

The Effect of Academic Supervision and Teacher Professionalism on Student Learning Outcomes

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Abstract

This study aims to analyze the influence of the academic and professional supervision of teachers on student learning outcomes. The study population amounted to 53 teachers, research sampling using saturated sampling techniques where the population was used as a research sample. The type of data or information used is primary data with data collection techniques through questionnaires. Data analysis techniques were carried out using descriptive and inferential analysis with multiple regression analysis methods using SPSS 25. The results of the analysis show that partial academic supervision has a positive effect on student learning outcomes, and teacher professionals have a positive effect on student learning outcomes. In contrast, simultaneously, academic supervision and teacher professionalism significantly affect student learning outcomes, so the improvement of student learning outcomes in elementary schools is influenced by the implementation of academic supervision and Professionalism of teachers in carrying out learning.

Keywords: *Academic Supervision, Professional Teachers, Learning Outcomes, Learners*

Introduction

Elementary school education aims to provide a strong educational foundation to students from an early age (Rosita et al., 2020), if learning is really strong from an early age, students have basic skills: recognizing letters and numbers, reading, writing, and arithmetic, developing children's character by teaching moral values, ethics, cooperation, and responsibility, honesty, discipline, and respect for others. The success of learning in elementary schools cannot be separated from the professionalism of teachers in teaching in the classroom (Alamsyah et al., 2020), as well as the concern of school supervisors in supervising schools and teachers in carrying out the learning process in schools (Fitri, 2019).

School supervisors have a strategic role in developing schools and improving teacher professionalism because school supervisors have the task and function as teacher partners in solving various problems faced by teachers in planning, implementing, and evaluating learning in schools (Noor et al., 2020; Alfianto et al., 2021). The role of the school supervisor at the learning planning stage is to direct teachers on how to plan learning tools according to the curriculum applicable in schools. The role of school supervisors at the learning implementation stage is to observe the learning process carried out by teachers in class, then record things that are lacking in teachers in delivering learning to students, both in terms of delivering learning objectives, learning models, and methods used, approach techniques used and tactics in motivating students who are slow to follow learning.

The role of school supervisors at the evaluation stage is to conduct special dialogues with teachers about learning tools that have been prepared by teachers and the shortcomings and strengths of teachers in carrying out learning. At the evaluation stage, school supervisors must be able to provide alternative problem-solving as well as concrete examples that must be done

by teachers to improve their professionalism in planning, implementing, and evaluating learning (Lorensius et al., 2022).

Academic supervision is an effort made by the supervisor or principal consciously in stimulating, coordinating, and continuously guiding the teachers in the school so that learning can be implemented according to the applicable curriculum. Meanwhile, according to Glickman in Abul Sigit (2021), academic supervision is an activity carried out by supervisors or teachers to help teachers develop various potentials in carrying out learning. The objectives of implementing academic supervision are helping teachers to develop their potential about learning activities, monitoring the implementation of learning activities, encouraging teachers to implement their abilities, and motivating teachers to have a strong commitment to adapting to the progress of the times (Simbolon et al., 2020).

The function of academic supervision as an inspection is to find out what are the weaknesses of the school, both the way the principal leads, how to teach teachers, the curriculum used and the results of student achievement, through observation activities, interviews and questionnaires in the context of collecting data for analysis (Marey et al., 2020). The function of implementing academic supervision as training is a conscious effort made by school supervisors to improve the knowledge, attitudes and skills of teachers and teachers in managing learning according to the applicable curriculum and the use of technology in accordance with the times. This activity can be carried out through teaching demonstrations, workshops, seminars, observations, individuals, conferences and supervision visits (Aviso et al., 2019).

The function of implementing academic supervision as guidance is an effort by school supervisors to encourage teachers and teachers to make improvements related to the substance of their duties. Guidance activities can be carried out through activities to foster willpower, encourage (Fauzi et al., 2021), direct and encourage to try new things, and be able to adapt to technological advances (Yao et al., 2021). The function of implementing academic supervision as an assessment is to measure the extent to which teachers and teachers have succeeded in achieving achievements. This activity can be done through tests, standards application, student achievement results, and school report cards (Rahabav, 2016).

Professional teachers emphasize the requirements that teachers must have as well as qualifications and competencies by teacher professional standards (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022). Professional teacher qualifications include education, training, and relevant work experience, while professional teacher competencies include academic competencies, personality competencies, social competencies, and professional competencies. Furthermore, teacher professionalism emphasizes the quality or quality of the teacher's personality, such as the mental attitude and behavior of the teacher in carrying out his duties as a professional educator and teacher. Teacher professionalism is reflected in the commitment of teachers always to improve their quality and performance to achieve educational goals.

