

## The Impact of Teacher's Competence and Academic Supervision on the Effectiveness of *Sekolah Penggerak*

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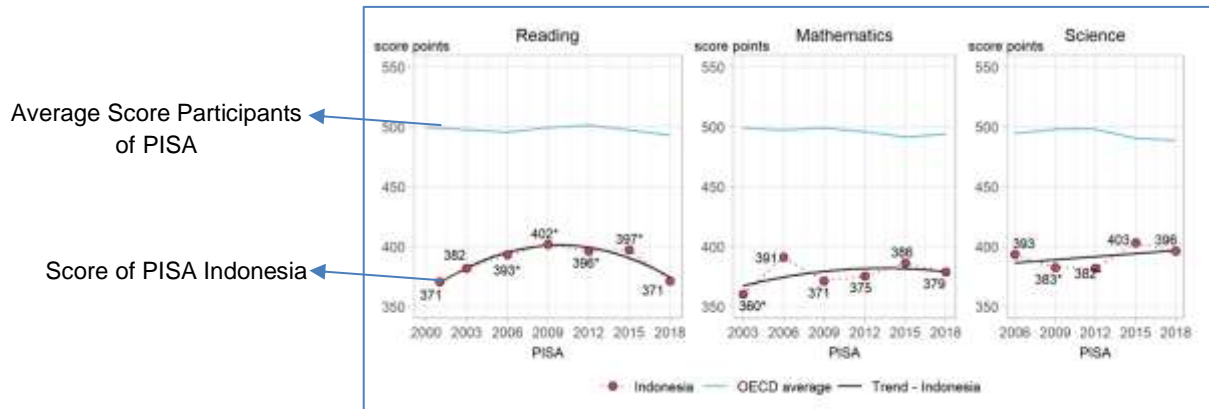
**Abstract:** This study aims to examine whether there is a significant effect of teacher's competence and academic supervision either partially or simultaneously on school effectiveness in *Sekolah Penggerak* (Driving School) Senior High School level in Palembang City. To achieve this goal, a quantitative approach is used. Data were collected using questionnaires, documentation, and observation. The results of the study show that teacher's competence and academic supervision have a significant effect on school effectiveness both partially and simultaneously. The novelty of this research lies in the location and study that focuses on *Sekolah Penggerak*. This research contributes to teachers and the community in proving the magnitude of the influence of teacher's competence and academic supervision on school effectiveness and helps socialize the *Sekolah Penggerak* program which is considered as a new government policy.

**Keywords:** Academic Supervision, School Effectiveness, *Sekolah Penggerak* Program, Teacher's competence.

### A. Introduction

This study is motivated by teachers' lack of competence and the ineffective implementation of academic supervision in schools. Several facts demonstrate teachers' lack of competence. First, information about the Teacher Competency Test was obtained from <https://npd.kemdikbud.go.id/?appid=ukg>. The competencies assessed are pedagogical and professional in nature. The national average of Teacher Competency Test 2015 results for the two competency fields was 53.02, which was still below the standard of 55. If we break it down further, the national average for Teacher Competency Test results in the pedagogic field is only 48.94, which is below the competency standard minimum. Even in this pedagogical field, only one province outperforms the national average while also achieving SKM, namely DI Yogyakarta (56.91). This implies that the average method of teaching teachers in Indonesia is still inadequate and needs to be improved.

Second, based on the results of the Organization for Economic Cooperation and Development's (OECD) Program for International Student Assessment (PISA) survey, it is possible to obtain the following results:



Source: (OECD, 2019)

**Figure 1. Score of PISA Indonesia**

According to the graph above, Indonesia's overall PISA score in literacy, numeracy, and science is still well below the average of the PISA participating countries. Worse, on the most recent PISA test, the scores of all three assessment groups decreased. Of course, the problem of students' low PISA test performance cannot be separated from the problem of teachers' inability to prepare students to be proficient in these three areas. The low average score of Indonesia's PISA reflects teachers' lack of competence in carrying out meaningful learning in class. As a result, more effective efforts are required, both from the government and from teachers themselves, to improve competence, particularly in 21st-century skills.

