

## THE INFLUENCE OF TEACHER PERCEPTIONS OF ACADEMIC SUPERVISION BY SCHOOL PRINCIPALS AT PUBLIC ELEMENTARY SCHOOLS IN KEI KECIL-SOUTHEAST MALUKU

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### Abstract

*This research aims to determine the influence of teacher perceptions on academic supervision by school principals at Inpres State Elementary Schools in Kei Kecil District, Southeast Maluku Regency. The research approach uses a quantitative type of research. The population in this study were all teachers at SD Negeri Inpres Ohoijang and SD Negeri Inpres Vatwahan with a total of 46 people. Based on the research results, it shows that the teacher perception variable at Inpres State Elementary Schools in Kei Kecil sub-district, Southeast Maluku district has a sig value  $< \alpha$ , namely  $0.001 < 0.05$ . Then the coefficient of determination value is known to have an R square value of 0.691, namely the influence of teachers' perceptions of academic supervision by school principals at Inpres State Elementary Schools in Kei Kecil sub-district, Southeast Maluku Regency is 69.1%. This means that the influence of teacher perceptions on academic supervision by principals of SD Negeri Inpres in Kei Kecil sub-district, Southeast Maluku district is in the high category out of a total of 100%. This is shown by indicators of teacher perception in terms of knowledge, trust and confidence, as well as having a good attitude. The implementation of academic supervision by school principals is carried out through planning, implementation and follow-up indicators, while the remaining 30.1% is influenced by other factors not included in this research.*

*The implication of this research is that academic supervision by the principal is achieved through teacher perceptions, although there is a strong influence, but it still needs to be improved optimally. Other researchers are advised to add learning innovation variables as the key to educational success in the future.*

**Keywords:** *teacher perceptions, observations in academic supervision, school principal.*

### INTRODUCTION

Educational institutions are one of the organizational systems that aim to effect change in students, instilling qualities such as intelligence, dedication, and adaptability, in addition to preparing them to compete in an ever-changing environment (Mishra & Yadav, 2024). This objective is congruent with the priorities of the Ministry of Education and Culture, particularly the enhancement of the competencies of school principals, who must demonstrate a visionary mindset in leading and managing their institutions. The primary objective is to cultivate governance and quality culture in highly competitive educational environments.

In the contemporary era, school principals are expected to implement a

variety of strategies, particularly in their capacity as supervisors. The supervisor functions as an instructional leader, responsible for the design and implementation of learning experiences. According to (Rahabav, 2016), supervision encompasses the principal's capacity to monitor, evaluate, and foster teacher growth and development. This perspective aligns with the 2017 position of the Ministry of Education and Culture, as articulated in (Puspitasari et al., 2024), which asserts that academic supervision encompasses a series of actions designed to support educators in enhancing the quality and outcomes of learning.

Teachers, in their capacity as professionals, play a pivotal role in the enhancement of educational quality. In this context, teacher professionalism is defined as the capacity to plan, implement, and evaluate learning. According to Glickman (Setyo Hartanto, 2019), academic supervision constitutes a series of activities designed to assist teachers in developing their proficiency in managing the learning process, thereby enhancing pedagogical and professional competence, and ultimately leading to the improvement in the quality of student graduates.

The principal's role in academic supervision involves monitoring teachers' professional duties, encompassing preparation, implementation, evaluation, and follow-up (Mulyasa, 2015). To achieve this objective, the principal utilizes coaching methods through dialogue, discussion, and collaborative activities, both in groups and individually. In this context, the principal's presence is not merely that of a superior but also that of a supportive friend, providing a sense of emotional comfort to each teacher, thereby enhancing their academic abilities (Shulhan, 2012). This approach is further reinforced by the Merdeka Belajar curriculum, which underscores that the implementation of academic supervision by the principal should not be perceived as intimidating. The process of supervision commences with a dialogue in a collaborative atmosphere, wherein the timeframe and the focus of the observation instrument are mutually agreed upon (Khasanah et al., 2019). Perception can be defined as the cognitive process whereby individuals interpret and respond to sensory input. The human perception process is multifaceted, involving varied perspectives on sensory input. These perceptions can be classified as positive, negative, or neutral, and they can influence observable behaviors or actions. As stated by (Achiruddin, 2018), perception is preceded by a sensory process, which involves the reception of stimuli by an individual through their sensory organs. Furthermore, as elaborated by Achiruddin (2020) perception can be conceptualized as an information management activity that facilitates a connection between an individual and their environment.

