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The Effect Of Principal's Academic Supervision And The Implementation Of A Quality Assurance System On Teacher Performance In State Elementary School In Sungai Rotan District, Muara Enim Regency

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Abstract

This study aims to analyze the influence of principal academic supervision and the implementation of the quality assurance system on teacher performance in public elementary schools throughout Sungai Rotan District, Muara Enim Regency. This research employed a quantitative method with data collected through questionnaires and observations. The sample consisted of 136 teachers from all public elementary schools in Sungai Rotan District. The results show that: (1) there is a significant influence of academic supervision on teacher performance, indicated by a t-value of 2.055 which is greater than the t-table value of 1.656; (2) there is a significant influence of the implementation of the quality assurance system on teacher performance, demonstrated by a t-value of 5.078 which exceeds the t-table value of 1.656; and (3) there is a significant simultaneous influence of academic supervision and the quality assurance system on teacher performance, as shown by the F-value of 18.308 which is higher than the F-table value of 3.06. The R Square value of 0.437 indicates that the two variables contribute 43.7% to teacher performance, while the remaining 56.3% is influenced by other factors not examined in this study. This study highlights the essential role of academic supervision and the implementation of a quality assurance system in improving teacher performance in public elementary schools in Sungai Rotan District.

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Keywords: Academic supervision, quality assurance system, teacher performance .

INTRODUCTION

Teachers are a crucial component in an educational institution because they are directly involved in the core activities of the institution, namely the teaching and learning process. Therefore, improving teacher performance is always an urgent topic for research, especially in the field of educational management, as teacher performance determines the quality of the learning process. Basra et al. (2022) in their research stated that improving teacher quality ultimately improves the quality of education. Huda's (2021) research found that overall, indicators in the teacher performance variable significantly contribute to achieving educational quality.

Regarding teacher performance, the Regulation of the Minister of National Education Number 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Functional Positions and Credit Points details the activities of class and subject teachers, namely: (1) preparing the learning curriculum in educational units; (2) preparing learning syllabuses; (3) preparing learning implementation plans; (4) implementing learning activities; (5) preparing measuring instruments/questions according to the subject; (6) assessing and evaluating the learning process and results in the subjects in their class; (7) analyzing the results of learning assessments; (8) implementing learning/improvement and enrichment by utilizing the results of assessments and evaluations; (9) implementing guidance and counseling in classes that are their responsibility (specifically for class teachers); (10) supervising the assessment and evaluation of the learning process and results at the school/madrasah and national levels; (11) guiding novice teachers in induction programs; (12) guiding students in extracurricular activities in the learning process; (13) implementing self-development; (14) implementing scientific publications and/or innovative works; and (15) scientific presentations.

However, many issues related to teacher performance remain. Romdoni (2022) stated in his research that the current problem with teacher performance is the teacher's ability to stimulate students during learning. The stimulation provided by teachers must be creative and innovative to inspire students' enthusiasm for learning and foster critical thinking. To address these issues, the principal is responsible and plays a crucial role in addressing these issues by improving teacher performance.

Reza (2018) explains that teacher development is one of the principal's duties as a school leader. Maryani et al. (2023) in their research stated that the principal's leadership behavior and teacher work motivation influence teacher performance . Thus , the factors important things that

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can increase teacher performance is head school . Usman (2019) stated that effort in improvement quality learning in institutions education done with increase participation head schools and teachers. In line with results research conducted by Yunus et al ., (2021) that there is influence leadership head school to teacher performance . Prahara et al ., (2022) that there is influence supervision and roles head school to performance teaching teachers. Frismelly & Giatman . (2021). that there is influence leadership head school to teacher performance .

Head school as factor important and supportive progress something institution education expected can determine direction policies in the institution education . As manager of A organization head school arrange all related matters with life organization . As consequence from implementation improvement quality education the needed sufficient leadership adequate from head school in manage school and organize source Power man education .

