TADRIB : Jurnal Pendidikan Agama Islam
Vol. 11, 1 (June, 2025), pp. 312-321
ISSN: 2477-5436 EISSN: 2549-6433, DOI: https://doi.org/10.19109/tadrib.v11i1

# The Influence of Academic Supervision, School Culture, and Teacher Competence on Education Quality: A Quantitative Study I Public Elementary School Gunem District Rembang Regency

**Ahmad Zaenal Arifin[1], Rasiman[2], Supandi[3]**
[1] Universitas PGRI Semarang; zen.ahmed.el.arief@gmail.com
[2] Universitas PGRI Semarang; rasiman@upgris.ac.id
[3] Universitas PGRI Semarang; supandi@upgris.ac.id

**ARTICLE INFO**

***Keywords:***
Academic Supervision; School Culture; Pedagogical Competence; Education Quality; Elementary Schools

***Article history:***
Received 2025-01-20
Revised 2025-04-15
Accepted 2025-08-31

**ABSTRACT**

This study examines the influence of academic supervision, school culture, and teachers' pedagogical competence on the quality of education in public elementary schools in Gunem District, Rembang Regency, addressing the need for empirical evidence on integrated school leadership factors in rural contexts. The selection of these variables is grounded in prior studies highlighting their role in improving educational outcomes, yet rarely analyzed simultaneously in a semi-peripheral setting. Using a quantitative correlational design, data were collected from 106 elementary school teachers through validated questionnaires and analyzed with multiple regression. Results show that school culture is the most dominant factor (66.3%), followed by teachers' pedagogical competence (39.7%) and academic supervision (30.7%), with the three variables jointly explaining 67.4% of the variance in education quality. These findings confirm that enhancing educational quality requires a holistic approach integrating effective supervision, a collaborative and value-driven school environment, and continuous professional development. The novelty of this study lies in its simultaneous assessment of these three dimensions within rural primary education using robust statistical analysis. However, the research is limited to one district and a purely quantitative approach, suggesting future studies adopt mixed methods and a wider scope to enrich contextual understanding and generalizability.



**Corresponding Author:**
Ahmad Zaenal Arifin
Universitas PGRI Semarang; zen.ahmed.el.arief@gmail.com

## INTRODUCTION

Education is an essential need in human life, serving to prepare human resources for nation-building and state development (Syarnubi, Mansir, Purnomo, Harto, & Hawi, 2021). Education not only enlightens the nation but also shapes individuals to become devout, well-rounded, and competitive. According to (Burga, 2019), education is an effort to assist students' inner and outer development toward a better human civilization.(Kurniati, S., & Divan, 2020) add that daily activities such as habituating children to be polite and disciplined are also genuine forms of character education.

The national education goal, as stated in Law No. 20 of 2003, is to develop capabilities and shape the character and civilization of a dignified nation. This function affirms that education is a central pillar in national development and the reinforcement of national identity (Efendi, T.,

Suwandi, M., & Harjo, 2022). However, various evaluations indicate that the quality of education in Indonesia particularly at the elementary level still faces serious challenges. (Triatna, 2016) states that low educational quality can be observed from input, process, and output dimensions. Key causes include weak implementation of academic supervision, inadequate school culture to support learning environments, and underdeveloped teacher pedagogical competence (Ratnawati, L., Guniarti, Y., Lestari, D., & Ariyah, 2024).

Similar issues are found in Gunem District, Rembang Regency, which has 20 elementary schools with varying geographic characteristics, contributing to disparities in education quality. The 2024 Education Report Card shows that educational quality remains dominated by "fair" and "poor" categories. This is presented in the following table 1:

**Table 1.** Education Report Card of Public Elementary Schools in Gunem District (Dimensions A.1, A.2, D.1, D.1.1)

| No | Dimension | Excellent | Good | Fair | Poor |
|---|---|---|---|---|---|
| 1 | A1. Literacy Skills | 0 | 10 | 10 | 0 |
| 2 | A2. Numeracy Skills | 0 | 9 | 11 | 0 |
| 3 | D1. Learning Quality | 0 | 8 | 10 | 2 |
| 4 | D1.1 Classroom Management | 0 | 9 | 10 | 1 |
| | Average | 0 | 45% | 51.25% | 3.75% |