In SD Inpres in Kei Kecil sub-district, Southeast Maluku district, the principal has been found to encourage teachers to carry out their duties effectively and professionally. In this case, principals guide teachers through the implementation of academic supervision as one of the roles in monitoring and supervising teacher performance (Shofiah & Macariola, 2025). However, it was found that principals have not optimally implemented the role of an effective and efficient supervisor. The implementation of supervision will run smoothly if supported by adequate facilities and infrastructure (Lian et al., 2018). The teachers'

ability to determine the media is very limited if this is not fulfilled. Another barrier to the supervision process is the limited ability of teachers to create learning innovations. One indicator of the implementation of supervision is the fulfillment of teacher needs. If the principal carries out the supervision competently and efficiently, it will encourage and motivate teachers to improve their performance. Conversely, if the principal has not optimally carried out the supervision task, it will certainly have an impact on teacher performance. The phenomenon under investigation is the accumulation of suboptimal principles in the execution of supervisory duties (Zohriah et al., 2022). The planning, implementation process, and follow-up of the principal's supervision have been renewed based on the independent learning curriculum adjusted to the Merdeka Teaching Platform (PMM).

Based on the researcher's observations, the teacher's perception of the principal's supervision is not optimal because it is necessary to develop the principal's capacity and adequate facilities and infrastructure.

## **METOD**

This research employs descriptive quantitative research methods. Quantitative research utilizes statistical data processing and presents results in the form of numbers (Creswell & J. David Creswell, 2018). This study incorporates two variables: teacher perception (X) as the independent variable and principal academic supervision (Y) as the dependent variable. The objective of this study is to ascertain the extent to which teachers' perceptions influence principals' academic supervision. The employed method is a simple linear regression statistical test to examine the effect of variable X on variable Y.

The research sites were two schools in the Kei Kecil sub-district of Southeast Maluku district: SD Negeri Inpres Ohoijang and SD Negeri Inpres Vatwahan. Both schools have implemented an independent learning curriculum, and academic supervision is being conducted in accordance with the PMM. The present study encompassed a population of 46 teachers, comprising two groups: 23 from SD Negeri Inpres Ohoijang and 23 from SD Negeri Inpres Vatwahan.

## **RESULTS AND DISCUSSION**

### **1. Validity And Reliability Test Results**

The questionnaire trial consisted of 30 items of questions for the independent variable (teacher perceptions [X]) and 40 questions for the dependent variable (academic supervision [Y]). The SPSS version 29.0 for Windows program was used to analyze the results. The results indicate that all of the question items are valid, with a value of  $r$  count greater than  $r$  table with a value greater than 0.291

### **2. Reliability Test Results**

#### **a. Reliability Test of Teacher Perception (X)**

The results of the calculation of the teacher perception reliability test can be seen in the table below.

**Table 1: Reliability Test of Teacher Perception (X)**

Reliability Statistics	
Cronbach's Alpha	N of Items
.932	30

Based on the table above, it is known that the reliability test results obtained the calculated value of teacher perception 0.932. It can be concluded that Cronbach's Alpha  $0.932 > 0.06$ , meaning that it is reliable because the Cronbach's Alpha value is greater than 0.06.

b. Observation In Academic Supervision (Y)

The results of the calculation of the Observation reliability test in academic supervision can be seen in the table below

**Table 2: Observation in academic supervision**

Reliability Statistics	
Cronbach's Alpha	N of Items
.966	40

**3. Classical assumption test results**

a. Normality Test

The normality test is a statistical procedure employed to ascertain the normality distribution of data that is to be subjected to further analysis. This test employs a probability reference with a significance level of 0.05, and the test's author utilises the Test of Normality table and the Kolmogorov-Smirnov test using the SPSS version 29.0 for Windows programme. The basis of the measure is as follows: if the value of Asymp. Sig. (2-tailed) is greater than 0.05, then the data is normally distributed. The test results can be seen in the table below as follows.

