



The Influence of School Principals' Academic Supervision on Teacher Learning Performance and Teacher Job Satisfaction

Nor Khofifah*¹, Malida²

¹²Universitas Sapta Mandiri, Balangan, Indonesia

Email: norkhofifah@univsm.ac.id*¹, malida@univsm.ac.id²

Abstract

Improving the quality of education starts with enhancing teachers' teaching performance and job satisfaction. One effective approach is academic supervision by school principals, which provides structured guidance and support to help teachers meet learning objectives. When implemented effectively, academic supervision fosters a sense of appreciation and support, thereby improving job satisfaction. This study investigates the influence of principal academic supervision on teachers' teaching performance and job satisfaction using a quantitative, correlational design with survey techniques. Data were collected via a 5-point Likert scale questionnaire from 112 teachers at high-performing private Madrasah Ibtidaiyah in Hulu Sungai Utara and analyzed using SEM-PLS through SmartPLS 3.0 software. The results show very high average scores for teaching performance (4.35) and job satisfaction (4.44). Hypothesis testing confirms a significant influence of academic supervision on teaching performance (T-Statistic 30.535 > T-table 1.982; P-value 0.000 < 0.05) and job satisfaction (T-Statistic 15.113 > T-table 1.982; P-value 0.000 < 0.05). Simultaneously, academic supervision explains 77.5% of the variance in teaching performance ($R^2 = 0.775$) and 61.5% of the variance in job satisfaction ($R^2 = 0.615$). These findings underscore the critical role of school principals in driving educational quality through targeted academic supervision, offering practical insights for leadership training and supervision policy development in Madrasahs and similar educational institutions.

Keywords: Academic Supervision, Job Satisfaction, Principal, Teacher Performance

Abstrak

Meningkatkan kualitas pendidikan dimulai dengan peningkatan kinerja mengajar dan kepuasan kerja guru. Salah satu pendekatan yang efektif adalah supervisi akademik oleh kepala sekolah, yang memberikan bimbingan dan dukungan secara terstruktur guna membantu guru mencapai tujuan pembelajaran. Jika diterapkan secara efektif, supervisi akademik mampu menumbuhkan rasa penghargaan dan dukungan, sehingga berdampak positif terhadap kepuasan kerja guru. Penelitian ini bertujuan untuk mengkaji pengaruh supervisi akademik kepala sekolah terhadap kinerja mengajar dan kepuasan kerja guru dengan menggunakan desain kuantitatif korelasional melalui teknik survei. Data

dikumpulkan menggunakan kuesioner skala Likert 5 poin dari 112 guru Madrasah Ibtidaiyah Swasta Berprestasi di Kabupaten Hulu Sungai Utara dan dianalisis dengan metode SEM-PLS menggunakan perangkat lunak SmartPLS 3.0. Hasil penelitian menunjukkan nilai rata-rata yang sangat tinggi untuk kinerja mengajar (4,35) dan kepuasan kerja (4,44). Pengujian hipotesis membuktikan bahwa supervisi akademik berpengaruh signifikan terhadap kinerja mengajar (T -Statistik 30,535 > T -tabel 1,982; P -value 0,000 < 0,05) dan kepuasan kerja guru (T -Statistik 15,113 > T -tabel 1,982; P -value 0,000 < 0,05). Secara simultan, supervisi akademik mampu menjelaskan 77,5% variabel kinerja mengajar ($R^2 = 0,775$) dan 61,5% variabel kepuasan kerja guru ($R^2 = 0,615$). Temuan ini menegaskan peran penting kepala sekolah dalam mendorong peningkatan mutu pendidikan melalui supervisi akademik yang terarah, serta memberikan masukan praktis bagi pelatihan kepemimpinan dan pengembangan kebijakan supervisi di lingkungan madrasah dan lembaga pendidikan sejenis.

Kata Kunci: Kepala Sekolah, Kinerja Guru, Kepuasan Kerja, Supervisi Akademik

PENDAHULUAN

The increasing quality of education will be in line with the increasing individual quality of the nation's children. One of the main efforts to achieve this is to improve teacher learning performance and teacher job satisfaction through academic supervision by the school principal. Nadiya states that improving the quality of education can be achieved through effective academic supervision, which has proven to be a key factor in improving the quality of education.¹ In addition, teacher job satisfaction supported by constructive academic supervision has a positive impact on teacher retention in the education profession.² However, the reality shows that the quality of education and teachers in Indonesia is still low. According to the 2016 Global Education Monitoring (GEM) report from UNESCO, Indonesia ranks 10th out of 14 developing countries in terms of education, and last in teacher quality.³ As many as 25% of teachers do not meet the academic qualification requirements, and 52% do not have a professional certificate. The results of the 2015 Teacher Competency Test (UKG) show that 81% of teachers in Indonesia did not achieve the minimum score. The World Bank survey in 2020 also highlighted that the

¹ Nida Nadiya, "Supervisi Guru Dalam Pengembangan Mutu Pendidikan," *Educatioanl Journal: General and Specific Research* 3, no. 2 (Juni 2023).

² Nurhayati Nurhayati, Mesiono Mesiono, dan Nurika Khalila Daulay, "The Effect of Academic Supervision of School Principles and Teachers' Performance Satisfaction in Increasing Teachers' Pedagogical Competence," *Jurnal Basicedu* 6, no. 2 (11 Februari 2022): 2138–50, <https://doi.org/10.31004/basicedu.v6i2.2301>.

³ UNESCO, *Global Education Monitoring Report 2016: Education for people and planet: Creating a sustainable future for all* (UNESCO, 2016), <https://doi.org/10.54676/AXEQ8566>.

COVID-19 pandemic caused learning loss of around 12 months, which was mostly caused by low teacher competency and teaching ability.⁴

The low quality of education is influenced by several factors, including a lack of supervision and monitoring by school principals regarding teacher performance, the absence of clear and measurable performance standards, and a lack of professional development and training programs for teachers.⁵ School principals who are less able to manage school resources and facilities also contribute to low quality learning. Previous research shows that effective principal academic supervision can improve teacher learning performance and teacher job satisfaction.⁶ Effective academic supervision must be carried out continuously, structured and oriented towards problem solving with a positive approach and focus on teacher development.⁷ The competence of the school principal in carrying out supervision, the relationship between the principal and teachers, and support from the school are important factors that influence the effectiveness of academic supervision.