*(Source: Rembang District Education Report, 2024)*

The data show that only 45% of schools fall into the "good" category, while the rest remain in the "fair" and "poor" levels, indicating a substantial gap from the 75% quality target. Another factor contributing to low education quality is the inadequate professional competence of school principals. Based on the Principal Performance Evaluation (PKKS), the average competency score of principals in Gunem District is only 65.48%, as shown below:

**Table 2.** Preliminary Survey of Principal Professional Competence

| No | Competency Dimension | Average Score |
|---|---|---|
| 1 | Personal Competence | 72.3 |
| 2 | Managerial Competence | 71.5 |
| 3 | Entrepreneurial Competence | 58.5 |
| 4 | Supervisory Competence | 59.3 |
| 5 | Social Competence | 65.8 |
| | Overall Average | 65.48 |

*(Source: Gunem District Education Coordination Office, 2024)*

In addition, the survey of teacher pedagogical competence also reveals unsatisfactory results. The average score only reaches 64.3%, which is far below the expected 75%, as shown below:

**Table 3.** Preliminary Survey of Teacher Pedagogical Competence

| No | Dimension | Average Score |
|---|---|---|
| 1 | Understanding and Applying Educational Theory | 67.5 |
| 2 | Designing Learning Programs | 66.5 |
| 3 | Using Varied Teaching Methods and Media | 65.8 |
| 4 | Organizing and Conducting Learning | 60.3 |
| 5 | Conducting Learning Evaluation | 61.5 |
| | Overall Average | 64.3 |

*(Source: Gunem District Education Coordination Office, 2024)*

Observations and interviews with local school supervisors further affirm that challenges remain in the implementation of academic supervision, the development of school culture, and the application of effective pedagogy by teachers. Academic supervision is not yet intensive, school

culture is not evenly established, and teacher practices still rely heavily on lecture-based methods. In fact, (Ryan, R. M., & Deci, 2020) assert that effective learning demands active and creative student engagement.

Previous studies have also shown that these three variables—academic supervision, school culture, and teacher competence have strong correlations with education quality. However, research that integrates all three simultaneously is still limited (Astutik, R., Kusumawardani, S., & Prasetyo, 2021) Moreover, most studies have been conducted in urban settings, despite the fact that educational characteristics in peripheral areas like Gunem District differ greatly in terms of organizational culture, infrastructure, and human resources (Molebila, 2024; Wijanarko, 2024).

Therefore, this study is necessary to fill the conceptual, contextual, and practical gaps. It employs a quantitative correlational approach to empirically examine the influence of academic supervision, school culture, and teacher pedagogical competence on education quality.

**Education Quality**

Education quality is a central concept in the management of quality education. (Tamam, 2023) defines education quality as the alignment between educational processes and the needs of learners and society (Syarnubi, 2019). Quality encompasses input, process, and output aspects, all of which must be in harmony with stakeholder expectations. According to (Siswopranoto, 2022), education quality reflects the standard of educational services determined by the effectiveness of components such as the quality of educators and education personnel, facilities and infrastructure, learning interactions, and student achievement outcomes.

(Nasution, 2024) expand this definition by emphasizing that quality is not limited to outcomes, but also includes how the educational process is implemented consistently and systematically. This includes curriculum design, student development, and institutional management. (Anwar, 2020) highlights the importance of a continuously implemented quality assurance system within every educational institution. Furthermore, (Setiabudi, S., Iskandar, 2024) state that education quality should be planned through curriculum design that aligns with student and labor market needs, and should be developed through innovative, collaborative, and evaluation-based educational services.

Several factors influence education quality, including teacher quality (Darling-Hammond, 2021), adaptive and contextual curricula (Fullan, 2020), adequate educational facilities and infrastructure (UNESCO, 2022), and visionary school leadership (Leithwood, K., Harris, A., & Hopkins, 2020). (Epstein, 2020) stresses the importance of family and community involvement in supporting student learning motivation, while (Ryan, R. M., & Deci, 2020) highlight the role of intrinsic student motivation. Other influencing aspects include educational technology (Salmon, 2022), educational policies (OECD, 2021), safe and inclusive learning environments (WHO-UNICEF, 2022), and ongoing professional development for teachers (Guskey, 2020). All of these factors must be managed in an integrated manner to significantly improve the quality of education.