**Table 3: One-Sample Kolmogorov-Smirnov Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		46
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	9.89956420
Most Extreme Differences	Absolute	.134
	Positive	.110
	Negative	-.134
Test Statistic		.134
Asymp. Sig. (2-tailed) <sup>c</sup>		.037
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.035
	99% Confidence Interval	Lower Bound

		Upper Bound	.040
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.			

Based on the table above, the results of the data normality test conducted using the Sample Kolmogorov-Smirnov Test show that the significance value of the X and Y variables is 0.037. When compared with the probability value of 0.05, the significance value is greater than the probability value of  $0.037 > 0.05$ . So it can be concluded that the data tested is normally distributed.

b. Linearity Test

In the context of the comparison of means linearity test, the measurement criteria are such that a significant deviation from linearity, defined as greater than 0.05, is indicative of a linear relationship between variables X and Y. The test results can be viewed in the following table.

**Table 4: Results of Linearity Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9856.395	1	9856.395	98.339	<.001 <sup>b</sup>
	Residual	4410.062	44	100.229		
	Total	14266.457	45			
a. Dependent Variable: Academic Observation						
b. Predictors: (Constant), Teacher Perception						

The results of the linearity test indicate a significance deviation of 0.001 from the linearity value. When this is compared with the probability value of 0.05, it can be concluded that there is a linear relationship between teacher perceptions (X) and principal observation (Y).

**4. Simple Regression Analysis**

Regression analysis is a methodological approach that is utilised to demonstrate the influence that the independent variable (X) exerts on the dependent variable (Y).

**Table 5: Simple Regression Analysis**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.226	13.760		2.705	.010
	teacher perceptions	1.051	.106	.831	9.917	<.001
a. Dependent Variable: principal observation						

As demonstrated in the above table, the unstandardised coefficients have a constant value of 37.226, while the Trust value is 1.051. Thus, the regression equation is as follows:

$$Y = a + b_1x$$

$$Y = 37.226 + 1.051x$$

Equation:

- a. The linear regression constant of 5.854 indicates that if the Teacher Perception value is 0 (zero), then the academic supervision variable by the Principal (Y) has a positive value of 37.226.
- b. It can be concluded from the positive value of the regression coefficient X (1.051) that there is a direct relationship between the increase in the value of academic supervision by the principal and the value of Trust 1. This indicates that as the value of Trust 1 increases by 1.051, the value of academic supervision by the principal also increases by the same amount.

## 5. T Test Results

In the fifth step of the research process, the T-test results are presented. A partial test is conducted in order to test the research hypothesis regarding the effect of the independent variable on the dependent variable, with a significance level of 0.05 being employed. The results of the test are displayed in the table below.

**Table 6: T Test Results**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	37.226	13.760		2.705	.010
teacher perceptions	1.051	.106	.831	9.917	<.001

a. Dependent Variable: principal observation

The following tests are to be conducted:

- a. A comparison of the t value and t table

The t value obtained from the coefficients output is 9.917.

