



# Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN  
2581-1657

E-ISSN  
2581-2203

## The Relationship Between Academic Supervision and School Leadership Roles with Teacher Learning Innovation in the Implementation of the Merdeka Curriculum at Senior High Schools in Reteh District

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### ARTICLE INFO

#### Article history:

Received: 25 Nov 2025

Revised: 19 Des 2025

Accepted: 24 Des 2025

Published online: 05 Jan 2026

#### Keywords:

Academic Supervision,  
Principal Leadership,  
Teacher Learning Innovation

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#### Article Doi:

<https://doi.org/10.31258/jes.10.1.p.587-601>

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### ABSTRACT

This study aims to determine the relationship between academic supervision and school leadership roles with teacher learning innovation in the implementation of the Merdeka Curriculum in high schools in Reteh District. This study uses a quantitative approach with a survey method. Data were collected by distributing questionnaires to 50 teachers from several high schools in Reteh District who were randomly selected as respondents. The data analysis technique used was multiple linear regression to test the extent of the independent variables. The analysis was conducted with the help of statistical programs to ensure the validity and reliability of the data. The results showed that academic supervision had a positive and significant relationship with teacher learning innovation in the implementation of the Merdeka Curriculum, with a regression coefficient value of 0.297. This means that every one-unit increase in academic supervision will increase teacher learning innovation by 0.297 units. This finding confirms the importance of the role of principals and supervisors in providing guidance, direction, and follow-up on classroom learning so that teachers are encouraged to continue to innovate. Thus, it can be concluded that improving the quality of academic supervision and school leadership is the key to encouraging teacher learning innovation in the era of the Merdeka Curriculum implementation.

## 1. Introduction

Education is an important foundation in the development of quality human resources. In response to the challenges of the 21st century, Indonesia's education system is required to produce graduates who are adaptable, innovative, and able to think critically. Indonesia has introduced the Merdeka Curriculum, which focuses

on student-oriented learning, variety in teaching methods, and strengthening skills. Every citizen is given the right to receive training from public authorities (Clarisa, 2023). Global education plays a very important role in improving the quality of human resources. Education is a very important necessity for every person, community, and country in improving the quality of human resources (Herfana, 2021). High-quality human resources are expected to be able to compete in the era of globalization. Discipline is one of the main foundations for success in a job (Nuzulina, 2022). We all understand that there are still many problems related to the quality of education, especially in terms of improvement, where there are still many challenges and obstacles that require concrete action and reflection from all stakeholders to achieve quality schools (Mukhlisin, 2024).

Traditional education methods are carried out through face-to-face teaching, where all knowledge and learning are regulated by teachers (Zulkifli, 2022). The education system in Indonesia has undergone significant changes in its implementation. This is based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262/M/2022 concerning Changes to Education, the Decree of the Minister of Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Learning Recovery (Marliyani, 2023). Therefore, whenever a system is implemented, it is important to analyze the individuals who will be the main implementers of the system. This is mainly related to their readiness to implement the system correctly (Rahmafitri, 2024). This independent learning curriculum is in line with the national education vision championed by Ki Hajar Dewantara, which emphasizes students' freedom to learn independently and creatively. This approach is expected to help shape the character of independent learners (Ariesanti, 2023).

The Merdeka Curriculum is a curriculum with diverse intracurricular learning in which content will be optimized so that students have enough time to explore concepts and strengthen their competencies (Fauzi, 2022). The implementation of the Merdeka Curriculum requires teachers to be more creative and adaptive in designing learning that suits the needs and potential of students. In this regard, academic supervision acts as a facilitator that helps teachers develop innovative and effective learning strategies. The learning process at school cannot be separated from students' cognitive abilities regarding teaching materials (Azhar, 2023). In addition, academic supervision also serves as a means to build a culture of reflection and collaboration among teachers. For this reason, supervision must be carried out based on objective data and facts (Nurudin, 2021).