**Academic Supervision**

Academic supervision is a managerial strategy that plays a vital role in improving the quality of teaching and learning.(Riyadi, H., Kusumaningsih, D., & Ginting, 2024) define academic supervision as a process of mentoring teachers to enhance their professionalism through classroom observation, feedback, and guidance. (Ratnawati, L., Guniarti, Y., Lestari, D., & Ariyah, 2024) emphasize the importance of collaboration between school principals and teachers in designing and implementing supervision, particularly within the context of the *Merdeka Curriculum*. Meanwhile, (Sodikun, M., Riyanto, R., Anisah, R., & Prasetyo, 2023) show that technology-based academic supervision can increase the efficiency and accountability of teacher mentoring.

Effective academic supervision has several characteristics, including collaborative planning, implementation focused on coaching, reflection, and classroom observation, as well as continuous evaluation through monitoring and mentoring. (Ula & Lestari, 2019) add that coaching-based academic supervision is highly beneficial for helping teachers identify instructional challenges and seek solutions through guided dialogue. Good supervision should not only be administrative but

also foster a quality culture through reflection, innovation, and the continuous development of teacher professionalism.

**School Culture**

School culture is the intangible foundation that shapes the character and educational atmosphere of a school. (Riadi, 2025) defines school culture as a set of beliefs, values, norms, and habits that guide the behavior of all school members. (Zamroni, 2023) emphasizes that culture is the soul of an educational institution, reflected in school attitudes, behaviors, and traditions. (Suhendra, B., Lestari, R., & Hasanah, 2024) add that school culture includes physical, social, emotional aspects, and interactions among school members.

(Molebila, 2024) highlights the role of school culture in character building through the consistent practice of noble values. Meanwhile, (Wijanarko, 2024) underscores the importance of participatory leadership in fostering a positive and competitive school culture. A strong culture that upholds honesty, responsibility, discipline, and collaboration has been shown to support the creation of a conducive learning climate. This aligns with Schein's (2020) view that organizational culture serves as a value system guiding individual behavior within institutions.

A healthy school culture strengthens relationships among school members, increases student participation in learning activities, and fosters a sense of ownership of the school. Conversely, a weak school culture can hinder the achievement of the expected quality of education.

**Teachers' Pedagogical Competence**

Pedagogical competence is a core component of teacher professionalism. According to the Regulation of the Director General of GTK No. 2626/B/HK.04.01/2023, pedagogical competence refers to a teacher's ability to design, implement, and evaluate learning in accordance with students' characteristics. (Hidayat, R., Mutaqin, A., & Hermawati, 2024) state that this competence is essential for supporting learning quality and can be strengthened through the use of information technology.

(Nuraisah, Priyatna, & Sarifudin, 2018) notes that pedagogical competence is closely related to a teacher's ability to manage classrooms effectively and joyfully. (Mulyasa, 2015) asserts that it encompasses understanding learners, designing learning strategies, implementing active instruction, and developing student potential. (Vîşcu, L., Runcan, P. L., & Năstasă, 2023) argue that pedagogical competence involves knowing how to teach effectively, tailored to the learner's needs and instructional context. Also stresses the importance of teacher creativity and innovation in designing learning that is independent, participatory, and adaptive.

Teachers' pedagogical competence has a direct impact on the quality of education. (Darling-Hammond, 2020) explains that teachers who understand their students' needs and adjust their teaching strategies accordingly will achieve better learning outcomes. (Shulman, 2021), through his concept of Pedagogical Content Knowledge (PCK), also emphasizes the importance of integrating subject matter expertise with effective teaching strategies to improve educational quality. Therefore, improving teachers' pedagogical competence is a critical effort to ensure high-quality and relevant learning.

**METHODS**

This study employed a quantitative approach with an explanatory research design, aiming to examine the influence of academic supervision, school culture, and teachers' pedagogical competence on education quality. The quantitative approach was selected because it allows for objective hypothesis testing through numerical data collection and statistical analysis. As stated by (Sugiyono, 2019), quantitative research investigates specific populations or samples using standardized research instruments, followed by statistical analysis. This aligns with(Creswell, 2023), who emphasized that the quantitative approach enables researchers to test theories by measuring variables that can be analyzed statistically.

The research adopted a causal survey with a correlational design. This design was chosen because it not only measures the relationships among variables but also determines the causal

contributions of each independent variable to the dependent variable. The independent variables in this study were academic supervision ($X_1$), school culture ($X_2$), and teachers' pedagogical competence ($X_3$), while the dependent variable was education quality (Y).

