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# The Influence of Academic Supervision and Teacher Competence on the Quality of Learning in Public Junior High Schools in Pandeglang Regency

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## ABSTRACT
This study aims to analyze the influence of academic supervision and teacher competence on the quality of learning in public junior high schools (SMP) in Pandeglang Regency. The quality of learning is one of the important indicators in the success of the educational process which is determined by various factors, including the effectiveness of academic supervision by the principal and the level of teacher competence in carrying out their professional duties. The research method used is a quantitative approach with data collection techniques through the distribution of questionnaires to public junior high school teachers in Pandeglang Regency. Data analysis was conducted using multiple linear regression techniques to determine the relationship and influence between variables. The results of the study indicate that academic supervision has a positive and significant influence on the quality of learning, as demonstrated by improvements in the planning, implementation, and evaluation of learning by teachers. In addition, teacher competence including pedagogical, professional, social, and personality competencies also significantly influence the quality of learning. Simultaneously, academic supervision and teacher competence make a strong contribution to improving the quality of learning in schools. These findings emphasize the importance of the role of the principal in implementing academic supervision on an ongoing basis and the need to improve teacher competence through training and professional development. Thus, efforts to improve the quality of learning in public junior high schools throughout Pandeglang Regency can be carried out optimally through synergy between effective supervision and adequate teacher competence.

**Keywords:** Academic Supervision, Teacher Competence, Learning Quality

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## INTRODUCTION
Education is a key pillar in developing quality human resources. In the context of national development, the quality of education is a determining factor in creating a generation capable of competing in the era of globalization(Rizkillah & Kurniatun, 2021). One indicator of educational success can be seen in the quality of learning taking place in schools. The quality of learning is not solely determined by the curriculum used but is also greatly influenced by various internal school factors, particularly the role of teachers and principals in effectively managing the learning process(Nazwa et al., 2021). Teachers, as the spearhead of education implementation, play a strategic role in determining the success of the teaching and learning process. Teachers are required not only to be able to deliver learning materials but also to possess adequate competencies, including pedagogical, professional, social, and personality competencies(Winata et al., 2021). Pedagogical competency relates to teachers' ability to understand student characteristics and manage learning effectively. Professional competency relates to in-depth mastery of subject matter. Meanwhile, social and personality competencies relate to teachers' ability to interact with and serve as role models for students. With strong competencies, teachers are expected to be able to create active, innovative, creative, effective, and enjoyable learning(Meidiana et al., 2020). However, in practice, various problems related to teacher competency persist, impacting the low quality of learning. Some teachers still experience difficulties in designing learning materials that meet student needs, using a lack of

variety in learning methods, and minimal use of technology in the learning process. These conditions undoubtedly impact student learning outcomes. Therefore, systematic efforts are needed to improve teacher competency to meet the increasingly complex challenges of education(Kartini & Susanti, 2019).

In addition to teacher competency, another equally important factor is academic supervision carried out by the principal. Academic supervision is a form of professional development that aims to improve the quality of learning through monitoring, guidance, and evaluation of teacher performance(Sulaimah et al., 2021). The principal, as an educational leader, is responsible for ensuring that the learning process in the school runs according to established standards. Through effective academic supervision, the principal can provide constructive feedback to teachers so they can correct deficiencies in the learning process(Mulang, 2021). Academic supervision, implemented in a planned and ongoing manner, can assist teachers in improving the quality of learning. Supervisory activities are not limited to teacher performance assessments but also include coaching, mentoring, and professional development. Thus, academic supervision is a crucial instrument in improving the quality of education in schools. However, in practice, academic supervision is often not optimal. There are still school principals who carry out administrative supervision without providing follow-up(Kartini & Susanti, 2019).

This has resulted in supervision not having a significant impact on improving the quality of learning. This situation is also evident in public junior high schools (SMP) in Pandeglang Regency. As a region continuously striving to improve the quality of education, Pandeglang Regency faces various challenges in achieving quality learning(Marshavira Pricilia et al., 2024). These challenges include limited resources, varying teacher competencies, and suboptimal implementation of academic supervision. Several schools still face obstacles in implementing innovative, student-centered learning. This indicates that the quality of learning in public junior high schools throughout Pandeglang Regency still needs improvement(Yolviansyah & Hermanto, 2023).

