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## The Impact of Academic Supervision, School Culture, and Teacher Motivation on Learning Quality at Elementary School in Sedan District, Rembang Regency

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### ABSTRACT

This study examines the impact of Academic Supervision by School Principals, School Culture, and Teacher Motivation on Learning Quality at elementary schools in Sedan District, Rembang Regency. Using a quantitative approach with multiple regression analysis, this research explores how these variables contribute to enhancing learning outcomes. Data was collected from 132 teachers across 26 elementary schools in the region through structured questionnaires and analyzed using statistical tools. The results indicate that all three independent variables have a significant positive impact on learning quality. Specifically, academic supervision by the school principal was found to have the strongest effect on the improvement of learning quality, followed by school culture and teacher work motivation. The study highlights the importance of effective academic supervision, a supportive school culture, and motivated teachers in achieving optimal educational outcomes. This research suggests that school leaders should focus on enhancing these factors to improve the quality of teaching and learning in schools. The findings contribute to understanding the factors that influence learning quality and provide insights for educational policy and practice in the context of Indonesian elementary schools.

## 1. Introduction

School principals hold a significant responsibility in ensuring the quality of learning, including providing guidance and direction to teachers through their role in academic supervision. As educational leaders, principals play an essential role in improving learning quality through effective monitoring and mentoring (Ayubi et al., 2020). Effective academic supervision enhances teaching practices and improves student learning outcomes. However, school culture often becomes a

factor that hinders the effectiveness of instructional monitoring (Kusdaryani et al., 2016).

Effective leaders must recognize the importance of monitoring learning by identifying evidence that the curriculum is being implemented properly and reviewing lesson plans, learning assessments, and evaluation processes conducted by teachers (Candra et al., 2020). Thus, academic supervision does not merely function as an evaluation mechanism but also serves as an instrument to improve educational quality through deep professional understanding of quality learning (Sudargini, 2021). Learning quality involves several critical elements to ensure that the teaching–learning process produces positive impacts on students. According to Government Regulation No. 4 of 2022, learning quality is regulated within the National Education Standards, which include standards for content, process, graduate competencies, and educational assessment.

Hasanudin (2017) explains that learning quality is reflected in the school’s ability to enhance students’ learning capacity, influenced by educators, curriculum, learning materials, learning climate, and facilities. Haryati & Rochman (2018) state that operational learning quality can be observed through systemic connections between teachers, students, learning climate, and learning media, producing optimal learning processes and outcomes aligned with curriculum demands. Likewise, Daryanto (2013) adds that learning quality refers to the achievement level of learning objectives through teacher–student interaction in the classroom.

High-quality learning requires students to actively think, seek information, process knowledge, and solve problems (Suhana & Hanafiah, 2019). However, various learning quality issues still persist in public elementary schools in Sedan District, Rembang Regency. Based on an interview with the Supervisor of Dabin I on July 27, 2025, it was found that several teachers were still unable to independently develop lesson plans, optimize learning implementation, or conduct assessments effectively. Many teachers continue to dominate the learning process and have not maximized student engagement.

The Education Report (Rapor Pendidikan) for public elementary schools in Sedan District from 2023 to 2025 also shows that learning quality remains suboptimal. In 2023, the proportion of learning quality in the “good” category reached only 25.7%, while the “poor” category accounted for 34.6%. This indicates a gap between expected learning quality and actual conditions. According to Yamin (2021), learning quality is influenced by multiple factors, including teacher competence, school culture, and school management, all of which must be addressed to improve education quality.

Teacher motivation is another essential factor in enhancing learning quality. Meilina (2022) emphasizes that motivated teachers are more creative in selecting effective teaching methods to improve student learning outcomes. Uno (2019) describes teacher motivation as internal and external drivers that encourage individuals to work with enthusiasm and dedication, while Hafidzi et al. (2019) add

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that motivation is shaped by physical needs, security, social needs, recognition, and goal achievement.

In addition to teacher motivation, school culture plays a vital role in supporting learning quality. Syamsudin (2020) states that school culture consists of values, traditions, customs, and symbols within the school environment. A positive school culture enhances teacher motivation and strengthens relationships among school members, contributing to improved learning quality. Zamroni (2018) notes that school culture is a pattern of values and principles developed throughout the school's history, guiding behavior and problem-solving within the institution. A strong school culture increases student achievement, reinforces commitment to education quality, and enhances teachers' sense of responsibility.

