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The Influence of Principal Academic Supervision and Teacher Discipline on the Improvement of Learning Quality at SMP YPPK Santa Monika Bintuni

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Abstract

The success of education implementation in schools can be seen from the quality of learning which is influenced by the principal's academic supervision and teacher discipline. This study analyzes the influence of these two variables partially and simultaneously on the quality of learning at SMP YPPK Santa Monika Bintuni. The approach used is quantitative with an ‘‘ex post facto” correlational design. All 40 teachers were sampled through a census technique. Data were collected using a questionnaire that has been declared valid and reliable, then analyzed with multiple linear regression. The results of the study show that the principal's academic supervision partially does not have a significant effect on the quality of learning (t = 1.817; sig. = 0.077 > 0.05). Meanwhile, teacher discipline has a significant effect on the quality of learning (t = 5.031; sig. = 0.000 < 0.05). Simultaneously, the principal's academic supervision and teacher discipline have a significant effect (F = 28.567; sig. = 0.000 < 0.05; R^2 = 0.607). These results place teacher discipline as a more dominant factor, so schools need to strengthen supervision that is oriented towards coaching and building a consistent culture of teacher discipline..

Keywords: academic supervision; teacher discipline; learning quality

1. Introduction

Improving the quality of human resources is highly dependent on education, particularly the learning process that takes place in schools. The quality of learning is a key determinant of educational success because it reflects the quality of the relationship between teachers and students during teaching and learning activities (Mulyasa, 2017; Rusman, 2017). Ideally, quality learning requires professional teachers with high work discipline and principals capable of carrying out academic supervision as a form of professional development for teachers (Sahertian, 2010). Lalupanda (2019) states that academic supervision plays a role in improving teacher quality through planned, systematic, and sustainable development.

However, this ideal situation has not yet been fully realized at SMP YPPK Santa Monika Bintuni. Attendance data for the current semester shows that approximately 20–30% of teachers are still more than 10 minutes late for their scheduled teaching, thus reducing the allocation of effective learning time. The results of academic supervision also indicate that some teachers have not prepared a complete and structured Lesson Implementation Plan (RPP). Learning activities still tend to be teacher-centered, media utilization is not optimal, and assessment techniques used are not diverse. These problems also impact student learning outcomes, as evidenced by the average grades in several subjects that have not yet reached the Minimum Completion Criteria (KKM) and the results of the Teacher Performance Assessment

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(PKG), which are mostly still in the “sufficient” category (National Education Standards Agency, 2014).

The low quality of learning is thought to be related to the suboptimal academic supervision of the principal and the still weak teacher discipline. Munawarah (2019) explained that strengthening academic supervision and teacher work discipline can increase the effectiveness and efficiency of learning. This finding is supported by Muhsin et al. (2023) who stated that academic supervision plays a role in improving the quality of learning while building a culture of quality in schools. In accordance with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which emphasizes the importance of the quality of the learning process, this study empirically tests the influence of the principal's academic supervision and teacher discipline on improving the quality of learning at SMP YPPK Santa Monika Bintuni. This study aims to: (1) test the influence of the principal's academic supervision on improving the quality of learning; (2) test the influence of teacher discipline on improving the quality of learning; and (3) test the influence of the principal's academic supervision and teacher discipline simultaneously on improving the quality of learning at SMP YPPK Santa Monika Bintuni.

2. Method

2.1. Research Design

This research applies a quantitative approach with this type of research.*after the fact*and correlational-regression design (Sugiyono, 2018). Approach*after the fact*This method is used because the research data comes from conditions or events that have occurred, so the researcher does not manipulate or treat the variables. The research design aims to test the relationship and the magnitude of the influence of the principal's academic supervision (X_1) and teacher discipline (X_2) as independent variables on improving the quality of learning (Y) as the dependent variable, both partially and simultaneously. The research was conducted at SMP YPPK Santa Monika Bintuni, Teluk Bintuni Regency, West Papua Province, from mid-January to early March 2026.