The research was conducted over a five-month period, from March 2 to August 2, 2025, in all public elementary schools in Gunem District, Rembang Regency, Central Java Province, Indonesia. The research stages included preparation, instrument development, data collection, data analysis, report writing, and result presentation. The population comprised 144 teachers, with the sample determined through proportional random sampling to ensure representation from each school. The sample size was calculated using the Slovin formula with a 5% margin of error, resulting in 106 respondents. The Slovin formula was considered appropriate for determining a representative sample when the population size is known.

The operational definitions of the variables were developed into measurable indicators. Academic supervision ($X_1$) included planning, implementation, follow-up, and professional development. School culture ($X_2$) comprised values and beliefs, practices and habits, and school traditions. Teachers' pedagogical competence ($X_3$) covered understanding student characteristics, mastery of learning theory, curriculum development, and fostering students' potential. Education quality (Y) was measured from the aspects of educational inputs, learning processes, and educational outputs.

The data collection instrument was a closed-ended questionnaire using a five-point Likert scale. Validity testing employed the Pearson Product Moment correlation, and all items were declared valid because the correlation coefficients exceeded the r-table value of 0.361. Reliability testing using Cronbach's Alpha produced scores of 0.980 for academic supervision, 0.946 for school culture, 0.973 for pedagogical competence, and 0.951 for education quality, all indicating high reliability (Ghozali, 2016). The detailed dimensions and indicators ensured the instrument's validity and traceability.

Data collection techniques included field observation, literature review, and questionnaire distribution. Observation was conducted to directly examine school conditions and the implementation of educational quality standards. The literature review strengthened the theoretical framework by referencing relevant studies (Zainuddin, Z., & Wardhana, 2023). The questionnaire served as the main instrument, as it is systematic and effective in reaching a large group efficiently (Wiersma, W., & Jurs, 2015).

Data analysis employed multiple linear regression using SPSS version 25. Prior to regression analysis, prerequisite tests were conducted, including the Kolmogorov-Smirnov normality test, linearity test, and Levene's homogeneity test. Once assumptions were met, a t-test was used to measure partial effects, an F-test for simultaneous effects, single and multiple correlation tests to assess relationship strength, and the coefficient of determination ($R^2$) to measure the combined contribution of the independent variables to education quality. This methodological framework ensured that the findings were scientifically accountable, accurate, and aligned with the standards of high-impact scholarly publications.

## FINDINGS AND DISCUSSION

### Descriptive Data Analysis

The purpose of descriptive data analysis in this study is to portray respondents' perceptions of each investigated variable, namely education quality, academic supervision, school culture, and teachers' pedagogical competence. Data were collected from 106 elementary school teachers in public schools across Gunem District, Rembang Regency. Each variable was analyzed based on mean, standard deviation, and score range (highest and lowest). Additionally, to identify the trend in respondents' perceptions, scores were categorized into five levels: very poor, poor, fair, good, and very good.

The first variable analyzed was education quality. Data processing results showed that the lowest score for this variable was 112, and the highest was 159, with a range of 47. The average score among respondents was 138.00, with a standard deviation of 10.71. Teachers' perceptions indicated

that the majority of respondents fell into the “good” and “very good” categories. Specifically, 32 respondents (30.2%) were categorized as good, and 36 respondents (34%) as very good. A small portion were in the “fair” category (30.2%), and only one respondent (0.9%) fell into the “poor” category. None were categorized as “very poor.” These results suggest that teacher perceptions of education quality in their schools are generally positive, though there remains room for improvement.

For the academic supervision variable, the lowest score recorded was 132 and the highest was 204, with a score range of 72. The mean score was 170.79, with a standard deviation of 15.53. The categorization revealed that most respondents were in the "fairly good" category (38 respondents or 35.8%), followed by the "very good" (35 respondents or 33%) and "good" (29 respondents or 27.4%) categories. Only four respondents (3.8%) fell into the "poor" category, with none in the "very poor" group. These results indicate that academic supervision is being implemented fairly well, though there is still a need to strengthen its consistency and quality across all schools.