Competencies that must be possessed by school principals according to Minister of National Education Regulation Number 13 of 2007 include personality, managerial, entrepreneurial, supervisory and social competencies. Effective academic supervision can help improve teacher performance and the quality of learning in schools.⁸ In the context of the Achievement Private Madrasah Ibtidaiyah in Hulu Sungai Utara, continuous academic supervision has been proven to have an effect on teachers' learning performance and their job satisfaction. Madrasah in this area play an important role in spreading Islamic values and providing integral and comprehensive education. Therefore, this study aims to analyze the influence of the principal's academic supervision on teacher learning performance and teacher job satisfaction at the Achievement Private Madrasah Ibtidaiyah in Hulu Sungai Utara.

⁴ C. N. N. Indonesia, "Ahli World Bank Nilai Kualitas Guru di Indonesia Masih Rendah," nasional, diakses 23 Februari 2024, <https://www.cnnindonesia.com/nasional/20210917142431-12-695785/ahli-world-bank-nilai-kualitas-guru-di-indonesia-masih-rendah>.

⁵ Nurhayati, Mesiono, dan Daulay, "The Effect of Academic Supervision of School Principals and Teachers' Performance Satisfaction in Increasing Teachers' Pedagogical Competence."

⁶ Rina Dwi Maryanti, Yasir Arafat, dan Syaiful Eddy, "The Effect of Principal Supervision and Teacher Work Motivation on Teacher Job Satisfaction," *JPGI (Jurnal Penelitian Guru Indonesia)* 6, no. 3 (5 September 2021): 738, <https://doi.org/10.29210/021121jpgi0005>.

⁷ Carl D. Glickman, Stephen P. Gordon, dan Jovita M. Ross-Gordon, *Supervision and Instructional Leadership: A Developmental Approach*, Tenth edition (New York: Pearson, 2017).

⁸ Jalan Jenderal Sudirman, "Kementerian Pendidikan Dan Kebudayaan," t.t.

1. Literature review

a. Principal Academic Supervision

Etymologically, supervision comes from the words "super" and "vision," which means seeing and assessing from above, carried out by superiors on the activities and performance of subordinates. Academic supervision helps teachers improve or develop their abilities to achieve learning goals.⁹ The main goal of academic supervision is to help teachers develop their abilities to achieve learning goals.¹⁰ Developing Innovation and Creativity in Learning, encouraging teachers to try new methods and supporting them in implementing innovative technology and learning tools.

The principal's academic supervision has an important role in improving the quality of education in schools.¹¹ By focusing on improving teacher professional competence, the quality of the learning process, teacher performance and job satisfaction, academic supervision can have a significant positive impact on student learning outcomes and the overall quality of education.

b. Teacher Learning Performance

Teacher performance is the ability to plan, implement and evaluate learning effectively, as well as interact positively with students to achieve the desired learning outcomes. It covers pedagogical skills, classroom management, and professional development. Effective teacher performance is very important because it has a direct impact on student learning outcomes and school reputation.¹² Motivation as a process that explains the intensity, direction and persistence of a person's efforts to achieve goals.¹³ Several factors that can improve teacher performance, are encouragement to work, responsibility for tasks, interest in tasks, respect for tasks, opportunities for development, attention from the principal, interpersonal relationships with fellow teachers, library services, job satisfaction.¹⁴

⁹ John C Daresh, "Supervision as Proactive Leadership," t.t.

¹⁰ Glickman, Gordon, dan Ross-Gordon, *Supervision and Instructional Leadership*.

¹¹ George Sears, "A Study Of Prescriptions, Practices And Perceptions Within A Christian School Context," 2006.

¹² Colin J. Smith dan Robert Laslett, *Effective Classroom Management: A Teacher's Guide*, 2nd ed (London: Routledge, 1993).

¹³ Stephen P. Robbins dan Tim Judge, *Organizational Behavior*, 18th edition (New York, NY: Pearson, 2019).

¹⁴ E. Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung: PT Rosdakarya, 2007).

Islam encourages humanity to work as a matter of personal responsibility and right. Islam teaches the importance of working effectively by utilizing abilities, skills, potential and experience to achieve good performance. QS. At-Taubah Verse 105 states that Allah and His Messenger and the believers will see the work being done. Performance in an Islamic perspective is not only measured from the results achieved, but also from the intentions, processes and principles that underlie it, such as sincere intentions, ihsan, trust, fairness and piety. Factors such as spiritual motivation, Islamic work environment, fair leadership, and Islamic-based education greatly influence individual performance. Islamic principles at work are expected to produce performance that has worldly benefits and spiritual rewards.

c. Teacher Job Satisfaction

Job satisfaction is a positive feeling towards one's job.¹⁵ Rivai and Sagala stated that job satisfaction is individual, influenced by each individual's value system and expectations.¹⁶ For example, a teacher may be satisfied due to interaction with students, while another may be dissatisfied due to heavy administrative burden. In education, job satisfaction is reflected in teaching ability and efforts to fulfill needs as a teacher.

Spector, compile several aspects that influence job satisfaction:

- 1) The Job Itself: Challenging and varied work increases job satisfaction. Conversely, monotonous work reduces satisfaction.
- 2) Salary: Fair and competitive compensation increases job satisfaction. Dissatisfaction with salaries often causes high turnover.
- 3) Promotion Opportunities: Opportunities to grow in career increase job satisfaction. Inequity in promotions causes dissatisfaction.
- 4) Supervision: A supportive and fair supervisor increases job satisfaction. Effective supervision is positively correlated with teacher job satisfaction.
- 5) Coworkers: Harmonious and supportive relationships between coworkers increase job satisfaction. Conflict with coworkers reduces satisfaction.
- 6) Working Conditions: A clean, safe and comfortable working environment increases job satisfaction.
- 7) Company Policy: Fair and transparent policies increase job satisfaction.