One of function head schools that can maximized For increase teacher performance is implementation supervision academic . Through function supervision academic , head school can do evaluation as well as coaching Keep going continuously to the teacher as effort improvement quality teaching teachers. Rusdiana et al (2023) in his research state that supervision academic influential to effort improvement teacher performance . Principal school as mentor for all teachers and personnel at the school , then supervision academic head school becomes very important . In addition to the process of turning wheel education at school , a head schools also do supervision academic with hope can increase teacher performance (Djuhartono et al., 2021).

Another factor that can improve teacher performance is the implementation of an internal school quality assurance system. One strategic policy implemented to support educational quality improvement is the Internal Quality Assurance System (SPMI), which aims to ensure that each school can independently plan, implement, and evaluate the educational process, while adhering to national education standards (Asih et al., 2025).

As stated by (Huber & Gördel, 2016), the quality assurance process in education is the actualization of quality self-management, so it can serve as a basis for managing other components. Quality assurance through a good process will serve as a guideline in the implementation of organizational management, even down to the level of relations with the community (Ozenwaji, 2019).

Therefore, the process of establishing and meeting quality standards, including learning management, must be carried out consistently and sustainably (Ridwan, 2019). Quality assurance is an absolute must as a consequence of stakeholder demands for quality education delivery that produces competent and skilled graduates.

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The quality assurance system has been regulated in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, which explicitly states that educational units, both formal and non-formal, are required to carry out assurance of the quality of education which is carried out in stages, systematically and planned in a quality assurance program that has clear targets and time frames. Furthermore, it is stated in the Regulation of the Ministry of National Education (Permendiknas) of the Republic of Indonesia Number 63 of 2009 Article 2 concerning the Education Quality Assurance System, it is stated that the ultimate goal of education quality assurance is to increase the intelligence of human and national life as stated in the Preamble to the 1945 Constitution of the Republic of Indonesia.

In line with this policy, an educational quality assurance system was developed, consisting of two components: the External Quality Assurance System (SPME) and the Internal Quality Assurance System (SPMI). SPME is a quality assurance system implemented by the government and educational stakeholders, while SPMI is a quality assurance system implemented by educational units (Wahyuni & Murtadlo, 2019).

This research was conducted at public elementary schools in Sungai Rotan District, Muara Enim Regency, considering the location's good accessibility and strategic location, making it easy for researchers to conduct their research. Furthermore, the location has adequate resources, facilities, and infrastructure to support this research.

Based on the researcher's initial observations, most of the Public Elementary Schools in Sungai Rotan District have not implemented the PPEPP (Planning, Implementation, Evaluation, Control, and Improvement) cycle in quality assurance consistently. Most schools still have a low understanding of the concept of educational quality, and the implementation of SPMI is often considered an additional burden, not as a quality improvement strategy. In addition, many elementary schools still do not have quality documents (such as Standard Operating Procedures, Minimum Service Standards, or School Quality Improvement Plans) which are the main indicators of SPMP implementation and teacher involvement in the quality assurance process is also still low in the preparation and evaluation of quality programs in schools. The lack of implementation of the quality assurance system, especially in implementing the teaching and learning process, certainly affects efforts to improve teacher performance in Public Elementary Schools throughout Sungai Rotan District, especially in the management of the teaching and learning process which has an impact on school output.

The results of observations related to the principal's academic supervision activities have not been implemented optimally in schools. In the initial observations conducted by the

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researcher, several phenomena were found in the implementation of academic supervision and learning activities at Public Elementary Schools in Sungai Rotan, Muara Enim Regency, such as in one of the schools in Public Elementary Schools in Sungai Rotan, Muara Enim Regency, conducting learning supervision for two weeks to all class teachers. The supervision included evaluation of learning tools and teaching processes in the classroom, with the expectation that teachers would follow procedures in a disciplined manner. The principal also conducted periodic or incidental supervision of teachers and education staff. However, the teacher improvement and development plan program has not been implemented consistently. The implementation of follow-up to the results of academic supervision that has not been optimal has an impact on the lack of significant improvements in teacher performance.

