Communication Skills and the Success of Educational Supervision: Examining the Mediation Role of Human Resource Professionalism, Quality Culture, and Educational Facilities in Islamic Religious Universities in Central Java

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Abstract

Educational supervision in Islamic universities is very important to ensure the quality of education in accordance with the Tri Dharma of Higher Education, namely Education and Teaching, Research and Development, and Community Service. Universities that focus on educational supervision will be able to carry out education effectively, produce quality research, and help develop the skills needed by the community. This study aims to examine communication skills and the success of educational supervision mediated by the professionalism of human resources (HR), quality culture, and educational facilities at Islamic Religious Universities (PTKI) in Central Java. The research was conducted through an online survey using a questionnaire distributed via WhatsApp to 6 state PTKI and 10 private PTKI with 365 eligible respondents. Data analysis using Structural Equation Model (SEM) with Smart PLS. The results of the study show that communication skills have a positive and significant effect on the success of educational supervision, both directly and through the mediation of human resource professionalism, quality culture, and educational facilities. These findings enrich the literature on educational supervision, communication skills, human resource professionalism, quality culture, and educational facilities. The conclusion of this study is that universities need to improve educational supervision through staff training, academic guidance development, student welfare services, the use of technology, and strengthening quality culture. The implementation of these recommendations is expected to improve the quality of supervision, institutional reputation, and long-term sustainability.

Keywords: Communication Skills, Educational Supervision, Human Resources Professionalism, Quality Culture, Educational Facilities.

Educational supervision in Islamic universities is very important to be carried out in order to ensure the quality of education and create science, technology, and arts in accordance with the Tri Dharma of Higher Education, namely Education and Teaching, Research and Development, and Community Service (Badan Akreditasi Nasional Perguruan Tinggi, 2022). Some important things that need to be considered in the supervision of education in higher education include: (1). Education and Teaching, which is to ensure that the learning and teaching process is carried out effectively and efficiently, and in accordance with the needs and abilities of students, (2). Research and Development, which is to improve the quality of education by conducting research and development in accordance with the Tri Dharma of Higher Education, (3). Community service, which is to help students develop the skills and competencies needed to help the community and maintain social and economic welfare (Mulyani et al., 2022).

However, in its implementation, educational supervision in higher education has experienced many weaknesses. There are several weaknesses of educational supervision in higher education, namely: (1). The complexity of the managerial duties of a chairman or rector. The program of educational supervision activities cannot be carried out by the chairman or rector alone. The chairman or rector needs support from supervisory staff and other experts, (2). Lack of preparation from lecturers in facing educational supervision., (3). The limitations of data recording devices in educational supervision in higher education are still limited. This can affect the objectivity of the data obtained, (4). Time limitations are often an obstacle in the implementation of educational supervision in higher education., (5). The limitations of human resources, such as supervisory staff and experts, can affect the effectiveness of educational supervision in higher education, (6). Limited support from universities in the implementation of educational supervision, (7). Limited facilities and infrastructure that are limited and uneven. This can interfere with the preparation of lecturers in carrying out learning, thus affecting the effectiveness of educational supervision.

To overcome the weaknesses of educational supervision in these universities, there are several strategies that can be carried out, namely: (1). Improving the quality of lecturers is improving the quality of lecturers through investigation and development of their knowledge, such as reading books, visiting websites, writing in journals, and attending seminars. (2). Improving the quality of education in higher education can be done by changing several aspects of the human subsystem, structure, technology, and organizational processes by involving synergy between students, lecturers as educators and teachers, and the facilities and infrastructure provided, (3). The development of education management in higher education must focus on quality culture and quality of education. University leaders need to develop management skills to manage and develop universities, as well as ensure adaptation and orientation to the quality of education, (4). The development of curriculum and teaching and learning methods that can affect the improvement of the quality of education in higher education, by adopting new methods or changing existing methods, lecturers can adjust the learning needs of students and create a more inclusive and innovative learning environment. (5). Building a culture of collaboration and collaboration in facing challenges in the era of globalization, universities in Indonesia by involving various parties, such as the community, government, and educational institutions.