¹⁵ Robbins dan Judge, *Organizational Behavior*.

¹⁶ Veithzal Rivai, dan Sagala, Ella Jauvani., *Manajemen Sumber Daya Manusia untuk Perusahaan dari Teori ke Praktik* (Jakarta: PT Raja Grafindo, 2009).

8) Communication: Effective communication between management and employees increases job satisfaction.

9) Job Security: Feeling secure about your job increases job satisfaction.¹⁷ Teachers who have a high need for power feel satisfied if they have influence and can direct situations in the workplace.

a Hierarchy of Needs consisting of five levels:

1) Physiological Needs: Basic needs for survival such as food, water, and shelter.

2) Safety Needs: Seeking safety and protection after physiological needs are met.

3) Social Needs: Love, friendship, and a sense of belonging.

4) Esteem Needs: A sense of self-worth, achievement, and appreciation from others.

5) Self-Actualization Needs: Achieving full potential, creativity, and fulfillment of life goals.¹⁸

METHOD

This research is field research with a positivistic quantitative approach. The positivism approach is a quantitative approach (Nueman, 2003). The research design used is a correlational study, which aims to find the relationship or influence of one or more variables X (independent variables) on one or more variables Y (dependent variables). This research examines the causal relationship between principal academic supervision (X1), teacher learning performance culture (Y1), and teacher job satisfaction (Y2).

No.	Variable	Indicators	Descriptors (Simplified)
1	Principal's Academic Supervision (Glickman et al., Sergiovanni, Mulyasa, etc.)	Supervision frequency, Feedback quality, Relevance to teacher needs.	How often supervision is conducted, how constructive feedback is, and its alignment with teacher needs

¹⁷ Paul Spector, *Job Satisfaction: Application, Assessment, Causes, and Consequences* (2455 Teller Road, Thousand Oaks California 91320 United States: SAGE Publications, Inc., 1997), <https://doi.org/10.4135/9781452231549>.

¹⁸ Abraham H. Maslow. 1994, *Motivasi dan Kepribadian (Teori Motivasi dengan Pendekatan Hierarki Kebutuhan Manusia)*. (PT. PBP, Jakarta. Bandura, A., 2013).

No.	Variable	Indicators	Descriptors (Simplified)
2	Teacher's Learning Performance (<i>Jones et al., Marzano, Mulyasa, etc.</i>)	Lesson planning, Classroom management, Teaching methods, Subject mastery, Assessment, Interpersonal relations, Innovation	Teacher competence in planning, managing, teaching, evaluating, and innovating in the classroom
3	Teacher Job Satisfaction (<i>Spector, Robbins, Maslow, etc.</i>)	Salary and recognition, Work environment, Autonomy, Professional development, Work-life balance, Communication, Administrative support, Student relationships	Reflects teacher satisfaction in various job aspects such as compensation, autonomy, support, and relationships

The survey method is used by taking samples from the population and using questionnaires as the main data collection tool. The research was conducted at three outstanding private religious madrasas in Hulu Sungai Utara, South Kalimantan: MIS Integral Al-Ukhuwwah (Banjang District, Amuntai), MIS Ummul Qura (JL. Kembang Payung, Bayur, Haur Gading District), MIS Al-Irsyad (JL. Danau Terati RT.2, Patarikan, Banjang District). Total teachers in three madrasas: 155 teachers. To facilitate data processing, a sample using the Slovin formula was used with an allowance for inaccuracy of 5%, so that a sample of 112 teachers was obtained. Samples were taken proportional random sampling from each madrasa: MIS Integral Al-Ukhuwwah: 43 teachers, MIS Ummul Qura: 46 teachers, MIS Al-Irsyad: 23 teachers. Data includes information about the principal's academic supervision, teacher learning performance, and teacher job satisfaction. Data sources are respondents, teachers and education staff at madrasas. Documents, institutional profiles, teacher data and other relevant data. Data collection techniques use questionnaires with a Likert scale and documentation. Data Analysis Techniques through Descriptive Statistics. Validity and Reliability Test and using SEM PLS via SmartPLS 3.0 software.

1. Research Hypothesis

- a. Principal academic supervision (X) on teacher learning performance (Y1).

Ha : The principal's academic supervision has a significant effect on the learning performance of teachers at the Achievement Private Madrasah Ibtidaiyah in Hulu Sungai Utara.

H0: The principal's academic supervision does not have a significant effect on the learning performance of teachers at the Achievement Private

Madrasah Ibtidaiyah in Hulu Sungai Utara.

b. Principal academic supervision (X) on teacher job satisfaction (Y2).

Ha : The principal's academic supervision has a significant influence on teacher job satisfaction at the Achievement Private Madrasah Ibtidaiyah in Hulu Sungai Utara.

H0: The principal's academic supervision does not have a significant influence on teacher job satisfaction at the Achievement Private Madrasah Ibtidaiyah in Hulu Sungai Utara.

c. The principal's academic supervision (X) on teacher learning performance (Y1) and teacher job satisfaction (Y2) together.

Ha : The principal's academic supervision has a significant influence simultaneously on teacher learning performance and teacher job satisfaction at the Achievement Private Madrasah Ibtidaiyah in Hulu Sungai Utara.

H0: The principal's academic supervision does not have a significant influence simultaneously on teacher learning performance and teacher job satisfaction together at the Achievement Private Madrasah Ibtidaiyah in Hulu Sungai Utara.

