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## The Influence of Managerial Competence and Supervision on School Principals and Teacher Professionalism

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### Abstract

This research aimed to reveal the influence of the principal's managerial competence on teacher professionalism, the principal's supervisory competence on teacher professionalism, and the principal's managerial competence and supervisory competence on teacher professionalism. This research used quantitative methods with an ex post facto research type. The population was 118 teachers from all state high school civil servant teachers in Koto Tengah District, while the sample was 95 teachers using the proportional stratified random sampling technique. The research used a questionnaire to collect data. The data were analyzed using the average score (mean) for data description and test requirements (normality, homogeneity, linearity, and multicollinearity test). The results showed that the principal's managerial competence influences teacher professionalism by 9.9%, the principal's supervisory competence influences teacher professionalism by 18.6%, and organizational and supervisory competence have the same effect on teacher professionalism, which is 19.6%.

### Keywords

Managerial competence, supervision competence, teacher professionalism

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## **Introduction**

Education has a vital role in the development of society and the nation. One of the key elements in the education system is the teacher, who has a central role in ensuring the delivery of quality learning material and student character formation. The education sector needs school principals competent in management and supervision and professional teachers who carry out their duties to achieve optimal educational results. Teachers are the main actors in providing education to students. Teacher professionalism includes several factors: pedagogical competence, material knowledge, teaching skills, communication skills, and professional attitudes. Professional teachers will positively impact student achievement, help students reach their maximum potential, and produce a higher-quality generation. Rifma et al. (2019) categorized teachers into four quadrants adopting the Glickman paradigm; the results were that elementary school teachers in West Sumatra were divided into 3% professional teachers, 55% teachers in the unfocused category, 40% teachers in the analytic category, and 2% dropout teachers. It means that teacher professionalism is still low.

In high school education, where students prepare for college and the world of work, it is essential to ensure that high school teachers are highly professional. Therefore, understanding how a school principal's competence can influence teacher professionalism is very relevant and necessary to pay attention to. The competency in question is a school principal's managerial and supervisory competency. The principal manages all aspects of school operations, including staff development, resource allocation, and performance monitoring. In addition, managerial competencies are specifically related to managing, supervising, and developing people (Warman, 2022). Managerial competence is the school principal's ability to organize and build school resources to create an effective and efficient learning environment (Djailani, 2016). A good principal's managerial ability is essential in optimizing a school's education quality because a competent principal can direct the school toward better educational goals.

However, apart from managerial competence, school principals also have a role in teacher supervision. Principal supervision aims to provide support, feedback, and guidance to teachers to improve the quality of their teaching. The role of the principal as a supervisor has not been well optimized; that is, the principal has not carried out supervision activities properly in helping teachers improve their teaching abilities or overcome problems when teaching. Rifma et al. (2022) suggested that the challenge of increasing teacher competence cannot be separated from expanding the competence of school principals in carrying out supervision.

## **Literature Review**

A profession is a job that is based on intellectual study and special training (Pupuh & Suryana, 2012). Furthermore, Mudlofir (2012) stated that in terms of terms, the definition of a profession is a field of work that is based on specific skills. Professions usually have professional associations, codes of ethics, and certification and licensing processes particular to the related professional field (Mukhtar & Iskandar, 2009). Therefore, a profession refers to

a job that requires knowledge, expertise, responsibility, loyalty, ethical standards, and a code of behaviour that its members must follow.

Professionalism is a term for the quality of the attitude of members of a profession toward their profession, as well as the degree of knowledge and expertise they must have to be able to carry out their duties (Mudlofir, 2012). Furthermore, Anwar (2018) also stated that professionalism is the quality of the attitude of members of a profession toward their profession and the degree of knowledge and expertise they must have to be able to carry out their duties. Then, teacher professionalism refers to teachers' intrinsic abilities and qualities in carrying out their duties well. Therefore, teacher professionalism focuses more on the teacher's competence and capability in teaching, planning, and educating students. Teacher professionalism includes knowledge of the subject matter, effective teaching strategies, and the ability to manage the class well. Teachers with high professionalism will be able to motivate students, create a positive learning environment, and achieve good learning results.