Academic supervision also plays a crucial role in improving learning quality. Prasojo & Sudiyono (2017) explain that academic supervision is an activity designed to help teachers develop their competencies in managing learning. Effective supervision supports teachers in carrying out teaching tasks in accordance with established standards. However, current data indicate that academic supervision in public elementary schools in Sedan District remains at a "fairly good" level, with an average score of 69%, showing a gap between expectations and realities. Mediatati et al. (2022) emphasize that optimal academic supervision has a significant impact on improving learning quality.

Considering the important roles of academic supervision, school culture, and teacher motivation in determining learning quality, a comprehensive study is needed to understand how these variables influence learning quality in public elementary schools in Sedan District, Rembang Regency. The objectives of this research are to determine: (1) the effect of academic supervision on learning quality; (2) the effect of school culture on learning quality; (3) the effect of teacher motivation on learning quality; and (4) the simultaneous effect of academic supervision, school culture, and teacher motivation on learning quality in public elementary schools in Sedan District, Rembang Regency.

## **2. Methodology**

This study employed a quantitative approach with an ex post facto research design. According to Sugiyono (2018), quantitative research utilizes numerical data to test predetermined hypotheses with the aim of determining relationships among variables that have occurred. In this study, no treatment was applied to the variables; instead, the researcher examined factual conditions in the field and analyzed the influence of specific variables on learning quality. The ex post facto design was adopted to identify the relationships between the independent variables (Academic Supervision of School Principals, School Culture, and Teacher Work Motivation) and the dependent variable (Learning Quality) based on existing data without manipulating the variables. The study aimed to examine the influence of three independent variables on one dependent variable (Ibrahim et al., 2018). The study

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was conducted in public elementary schools in Sedan District, Rembang Regency, during the 2025/2026 academic year, from April to June 2025. The research location was selected based on the relevance of the research topic to the conditions in these schools.

This study employed a survey method with an explanatory approach. Explanatory research aims to explain the relationships among variables and test formulated hypotheses. As stated by Sugiyono (2017), explanatory research emphasizes systematic explanations of the variables being examined. In this study, the variables tested include Academic Supervision of School Principals, School Culture, and Teacher Work Motivation as independent variables, and Learning Quality as the dependent variable. Multiple linear regression analysis was used to examine the influence of the independent variables on the dependent variable.

This study consisted of two types of variables: independent and dependent variables. The independent variables were: (1) Academic Supervision of School Principals: Supervision conducted by principals to support teachers' competence development in the learning process (Prasojo & Sudiyono, 2017). (2) School Culture: Values, norms, and habits developed within the school environment that influence the behaviors and interactions among individuals (Syamsudin, 2020). (3) Teacher Work Motivation: Internal and external drives that encourage teachers to achieve learning objectives (Uno, 2019). The dependent variable was: (1) Learning Quality: The quality of teaching measured based on student activities, teachers' skills in managing instruction, student learning outcomes, and the classroom learning climate (Daryanto, 2013).

The population of this study consisted of 196 teachers working in 26 public elementary schools in Sedan District, Rembang Regency. The sample was determined using the Slovin formula with a margin of error of 5%. Based on the calculation, 132 teachers were selected as the sample. The primary instrument used to collect data was a closed-ended questionnaire. A Likert scale was employed to measure respondents' perceptions and opinions related to the variables studied. Each item in the questionnaire provided five response options on a scale from 1 to 5, ranging from "Strongly Disagree" to "Strongly Agree" (Sugiyono, 2018). Additionally, documentation techniques were used to obtain secondary data in the form of documents relevant to the research topic.

Data analysis in this study consisted of descriptive analysis and multiple linear regression analysis. Prior to regression analysis, instrument validity and reliability tests were conducted to ensure the quality of the collected data. Validity testing was performed using Pearson's correlation formula (Sugiyono, 2017), while reliability testing used Cronbach's Alpha coefficient to assess the internal consistency of the instrument. After validity and reliability tests, multiple linear regression analysis was applied to examine both the simultaneous and partial influences of the independent variables on the dependent variable. Hypothesis testing was conducted using the t-test (partial) and F-test (simultaneous) to determine whether significant effects existed among the variables under study.

