and school leadership represent key internal mechanisms through which school management quality can be improved in line with regulatory expectations. In addition, Law No. 20 of 2003 on the National Education System underscores that education must be delivered democratically, equitably, and without discrimination, while upholding human rights and national cultural values (UU No 20, 2003). These regulatory frameworks highlight that school quality is not merely an administrative requirement but a strategic priority for national development (Umiarso & Gojali, 2021). The

urgency to improve educational quality is further amplified by rapid advancements in science and technology, increasing global competition, and rising parental awareness regarding the importance of high-quality education for students' future success.

Within this policy context, primary schools are expected to continuously meet or surpass national standards through effective implementation of internal quality assurance systems. According to the Ministry of Education Regulation No. 28 of 2016, a primary school can be considered high quality when it demonstrates sustainable compliance with national standards and delivers effective educational processes and outcomes (Suharyadi, 2022). Primary education have three essential missions education, socialization, and transformation. Through these missions, schools are expected to develop students' competencies, social maturity, and readiness to engage with scientific and technological developments (Bafadal, 2017).

In terms of quality management, educational quality is perceived as a comprehensive learning service that combines relevant curricula, skilled teachers, sufficient facilities, and a nurturing learning environment to promote students' cognitive, emotional, and physical growth (Sallis, 2023). Similar, Crosby's quality theory emphasizes that educational quality must satisfy stakeholder needs such as students, parents, and society through consistent, error-minimizing learning processes (Baptiste & Leck, 2023). These perspectives suggest that school quality is shaped by interrelated instructional, professional, and organizational factors.

Despite strong regulatory and theoretical foundations, empirical conditions in Kedungjati District (Disdik Kedungjati, 2025, Disdik Kab.Grobogan, 2025), Grobogan Regency, reveal persistent challenges in achieving satisfactory primary school quality. Data monitoring and field observations reveal that numerous schools in the district have yet to achieve district-level standards on crucial metrics outlined in the national education quality report. These metrics include literacy, numeracy, character development, instructional quality, and leadership effectiveness. Both academic and non-academic accomplishments at the district and national levels remain constrained, highlighting systemic deficiencies in teaching methods and school administration.

A significant concern is the execution of academic supervision. Despite national regulations requiring school principals to perform supervision as a fundamental duty, this aspect remains problematic (Disdik Kedungjati, 2024). Interviews with 29 school principals revealed that 65.51% conducted supervision incidentally and without structured planning, while only 34.48% implemented scheduled and systematic supervision. As a result, supervision has not functioned optimally as a mechanism for instructional improvement, professional guidance, or pedagogical innovation (Edy et al., 2021).

Theoretical and empirical studies emphasize that academic supervision should be dynamic and developmental, focusing on improving teachers instructional capacities through

systematic planning, observation, feedback, and follow-up (Glickman et al., 2018; Mukhneri, 2021). When effectively implemented, supervision enhances teacher professionalism and contributes directly to improved learning quality. However, the gap between these theoretical expectations and supervisory practices in Kedungjati remains substantial.

Another major challenge relates to teachers' professional competence. Although 82.46% of teachers in Kedungjati are formally certified, classroom observations indicate that many teachers rely heavily on textbooks and student worksheets (LKS), with limited development of independent teaching materials. Instructional methods remain predominantly lecture-based, emphasizing memorization rather than critical thinking or meaningful learning. Consequently, students' conceptual understanding is shallow, which is reflected in weak performance in academic competitions and limited learning outcomes.

Professional competence encompasses teachers' mastery of subject matter, pedagogical skills, classroom management, assessment practices, and capacity for continuous professional development (Mulyasa, 2021). Empirical evidence consistently shows that teacher competence is a key determinant of school quality and learning effectiveness (Diah, 2024). Nevertheless, the conditions observed in Kedungjati suggest a misalignment between formal professional recognition and actual instructional practice.