Professionalism refers to teachers' abilities and personal qualities in carrying out their duties well to educate students effectively. Therefore, teacher professionalism is essential because it will increase the dignity and worth of teachers. On the other hand, it will improve the quality of national education (Mudlofir, 2012). In addition, indicators of teacher professionalism are characteristics or signs that describe the ability and quality of a teacher to carry out their duties effectively. The foundation of teacher professionalism is that they should master four teacher competencies: pedagogical competence, professional competence, social competence, and personality competence. Based on PP Number 74 of 2008, pedagogical competence is the teacher's ability to manage student learning, which at least includes: 1) understanding the insight or foundation of education; 2) understanding of students; 3) development of curriculum or syllabus; 4) learning design; 5) implementation of educational and dialogical learning; 6) use of learning technology; 7) evaluation of learning outcomes; and 8) development of students to actualize the various potentials they have.

Managerial competence is the competence of a principal in managing the school to meet the planned goals. Usman et al. (2018) stated that the managerial competence of a school principal can be seen from the principal's ability to plan, develop, manage, and empower optimally to achieve school goals. According to Suhardiman (2012), managerial competence is the ability and understanding of school principals regarding school management. Furthermore, according to Saputra (2018), managerial competence is a school principal's essential ability to direct, manage, and empower all existing potential in the school and the environment to achieve academic goals.

A school principal who can manage the school can support the achievement of school goals very well so that the school can be of high quality, while the lack of ability of the school principal to manage the school can make the school unable to achieve its goals. Therefore, a school principal must have good managerial competence or be able to manage the school by utilizing various resources to achieve predetermined school goals.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 15 of 2018, the managerial competence of school principals can be described as follows: 1) Planning School Programs; 2) Managing National Education Standards; 3) Carrying out Monitoring and Evaluation; 4) Carrying out school leadership; and 5) Managing the School Management Information System.

Supervision is carried out to help teachers perform their duties better and with quality so that the expected learning objectives can be achieved optimally (Muslim, 2010). According to Sullivan and Glanz (2005), supervision is a service leaders provide to help teachers become more competent through developments in science in general and education in particular to increase the effectiveness of the learning process in schools. Furthermore, Kompri (2017) stated that educational supervision is the improvement and development of the total learning process, which means that supervision is not only to improve the quality of teaching but also to foster the growth of the teaching profession broadly. In its implementation, supervision is monitoring whether the teacher is carrying out their duties well or not and trying with the teacher to find solutions to improve the learning process.

## **Methodology**

### ***Research design, site, and participants***

This research used quantitative methods with an ex post facto research type. Sugiyono (2017) stated that ex post facto research aims to assess an event that has occurred and then trace it backwards to find out the factors that gave rise to the incident. The population in this research was all-state high school civil servant teachers in the Koto Tengah District, totalling 118 teachers. The sample in this research consisted of 95 state high school civil servant teachers in Koto Tengah District, Padang City. The sampling technique used the Proportional Stratified Random Sampling technique, which is used when the population has members or elements that are not homogeneous and are proportionally stratified (Sugiyono, 2012).

Based on the problem formulation, research objectives, theoretical studies, and framework of thinking that have been put forward in this research, a hypothesis or temporary answer for the researcher is first formulated, namely:

- The principal's managerial competence has a significant influence on teacher professionalism.
- There is a significant influence of the principal's supervisory competence on teacher professionalism.
- There is a significant influence on the teacher's professionalism and the principal's managerial and supervisory competence.

### ***Data collection and analysis***

The instrument used in this research is a questionnaire based on a Likert scale, with five alternative answers, namely: always (A), often (O), sometimes (S), rarely (R), and never (N). In this research, the researchers used a closed questionnaire; the answers were provided, and the research sample only needed to choose one of the alternative answers available. Data collection in this research was carried out after the instrument testing results were declared valid and reliable. After that, descriptive analysis was carried out, testing the analysis requirements in this case, namely the normality test, homogeneity test, and multicollinearity test. Hypothesis tests were also carried out, namely simple linear and multiple regression tests.

## Findings

### *Normality test*

The normality test in this research was by looking at Kolmogorov-Smirnov. Normality testing of the variable scores for teacher professionalism (Y), principal's managerial competence (X1), and principal's supervision competence (X2) were carried out using techniques (SPSS Version 22.0 program). Data can be normally distributed if K-S has a significance level (Asymp. Sig) > 0.05; conversely, if the significance level (Asymp. Sig) < 0.05, then the data is not normally distributed. The results of the examination can be seen in Table 1.