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### 3. Results and Discussion

Public elementary schools in Sedan District, Rembang Regency, operate under diverse contextual conditions in terms of human resources, infrastructure, and school management practices. Most schools serve students from rural and semi-rural communities, with varying levels of parental involvement and socio-economic backgrounds. In general, learning activities have been implemented in accordance with national curriculum standards; however, disparities remain in instructional quality across schools. Academic supervision by school principals tends to be conducted routinely but is often perceived as administrative rather than developmental. School culture varies considerably, with some schools demonstrating collaborative and supportive environments, while others show limited collegial interaction. Teacher motivation also differs across schools, influenced by workload, leadership practices, and professional development opportunities. These contextual conditions provide an important background for understanding variations in learning quality across public elementary schools in Sedan District.

This study employed a quantitative approach using a survey method to examine the impact of academic supervision, school culture, and teacher motivation on learning quality. The research was conducted in public elementary schools across Sedan District, Rembang Regency, involving 132 teachers as respondents. Data collection was carried out after obtaining official permission from school principals and local education authorities to ensure procedural compliance. Respondents were selected using proportional random sampling to ensure adequate representation from each school, allowing the findings to reflect diverse institutional conditions. This approach also helped minimize sampling bias and strengthened the generalizability of the research results.

Data were collected through a structured questionnaire designed to measure four variables: learning quality (Y), academic supervision of school principals (X1), school culture (X2), and teacher work motivation (X3). The questionnaire items were developed based on established theoretical frameworks and previous empirical studies. Prior to distribution, the instrument was validated through expert judgment and pilot testing, resulting in valid and reliable items. Respondents completed the questionnaire independently during scheduled sessions at their respective schools, ensuring confidentiality and voluntary participation. The collected data were then processed and analyzed using descriptive statistics and regression analysis. Table 1 presents the core questionnaire items administered to teachers for each variable.

Table 1. Questionnaire Items for Each Research Variable

Variable	Questionnaire Items
Academic Supervision of School Principals (X1)	<ol style="list-style-type: none"> <li>1. The school principal plans academic supervision based on teachers' instructional needs.</li> <li>2. Classroom supervision is conducted regularly and systematically.</li> </ol>

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School Culture (X2)	<ul style="list-style-type: none"> <li>3. The principal provides constructive feedback after classroom observations.</li> <li>4. Follow-up supervision activities help improve my teaching performance.</li> <li>1. Teachers in my school collaborate to solve instructional problems.</li> <li>2. There is mutual respect and trust among teachers and school leaders.</li> <li>3. The school environment supports innovation in teaching and learning.</li> <li>4. School rules and values are consistently implemented in daily activities.</li> </ul>
Teacher Work Motivation (X3)	<ul style="list-style-type: none"> <li>1. I am motivated to continuously improve my teaching competence.</li> <li>2. Recognition from school leaders encourages me to work better.</li> <li>3. I feel responsible for achieving optimal student learning outcomes.</li> <li>4. Opportunities for professional development increase my work motivation.</li> </ul>
Learning Quality (Y)	<ul style="list-style-type: none"> <li>1. Learning activities in my class are well planned and structured.</li> <li>2. Teaching methods used in class actively engage students.</li> <li>3. Learning assessments are conducted fairly and objectively.</li> <li>4. Students show enthusiasm and participation during learning activities.</li> </ul>

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**Description of Variable Data**

The descriptive analysis of the research variables, derived from respondents' answers to the research instrument, provides an overview of the general tendencies related to each variable examined. This study assessed four key variables Learning Quality, Academic Supervision of School Principals, School Culture, and Teacher Work Motivation based on responses from 132 teachers in public elementary schools in Sedan District, Rembang Regency. The results of the descriptive statistical analysis for each of these variables are summarized in the following table, which presents the mean, standard deviation, minimum, and maximum values obtained from the respondents. A summary of the data description is presented in Table 2 below.