Thus, this research has important novelty value, both theoretically and practically, because it is able to bridge the gap between education quality policies and the reality of their implementation in elementary schools, especially in areas that still face challenges in education quality in Sungai Rotan sub-district, Muara Enim Regency.

In addition, this study is very important to examine in depth the influence of these two variables on teacher performance, in order to: 1) evaluate the effectiveness of the principal's academic supervision in improving teacher performance in elementary schools; 2) measure the extent to which the implementation of the quality assurance system has an impact on increasing teacher professionalism and productivity; 3) provide an empirical basis for the formulation of educational policies and training of principals in the field of supervision and quality management; 4) answer the strategic needs of the world of elementary education in building high-performance schools with a culture of quality. Therefore, the researcher will conduct a study with the title The Influence of Principal Academic Supervision and the Implementation of the Quality Assurance System on Teacher Performance in Public Elementary Schools in Sungai Rotan District, Muara Enim Regency.

RESEARCH METHODS

This research is quantitative. Quantitative research is a research approach that requires a lot of numbers, starting from data collection, interpretation of the data, and presentation of the results (Arikunto, 2018). The population in this study was all 208 public elementary school teachers in Sungai Rotan District, Muara Enim Regency. The sample size was determined by calculating using the Slovin Formula. This formula is used to determine the sample size at a level of 5%. Based on the calculation above, the sample obtained was 136 respondents. The number of

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samples obtained was then divided into 19 schools so that the determination of the number of samples in each school had the same proposition.

The data collection techniques used in this study were collected through questionnaires, observations, and interviews. The data analysis techniques used in this study were first, testing the requirements for research data analysis using normality and homogeneity tests. Second, descriptive statistical analysis in this study aims to describe the research data using categorical measurements, namely very good, good, quite good, not good, and very bad. Third, simple linear regression analysis , fourth, multiple linear regression analysis, and fifth, hypothesis testing criteria .

RESULTS AND DISCUSSION

Table 1.

Results of Multiple Regression Analysis

ANOVA [a]						
Model		***Sum of Squares***	***df***	***Mean Square***	***F***	***Sig.***
	Regression	2828.110	2	1414.055	51,689	.000 [b]
	Residual	3638.449	133	27,357		
	Total	6466.559	135			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Implementation of Quality Assurance System, Academic Supervision						

Source: Data Management Using SPSS 26.00

From the Anova test above, the calculated F is 51.308 with a significance level of 0.000 <α probability value of 0.05 while the F table corresponds to a significance level of 0.05 (2.133) of 3.06 so that the calculated F> F table (51.689> 3.07) so that Ho $_3$ is rejected, meaning that there is a significant influence simultaneously between the Principal's Academic Supervision and the Implementation of the Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District. To find out how much influence the independent variable has on the dependent variable simultaneously, it can be seen in the following *model summary table* .

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Table 2. Termination Coefficient

Model Summary [b]				
Model	***R***	***R Square***	***Adjusted R Square***	***Standard Error of the Estimate***
1	.661 [a]	.437	.429	5,230
a. *Predictors: (Constant),* Implementation of Quality Assurance System, Academic Supervision				
b. *Dependent Variable* : Teacher Performance				

Source: Data Processing Using SPSS 26.00

Based on the table, the R *square value* of 0.437 can be obtained, thus the determination coefficient is 43.7%, so it can be concluded that the influence of academic supervision and the Implementation of the Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District together is 43.7% and the remaining 56.3% is influenced by other factors not examined in this study.

Hypothesis Test Results on the Influence of Principals' Academic Supervision on the Implementation of the Quality Assurance System in Public Elementary Schools in Sungai Rotan District

Based on the simple regression test, the calculated t value is 2.055 > from the t table value of 1.656 where the calculated t value is greater than the t table, then Ho $_1$ is rejected, so there is a significant influence between academic supervision on the Implementation of the Quality Assurance System of Public Elementary Schools in Sungai Rotan District. Based on the results of the statistical test, the R value or correlation coefficient value is 0.573. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table, the *R Square value* or determination coefficient is also obtained at 0.328 or 32.8% which can be interpreted that the academic supervision variable has an influence of 32.8% on Teacher Performance.