In addition to academic supervision, school leadership also plays a crucial role in creating a school climate conducive to learning innovation. The implementation of supervision or oversight in every organization has a very important role (Bahri, 2014). As teachers' teachers, supervisors must develop plans to strengthen the implementation of the four teacher competencies, namely pedagogical competence, personal competence, social competence, and professional competence (Rohmawati, 2019). Based on the definition or understanding of supervision and

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education, the term educational supervision can be said to be the main oversight and highest control by superiors (both school principals and external supervisors) over the activities, creativity, and performance of educators and educational staff in the learning process to improve and enhance the quality of education in schools (Addini, 2022).

According to Ametembun (in Mulyasa, 2002), the objectives of supervision include guiding teachers to understand educational goals, identifying difficulties in learning activities, increasing teachers' enthusiasm and motivation to achieve, and optimizing teacher performance. A collaborative approach is an approach that is implemented by establishing a relationship between the principal and teachers, who jointly agree on the steps and criteria for implementing learning. Leadership, whose main task is to create an unshakable future. An academic leader is distinguished by their ability to make clear plans so that it is clear from the formulation of the vision what goals must be achieved in the development of the institution they lead (Azhar, 2023).

School leadership plays a crucial role in creating an environment that supports learning innovation. As learning leaders, principals must be able to serve as role models, facilitators, and motivators for teachers to continue to develop professionally. The role of leadership is key for principals to direct learning activities in accordance with the school's expectations, which are based on applicable regulations and curricula (Saputra, 2021). In the concept of Total Quality Management (TQM), leadership means determining the right things to do, creating the desired organizational dynamics so that everyone is committed, working with enthusiasm and passion to achieve the goals that have been set (Ginting, 2012). Success in educational leadership is influenced by morality, organizational culture, and appreciation, which together create a conducive and productive work environment (Fariha, 2025).

Thus, new methods or new ways of implementing methods such as those in the learning process can be an effort to increase the effectiveness of learning (Danang Budiwarso, n.d 2022.). Innovation emphasizes the characteristic of something that is observed as something new to individuals or society. Meanwhile, modernization emphasizes the process of change from traditional to modern, or from underdeveloped to developed (Solichin, 2023). According to Festiawan (2020), learning is a deliberate effort by educators to convey knowledge, organize and create an environmental system using various methods so that students can carry out learning activities effectively and efficiently with optimal results. In the micro structure, teachers as educators are educational leaders who are very decisive in the learning process in the classroom, and this leadership role will be reflected in how teachers carry out their roles and duties (Selvia, 2021).

This study aims to analyze the relationship between academic supervision and teacher learning innovation, analyze the relationship between school leadership roles and teacher learning innovation, and analyze the simultaneous relationship

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between academic supervision and school leadership roles with teacher learning innovation in the implementation of the Merdeka Curriculum.

## 2. Methodology

This study uses a quantitative approach with a survey method. According to Sugiyono (2022), in quantitative research, data analysis techniques are activities carried out after data from all respondents or other data sources have been collected. Data was collected by distributing questionnaires to 50 teachers from several high schools in Reteh District who were randomly selected as respondents. The data analysis technique used was multiple linear regression to test the extent to which the independent variables, namely academic supervision and school leadership, were related to the dependent variable, namely teacher learning innovation. The analysis was carried out with the help of statistical programs to ensure the validity and reliability of the data.

This study examines three variables using a quantitative research approach and the method used is ex post facto. According to Sugiyono (2022), ex post facto is a research method that uses questionnaires to examine events that have already occurred and traces them back to identify the factors that may have caused them. In this study, three variables were tested, namely independent and dependent variables. The X1 (independent) variable is academic supervision, the X2 (independent) variable is the role of school leadership, and the Y (dependent) variable is teacher learning innovation, as shown in Figure 1.