- 1) The decision-making provisions of the t test results are as follows:
  - a) If  $t_{count} > t_{table}$  at the 95% research confidence level ( $\alpha = 0.05$ ), then  $H_0$  is rejected and  $H_a$  is accepted.
  - b) If  $t_{count} < t_{table}$  at the 95% research confidence level ( $\alpha = 0.05$ ), then  $H_0$  is accepted and  $H_a$  is rejected.
- 2) To observe the t test results of variable X on variable Y by ascertaining the value of  $t_{count} > t$  The t-test results of variable X on variable Y can be determined by calculating the value of  $t_{count} > t$ .

$$t\text{-table} = t(\alpha/2; n - k - 1)$$

$$\alpha = 5\% = t(0.05/2; 46 - 2 - 1)$$

$$= 0.025; 43$$

$$= 2.016$$

As demonstrated in the Coefficients table, the results of the partial t-test indicate that the t-value is 9.917, which exceeds the t-table value of 2.016. This outcome leads to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ). Consequently, it can be

concluded that there is an effect of teacher perceptions on principal observation.

- b. Using the probability reference
- 1) The significance value obtained from the Coefficients output is 0.001.
  - 2) Basis for decision making
    - a) If Sig > a (0.05), then Ho is accepted and Ha is rejected
    - b) If Sig < a (0.05), then Ho is rejected and Ha is accepted

Based on The t-test results (partial) show that the significance value of the effect of teacher perceptions (X) on academic supervision by the principal is  $0.001 < 0.05$ . Therefore, Ho is rejected and Ha is accepted, meaning that there is a significant effect of teacher perceptions on Principal observation.

## 6. Coefficient Of Determination

The coefficient of determination ( $R^2$ ) test is a statistical tool used to ascertain the extent to which the independent variable exerts influence on the dependent variable. The magnitude of the  $R^2$  value can be interpreted as an indication of the independent variable's influence on the dependent variable, given that there is only one independent variable and one dependent variable. The following results are derived from the coefficient of determination ( $R^2$ ) value.

**Table 7: R-Square**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831 <sup>a</sup>	.691	.684	10.01143
a. Predictors: (Constant), teacher perceptions				
b. Dependent Variable: principal observation				

As illustrated in the above table, the results of the coefficient of determination ( $R^2$ ) can be observed in the Model Summary output, which displays a coefficient of determination ( $R^2$ ) of 0.691. Consequently, it can be deduced that the impact of teacher perceptions of observation in the principal's academic supervision is 69.1%, with the remaining variance being attributable to factors not addressed in this study.

## DISCUSSION

The findings of this study, derived from meticulous research and calculations, reveal a discernible influence between the variables of teacher perceptions of academic supervision by principals in SD Negeri Inpres in Kei Kecil sub-district, Southeast Maluku Regency. The statistical test results in the Coefficients table demonstrate that the calculated t value is 9.917, which exceeds the t table value of 2,016. This indicates that Ho is rejected and Ha is accepted, thereby confirming the presence of an influence. of the independent variable X on the dependent variable Y. The Coefficients table also shows that the significance value is 0.001 with a sig decision < a, meaning  $0.001 < 0.05$ , thus rejecting Ho and accepting Ha. This finding indicates a substantial impact of the independent variable X on the dependent variable Y. Consequently, it can be concluded that the

teacher's perception (X) exerts a significant influence on academic supervision by the principal (Y) at SD Negeri Inpres in Kei Kecil sub-district, Southeast Maluku district.

Furthermore, the extent of the influence can be determined by examining the results of the coefficient of determination test on the R Square value of 0.691. This indicates that the effect of the teacher perception variable X on the observation variable in academic supervision by the principal Y is 69.1%. Consequently, it can be concluded that the effect of Teacher Perception on observation in academic supervision by the Principal is in the high category of the total of 100%. This finding underscores the notion that the teacher's perception has a substantial impact on the academic supervision conducted by the principal at SD Negeri Inpres in Kei Kecil sub-district, Southeast Maluku Regency.

The findings of this study demonstrate that the implementation of academic supervision by school principals is significantly influenced by teacher perceptions.