The results of this study indicate that the principal's academic supervision has a positive and significant effect on teacher performance. Simply put, when supervision is implemented in a well-planned manner, teacher performance tends to improve. The statistical evidence is support conclusion the where t count 2.055 > t table 1.656 and R value = 0.573 and R^2 = 0.328. In other words, approximately 32.8% of the variation teacher performance can explained by quality

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supervision provided head school , meanwhile the rest influenced other factors that are not researched in study This like training , facilities , culture school and motivation Work .

From the results the above analysis , can put forward that supervision give clear direction about standard practice good teaching . Framework like *Framework for Teaching* describe core components of teaching (planning , environment) class , instruction , and professionalism) along with their performance levels . If the principal school referring to framework kind of This moment do supervision , teachers more easy understand what to expect and what parts are needed repaired . As a result , the repair practice become more directed and measurable . (Danielson, 2013).

Besides that , key from effective supervision is bait specific and actionable feedback followed up . Some results research confirm that *feedback* including the strongest factor influence improvement learning and performance , with notes quality and method delivery appropriate targets (explain targets, gaps , and steps) repair). In context school , *pre-conference* - observation - *post-conference* that is focused and data- based helps teachers close distance between practice moment this and expected practices . (Hattie & Timperley, 2007) .

With thus , in a way Overall , the patterns seen in the research data the more Good supervision academic , increasingly tall teacher performance emphasizes that framework standard teaching help mapping targets, *feedback* quality close gap practice , *coaching* strengthen implementation in class , clinical model ensure cycle improvement , leadership instructional give direction and support , and resources Power Work guard motivation as well as teacher resilience . The finding of R^2 = 32.8% also states that external factors supervision (training , community teacher learning , availability materials , culture and management school) remains play a role , so that the improvement strategy performance best is combine strong supervision with support ecosystem adequate schools .

Hypothesis Test Results on the Effect of Implementing a Quality Assurance System on the Performance of Elementary School Teachers in Sungai Rotan District

Then based on a simple regression test of the Implementation of the Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District, the calculated t value is 5.078 ≥ the t table value of 1.656 where the calculated t value is greater than the t table, then Ho $_2$ is rejected, so there is a significant influence between the Implementation of the Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District. Based on the results of the statistical test, the R value or correlation

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coefficient value is 0.648. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table, the *R Square value* or determination coefficient is also obtained at 0.419 or 41.9% which can be interpreted that the Implementation of the Quality Assurance System variable has an influence of 41.9%. The results of the analysis above state that there is a strong correlation and influence between the Implementation of the Quality Assurance System on Teacher Performance.

The results of the study indicate that the Implementation of the Quality Assurance System (QAS) has a positive and significant effect on the Performance of Public Elementary School Teachers in Sungai Rotan District. This is statistically proven by the calculated t = 5.078 which is greater than the t table = 1.656, so H_o is rejected. The direction of the relationship found is also strong, indicated by the correlation coefficient R = 0.648. This means that the better the implementation of QAS in schools, the higher the teacher performance.

In terms of the magnitude of the influence, the coefficient of determination R^2 = 0.419 (41.9%) indicates that approximately 41.9% of the variation in teacher performance can be explained by the implementation of SPM. In other words, strengthening SPM such as setting work standards, implementing internal monitoring, quality audits, and follow-up improvements make a significant contribution to improving teacher performance. Meanwhile, the remaining 58.1% is likely influenced by other factors outside this model, such as the quality of academic supervision, training and professional development, the availability of learning resources, school culture, workload, and individual motivation.

Substantively, these findings are easy to understand. The implementation of SPM encourages school carry out work processes that are planned , monitored , and followed up . Teachers get clear direction about standards that must be met fulfilled , received bait specific return from results monitoring , as well as get support institutional For do repair . Iterative process start from planning , implementation , inspection , up to action repair help teachers improve aspects performance like planning learning , management classroom and instructional processes , assessment results learning , and not quite enough answer professional . Therefore , no only There is correlation , but also influence real : when the SPM is implemented with good and consistent practice teaching teachers tend to improving and results performance increase .

