

The Impact of Principal's Leadership Style and Academic Supervision on the Teachers' Professionalism

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Abstract: This study determines the influence of the principal's leadership style and academic supervision on teachers' professionalism partially and simultaneously at SD Negeri Kecamatan Ilir Barat I. The approach used is quantitative with a descriptive method. The population consists of 390 civil servant teachers and principals, with 129 teachers selected as the sample using proportional stratified random sampling. Data were collected through questionnaires, observations, and documentation. Data analysis includes tests for validity, reliability, normality, multicollinearity, and heteroscedasticity, followed by multiple linear regression, t-test, F-test, and coefficient of determination (R^2). The results showed that 1) the principal's leadership style has a positive and significant influence on teacher professionalism, 2) academic supervision has a positive and significant influence on teacher professionalism, and 3) both variables simultaneously have a significant influence on teacher professionalism. These findings emphasize the importance of effective leadership and high-quality academic supervision in enhancing teacher professionalism and the quality of basic education.

Keywords: Academic Supervision, Elementary School, Leadership Style, Teacher's Professionalism

A. Introduction

Education is the main foundation in the development of a nation (Sanga & Wangdra, 2023). In this case, schools become important institutions tasked with producing a young generation who are not only intellectually intelligent but also emotionally and morally mature. As the spearhead of education, schools are highly dependent on the existence of quality teachers. Professional teachers not only transfer knowledge but also become inspirators, facilitators, and motivators for students (Sari, 2019; R. A. Siregar et al., 2022). Teacher professionalism includes the ability to continue learning and adapting, creating a pleasant learning atmosphere, and implementing approaches that are appropriate to students' needs (Gultom, 2020). However, teacher professionalism does not just appear. Various supports are needed, one of which is from the principal as the leader of the educational organization. The principal plays an important role in building a conducive school culture, encouraging innovation, and

providing clear direction to teachers and staff (Suwarni, 2022). In this context, the principal's leadership style is a factor that greatly determines the success of school management. The leadership style applied can affect the motivation, work enthusiasm, and overall quality of teacher performance (Nur Efendi & Muh Ibnu Sholeh, 2023).

The principal's leadership style has many forms, ranging from transformational and transactional to democratic and authoritarian leadership (Winarsih, 2018). Principals with a transformational leadership style, for example, try to inspire teachers to achieve their best potential. This style is characterized by providing motivation, recognition of teacher work results, and empowerment in decision-making (Ambawani et al., 2024; Anwar et al., 2022). On the other hand, principals who use an authoritarian leadership style tend to enforce rules without involving teachers in discussions. As a consequence, teachers' motivation to develop can decrease, which ultimately has an impact on their professionalism. In addition to leadership style, academic supervision is also a strategic instrument in improving teacher professionalism. Academic supervision is a series of activities carried out by the principal to guide, evaluate, and provide feedback to teachers in carrying out their academic tasks (Nisa' et al., 2021). Through supervision, the principal can help teachers identify weaknesses in the learning process, provide solutions to problems, and strengthen the positive aspects that teachers have carried out (Saihu, 2020; Werong et al., 2024). However, in its implementation, academic supervision often faces challenges. Supervision that is carried out formally or only oriented towards administration often does not have a significant impact on the development of teacher professionalism. On the other hand, supervision carried out with a participatory and collaborative approach is able to create a work atmosphere that supports lifelong learning (Lakkala et al., 2021). Ideal supervision is supervision that not only focuses on evaluation but also acts as a means of coaching for teachers to continue to improve their competence (Lorensius et al., 2022). In the Ilir Barat I District, Palembang City, public elementary schools face various challenges in efforts to improve the quality of education. This district has a fairly large number of public elementary schools with diverse characteristics in terms of human resources, facilities, and socio-economic backgrounds of students (Cahaya et al., 2024). Teachers who teach in this area are expected to be able to present meaningful, relevant learning that is oriented towards achieving student competence. However, the reality shows that the level of teacher professionalism in several schools is still not optimal.

Some teachers still have difficulty adapting learning technology, implementing innovative approaches, and managing classes effectively. These challenges are often caused by a lack of systematic coaching, limited support from the principal, or minimal academic supervision oriented towards developing teacher competencies. In fact, to answer the challenges of education in the global era, teachers are required to continue to innovate and commit to their profession (Noviandari, 2024). The principal as an educational leader is expected to be able to provide solutions to these problems.