Furthermore, according to information obtained by us from *kompasiana.com*, on 3 July 2021 article titled "the quality and distribution of teachers in Indonesia" stated that the quality of teachers in Indonesia was still relatively low. Low teacher quality is caused by a variety of factors, including incompatibility between disciplines and fields of study, a level of teacher education that is not yet equivalent to a bachelor's degree, inadequate teacher competency improvement programs, and an ineffective teacher recruitment process.

An educator must possess teacher's competence, which is a set of skills that includes pedagogic, professional, social, and personality competencies, in order to carry out his duties professionally. Teacher's competence must always be improved, as the world evolves to become more sophisticated with the advancement of information technology. Teachers who are unwilling to learn will become obsolete and will struggle to adapt to changing circumstances (Mulyasa, 2021).

Academic supervision provided by the school principal is a type of supervision to ensure that an educator always performs his or her duties correctly. Academic supervision will provide teachers with feedback on their classroom instruction.

Positive findings will be communicated and motivated to be reinforced. While the negative findings will be worked out so that the teacher can teach better in the future (Kristiawan et al., 2019).

The situation on the ground continues to demonstrate that academic supervision is not being implemented optimally. Academic supervision today is primarily administrative in nature, performed solely for the purposes of principal's evaluation and accreditation. Furthermore, many teachers still regard supervision as a scourge, making it difficult to achieve the lofty goals of supervision itself optimally (Heryana et al., 2022), (Usman et al., 2022), (Jihad et al., 2017).

Among the advantages of this study is that it reveals the magnitude of the impact of teacher's competence and academic supervision on school effectiveness in *Sekolah Penggerak*. Because of the importance of teacher's competence and academic supervision on school effectiveness, revealing the magnitude of this influence allows the community to focus even more attention on these two variables. This research is also useful in socializing the mobilization school program because it includes a theoretical description of the mobilizing school as well as some of the mobilizing school's practices that researchers can observe while conducting the research.

The purpose of this study is to see if there is a significant effect of teacher's competence and academic supervision on school effectiveness in senior high school *Sekolah Penggerak* in Palembang City, either partially or simultaneously. The aspiration and dream of every student, teacher, and parent is for school effectiveness, which is defined by optimizing the various potentials possessed by schools to be used as much as possible for the benefit of students. An effective school will be able to help students develop optimally in terms of academic, psychomotor, and attitude development, which will ultimately lead to students achieving their goals.

Several researchers, including Syaidah et al. (2018), who conducted research at Rambipuji State High School, have previously raised academic competence as a variable. According to the findings, teacher's competence has a significant influence on student learning outcomes, with a level of influence of 80.2%. Teachers, according to observations, have been able to develop the learning process and understand students' ways of thinking in the category of pedagogic competence. Teachers know the majority of their students' names by heart, so when conducting individual assessments, they can easily track their students' progress. The teacher's ability to master learning materials and develop teaching materials in accordance with current modern technological developments falls under the category of professional competence. Teachers appear to use Edmodo learning media as a supplement to classroom teaching and learning activities.

Furthermore, previous research on academic supervision has been conducted, including by Lalupanda (2019) using a quantitative descriptive approach through School Action Research. Data collection methods include interviews, document analysis, and observation. The findings revealed that academic supervision improved scores on aspects of planning and implementing learning in cycles 1 and 2. Even though it is still in the sufficient range, it has increased from pre-cycle to cycle 2.

The location of the research is at the *Sekolah Penggerak* is what makes this study unique. *Sekolah Penggerak* are schools designated by the government to carry out five interventions in tandem: an independent curriculum, projects to strengthen Pancasila student profiles, school digitization, and other activities aimed at encouraging educational units to transform into schools capable of moving and mobilizing surrounding schools to collaborate in order to be an effective school.

According to the description above, it is critical to conduct research on the effect of teacher's competence and academic supervision on school effectiveness in *Sekolah Penggerak*.

## **B. Methods**

This study employs quantitative methods. As a result, the research data obtained is numerical, and the analysis employs statistics. The participants in this study were teachers from Palembang City's senior high school *Sekolah Penggerak*. The sampling was done with a purposeful sampling technique because it was done with the criteria that represent the population in mind (Sugiyono, 2018). Teachers from SMAN Sumatera Selatan, SMAN 12 Palembang, and SMA Aisyiyah 01 Palembang participated in this study. SMAN Sumatera Selatan was chosen as one of the samples because it is a school that uses two curricula, SMAN 12 Palembang is a *Sekolah Penggerak* with public status, and SMA Aisyiyah 01 Palembang is a private *Sekolah Penggerak*. There are as many as 77 people in the samples in question.

