

Principal Leadership and Supervision as Predictors of Teacher Professional Competency: An Empirical Analysis

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Abstract: Improving teacher professional competency is a key factor in enhancing the quality of education, and it can be influenced by the leadership and supervisory practices of school principals. This study aims to examine the influence of principal leadership and principal supervision on the professional competence of teachers at SD Muhammadiyah Seberang Ulu 1 Palembang. The research employed a quantitative descriptive approach. The population consisted of all 48 teachers at Muhammadiyah Elementary Schools in Seberang Ulu Palembang, and a saturated sampling technique was used due to the limited population size. Data were collected through validated questionnaires and analyzed using multiple linear regression with SPSS Version 25.0. The findings revealed that: (1) principal leadership has a significant positive influence on teacher professional competence, (2) principal supervision also significantly influences teacher professional competence, and (3) both variables together significantly contribute to teacher professional competency development. The study concludes that effective leadership and supervision by principals are critical predictors of teacher professionalism. This research contributes to the body of knowledge on educational leadership and supports policy and training programs aimed at strengthening school management practices to foster teacher development.

Keywords: Leadership; Competence; Professional; Supervision.

INTRODUCTION

Competency is the key in assessing professional teacher performance, there are 4 demands for teacher competence that are of concern to be developed, namely pedagogical competence, professional competence, personality competence and social competence (Sugeng & Murniati, 2022). In particular, professional competence is highlighted in this research study on teachers at SD Muhammadiyah Seberang Ulu 1 Palembang. Reviewing the study of Minister of National Education Regulation Number 16 of 2007 that teachers must have professional competence in (a) master the material, structure, concepts and scientific mindset that support the subjects being taught; (b) master the competency standards and basic competencies of the subject/development area being taught; (c) developing learning materials taught creatively; (d) develop professionalism continuously by carrying out reflective actions; and (e) utilize information and communication technology to communicate and develop oneself. (Ningsih et al, 2020) also revealed that teachers' professional competence in order to improve the quality of learning can be measured from four abilities, namely: 1) able to plan teaching and learning programs, 2) able to carry out and lead or manage the teaching and learning process, 3) assess the progress of the teaching and learning process 4) be able to master the learning material according to the field of study held.

However, in fact, what can still be found in real practice in the field is that the level of mastery of teachers' professional competencies is still not optimal. The results of observations with teachers at SD Muhammadiyah Seberang Ulu 1 Palembang showed that there were several teachers who were included in the category of mastering professional competence, However, there are still teachers whose professional competence is not optimal. Based on the recapitulation of the results of the principal's supervision, the teacher's ability to master the subject matter taught is still in the low category. Especially in conveying lesson material from time to time there has been no change. Information transformation is a learning process, especially the delivery of learning material by teachers to students through certain media, so that the messages in the learning material can be well received by students (Ria Diana, 2021).

Transformation of subject matter as a process must continue to develop and requires active involvement from teachers, to ensure that teachers remain able to prepare students to face a dynamic future. According to (Russamsi et al., 2020) the quality of teacher performance greatly influences the quality of educational outcomes. Teachers spend the most time meeting with students in the learning process at school institutions. Teachers are an important component in the learning process who play a role in efforts to form potential

human resources in the field of development. This means that education is the main foundation in the process of developing quality human resources. Through providing the necessary knowledge, skills, character, ethics, education ensures that individuals are ready to face the challenges of the modern world and are able to contribute positively to society. Investment in education is an investment that can bring prosperity to all communities, especially students.

Republic of Indonesia Law no. 14 of 2005 emphasizes that teachers as professional educators have the main task of being educators, teachers, mentors, directors, trainers and assessors or evaluating students at the early, primary and secondary levels, both general and vocational. When examined from the perspective of this law, it is very clear that teachers as educators play a very important role in the world of education. It can be confirmed that the success of education to achieve learning goals requires a professional teacher, which can be seen through their performance achievements at the institutional and instructional levels (Mukti et al, 2022). To become a professional teacher, there are several teacher competencies that must be fulfilled as a professional teacher, among others, having a certificate as an educator and having professional responsibility for his profession, mastery of learning material with a variety of learning strategies that are appropriate to the characteristics of the learning material and student characteristics so as to foster student learning motivation (Ria Diana, 2021). Teachers who are able to master learning material well will generally be followed by the ability to master a variety of more interesting learning strategies so as to foster student learning motivation (Ivan F.Q, 2020).