A flexible and adaptive leadership style is needed to deal with the various characteristics of teachers (McKimm et al., 2023). On the other hand, academic supervision must be carried out in a planned, directed, and sustainable manner in order to have a real impact on teacher professionalism. The integration of effective leadership and quality supervision is the main key to creating a work environment that supports improving the quality of education in elementary schools (Usman et al., 2023).

Previous studies have shown a close relationship between the principal's leadership style, academic supervision, and teacher professionalism. For example, principals with a transformational leadership style have been shown to be able to increase teacher work motivation, which ultimately has a positive impact on their professionalism. Likewise, academic supervision that is carried out in a quality manner can improve teacher pedagogical competence (Prastania & Sanoto, 2021). However, research in this area is still limited, especially those that specifically examine the influence of the principal's leadership style and academic supervision on teacher professionalism at the elementary school level, especially in Ilir Barat I District. This research is not only relevant to answer empirical needs in the field but also provides an important contribution in the context of implementing education policies. Currently, the government is encouraging the implementation of the Merdeka Curriculum, which requires teachers to be more creative and innovative in organizing learning. In this curriculum, the role of teachers as learning facilitators is very central (Kusumawati & Umam, 2025). Therefore, teacher professionalism must continue to be improved, one of which can be achieved through the support of principal leadership and effective academic supervision.

In addition, this study is also expected to provide practical recommendations for principals and related parties in efforts to improve teacher professionalism. By understanding the influence of the principal's leadership style and academic supervision on teacher professionalism, principals can design leadership strategies and supervision programs that are more focused and have a real impact (Warman et al., 2021). The results of this study can also be used as a consideration for local governments in formulating policies that support the development of teacher professionalism in their areas. Based on the explanation above, this study aims to analyze the influence of the principal's leadership style and academic supervision on the professionalism of public elementary school teachers in Ilir Barat I District. This study not only contributes to the development of educational theory but is also expected to provide practical solutions to improve the quality of education at the elementary school level.

B. Methods

This study was conducted at SD Negeri Ilir Barat I District from December 2024 to March 2025. The research method used in this study is quantitative. The quantitative

approach was chosen because this study aims to measure the influence of the principal's leadership style and academic supervision on teacher professionalism at SD Negeri Ilir Barat I District. This research is descriptive; this descriptive quantitative method aims to determine whether there is a significant influence between the principal's leadership style and academic supervision on teacher professionalism. This study assumes that both independent variables influence teacher professionalism, which in turn affects the quality of education in elementary schools. The population in this study refers to all objects or subjects that are sources of information and the basis for drawing conclusions. According to Sugiyono (2022), population is a generalization area consisting of objects or subjects from which conclusions can be drawn in research. Meanwhile, according to Arikunto (2021), population is all objects in research that are sources of data and information in the field. Therefore, in this study, the population includes all ASN teachers and principals in SD Negeri Kecamatan Ilir Barat I.

The population of this study consists of all ASN teachers and principals in SD Negeri Kecamatan Ilir Barat I, both those involved in academic supervision and those who are not. These teachers and principals are considered the main informants who provide perceptions and views related to the leadership style and academic supervision applied in their schools. The population in this study was 29 public elementary schools in Kecamatan Ilir Barat I, with a total number of ASN teachers and principals of 390 people. These schools are grouped into three categories based on accreditation. This study uses the proportional stratified random sampling technique to determine the sample. This technique was chosen because the study population has heterogeneous characteristics, namely schools that differ based on accreditation categories (A, B, and C). By using this technique, it is expected that each category of school can be represented proportionally in the sample, according to its number in the population.

The first step in the proportional stratified random sampling technique is to determine the strata in the population. In this study, strata are determined based on the school's accreditation status, because accreditation status is considered to reflect managerial quality, supervision implementation, and educational quality standards in schools. The second step is to calculate the number of samples from each stratum proportionally. Based on a total of 29 schools and a total sample target of 10 schools, the number of samples in each stratum is calculated using the strata sample size formula. The third step is to randomly select schools from each stratum. The final sample consists of 10 schools, which, when added together, involve 129 teachers and principals.