Questionnaires, documentation, and observation were used to collect data. The designed questionnaire is then tested for validity and reliability. Language validation was performed by three experts: Dr. Yasir Arafat, M.M., CIQaR., expert in management, Dr. Ir. Tri Widayatsih, M.Sc., expert in management, and Dr. Mulyadi, M.A., expert in language. The questionnaire can be used with some modifications.

The validation was then continued using statistical techniques in SPSS 25, with the results indicating that all statement items in the three variables were valid. Similarly, the SPSS 25 reliability test revealed that all statement items on the three variables were reliable.

The questionnaire is made up of statements that are graded on a Likert scale. In terms of questionnaire instruments, there are as many as 25 items for teacher competency variables (X1), 26 items for academic supervision variables (X2), and 28 items for school effectiveness (Y).

The obtained data is analyzed using inferential statistical analysis techniques such as simple and multiple linear regression, followed by the t-test to partially test the hypothesis and the F-test to test the hypothesis simultaneously. There are parametric and non-parametric statistics in inferential statistics. Because the data in this study was on an interval scale, the researchers used parametric statistics (Sugiyono, 2018). Before testing the hypothesis, the data must pass the prerequisite tests, which include the normality, linearity, multicollinearity, autocorrelation, and heteroscedasticity tests. Prerequisite testing is required because hypothesis testing

cannot be performed if the data does not meet the requirements (Kesumawati & Aridanu, 2021).

### **C. Results and Discussion**

The data from 77 samples was then subjected to prerequisite tests, including the normality, linearity, multicollinearity, autocorrelation, and heteroscedasticity tests. The test results revealed that the data were normal, linear, and did not exhibit any multicollinearity, autocorrelation, or heteroscedasticity symptoms, indicating that the data passed the prerequisite test and could proceed to hypothesis testing.

Testing the first hypothesis, whether teacher's competence has an effect on school effectiveness, yields the results sig. 0.000 0.05 and t-count = 10.896 > t-table = 1.992. This demonstrates that  $H_0$  is rejected, implying that teacher's competence (X1) has a significant influence on school effectiveness in senior high school *Sekolah Penggerak* in Palembang City.

The second hypothesis is still being tested using a partial test, is there any effect of academic supervision on school effectiveness, with the results indicating that the sig. 0.002 0.05 and t-count = 3.134 > t-table = 1.992. This demonstrates that  $H_0$  is rejected, implying that academic supervision (X2) has a significant influence on school effectiveness in senior high school *Sekolah Penggerak* in Palembang City.

Simultaneously, testing the third hypothesis, whether teacher's competence and academic supervision have an impact on school effectiveness, reveals that the sig. 0.000 0.05 and F-count = 100.576 > F-table = 3.118.  $H_0$  is rejected, indicating that teacher's competence (X1) and academic supervision (X2) have a significant influence on school effectiveness in senior high school *Sekolah Penggerak* in Palembang City.

#### **Effect of Teacher's Competence on School Effectiveness**

Schools, as a place for students' growth and development into independent and independent human beings with various competencies that support their lives now and, in the future, necessitate a variety of quality and creative programs. Not only should activities in the classroom be improved, but so should programs outside the classroom in the form of extracurricular activities and learning project activities, both formal and informal. Schools that can help students become independent and self-sufficient are one of the main indicators of a school's effectiveness.

This is where effective teachers come into play. From developing effective and creative school program concepts to carrying them out in a planned and measurable manner. Professional, pedagogical, social, and personality skills are required for a teacher to develop ideas, collaborate, have integrity, respect one another, and be sincere in doing good.

According to the findings of the study, which included 77 respondents from three *Sekolah Penggerak*, a teacher competency score of 86.7% was obtained, placing it in the good category. This demonstrates that the teachers in the three sample schools performed admirably.

There were several findings from the 25 teacher competency indicators developed into a questionnaire instrument in this study. First, the teacher competency with the lowest total score but still in the good category (average score 87%) is pedagogical competence, and the competence with the highest average score high (89%) is personality competence.