**Table 1.** *Normality test results summary*

Variable	K-S	<i>p</i>	Alpha	Information
Teacher professionalism	0.073	0.200	0.05	Normal
Principal managerial competencies	0.082	0.123	0.05	Normal
Principal supervision competency	0.124	0.001	0.05	Normal

The table above shows that the significance value of each variable is more significant than alpha 0.05. Thus, the second requirement, namely data normality, has been fulfilled.

### *Homogeneity test*

Data homogeneity testing was carried out to determine the similarity of the variances of the dependent variable teacher professionalism (Y) for each group of independent variables, which included the principal's managerial competence (X1) and the principal's supervisory competence (X2) to determine whether the Levene Test method was used. As a testing criterion, if the significance value is > 0.05, the variance of two or more data groups is the same, as in Table 2.

**Table 2.** *Summary of homogeneity test results*

Variable	Levene statistics	df1	df2	Sig	Information
Principal managerial competencies	1.441	2	6	0.124	Homogeneous
Principal supervision competency	1.641	21	9	0.065	Homogeneous

Based on the table above, the analysis results of teacher professionalism (Y), which include the principal's managerial competence (X1) and the principal's supervision competence (X2), are homogeneous, which means that the variance of group Y data on X1 and X2 is homogeneous. It means that the homogeneity requirement is met.

***Linearity test***

This regression line test is conducted to see whether the data on the principal's managerial and supervision competence variables tended to form a linear line on the teacher professionalism variable. The decision about whether the linear regression line is tested using the F test with a significance level 0.05. If the F significance value is more significant than alpha 0.05, then the regression line is linear. Still, the regression is not linear if the F significance value is smaller than alpha 0.05. The results of the linearity test between X1 and X2 against Y are presented in Tables 3 and 4.

**Table 3.** *Summary of analysis results of x1 linearity test against y*

Source	Sum of squares	Df	Mean square	F	p
Deviation	7520.395	37	203.254	0.7	0.864
In groups	16014.950	56	285.981	11	
Total		94			

Table 3 shows F = 0.711 with p = 0.864 ( $p > 0.05$ ). It means that the regression is linear.

**Table 4.** *Summary of analysis results of x2 linearity test against y*

Source	Sum of squares	Df	Mean square	F	p
Deviation	3666.442	24	152.768	0.599	0.919
In groups	17601.495	69	255.094		
Total		94			

Table 4 shows F = 0.599 with p = 0.919 ( $p > 0.05$ ). It means that the regression is linear.

***Hypoplant test***

***The influence of managerial competence on teacher professionalism***

The first hypothesis tested in this research is that the managerial competence of school principals influences teacher professionalism. Correlation analysis was the first to test this hypothesis, followed by a simple regression analysis. A summary of the analysis results can be seen in Table 5.

**Table 5.** *Summary of the results of the correlation analysis between principal's managerial competence (x1) and teacher professionalism (y)*

Correlation	Correlation coefficient (r)	Coefficient of determination (r <sup>2</sup> )	Sig.
rx1y	0.314	0.099	0.002

The calculation results in Table 6 show that the correlation coefficient between the principal's managerial competence variable and the teacher professionalism variable is 0.314, and the coefficient of determination is 0.099. The principal's managerial competence on the teacher professionalism variable is 9.9%. This figure of 9.9% is obtained by the formula CD (coefficient of determination) =  $r^2 \times 100\%$ . It can be calculated that  $CD = 0.099 \times 100\% = 9.9\%$ . Thus, the principal's managerial competence significantly influences teacher professionalism by 9.9%.

The regression analysis is carried out to determine whether this relationship's form is predictive or not. The results of the regression analysis calculations obtained the regression  $\hat{Y} = 128.855 + 0.231 X_1$ . This equation was then tested for significance using the F test. The calculation results can be seen in Table 6.

**Table 6.** *Summary of the results of the regression analysis of the principal's managerial competence ( $x_1$ ) to the teacher professionalism ( $y$ )*

Source	Sum of squares	D	The average number of squares	F <sub>count</sub>	Sig.
Regression	2580.087	1	2580.087		
Residue	23535.345	93	253.068	10.195	.002 <sup>b</sup>
Total	26115.432	94			

In Table 7, the calculated F value is 10.195 with a  $p = 0.002 < \alpha = 0.05$ . It means that the regression  $\hat{Y} = 128.855 + 0.231 X_1$  is significant and can be used to predict teacher professionalism. Furthermore, a significant test of the regression coefficient was carried out. A summary of the analysis results can be seen in Table 7.