In the school culture variable, the lowest score was 97 and the highest was 143, yielding a range of 46. The mean score was 119.84, with a standard deviation of 10.43. Based on categorization, 32 respondents (30.2%) were in the "good" category and 34 respondents (32.1%) in the "very good" category. Meanwhile, 27 respondents (25.5%) were in the “fair” category and 13 respondents (12.3%) in the “poor” category. None were in the “very poor” category. This implies that school culture in Gunem District has generally developed positively, marked by the presence of positive values in daily school practices. However, attention is needed for the 12.3% of schools where school culture remains relatively weak.

Lastly, the pedagogical competence variable recorded a minimum score of 134 and a maximum of 192, with a range of 58. The average score was 158.52 and the standard deviation was 12.44. In terms of categorization, 30 respondents (28.3%) were in the "good" category, and 32 respondents (30.2%) in the "very good" category. However, 34 respondents (32.1%) were categorized as “poor,” and 10 respondents (9.4%) as “fair.” None were in the “very poor” category. These findings indicate a competence gap among teachers. While a substantial proportion demonstrate high pedagogical skills, over 40% are still in the fair-to-poor range, indicating the need for more structured and sustainable professional development programs.

In general, the descriptive analysis results show that teachers’ perceptions of education quality and the three independent variables ranged from fair to very good. However, the score distribution for pedagogical competence highlights the need for special attention, given the significant proportion of teachers in the lower competence categories. These findings serve as a critical indicator for educational policymakers at the district and regency levels to design more contextual and data-driven strategies for improving education quality.

**Factorial (Dimensional) Analysis**

The purpose of the dimensional analysis in this study is to test the internal consistency and validity of each indicator forming the dimensions of the four main variables: Academic Supervision, School Culture, Teachers' Pedagogical Competence, and Education Quality. Exploratory factor analysis was conducted using Pearson Product Moment correlation. An indicator was considered valid if its correlation coefficient (r-count) exceeded the critical r-value at a 5% significance level ($r > 0.361$ for $N = 106$).

For the Academic Supervision variable ($X_1$), all indicators—including supervision planning, implementation, follow-up, and teacher professionalism development—had correlation values above the critical threshold: planning (0.670), implementation (0.744), follow-up (0.748), and professional development (0.730). These values demonstrate that each dimension strongly correlates with the overall construct of academic supervision, confirming that these four dimensions form a valid and robust conceptual structure.

For the School Culture variable ($X_2$), the dimensions of values and beliefs (0.748), practices and habits (0.837), and school traditions (0.838) showed strong correlations. These findings confirm that the school culture construct is well-represented by its dimensions, especially practices and traditions,

which approached near-perfect correlation values (> 0.80), reflecting deeply internalized cultural elements.

Regarding Teachers' Pedagogical Competence ($X_3$), the dimensions of understanding learners' characteristics (0.721), learning theory mastery (0.804), curriculum development (0.760), and student potential development (0.732) all demonstrated high to very high correlation levels. This supports Vîşcu et al. (2023), who argue that pedagogical competence integrates understanding students, mastering theory, and implementing contextual learning strategies.

For the Education Quality variable (Y), the dimensions of educational input (0.791), learning process (0.811), and educational output (0.831) also exhibited very strong correlations. Output showed the highest correlation, affirming Setiabudi et al. (2024) that student learning outcomes both academic and character-based are key indicators of education quality.

Overall, the factorial analysis results confirm that all dimensions of each variable meet the criteria for validity and are both theoretically and empirically consistent with the constructs they represent. This supports the credibility of the instruments used in drawing valid conclusions.

**The Influence of Academic Supervision on Education Quality**

The findings of this study indicate that academic supervision has a significant influence on the quality of education, as evidenced by a correlation coefficient (r) of 0.554 and a significance value of 0.000 < 0.05. This suggests a moderately strong and meaningful relationship between academic supervision and education quality. The coefficient of determination ($R^2$) of 0.307 implies that 30.7% of the variation in education quality can be explained by academic supervision. This result aligns with (Sariyati, 2019), who affirmed that academic supervision significantly affects education quality. (Agustina, S., Imron, A., & Arifin, 2023) also emphasized the critical role of supervisors in improving instructional quality through guidance, feedback, and professional development. Effective supervision helps teachers identify strengths and weaknesses in their teaching and promotes innovation and teaching motivation. In addition to monitoring functions, academic supervision contributes to curriculum development, performance evaluation, and the cultivation of a sustainable learning culture (Mediatati, N., Heckie, M., & Jati, 2022). When implemented systematically, reflectively, and collaboratively, supervision enhances teacher professionalism and student learning outcomes.

