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A Quantitative Analysis of the Effects of Academic Supervision, Learning Community Engagement, and Teacher Motivation on Learning Quality Improvement in Ngaliyan District Elementary Schools, Semarang City

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ABSTRACT (9 pt)

Objective: This study investigates the influence of academic supervision, learning community engagement, and teacher work motivation on learning quality in public elementary schools in Ngaliyan District, Semarang. The objective is to examine both the individual and combined contributions of these factors to the improvement of teaching and learning processes. **Methods:** A quantitative research design was employed, involving 187 teachers as respondents. Data were collected through structured questionnaires and analyzed using statistical techniques to determine the relative contributions of each variable. **Results:** The findings reveal that academic supervision contributes 68.1%, learning community engagement 62.6%, and teacher work motivation 67.8% to the improvement of learning quality. Collectively, these three variables explain 83.4% of the variance in learning quality, demonstrating their strong and interrelated effects. **Novelty:** This study provides empirical evidence on how academic supervision, collaborative professional communities, and teacher motivation jointly and individually enhance learning quality within the Indonesian elementary school context. The results offer practical insights for school leaders and policymakers in formulating strategies to strengthen supervision, foster collaborative learning communities, and enhance teacher motivation to achieve sustainable improvements in educational outcomes.

INTRODUCTION

Learning quality is a fundamental dimension of education that directly shapes students' academic achievement and reflects the overall effectiveness of schools. It is not limited to students' final grades but also encompasses the extent to which teaching methods achieve intended educational objectives (Harlita & Ramadan, 2024; Juhairiyah, 2023; Payon et al., 2021). High-quality learning is characterized by meaningful interactions among teachers, students, and learning resources within environments that nurture optimal student development (Innayah, 2020; Muhsin et al., 2023).

Despite the expectation that all students should achieve high academic standards, many continue to struggle to meet established benchmarks due to limited engagement in the learning process. Overdependence on teachers as the primary source of knowledge reduces opportunities for active participation. Consequently, students often exhibit passive classroom behaviors, stemming from fear of asking questions, difficulty comprehending instructional content, or diminished interest in learning (Anggraeni et al., 2025).

One of the key indicators of learning quality, Dimension D in the national education report card, evaluates both the quality and relevance of learning. Strong educational

quality reflects the presence of professional teachers and the use of effective, contextually relevant learning approaches. However, disparities in teacher professionalism and challenges in adapting to curriculum reforms remain persistent obstacles (Giyanto et al., 2023).

National assessment results for 2023, published in 2024, further illustrate this issue. Dimension D, particularly indicator D.1, shows that most elementary schools in Ngaliyan District, Semarang City, only achieved moderate performance. Some schools even recorded declining scores compared to the previous year, indicating that despite being categorized as "Good," overall learning quality has not demonstrated significant progress (Supervisor Supervision Report, 2024). These results are summarized in Table 1.

Table 1. Education Report Card 2024 for Public Elementary Schools in Ngaliyan District, Semarang City

No	School Name	Achievement Score 2023	Achievement Score 2024	Achievement Label	Notes
1	SDN Bringin 1	65,46	70,93	Good	Increased
2	SDN Bringin 2	75,83	61,63	Moderate	Decreased
3	SDN Gondoriyo	79,45	71,94	Good	Decreased
4	SDN Kalipancur 1	66,08	69,27	Good	Increased
5	SDN Kalipancur 2	70,13	64,66	Good	Decreased
6	SDN Ngaliyan 1	71,10	64,12	Good	Decreased
7	SDN Ngaliyan 2	73,59	65,59	Good	Decreased
8	SDN Ngaliyan 3	72,84	66,54	Good	Decreased
9	SDN Ngaliyan 4	77,67	69,67	Good	Decreased
10	SDN Ngaliyan 5	78,56	76,81	Good	Decreased
11	SDN Podorejo 1	59,26	59,84	Good	Increased
12	SDN Podorejo 2	70,42	58,13	Moderate	Decreased
13	SDN Podorejo 3	64,62	50,95	Poor	Decreased

Source: Supervisor Supervision Report (2024)

These findings underscore the urgency of strengthening educational quality improvement programs in Ngaliyan District. Prior studies emphasize that academic supervision conducted by principals is essential in motivating teachers, improving competencies, and guiding the implementation of effective instructional strategies (Aisah et al., 2024; Kalman et al., 2024; Mulyasa, 2017; Senang et al., 2024). Moreover, learning communities function as collaborative platforms where teachers exchange knowledge and best practices, thereby reducing competency gaps and supporting effective classroom management (Aisah et al., 2024; Harlita & Ramadan, 2024; Kalman et al., 2024).