The role of teachers in improving the quality of learning is so important. (Agus, 2022) emphasized that teachers are a central factor in the learning system, especially in schools. A similar thing was expressed by (Raimah & Kamaruddin, 2022) which can be used as a benchmark for school success is teacher performance in teaching, because it can have a direct impact on the quality of the school and its graduates. So various concrete efforts are needed from school principals, especially in improving the quality of learning through teacher performance. (Starlinsky et al, 2022) also explain that a teacher's success is greatly influenced by the participation of a school principal. One way that school principals can do this is by implementing an effective performance monitoring and supervision system, which is one of the principal's duties towards teachers (Rambe et al, 2021). In line with the opinion of (Ndoen & Manurung, 2021), the education system places teachers as an important component in a school organization, both as input, process and output. It can be concluded that teachers are an important aspect for educational institutions in achieving quality education goals.

According to Fitriyani, there are five minimum basic abilities that must be mastered by school principals. These five abilities are interdependent and related, the dimensions of these abilities include: 1) educational capabilities; is the ability in educational leadership such as being able to formulate and communicate the school's vision and mission clearly, able to make the right decisions based on data, able to lead curriculum development, teaching methods, and evaluation to improve the quality of learning, able to manage human resources, able to identify staff training needs and provide professional development programs, So educational leadership is a very important ability to ensure that school principals can carry out their duties well, create an optimal learning environment, so that optimal educational results can be achieved. 2) personal capabilities includes the principal's abilities related to skills and personal characteristics as an effective school management leader. then plays an important role in creating a positive and productive learning environment. 3) relational capabilities is the ability to involve interaction skills to build positive relationships with various stakeholders in the school environment, including teachers, students, staff, parents, the community at large. So that school principals can create a more harmonious, collaborative and productive learning environment to support the school's academic success. 4) intellectual capabilities, This ability is the key to success in leading a school, This ability includes aspects: critical thinking, analysis, and problem solving. By having strong intellectual abilities, a school principal is able to lead well, create a positive learning environment, and achieve educational goals according to planning. 5) organizational capabilities; This ability includes several aspects, such as critical thinking, analysis, and problem solving. School principals have strong intellectual abilities who can lead effectively, create a positive learning environment, and achieve the desired educational goals (Fitriyani et al, 2022).

Apart from the five abilities above, School principals must have strategic and mission capabilities to know the steps and ways to achieve the operational targets of an educational institution by building commitment, connecting the right strategy and mission (Maharani et al., 2023). so the principal understands deeply about the school's mission such as the long-term goals the school wants to achieve, able to convey this mission to all school members including teachers, staff, students and parents. Then be able to analyze the internal and external environment, be able to manage resources effectively. According to (Nabila & Haq, 2021) success in developing professional teachers is largely determined by the skills and abilities of the principal as a leader as a supervisor in the school, such as managerial skills, especially in strategic planning and resource management, as well as instructional supervision skills such as skills in classroom observation, evaluate the curriculum and professional development in

the form of motivating and facilitating training, teacher professional development to increase competency. (Moulina, 2022) believes that school principals as supervisors are able to realize their abilities in preparing and implementing educational supervision programs, and utilize the results. The conclusion is that school principals are expected to be able to act as supervisors effectively and contribute to improving the quality of education in schools.

The principal's role as supervisor is to observe, supervise, guide and stimulate activities carried out by other people with the aim of improving the learning process (Dimara, 2023). According to (Kusmei et al, 2021) the principal's duties are supervision, especially academic supervision, namely a) can raise enthusiasm and stimulate teachers and school staff to carry out their duties well; b) trying to provide and complete the school's needs for the smooth running of the teaching and learning process; c) together teachers strive to develop, search for and use new methods and media in the teaching and learning process; d) fostering harmonious cooperation between teachers, students and school staff; e) trying to improve the quality and knowledge of teachers and school staff, through training to increase the professionalism of teaching staff. This means that supervision aims to improve the teaching and learning process. According to (Jecson Palinata et al., 2023) supervision activities need to be carried out routinely and clearly programmed, because supervision is a coaching activity that is planned to help teachers and other staff carry out their work effectively and efficiently.