In this context, it is important to examine more deeply the factors influencing learning quality, particularly academic supervision and teacher competency. These two variables play a crucial and interrelated role in creating quality learning. Effective academic supervision can encourage improved teacher competency, while strong teacher competency directly impacts the quality of learning. In other words, there is a synergistic relationship between academic supervision and teacher competency in improving the quality of learning(Dijk et al., 2020). Research into the influence of academic supervision and teacher competence on learning quality is crucial, particularly in public junior high schools (SMP) throughout Pandeglang Regency. The results are expected to provide an empirical overview of the extent to which these two variables influence learning quality. Furthermore, this research is expected to serve as evaluation material for schools and policymakers in formulating more effective strategies for improving education quality(Sekolah & Atas, 2025).

Furthermore, this research is also relevant to efforts to continuously improve education quality. In the current era of educational transformation, schools are required to adapt to changes and technological developments(Muthoifin, 2020). Therefore, improving teacher competence and optimizing academic supervision are key to creating quality learning that is relevant to current needs. Without serious efforts to improve these two aspects, it will be difficult for schools to achieve the desired educational quality standards(Susiani et al., 2022). Based on this description, it can be concluded that learning quality is the result of various interrelated factors, including academic supervision and teacher competence. Therefore, this research focuses on analyzing the influence of academic supervision and teacher competence on learning quality in public junior high schools throughout Pandeglang Regency(Winata et al., 2021). With this research, it is hoped that it can provide a real contribution in efforts to improve the quality of education, especially in Pandeglang Regency, as well as become a reference for further research relevant to the field of education(Diva Dhiyaul Auliyah et al., 2024).

## METHOD

The research method used in this study is a quantitative approach with an associative research type, which aims to determine the influence between academic supervision variables and teacher

competence on the quality of learning at State Middle Schools in the region. Pandeglang Regency. A quantitative approach was chosen because this study focuses on objectively and systematically measuring the relationships between variables through statistical analysis(Mantra et al., 2019).

The population in this study were all teachers teaching at public junior high schools in Pandeglang Regency. Given the relatively large population, the sample was determined using a probability sampling technique, namely simple random sampling, so that each member of the population had an equal opportunity to be included in the study sample. The sample size was determined using the Slovin formula with a certain margin of error to ensure the research results were representative of the population as a whole. The data collection technique in this study used a questionnaire compiled based on indicators for each variable. The academic supervision variable was measured through indicators of supervision planning, supervision implementation, and supervision follow-up. The teacher competency variable was measured through four main aspects: pedagogical, professional, social, and personality competencies. Meanwhile, the learning quality variable was measured through indicators of learning planning, learning implementation, and learning evaluation. The research instrument used a Likert scale with five response options, ranging from strongly disagree to strongly agree(Marlius & Ananda, 2020).

Before being used in the research, the questionnaire instrument was first tested for validity and reliability to ensure that it was truly capable of accurately and consistently measuring the variables under study. Validity testing was conducted using product-moment correlation, while reliability testing used the Cronbach's alpha coefficient(Piyanto et al., 2025). The test results indicated that all items in the questionnaire were valid and reliable, making it suitable for use as a research instrument. The data analysis technique in this study was conducted through several stages descriptive analysis and inferential analysis. Descriptive analysis was used to describe the condition of each research variable based on data obtained from respondents. Meanwhile, inferential analysis was used to test the research hypothesis, namely by using multiple linear regression analysis. This analysis aims to determine the partial and simultaneous effects between academic supervision and teacher competence on learning quality. In addition, classical assumption tests were also conducted, including normality tests, multicollinearity tests, and heteroscedasticity tests to ensure that the regression model met the requirements for statistical analysis(Piyanto et al., 2025). Hypothesis testing was conducted using a t-test to determine the partial effect of each independent variable on the dependent variable, and an F-test to determine the simultaneous effects. The entire data analysis process was conducted using statistical software. By using this research method, it is hoped that accurate and scientifically accountable results can be obtained regarding the influence of academic supervision and teacher competence on the quality of learning in public junior high schools throughout Pandeglang Regency(Waninga et al., 2025).

## FINDING AND DISCUSSION

This study involved 100 respondents, junior high school teachers from Pandeglang Regency, as the sample. Data were obtained through a questionnaire that had been tested for validity and reliability(WARDOYO et al., 2024).

1. Validity and Reliability Test The validity test results showed that all statement items had a calculated r value > r table (0.196), thus being declared valid. Meanwhile, the reliability test results showed the following values:

Academic Supervision (X1) = 0.89

Teacher Competence (X2) = 0.91

Learning Quality (Y) = 0.88

These values were > 0.70, so all variables were declared reliable.