1. How do communication skills affect HR professionalism?

2. How do communication skills affect educational facilities?

3. How does HR professionalism affect quality culture?

4. How does HR professionalism affect the success of educational supervision?

5. How does quality culture affect the success of educational supervision?

6. How do communication skills affect quality culture?

7. How do communication skills affect the success of educational supervision?

8. How do educational facilities affect the success of educational supervision?

9. How do educational facilities affect quality culture?

10. How do communication skills affect the quality culture mediated by educational facilities?

11. How do communication skills affect quality culture mediated by HR professionalism?

12. How do educational facilities affect the success of education supervision mediated by quality culture?

13. What is the influence of communication skills on the success of educational supervision mediated by educational facilities and quality culture?

14. What is the influence of communication skills on the success of education supervision mediated by quality culture?

15. How does HR professionalism affect the success of education supervision mediated by quality culture?

16. What is the effect of communication skills on the success of educational supervision mediated by human resource professionalism and quality culture?

17. What is the effect of communication skills on the success of educational supervision mediated by educational facilities?

18. What is the effect of communication skills on the success of educational supervision mediated by HR professionalism?

Literature Review

There are several views on interconnected theories about communication skills, the success of educational supervision, the professionalism of human resources, quality culture, and educational facilities, namely:

Communication skills theory

Communication skills theory includes a person's ability to communicate effectively through various channels, such as oral, written, and visual (Ferguson, 2004; Mondy & Noe, 2005). Effective communication requires the parties involved in communication to have a common and clear understanding of the various definitions and parameters of the information exchanged (Hargie & Hargie, 2006). Communication skills are essential for educators in carrying out teaching duties and ensuring an effective work environment. Communication is successful when we increase areas of mutual understanding (Barker, 2013). Communication skills development through training and education, educational supervision, and collaboration between educators and other stakeholders. Good communication skills, educators can improve the quality of teaching and create a collaborative work environment that supports professional growth (Maryanti, 2012). Communication techniques, such as Qaulan sadidan, Qaulan baligha, Qaulan maisura, Qaulan Layyina, Qaulan Ma'rufa, and Qaulan karima (Hasibuan et al., 2021).

Educational supervision theory

The theory of educational supervision is related to the basic concepts, approaches, models, and techniques used in educational supervision activities. Educational supervision is an activity that aims to assist educators in improving the quality of learning and developing their professionalism (binti Ismail, 2018; Burke & Krey, 2005; Cooper & Forrest, 2009). Educational supervision plays a role in improving the quality of teaching and creating a work environment that supports the professional growth of educators in relation to the period (Gordon, 2019; Pérez Campuzano, 2023). The theory of educational supervision emphasizes the importance of supervision activities in supporting the development of teacher professionalism and improving the quality of education as a whole (Nahrowi, 2021).

Theory of human resource professionalism

The theory of human resource professionalism includes a view of life that includes values, norms, habits, works, experiences, and traditions that contribute to improving the quality of human resources. The practice of Human Resource Management (HRM) is concerned with all aspects of how people are employed and managed in organizations (Armstrong, 2010; Kenneth & Brown, 2011). In the context of education, this theory emphasizes the importance of improving the professionalism of human resources in the field of education. Human resource management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them (Mondy & Noe, 2005; PARK, 2020). Human resource professionalism is a person's ability and skills in carrying out their duties with technical or ethical standards of a profession.

The role of HR practitioners varies greatly according to the extent to which they are generalists or specialists according to the needs of the organization, the context in which they work, and their own capabilities (KPPRA, 2022; McKergow, 2021), by paying attention to the process of teacher selection, placement, and performance (Sumirah et al., 2021).

Theory of quality culture

The theory of quality culture includes a view of life including values, norms, habits, works, experiences, and traditions that contribute to quality improvement. Culture most commonly refers to ways of thinking, values and ideas of things rather than the concrete, objective and more visible part of an organization (Alvesson & Sveningsson, 2015). Developing a culture of quality that involves all stakeholders, including teachers, supervisors, educational staff, and students. A quality culture is led managers who believe in the systems view and understand that their company exists to create mutually beneficial relationship between itself and its customers (Woods, 1996).

The development of a culture of quality in education through the content of communication skills, professionalism of human resources, and the use of educational facilities, is socialized, taught, and applied in organizational activities so as to influence the mindset, attitude, and behavior of organizational members in creating products, serving consumers, and employee performance in the organization (Agustina & Suprayitno, 2020).