**The Influence of School Culture on Education Quality**

School culture has a notably strong impact on education quality, with a correlation coefficient (r) of 0.814 and an $R^2$ of 0.663. This means that 66.3% of the variance in education quality can be attributed to school culture. This confirms that values, norms, and social practices within the school environment play a critical role in educational success. These findings support (Nurfajrina, S., Setiawan, A., & Manab, 2022), who found that organizational school culture significantly influences education quality. Similarly, (E. Zubaidah, 2021) asserted that a collaborative and conducive school environment enhances both teacher professionalism and student academic performance. A positive school culture fosters an ecosystem that promotes collaboration, discipline, responsibility, and innovation. Schools with a healthy working culture are more prepared to manage quality assurance programs and create a positive learning climate. In this context, school culture functions as a normative foundation that guides all educational activities.

**The Influence of Teacher Pedagogical Competence on Education Quality**

Teacher pedagogical competence also significantly affects education quality, with a correlation coefficient (r) of 0.630 and an $R^2$ of 0.397. This indicates that 39.7% of the variation in education quality can be explained by the teacher's ability to plan, implement, and evaluate instruction professionally. Research by (Santi, D. R., Rapi, N. M., & Rachman, 2025) and (Lindawati, 2025) confirms that pedagogical competence is a key factor with a direct impact on education quality. Teachers with high competence tend to be more innovative, adaptable, and capable of creating effective and enjoyable learning environments. (Suwartini, 2017) emphasized that although teachers

are the central actors in the classroom, they still require supervision to ensure instructional quality. This reinforces the position of pedagogical competence as a foundation for high-quality teaching and learning. Such competence drives teachers to employ strategies such as Problem-Based Learning (PBL), differentiated instruction, and numeracy and literacy development. Moreover, assessment is not limited to summative forms but includes formative and diagnostic evaluations, supporting continuous improvement.

**The Simultaneous Influence of Academic Supervision, School Culture, and Pedagogical Competence on Education Quality**

Simultaneously, academic supervision, school culture, and pedagogical competence have a positive and significant influence on education quality. The F-test result shows an Fcount of 70.280 > Ftable of 2.69, with a significance level of 0.000 < 0.05. The Adjusted $R^2$ value of 0.674 indicates that these three variables collectively explain 67.4% of the variance in education quality. This suggests that improving education quality must be approached comprehensively and systematically by strengthening these three major factors. Academic supervision acts as both control and support; school culture reinforces positive values and habits; and pedagogical competence serves as the core strength in classroom instruction (Dharma, 2017). When these three variables are developed synergistically, the quality of education at the elementary level can be significantly improved. Therefore, school principals, supervisors, and teachers need to collaborate in fostering a learning environment oriented toward quality, professionalism, and innovation.

## CONCLUSION

This study concludes that academic supervision, school culture, and teachers' pedagogical competence significantly influence the quality of education in public elementary schools in Gunem District, Rembang Regency. Academic supervision contributes 30.7% to improving education quality, highlighting the importance of structured and continuous guidance from school principals to enhance teaching practices. School culture emerges as the most influential factor, contributing 66.3%, indicating that strong values, norms, and collaborative habits within the school environment are crucial for fostering innovation and effective learning climates. Teachers' pedagogical competence contributes 39.7%, underscoring the role of professional skills in designing, implementing, and evaluating instruction to meet educational standards. Collectively, these three factors account for 67.4% of the variation in education quality, confirming that improvement efforts require a synergistic approach.

Practically, the findings imply that policymakers and school leaders should prioritize integrated strategies that strengthen supervision, build positive school culture, and enhance pedagogical competence. Future studies are recommended to explore additional variables such as teacher well-being or digital literacy, which may further contribute to education quality, particularly in rural contexts. The specific contribution of this study is providing empirical evidence that can serve as a policy reference for designing educational quality improvement strategies based on the synergy between supervision, school culture, and teacher competence relevant to the local context.

## REFERENCES

Agustina, S., Imron, A., & Arifin, I. (2023). The effect of academic supervision and work motivation on teacher performance through teacher discipline. *International Journal of Educational Administration, Management, and Leadership (IJEAMaL)*, *4*(1), 18–26.