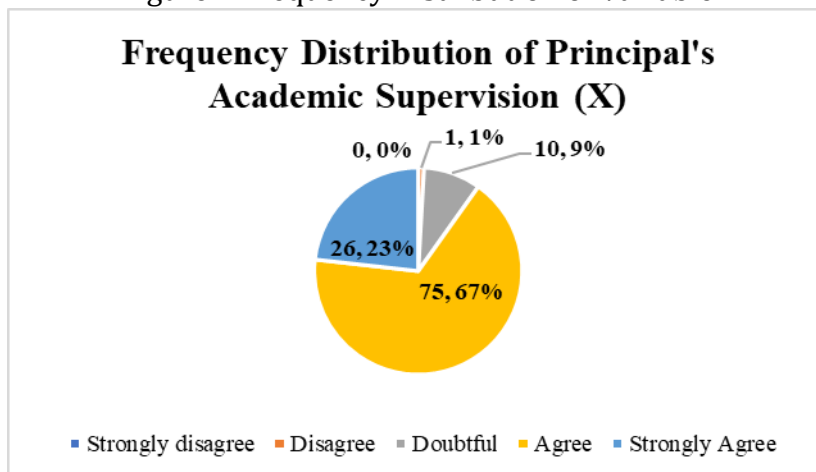
RESULT AND DISCUSSION

1. Research result

a. Variable Description Results

1) Principal Academic Supervision

Figure 1 Frequency Distribution of Variable

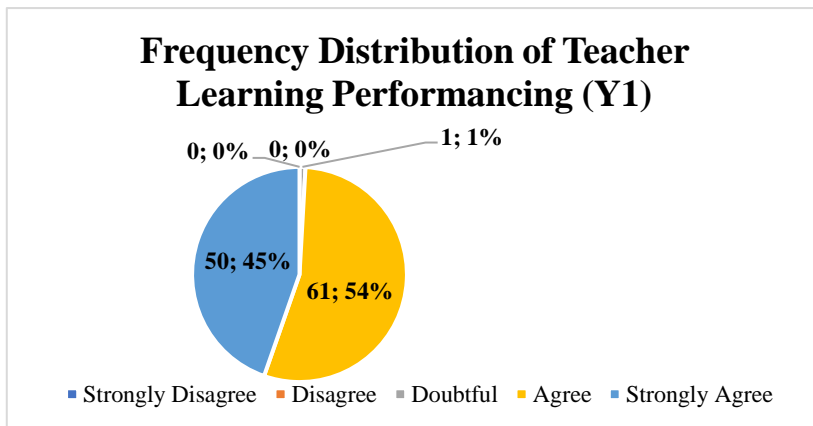


From the diagram above it can be concluded that the majority of respondents have a positive view of the frequency of academic supervision

carried out by school principals, with 90% of respondents stating that they agree or strongly agree. Only a small portion of respondents felt doubtful, and almost none expressed dissatisfaction.

2) Teacher Learning Performance

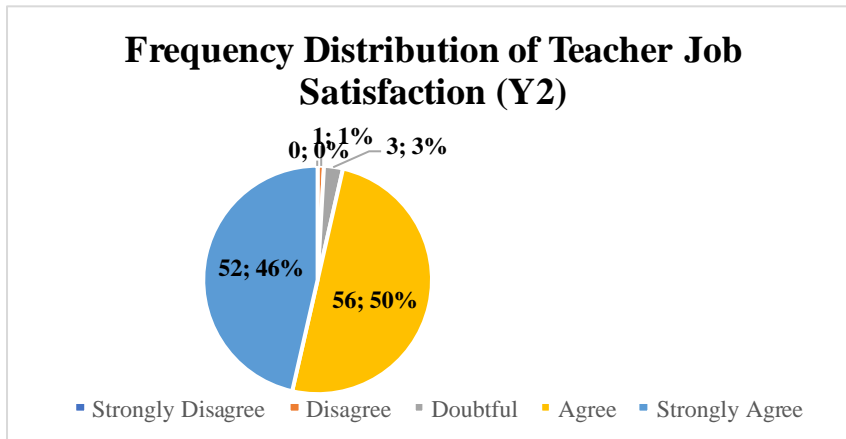
Figure 2 Frequency Distribution of Variable Y1



The diagram shows the frequency distribution of teacher learning performance (Y1) which is measured based on five assessment categories: Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree. From the diagram, it can be seen that the majority of respondents, namely 61 people or 54%, gave an Appropriate Agree assessment of teacher learning performance. Furthermore, 50 people or 45% gave a Very Suitable rating. Only 1 person or 1% gave a rating of Doubtful while no respondents gave a rating of Not Appropriate or Very Unsuitable. This shows that overall, the teacher's learning performance was assessed very positively by the majority of respondents, with the dominance of assessments in the Suitable and Very Suitable categories.