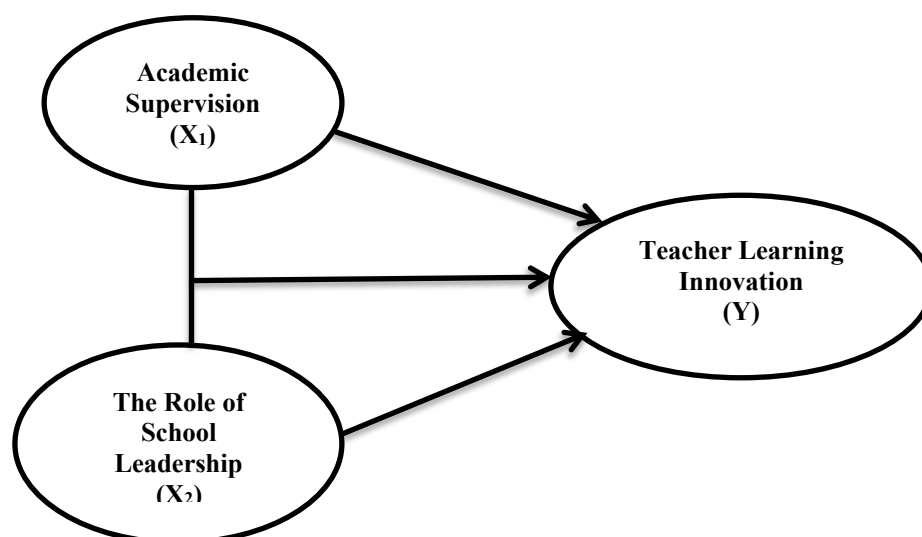


Figure 1. Variable Relationship Framework

It can be explained that from Figure 1 above, Academic Supervision (X1) refers to the role of supervisors or principals in improving the quality of the teaching and learning process. School Leadership (X2) describes how the role of school leaders (e.g., principals) influences the culture and quality of education. Learning

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Innovation (Y) is the result or main objective of the synergy between academic supervision and school leadership. Learning innovation here means the renewal or improvement of teaching methods, strategies, and practices that have a positive impact on student learning outcomes.

### 3. Result and Discussion

The description of the data presented, obtained from a questionnaire distributed to 50 teachers at Receh District High School covering the variables of Teacher Learning Innovation (Y), Academic Supervision (X1), and Teacher Learning Innovation (X2), shows that most of the respondents in this study were female teachers, with a percentage of 64.3%. Meanwhile, male teachers only accounted for 35.7%. The majority of respondents in this study were teachers with civil servant (PNS) status, namely 14 people or equivalent to 22.9% of the total respondents. Meanwhile, there were 18 PPPK respondents or 48.6% and 18 honorary respondents with a percentage of 28.6%, with a total percentage of 100%. Respondents in this study were dominated by teachers aged 31-40 years, totaling 26 people or 45.7% of the total. The 41-50 age group was just below that with 8 respondents or 28.6%, indicating that these two age groups comprised the majority of participants. Meanwhile, there were 11 respondents aged 20-30 years or 20%, and those aged >51 years were the smallest group, namely 5 respondents with a percentage of 5.7%.

#### *Description of Teacher Learning Innovation Variable Data (Y)*

Research data related to the dependent variable, Teacher Learning Innovation (Y), was obtained through the distribution of a questionnaire consisting of 48 statements, as shown in Table 1.

Table 1. Teacher Learning Innovation Variable Data Results (Y)

No	Statement	N	Mean	Percentage (%)	Category
1	Teachers implement project-based learning methods.	50	4,91	98,27	Very High
2	Teachers use technology to manage learning assessments.	50	4,86	97,15	Very High
3	Teachers use instructional videos to clarify material.	50	4,69	93,84	Very High
4	Teachers use online quiz platforms (Kahoot, Quizizz, etc.).	50	4,82	96,43	Very High
5	Teachers create simple learning media from materials found in their surroundings.	50	4,80	95,98	Very High
	<b>Average number</b>	<b>50</b>	<b>4,82</b>	<b>96,33</b>	<b>Very High</b>

Table 1 shows that of all indicators, the highest percentage of 98.27% was found in the aspects of “Teachers applying project-based learning methods, Teachers using

technology to manage learning assessment, Teachers using learning videos to clarify material,” which obtained a score of 95.98%.

