

# The Relationship Between Principals' Academic Supervision And The Teaching Performance Of Public Elementary School Teachers In Curah Dami District, Bondowoso Regency, Indonesia

Virli Alvianita Amanda<sup>1</sup>, M. Sulthon Masyhud<sup>2\*</sup>, Zakiyah Tasnim<sup>4</sup>

<sup>1</sup> Jember University Indonesia, Email: [virli Alvianita11@gmail.com](mailto:virli Alvianita11@gmail.com)

<sup>2</sup> Jember University Indonesia, Email: [msulthon59@gmail.com](mailto:msulthon59@gmail.com)

<sup>3</sup> Jember University Indonesia, Email: [zakiyah179@gmail.com](mailto:zakiyah179@gmail.com)

\*Corresponding Author

**ABSTRACT:** *The purpose of this study was to determine whether there is a relationship between principals' academic supervision activities and teacher performance in teaching activities at public elementary schools in Curah Dami District, Bondowoso Regency. A correlational research design was used for this study. The sample consisted of 20 principals and 40 teachers at Neheri Elementary School in Curah Dami District, Bondowoso Regency. The sample was selected using quota random sampling. The data collection instruments used in this study were interviews, observations, documentation, and questionnaires. After complete data collection, they were analyzed using Pearson Product Moment Correlation and the Coefficient of Determination. Based on the results of the data analysis, which was then used to test the research hypothesis, it was shown that there is a significant relationship between the principal's academic supervision and teacher performance in teaching activities at public elementary schools in the Curah Dami sub-district, Bondowoso Regency. Further analysis using the coefficient of determination technique showed that the contribution of the principal's academic supervision variable to teacher teaching performance was 26.6%. In other words, it can be stated that 26.6% of teacher teaching performance is shaped by the principal's academic supervision activities. This means that 73.4% of teacher teaching performance is shaped by factors other than the principal's academic supervision. These factors can originate from both internal and external factors of the teacher.*

**Keywords:** principal's academic supervision, elementary school teacher teaching performance,

## INTODRUCTION

Efforts to improve the quality of human resources and national competitiveness in the global era are carried out through education. Education shapes individuals with intellectual, emotional, and spiritual abilities that can contribute to national development. However, in Indonesia, the quality of education still faces various obstacles. In Indonesia, the quality of education has come under scrutiny from many parties, stating that the Indonesian education system lags far behind other countries. This has been demonstrated internationally, with a decline in the average score in the 2022 Programme for International Assessment (PISA) released by the Ministry of Education, Culture, Research, and Technology in December 2023. This situation demonstrates the need for concrete strategies to improve education quality, particularly in aspects directly related to teacher quality.

Teachers are key actors in the educational process, serving as planners, implementers, and evaluators of learning. Teacher performance is reflected in their ability to plan, implement, and assess student learning outcomes. Teachers with optimal performance are able to create a fun, conducive, and interactive learning environment, thereby impacting learning achievement (Pratiwi et al., 2021). However, several studies have revealed that many teachers still face obstacles, such as limited facilities and infrastructure, a lack of teacher professionalism, and less engaging teaching methods, which can reduce the effectiveness of teacher performance (Rahman & Akbar, 2021).

One strategy to solve this issue is for principals to implement academic supervision, such as through a coaching process to help teachers improve the quality of learning (Firyani et al., 2024). Supervision emphasizes not only oversight but also constructive guidance, feedback, and mentoring. This way, teachers receive guidance in addressing weaknesses while simultaneously developing their professionalism on an ongoing basis (Masyhud, 2017).

Principals play a crucial role as supervisors, with strategic responsibility for directing and encouraging improved teacher performance. Planned, continuous, and follow-up supervision will create a quality school climate (Ministry of Education and Culture, 2019). Effective supervision can influence teacher motivation, discipline, and innovation in teaching. In general, academic supervision practices in the field demonstrate obstacles, such as time constraints, administrative burdens, and a lack of principal competence in providing guidance (Lutfiani, 2024).

A similar situation was also found at a public elementary school in Curahdami District, Bondowoso Regency. Initial interviews and observations indicated that academic supervision had been implemented routinely, twice each semester. However,

its implementation often clashed with other agendas, resulting in suboptimal performance. Furthermore, despite ongoing supervision, teacher performance remained suboptimal, particularly in aspects of lesson planning, the application of varied methods, and the use of learning technology. Limited infrastructure and differences in teacher characteristics also impacted their performance. This phenomenon reinforces the assumption that while academic supervision influences teacher performance, other variables also contribute to its quality.

Previous research that reinforces the importance of principal academic supervision, such as Safrijal (2022), found a positive relationship between academic supervision and teacher performance. Meanwhile, Suyatno (2020) concluded that teachers who receive intensive coaching from their principals tend to perform better than those who receive less supervision. However, each school has a different context, problems, and conditions, so the effectiveness of supervision cannot be generalized. Therefore, research in a local context is crucial to provide a realistic picture on the ground.