The capacity of the principal as the highest leader in the school can reflect leadership behavior that is able to provide assistance to educators and education staff in an effort to increase their competence, this assistance is a form of ability to carry out academic supervision (M. Wibi A, 2022). The principal as the academic supervisor at the school is a leader who is responsible for coordinating all teaching programs. Have the ability to raise enthusiasm and stimulate and motivate teachers and staff to carry out their duties effectively, looking for methods in carrying out teaching and learning activities and increasing the knowledge and skills of teachers and school staff to become more competent regarding their respective duties (Kurniawati, 2024). Based on the description above, So the author concludes that efforts are needed to study the influence of Principal Leadership and Principal Supervision on the Professional Competence of Teachers at Muhammadiyah Seberang Ulu 1 Elementary School, Palembang. This research can contribute directly to the development of science, especially in the field of leadership of school principals as managers or educational administrators.

RESEARCH METHODOLOGY

According to (Nana D, 2018) Research methods are a scientific way to obtain data with specific purposes and uses. The research method used is descriptive quantitative. According to (Sari et al, 2022) Quantitative descriptive research analysis is used to analyze data by describing or illustrating the collected data as it is without intending to make general conclusions or generalizations. Furthermore (Sugiono, 2020) believes that quantitative descriptive research analysis is a way of analyzing by describing or describing. In this research the author used a quantitative descriptive method which is explanatory in nature. namely highlighting the influence between research variables and testing hypotheses that have been previously formulated. The aim of this quantitative research is to determine the influence between variables. This research aims to examine the influence of school principal leadership (variable X1) on Teacher Professional Competence (variable Y), the influence of principal supervision (variable X2) on Teacher Professional Competence (variable Y) as well as the influence of the principal's leadership (variable X1) and School Supervision (variable X2) together on the professional competence of teachers at SD Muhammadiyah Seberang Ulu Palembang (variable Y). The sample in this study used a saturated sample because the population was less than 100 people. So the total number of samples is taken. According to Sugiono (2019) Saturated sampling is a sampling technique when the entire population is used as a sample, So the sample in this study was 46 teachers at SD Muhammadiyah Seberang Ulu1 Palembang.

RESULTS AND DISCUSSION

Hypothesis testing was carried out to find out whether there was an influence between the principal leadership variables (X1) with the variable teacher professional competence (Y), principal supervision variable (X2) with teacher professional competence variable (Y), and is there a simultaneous influence between the independent variables (X1), (X2), and the dependent variable (Y).

1. The influence of the principal's leadership on the professional competence of teachers at SD Muhammadiyah Seberang Ulu 1 Palembang

Based on the SPSS output results in the table below, you can see the tcount value is 7,389 and the t table value is 1,680 which means the value 7,389 > 1,680 which means the null hypothesis is rejected because the significance value of 0.000 is less than the significance level $\alpha=0.05$ which shows that the t calculation results are in the Ho rejection area, Thus, the alternative hypothesis

is accepted, which means that there is an influence of the Principal's leadership on the Professional Competence of Teachers at SD Muhammadiyah Seberang Ulu 1 Palembang.

T Test Table
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	.052	.284		1.216	.231
Principal's leadership	.242	.120	.361	7.389	.000
Principal Supervision	.503	.052	.401	9.007	.000

a. Dependent Variable: Professional Competence of Teachers

The findings above are in accordance with the theory put forward by (Susana et al., 2022) that school principals as leaders need to improve teachers' professional competence with their managerial skills. The leadership of the school principal has a very significant role in developing and improving the professional competence of teachers, such as implementing the leadership abilities of school principals towards teacher professional competence in the form of Continuous Professional Improvement. This means that the principal encourages teachers to be involved in continuous professional development through training, workshops, seminars and other relevant activities in order to update the latest educational practice skills in accordance with IT developments.