3) Teacher Job Satisfaction

Figure 3 Frequency Distribution of Variable Y2

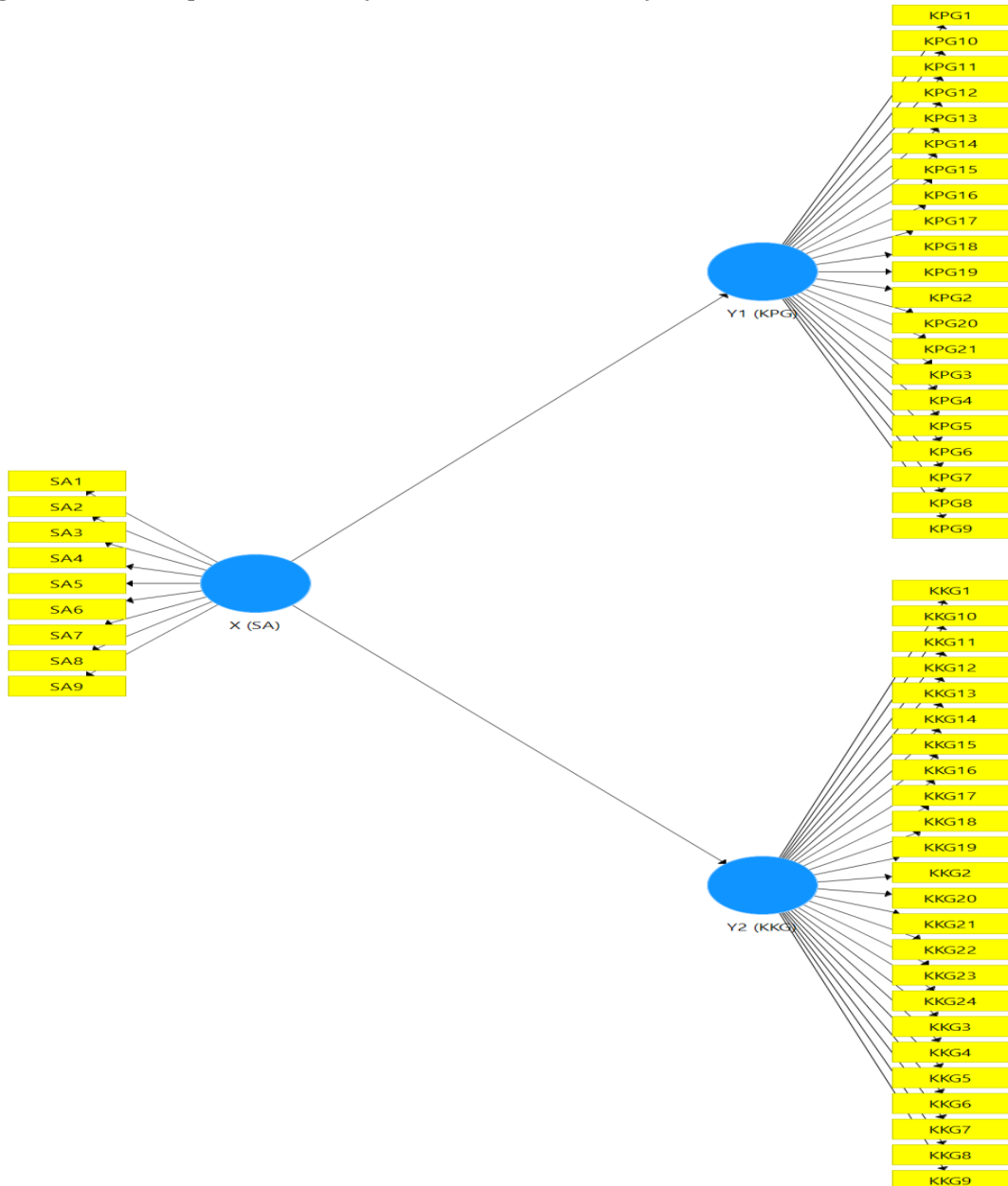


The diagram depicts the frequency distribution of teacher job satisfaction (Y2). The results show that the majority of respondents feel satisfied with their work. A total of 56 people or 50% gave an "Agree" assessment of their job satisfaction, while 52 people or 46% gave a "Strongly Agree" rating. Only 3 people or 3.3% felt "Doubtful", and there was 1 person or 1.1% each who gave a rating of "Disagree". No respondents gave a rating of "Strongly Disagree".

a. Model Specifications

The relationship between the two variables is determined by the researcher based on theory or previous research results which are the basis of this research, then represented in the model structure shown in the following figure.

Figure 4 Model Specifications (Source: SmartPLS 3.0)



When developing a path model, the order goes from left to right. The variable to the left of the path is the independent variable, while the variable to the right of the path is the dependent variable. In SmartPLS, independent variables are called exogenous variables, while dependent variables are called endogenous

variables.

b. Outer/Measurement Model Evaluation

Outer model measurement is carried out in three stages: 1) convergent validity, 2) discriminant validity, 3) Cronbach's Alpha. The purpose of this measurement is to ensure the validity of the items used to measure the variable.

1. Convergent Validity

Convergent validity is needed to assess the extent to which indicator items influence the construct they form. One view states that convergent validity can be evaluated using the outer loading value, where an indicator is considered to meet good criteria if the outer loading value is > 0.70 . This shows that the construct explains more than 50% of the indicator variance.

Indicators with loading values between 0.40 and 0.70 can be considered for elimination only if this increases convergent validity. By following this suggestion, researchers will delete indicators that have a value < 0.70 , the results of which are shown in the table below.¹⁹

Table 1 Invalid Item Elimination Results (Source: SmartPLS 3.0)

Variable	Indicator	Outer Loading
Principal Academic Supervision (X)	X1	0.783
	X2	0.774
	X3	0.783
	X4	0.819
	X5	0.830
	X6	0.830
	X7	0.747
	X8	0.769
	X9	0.868
Teacher Learning Performance (Y1)	Y1.1	0.881
	Y1.2	0.891
	Y1.3	0.868
	Y1.4	0.764
	Y1.5	0.887
	Y1.6	0.773
Teacher Job Satisfaction (Y2)	Y1.21	0.710
	Y2.1	0.720
	Y2.3	0.820

¹⁹ Joseph F. Hair dkk., *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R: A Workbook*, Classroom Companion Business (Cham, Switzerland: Springer, 2021).

Y2.4	0.734
Y2.6	0.739
Y2.7	0.732
Y2.8	0.761
Y2.9	0.812
Y2.10	0.790
Y2.11	0.857
Y2.12	0.775
Y2.13	0.738
Y2.16	0.840
Y2.17	0.843
Y2.18	0.812

2. Discriminant Validity

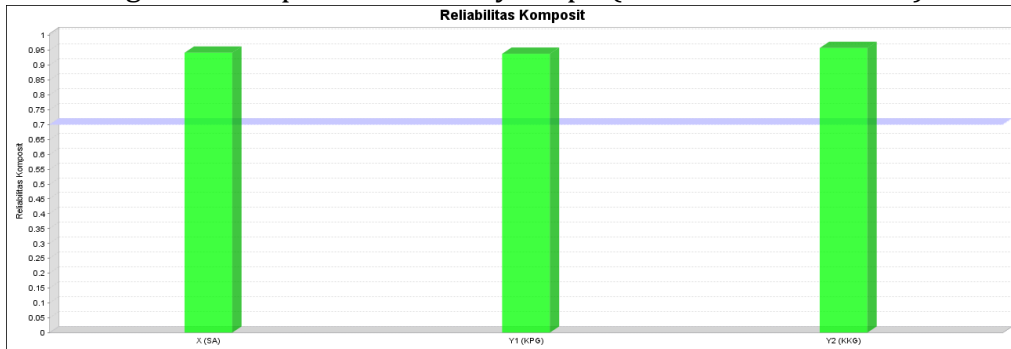
Discriminant Validity is a measure that shows the extent to which a measurement model or indicator item is different from other indicators. An indicator is considered to meet the requirements if Composite reliability shows the consistency of the construct and the reliability is calculated for each construct. The test results will be compared with the limit value > 0.6 . Below is a table containing the composite reliability values.²⁰

Table 2 Composite Reliability (Source: SmartPLS 3.0)

Variable	Composite Reliability
Principal Academic Supervision (X)	0.942
Teacher Learning Performance (Y1)	0.938
Teacher Job Satisfaction (Y2)	0.957

²⁰ Hair dkk.