**Table 7.** *Summary of the results for the coefficient test  $x_1$  against  $y$*

Source	Coefficient	t	Sig.
Constanta	71.646	4.385	.000
Teacher workload	.429	3.193	.002

In Table 7, the t-value of the regression coefficient is 3.193, and the significance level is 0.002. It means that the regression coefficient of 0.231 is significant and can be used to predict teacher professionalism. The predictive power of the regression model found above is determined by a directional coefficient of 0.231. It means that every increase in the principal's managerial competence by one on the scale will affect teacher professionalism by 0.231. Meanwhile, the teacher professionalism score is already 128.855 on the scale without the managerial competence of the school principal. For example, suppose the principal's managerial competence score is 100 on the scale; then teacher professionalism can be predicted at  $128.855 + 0.231 \times 100 = 151.955$ .

Based on the results of the tests that have been carried out above, all of which are significant, the hypothesis that the managerial competence of school principals influences teacher professionalism can be accepted at the level of confidence, and the influence is 9.9%.

*The influence of the principal's supervision competence on teacher professionalism*

The second hypothesis tested in this research is that the supervisory competence of the school principal influences teacher professionalism. Simple correlation analysis was used to determine the influence of the principal's supervisory competence on teacher professionalism. According to the calculation results, the correlation coefficient for the principal's supervision competence is 0.431. The results of the correlation analysis of the school principal's supervision competence scores on teacher professionalism can be seen in Table 8.

**Table 8.** Summary of the results of the correlation analysis of the score of the principal's supervision competence ( $x_2$ ) with the teacher professionalism ( $Y$ )

Correlation	Correlation coefficient ( $r$ )	Coefficient of determination ( $r^2$ )	Sig.
(Ry2)	0.431	0.186	0.000

The calculation results in Table 9 show that the correlation coefficient between the principal's supervision competence variable and teacher professionalism is 0.431, and the coefficient of determination is 0.186. It means the principal's supervision competence on teacher professionalism is 18.6%. This figure of 18.6% was obtained by applying the formula CD (coefficient of determination) =  $r^2 \times 100\%$ . It can be calculated that  $CD = 0.186 \times 100\% = 18.6\%$ .

A simple regression analysis was carried out to determine whether there is a predictive relationship between the principal's supervisory competence and teacher professionalism. The regression  $\hat{Y} = 53.093 + 0.947X_2$ , the analysis results obtain  $X_2$ . This equation was then tested for significance. The calculation results can be seen in Table 9.

**Table 9.** Summary of the results of the regression analysis of the principal's supervision competence ( $x_2$ ) and teacher professionalism ( $y$ )

Source	Sum of Squares	Df	Average Number of Squares (FSR)	$F_{count}$	$\rho$
Regression	4847.494	1	4847.494	21.197	.000 <sup>b</sup>
Residue	21267.937	93	228.687		
Total	26115.432	94			

The calculation results in Table 9 above show that the calculated  $F = 21.197$  with  $0.000 < of = 0.05$ . It means that the regression  $\hat{Y} = 53.093 + 0.947X_2$ .

*The influence of the principal's managerial competence and supervision on teacher professionalism*

The third hypothesis tested in this research is that the managerial competence and supervision of the school principal influence teacher professionalism. Multiple correlation analyses were carried out to test this hypothesis. After analysis, it was obtained that the double correlation coefficient for managerial competence, supervisory competence, and teacher professionalism was 0.363. The results of calculating the double correlation between teacher competence, work motivation, and teacher professionalism can be seen in Table 10.

**Table 10.** *Summary of the results of the correlation analysis between the principal's managerial competence ( $x_1$ ) and the principal's supervision competence ( $x_2$ ) on teacher professionalism ( $y$ )*

Correlation	Correlation coefficient ( $r$ )	Coefficient of determination ( $r^2$ )	Sig.
Ry1.2	0.443	0.196	0.000

The calculation results in Table 10 show that the correlation coefficient ( $R_{y1.2}$ ) = 0.443 with  $= 0.000 < 0.05$ , and the coefficient of determination is 0.196. Managerial competence and principal supervision influence teacher professionalism by 19.6%. This figure of 19.6% was obtained by applying the formula CD (coefficient of determination) =  $r^2 \times 100\%$ . It can be calculated that  $CD = 0.196 \times 100\% = 19.6\%$ . Thus, the managerial competence and supervision of the school principal have a significant relationship with teacher professionalism.