School leadership also plays a crucial role in shaping school quality. Principals are expected to demonstrate instructional, managerial, and social leadership to establish high academic standards and foster collaborative school cultures. However, evidence from Kedungjati indicates that leadership practices have not fully met these expectations. Indicators such as low minimum competency standards (KKM), stagnant school visions and missions, limited task rotation, and weak professional collaboration suggest that leadership remains largely administrative rather than transformational (Danim, 2022).

National regulations and leadership theories emphasize that principals should act as educators, managers, supervisors, innovators, and motivators to drive continuous school improvement (Mulyasa, 2021). Leadership effectiveness is particularly critical in integrating supervision and teacher development into a coherent quality improvement strategy. The absence of such integration in Kedungjati highlights a significant gap between policy ideals and practical implementation.

Taken together, these conditions reveal a clear gap between theoretical expectations, regulatory mandates, and empirical realities in primary schools in Kedungjati District. Although academic supervision, teachers professional competence, and school leadership are theoretically and empirically recognized as key determinants of school quality (Jacqueline & Mulyanti, 2024), their implementation remains suboptimal (Nurul Iflaha, 2023). This gap underscores the need for empirical research that systematically examines the synergistic effects of these factors on primary school quality within a specific local context.

Accordingly, this study aims to analyze the integrated influence of academic supervision, teachers' professional competence, and school leadership on primary school quality in Kedungjati District using multiple regression analysis. By providing empirical evidence from a real-world educational setting, this research seeks to contribute to the literature on school effectiveness and offer context-based recommendations for improving primary education quality in Indonesia.

This study adopts an integrated model of primary school quality that conceptualizes academic supervision, teachers' professional competence, and school leadership as interconnected institutional factors influencing educational outcomes. Rather than treating these variables in isolation, the proposed framework reflects the systemic nature of school quality, where instructional guidance, professional capacity, and leadership functions interact to shape teaching-learning processes. Academic supervision is positioned as a mechanism for instructional control and professional development, teacher competence represents the core pedagogical capacity, and school leadership provides the organizational context in which instructional practices are enacted. This integrated framework serves as the analytical foundation for examining both the direct and simultaneous effects of internal school factors on primary school quality.

METHODS

Data and observations show that many schools in the district have not reached the district's goals for important parts of the national education quality report. These parts include reading, math, character growth, teaching quality, and leadership skills. Both academic and non-academic successes at district and national levels are still low. This points to problems in teaching methods and school management.

Academic Supervision and Primary School Management Quality

Academic supervision plays a critical role in improving instructional quality by providing guidance, feedback, and professional support for teachers. Effective supervision ensures that teaching practices align with curriculum standards and learning objectives (Rokhman et al., 2024), thereby contributing to overall school management quality (Anggraeni et al., 2022). Previous studies suggest that well-structured academic supervision enhances instructional consistency and learning effectiveness (Holzberger & Schiepe-Tiska, 2021; Naidoo, 2019).

Teachers' professional competence is a fundamental determinant of educational quality, as it directly affects lesson planning, instructional delivery, classroom management, and assessment practice (Wardani et al., 2023; Ermawalis et al., 2025). Teachers with strong professional competence are more capable of creating meaningful learning experiences and achieving educational objectives (Ybnu Taufan, 2022; Blömeke et al., 2022).

School Leadership and Primary School Management Quality

School leadership is widely recognized as an important factor in shaping school climate, organizational effectiveness, and teacher performance (Meria, 2017). Principals are expected to influence school quality through vision setting, resource management, and instructional leadership (Bellibaş et al., 2021).

Integrated Effects of School-Level Factors on Primary School Management Quality

School quality is not the result of a single factor but emerges from the interaction of multiple internal mechanisms(Widiyanto et al., 2025) within the school organization. Academic supervision, teachers’ professional competence, and school leadership are expected to collectively contribute to educational quality improvement when operating simultaneously (Rasdiana et al., 2024).