Theory of educational facilities

Educational facilities include equipment that is directly used in the educational process, such as teaching tools, teaching aids, and teaching media. The United Nations sets a development agenda for all countries in the world, requiring countries to build and improve child, disability, and gender-sensitive educational facilities, and provide safe, violence-free, inclusive, and effective learning environments for all (Barrett et al., 2019).

Planners take into account consumer needs in the conception and design of buildings, physical facilities can positively support education (Beynon et al., 1997; Lackney, 1994). The management of school facilities and infrastructure plays an important role in the development of effective schools in student learning activities and the teaching process (Wicaksono, 2023) is expected to influence teachers' creativity in the teaching and learning process.

The influence of communication skills theory on the success of educational supervision mediated by the professionalism of human resources, quality culture, and educational facilities

Good communication skills can help supervisors understand the needs and challenges of educators, give feedback effectively to create a collaborative work environment culture and support the professional growth of educators in improving the success of educational supervision.

1. Professionalism of Human Resources. Good communication skills can help teachers in

improving their professionalism, which includes good communication skills. The professionalism is greatly influenced by The results of character education training are systematically seen in the behavior and appearance of learners (Lapsley & Narvaez, 2006), in carrying out teaching tasks and ensuring an effective work environment.

2. Quality Culture. Good communication skills are one of the important aspects in creating a culture of quality in the educational environment. The adaptation of 'feedback as a dialogue' requires further effort and research to develop communication strategies in feedback that consider the national culture and context (Sari et al., 2023). Effective communication between various stakeholders, including teachers, supervisors, and other education staff, can help in creating a collaborative and quality-oriented work environment. The work system in schools that must be built by school principals that are relevant to teacher competence (Hasyyati et al., 2022).

3. Educational Facilities. Communication skills to ensure the effective use of educational facilities. The management of school facilities and infrastructure plays a significant role in the development of effective schools (Dora, 2018; Riswandi et al., 2020). Good communication between educators and other related parties can help in planning, implementing, and evaluating the optimal use of educational facilities.

Hypothesis development

1. The effect of communication skills on HR professionalism

H1 = There is a significant positive influence between communication skills and human resource professionalism

2. The effect of communication skills on educational facilities

H2 = There is a significant positive influence between communication skills on educational facilities

3. The influence of HR professionalism on quality culture

H3 = There is a significant positive influence between the professionalism of human resources on the quality culture

4. The influence of HR professionalism on the success of educational supervision

H4 = There is a significant positive influence between the professionalism of human resources on the success of educational supervision

5. The influence of quality culture on the success of educational supervision

H5 = There is a significant positive influence between quality culture on the success of educational supervision

6. The influence of communication skills on quality culture

H6 = There is a significant positive influence between communication skills and quality culture

7. The effect of communication skills on the success of educational supervision

H7 = There is a significant positive influence between communication skills on the success of educational supervision

8. The influence of educational facilities on the success of educational supervision

H8 = There is a significant positive influence between educational facilities on the success of educational supervision

9. The influence of educational facilities on quality culture

H9 = There is a significant positive influence between educational facilities on quality culture

10. The influence of communication skills on quality culture mediated by educational facilities

H10 = There is a significant positive influence between communication skills on quality culture and mediated by educational facilities

11. The influence of communication skills on quality culture mediated by HR professionalism

H11 = There is a significant positive influence between communication skills on quality culture and mediated by HR professionalism

12. The influence of educational facilities on the success of educational supervision mediated by quality culture

H12 = There is a significant positive influence between educational facilities on the success of educational supervision mediated by quality culture

13. The influence of communication skills on the success of educational supervision mediated by educational facilities and quality culture

H13 = There is a significant positive influence between communication skills on the success of educational supervision mediated by educational facilities and quality culture

14. The effect of communication skills on the success of education supervision mediated by quality culture

H14 = There is a significant positive influence between communication skills on the success of educational supervision mediated by quality culture

15. The influence of HR professionalism on the success of education supervision mediated by quality culture

H15 = There is a significant positive influence between HR professionalism on the success of education supervision mediated by quality culture.