Figure 5 Composite Reliability Graph (Source: SmartPLS 3.0)



Based on the image above, the value of the composite reliability variable is as follows:

- a. X has a value of $0.942 > 0.6$
- b. Y1 has a value of $0.938 > 0.6$
- c. Y2 has a value of $0.957 > 0.6$

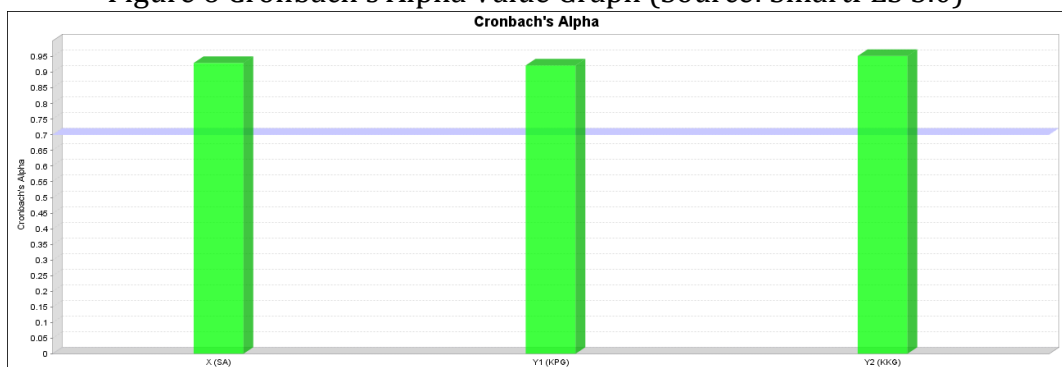
3. Cronbach Alpha

Reliability testing with composite reliability can be strengthened by using Cronbach's alpha value. A variable is considered reliable if it has a Cronbach's alpha value > 0.7 Mustafa Emre Civelek, *Essentials of Structural Equation Modeling*.²¹ Below is a table of Cronbach's alpha values and graphs.

Table 3 Composite Reliability (Source: SmartPLS 3.0)

Variable	Cronbach Alpha
X Academic Supervision of the Principal	0.930
Y1 Teacher Learning Performance	0.922
Y2 Teacher Job Satisfaction	0.952

Figure 6 Cronbach's Alpha Value Graph (Source: SmartPLS 3.0)



²¹ Mustafa Emre Civelek, *Essentials of Structural Equation Modeling* (Lincoln, Nebraska: Zea Books, 2018).

Based on the data presented above, the Cronbach alpha value can be seen as follows:

- a) Variable X is $0.930 > 0.70$
- b) Variable Y1 is $0.922 > 0.70$
- c) Variable Y2 is $0.952 > 0.70$

Thus, it can be said that the results show that each variable has met the Cronbach's alpha value requirements. Therefore, it can be concluded that all variables have an adequate level of reliability.

c. Inner Model Evaluation

If the indicators surrounding the variables are called the outer model, then the variables in the middle are called the inner model or model structure.²²

1) Path Coefficient Test

Path coefficient used to measure how strong the influence of the independent variable is on the dependent variable. The path coefficient value usually ranges from -1 to +1; values close to -1 indicate a strong negative relationship, while values close to +1 indicate a strong positive relationship.²³ The following table shows the path coefficient/coefficient of the path of variable X to Y1 and Y2.

Table 4 Path Coefficient (Source: SmartPLS 3.0)

	X (Principal Academic Supervision)	Y1 (Teacher Learning Performance)	Y2 (Teacher Job Satisfaction)
X (Principal Academic Supervision)		0.880	0.784

Based on table 4.18 above, it can be seen that

- a) The path coefficient value X1 is 0.880, which is close to +1. So variable X has a strong positive relationship with Y1
- b) The path coefficient X1 value is 0.784, which is close to +1. So variable X has a strong positive relationship with Y2

2) R-Square (R²)

The predictive power of the model can be measured using R-Square (R²).²⁴ The R² value shows how much influence the independent variable has on the dependent variable. An R² value of 0.67 is considered strong, 0.33 is

²² G. David Garson, "News and Notes," *Social Science Computer Review* 21, no. 3 (Agustus 2003): 386–91, <https://doi.org/10.1177/0894439303253988>.

²³ Hair dkk., *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R*.

²⁴ Hair dkk.

considered moderate, and 0.19 is considered weak.

The following R2 value is shown in the table:

Table 5 R-Square Value (Source: SmartPLS 3.0)

	<i>R-Square</i>	<i>Adjusted R-Square</i>
Variable Y1 (Teacher Learning Performance)	0.775	0.773
Variable Y2 (Teacher Job Satisfaction)	0.615	0.611

Based on this table, for variable Y1 the R2 value is recorded at 0.775. This value indicates that 77.5% of the variation in the learning performance of teachers in the high achieving private MIS upstream of the northern river can be explained by the principal's academic supervision. Meanwhile, the Adjusted R Square value is 0.773, which means that 77.3% of the learning performance of teachers in the high-achieving private MIS in Hulu Sungai Utara is influenced by the principal's academic supervision, while the remaining 22.7% is influenced by other variables not included in this research. Based on previous opinions, the value of 0.775 which is close to 0.67 indicates that this research model has strong predictive power. For the Y2 variable, the R2 value was recorded at 0.615. This value indicates that 61.5% of the variation in teacher job satisfaction in the high-achieving private MIS in Hulu Sungai Utara can be explained by the principal's academic supervision. Meanwhile, the Adjusted R Square value is 0.611, which means that 61.1% of teachers' job satisfaction at the high-achieving private MIS Hulu Sungai Utara is influenced by the principal's academic supervision, while the remaining 38.9% is influenced by other variables not included in this research. Based on previous opinions, the value of 0.615 which is close to 0.67 indicates that this research model has strong predictive power.