Teacher work motivation also plays a pivotal role in determining learning quality. Motivated teachers tend to design and deliver innovative and engaging learning experiences, driven by both intrinsic factors and extrinsic support from principals and educational policies that enable professional development (Aisah et al., 2024; Anggraeni & Juhriati, 2023; Giyanto et al., 2023; Gultom et al., 2024; Harefa, 2023; Harlita & Ramadan, 2024).

Nevertheless, a considerable gap persists between the ideal conditions of high-quality learning and the reality documented in national assessments and supervision reports in Ngaliyan's elementary schools (Aisah et al., 2024; Harlita & Ramadan, 2024; Payon et al., 2021). Prior literature consistently highlights that learning quality is shaped by multiple internal and external factors, with teacher competence and supportive school

environments serving as critical foundations (Sawawa et al., 2018; Sudjana, 2019). Academic supervision and learning community engagement are also vital in fostering effective and enjoyable learning settings (Muthoharoh et al., 2017; Nasution, 2019).

Building upon these perspectives, the present study seeks to analyze the combined effects of academic supervision, learning community engagement, and teacher work motivation on learning quality in elementary schools in Ngaliyan District, Semarang City. By integrating these variables into a comprehensive framework, this study aims to provide a holistic understanding of their interactions in improving learning outcomes, while also offering insights to guide policy formulation and educational strategies in similar contexts.

RESEARCH METHOD

This study employed a quantitative approach with a causal–correlational research design, aimed at examining the influence of academic supervision, learning community engagement, and teacher work motivation on learning quality (Creswell, 2018; Riduwan, 2018). The independent variables include academic supervision (X1), teacher work motivation (X2), and learning community engagement (X3), while the dependent variable is learning quality, operationalized through indicators of classroom management, student support, teaching skills, and teacher attention and care (Riduwan, 2018; Sudjana, 2019).

The research was conducted in public elementary schools in Ngaliyan District, Semarang, over a six-month period from February to July 2025. The main stages comprised problem identification, literature review, hypothesis formulation, instrument development, data collection, statistical analysis, and reporting (Creswell, 2018; Riduwan, 2018; Sugiyono, 2017).

Operationally, academic supervision (X1) refers to the continuous support provided by school principals to improve teachers' instructional performance (Purwanto, 2015). Teacher work motivation (X2) is defined as the internal and external drive that enables teachers to accomplish their professional duties effectively (Uno, 2014). Learning community engagement (X3) denotes collaborative activities among teachers to enhance competencies and share best practices for instructional improvement.

The population comprised 352 teachers from public elementary schools in Ngaliyan District. Using Slovin's formula with a 5% margin of error, **a** sample of 187 teachers was drawn through proportional random sampling to ensure representativeness (Creswell, 2018; Riduwan, 2018).

Data collection employed a structured, closed-ended questionnaire with items measured on a 5 point Likert scale (Arikunto, 2018; Riduwan, 2018; Sugiyono, 2017). The instrument was designed to capture all research variables quantitatively. Data analysis was conducted using multiple linear regression with SPSS. Instrument validity was examined through exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), while reliability was assessed using Cronbach's Alpha. In addition, classical assumption tests including normality, linearity, and multicollinearity were performed to ensure the robustness of the regression model (Creswell, 2018; Ghozali, 2018).

RESULTS AND DISCUSSION
Results

Data were obtained from 187 teachers in public elementary schools in Ngaliyan District, covering academic supervision, learning community engagement, teacher work

motivation, and learning quality. Descriptive analysis revealed that teachers' perceptions of all variables were predominantly in the moderate category (Table 2). For instance, the average scores for academic supervision, learning community, teacher motivation, and learning quality were 111.47, 116.90, 115.98, and 117.22, respectively.

Table 2. Respondents' Perceptions of Research Variables

Variable	N	Very Low (%)	Low (%)	Moderate (%)	High (%)	Very High (%)	Score Interval
Academic Supervision	187	8.6	10.7	32.1	31.0	17.6	99-113
Learning Community	187	6.9	11.8	42.2	28.9	10.2	103-118
Work Motivation	187	11.2	12.8	40.7	20.3	15.0	104-118
Learning Quality	187	5.9	14.4	33.2	26.7	19.8	104-117