A multiple regression analysis was carried out to determine the form of a predictive relationship between managerial competence and principal supervision on teacher professionalism, and the regression  $\hat{Y} = 43.754 + 0.163 X_1 + 0.808 X_2$  was obtained. The significance of this equation needs to be tested. A summary of the analysis results of testing the significance can be seen in Table 11.

**Table 11.** *Summary of regression analysis results between managerial competence ( $x_1$ ) and supervision competence ( $x_2$ ) on teacher professionalism ( $y$ )*

Source	Sum of squares	Df	Mean square	$F_{\text{count}}$	Sig.
Regression	5114.080	2	2557.040	11.202	0.000
Residue	21001.352	92	228.276		
Total	26115.432	94			

Table 11 shows that  $F_{\text{count}} = 11.202$  with  $= 0.000 < 0.05$ . It means that the regression  $\hat{Y} = 43.754 + 0.163 X_1 + 0.808 X_2$  is significant and can be used to predict teacher professionalism. Next, a significance test of the regression coefficient was carried out. A summary of the analysis results can be seen in Table 12.

**Table 12.** *Summary of results for the regression coefficient test of the principal's managerial competence (x1) and the principal's supervision competence (x2) on teacher professionalism (y)*

Source	Coefficient	T	Sig.
Constanta	43.754	2.481	0.015
Principal Managerial Competencies	0.163	1.081	0.283
Principal Supervision Competency	0.808	3.332	0.001

In Table 12, the t value of the regression coefficient for managerial competence is 1.081, and the significance level is 0.283, while the t regression coefficient for supervisory competence is 3.332, and the significance level is 0.001. It means that the regression coefficients of 0.163 and 0.808 are significant and can be used to predict teacher professionalism. The regression  $\hat{Y} = 43.754 + 0.163X_1 + 0.808X_2$ . It means that every increase in the principal's managerial competence (X1) by one scale will influence increasing the teacher professionalism (Y) by 0.163, and increasing the principal's supervisory competence (X2) by one scale will affect increasing the teacher professionalism value (Y) of 0.808. Previously, the value of teacher professionalism was constant, namely 43.754 on a scale without the influence of these two predictors. For example, it is known that the principal's managerial and supervision competence scores are each 100 on a scale. Furthermore, the teacher's professionalism score can be predicted to be  $43.754 + 0.163 \times 100 + 0.808 \times 100 = 140.854$ .

Based on the test results above, the influence of managerial competence and principal supervision on teacher professionalism and the influence of the principal's managerial competence (X1) on teacher professionalism (Y) is 9.9%. The supervision competence variable (X2) on the teacher professionalism variable (Y) is 18.6%; the principal's managerial competence variable (X1) and the principal's supervision competence (X2) is 19.6% on the teacher professionalism variable (Y). At the same time, the rest is determined by other factors not included in this research.

### Discussion

Based on the results of data analysis and the level of achievement of state high school civil servants teachers' in Koto Tangah District to the variables measured, the level of achievement of teachers' reactions to the principal's managerial competence is in the "good" category (86.35% of the ideal score), the principal's supervision competence variable is in the "good" category (87.55% of the ideal score), and the teacher professionalism variable is in the "good" category (82.37% of the ideal score). The data analysis and hypothesis testing results show that the three hypotheses tested by this research are acceptable. The results of the data analysis show that the managerial competence of school principals and the supervisory competence of school principals, both individually and collectively, have a significant influence and role in increasing the professionalism of state high school civil servant teachers in Koto Tangah District.

*The influence of school principal managerial competence on teacher professionalism*

The research results show that the managerial competence of school principals significantly affects teacher professionalism. With a significant value of  $0.000 < 0.050$ , this can be seen from the results of the  $t\text{-count} > t\text{-table}$  ( $3.193 > 1.661$ ) with a significance level of less than 0.05 ( $0.002 < 0.05$ ). Therefore,  $H_0$  is rejected, and  $H_a$  is accepted. Thus, the managerial competence of school principals has a positive and significant effect on the professionalism of state high school civil servant teachers in the Koto Tengah District.