16. The influence of communication skills on the success of educational supervision mediated by HR professionalism and quality culture

H16 = There is a significant positive influence between communication skills on the success of educational supervision mediated by HR professionalism and quality culture

17. The effect of communication skills on the success of educational supervision mediated by educational facilities

H17 = There is a significant positive influence between communication skills on the success of educational supervision and mediated by educational facilities

18. The influence of communication skills on the success of educational supervision mediated by HR professionalism.

H18 = There is a significant positive influence between communication skills on the success of educational supervision mediated by HR professionalism

Method

Types and Approaches of Research

This type of research is a survey with a quantitative approach with the consideration that survey research is a research that has the ability to obtain deep information that describes the characteristics of a large sample of individuals of interest relatively quickly by recruiting participants, collecting data, and utilizing various instrumentation methods to collect information related to the behavior and preferences of individual samples about the characteristics, actions, or opinions of a large group of people through their responses to questions (Creswell & Creswell, 2017). A quantitative approach using a questionnaire consisting of numerically assessed items is used to describe and explore human behavior in social and psychological research.

Research Variables

The variables of this study consist of independent variables, namely: communication skills, dependent variables, namely: success of educational supervision, and mediation variables consisting of three research variables, namely: human resource professionalism, quality culture, and educational facilities.

Research Design

The relationship between the research variables can be seen in figure 1 below.
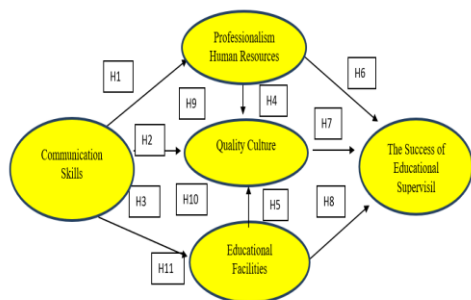
Figure 1. Relationship between independent and dependent research variables and mediation variables

Sampel size and selection

The respondents to this study are all the academic community on the campus of Islamic Religious Universities (PTKI) in Central Java (under the Ministry of Religious Affairs) which amounted to 51 Private PTKI and 6 State PTKI (BPS Kemenag Jawa Tengah, 2020).

The sampling technique of this study is systematic random sampling is a sampling method, where only the first element of the sample is randomly selected, while the subsequent elements are selected systematically according to a certain pattern. This was chosen considering that systematic samples often produce smaller sampling errors, due to the fact that the sample members are spread evenly across the large population, the sample framework is registered and homogeneous.

The steps to take this research by using systematic random sampling are:
1.   Determine the population and compile a sampling frame on respondents in universities that are determined to be research samples.
2.   Determine the number of samples to be studied using methodological considerations with the principle of representative samples.
3.   Specifies K (interval class) with 5 class intervals.
4.   Determining the initial number or number between the interval classes at random

5.   Then taking samples starting from the selected initial number or number, and the next interval number until it meets the sample number of 560 respondents.

Data collection Data Collection Techniques

The data collection technique is carried out using an online questionnaire, made using a google form by considering the effectiveness and efficiency in the research process. The process of distributing the questionnaire was carried out using Whatsapp from 365 respondents.

Measurement items / Measurement

The questionnaire was divided into two parts. The first section covers users' personal information about socio-demographics such as age, gender, education and income. The second part consists of data on the main variables in this study such as communication skills, human resource professionalism, Quality Culture, Educational Facilities, and Success of Educational Supervision. The responses to each question item were obtained using a 5-point likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

Results

Data Analysis and Results

The data was analyzed using SMART PLS to test the hypothesis relationship through two stages: measurement model testing and structural model testing with a significant standard of 5% or 1.96. This study uses an online survey that is distributed to the target respondents. Screening data is carried out to avoid response bias, such as respondents filling in by origin or with a certain pattern (Hair Jr et al., 2010). From the distribution of the questionnaire, as many as 365 respondents met the requirements and filled out the questionnaire completely. Data analysis was carried out with PLS SEM using SMART PLS Software Version 3.3.2 through three stages of testing.
1.   Outer Model Testing
The outer model test aims to prove the validity and reliability of indicators and constructs. The conditions that must be met are:

a) loading factor > 0.7, b) AVE > 0.5, c) AVE square root > correlation between constructs, and d) Cronbach Alpha and composite reliability > 0.7. The results of the analysis are presented in the following table.

Table 1. Internal Consistency Reliability Testing

Variable	Cronbach Alpha	Information
Quality Culture	0.957	Excellent
Educational Facilities	0.914	Excellent
Communication Skills	0.912	Excellent
Success of Educational Supervision	0.941	Excellent
Human Resources Professionalism	0.952	Excellent

The test results showed reliability above 0.7, which according to Hair (2017) is in the very good category. All variables passed the internal consistency reliability test. The validity of convergence was tested through Indicator Reliability (Outer Loading) and AVE, with the outer loading standard > 0.7 and AVE > 0.5, both showing excellent results. Full results are shown in the following table.