### *Academic Supervision (X1)*

The research data related to the dependent variable, academic supervision (X1), was obtained through a questionnaire consisting of 30 statements, as shown in Table 2.

Table 2. Academic Supervision Results

No	Indicator	Total Item	Item Max	Mean	Percentage	Category
1.	The principal routinely conducts academic supervision in the classroom.	5	5	4,76	95,14	Very high
2.	Supervision is carried out between the principal and teachers.	5	5	4,67	93,31	Very high
3.	The principal involves teachers in planning the implementation of learning.	5	4	4,57	91,40	Very high
4.	Results Teachers are encouraged to develop new methods.	5	4	4,06	81,15	Very high
5.	Teachers are more motivated to improve their performance after receiving supervision.	5	5	4,58	91,61	Very high
	Total	25	23	4,53	90,52	Very high

Table 2 shows that of all indicators, the highest percentage of 95.14% was found in the aspect of “The principal routinely conducts academic supervision in the classroom,” indicating that physical activity contributes greatly to the respondents' performance of their duties. Meanwhile, the lowest percentage is found in the indicator “The principal dialogues with teachers about the results of supervision” at 81.15%, which shows that time pressure is a challenge in carrying out tasks.

### *Description of School Leadership Role Variable Data (X2)*

The research data related to the dependent variable, school leadership role (X2), was obtained through a questionnaire consisting of 42 statements, as shown in Table 3.

Table 3. Analysis Results of School Leadership Variable Indicators

No	Indicator	Total Samples (N)	Total Item	Max Skoce	Mean	Percentage (%)	Category
1	Able to set goals	50	8	5	4,75	95,00	Very High
2	Able to set priorities appropriately	50	8	5	4,61	92,19	Very High
3	Able to set schedules	50	8	5	4,55	91,01	Very High

4	Able to manage time effectively	50	4	5	4,42	88,38	Very High
5	Able to delegate tasks	50	4	5	4,49	89,82	Very High
	Average	50	32	5	4,56	91,28	Very High

From Table 3, the indicator with the highest percentage is “able to set goals” at 95%, which shows that respondents are very good at determining work direction and targets. Conversely, the lowest percentage of 88.38% is found in the indicator “able to minimize distractions,” which indicates that there are still challenges in managing distractions that can hinder effectiveness.

### ***Demographic Analysis Results***

The demographic analysis of respondents was conducted based on gender, employment status, and age range. This analysis aimed to examine the distribution of data and the mean value of each demographic group to provide a clearer picture of the data trends in this study, as shown in Table 4.

Table 4. Mean Values of Teacher Learning Innovation Variables

No.	Demographics	N	Mean	Interpretation
1	Gender			
	L	18	4,75	Very High
	P	32	4,81	Very High
	Total	50	4,78	Very High
2	Average		4,79	Very High
	Employment Status			
	PNS	14	4,85	Very High
	PPPK	36	4,83	Very High
3	Total	50	4,84	Very High
	Average		4,84	Very High
	Age Range			
	20–30 th	6	4,81	Very High
	31–40 th	26	4,80	Very High
	41–50 th	15	4,80	Very High
	51 Up	3	4,85	Very High
	Total	50	4,77	Very High

The table above shows the mean scores for Teacher Learning Innovation (Y) based on various demographic aspects, namely gender, employment status, and age. Overall, all groups showed average scores that were in the very high category. In terms of gender, the mean score for female teachers (4.81) was higher than that for male teachers (3.75). Both fall into the very high category, but this difference indicates that female teachers tend to demonstrate slightly stronger teacher learning innovation qualities. This is because women tend to be more thorough, empathetic, and communicative when dealing with students or in the workplace. Meanwhile, male teachers show different interaction styles or face more complex problems in terms of learning. In observations based on employment status, teachers with PPPK

status obtained a higher mean (4.88) compared to PNS teachers (4.79). Both fall into the very high category, but the higher score for PPPK tends to be due to the strong work motivation of the teachers concerned because they have a status that is not permanent like PNS. On the other hand, civil servant teachers who already have permanent employment status feel more stability, so the motivation to show better performance in innovation competencies may be slightly lower. Regarding the age range, teachers between 31 and 40 years old achieved the highest mean score of 4.82, while the group aged 51 years and above recorded the lowest mean score of 4.65. The age of 31 to 40 years is considered a period of full productivity, where teachers generally have sufficient experience, maximum energy, and a high drive to continue developing, which helps strengthen the innovation aspect of learning. On the other hand, teachers aged 51 years and above felt a decrease in energy or began to experience work burnout.