Table 2. Descriptive Data Analysis

Variable	Mean	Standard Deviation	Minimum	Maximum
Academic Supervision of School Principals	125.64	14.91	100	170
School Culture	130.48	20.10	99	176
Teacher Motivation	126.71	14.45	100	166
Learning Quality	218.52	23.46	174	274

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### ***Respondents' Perceptions of Learning Quality (Y)***

Respondents' perceptions of learning quality, measured through 7 dimensions and 58 valid items, indicate considerable variation, with scores ranging from 174 to 274. The categorization of scores shows that 11.4% of respondents perceived learning quality as very good, another 11.4% as good, 30.3% as fair, 31.1% as poor, and 15.9% as very poor. With a mean score of 218.52, the overall level of learning quality in public elementary schools across Sedan District falls into the fair category, indicating that learning practices are adequate but still require improvement in several areas.

### ***Respondents' Perceptions of Academic Supervision of School Principals (X1)***

The results regarding academic supervision, measured using three dimensions and 34 valid questionnaire items, indicate that respondents' perceptions vary widely across the assessed indicators. Only 2.3% of teachers rated academic supervision as very good, while 13.6% perceived it as good. A larger proportion of respondents, namely 28.8%, categorized supervision as fair. However, the majority expressed negative perceptions, with 32.6% rating it as poor and 22.7% rating it as very poor. With an average score of 125.64, the overall implementation of academic supervision by school principals in this district is categorized as poor. These findings suggest that supervisory practices have not been optimally implemented and require substantial strengthening, particularly in terms of consistency, follow-up actions, and professional support, to effectively enhance teaching quality and instructional improvement.

### ***Respondents' Perceptions of School Culture (X2)***

School culture, assessed using seven dimensions and 38 valid measurement items, reflects a relatively moderate pattern among respondents across the surveyed schools. A total of 13.6% of teachers perceived the existing school culture as very good, while 9.8% rated it as good. Meanwhile, 24.2% of respondents categorized school culture as fair. However, a considerable proportion expressed less favorable views, with 29.5% rating it as poor and 22.7% rating it as very poor. The mean score of 130.48 indicates that overall school culture is categorized as fair. These findings demonstrate that, although certain elements of a positive school culture such as shared values and basic collaboration are present, many aspects still require systematic enhancement to foster a more supportive, collegial, and collaborative learning environment conducive to continuous school improvement.

### ***Respondents' Perceptions of Teacher Work Motivation (X3)***

Teacher work motivation, measured using four dimensions and 34 valid questionnaire items, indicates varying levels of motivation among respondents. A total of 6.1% of teachers reported very high motivation, while 12.9% demonstrated high motivation. Meanwhile, 26.5% of respondents were categorized as having moderate motivation. However, a substantial proportion of teachers reported low

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motivation (37.9%) and very low motivation (16.7%). The average score of 126.71 places overall teacher motivation within the fair category. These results indicate that although some teachers exhibit strong intrinsic and extrinsic motivation, a considerable proportion experiences low motivation. This condition may hinder sustained instructional improvement and limit efforts to enhance learning quality, particularly if motivational support and professional encouragement are not systematically addressed by school management.

### ***Prerequisite Tests for Regression Analysis***

Prior to conducting regression analysis, several assumption tests were performed, all of which met the requirements for regression except for heteroscedasticity in one variable. The normality test showed that all variables Learning Quality (Y), Academic Supervision (X1), School Culture (X2), and Work Motivation (X3) were normally distributed with significance values above 0.05. Multicollinearity was not detected, as all VIF values were below 10. Linearity tests confirmed linear relationships between all independent and dependent variables. Meanwhile, heteroscedasticity was absent in all variables except School Culture (X2), which indicated the need for further treatment. Overall, these results confirm that the data are suitable for regression analysis.

### ***Simple Regression Analysis: Effect of Academic Supervision (X1) on Learning Quality (Y)***

The simple regression analysis revealed that academic supervision has a significant positive effect on learning quality, as shown in the regression equation  $Y = 25.125 + 0.732X_1$ . The regression coefficient of 0.732 means that a one-unit increase in academic supervision results in a 0.732-unit increase in learning quality. The t-value of 5.561 exceeds the critical value of 1.6565, with a significance level of 0.000, confirming the effect's statistical significance. The coefficient of determination ( $R^2 = 0.696$ ) indicates that 69.6% of the variation in learning quality can be explained by academic supervision alone, making it a substantial predictor.