Table 2. Convergent Validity Testing

Variable	Indicator	Loading Factor	Composite Reliability	AVE
Quality Culture	BM1	0.954	0.967	0.853
	BM2	0.900		
	BM3	0.934		
	BM4	0.939		
	BM5	0.890		
Educational Facilities	FP1	0.870	0.935	0.743
	FP2	0.863		
	FP3	0.866		
	FP4	0.880		
	FP5	0.829		
Communication Skills	KK1	0.732	0.932	0.697
	KK2	0.868		
	KK3	0.818		
	KK4	0.874		
	KK5	0.863		
	KK6	0.847		
Success of Educational Supervision	KSP1	0.879	0.955	0.808
	KSP2	0.909		
	KSP3	0.931		
	KSP4	0.912		
	KSP5	0.864		
Human Resources Professionalism	PSDM1	0.909	0.963	0.838
	PSDM2	0.932		
	PSDM3	0.891		
	PSDM4	0.943		
	PSDM5	0.902		

The test results showed that the outer loading value > 0.7 and AVE > 0.5, so that all variables and indicators had excellent convergent validity. The validity of the crime was tested using the Fornell-Larcker criterion, with the highest cross-loading correlation. The results are shown in the following table.

Table 3. Discriminant Validity Testing

Variable	1	2	3	4	5
BM	0.924				
FP	0.894	0.862			
KK	0.908	0.886	0.835		
KSP	0.952	0.908	0.914	0.899	
PSDM	0.947	0.867	0.881	0.938	0.915

3. Structural Model Evaluation

The next step is the evaluation of the structural model to test the hypothesis. The inner model test includes: a) the significance of the influence (p < 0.05 or T > 1.96), b) the partial influence (f^2), c) the simultaneous influence (R^2), with the result of the SmartPLS output.

Figure 2. The Measurement Model

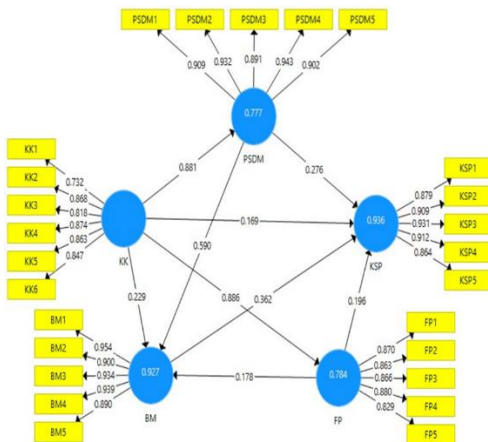Figure 4 Testing the Structural Model

2. Testing the goodness of fit model

This test evaluates the predictive power and feasibility of the model. Main criteria: a) Q^2 for prediction power, b) Fit Model with SRMR < 0.10.
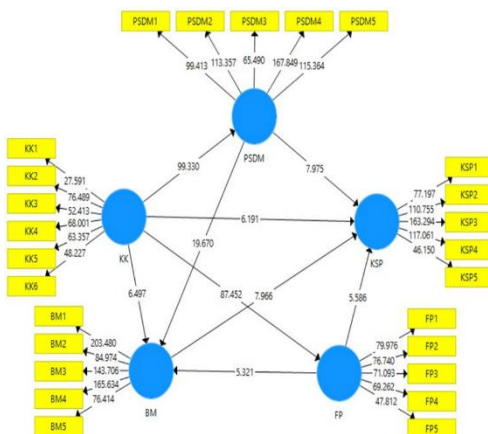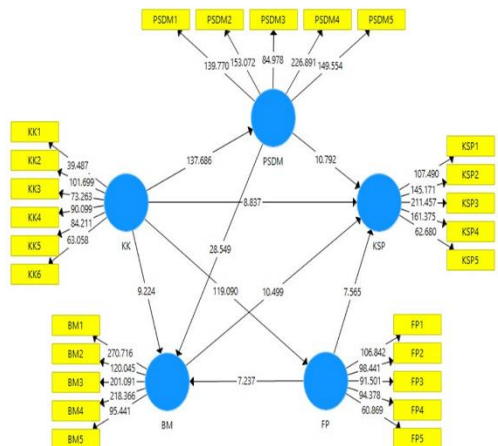
a. Significance test between research variables