Although thus , because portion SPM explained variation is 41.9 % , school still need integrating SPM with other efforts so that the impact more strong and sustainable . These efforts including supervision effective academic , community teacher learning to reflection and sharing practice well , scheduled coaching programs , and provision source adequate power . With

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strengthening ecosystem that , the implementation of SPM does not stop at compliance documents , but truly converted become change practice measurable teaching in class .

In a way overall , research data This give clear message : good implementation of SPM related close with improvement teacher performance . A strong relationship (R = 0.648) and substantial influence (R^2 = 41.9%) confirm that SPM is not just procedure administrative , but rather support systemic that helps teachers work more effective and accountable . Therefore that , the effort improvement teacher performance at the level school base need put strengthening SPM as one of the priority strategies implemented in a way consistent and integrated .

Hypothesis Test Results on the Effect of Principal Academic Supervision and the Implementation of a Quality Assurance System on the Performance of Elementary School Teachers in Sungai Rotan District

From the Anova test above, the calculated F is 18.308 with a significance level of 0.000 < α probability value of 0.05 while the F table corresponds to a significance level of 0.05 (2.133) of 3.06 so that the calculated F> F table (18.308> 3.07) so that Ho_3 is rejected, meaning that there is a significant influence together between academic supervision and the Implementation of the Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District. Based on the R *square value* of 0.437, the determination coefficient is 43.7% so that it can be concluded that the influence of academic supervision and the Implementation of the Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District together is 43.7% and the remaining 56.3% is influenced by other factors not examined in this study.

The results of the study indicate that academic supervision and the implementation of the Quality Assurance System (QAS) together have a positive and significant effect on teacher performance. Statistically, this combined model is feasible because the calculated F = 18.308 with p < 0.001 is greater than the F table ≈ 3.06, so H_0 is rejected. The R^2 value = 0.437 means that 43.7% of the variation in teacher performance can be explained by the combination of academic supervision and QAS, while the remaining 56.3% is influenced by other factors.

Thus, it can be argued that there is a mutual influence because the two complement each other: academic supervision provides direct professional assistance through pre-observation, observation, feedback, and mentoring so that teaching behavior changes towards more effective; SPM sets standards, monitoring, and follow-up based on the PDCA cycle so that the changes are managed, measured, and sustainable. When coaching at the classroom level meets the quality

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system at the school level, teachers have a clear work direction, resource support, and accountability, so that performance increases more strongly than if both were working alone.

CONCLUSION

Based on data analysis and hypothesis testing, it can be concluded that there is a significant influence between academic supervision on the performance of elementary school teachers in Sungai Rotan District. Based on a simple regression test, the calculated t value is 2.055 > from the t table value of 1.656 where the calculated t value is greater than the t table, so Ho $_1$ is rejected, so there is a significant influence between academic supervision on the performance of elementary school teachers in Sungai Rotan District.

There is a significant influence between the Implementation of the Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District. Based on the significance test of the variable Implementation of the Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District, the calculated t value is 5.078 ≥ the t table value of 1.656 where the calculated t value is greater than the t table, then Ho $_2$ is rejected, so there is a significant influence between the Implementation of the Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District.

There is a significant influence together between academic supervision and the Implementation of Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District. Based on the results of the Anova test, the calculated F is 18.308 with a significance level of 0.000 < the probability value of α 0.05 while the F table corresponds to a significance level of 0.05 (2.133) of 3.06 so that the calculated F> F table (18.308> 3.07) so that Ho $_3$ is rejected, meaning that there is a significant influence together between academic supervision and the Implementation of Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District. Based on the R *square value* of 0.437, the determination coefficient is 43.7%, so it can be concluded that the influence of academic supervision and the Implementation of the Quality Assurance System on the Performance of Public Elementary School Teachers in Sungai Rotan District together is 43.7% and the remaining 56.3% is influenced by other factors not examined in this study.

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