The ability of a teacher to understand students and carry out the learning process in a planned and programmed manner in order to encourage the development of children's potential is referred to as pedagogic competence. It is not easy to carry out the points that are part of the pedagogical competence. This is due to the fact that the teacher teaches in multiple classes, each of which has dozens of students.

Each student has distinct interests, learning styles, and potential. Teachers frequently find it difficult to meet the needs of all students, because while some students are satisfied, others feel neglected, even when the teacher has done everything possible to provide justice to all students.

The government, in this case the ministry of education, held a Mobilization Teacher and Mobilization School program, one of the key points of which was the implementation of differentiated learning. Differentiated learning is made up of three models: learning readiness, process differentiation, and product differentiation. The encouragement to use differentiated learning is meant to accommodate more needs and a wider range of student characteristics, such as learning styles, interests and talents, intelligence, and so on.

A teacher is also trained in the Teacher Mobilization program to understand the true meaning of school, which is a place where teachers can develop the potential of students in accordance with nature and times, so that students can achieve a happy and more independent life, without feeling colonized and dependent on anyone.

According to the study's findings, the highest score for the teacher competency variable, namely personality competence, was 89.3%. The respondents have pleasant personalities as teachers at senior high school *Sekolah Penggerak* in Palembang. Personal competence, defined as the ability to maintain attitudes and behaviors such as enthusiasm and responsibility, is the primary foundation in carrying out all professions, particularly teachers who are educational agents and the key to a nation's sustainability. A teacher with personality competencies can be even more effective in instilling values and serving as a role model for how to apply positive character traits in everyday life.

The analysis of the coefficient of determination reveals that the R squared value for teacher's competence is 0.695, implying that teacher's competence has a 69.5% effect in realizing an effective school. This graph depicts how the teacher competency variable influences the formation of school effectiveness.

This finding supports the findings of Hikmah (2018), Sakti et al. (2019), Duma et al. (2021), Mogi (2018), Nugroho (2018), Purnawati (2022), Setiadi & Setiyani (2018), Mukhtar & MD (2020) that teacher's competence has a significant effect on student learning outcomes. The significance value of the teacher competency variable in a study conducted by Duma et al. (2021) is 0.000, which is less than 0.05 (0.000 0.05),

indicating that Teacher's professional Competence has a significant effect on Student Learning Outcomes. This study also found a coefficient of determination of 0.674, indicating that teacher's competence has a 67.4% effect on student learning outcomes.

A teacher's professional and pedagogical competence is critical in ensuring the effectiveness of student learning. A teacher can choose the best teaching technique for the situation by mastering a variety of techniques. If the students are enthusiastic, the teacher will find a way to motivate them to achieve their learning objectives. If you find a class that is not enthusiastic, the teacher will find ways to motivate them to achieve their learning objectives.

This is where the teacher must constantly work on self-development and exchange ideas and best practices with other teachers from different schools. The goal is to have a variety of alternative learning methods because the situation in the classroom is constantly changing depending on the students' emotional states.

This is where the teacher must constantly work on self-development and exchange ideas and best practices with other teachers from both schools. The goal is to have a variety of alternative learning methods because the situation in the classroom changes depending on the students' emotional states.

One of the fundamental teaching competencies that every teacher must master is the ability to motivate students. As is well known, there are two types of motivation: extrinsic motivation and intrinsic motivation. Intrinsic motivation is motivation from within, whereas extrinsic motivation is motivation from without.

Teachers must be skilled at influencing students' perceptions for the better. Teachers must also be capable of changing students' attitudes toward school and learning. Every teacher should strive to develop this skill. Various training, training, seminars, and webinars provide a wealth of information and inspiration for teachers to use in expanding their knowledge and sharing it with students.

Teachers' up-to-date information obtained at each training can be used to motivate students. They will gain energy from it, making learning more enjoyable and less monotonous, and teachers will care about their students' feelings. It's not just about teaching; it's also about being present and presenting the material. The teacher should also pay attention to the students' mental health and prepare them ahead of time so that they feel happy. When students' feelings are positive, any method used will be effective.