### **Classical Assumption Test Results**

#### **Normality Test**

The normality test in this study used SPSS version 25.00 software with the Kolmogorov-Smirnov test at a 5% significance level. The basis for decision-making is that if the Asymp. Sig. (2-tailed) value is  $> 0.05$ , the data distribution is normal. Conversely, if the Asymp. Sig. (2-tailed) value is  $< 0.05$ , the data distribution is not normal, as shown in Table 5.

Table 5. Results of the Kolmogorov-Smirnov Normality Test

<b>One-Sample Kolmogorov-Smirnov Test</b>		<b>Unstandardized Residual</b>
N		50
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.68722367
Most Extreme Differences	Absolute	.069
	Positive	.039
	Negative	-.069
Test Statistic		.069
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the Kolmogorov-Smirnov normality test presented in the table, the Asymp. Sig (2-tailed) value was obtained at  $0.200 > 0.05$ . Therefore, it can be concluded that the data in this study are normally distributed. In the normality test using a histogram graph, the shape of the data distribution can be evaluated through the graphical display. Data is categorized as normally distributed if the histogram forms a bell-shaped curve and does not show a slope to the right or left, as can be seen in Figure 2.

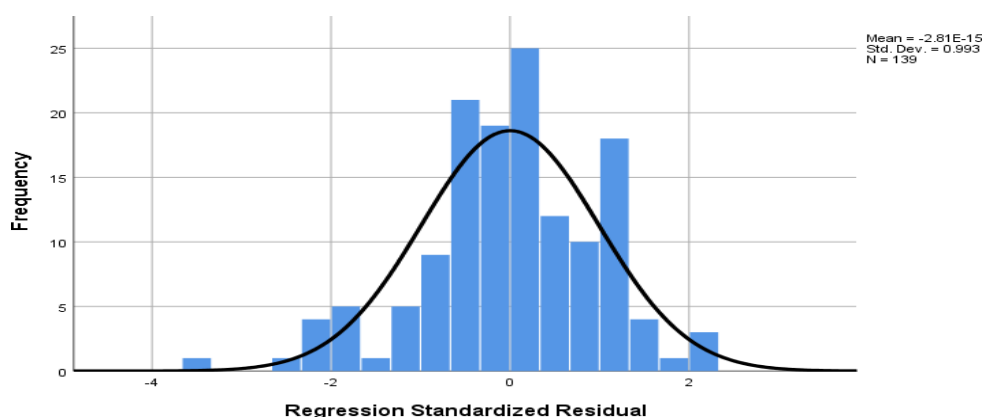


Figure 2. Histogram Graph

Figure 2 shows the results of the normality test, with the data distribution pattern forming a symmetrical bell-shaped curve without extreme skew to the right or left. This indicates that the residual data is normally distributed.

**Multicollinearity Test**

To detect multicollinearity, examine the Variance Inflation Factor (VIF) and tolerance values, as follows:

- a. If the tolerance value is <0.1 or the VIF is >10, then multicollinearity is present.
- b. If the tolerance value is >0.1 or the VIF is <10, then there is no indication of multicollinearity. This can be seen in Table 6.

Table 6. Multicollinearity Test Results

No.	Variables	Tolerance	VIF	Information
1.	Academic Supervision (X1)	.215	2.420	No multicollinearity
2.	The Role of School Leadership (X2)	.215	2.420	No multicollinearity

Referring to table 6 above, the results obtained can be explained, the academic supervision variable obtained a tolerance value of  $0.215 > 0.1$  and a VIF value of  $0.215 < 10$ . So it can be concluded that there are no symptoms of multicollinearity. The school leadership variable obtained a tolerance value of  $0.215 > 0.1$  and a VIF value of  $0.215 < 10$ . So it can be concluded that there are no symptoms of multicollinearity.