In this study, to obtain valid and relevant data related to the influence of the principal's leadership style, academic supervision, and teacher professionalism, several data collection techniques will be used. The techniques chosen in this study are questionnaires, observation, and documentation. Each of these techniques will be

used to explore data related to the variables studied. Validity testing is used to measure the validity of a questionnaire. Before being tested, the questionnaire instrument was first validated by an expert to ensure the accuracy of the wording and the suitability of the substance of the statement with the indicators studied. This validation aims to obtain clear and precise sentences for each statement item so that the measurement results can reflect the actual conditions. After validation by experts, the questionnaire instrument was then tested on 35 teachers at SD Negeri 60 Palembang who were not included in the main research sample. The purpose of this trial was to determine the empirical validity of each question item before being widely used in research. The reliability test used in this study was the Cronbach's alpha method. Statistical hypotheses are used in quantitative research to test assumptions or predictions about the relationship between the variables studied. In this study, the hypothesis was formulated to identify the influence of the principal's leadership style and academic supervision on teacher professionalism.

C. Results and Discussion

The Influence of the Principal's Leadership Style on Teacher Professionalism

Based on the results of multiple linear regression analysis, it was obtained that the leadership style variable has a regression coefficient of 0.321 and a significance value of 0.000. The significance value is smaller than 0.05, which means that there is a significant influence between the principal's leadership style and teacher professionalism at SD Negeri Kecamatan Ilir Barat I. The t-count value of 3.954 is also greater than the t-table, which shows that partially the leadership style contributes significantly to increasing teacher professionalism. These results indicate that the leadership style applied by the principal is very important in shaping the attitudes and professional behavior of teachers. Visionary, participatory, and communicative leadership can create a conducive work environment and support the development of teacher competence. This is in line with the theory of educational leadership, which emphasizes that effective leaders can inspire and motivate their subordinates to achieve higher work standards, including in terms of professionalism.

These results are in line with the findings of the questionnaire on the academic supervision variable, which shows that the academic supervision process is running very well. This can be seen from the average score (mean) of academic supervision, which reached 4.57, with a median value of 4.62 and a mode of 4.92. Most supervision indicators have a mean score above 4.50; some indicators even have a maximum value of 5.00 and a high minimum score (not less than 3). For example, the indicator "Supervision objectives can be achieved within the specified time" has a mean value of 4.81, and "Supervision objectives are formulated clearly and specifically" has a mean of 4.71, which indicates that teachers feel the clarity and appropriateness of objectives in supervision activities. The implementation and feedback aspects show very good scores, such as the indicators "Supervision provides benefits in developing

teacher competencies” (mean 4.73) and “The feedback given is constructive and supports improvement” (mean 4.57). This shows that the principal’s leadership is not only seen in formal decisions but is also reflected in the implementation of effective, open, and collaborative supervision. SAn important factor that also influences teacher performance is leadership style, namely the way a leader influences the behavior of subordinates to work productively to achieve organizational goals. According to Tintoré et al. (2022), to answer various problems faced in schools, leadership style patterns are one of the choices for principals to lead and develop quality schools.

Leadership style is one of the important factors that influence the effectiveness and quality of education in schools (Kalkan et al., 2020). Principals who are visionary, inspiring, and empowering to teachers tend to create a conducive learning environment and motivate teachers to improve their professionalism. Conversely, an autocratic leadership style, which tends to be centralistic and less involving of teacher participation, can cause dissatisfaction and decrease performance. This finding is in line with Saputra (2021), which states that leadership is a process that influences organizational activities to achieve common goals. In the context of education, leadership cannot be separated from the process of organizing education because it has a very important role in directing, managing, and encouraging the involvement of all parties in realizing educational goals. Dai et al. (2025) explains that the role of leadership includes interpersonal, informational, spokesperson, and decision-making roles. Therefore, principals who carry out these functions effectively will be able to build teacher professionalism through a healthy and collaborative work climate. Furthermore, the theory of participatory leadership style also strengthens this finding. Participatory leadership involves subordinates in decision-making and encourages the exchange of ideas in solving problems (Wang et al., 2022).