2.2. Population and Sample

The research population included all 40 teachers working at SMP YPPK Santa Monika Bintuni. Because the population size was relatively limited, the sampling technique was used.*total sampling*or census involving all members of the population as research samples.

2.3. Data Collection Instruments and Techniques

Research data was obtained through a large-scale questionnaire.*Liked*with five alternative answers: Very Appropriate, Appropriate, Neutral, Less Appropriate, and Very Unsuitable. In addition to the questionnaire, documentation techniques were used to collect supporting data in the form of school profiles and supervision activity documents. The principal's academic supervision variable (X_1) consists of indicators for planning, implementation, evaluation, and follow-up supervision. The teacher discipline variable (X_2) includes punctuality, teaching readiness, compliance with regulations, and work responsibility. Meanwhile, the learning quality improvement variable (Y) includes aspects of

planning, implementation, and learning assessment. All instruments have been tested for validity and reliability before use. The results of the reliability test show a value of*Cronbach's Alpha*of 0.879 on X_1, 0.872 on X_2, and 0.784 on Y. Because all of these values are above the limit of 0.60, the instrument is declared reliable.

2.4. Data Analysis Techniques

Data processing includes descriptive analysis, prerequisite testing in the form of normality and linearity tests, and multiple linear regression analysis with the model $Y = \alpha + \beta_1X_1 + \beta_2X_2 + e$. Hypothesis testing is carried out through a t-test to identify the influence of each independent variable partially, an F-test to assess the influence of both independent variables simultaneously, and a coefficient of determination (R^2) to determine the extent of the contribution of the independent variables to the dependent variable. All analyses are carried out using the programSPSS(Ghozali, 2021).

3. Results and Discussion

3.1 Result

Descriptive analysis of the three research variables showed differences in categories based on the predetermined assessment intervals: 1.00–1.80 very low; 1.81–2.60 low; 2.61–3.40 moderate; 3.41–4.20 high; and 4.21–5.00 very high. A summary of the analysis results is presented in Table 1.

Table 1. Statistical Description of Research Variables

Variables	Mean	Category
Principal's Academic Supervision (X_1)	3,24	Currently
Teacher Discipline (X_2)	3,60	High
Improving the Quality of Learning (Y)	4,50	Very high

Source: SPSS data processing results (2026)

The principal's academic supervision variable falls into the moderate category. This indicates that supervisory activities have been implemented, but their implementation has not been optimal across all aspects. Teacher discipline falls into the high category, indicating that teachers have carried out their duties with a good level of discipline, although it has not yet reached the highest category. Learning quality falls into the very high category, indicating that the learning process at SMP YPPK Santa Monika Bintuni can be considered effective and high-quality.

The normality test obtained a significance value of 0.104 (> 0.05), so the research data was declared normally distributed. The linearity test showed a linear relationship between the principal's academic supervision (X_1) and the quality of learning (Y), with an F value = 1.345 < F-table 2.15 and sig. = 0.254 > 0.05. The relationship between teacher discipline (X_2) and the quality of learning (Y) was also declared linear, with an F value = 0.144 < F-table 2.22 and sig. = 0.144 > 0.05. Since the assumptions of normality and linearity have been met, the test can be continued using multiple linear regression analysis.

Multiple linear regression analysis yields the equation Y = 1.248 + 0.142X_1 + 0.694X_2. The constant of 1.248 indicates that when the principal's academic supervision and teacher discipline scores are equal to zero, the quality of learning is predicted to be 1.248. The regression coefficients of X_1 of 0.142 and X_2 of 0.694 indicate a positive relationship to the quality of learning. These coefficients also show that the contribution of teacher discipline is greater than the principal's academic supervision.