The descriptive analysis results show that the managerial competence of the school principal is in a good category, with the highest indicator (88.05%) found in the indicator of planning school programs. This indicates that the school principal has shown very good and effective performance in preparing strategic programs and by school needs. The high percentage of this indicator reflects the school principal's ability to identify needs, set priorities, and design appropriate steps to achieve the educational goals that have been set. Apart from that, this also shows that the school principal has a clear vision and the ability to organize resources efficiently to support the implementation of school programs. Success in planning this school program can also be an indication that the school principal can collaborate with various stakeholders, such as teachers, administrative staff, students, and parents, to ensure that the designed program can be implemented well and have a positive impact on the quality of education in the school.

Furthermore, the score with the lowest level of achievement (79.25%) indicates managing the school management information system in the sufficient category. The results of descriptive statistics show that it is in the low category, so the principal of the state high school in Koto Tengah District is expected to improve and increase his ability to manage the school management information system. Even though the lowest score reflects performance that is not optimal, understanding and mastery of the information system is a crucial aspect of the efficiency and effectiveness of school management. Thus, principals at state high schools in Koto Tengah District need to pay attention and develop their skills to improve the quality of education in their schools. Ugur and Koç (2020) suggested that school principals must appropriately utilize educational management information systems to improve quality. This information system can make it easier for school principals to examine data related to decision-making.

Meanwhile, the overall achievement of the principal's managerial competence score is 86.35% in the good category. It means that the principal's managerial competence has been implemented well in planning school programs, supervising and evaluating, implementing leadership, and managing the school driver's license.

*The influence of principal supervision competence on teacher professionalism*

The results of the research show that the supervisory competence of school principals has a significant effect on teacher professionalism. With a significant value of  $0.000 < 0.050$ , this can be seen from the results obtained  $t\text{-count} > t\text{-table}$  ( $4.604 > 1.661$ ) with a significance

level smaller than 0.05 ( $0.000 < 0.05$ ). Therefore,  $H_02$  is rejected, and  $H_{a2}$  is accepted. Thus, the supervisory competence of school principals has a positive and significant effect on the professionalism of state high school civil servant teachers in Koto Tengah District.

The results of the descriptive analysis show that the principal's supervision competence is in a good category with an average score of 87.55%; this indicates that the principal's supervision competence is in planning teacher supervision programs, implementation, follow-up supervision results, supervision evaluation, and planning as well as follow-up. Evaluation results and reporting on the implementation of supervision went well. Meanwhile, if we look at each research indicator, the highest indicator is in planning the teacher supervision program, which is in the good category (89.4%). This shows that the principal's ability to plan the teacher supervision program is good, in identifying needs and designing strategies to improve teachers' performance in schools. Planning an effective teacher supervision program requires a deep understanding of individual teacher needs, as well as the ability to design supervision activities that are relevant and beneficial. A high score on this indicator indicates that the principal may have used various research and analysis methods to identify areas where teachers need help and then planned a supervision program that meets those needs.

The management theory that is relevant here is management planning theory, which emphasizes the importance of planning carefully as the first step in achieving organizational goals. In this context, the principal's ability to prepare a good teacher supervision program for school management planning reflects management planning skills that have helped improve school teaching and learning quality. Thus, a high score in the indicator of planning a teacher supervision program shows that the principal at state high school Koto Tengah District has succeeded in developing an effective strategy to improve teachers' performance in their school.

Meanwhile, the indicator with the lowest achievement is the indicator for following up on the results of supervision of teachers in the good category (84.68%). With the statistical results obtained, it was found that it is also essential for school principals to continue to learn how to follow up on the results of supervision that have been carried out so that the supervision program implemented runs effectively and efficiently and provides feedback to teachers who have been supervised.

### ***The influence of managerial competence and principal supervision on teacher professionalism***

The research results show that the school principal's managerial competence and supervision significantly affect teacher professionalism. With a significant value of  $0.000 < 0.050$ , this can be seen from the results of  $t\text{-count} > t\text{-table}$  ( $6.377 > 1.661$ ) with a significance level of less than 0.05 ( $0.000 < 0.05$ ). Therefore,  $H_03$  is rejected, and  $H_{a3}$  is accepted. Thus, the managerial competence and supervision of school principals positively and significantly affect the professionalism of state high school civil servant teachers in Koto Tengah District.