In terms of the researcher's observations, no research has shown contradictory results to what the researchers obtained. This means that teacher's competence influences student learning outcomes, teacher's performance, learning effectiveness, and school effectiveness positively. This is understandable, because teachers, as the primary figures of education in schools, must be qualified to carry out their responsibilities.

If all educational programs are well-executed, the school will run smoothly. Because of pedagogical competence, a healthy environment will be formed for the growth and development of children, the emergence of innovative works from students due to professional competence, good cooperation with all elements of the

school due to social competence, and the appearance of noble character due to personality competence. When this healthy atmosphere appears in a school, it is an effective school, namely one that is able to explore all of the potential that exists and use it to the greatest extent possible for student learning success.

Teacher's competence cannot be achieved without significant effort on the part of the teacher in question. Encouragement and motivation from school principals and colleagues also help teachers become competent. This is consistent with what Ms. LR, the mother of SMAN 12 Palembang, told the researcher during an interview on August 22, 2022, when the researcher conducted research at her school.

Ms. LR, the school's principal, encourages her tutored teachers to engage in self-development activities such as continuing their education, participating in education and training activities such as seminars and webinars, becoming tutors for learning, and even becoming an instructor/facilitator/practicing teacher. He believes that by participating in a variety of formal and informal educational activities, a teacher can broaden his knowledge and experience, particularly in terms of educating students and advancing the school.

The key point here is that a school cannot run all existing programs properly while also innovating unless it is supported by intelligent, competent teachers. The fruit of these agile teachers' labor is the realization of an effective school capable of making students happy in achieving their goals.

### **The Effect of Academic Supervision on School Effectiveness**

In general, supervision activities are coaching activities directed at teachers by the school principal with the goal of correcting something that is not good and improving the quality of something that is already good. This activity includes planning, implementation, evaluation, and follow-up, implying that it is carried out professionally by implementing supervision principles.

According to the research findings obtained from 77 respondents from three sample schools, the average score for the academic supervision variable was 84.5%, which was in the good category. This graph shows that academic supervision is working well in the three sample schools.

However, some findings from the collected data must be analyzed, including: Because school principals tend to impose their opinions on their subordinates, supervision implementation remains undemocratic. A school principal, by virtue of his or her position at the top, has the potential to know more than the teachers. The school principal is the person who first coordinates with various government officials and community leaders when important information or problems need to be resolved. The school principal is also the person who bears the most responsibility for managing and resolving various problems that arise.

Naturally, this condition will increase the principal's knowledge and experience, allowing him to better understand the ideal conditions that his subordinates should have. When he notices that something isn't quite right with the teacher he's mentoring, he employs a special technique that a leader must pay close attention to. This is due



to the fact that this is a sensitive subject, and if he is dealing with an older and more educated teacher, the problem becomes even more so. Mistakes in communicating it will actually cause a rift in the relationship, making future interactions uncomfortable.

Principals would be better served by inviting teachers to dialogue and listening to their clarifications on the corrections that have been given. As a result, a meeting point will be established, giving birth to a solution to the actual problem. Teachers must be given a forum for discussion because, as social beings and professional educators, they face a wide range of issues, from personal and family issues to issues in the classroom when dealing with students. When obstacles arise, they are usually a factor that interferes with the teacher's performance on the job.

By communicating in democratic principles, school principals can simultaneously develop the principle of kinship by knowing the problems that their mentors are facing, increasing the likelihood that the right solution will be obtained without hurting the teacher's feelings.

The next finding from the research on academic supervision variables is that supervision implementation is still less humane. When teachers are supervised, some still feel tense and under pressure. Actually, "fear of being wrong" when being assessed or supervised is normal, but when it becomes excessive, causing feelings of anxiety and stress, it is not normal. The school principal must instill in his subordinates a sense of understanding and kinship that what he is doing is constructive supervision rather than auditing, which is looking for flaws.

If the atmosphere of interaction has begun to fade while still respecting each other in the appropriate andragogical attire, it is hoped that tension when supervised will be minimized, allowing the teacher to demonstrate a reasonable attitude that will make the assessment objective. In theory, nervousness, tension, anxiety, or whatever you want to call it should not be necessary. Because supervision itself has a lofty goal, namely knowing what needs to be improved and what needs to be corrected.