**Hypothesis Testing**

**Multiple Linear Regression Analysis**

Multiple linear regression analysis is used to estimate the value of variable Y based on the value of variable X, as well as the estimated change in variable Y for each unit change in variable X, which can be seen in Table 7.

Table 7. Results of Multiple Linear Regression Analysis Test

		Coefficients <sup>a</sup>	
		<u>Unstandardized Coefficients</u>	
	Model	B	Sig.
1	(Constant)	35.602	.000
	Academic Supervision	.217	.001
	The role of school leadership	.529	.000
a. Dependent Variable:		Teacher Learning Innovation	

Referring to table 7 above, it can be formulated that the resulting multiple linear regression equation is as follows:

$$Y = 35,602 + 0,217 X_1 + 0,529 X_2$$

### *Partial Significance Test (t-Test)*

The t-statistic test aims to test whether or not there is a relationship between each independent variable (X) and the dependent variable (Y). By using a significance level of 5% and a degree of freedom (df) to test the relationship  $df = n - k - 1$ , the *ttabel* value can be seen for testing 2 (two) parties, then the *thitung* value is determined.

$$t_{tabel} = n - k - 1 = 50 - 2 - 1 = 47$$

Based on the calculation results above, the *ttabel* value obtained at a significance level of 5% with  $(df) = 47$  is 1.577, which can be seen in table 8.

Table 8. T-count table

		Coefficients <sup>a</sup>	
	Model	t	Sig.
1	Academic Supervision	3.122	.001
	The Role of School Leadership	4.243	.000

a. Dependent Variable: Learning Innovation

Based on Table 8, the value of *thitung* of the academic supervision variable ( $X_1$ ) is greater than *ttabel* ( $3.122 > 1.977$ ) and the significant value is smaller than 0.05 ( $0.001 < 0.05$ ). It can be concluded that academic supervision has a positive and significant relationship to the role of school leadership so that the alternative hypothesis is accepted. The value of *thitung* of the school leadership role variable ( $X_2$ ) is greater than *ttabel* ( $4.243 > 1.977$ ) and the significant value is smaller than 0.05 ( $0.000 < 0.05$ ). It can be concluded that school leadership has a positive and significant relationship with teacher learning innovation so that the alternative hypothesis is accepted.

### ***Simultaneous Significance Test (F Test)***

The F-test was conducted to determine whether all independent variables ( $X_1$  and  $X_2$ ) have a simultaneous or joint relationship with the dependent variable ( $Y$ ), as shown in Table 9.

Table 9. Results of the Simultaneous Significance Test (F-Test)

<b>ANOVA<sup>a</sup></b>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	404,98	2	2387.008	107.074	.000 <sup>b</sup>
	Residual	3313,46	50	22.293		
	Total	7805.885	48			

a. Dependent Variable: academic supervision

b. Predictors: (Constant), school leadership roles

Referring to the table above, the value of *Fhitung* is greater than *Ftabel* ( $404.98 > 3.06$ ) with a significance of less than 0.05 ( $0.000 < 0.05$ ). It can be concluded that the variables of academic supervision and the role of school leadership simultaneously have a positive and significant relationship with teacher learning innovation.

### ***Coefficient of Determination Test***

The closer the value is to 1, the stronger the independent variable's ability to relate to the dependent variable. Conversely, if the value of  $R^2$  is low, the relationship between the independent variable and the dependent variable tends to be small, as can be seen in Table 10.

Table 10. Results of the Coefficient of Determination Test

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782 <sup>a</sup>	.612	.606	4.722

a. Predictors: (Constant), the role of school leadership and academic supervision

b. Dependent Variable: teacher learning innovation

Referring to Table 10 above, the value of  $R^2 = 0.612$ , or 61.2%. It can be concluded that the variables of academic supervision and the role of school leadership simultaneously have a 61.2% relationship with teacher learning innovation, categorized as high. The remaining 38.8% is related to factors outside this regression model.