### ***Simple Regression Analysis: Effect of School Culture (X2) on Learning Quality (Y)***

The regression analysis for school culture demonstrates a significant positive effect on learning quality, as represented by the regression equation  $Y = 45.987 + 0.265X_2$ . The regression coefficient of 0.265 indicates that an improvement of one unit in school culture is associated with an increase of 0.265 units in learning quality. The statistical test results show a t-value of 2.304 with a significance level of 0.023, confirming that this effect is statistically significant. Furthermore, the coefficient of determination ( $R^2 = 0.531$ ) reveals that school culture explains 53.1% of the variance in learning quality. These findings demonstrate that school culture makes a meaningful contribution to learning quality, although its influence is comparatively smaller than other explanatory variables in the regression model.

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### ***Simple Regression Analysis: Effect of Teacher Work Motivation (X3) on Learning Quality (Y)***

The third regression analysis reveals that teacher work motivation has a significant and positive influence on learning quality, as indicated by the regression equation  $Y = 52.321 + 0.484X_3$ . The regression coefficient of 0.484 suggests that a one-unit increase in teacher motivation results in a 0.484-unit improvement in learning quality. The statistical results further strengthen this finding, with a t-value of 4.794 exceeding the critical threshold and a significance level of 0.000, confirming a highly significant effect. Moreover, the coefficient of determination ( $R^2 = 0.681$ ) demonstrates that teacher work motivation accounts for 68.1% of the variation in learning quality. These findings indicate that teacher motivation plays a substantial role in enhancing instructional effectiveness and overall learning outcomes.

### ***Multiple Regression Analysis of X1, X2, and X3 on Learning Quality (Y)***

The multiple regression analysis demonstrates that academic supervision, school culture, and teacher motivation collectively exert a significant effect on learning quality. The resulting regression model  $Y = 30.661 + 0.732X_1 + 0.265X_2 + 0.484X_3$  shows that each variable contributes positively to learning quality. With an  $R^2$  value of 0.800, the model explains 80% of the total variance in learning quality. The F-test yielded a value of 170.842 with a significance level of 0.000, indicating that the combined influence of the three variables is statistically significant and that Hypothesis 4 (H4) is accepted.

The regression results indicate that academic supervision exerts the strongest influence on learning quality, followed by teacher work motivation and school culture. Academic supervision contributed the highest regression coefficient (0.732) and  $R^2$  value (0.696), highlighting its prominent role. Teacher motivation also showed a strong positive effect, with an  $R^2$  of 0.681. School culture, although positively related, contributed a smaller effect ( $R^2 = 0.531$ ). Overall, these findings confirm that the three variables are key determinants of learning quality in public elementary schools in Sedan District.

## ***Discussion***

### ***The Influence of School Principals' Academic Supervision (X1) on Learning Quality (Y)***

The results of the analysis indicate that the School Principals' Academic Supervision has a significant influence on Learning Quality. Academic supervision conducted by the principal assists teachers in improving their competencies, planning more effective instruction, and managing classrooms more efficiently. As stated by Prasojo and Sudiyono (2017), the academic supervision of school principals plays a crucial role in developing teachers' abilities to implement effective teaching. Furthermore, supervision conducted with an appropriate approach enables principals to provide meaningful guidance that helps teachers

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optimize their instructional practices. This positive influence aligns with the findings of Mediatati, Heckie, and Jati (2022), who revealed that adequate academic supervision significantly enhances teaching quality and student learning outcomes. These findings demonstrate that principal leadership, particularly in the form of supervision, has a direct impact on improving learning quality in schools.