Table 2. Hypothesis Test Results (t-Test and F-Test)

Influence	t/F-count	t/F-table	Say.	Information
$X_1 \rightarrow Y$ (partial)	1,817	2,026	0,077	Not Significant
$X_2 \rightarrow Y$ (partial)	5,031	2,026	0,000	Significant
$X_1, X_2 \rightarrow Y$ (simultaneous)	28,567	3,25	0,000	Significant

Source: SPSS data processing results (2026)

Based on the t-test, the principal's academic supervision obtained a t-count of 1.817, smaller than the t-table of 2.026, with a significance level of 0.077 (> 0.05). These results indicate that the principal's academic supervision partially has not had a significant influence on the quality of learning. However, the positive regression coefficient (B = 0.142) still shows a positive relationship direction even though it has not been statistically proven. Meanwhile, teacher discipline produced a t-count of 5.031 which exceeded the t-table, with a significance value of 0.000 (< 0.05) and a positive regression coefficient of B = 0.694. Thus, teacher discipline partially has a significant influence on the quality of learning. Improved teacher discipline will be followed by an increase in the quality of learning.

The F-test yielded an F-count of 28.567 with a significance value of 0.000 (<0.05). These results prove that the principal's academic supervision and teacher discipline jointly have a significant effect on improving learning quality. The coefficient of determination (R^2) of 0.607 indicates that the two independent variables are able to explain 60.7% of the variation in learning quality, while the remaining 39.3% is influenced by other variables not included in the research model.

3.2 Discussion

The insignificant partial influence of the principal's academic supervision aligns with the results of the descriptive analysis, which showed that the variable remains in the moderate category. This finding indicates that supervision has been implemented, but not optimally in terms of regularity, coaching intensity, and follow-up. Therefore, its impact on learning quality is not yet statistically apparent. The frequency and consistency of supervision also determine coaching outcomes. If supervision is only carried out at certain times, such as prior to accreditation, teachers do not receive ongoing support in daily learning activities. However, changes in teaching practices require consistent and repeated coaching. Furthermore, the more dominant influence of teacher discipline in the regression model is thought to make the partial influence of academic supervision less visible due to the possibility of overlapping variances orshared ‘‘variance" between the two independent variables in explaining the quality of learning.

The significant influence of teacher discipline reflects the actual conditions in the implementation of learning. Disciplined teachers generally arrive on time, prepare teaching materials thoroughly, implement lessons according to plan, and do not leave class without a clear reason. This attitude directly improves classroom order, optimizes learning time, and supports the completeness of material delivery. These results align with previous research that places teacher discipline as a crucial internal factor in determining the success of the learning process (Sitaasih, 2020; Wahyuningsih et al., 2023).

The significant simultaneous influence of both variables indicates that learning quality is shaped by the interplay of various supporting factors within the school environment, not by a single factor. Although academic supervision did not have a significant partial effect, it still contributed when analyzed alongside teacher discipline. This finding suggests that the influence of supervision is conditional and will be more pronounced when supported by teacher discipline. Theoretically, these results align with the view that learning quality is the result of a system's operation. Principals build a work climate and culture through supervision (Glickman et al., 2007), while teachers embody these characteristics in classroom learning.

4. Conclusion

The results of the analysis and discussion indicate that: (1) the principal's academic supervision partially does not have a significant effect on improving the quality of learning at SMP YPPK Santa Monika Bintuni; (2) teacher discipline partially has a significant effect on improving the quality of learning; and (3) the principal's academic supervision and teacher discipline simultaneously have a significant effect on improving the quality of learning with a contribution of 60.7%, while the other 39.3% is explained by factors outside the research. These findings show that teacher discipline has a more dominant influence than the principal's academic supervision. Therefore, the principal needs to improve the implementation of academic supervision through systematic, continuous coaching, and accompanied by clear follow-up. Teachers need to maintain and improve work discipline in carrying out professional duties. Schools also need to establish policies and a work climate that supports effective academic supervision and strengthens teacher discipline. Future researchers are advised to test other factors that influence the quality of learning with different approaches or methods to obtain more comprehensive results.

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