The influence between the research variables is considered significant if the p value <0.05 or the T value > 1.96 on the output of SmartPLS bootstrapping. The complete results of hypothesis testing can be seen in the following table:

Figure 3. Bootstrapping Model

Table 4. Results of Direct Effect Hypothesis Testing

Hypothesis	Sample Mean	Standard Deviation	T-Test	p Value	Status
BM → KSP	0.361	0.034	10.723	0.000	Significant
FP → BM	0.178	0.025	7.271	0.000	Significant
FP → KSP	0.196	0.025	7.932	0.000	Significant
KK → BM	0.230	0.027	8.650	0.000	Significant
KK → FP	0.885	0.008	114.035	0.000	Significant
KK → KSP	0.169	0.020	8.468	0.000	Significant
KK → PSDM	0.881	0.006	137.924	0.000	Significant
PSDM → BM	0.590	0.023	26.158	0.000	Significant
PSDM → KSP	0.277	0.025	11.043	0.000	Significant

The test results showed that hypotheses 1, 2, and 3 were accepted because the t-test value > 1.96 and the p-value < 0.05, indicating that there was a significant influence between BM and KSP, FP and BM, and FP and KSP. Hypotheses 4 to 9 were rejected because the t-test value was less than 1.96 or the p-value was above 0.05, so there was no significant influence between the variables tested.

Table 5. Results of Indirect Effect Hypothesis Testing

Hypothesis	Sample Mean	Standard Deviation	T-Test	p Value	Status
KK → FP → BM	0.158	0.020	10.723	0.000	Significant
KK → PSDM → BM	0.520	0.020	25.913	0.000	Significant
FP → BM → KSP	0.064	0.010	6.674	0.000	Significant
KK → FP →BM → KSP	0.057	0.008	6.763	0.000	Significant
KK → BM → KSP	0.083	0.011	7.833	0.000	Significant
PSDM → BM → KSP	0.213	0.025	8.522	0.000	Significant
KK → PSDM →BM → KSP	0.188	0.022	8.551	0.000	Significant
KK → FP → KSP	0.174	0.22	7.876	0.000	Significant
KK → PSDM → KSP	0.244	0.022	10.936	0.000	Significant

The results of the indirect hypothesis test show that all hypotheses (10-18) are rejected because the t-test value is less than 1.96 and the p-value is above 0.05. This means that there is no significant influence of KK, FP, and PSDM on BM or KSP through the mediation tested.

b. Partial effect on f-Square

The magnitude of the partial influence on f-Square on the output of the SmartPLS algorithm.

Table 6. Effect Size Matrix Results (f-square)

Matrix	BM	FP	KK	KSP	PSDM
BM				0,149	
FP	0.080			0.101	
KK	0.118	3,633		0.065	3,480
KSP					
PSDM	0.901			0.117	

Based on the table, the effect of large size ($f^2 > 0.35$) was found on the effect of KK on FP (3.633), KK on PSDM (3.480), and PSDM on BM (0.901). Moderate effects (f^2 between 0.15–0.35) are absent. A small effect (f^2 between 0.02–0.15) was found in the effect of BM on KSP (0.149), FP on BM (0.080), FP on KSP (0.101), KK on BM (0.118), KK on KSP (0.065), and PSDM on KSP (0.117). There was no negligible effect ($f^2 < 0.02$).

c. Simultaneous influence (R Square)

The coefficient of determination (R^2) assesses how much endogenous constructs are explained by exogenous constructs. The R^2 value is expected to be between 0 and 1, with categories: strong (> 0.67), moderate (0.33-0.67), and weak (< 0.33) according to Chin (1998).

Table 7. Matrix Result of Termination Coefficient (R Square)

	R Square	Adjusted R Square
BM	0.927	0,927

FP	0.784	0,784
KSP	0,936	0,935
PSDM	0.777	0,776

The results of the analysis showed a strong model with R^2 values as follows: the simultaneous influence of KK, PSDM, and FP on BM was 0.927 (92.7%); the influence of KK on FP was 0.784 (78.4%); the simultaneous influence of KK, PSDM, BM, and FP on KSP was 0.935 (93.5%); and the influence of KK on PSDM was 0.776 (77.6%).