### ***The Influence of School Culture (X2) on Learning Quality (Y)***

A conducive and supportive school culture is shown to have a significant influence on learning quality. Research by Nurhayati, Murniati, and Ginting (2025) confirms that a positive school culture can improve the quality of the learning process by creating an environment that promotes creativity and student participation. Syamsudin (2020) explains that a school culture characterized by positive values such as collaboration, discipline, and appreciation for achievement encourages teachers to be more committed to their instructional responsibilities. This is supported by the findings of Saputra, Basuki, and Setyowati (2021), which show that a strong school culture improves student learning outcomes by creating a more supportive classroom environment. A well-established school culture fosters a strong sense of responsibility among both teachers and students, which ultimately enhances overall learning quality.

### ***The Influence of Work Motivation (X3) on Learning Quality (Y)***

Teacher Work Motivation is also found to have a highly significant influence on learning quality. This finding is consistent with Meilina (2022), who asserts that teacher motivation greatly affects teaching effectiveness. Highly motivated teachers tend to be more creative in employing instructional methods and more committed to achieving learning objectives. For example, Santi, Roesminingsih, Khamidi, and Hariyati (2025) demonstrated that high teacher motivation contributes substantially to improving learning quality. This evidence shows that work motivation is not only associated with teacher performance but also with better student learning outcomes. Furthermore, Uno (2019) emphasizes that work motivation is a powerful driving force that encourages teachers to develop their professional potential. In the educational context, high motivation enables teachers to be more responsive to students' needs and to create learning experiences that are more engaging and effective.

### ***The Simultaneous Influence of School Principals' Academic Supervision, School Culture, and Work Motivation on Learning Quality***

The results of the multiple linear regression analysis reveal that Academic Supervision, School Culture, and Work Motivation collectively have a significant influence on Learning Quality. This is supported by the F-test, which shows that the overall regression model exerts a significant effect on learning quality. As stated by Sugiyono (2017), the simultaneous influence of these variables can make a substantial contribution to enhancing learning quality in schools. The importance of the interplay between academic supervision, school culture, and work motivation

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is reinforced by Pratiwi and Idawati (2019), who found that the combination of these three factors creates a productive and supportive environment for effective learning. This is further strengthened by the findings of Santi et al. (2025), which highlight that adequate principal leadership, a positive school culture, and high teacher motivation are key factors in improving learning quality.

This study concludes that School Principals' Academic Supervision, School Culture, and Teacher Work Motivation significantly influence Learning Quality. Effective supervision, a conducive school culture, and high work motivation collectively contribute to improving the quality of teaching and learning. These findings emphasize the importance of strengthening these three variables as part of efforts to enhance educational quality in public elementary schools in Sedan District, Rembang Regency. Therefore, school principals must reinforce academic supervision, improve school culture, and foster teacher motivation to create a more effective and high-quality learning environment.

#### **4. Conclusion**

Based on the findings of the study conducted in public elementary schools in Sedan District, Rembang Regency, it can be concluded that School Principals' Academic Supervision, School Culture, and Teacher Work Motivation have a significant influence on Learning Quality. The results indicate that these three variables are interrelated and collectively contribute positively to improving the quality of learning in schools.

School Principals' Academic Supervision exerts a very strong influence on learning quality, suggesting that principals who implement academic supervision effectively can help enhance teachers' competencies and instructional quality. Effective supervision, as demonstrated in this study, can improve the way teachers plan and conduct their lessons. School Culture also plays a crucial role in creating an environment that supports high-quality learning. Schools with a positive and supportive culture strengthen the commitment of both teachers and students in achieving learning objectives. A conducive school culture helps increase teacher motivation and performance, which ultimately enhances learning quality. Teacher Work Motivation is proven to have a significant impact on learning quality. Highly motivated teachers tend to be more creative in selecting instructional methods, more responsive to students' needs, and more committed to achieving learning objectives. Increased teacher motivation can improve teacher–student interactions and lead to better student learning outcomes.

Overall, the findings of this study highlight the importance of effective academic supervision, a supportive school culture, and high teacher work motivation in achieving optimal learning quality. Therefore, school principals are encouraged to continually enhance the quality of academic supervision, strengthen positive school culture, and foster teacher motivation to achieve better educational outcomes.

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This study also recommends that school principals and other stakeholders pay greater attention to aspects that can improve learning quality, such as reinforcing school culture, providing support to enhance teacher motivation, and implementing more structured academic supervision. Furthermore, future research may explore additional factors that contribute to improving learning quality in schools.

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