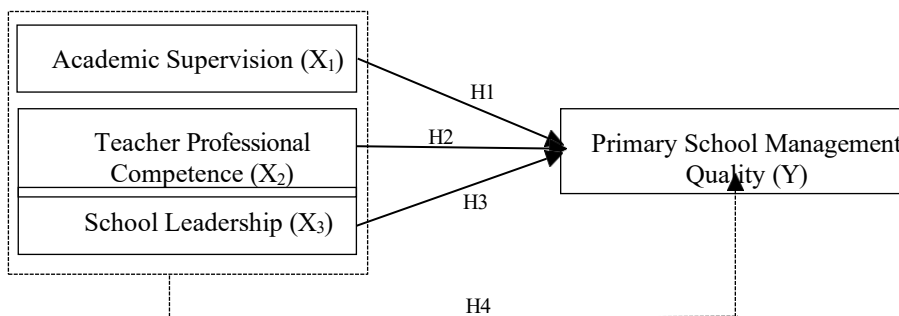


Figure 1. Theoretical Framework

This study employed a quantitative explanatory research design(Ghozali, 2020) to examine the effects of academic supervision, teachers’ professional competence, and school leadership on Primary School Management Quality. The research focused on primary school teachers as the unit of analysis, as teachers play a central role in implementing instructional and organizational practices within schools in Kedungjati region.

The sample was selected using purposive sampling, in which respondents were required to meet specific criteria related to their teaching roles and professional status, while selection was conducted randomly within the eligible population. A total of 161 questionnaires were distributed, and 145 valid responses were retained for analysis based on data completeness and the Slovin sampling calculation(Marsha & Ghozali, 2017).

Data were collected using a structured questionnaire designed to measure four constructs: academic supervision, teachers’ professional competence, school leadership, and primary school management quality. The instrument consisted of 48 items for academic

supervision, 30 items for teachers' professional competence, 30 items for school leadership, and 30 items for primary school management quality. All items were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The items were developed based on relevant literature and adapted to the context of primary education. Prior to hypothesis testing, the instrument was evaluated for validity and reliability, and all constructs demonstrated acceptable psychometric properties. Instrument validity was assessed using item-total correlation analysis, and all questionnaire items were found to be valid, with correlation coefficients exceeding the critical value. Reliability testing using Cronbach's alpha demonstrated high internal consistency for all variables, with alpha values ranging from 0.845 to 0.953, indicating that the instruments were highly reliable.

Prior to hypothesis testing, classical assumption tests were conducted to ensure the suitability of the data for regression analysis. The results confirmed that the data met the assumptions of normality (Kolmogorov–Smirnov test), absence of multicollinearity, homoscedasticity, and linearity.

RESULTS AND DISCUSSION

The demographic profile of the respondents indicates a relatively balanced gender composition. Of the 145 respondents involved in this study, 66 teachers (45.5%) were male, while 79 teachers (54.5%) were female. This distribution shows a slight predominance of female respondents, which reflects the general gender composition of the primary school teaching workforce. The balanced representation of male and female teachers ensures that the findings of this study are not biased toward a single gender perspective and adequately represent the population under investigation.

The robustness of the findings in this study is supported by the strong psychometric properties of the research instrument and the fulfillment of classical regression assumptions. All measurement items across the four constructs, there are academic supervision, teachers' professional competence, school leadership, and Primary School Management Quality—were confirmed to be valid, as indicated by item–total correlation values exceeding the critical threshold. Furthermore, the reliability analysis revealed high internal consistency, with Cronbach's alpha coefficients ranging from 0.845 to 0.953, exceeding the recommended benchmark of 0.80. These results indicate that the instrument consistently and accurately captures the intended constructs, thereby strengthening the credibility of subsequent statistical analyses.