Discussion

This study aims to examine the influence of communication skills on the success of educational supervision with the mediation of human resource professionalism, quality culture, and facilities at PTKI Central Java. The test results showed that all H1 to H18 hypotheses had a significant influence, either directly or indirectly.

Table 8. Results of Direct Effect Hypothesis Testing

Hypothesis	Sample Mean	Standard Deviation	T-Test	p Value	Status
BM → KSP	0.361	0.034	10.723	0.000	Significant
FP → BM	0.178	0.025	7.271	0.000	Significant
FP → KSP	0.196	0.025	7.932	0.000	Significant
KK → BM	0.230	0.027	8.650	0.000	Significant
KK → FP	0.885	0.008	114.035	0.000	Significant
KK → KSP	0.169	0.020	8.468	0.000	Significant
KK → PSDM	0.881	0.006	137.924	0.000	Significant
PSDM → BM	0.590	0.023	26.158	0.000	Significant
PSDM → KSP	0.277	0.025	11.043	0.000	Significant

1. The effect of communication skills on HR professionalism

The results of hypothesis 1 test show that communication skills have a significant influence on HR professionalism, with a t-test value of 137.924 and a p-value of 0.000. These findings support that communication skills play

an important role in improving professionalism and performance at PTKAI, as well as supported by previous research.

2. The Influence of Communication Skills and Educational Facilities

The results of hypothesis 2 test showed that communication skills had a significant influence

on educational facilities, with a t-test of 114,035 and a p-value of 0.000. These findings confirm that communication skills and educational facilities play an important role in influencing student motivation and learning achievement. Interpersonal communication skills are key in educational and management environments, contributing to better learning and performance.

3. The influence of HR professionalism on quality culture

The results of hypothesis 3 test show that HR professionalism has a significant influence on quality culture, with a t-test of 26.158 and a p-value of 0.000. These findings indicate that HR professionalism plays an important role in shaping a culture of quality in organizations, including the education sector, and has a positive impact on performance and job satisfaction. Improving employee professionalism can strengthen the quality culture and support continuous improvement.

4. The influence of HR professionalism on the success of education supervision

The results of hypothesis 4 test showed that HR professionalism did not have a significant influence on the success of educational supervision (t-test 11.043, p-value 0.000, hypothesis rejected). Although HR professionalism, especially teachers, generally plays an important role in educational supervision, these results emphasize that other factors may be more dominant in determining the success of educational supervision.

5. The influence of quality culture on the success of education supervision

The results of hypothesis 5 test showed that quality culture had a significant influence on the success of educational supervision (t-test 10.723, p-value 0.000). Previous research supports these findings, suggesting that an effective organizational culture plays an important role in improving the quality of teaching, supervisory performance, and creating a work environment conducive to achieving quality education.

6. The influence of communication skills on quality culture

The results of hypothesis 6 test showed that communication skills had no significant influence on quality culture (t-test 8.650, p-value 0.000, hypothesis rejected). Nonetheless, previous research has shown that leadership communication skills can strengthen a culture of quality by improving teamwork, motivation, and learning processes, which play an important role in improving the quality of education.

7. The influence of communication skills on the success of education supervision

The results of hypothesis 7 test showed that communication skills had a significant effect on the success of educational supervision (t-test 8,468, p-value 0.000). These findings confirm that effective communication plays an important role in increasing teacher motivation, improving relationships, and supporting the learning process, which contributes to the success of educational supervision.

8. The influence of educational facilities on the success of education supervision

The results of hypothesis 8 test showed that educational facilities had a significant effect on the success of educational supervision (t-test 7.932, p-value 0.000). Adequate facilities support the learning process and increase the effectiveness of supervision, creating an environment conducive for teachers and students to achieve optimal results in education.

9. The influence of educational facilities on quality culture

The results of hypothesis 9 test show that educational facilities have a significant effect on quality culture (t-test 7.271, p-value 0.000). Adequate facilities play an important role in creating an environment that supports a culture of quality in educational institutions, improving the quality of teaching, motivation, and stakeholder engagement, as well as improving the evaluation and supervision process.

10. The influence of communication skills on quality culture mediated by educational facilities

The results of hypothesis 10 test show that communication skills have a significant effect on

quality culture by being mediated by educational facilities (t-test 10,723, p-value 0.000). This shows that communication skills and educational facilities together play a role in improving the quality culture in educational institutions, creating a quality learning environment and supporting student development.