Anwar, R. (2020). *Sistem Penjaminan Mutu Pendidikan di Madrasah.* Jakarta: Kencana.

Astutik, R., Kusumawardani, S., & Prasetyo, A. (2021). Pengaruh budaya sekolah terhadap kompetensi pedagogik guru dan implikasinya terhadap mutu pendidikan. *Jurnal Pendidikan Dan Pembelajaran*, *28*(2), 134–144.

Burga, R. (2019). *Pendidikan dan Nilai-nilai Kemanusiaan*. Yogyakarta: Pustaka Pelajar.

Creswell, J. W. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.)*. Thousand Oaks: SAGE Publications.

Darling-Hammond, L. (2020). *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. New York: Teachers College Press.

Darling-Hammond, L. (2021). *Quality Teaching and Learning: International Perspectives*. London: Routledge.

Dharma, S. (2017). *Manajemen mutu pendidikan: Konsep dan aplikasi dalam peningkatan mutu pendidikan*. Jakarta: Bumi Aksara.

Efendi, T., Suwandi, M., & Harjo, S. (2022). Fungsi Pendidikan dalam Meningkatkan Kualitas Bangsa. *Jurnal Pendidikan Nasional*, *8*(1), 1–15.

Epstein, J. L. (2020). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. New York: Routledge.

Fullan, M. (2020). *The New Meaning of Educational Change*. New York: Teachers College Press.

Ghozali, I. (2016). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 23 (8th ed.)*. Semarang: Badan Penerbit Universitas Diponegoro.

Guskey, T. R. (2020). *Evaluating Professional Development*. Thousand Oaks: Corwin Press.

Hidayat, R., Mutaqin, A., & Hermawati, E. (. (2024). Penguatan kompetensi pedagogik guru melalui TIK. *Jurnal Teknologi Pendidikan*, *15*(1), 45–52.

Kurniati, S., & Divan, R. (2020). Implementasi nilai-nilai pendidikan karakter dalam kehidupan sehari-hari siswa. *Jurnal Pendidikan Karakter*, *10*(1), 77–89.

Leithwood, K., Harris, A., & Hopkins, D. (2020). *Seven strong claims about successful school leadership revisited. Nottingham: National College for Leadership of Schools and Children's Services.*

Lindawati. (2025). Kompetensi guru dalam pelaksanaan pembelajaran berdiferensiasi di sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, *10*(2), 87–98.

Mediatati, N., Heckie, M., & Jati, R. P. (2022). Supervisi akademik kepala sekolah terhadap mutu pembelajaran guru sekolah dasar. *Jurnal Manajemen Pendidikan Islam*, *10*(1), 69–76.

Molebila, J. S. (2024). *Budaya sekolah dan pembentukan karakter siswa. Jurnal Kependidikan*. *20*(2), 145–153.

Mulyasa, E. (2015). *Menjadi Guru Profesional: Strategi Meningkatkan Kualifikasi dan Kualitas Guru di Era*. Bandung: Remaja Rosdakarya.

Nasution, S. R. (2024). *Pergeseran nilai-nilai pendidikan Islam di kalangan remaja Desa Mandasip Kecamatan Simangambat Kabupaten Padang Lawas Utara*. UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Nuraisah, M., Priyatna, M., & Sarifudin, A. (2018). Pengaruh Pendekatan Pembelajaran Individual Terhadap Capaian Target Hafalan Alquran (Studi Kasus Di Kelas Viii A Smp Tahfidz Ar-Rasyid Kecamatan Cibinong Kabupaten Bogor). *Prosiding Al Hidayah Pendidikan Agama Islam*, *2*(1), 121–130.

Nurfajrina, S., Setiawan, A., & Manab, A. (2022). Pengaruh budaya organisasi terhadap kinerja guru dalam meningkatkan mutu pendidikan. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, *6*(3), 668–676.

OECD. (2021). *Education at a Glance 2021:OECD Indicators*. Paris: OECD Publishing.

Ratnawati, L., Guniarti, Y., Lestari, D., & Ariyah, N. (2024). Supervisi akademik dalam implementasi kurikulum merdeka. *Jurnal Supervisi Pendidikan*, *9*(1), 100–110.

Riadi, M. (2025). *Pengembangan budaya sekolah berbasis nilai dan karakter. Jurnal Ilmiah Pendidikan Karakter*. *11*(1), 10–19.