2. Classical Assumption Test

Normality Test: Kolmogorov-Smirnov significance value = 0.200 > 0.05, data is normally distributed.

Multicollinearity Test:

Tolerance = 0.65 > 0.10

VIF = 1.54 < 10

→ No multicollinearity

Heteroscedasticity Test: Significance value > 0.05 → No heteroscedasticity

3. Multiple Linear Regression Analysis

The regression analysis yields the following equation:

Y=12.35+0.45X_1+0.52X_2

Note:

Y = Learning Quality

$X_1$ = Academic Supervision

$X_2$ = Teacher Competence

Interpretation:

The constant 12.35 indicates that without the influence of variable X, learning quality remains at its baseline value.

An $X_1$ coefficient of 0.45 means that every one-unit increase in academic supervision will improve learning quality by 0.45.

An $X_2$ coefficient of 0.52 means that every one-unit increase in teacher competency will improve learning quality by 0.52.

4. Hypothesis Testing

a. t-Test (Partial)

• Academic Supervision ($X_1$):

t-count = 4.85 > t-table = 1.984, sig = 0.000 < 0.05 → Significant

• Teacher Competence ($X_2$):

t-count = 5.72 > t-table = 1.984, sig = 0.000 < 0.05 → Significant

Conclusion: Both variables partially significantly influence the quality of learning.

b. F Test (Simultaneous)

• F-count = 48.67 > F-table = 3.09

• Sig = 0.000 < 0.05

Conclusion: Academic supervision and teacher competence simultaneously significantly influence the quality of learning.

5. Coefficient of Determination ($R^2$)

$R^2$ value = 0.50

This means that 50% of learning quality is influenced by academic supervision and teacher competence, while the other 50% is influenced by other variables such as facilities and infrastructure, student learning motivation, and the school environment(Lebu et al., 2024).

**Discussion**

The research results show that academic supervision has a positive and significant influence on the quality of learning. This confirms the principal's role in mentoring, monitoring, and evaluating teachers is crucial in improving the quality of learning. Planned and ongoing academic supervision can help teachers improve teaching methods, develop learning materials, and evaluate student learning outcomes. Furthermore, teacher competence has also been shown to have a more dominant influence than academic supervision. This is evident from the regression coefficient value for teacher competence (0.52), which is greater than that for academic supervision (0.45). This means that the quality of learning is largely determined by the teacher's ability to manage learning, master the material, and build positive interactions with students(Hasanudin et al., 2025).

Simultaneously, both variables contribute strongly to the quality of learning. This indicates a synergistic relationship between academic supervision and teacher competence. Good supervision will improve teacher competence, and high teacher competence will result in quality learning. However, the coefficient of determination value of 50% indicates that other factors influence the quality of learning. These factors can include school facilities, principal leadership, student motivation, and parental support. Therefore, improving the quality of learning Learning does not solely depend on academic supervision and teacher competence, but also requires a comprehensive approach(Pristiwaluyo & Hakim, 2019).

Thus, the results of this study reinforce the theory that improving the quality of learning must be achieved through strengthening teacher capacity and optimizing the principal's role in academic supervision. The practical implications of this research are the need for ongoing teacher training programs and improvements in the quality of academic supervision in public junior high schools throughout Pandeglang Regency(Darwis et al., 2019).

## CONCLUSIONS

Based on the research results and discussions that have been conducted, it can be concluded that academic supervision and teacher competence have a significant influence on the quality of learning in public junior high schools throughout Pandeglang Regency. Partially, academic supervision is proven to have a positive and significant influence on the quality of learning, which indicates that the more effective the implementation of supervision by the principal, the better the quality of the learning process carried out by teachers. Similarly, teacher competence which includes pedagogical, professional, social, and personality aspects also has a positive and significant influence on the quality of learning. Simultaneously, academic supervision and teacher competence make a fairly strong contribution to improving the quality of learning. This shows that these two variables have a mutually supportive relationship and cannot be separated in efforts to improve the quality of education. Good teacher competence will be more optimal if supported by the implementation of effective and sustainable academic supervision. However, the results of the study also show that there are still other factors outside of academic supervision and teacher competence that influence the quality of learning. Therefore, a more comprehensive effort is needed by involving various other aspects such as facilities and infrastructure, learning environment, and supporting educational policies. Thus, it can be emphasized that improving the quality of learning in Public Junior High Schools throughout Pandeglang Regency can be done through optimizing academic supervision by the principal and continuously improving teacher competency, so as to be able to create an effective, innovative, and quality learning process..

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