Table 1. Item Total Statistic for Reliability

No	Variable	Cronbach's Alpha	Limit	Explanation
1	Academic Supervision (X1)	0.953	0.7	Reliable
2	Teacher professional Competence (X2)	0.919	0.7	Reliable
3	School Leadership (X3)	0.845	0.7	Reliable
4	Primary School Management Quality (Y)	0.887	0.7	Reliable

Source: Data Processing by SPSS, 2025

The normality of the residuals was examined using the Kolmogorov–Smirnov (K–S) test. The results indicate an Asymp. Sig. (2-tailed) value of 0.736, which exceeds the threshold of 0.05. This finding confirms that the residuals are normally distributed. In addition, the histogram of residuals shows a symmetrical distribution, and the normal probability plot (P–P Plot) demonstrates that the residual points closely follow the diagonal line. These graphical results further support the conclusion that the normality assumption is satisfied.

Multicollinearity was assessed using tolerance and Variance Inflation Factor (VIF) values. The results show that tolerance values for academic supervision, teachers' professional competence, and school leadership exceed 0.10, while all VIF values are below 10. These findings indicate the absence of multicollinearity among the independent variables, suggesting that each predictor contributes uniquely to the regression model. The heteroscedasticity test was conducted using the Glejser method. The significance values for all independent variables are greater than 0.05, indicating that the residual variance is constant across observations. Therefore, no heteroscedasticity problem is detected, and the regression model meets the homoscedasticity assumption. The linearity assumption was tested using ANOVA-based linearity analysis. For all independent variables (academic supervision, teachers' professional competence, and school leadership), the significance values for the linearity component are below 0.05, while the deviation from linearity values exceed 0.05. These results confirm that each independent variable has a linear relationship with Primary School Management Quality, and no significant deviation from linearity is present. Accordingly, the use of multiple linear regression analysis is justified.

Multiple linear regression analysis was employed to examine the effects of academic supervision, teachers' professional competence, and school leadership on Primary School Management Quality. The results indicate that academic supervision has a positive and significant effect on school quality ($\beta = 0.279$, $p < 0.001$). Teachers' professional competence

also demonstrates a positive and significant effect ($\beta = 0.229, p = 0.013$). In contrast, school leadership shows a positive but statistically non-significant effect ($\beta = 0.104, p = 0.083$).

Table 2. Multiple Linier Regression Coefficients

<i>Coefficients^a</i>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.661	4.533		6.322	.000
	X1	.279	.070	.515	4.012	.000
	X2	.229	.091	.275	2.524	.013
	X3	.104	.060	.129	1.747	.083

a. Dependent Variable: Y

The regression equation can be expressed as follows:

$$Y = 28.661 + 0.279X1 + 0.229X2 + 0.104X3 + \varepsilon$$

These findings suggest that improvements in academic supervision and teachers' professional competence significantly enhance Primary School Management Quality, while the direct contribution of school leadership is not statistically significant within the proposed model.

The findings of this study provide empirical support for the proposed model of primary school management quality, while also revealing differentiated effects among the examined variables. The results indicate that academic supervision has a positive and statistically significant effect on primary school management quality. This finding is consistent with Muttaqin et al., (2023), who also reported that academic supervision plays a significant role in improving school quality.

Academic supervision plays a critical role in improving instructional quality by providing guidance, feedback, and professional support for teachers. Effective supervision ensures that teaching practices align with curriculum standards and learning objectives (Rokhman et al., 2024), thereby contributing to overall school management quality (Anggraeni et al., 2022). Previous studies also suggest that well-structured academic supervision enhances instructional consistency and learning effectiveness (Naidoo, 2019; Holzberger & Schiepe-Tiska, 2021) .

However, this study extends prior research by demonstrating that academic supervision not only influences instructional aspects but also contributes to broader managerial functions within schools, particularly in strengthening planning, coordination, and evaluation processes. This suggests that the role of supervision is not limited to classroom

practices but also serves as a strategic mechanism for improving overall school management quality.

Similarly, teachers professional competence was found to have a significant positive influence on school quality (Gorman & Furlong, 2025). This result reinforces the view that teacher competence is a fundamental driver of educational quality, particularly at the primary level where instructional clarity and pedagogical consistency are essential. Competent teachers are more capable of planning lessons, managing classrooms, and evaluating student progress, which collectively enhances the overall effectiveness of the school (Ismail et al., 2018).