The R square value in the summary model for the academic supervision variable is 0.300, according to the results of the SPSS analysis. This shows that academic supervision has a 30% influence on the creation of an effective school, while 70% is influenced by factors other than academic supervision. This graph demonstrates that academic supervision has a significant impact on the achievement of school effectiveness.

The findings of this study support previous research Ruyah et al. (2022), Ndapaloka et al. (2016), Yulyani (2021), Susilowati et al. (2021), Mardalena et al. (2020), Sumarni et al. (2017), (Suharto, 2018) indicating that academic supervision has a significant impact on teacher's performance. According to Suharto, (2018), the academic supervision of the school principal had a positive and significant influence on the performance of vocational mathematics teachers in Bengkulu City.

Teacher's performance is displayed in the form of teacher's performance in carrying out their duties at school, ranging from teaching to other non-academic activities such as being a ceremonial coach, extracurricular coach and trainer, supervisor of essays and competitions, and so on. Quality can be improved through

supervision activities. This is because the teacher feels cared for while carrying out the task, so he will not work carelessly. Furthermore, problems in the field always arise during the work process. Discussions about problem solving between the teacher and the principal will be more effective with supervision activities because the teacher can directly ask for solutions to problems that arise.

According to this study, academic supervision has a positive effect on learning effectiveness (Herawati et al., 2021; Hermanda & Hariyati, 2021; Jannah, 2022; Nurpuspitasari et al., 2019; Lalupanda, 2019). According to the findings of Nurpuspitasari et al. (2019), there is a very significant positive relationship between academic supervision and the effectiveness of teacher learning, and this relationship is a functional relationship, which means that increasing the role of academic supervision by school principals can increase the effectiveness of teacher learning.

Lalupanda, (2019) discovered that the implementation of academic supervision, which was divided into two cycles, resulted in an increase in scores in aspects of planning and implementing learning. Even though it is still in the sufficient category, it is always progressing from pre-cycle to cycle 2. This outcome was the result of effective collaboration between the Principal and the Supervised Teacher. The school principal rekindles friendly discussions with teachers about issues that arise during the planning and implementation of learning processes. Academic supervision is part of the effort to improve teaching, which includes encouraging teachers to always be enthusiastic about orderly administration and improving learning quality. So, while it is good in practice, it is also good administratively.

According to Muhajirin et al. (2017), academic supervision had a low influence of 19.6% on the professionalism of SMA/MA teachers in the city of Bima, West Nusa Tenggara, with the remaining 80.4% influenced by other factors such as teacher participation, work motivation, background education, income allowances, and others.

Herliana (2016) concluded that there is no positive and significant influence of school principal academic supervision on professional teachers at Wira Bhakti Payakumbuh Vocational School with a regression coefficient (b) value of 0.296, t-count value of 0.992, a significant value of 0.333, and a determination R value (R<sup>2</sup> or R<sub>xy</sub>) of 0.047 (4.7%) and 95.3% of other factors. This means that, while the academic supervision of the school principal has a significant influence on teacher's professionalism, the research results show that teacher's professionalism at Wira Bhakti Payakumbuh Vocational School is influenced by other factors that were not studied.

Learning activities focus not only on knowledge transfer, but also on students' psychological aspects, the relationship between material and life, and the emotional bond between students and teachers. During instruction, the teacher must possess eight KDM (basic teaching skills), which include asking questions, providing reinforcement, holding variations, guiding small group discussions, managing classes, explaining, opening and closing lessons, and teaching individuals and small groups.

The principal monitors the effectiveness of ongoing learning in class during the academic supervision process. If skills are still not mastered or implemented in class, the principal can provide feedback to teachers. Also, the school principal receives indirect recommendations as to what training should be conducted in schools in the near future to address the teacher shortages that are currently in place.

The school principal, on the other hand, notes not only the deficiencies that are the focus of the implementation of supervision, but also the strengths or strengths that appear in the implementation of learning. These notes can be developed into recommendations for rank, the placement of specific positions in schools, best practices to share with other teachers, and so on.

Implementing supervision is a good practice that, when carried out in accordance with the correct norms and principles, will have a positive impact on teachers and, ultimately, on the advancement of education in general. The principal must be able to inspire teachers to become role models in the school management process, from classroom management to management involving coordination between departments inside and outside the school.