Teacher professionalism is a teacher who has special expertise in understanding learning material according to the curriculum and in terms of mastery of determining learning strategies (Hamid & Sani, 2012), namely; selection of appropriate learning according to the achievement of basic competencies, learning methods in accordance with the characteristics of students, techniques for organizing learning and tactics in handling students individually and teacher creativity in designing learning that emphasizes innovation according to technological advances (Haryani et al., 2021).

Learning outcomes refer to achievements or achievements obtained by students after the learning process. Learning outcomes include the knowledge, understanding, skills, attitudes, and values acquired by learners due to learning experiences. Learning outcomes, according to Benjamin S. Bloom were first proposed in 1956 by an American educational psychologist and

last revised by Lorin W. Anderson and David R. Karthwohl students of Bloom in 2001, the revision in question is the application of operational verbs from nouns to verbs (Ihwan Mahmudi et al., 2022). Learning outcomes from three domains, namely cognitive, affective, and psychomotor domains.

Method

This study uses multiple regression analysis methods which aims to determine and analyze the influence of academic supervision on student learning outcomes, the influence of teacher professionalism on student learning outcomes, and analyze the influence of academic supervision and teacher professionalism simultaneously on student learning outcomes. The data collection technique is to distribute questionnaires to 53 elementary school teachers on the implementation of academic supervision, and the implementation of learning in schools.

Results

Descriptive Analysis Results

Table 1. Average summary of Variable Indicators X₁

No	Indicator	Average	Percent %	category
1	Preparatory stage	4.20	83.96	Often
2	Stages of implementation	4.18	83.50	Often
3	Evaluation phase	4.23	84.53	Often

Based on the summary of the table above, it can be concluded that the variable indicators of academic supervision consist of 3 (three) aspects, namely; The preparatory stage indicator was obtained on average of 4.20 with a percentage of 83.96 percent, being in the frequent category, this means that school supervisors in carrying out academic supervision first compile a schedule for implementing supervision, socialize the supervision program to the school and teachers, Inform the method of implementing supervision, and another 16.04 percent are things that need to be addressed in the preparation stage. The implementation stage indicator was obtained on average 4.18 with a percentage of 83.50 percent, being in the frequent category, this means that school supervisors in carrying out academic supervision for teachers are good, and another 16.50 percent need improvement. The evaluation stage indicator obtained an average of 4.23 with a percentage of 84.53 percent being in the frequent category, this means that school supervisors in carrying out academic supervision for teachers provide *feedback*.

Table 2. Average summary of Variable Indicators X₂

Nu	Indicator	Average	Percent %	category
1	Educational qualifications	4.01	80.25	appropriate
2	Learning process	4.01	80.17	appropriate
3	Devotion	3.92	78.48	quite suitable
4	Job suitability	4.20	83.96	appropriate
5	Salary	3.67	73.40	quite suitable

Based on the summary of the table above, it can be concluded that the teacher professional variable indicator consists of 5 (five) aspects, namely; The educational qualification indicator was obtained on average of 4.01 with a percentage of 80.25 percent, this means that the educational qualification indicator is in the appropriate category, so it can be concluded that the teachers have S1 education, already have an educator certificate and attended development training competence, and another 19.75 percent still not. Learning process indicators were obtained on average 4.01 with a percentage of 80.17 percent, this means that learning process indicators are in the category of already in accordance with learner-centered learning, and another 19.83 percent are still tied to teacher-centered learning. The service indicator was obtained on average 3.92 with a percentage of 78.49 percent, this means that the service indicator is in the category of quite appropriate, another 21.51 percent is still not loyal in handling slow learners. The job suitability indicator was obtained on average 4.20 with a percentage of 83.96 percent, this means that the job suitability indicator is in the appropriate category, and another 16.04 percent of teachers have begun to get tired of being teachers because of the background of PGSD S1 education. The salary indicator is obtained on average 3.67 with a percentage of 73.40 percent, this means that the amount of salary received by teachers is quite appropriate, and another 26.60 percent is not appropriate, this is due to the source of GTT teacher salaries sourced from BOS funds.

Table 3. Average summary of Variable Indicators X3

Nu	Indicator	Average	Percent %	category
1	Knowledge	3.96	79.25	good enough
2	Affective	4.13	82.53	good
3	Skills	4.62	92.45	good

Based on the summary of the table above, it can be concluded that the variable indicators of learning outcomes consist of 3 (three) aspects, namely; The knowledge indicator was obtained on average of 3.96 with a percentage of 79.25 percent, this means that the knowledge indicator is in the fairly good category and another 20.75 percent needs to increase knowledge mastery. Affective indicators were obtained on average 4.13 with a percentage of 82.53 percent, this means that affective indicators are in the good category and 17.47 percent need to increase students' appreciation of the material learned. Skill indicators were obtained on average 4.62 with a percentage of 92.45 percent, this means that skill indicators are in the good category, and 7.55 percent of students are still unable to improve their skills according to the learning material.