Riyadi, H., Kusumaningsih, D., & Ginting, A. (2024). *Supervisi akademik berbasis coaching. Jurnal Manajemen Pendidikan*. *18*(2), 112–124.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, *25*(1), 54–67.

Salmon, G. (2022). *E-Moderating: The Key to Teaching and Learning Online*. London: Routledge.

Santi, D. R., Rapi, N. M., & Rachman, R. (2025). ). Pengaruh kompetensi pedagogik guru terhadap mutu pembelajaran siswa sekolah dasar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, *11*(1), 42–51.

Sariyati. (2019). Pengaruh supervisi akademik dan budaya organisasi terhadap mutu pendidikan.

*Jurnal Ilmiah Pendidikan Indonesia*, *4*(1), 1–11.

Setiabudi, S., Iskandar, & P. (2024). Manajemen mutu pendidikan dan pengembangan kurikulum. *Jurnal Manajemen Pendidikan*, *13*(1), 40–52.

Shulman, L. S. (2021). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, *57*(1), 1–22.

Siswopranoto, D. (2022). Mutu pendidikan dan manajemen pembelajaran. *Jurnal Ilmu Pendidikan Dan Pengajaran*, *12*(3), 57–66.

Sodikun, M., Riyanto, R., Anisah, R., & Prasetyo, D. (2023). Supervisi akademik berbasis TIK dalam pembelajaran abad 21. *Jurnal Inovasi Pendidikan*, *10*(1), 65–76.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Suhendra, B., Lestari, R., & Hasanah, U. (2024). Iklim sekolah dan budaya belajar. *Jurnal Pendidikan Dan Kebudayaan*, *14*(1), 93–102.

Suwartini, T. (2017). Pengaruh kompetensi guru terhadap hasil belajar siswa di sekolah dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, *2*(4), 27–35.

Syarnubi, S. (2019). Guru yang bermoral dalam konteks sosial, budaya, ekonomi, hukum dan agama (Kajian terhadap UU No 14 Tahun 2005 Tentang Guru Dan Dosen). *Jurnal PAI Raden Fatah*, *1*(1), 21–40.

Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, A. (2021). Implementing Character Education in Madrasah. *Jurnal Pendidikan Islam*, *7*(1), 77–94.

Tamam, H. (2023). Konsep mutu dalam sistem pendidikan. *Jurnal Mutu Pendidikan*, *18*(1), 12–24.

Triatna, C. (2016). *Manajemen Pendidikan: Konsep, Strategi dan Aplikasi dalam Pengembangan Mutu Sekolah*. Bandung: Remaja Rosdakarya.

Ula, D. M., & Lestari, I. (2019). Imbas Sistem Zonasi Bagi Sekolah Favorit dan Masyarakat. *Seminar Nasional Pendidikan Dan Pembelajaran 2019*, 195–201.

UNESCO. (2022). *Global Education Monitoring Report 2022: Technology in Education*. Paris: UNESCO Publishing.

Vîşcu, L., Runcan, P. L., & Năstasă, L. E. (2023). Pedagogical competence and effective teaching. *Procedia – Social and Behavioral Sciences*, 90–95.

WHO-UNICEF. (2022). *Safe to Learn: Ending Violence in and Through Schools*. New York: UNICEF.

Wiersma, W., & Jurs, S. G. (2015). *Research Methods in Education: An Introduction (10th ed.)*. Boston: Pearson.

Wijanarko, P. (2024). Prinsip pengembangan budaya sekolah. *Jurnal Administrasi Pendidikan*, *11*(2), 132–141.

Zainuddin, Z., & Wardhana, D. E. C. (2023). Implementasi observasi lapangan dalam penelitian pendidikan dasar. *Jurnal Ilmiah Pendidikan Dasar Indonesia*, *8*(1), 22–31.

Zamroni, M. (2023). Budaya sekolah dan nilai karakter. *Jurnal Pendidikan Nasional*, *17*(2), 66–74.

Zubaidah, E. (2021). Membangun budaya sekolah yang kondusif melalui kepemimpinan transformasional kepala sekolah. *Jurnal Administrasi Pendidikan*, *28*(2), 85–94.

Zubaidah, S. (2021). Pengaruh budaya sekolah dan mutu pendidikan terhadap mutu pendidikan. *Jurnal Pendidikan Vokasi*, *11*(2), 145–156.