Then, on August 19, 2022, based on an interview with the Principal of SMAN South Sumatra, Mr. IDK. When asked about the significance of supervision in the field of education, he stated that academic supervision is necessary to ensure that teachers remain enthusiastic and on a path that is consistent with professional values. Without supervision, a person will usually work arbitrarily and carelessly because they believe they are not being paid attention. So, even if teachers are professionals with extensive knowledge and experience, as well as a high level of education, they must be supervised because knowledge is constantly evolving and information changes at a rapid pace.

With supervision, the principal and teacher's relationship grow closer, and they can always work together to achieve the school's vision and mission. Mr I encouraged teachers on every occasion to stay current with information developments, particularly in the field of education. For example, consider the independent curriculum, which comes as part of a package with the *Sekolah Penggerak* program and the driving instructor. Teachers must understand that the independent curriculum currently necessitates a shift in the educational paradigm that envisions schools as places for sowing the seeds of noble culture that grow and live in society through projects that raise the profile of Pancasila students.

This means that school should be a happy place for students rather than a depressing one. Students are educated in accordance with their age and nature. Students are directed to achieve goals based on their talent and interests. The world is currently so sophisticated that it must be prepared to deal with it.

### **The Influence of Teacher's Competence and Academic Supervision Together on School Effectiveness**

Based on the test results in the table above, it was determined that the significant value was 0.000 0.05, indicating that  $H_0$  was rejected, indicating that there was a

significant influence on teacher's competence and academic supervision combined on school effectiveness at SMA level *Sekolah Penggerak* in Palembang City.

The value is 0.731 based on the R square value of the coefficient of determination. Thus, teacher's competence and academic supervision have a combined effect of 73.1% and 26.9% when influenced by other factors other than the variables in this study, such as facilities and infrastructure, natural resources, intake, stakeholder support, and so on.

The findings of this study support previous research that found that teacher competency and academic supervision affect teacher's performance, school productivity, and educational quality in tandem (Mardalena et al. 2020; Susilowati et al., 2021; Dimmera et al., 2018; Parhan, 2018; Suwartini, 2017). Academic supervision and teacher's professional competence have an effect on teacher's performance, according to Mardalena et al. (2020), with a f-count value of 64.652 and an f-table value of 3.10. Mardalena's research concludes that academic supervision and teacher's professional competence are required to improve teacher's performance.

Teacher competency and academic supervision, to the best of the researcher's knowledge, have always had a positive influence and contribution to teacher's performance, work motivation, and school productivity and effectiveness.

In the researchers' research, teacher's competence and academic supervision appear to have a significant influence on school effectiveness. An effective school has a well-functioning school system, a positive learning environment, competent teachers, engaged students, and adequate facilities and infrastructure.

The presence of qualified teachers will ensure that the system runs smoothly. They can also foster a healthy learning environment by enacting child-friendly, anti-bullying school policies and encouraging one another to be kind. Competent teachers will also be able to encourage their students to be actively creative and creative, as well as to dare to appear and think critically, so that schools are filled with students who actively explore and hone their potential, and schools truly become parks for students to be happy in achieving their goals.

According to the author's interview with the Principal of SMA Aisyiyah 01, DS, on August 23 2022, competent teachers and academic supervision are two critical factors in achieving school effectiveness. The school she leads was chosen to be a *Sekolah Penggerak* for several reasons, one of which is the presence of competent teachers who are active in innovating and being creative in learning, as well as prioritizing students' interests in lesson planning.

Furthermore, he revealed that competent teachers will be more competent if they are given supervision to evaluate their performance while performing their duties, so that the good ones can be improved and transmitted to others, and the bad ones can be corrected. This will allow the teacher to see progress in increasing competence from time to time.

#### D. Conclusion

According to the above description, there is a significant influence between teacher's competence and academic supervision on school effectiveness in Palembang City senior high school *Sekolah Penggerak*, either partially or simultaneously. Given the importance of teacher's competence and academic supervision in this school's effectiveness, it is hoped that teachers, principals, supervisors, and related agencies can improve the quality and quantity of coaching that can increase teacher's competence and the quality of school principals' academic supervision implementation.

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