11. The influence of communication skills on quality culture mediated by HR professionalism

The results of hypothesis 11 test showed that communication skills had a significant effect on quality culture by being mediated by HR professionalism (t-test 25,913, p-value 0.000). This emphasizes that communication skills and professionalism of HR play an important role in strengthening the culture of quality in educational institutions, which ultimately improves the quality of education.

12. The influence of educational facilities on the success of educational supervision mediated by quality culture

The results of hypothesis 12 test show that educational facilities have a significant effect on the success of educational supervision by being mediated by quality culture (t-test 6.674, p-value 0.000). Adequate facilities, along with a strong culture of quality, increase the effectiveness of academic supervision and contribute to the improvement of the quality of learning.

13. The influence of communication skills on the success of educational supervision mediated by educational facilities and quality culture

The results of hypothesis 13 test showed that communication skills had a significant effect on the success of educational supervision, with educational facilities and quality culture as mediators (t-test 6.763, p-value 0.000). Improving communication skills among educators, as well as adequate facilities and a strong culture of quality, can support the success of educational supervision.

14. The effect of communication skills on the success of education supervision mediated by quality culture

The results of hypothesis 14 test showed that communication skills had a significant effect on the success of educational supervision mediated by quality culture (t-test 7.833, p-value 0.000). Good communication skills strengthen the effectiveness of supervision, while a culture of quality creates an environment that supports the improvement of the quality of education.

15. The influence of HR professionalism on the success of education supervision mediated by quality culture

The results of hypothesis 15 test show that HR professionalism has a significant effect on the success of educational supervision mediated by quality culture (t-test 8.522, p-value 0.000). High HR professionalism increases the effectiveness of supervision, while a culture of quality creates an environment that supports the improvement of the quality of education.

16. The influence of communication skills on the success of educational supervision mediated by HR professionalism and quality culture

The results of hypothesis 16 test show that communication skills have a significant effect on the success of educational supervision, with the mediation of human resource professionalism and quality culture (t-test 8.551, p-value 0.000). Good communication skills, together with human resource professionalism and quality culture, increase the effectiveness of educational supervision and the overall quality of education.

17. The effect of communication skills on the success of educational supervision mediated by educational facilities

The results of hypothesis 17 test showed that communication skills had a significant effect on the success of educational supervision by being mediated by educational facilities (t-test 7.876, p-value 0.000). Good communication skills, supported by adequate facilities, increase the effectiveness of educational supervision, which contributes to the improvement of the overall quality of education.

18. The effect of communication skills on the success of educational supervision mediated by HR professionalism

The results of hypothesis 18 test showed that communication skills had a significant effect on the success of educational supervision, with the mediation of HR professionalism (t-test 10.936, p-value 0.000). Good interpersonal communication skills improve HR professionalism and supervision effectiveness, which has a positive impact on teacher performance and the quality of education.

Conclusion

This study explores the influence of communication skills and the success of educational supervision, as well as the mediation role of human resource professionalism, quality culture, and educational facilities in PTKI throughout Central Java. This quantitative research based on an online survey found a direct influence of communication skills on HR professionalism, educational facilities, quality culture, and supervision success. Also, the professionalism of human resources affects the quality culture and the success of supervision, and educational facilities affect the quality culture and the success of supervision. In addition, there is an indirect influence of communication skills on the success of supervision through educational facilities, quality culture, and HR professionalism.

This research reveals the importance of the role of communication skills, human resource professionalism, quality culture, and educational facilities in the success of educational supervision in higher education. Effective communication skills help bridge the gap between teachers, students, and staff, improve HR professionalism and build a strong culture of quality. Adequate educational facilities also play an important role in supporting the learning and supervision process. Successful educational supervision requires the synergy of all these elements to create a conducive and quality academic environment.

The theoretical implications of this study highlight the need for a holistic supervision framework, focusing on communication skills and sustainable human resource development, as well as the role of educational facilities and quality culture in creating high-quality education. These findings are relevant for education policies that seek to improve quality through a more humanistic, communicative, and cultural supervision approach.

For further research, it is recommended to expand the sample and use more diverse methodological approaches, such as observation and interviews, to gain a deeper understanding. Comparative studies between regions or countries will also provide insight into best practices in education supervision. Longitudinal research can explore the long-term impact of communication skills, HR professionalism, quality culture, and educational facilities on the success of educational supervision.

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