

ABSTRAK

Pengaruh Supervisi Akademik Kepala Sekolah dan Pendekatan Pembelajaran Deep Learning terhadap Hasil Belajar Matematika Siswa (Studi di SMP Kabupaten Tasikmalaya)

Hasil belajar matematika siswa SMP di Kabupaten Tasikmalaya masih tergolong rendah, ditunjukkan oleh ketercapaian tujuan pembelajaran yang berkisar antara 25,80% hingga 48,38% pada tahun pelajaran 2025/2026. Kondisi ini diduga berkaitan dengan pelaksanaan supervisi akademik kepala sekolah yang masih bersifat administratif serta penerapan pendekatan pembelajaran deep learning yang belum konsisten, sementara penelitian terdahulu jarang mengaitkan kedua faktor tersebut secara bersamaan pada pembelajaran matematika SMP. Penelitian ini bertujuan menganalisis pengaruh supervisi akademik kepala sekolah dan pendekatan pembelajaran deep learning, secara parsial maupun simultan, terhadap hasil belajar matematika siswa. Penelitian menggunakan pendekatan kuantitatif dengan desain regresi linear berganda melibatkan 100 guru matematika SMP negeri dan swasta di Kabupaten Tasikmalaya, dipilih dari populasi 430 guru. Data dikumpulkan melalui kuesioner berskala Likert dan dokumentasi nilai tes kemampuan berpikir tingkat tinggi, lalu dianalisis menggunakan program SPSS. Hasil penelitian menunjukkan supervisi akademik kepala sekolah berpengaruh positif dan signifikan terhadap hasil belajar matematika siswa dengan kontribusi 80,1 persen, pendekatan pembelajaran deep learning berkontribusi 92,3 persen, sedangkan pengaruh keduanya secara simultan mencapai 94,1 persen. Temuan ini menegaskan bahwa peningkatan hasil belajar matematika siswa memerlukan sinergi antara supervisi akademik kepala sekolah yang berkelanjutan dan penerapan pembelajaran deep learning yang konsisten, sehingga kedua aspek perlu diperkuat secara terpadu dalam kebijakan peningkatan mutu pembelajaran matematika di sekolah menengah pertama.

Kata Kunci: *supervisi akademik kepala sekolah, pendekatan pembelajaran deep learning, hasil belajar matematika siswa.*

ABSTRACT

The Influence of Principal Academic Supervision and the Deep Learning Approach on Students' Mathematics Learning Outcomes (A Study at Junior High Schools in Tasikmalaya Regency)

Junior high school students' mathematics learning outcomes in Tasikmalaya Regency remain relatively low, as indicated by learning objective achievement rates ranging from 25.80% to 48.38% in the 2025/2026 academic year. This is presumed to relate to principals' academic supervision, which remains largely administrative, and the inconsistent application of the deep learning approach, while prior studies rarely examine both factors together in junior high school mathematics instruction. This study analyzes the influence of principals' academic supervision and the deep learning approach, both partially and simultaneously, on students' mathematics learning outcomes. A quantitative approach with a multiple linear regression design was used, involving 100 public and private junior high school mathematics teachers in Tasikmalaya Regency selected from a population of 430 teachers. Data were collected through Likert-scale questionnaires and documentation of higher-order thinking skills test scores, then analyzed using SPSS. Results show that principals' academic supervision positively and significantly influences students' mathematics learning outcomes, contributing 80.1 percent; the deep learning approach contributes 92.3 percent; and their simultaneous influence reaches 94.1 percent. These findings confirm that improving mathematics learning outcomes requires synergy between sustained principals' academic supervision and consistent implementation of the deep learning approach, both of which need to be strengthened in an integrated manner within policies to improve mathematics instruction quality in junior high schools.

Keywords: *principal academic supervision, deep learning approach, mathematics learning outcomes.*