### ***Discussion***

These results indicate that academic supervision is not merely an administrative or technical aspect of the teaching profession but also plays a role in shaping and strengthening teachers' personal character. The more intense the academic supervision faced, the more likely teachers are to be encouraged to develop creativity, innovation, and renewal, enhancing their personal stability, enabling

them to perform their duties optimally. In this context, challenging academic supervision can be a positive stimulus for improving academic supervision, as long as it remains within limits that can be managed professionally. These results are further supported by a study in Jakarta, which showed that the combination of academic supervision and school leadership significantly contributed to teacher learning innovation, with a correlation of 76.3% (sig. 0.007 <0.05) (Warjono, 2024). Through path analysis, the study indicated that increased academic supervision, combined with competency development, creates a positive synergy in shaping and strengthening teachers' professional character.

Therefore, it can be concluded that academic supervision plays a crucial role in supporting the development of innovative aspects of teacher learning, especially when supported by good school leadership and internal support from school leaders. A task distribution system that considers individual teacher capacity and ongoing training support is necessary. Furthermore, optimizing human resource planning within the school environment is essential to ensure that all teachers are able to implement innovative learning after academic supervision. Mentoring programs, reflective supervision, and discussion forums on learning innovation can also be integrated as strategies to strengthen teachers' professional character. These efforts will foster competency growth, producing teachers who are not only technically professional but also mature in learning innovation, supporting sustainable education quality.

The Relationship between the Role of School Leadership and Teacher Learning Innovation can be concluded that the role of school leadership is one of the important factors in supporting the development of teacher learning innovation. The improvement of these skills needs to be encouraged through systematic training and work habits, so that teachers are able to balance professional responsibilities with personal qualities optimally. Meanwhile, the Relationship between academic supervision and the Role of School Leadership and Teacher Learning Innovation is based on research results that show a significant relationship between academic supervision and school leadership and teacher learning innovation, which is evidence that most teachers in the research location have been able to manage teacher learning innovation with creative and innovative methods.

#### **4. Conclusion**

Based on the findings of the research conducted on the Relationship Between Academic Supervision and the Role of School Leadership in Teacher Learning Innovation in the Implementation of the Independent Curriculum at Reteh District High School, the following conclusions can be drawn: First, academic supervision has a significant relationship with teacher learning innovation in the implementation of the independent curriculum, which means that every increase of one unit of academic supervision will increase teacher learning innovation in the implementation of the independent curriculum. Second, school leadership also has a significant relationship with teacher learning innovation, which shows that an

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increase of one unit of school leadership will increase teacher learning innovation. Third, academic supervision and school leadership simultaneously have a positive and significant relationship with teacher learning innovation. This study proves that the success of teacher learning innovation is significantly influenced by effective academic supervision and strong school leadership. The better the academic supervision and the more strategic the role of the principal's leadership, the higher the ability of teachers to develop creative, contextual, and adaptive learning methods in line with technological developments and student needs.

Thus, it can be concluded that academic supervision plays an important role in supporting the development of aspects of teacher learning innovation, especially if supported by good school leadership support from internal leaders, namely school leaders. The relationship between the role of school leadership and teacher learning innovation can be concluded that the role of school leadership is an important factor in supporting the development of teacher learning innovation. Improving these skills needs to be encouraged through training and systematic work habits so that teachers are able to balance their professional responsibilities with their personal qualities optimally. Meanwhile, the relationship between academic supervision and the role of school leadership in teacher learning innovation, based on research results showing a significant relationship between academic supervision and school leadership in teacher learning innovation, proves that most teachers in the research location have been able to manage teacher learning innovation using creative and innovative methods.

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How to cite this article:

Susanti, S., Hermita, N., & Azhar. (2026). The Relationship Between Academic Supervision and School Leadership Roles with Teacher Learning Innovation in the Implementation of the Merdeka Curriculum at Senior High Schools in Reteh District. *Journal of Educational Sciences*, 10(1), 587-601.

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