3) Goodness of Fit Test

Goodness of Fit (GoF) is used to evaluate measurement models and structural models. The GoF value criteria are a value of 0.10 indicating a small GoF, a value of 0.25 indicating a medium GoF, and a value of 0.36 indicating a large GoF.²⁵ The GoF value is calculated by the square root of the average value of the average communality index and average R-squares. Several opinions state that the average communality index value is the same as the average variance extracted (AVE) value. Below is a table and calculations to obtain the

²⁵ Agus Purwanto dan Yuli Sudargini, "Partial Least Squares Structural Equation Modeling (PLS-SEM) Analysis for Social and Management Research: A Literature Review," *Journal of Industrial Engineering & Management Research* 2, no. 4 (4 Juli 2021): 114-23, <https://doi.org/10.7777/jiemar.v2i4.168>.

GoF value.

Table 6 R-Square and AVE Values (Source: SmartPLS 3.0)

Variable	R-Square	AVE
Y1 (Teacher Learning Performance)	0.775	0.685
Y2 (Teacher Job Satisfaction)	0.615	0.617

$$GoF = \sqrt{AVE} \times R\ Square$$

$$= \sqrt{0.685} \times 0.775$$

$$= \sqrt{0.517}$$

$$= 0.72$$

$$GoF = \sqrt{AVE} \times R\ Square$$

$$= \sqrt{0.617} \times 0.615$$

$$= \sqrt{0.379}$$

$$= 0.61$$

Based on Table 4.19 and the calculation results using the formula above, the GoF Y1 value is 0.72 and Y2 is 0.61. Referring to the criteria discussed previously, this research model is included in the large GoF category.

d. Hypothesis testing

Hypothesis testing is carried out to determine whether the hypothesis is accepted or rejected, by evaluating the T-Statistic and P-Values values. Evaluation of the T-Statistic value is carried out by comparing the T-Statistic value with the T table, namely 1.982. If the T value is greater than T table, then there is an influence between the variables. Next, P-Values evaluation is used to see whether the influence between variables is significant or not. P-Values are compared with a significance value of 0.05 (5% significance level), if the P-Values are smaller than this value (<0.05), then there is a significant effect. The results of data processing using bootstrapping are shown in the table below which shows the mean values, standard deviation (STDEV), T-Values, and P-Values.

Table 7 Mean, STDEV, T-Values, P-Values (Source: SmartPLS 3.0)

	O	Mean	STDEV	T Value	P Value
Principal Academic Supervision Y1 Teacher Learning Performance→	0.880	0.881	0.029	30,535	0,000
Principal Academic	0.784	0.791	0.052	15,113	0,000

Supervision Y2
Teacher Job
Satisfaction→

Based on table 7 above, it can be explained as follows

a) The relationship between X Principal Academic Supervision and Y1 Teacher Learning Performance in column O (Original Sample) with a correlation value of 0.880. This value shows that the Principal's Academic Supervision has a very strong positive influence on Teacher Learning Performance. The mean value is 0.881. The average value of the bootstrapping results shows consistency with the original sample value. The STDEV (Standard Deviation) value is 0.029. A small standard deviation value indicates that the bootstrapping results are stable and do not vary much. The T value is 30,535, a T value that is much greater than 1,982 shows that this effect is very significant. The P value shows 0.000, a very small P value (smaller than 0.05) indicates that this effect is statistically significant.

b) The relationship between X Principal Academic Supervision and Y2 Teacher Job Satisfaction. In column O (Original Sample) with a value of 0.784, this value shows that the Principal's Academic Supervision has a strong positive influence on Teacher Job Satisfaction. The mean value is 0.791, the average value from the bootstrapping results shows consistency with the original sample value. The STDEV (Standard Deviation) value is 0.052, a small standard deviation value indicates that the bootstrapping results are stable and do not vary much. The T value is 15.113, a T value that is much greater than 1.96 shows that this effect is very significant. The P value shows 0.000, a very small P value (smaller than 0.05) indicates that this effect is statistically significant.

2. Discussion

a. The Influence of the Principal's Academic Supervision on Teacher Learning Performance at Outstanding Private Madrasah Ibtidaiyah in Hulu Sungai Utara

Research shows that the principal's academic supervision has a significant influence on the learning performance of teachers in high-achieving private madrasah ibtidaiyah in Hulu Sungai Utara. The results of statistical analysis with a T-Statistic value of $30.535 > T\text{-table } 1.982$ and a P Value of $0.000 < 0.05$, show that the contribution of supervision is 77.3%, while 22.7% is influenced by other factors. As many as 90% of teachers stated that academic supervision was in accordance with their needs, including frequency, quality of feedback, and relevance of supervision. Opinion of Glickman supports these findings,

indicating that a high frequency of supervision increases teaching effectiveness.²⁶ Supervision feedback motivates teachers to develop their abilities, as stated Mulyasa.²⁷ Teachers' learning performance was assessed as very good, with 54% of teachers giving appropriate answers and 45% very appropriate. Learning preparation, classroom management, teaching methods, assessment and evaluation, interpersonal relationships, and innovation and creativity are the key factors assessed.²⁸ The results of this study are in line with Daresh that good academic supervision can improve teacher performance through a collaborative and participatory approach.²⁹ Alfonso also emphasizes the importance of academic supervision in developing teacher behavior in managing the learning process.³⁰ This result of this study also relate with Nanulaitta and Liklikwatil who say that Principal's academic can foster teacher's work motivation³¹

b. The Influence of the Principal's Academic Supervision on Teacher Job Satisfaction at Outstanding Private Madrasah Ibtidaiyah in Hulu Sungai Utara

This research found that the principal's academic supervision had a significant influence on teacher job satisfaction in high-achieving private madrasah ibtidaiyah in Hulu Sungai Utara. Statistical analysis shows a T-Statistic value of 15.113 > T-table 1.982 and a P Value of 0.000 < 0.05, with a supervision contribution of 61.1%. As many as 50% of teachers gave appropriate answers regarding their job satisfaction, and 46% were very suitable. the research concludes that effective academic supervision by school principals is crucial in enhancing teacher job satisfaction, with various factors such as recognition, work environment, and professional growth playing significant roles, These what Robins and Judges says.³² This result is in line with

²⁶ Carl D. Glickman, Stephen P. Gordon, dan Jovita M. Ross-Gordon, *The Basic Guide to Supervision and Instructional Leadership*, 3rd ed, The Allyn & Bacon Educational Leadership Series (Boston: Pearson, 2013).