2. The Influence of Principal Supervision on Teacher Professional Competence at SD Muhammadiyah Seberang Ulu 1 Palembang

Based on the SPSS output results in the table above, you can see the tcount value is 9,007 and the t table value is 1,680, which means the value is $9,007 > 1,680$ which means the null hypothesis is rejected because the significance value of 0.000 is less than the significance level $\alpha=0.05$ which shows that the t calculation results are in the Ho rejection area. Thus, the alternative hypothesis is accepted, which means that there is an influence of Principal Supervision on Teacher Professional Competence at SD Muhammadiyah Seberang Ulu 1 Palembang.

Effective supervision from school principals can improve teachers' professional competence in various ways such as; Improving Teaching Skills, with the form of Class Observation activities: where the principal can conduct classroom observations to provide constructive feedback to teachers, and this

observation helps teachers find out areas that need improvement. Then Guidance: where the principal who acts as a mentor can provide practical guidance and suggestions to improve teaching methods and many other ways (Saman & Hasanah, 2024). Overall, principal supervision plays a key role in developing teacher professional competence (Yusrini et al., 2023). With the right approach, school principals can help teachers reach their full potential, which will ultimately have a positive impact on the quality of education in schools (Siahaan, 2022).

F Test Table
ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	38.233	2	54.116	9.007	.000 ^a
Residual	37.571	43	.178		
Total	76.804	45			

a. Predictors: (Constant), Principals Supervision, Principal Supervision

b. Dependent Variable: Teacher Professional Competence

3. The simultaneous influence of the principal's leadership and the principal's supervision on the professional competence of teachers at SD Muhammadiyah Seberang Ulu 1 Palembang.

Based on the spss output results in the table above, it can be seen that the calculated F value is 9.007 and the F table value is 3.20, which means the value is $9.007 > 3.20$ which means the null hypothesis is rejected because the sig value is $0.000 < 0.05$ So simultaneously there is a joint influence between the principal's leadership and the principal's supervision on the professional competence of teachers at SD Muhammadiyah Seberang Ulu 1 Palembang.

The principal's leadership and supervision have a significant influence on teacher professional competence (Wahyuni et al., 2022). (Wahyuni et al., 2022). These two aspects are complementary and important in creating an educational environment that is conducive to teacher professional development. According to (Saddi, 2021) Effective principal leadership can create a conducive learning environment and motivate teachers to improve teacher professional competence, especially school principals who have a clear vision and mission can provide clear direction for teachers and motivate them to achieve common goals, School principals who are able to make appropriate and fair decisions so that they can increase teacher confidence and create a positive work atmosphere, School principals who are able to make appropriate and fair decisions so that they can increase teacher confidence and create a positive work

atmosphere, school principals who are role models in terms of professionalism and work ethics thereby inspiring teachers to improve their competence (Ndoen & Manurung, 2021).

The supervisory role carried out by school principals is very important in teacher professional development efforts (Kusmei et al., 2021). There are several ways for principal supervision to improve teacher professional competence through classroom observations, principals can provide constructive feedback to teachers regarding their teaching methods, through mentoring and coaching programs, Principals can guide teachers in overcoming professional challenges and achieving their development goals (Hapizoh, 2020).

It can be concluded that effective leadership and supervision from the school principal has a significant influence on teacher professional competence, Teacher professional competence includes various aspects such as pedagogical knowledge, teaching skills, classroom management, and ability to use educational technology. School principals who are able to lead well and provide constructive supervision can create a positive learning environment and support teacher professional development, which will ultimately have an impact on improving the quality of education in the school.

CONCLUSION

The results of the research that has been carried out can be concluded that there is an influence of the principal's leadership on the Professional Competence of Teachers at SD Muhammadiyah Seberang Ulu 1 Palembang. This is because the closeness of the correlation relationship is positive; There is an influence of Principal Supervision on Teacher Professional Competence at SD Muhammadiyah Seberang Ulu 1 Palembang. This is proven by the closeness of the correlation relationship which is very positive; then simultaneously there is a joint influence between the principal's leadership and the principal's supervision on the professional competence of teachers at SD Muhammadiyah Seberang Ulu 1 Palembang.

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