Figure 1 illustrates the distribution of respondents' perceptions across the four research variables, confirming that most responses fall within moderate to high categories.
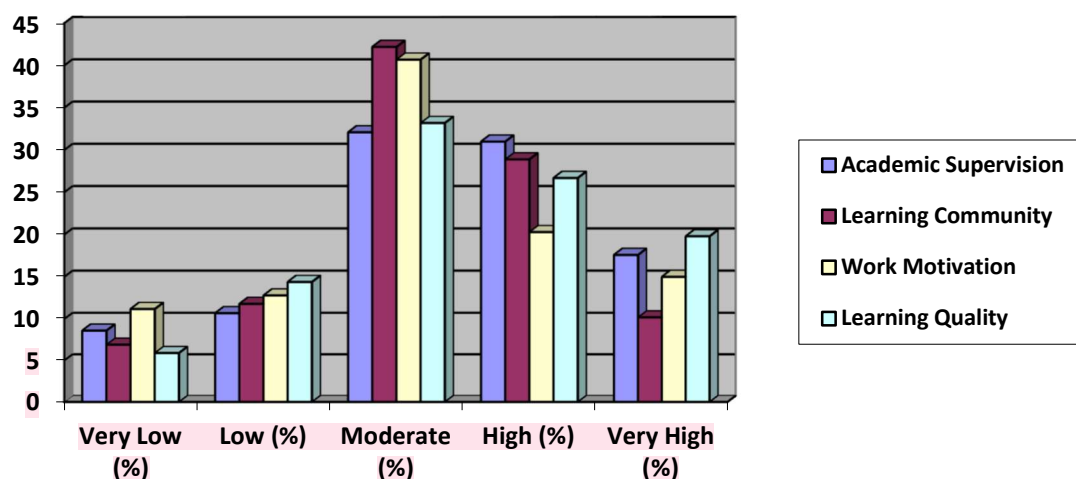

Figure 1. Responden Perceptions of the four research variables

Exploratory factor analysis (EFA) was performed to examine the dimensional contributions of each construct. The results indicate strong extraction values across dimensions, such as supervision planning (96.4%) and supervision implementation (80.9%) for academic supervision (Table 3).

Table 3. Extraction Values of Research Dimensions (EFA Results)

Variable	Dimension	Extraction Value (%)
Academic Supervision	Supervision Planning	0.964 (96.4%)
	Supervision Implementation	0.809 (80.9%)
Learning Community	Educating	0.808 (80.8%)
	Facilitating	0.609 (60.9%)
Work Motivation	Internal Motivation	0.673 (67.3%)
	External Motivation	0.513 (51.3%)

Prior to hypothesis testing, assumption tests confirmed that all variables met the requirements of normality, linearity, and multicollinearity. Correlation analysis showed strong positive relationships between each independent variable and learning quality: academic supervision (r = 0.825), learning community engagement (r = 0.792), and teacher work motivation (r = 0.823).

Multiple regression analysis further revealed that the three predictors significantly affect learning quality both individually and jointly. Among them, academic supervision demonstrated the strongest effect (β = 0.430), followed by teacher work motivation (β = 0.364) and learning community engagement (β = 0.227). Collectively, these predictors explained 83.4% of the variance in learning quality (Table 4).

Tabel 4. Regression Coefficients of Independent Variables on Learning Quality

Model	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
Academic Supervision (X1)	Academic Supervision (X1)	0.383	0.038	0.430	9.992
Learning Community (X2)	Learning Community (X2)	0.211	0.046	0.227	4.623
Teacher Work Motivation (X3)	Teacher Work Motivation (X3)	0.316	0.042	0.364	7.439

Source: SPSS Output (2025)

Table 5 summarizes the hypothesis testing results. All three independent variables had a significant effect on learning quality, both individually and simultaneously.

Tabel 5. Summary of Hypothesis Testing Results

Hypothesis Test	R^2	t-value	F-value	Sig. (p)
Effect of Academic Supervision (X1) on Learning Quality (Y)	0,681	19,890	-	0,000
Effect of Learning Community (X2) on Learning Quality (Y)	0,626	17,615	-	0,000
Effect of Teacher Work Motivation (X3) on Learning Quality (Y)	0,678	19,729	-	0,000
Effect of X1, X2, X3 simultaneously on Learning Quality (Y)	0,834	-	306,712	0,000

Source: SPSS Output (2025)

Overall, these results emphasize that strengthening academic supervision, promoting active teacher learning communities, and enhancing teacher motivation are pivotal strategies to improve learning quality in public elementary schools in Ngaliyan District.

Discussion

This study demonstrates that academic supervision, learning community participation, and teacher work motivation each make significant contributions to the improvement of learning quality in public elementary schools in Ngaliyan District. Teachers' perceptions of these variables predominantly fall within the moderate category (Table 2), suggesting that there remains considerable scope for strengthening supervision practices, professional collaboration, and motivational support.