In line with the description above, this study aims to determine whether or not there is a relationship between the principal's academic supervision and the teaching performance of teachers at Dadar Negeri Elementary School in Curahdami District, Bondowoso Regency. This research is expected to serve as conceptual study material to enrich the literature on educational management, as well as provide practical benefits for planning an efficient academic supervision program to improve teacher teaching performance at Public Elementary Schools.

## RESEARCH METHODS

As stated in the previous section, the purpose of this study was to determine whether there is a relationship between principals' academic supervision activities and the teaching performance of teachers at Neheri Elementary School in Curah Dami District, Bondowoso Regency, Indonesia. To achieve this objective, a correlational research design was used (Masyhud, 2021). This design is expected to reveal a parallel relationship between the independent variable (X), namely the implementation of academic supervision, and the dependent variable, namely the teaching performance of elementary school teachers (Y). The study population included all 20 principals and all 177 teachers at public elementary schools in Curah Dami District, Bondowoso Regency, Indonesia. The study sample consisted of 20 principals and 40 teachers at Neheri Elementary School in Curah Dami District, Bondowoso Regency, Indonesia. The sample was selected using quota random sampling. The data collection instruments used in this study were interviews, observation, documentation, and questionnaires. After the data was collected completely, the data was then analyzed using the Pearson Product Moment Correlation analysis technique and the Coefficient of Determination technique (Masyhud, 2024).

## RESULTS AND DISCUSSION

### 1. Research Implementation

At a public elementary school in Curahdami District, Bondowoso Regency, the research was conducted on July 31, 2025, and August 11-18, 2025. The study population included 20 public elementary schools in the area. Sample selection was conducted using a quota sampling technique to determine the number of respondents, including principals and teachers. Each school was assigned one principal and two teachers. The selection criteria for these two teachers were non-random, using a quota sampling technique, taking into account the principal's appointment. The scores from both teachers were then averaged, so that the total sample was proportional to the number of principals

### 2. Research Data

#### a. Principal Academic Supervision Questionnaire Results

Information regarding principals' academic supervision was obtained through a questionnaire distributed to 40 teachers. The questionnaire contained 26 questions with a scoring range of 1 to 5. The maximum possible score was 130, and the minimum score was 26. The scores from the two teachers were then averaged to obtain the final score. The following table shows the scores obtained by each teacher.

Table 1. Summary of Principal Academic Supervision Questionnaire Results

No	Questionnaire Code	No. Respondents	Average Score	100-Scale Value
1	A	A1	98	75,38
2	A	A2	94	72,31
3	A	A3	91	70,00
4	A	A4	96	73,85
5	A	A5	95	73,08
6	A	A6	87	66,92

No	Questionnaire Code	No. Respondents	Average Score	100-Scale Value
7	A	A7	95	73,08
8	A	A8	92	70,77
9	A	A9	90	69,23
10	A	A10	90	69,23
11	A	A11	93	71,54
12	A	A12	85	65,38
13	A	A13	97	74,62
14	A	A14	101	77,69
15	A	A15	93	71,54
16	A	A16	104	80,00
17	A	A17	94	72,31
18	A	A18	90	69,23
19	A	A19	89	68,46
20	A	A20	93	71,54

b. Results of the Teacher Performance Questionnaire in Teaching Activities

Data regarding teacher performance in teaching activities was collected through a questionnaire administered to 20 school principals. The questionnaire instrument contained 26 questions with a scoring range of 1 to 5. The maximum possible score was 130, while the minimum score was 26. The following table shows the scores obtained by each school principal.

Table 2. Summary of Results of the Teacher Performance Questionnaire in Teaching Activities

No	Questionnaire Code	No. Respondents	Total Score	Scale Value 100
1	B	B1	91	70,00
2	B	B2	90	69,23
3	B	B3	90	69,23
4	B	B4	97	74,62
5	B	B5	89	68,46
6	B	B6	80	61,54
7	B	B7	107	82,31
8	B	B8	93	71,54
9	B	B9	83	63,85
10	B	B10	90	69,23
11	B	B11	93	71,54
12	B	B12	95	73,08
13	B	B13	98	75,38
14	B	B14	90	69,23
15	B	B15	96	73,85
16	B	B16	107	82,31
17	B	B17	86	66,15

No	Questionnaire Code	No. Respondents	Total Score	Scale Value 100
18	B	B18	88	67,69
19	B	B19	91	70,00
20	B	B20	94	72,31

3. Data Requirements Test

a. Data Normality Test

The purpose of the normality test is to ensure that the data taken from the sample is normally distributed. This study used the Shapiro-Wilk method because the total sample size was less than 50. The basis for making decisions is that if the significance value exceeds 0.05, the data is considered normally distributed. Conversely, if the significance value is below 0.05, the data is not normally distributed. The following are the results of the normality test:

Tabel 3. Normality Test Results

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Principal's Academic Supervision_X	,977	20	,882
Teacher Performance in Teaching Activities_Y	,933	20	,176

Based on the normality test table using the Shapiro-Wilk method, it was obtained that the principal's academic supervision variable had a statistical value of 0.977 and showed that it was greater than the 5% significance level (0.882), namely ( $0.977 > 0.882$ ). Therefore, the data was normally distributed. Furthermore, the teacher performance variable in teaching activities obtained a statistical value of 0.933 and showed that it was greater than the 5% significance level (0.176), namely ( $0.933 > 0.176$ ), so that the data on the teacher performance variable in teaching activities was normally distributed. Referring to the results of the analysis, both variables studied were normally distributed. Therefore, the data was considered worthy of further analysis.

b. Data Linearity Test

The purpose of the linearity test is to assess whether the relationship between variables in the study is linear. This analysis uses the SPSS application. The criteria for data selection are: data is considered linear if the significance value of the linearity test exceeds 0.05, but if it does not exceed 0.05, it is nonlinear. The results of this test are presented below.

Tabel 4. Linearity Test Results

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance in Teaching Activities_Y	Between Groups	(Combined) 380,050	13	29,235	1,477	,329
	Linearity	132,892	1	132,892	6,713	,041
	Deviation from Linearity	247,158	12	20,597	1,040	,510
Principal's Academic Supervision_X	Within Groups	118,775	6	19,796		
	Total	498,825	19			

Based on the results above, an F-value of 1.477 was obtained, with a significance value of 0.329. Since the F-value is  $> 0.05$  ( $1.477 > 0.329$ ), the results indicate a linear relationship between the principal's academic supervision and teacher performance in teaching activities at Public Elementary Schools in Curahdami District, Bondowoso Regency.

4. Product Moment Correlation Analysis

A correlation coefficient test was conducted to determine the level of relationship between the principal's academic supervision and teacher performance in teaching activities. SPSS version 25 was used to test the data to obtain accurate results. The results of the correlation test can be seen below:

Tabel 5. Correlation Coefficient Test

<i>Correlations</i>			
		Principal's Academic Supervision_X	Teacher's Teaching Performance_Y
Principal's Academic Supervision_X	<i>Pearson Correlation</i>	1	,516*
	<i>Sig. (2-tailed)</i>		,020
	<i>N</i>	20	20
Teacher's Teaching Performance_Y	<i>Pearson Correlation</i>	,516*	1
	<i>Sig. (2-tailed)</i>	,020	
	<i>N</i>	20	20

The results of the analysis using SPSS, obtained a correlation coefficient value ( $r_{xy}$ ) of 0.516. The comparison between the correlation coefficient value  $r_{xy}$  with the  $r_{table}$  value at a certain level of significance, the results show that the calculation results  $r_{xy} > r_{table}$  ( $0.516 > 0.020$ ). The results of the analysis show that there is a positive and significant relationship between the principal's academic supervision and teacher performance in teaching activities at Public Elementary Schools in Curahdami District, Bondowoso Regency.

## 5. Research Hypothesis Testing

Hypothesis testing aims to determine whether the alternative hypothesis ( $H_1$ ) in this study can be accepted or rejected. This determination is based on the results of the correlation coefficient calculation, which serves as the primary reference for decision-making. The hypothesis is accepted if the calculated  $r_{xy}$  is equal to or greater than  $r_{table}$  at a significance level of 5%. Based on Table 4.5, the calculated correlation coefficient  $r_{xy}$  is greater than  $r_{table}$  ( $0.516 > 0.020$ ), indicating a positive  $r_{xy}$  value, indicating a positive relationship between principals' academic supervision and teacher teaching performance. A two-tailed significance value of less than 0.05 indicates a significant relationship. Therefore,  $H_1$ , which states there is a significant relationship between principals' academic supervision activities and teacher teaching performance at public elementary schools in Curah Dami District, Bondowoso Regency, Indonesia, can be accepted. This means there is a positive and significant relationship between principals' academic supervision and teacher teaching performance at public elementary schools in Curah Dami District, Bondowoso Regency, Indonesia.

## 6. Coefficient of Determination Test

The purpose of this determination test is to determine the contribution of the principal's academic supervision to teacher performance in teaching activities. Based on the results of the correlation coefficient calculation, the following coefficient of determination is obtained using the following formula:

$$\begin{aligned}
 KD &= r^2 \times 100\% \\
 KD &= 0,516^2 \times 100\% \\
 KD &= 0,266 \times 100\% \\
 KD &= 26,6\%
 \end{aligned}$$

The analysis above shows that the coefficient of determination is 26.6%, indicating that the principal's academic supervision has a 26.6% influence on improving teacher performance in teaching. The remaining 73.4% is due to other variables not included in this study. This means that the more optimal the principal's academic supervision, the more likely it is that teacher performance in teaching activities at Public Elementary Schools in Curahdami District, Bondowoso Regency will also improve.

