



## Influence of Instructional Leadership and Academic Supervision on The Quality of Learning

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### ABSTRACT

**Objective:** This study examines the impact of instructional leadership and academic supervision on learning quality in junior high schools within the Boja District. **Method:** Employing a quantitative approach with a correlational design, the research involved a total population of 140 teachers, from which 104 were selected as the sample. Data were collected through questionnaires and analyzed using descriptive statistics and hypothesis testing via simple and multiple linear regression. **Result:** The findings indicate that instructional leadership has a correlation of 0.820 and a significant influence of 77.2%, whereas academic supervision shows a correlation of 0.741 with a substantial impact of 64.9%. When examined together, these two factors enhance learning quality, with a coefficient of determination of 77.3%. These results highlight the crucial role of instructional leadership and academic supervision in improving educational outcomes. The study provides novel insights by reinforcing that strengthening these two aspects is a strategic measure for enhancing learning quality in junior high schools. This research contributes to the growing body of knowledge in educational leadership by emphasizing the importance of effective school management in fostering academic success. **Novelty:** The findings suggest that policymakers and school administrators should prioritize professional development programs that enhance leadership and supervision capacities, ensuring sustained improvements in teaching and learning processes.

### INTRODUCTION

The school principal has an important role in improving the quality of learning by motivating teachers to develop innovative and inspiring teaching. At the forefront of the education process, teachers are responsible for creating a conducive learning environment and encouraging students to actively participate in seeking information, analyzing problems, and expressing their opinions critically methods (Ambawani et al., 2024; Yulianto et al., 2023). Effective collaboration between teachers and students is key to achieving learning objectives (Ferian & Sudrajat, 2022; Kumar et al., 2021; Qureshi et al., 2023; Szymkowiak et al., 2021). Therefore, efforts to improve the quality of education must begin with enhancing and strengthening the quality of classroom learning, supported by school leadership that focuses on developing teacher professionalism and increasing learning effectiveness (Dasor, 2024).

Teacher professionalism is one of the key factors in improving the quality of learning. This professionalism is not limited to knowledge transfer but also involves creating a conducive learning atmosphere with active student engagement through innovative teaching methods, using relevant educational technology, and the development of learning strategies that foster critical, creative, and collaborative thinking. The role of teachers is highly significant as they hold primary control in the learning process (Arsini

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