²⁷ E. Mulyasa, *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan* (Bandung: Rosdakarya, 2007).

²⁸ Glickman, Gordon, dan Ross-Gordon, *The Basic Guide to Supervision and Instructional Leadership*.

²⁹ Daresh, "Supervision as Proactive Leadership."

³⁰ Robert J. Alfonso, Gerald R. Firth, dan Richard F. Neville, *Instructional Supervision: A Behavior System*, 2. ed (Boston: Allyn and Bacon, 1981).

³¹ Nanulaitta, S., & Liklikwatil, N., "The Relationship of School Principal Supervision and Teacher Work Motivation with Teacher Job Satisfaction.," *Indonesian Journal of Global Health Research* 4, no. 4 (2022): 983–90, <https://doi.org/10.37287/ijghr.v4i4.2207>.

³² Robbins dan Judge, *Organizational Behavior*.

opinion Jain et.al regarding the factors that influence job satisfaction.³³ Maryanti also says that principal support positively influences teacher job satisfaction.³⁴

c. The Simultaneous Effect of Principal Academic Supervision on Teacher Learning Performance and Teacher Job Satisfaction

This research found that the principal's academic supervision had a significant influence simultaneously on learning performance and teacher job satisfaction at the Achievement Private Madrasah Ibtidaiyah in Hulu Sungai Utara. The results of the analysis show that the R-square (R^2) value for teacher learning performance (Y1) is 0.775, which means that academic supervision explains 77.5% of the variability in learning performance. The path coefficient is 0.880 with a T-value of 30.535 and a P-value of 0.000 indicating a significant effect. For teacher job satisfaction (Y2), the R-square (R^2) value of 0.615 indicates that academic supervision explains 61.5% of the variability in teacher job satisfaction. The path coefficient of 0.784 with a T-value of 15.113 and a P-value of 0.000 also shows a significant influence. These findings are in line with research Nanulaitta and Liklikwati; Syukri et.al which shows that academic supervision improves school quality, learning performance, and teacher job satisfaction.³⁵ Setyaningsih and Suchyadi; Suriagiri et.al also relate with this study. They say Principal academic supervision plays an important role in improving these two variables simultaneously, as supported by research.³⁶

³³ Jain, S., & Verma, S, "Teacher's Job Satisfaction & Job Performance," *Global Journal of Multidisciplinary Studies* 2, no. 2 (2014).

³⁴ Maryanti, Arafat, dan Eddy, "The Effect of Principal Supervision and Teacher Work Motivation on Teacher Job Satisfaction."

³⁵ Nanulaitta, S., & Liklikwatil, N., "The Relationship of School Principal Supervision and Teacher Work Motivation with Teacher Job Satisfaction."; M Zen Syukri, Elsa Viona, dan Hendri Budi Utama, "The Impact of Academic Supervision on Teacher's Professionalism in Improving Educational Quality," *PPSDP International Journal of Education* 2, no. 1 (4 Januari 2023): 1–10, <https://doi.org/10.59175/pijed.v2i1.49>.

³⁶ Sri Setyaningsih dan Yudhie Suchyadi, "IMPLEMENTATION OF PRINCIPAL ACADEMIC SUPERVISION TO IMPROVE TEACHER PERFORMANCE IN NORTH BOGOR," *JHSS (JOURNAL OF HUMANITIES AND SOCIAL STUDIES)* 5, no. 2 (29 Juli 2021): 179–83, <https://doi.org/10.33751/jhss.v5i2.3909>; Suriagiri Suriagiri, A. Akrim, dan Norhapizah Norhapizah, "The Influence of School Principal Supervision, Motivation, and Work Satisfaction on Teachers' Performance," *Cypriot Journal of Educational Sciences* 17, no. 7 (29 Juli 2022): 2523–37, <https://doi.org/10.18844/cjes.v17i7.7684>.

CONCLUSION

Based on the research results, the principal's academic supervision has a significant influence on the learning performance and job satisfaction of teachers at the Achievement Private Madrasah Ibtidaiyah in Hulu Sungai Utara. This finding is in line with the theories of Glickman, Daresh, Alfonso, and Syukri's research which emphasizes the importance of academic supervision in improving learning performance. Apart from that, the principal's academic supervision also has a significant influence on teacher job satisfaction, supporting the theories of Spector, Robbins & Judge, Maslow, and Nanulaitta's research on the importance of supervision and good relationships with superiors in improving job satisfaction. Simultaneously, principals' academic supervision explains 77.5% of the variability in teacher learning performance and 61.5% of the variability in teacher job satisfaction. These findings emphasize the importance of academic supervision in improving the quality of learning and teacher job satisfaction.

Based on the findings, several practical implications arise. School principals should enhance their academic supervision through regular feedback, classroom observations, and by fostering a supportive work environment. Educational supervisors must provide targeted training to strengthen principals' supervisory skills. Policymakers should support this by allocating resources, integrating supervision into school evaluations, and promoting a collaborative school culture. Strengthening academic supervision requires coordinated efforts to improve both teacher performance and job satisfaction. Further research can be conducted to explore other factors that influence teacher performance and job satisfaction, as well as test the effectiveness of various academic supervision approaches in various educational contexts.

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