## 7. Discussion of Research Findings

The purpose of this study was to examine the relationship between principals' academic supervision and teacher performance in teaching activities at public elementary schools in Curahdami District, Bondowoso Regency. The study population included 20 elementary schools in the area, with a sample consisting of 20 principals and 40 teachers. The sample was determined using quota sampling, with the number of respondents listed. Data collection was conducted through a questionnaire developed based on research indicators. Therefore, the measurement of both variables conformed to national education policy standards, and the instrument was deemed to have adequate content validity.

In this study, a normality test and a linearity test were conducted before conducting the hypothesis test. The normality test used the Shapiro-Wilk method which produced a statistical value of 0.977 and showed that it was greater than the 5% significance level (0.882), namely ( $0.977 > 0.882$ ). Thus, the distribution of data on the principal's academic supervision variable showed a

normal distribution. Furthermore, the variable of teacher performance in teaching activities obtained a statistical value of 0.933 and showed that it was greater than the 5% significance level (0.176), namely ( $0.933 > 0.176$ ), so that the data on the variable of teacher performance in teaching activities was normally distributed. Referring to the results of the analysis, both variables studied were normally distributed. Therefore, the data was considered worthy of further analysis.

The linearity test obtained an F value of 1.477 with a significance value of 0.329. Because the F value  $> 0.05$  ( $1.477 > 0.329$ ). The results of the study indicate that there is a linear relationship between the principal's academic supervision and teacher performance in teaching activities at SD Negeri Curahdami District, Bondowoso Regency. Therefore, with the fulfillment of the research data results, the Pearson Product Moment correlation analysis can be continued to test the research hypothesis.

The correlation coefficient (rxy) obtained was 0.516. A comparison of the rxy correlation coefficient with the rtable value at a certain significance level indicated that  $rxy > rtable$  ( $0.516 > 0.020$ ). The analysis revealed a positive and significant relationship between the principal's academic supervision and teacher performance in the learning process at a public elementary school in Curahdami District, Bondowoso Regency.

The contribution of the principal's academic supervision to teacher performance can be seen through the results of the coefficient of determination (KD) test of 26.6%. This means that approximately 26.6% of the variation in teacher performance in learning is influenced by academic supervision, while the remaining 73.4% is due to other variables not included in this study. Data analysis shows that academic supervision has a significant influence on teacher success, but it is not the sole determining variable.

The results of this study are in line with the Minister of National Education Regulation Number 13 of 2007, which emphasizes the role of the principal in implementing academic supervision, including the planning, implementation, and follow-up stages of supervision. Field observations show that supervision practices in the research school are carried out through inspections of learning equipment, namely teaching modules or lesson plans (RPP), classroom observations, and providing feedback and coaching after observations. Meanwhile, teacher performance indicators in teaching activities are in accordance with the Minister of National Education Regulation Number 41 of 2007, namely planning, implementation, and assessment of learning outcomes. Thus, the positive and significant relationship between the two variables indicates that targeted supervision can help teachers improve the quality of RPP or teaching module planning, more interactive learning implementation, and more objective assessment of learning outcomes.

Furthermore, this study demonstrates that supervisory practices in schools are not merely administrative in nature but are also directed at fostering teacher professionalism. For example, the principal not only checks the completeness of lesson plans (RPP) or teaching modules but also provides input on more effective learning strategies, encourages teachers to use a variety of media, and facilitates small group discussions to share experiences. Supervisory activities implemented with a systematic, humanistic, and democratic approach have been shown to create conducive working conditions and increase teacher motivation. These findings strengthen the evidence that academic supervision influences teacher performance in teaching activities, although this factor is not the sole influence.

Other factors account for 73.4%, while the remainder is due to other variables not included in this study and can be used as material for future research. This research also aligns with the findings of Safrijal (2022) who obtained a correlation coefficient of  $0.704 > 0.516$ . These results indicate a positive and significant relationship between academic supervision and teacher performance.

Based on the results of the analysis and study referring to relevant theories and previous research, it was concluded that there is a positive and significant relationship between the principal's academic supervision and teacher performance in teaching at Public Elementary Schools in Curahdami District, Bondowoso Regency. The contribution of academic supervision to teacher performance reached 26.6% and %, the remainder was caused by other variables not included in this study. This relationship is linear, meaning that teacher performance increases if academic supervision is carried out better. Meanwhile, if academic supervision is carried out less effectively, teacher performance also tends to decrease.

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