The results of the descriptive analysis of teacher professionalism indicators show that the highest average percentage of personality competence indicators is (85.9%) in the good category, meaning that state high school civil servant teachers in Koto Tengah District have demonstrated high professionalism in terms of personality. This reflects that the teachers have stable personalities, trustworthiness, honesty, and good work ethics. This success also indicates

that the teacher can be a role model for students, is highly committed to the task, and can build positive relationships with students and colleagues. Thus, the personality competence of teachers at state high schools in Koto Tengah District has met the expected standards in creating a conducive educational environment and supporting an effective learning process.

The lowest percentage of teacher professionalism indicators is pedagogical competence, namely 79.45%, which is in the sufficient category, meaning that state high school civil servant teachers in Koto Tengah District need to improve their abilities in the pedagogical aspect. This includes improvements in lesson planning and implementation, effective teaching methods and strategies, and a deeper understanding of the curriculum and student learning needs. Teachers must also strengthen their abilities to evaluate and assess student learning outcomes more effectively and develop strategies to support differentiated learning. This effort can be made through professional training, workshops, and continuous self-development to ensure they meet the expected pedagogical standards and provide students with quality education.

The supervisory competence of the principal also influences teacher professionalism because adequate supervision from the principal can improve the quality of teaching and teacher performance. Principal supervision competencies include observing, evaluating, and providing constructive feedback to teachers regarding their teaching practices. Principals competent in supervision can identify strengths and weaknesses in teachers' teaching methods and provide concrete suggestions for improvement. Through systematic classroom observations and assessments, principals can ensure that teaching standards are met and support teachers in achieving desired learning goals. It aligns with research by [Marsidin and Ramli \(2019\)](#), which suggests that the solution to the problem of school principal's supervision competence is to conduct workshops and technical guidance on supervision competency, thereby producing school principals who understand the principles and techniques of supervision so that they can develop and guide teachers. With technical guidance, they can train. The principal creates a supervision program and supervision guidelines.

Additionally, principals with good supervision skills can facilitate reflective and collaborative discussions among teachers, encouraging them to share best practices and teaching strategies. It enhances teachers' skills and promotes collegial professional culture in schools. Effective supervision also includes coaching and mentoring, where the principal acts as a guide who helps teachers develop their professional competencies. Principals can help teachers feel more confident and motivated in their duties by providing ongoing support and encouragement for self-improvement.

Furthermore, the principal's supervisory competence creates a reflective learning environment and is oriented toward continuous improvement. Teachers who receive appropriate guidance and evaluation will be better able to develop innovative teaching methods responsive to student needs, ultimately improving student learning outcomes. Thus, the supervisory competence of school principals is a key factor in supporting and developing teacher professionalism, which positively impacts the overall quality of education.

## **Conclusion**

The following are the conclusions of the research results based on the results of research and discussion in Chapter IV:

- The research results show that the managerial competence of school principals significantly affects teacher professionalism. It can be seen from the results of  $t\text{-count} > t\text{-table}$  ( $3.193 > 1.661$ ) with a significance level of less than 0.05 ( $0.002 < 0.05$ ). Therefore,  $H_01$  is rejected, and  $H_{a1}$  is accepted. It shows that the better the managerial competence of the school principal is demonstrated, the more professionalism of state high school teachers in the Koto Tengah District will increase.
- The research results show that the supervisory competence of school principals significantly affects teacher professionalism. It can be seen from the results of  $t\text{-count} > t\text{-table}$  ( $4.604 > 1.661$ ) with a significance level of less than 0.05 ( $0.000 < 0.05$ ). Therefore,  $H_02$  is rejected, and  $H_{a2}$  is accepted. It shows that the supervisory competence of the school principal is higher than the professionalism of state high school teachers in the Koto Tengah District.

The research results show that the school principal's managerial competence and supervision significantly affect teacher professionalism. It can be seen from the results of  $t\text{-count} > t\text{-table}$  ( $6.377 > 1.661$ ) with a significance level of less than 0.05 ( $0.000 < 0.05$ ). Therefore,  $H_03$  is rejected, and  $H_{a3}$  is accepted. It shows that better managerial competence and supervision of school principals cause an increase in the professionalism of State High School teachers in the Koto Tengah District.

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