Partial and Simultaneous Test Results

1. Partial Analysis

Table 4. Partial Test Output

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,306	4,916		2,706	,009
	Supervisi_Akademik	,507	,117	,489	4,344	,000
	Profesional_Guru	,366	,085	,487	4,328	,000

a. Dependent Variable: Hasil_Belajar

Based on the output of the table above, information can be obtained that the value of sig. The variable of academic supervision is $0.000 < 0.05$, then the hypothesis is accepted, this means that there is a positive influence of academic supervision on student learning outcomes. Next the value of sig. The variable of teacher professional ability is $0.000 < 0.05$, then the hypothesis is accepted, this means that there is a positive influence of teacher professional ability on student learning outcomes.

2. Simultaneous analysis

Table 5. Simultaneous Test Output

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10580,245	2	5290,122	288,186	,000 ^b
	Residual	917,831	50	18,357		
	Total	11498,075	52			
a. Dependent Variable: Hasil_Belajar						
b. Predictors: (Constant), Profesional_Guru, Supervisi_Akademik						

Based on regression analysis of variables of academic supervision and professional ability of teachers on learning outcomes, information was obtained that the value of sig. Simultaneously of $0.000 < 0.05$, the research hypothesis is accepted, meaning that there is a simultaneous influence of academic supervision and professional ability of teachers on student learning outcomes.

3. Regression Equation

The results of the output analysis above, obtained constant quantities, X_1 , X_2 against X_3 obtained the regression equation as follows:

$$Y = 13.306 + 0,507 X_1 + 0,366 X_2 + e$$

The Regression Equation above can be explained as follows:

- A constant of 13.306 means; The variable of academic supervision and professional ability of teachers if the magnitude is 0, then the amount of student learning outcomes is 13,306.
- The regression coefficient of the academic supervision variable is 0.507, so it can be concluded that; If the variable of professional ability of teachers is fixed, while the variable of academic supervision has increased by 1 percent, then the variable of student learning outcomes also increased by 50.7 percent.

The regression coefficient of the teacher's professional ability variable is 0.366, so it can be concluded that; If the variable of academic supervision has a fixed value, while the variable of professional ability of teachers has increased by 1 percent, then the variability of student learning outcomes has also increased by 36.6 percent.

Discussion

The discussion is based on the results of the research above, namely how the influence of academic supervision and teacher professionalism on student learning outcomes in elementary schools. The results showed that academic supervision, as a conscious effort made by school supervisors or principals, had a positive impact on student learning. The research also emphasizes the role of teacher professionalism, which includes their expertise, commitment and adaptability, in improving learning outcomes. In addition, the simultaneous influence of academic supervision and teacher professionalism on improving student learning outcomes was analyzed, which showed a significant positive correlation. The results of the above research are in line with several previous research results, namely 1) research conducted by Cramer et al. shows that the importance of meta-reflexivity in the professionalization of teaching and teacher education, which emphasizes a multiparadigm approach and the role of uncertainty in teaching

practice (Cramer et al., 2023). This aligns with the article's focus on teacher professionalism and its impact on learning outcomes in the study; 2) research conducted by Pamuji & Limei shows that the managerial competence of Madrasah heads has an effect on teacher professionalism and performance (Pamuji & Limei, 2023). The research is in line with the results of this article which examines academic supervision and its effect on teacher effectiveness; 3) research conducted by Fuadi et al. shows that teacher professional development management, focuses on efforts to improve teacher expertise and skills (Fuadi et al., 2023). This reflects the emphasis of this article on improving the professionalism of teachers; 4) research conducted by Setyorini & Khuriyah shows that the impact of teacher professionalism and creativity on student motivation (Setyorini & Khuriyah, 2023), correlates with the theme of this article on the role of teachers in shaping student outcomes; and 5) research conducted by Boylan et al. shows that transformative professional learning has a relationship with critical teacher professionalism (Boylan et al., 2023). This aligns with this article's discussion of the transformative potential of teacher professionalism.

Conclusion

Based on the results of the analysis that has been carried out in this study, there are several findings that will be presented as follows; The implementation of academic supervision carried out by school supervisors has had a positive impact on student learning outcomes, because school supervisors have played an active role in helping elementary school teachers in five sub-districts of Gunungsitoli North Sumatra, this can be seen from the improved learning outcomes of students. Furthermore, the implementation of academic supervision by school supervisors has had an impact on improving teacher professionalism in planning learning, especially in preparing learning tools before carrying out classroom learning. The implementation of academic supervision by school supervisors has had a positive impact on increasing teacher professionalism in carrying out classroom learning, and increasing teacher professionalism in carrying out learning evaluations, as well as the implementation of academic supervision has had an impact on increasing teacher professionalism in planning, implementing and evaluating learning, so that student learning outcomes have improved.

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