In contrast, school leadership did not exhibit a statistically significant direct effect on primary school management quality at the 95% confidence level. This finding suggests that the influence of leadership may not operate through a direct managerial pathway, but rather through indirect mechanisms within the school system. One possible explanation is that school leadership primarily functions by shaping intermediary factors such as teacher motivation, organizational culture, and the effectiveness of academic supervision. In this context, leadership may strengthen school management quality by first enhancing teachers' professional competence and reinforcing supervision practices, which subsequently influence managerial effectiveness. As a result, when these variables are included simultaneously in the regression model, the direct effect of leadership may become statistically insignificant due to shared variance or mediation effects.

Another explanation relates to the contextual nature of leadership practices in primary schools, where leadership roles are often administrative rather than strategic. This condition may limit the direct observable impact of leadership on management quality, as many leadership functions are executed indirectly through delegation and coordination mechanisms.

This finding is consistent with prior studies suggesting that the effect of school leadership is often indirect and mediated by other organizational variables (Hickey et al., 2024). Therefore, this study implies that the role of leadership in improving school management quality is better understood as a facilitating or enabling factor rather than a direct determinant.

Despite the non-significant partial effect of school leadership, the simultaneous test results indicate that academic supervision, teacher competence, and leadership jointly contribute to the explanatory power of the model, accounting for 79.2% of the variance in Primary School Management Quality. This highlights that school quality is not shaped by isolated factors, but by the synergistic interaction of instructional, professional, and organizational dimensions.

Efforts to improve primary school quality should prioritize strengthening academic supervision and enhancing teachers' professional competence, while recognizing the strategic

but indirect role of school leadership in supporting these processes. Research indicates that well-structured academic supervision models grounded in scientific principles substantially improve supervisors' competence, thereby elevating teaching and learning quality. Such supervision provides continuous guidance, feedback, and professional support to teachers, aligning instructional practices with curriculum goals and fostering consistent, effective teaching (Rokhman et al., 2024).

Equally important is the enhancement of teachers' professional competence, which encompasses pedagogical knowledge, motivation, self-regulation, and digital skills. Empirical findings demonstrate that teachers with strong professional competence deliver higher instructional quality that positively impacts student outcomes. Moreover, professional development efforts that integrate digital media and technology support have been shown to significantly improve teachers' pedagogical skills and instructional innovation, provided there is adequate infrastructure and ongoing training (Kunter et al., 2013; Ermawalis et al., 2025).

While school leadership does not consistently emerge as a direct predictor of instructional quality in some models, its strategic role remains crucial in creating enabling conditions for supervision and teacher development. Effective leaders foster a positive school climate, encourage teacher collaboration, and facilitate access to professional learning opportunities. Leadership development, therefore, should emphasize instructional and supervisory capacities over mere administrative functions, cultivating transformational and supportive leadership styles that motivate teachers and sustain professional growth (Holzberger & Schiepe-Tiska, 2021; Kou, 2024).

For policymakers and practitioners, these findings imply that investments should focus on designing and implementing robust academic supervision systems and continuous professional development programs tailored to enhance teacher competence. Concurrently, leadership development programs must equip principals and school leaders with the skills to effectively supervise instruction and cultivate collaborative, motivating environments. Such a balanced approach ensures that leadership acts as a catalyst, enabling teachers and supervisors to perform optimally, thereby fostering lasting improvements in educational quality.

CONCLUSION

This study highlights the critical importance of strengthening academic supervision and investing in teacher professional development as key drivers for enhancing Primary School Management Quality. While direct effects of school leadership were not significant, its strategic role in fostering supportive environments and empowering teachers remains essential, suggesting leadership influences school quality through indirect pathways.

The findings also point to areas for future research, including longitudinal studies to capture changes over time and exploration of mediating factors such as organizational culture

and teacher motivation. Broadening the scope to include external influences like parental involvement and policy support could further enrich understanding of the factors shaping school management quality.

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