Academic supervision emerged as the strongest predictor of learning quality. This finding emphasizes the importance of structured, continuous, and dialogic guidance for teachers. Supervision serves not only as a mechanism of control but also as a mentoring process that develops teacher competence and professional attitudes, thereby enhancing classroom effectiveness (Kamaludin et al., 2020; Marpaung, 2020; Prastania & Sanoto, 2021; Purwanto, 2015; Sanjaya, 2018; Subagio et al., 2024; Sukamto et al., 2023). Collaborative approaches, supported by principals and peer networks, further strengthen teacher engagement and lead to sustainable improvements in teaching practices (Angkotasan & Watianan, 2021; Subagio et al., 2024). These results confirm that academic supervision is a strategic driver of teacher motivation and performance, with a direct impact on learning quality.

The role of learning communities also proved to be substantial. Teachers who participate in structured discussions, share best practices, and engage in collective reflection report enhanced professional competence, which positively influences learning outcomes (Angkotasan & Watianan, 2021; Kalman et al., 2024; Kundiastuti et al., 2024; Lu & Zhang, 2024; Makarim et al., 2025; Suryani & Fajar, 2021). Effective learning communities depend on active teacher participation, clear objectives, organized structures, and strong principal support. These conditions foster professional interactions that stimulate motivation and reduce tendencies toward academic procrastination (Angkotasan & Watianan, 2021; Lu & Zhang, 2024; Makarim et al., 2025). Accordingly, schools should allocate sufficient time and resources to facilitate collaborative professional learning environments that ensure ongoing improvement.

Teacher work motivation was also found to significantly influence learning quality. Motivation enhances teachers' creativity, proactivity, and professional commitment in instructional practices (Hanifah, 2021; Nadrah, 2023; Rahmawati & Amin, 2021; Sanjaya, 2018; Viseu et al., 2016). Motivated teachers display stronger initiative in delivering content and assessing student progress. When intrinsic motivation is supported by a positive work environment including constructive supervisory relationships teachers' confidence in implementing effective instructional strategies is reinforced (Nadrah, 2023; Sanjaya, 2018; Viseu et al., 2016).

Importantly, the integration of academic supervision, learning communities, and teacher work motivation produces a synergistic effect, jointly explaining a substantial proportion of the variance in learning quality. This finding reinforces the notion that improving learning quality requires a holistic approach, where supervision, collaborative professional development, and motivation are managed in an integrated manner (Harlita & Ramadan, 2024; Rahabav, 2016; Sahertian, 2014; Sanjaya, 2018). When these factors are combined, they foster a professional culture conducive to continuous improvement and meaningful learning outcomes.

In conclusion, the results underscore that learning quality in elementary schools is determined by multiple interrelated factors. Effective educational management must therefore prioritize structured academic supervision, active teacher learning communities, and sustained motivational strategies to achieve significant and enduring improvements in student learning.

CONCLUSION

Fundamental Finding: This study concludes that academic supervision, learning community engagement, and teacher work motivation each have a significant effect on learning quality in public elementary schools in Ngaliyan District, Semarang City.

Academic supervision contributes 68.1% by enhancing teachers' pedagogical competencies and directly improving classroom instruction. Learning communities contribute 62.6% by fostering professional collaboration and peer-based knowledge sharing. Teacher work motivation contributes 67.8%, as motivated teachers demonstrate stronger commitment and higher instructional effectiveness. Collectively, these three variables explain 83.4% of the variance in learning quality, with a strong correlation coefficient of 0.913, underscoring their interrelated impact on improving learning outcomes. **Implication:** The findings highlight the strategic importance of strengthening academic supervision systems, developing sustainable teacher learning communities, and fostering intrinsic motivation among educators. Effective management of these three factors by school leaders can significantly improve teaching practices and student outcomes. For policymakers and administrators, the results provide evidence-based guidance for designing integrated programs that enhance teacher performance and ensure continuous improvements in learning quality. **Limitation:** This study was limited to public elementary schools in Ngaliyan District and relied on self-reported questionnaire data, which may be subject to response bias. In addition, other potential determinants of learning quality such as school infrastructure, curriculum variations, or student-related factors were not included in the analysis. **Future Research:** Further studies could broaden the scope to include multiple regions for comparative analysis and employ qualitative methods such as interviews and classroom observations to capture deeper insights into supervision practices, community engagement, and teacher motivation. Exploring additional variables such as digital literacy, leadership style, or parental involvement would also enrich the understanding of factors influencing learning quality.