1. Teacher perceptions are comprised of three indicators: knowledge, beliefs and convictions, and attitudes. Perception is associated with the process of attaining knowledge and the process of thinking about others. It is knowledge that can comprehensively describe the principal's personality and influence in carrying out his duties and how teachers understand the principal's direction in achieving common goals. According to Blom in (Puspitasari et al., 2024) , explaining individuals who have good character are able to practice the values of excellence, caring, justice, and trustworthiness. Excellence is associated with good value, high competitiveness, caring is linked to personal competence in the surrounding environment, fairness is connected to truth and applied according to needs, and if these values are well implemented, the value of trust will be attached to a person. In summary, a good supervisor has character, is cooperative, competent and communicative.

In order to ensure the efficacy of academic supervision, it is imperative that there is a congruence of perception between supervisors and teachers. As (Puspitasari et al., 2024) have articulated, the absence of congruence in individuals' feelings, cognitive abilities and experiential backgrounds engenders divergent perceptions, consequently impeding the realisation of objectives. Moreover, the unique personality traits of each individual enable the group to function as a cohesive entity, whilst concurrently acknowledging the distinct roles of its members. Effective communication between supervisors and teachers is therefore paramount in achieving the goals of academic supervision. The above description indicates that teacher perceptions have a significant influence on academic supervision by school principals at SD Negeri Inpres in Kei Kecil sub-district, Southeast Maluku.

2. Academic supervision by the school principal; The primary objective of academic supervision is to enhance the quality of teaching. According to Glickman in (Setyo Hartanto, 2019) , academic supervision constitutes a series of activities designed to assist teachers in developing their capacity to manage the learning process, thereby enhancing pedagogic and professional

competence, and ultimately improving the quality of student graduates. In essence, academic supervision is a multifaceted process that aims to enhance pedagogical and professional competencies, leading to the improvement of student learning outcomes.

The quality of teaching is determined by the initial stage of academic supervision, during which the principal initiates a series of meetings with teachers to establish a conducive environment and encourage them to make the necessary preparations. The principal then collaborates with the teachers to define the focus of observation and the instruments to be used. The principal also informs the teachers of the academic supervision schedule. During the observation phase, the principal adheres to the agreed focus, utilises the designated instruments, and meticulously records observations on teacher and student behaviour, ensuring that the learning process remains uninterrupted.

The culmination of the activity is the follow-up, in which the principal organises a meeting after the observation. The purpose of this activity is to evaluate the results of supervision, and the principal presents the results of observations based on instruments and notes, gives the teacher the opportunity to examine and analyse them, and engages in open discussion and provides reinforcement. The principal avoids creating the impression of blaming the teacher, and the teacher identifies his or her own shortcomings. Furthermore, the principal follows up on the results of supervision, for example by providing coaching, either directly, situational coaching, or indirectly.

It is evident that teachers' perceptions of the manner in which academic supervision is conducted by the principal vary significantly. A positive perception on the part of the teachers is likely to have a favourable impact on the implementation of academic supervision by the principal. Conversely, a negative perception on the part of the teachers is likely to have an adverse effect on the implementation of academic supervision.

## **CONCLUSIONS AND RECOMMENDATIONS**

The findings of the research analysis suggest a significant impact of teacher perceptions (Y) on academic supervision by the Principal (X) at SD Negeri Inpres in Kei Kecil sub-district, Southeast Maluku Regency. The statistical test results in the Coefficients table demonstrate that the calculated t value (9.917) exceeds the t table value (2,016), thereby rejecting the null hypothesis (Ho) and accepting the alternative hypothesis (Ha). This suggests a significant influence of the independent variable X on the dependent variable Y. Additionally, the magnitude This conclusion is further substantiated by the findings of the coefficient of determination test on the dependent variable Y. Moreover, the influence of the teacher perception variable X on the academic supervision variable by the principal Y is evident from the R Square value of 0.691, which signifies that 69.1% of the variation in the academic supervision variable is attributable to the influence of the teacher perception variable X. In this case, the effect of Teacher Perception on academic supervision by the Principal is in the high category of the total of 100%.

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These results illustrate that the Teacher's Perception has been able to significantly influence academic supervision by the Principal at SD Negeri Inpres in Kei Kecil sub-district, Southeast Maluku Regency.

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