Sahito & Vaisanen (2020) assert that this style improves the quality of decisions, job satisfaction, and teacher capacity development. This is evident from the academic supervision questionnaire data, where most teachers gave high scores to the indicators of participation, objectivity, and clarity in the implementation of supervision. For example, the indicator “Preparation of supervision plans involving all stakeholders” has a mean value of 4.47, and the indicator “Supervision objectives are in accordance with learning needs” has a mean of 4.69. In addition, indicators such as “Supervision provides benefits in developing teacher competence” (mean 4.73) and “Constructive feedback” (mean 4.57) show that participatory leadership practices have a real impact on creating supervision that is not only administrative but also supports teacher professional development. The involvement of teachers in the planning and implementation of supervision reflects a leadership approach that is not authoritarian but collaborative and empowering. The results of this study are in line with the research.

The results of the study by Rina & Setiawan (2020) in a study entitled “The Effectiveness of Principal Leadership Styles in Improving Teacher Professionalism in

Junior High Schools" showed similar findings to the results of this study, where the principal's leadership style based on empowerment and support was proven to have a positive impact on teacher professionalism. In the study, principals who provided space for teachers to develop, innovate, and support improving the quality of learning were significantly able to improve teacher professionalism. This finding confirms that a positive and participatory leadership style plays a very important role in forming a work environment that supports improving the performance and professionalism of educators. One of the contributing factors for professional teachers can be the principal. The principal can take action related to improving teacher professionalism. A professional principal is a principal who understands the needs of the school he leads (Johnson et al., 2021). So, a principal as a leader must respond to the needs of the school, including the need for professional teachers. In this case, as a principal as a leader, a strategy is needed to improve teacher professionalism to achieve a better-quality school.

The principal's strategy in an effort to improve teacher performance in learning through teacher skill development, teacher discipline, teacher motivation, creating a harmonious situation, increasing teacher commitment, fulfilling teacher needs, and teacher training. Thus, it can be concluded that a strong and positive principal leadership style helps create a structured, participatory, and objective implementation of academic supervision, which ultimately encourages increased teacher professionalism. Principals who are able to demonstrate visionary leadership and provide space for teacher participation in every academic development activity have been proven to be able to significantly influence teachers' professional attitudes and behaviors.

The Influence of Academic Supervision on Teacher Professionalism

The results of the regression test also show that the academic supervision variable has a significant effect on teacher professionalism, with a regression coefficient value of 0.249 and a significance value of 0.004. The calculated t value of 2.907 is greater than the t table, which indicates that academic supervision has a positive and significant effect on improving teacher professionalism partially. In addition, questions about emotional and moral support provided by the principal to teachers (mean 4.51) also show that attention to the emotional well-being of teachers contributes to improving their professionalism. This support provides a sense of appreciation and strengthens teachers' commitment to their work. In addition, principals who encourage teachers to develop their abilities and potential (mean 4.43) indicate that there is room for teachers to grow and develop, which directly impacts the improvement of the quality of their teaching and professionalism. Teacher participation in decision-making (mean 4.40) also reflects a greater sense of responsibility from teachers for the policies taken, which in turn can improve their performance. Finally, giving teachers full freedom in implementing learning (mean 4.47) provides autonomy that allows teachers to

innovate and adjust teaching methods to students' needs, which also contributes to teacher professionalism.

Theoretically, this finding is in line with the concept of clinical supervision developed by Goldhammer et al. (1980) and Cogan (1973). According to this theory, academic supervision is a professional guidance process that aims to improve the learning process through reflective interaction between the supervisor (principal) and the teacher. This process includes several stages, namely planning, observation, and feedback conferences. When the principal carries out academic supervision routinely and constructively, teachers not only receive evaluations but also guidance to improve the planning, implementation, and evaluation of the learning process. Thus, academic supervision becomes a means of developing teacher pedagogical competence as reflected in the teacher competency standards according to Law Number 14 of 2005 concerning Teachers and Lecturers.

Furthermore, this discussion can be strengthened by Herzberg's (1959) motivation theory, which distinguishes between motivator and hygiene factors (Herzberg et al., 1959). Effective academic supervision can function as a motivator because it provides rewards, recognition, and development opportunities to teachers. For example, the question in Table 4.2 related to giving awards to teachers who successfully achieve targets (mean 4.50) functions as an intrinsic motivator. This award not only increases job satisfaction but also strengthens teachers' commitment to improving the quality of their teaching. In addition, emotional and moral support from the principal (mean 4.51) contributes to the creation of a positive work climate, as emphasized in the organizational climate theory by Hoy & Miskel (2008). When teachers feel emotionally appreciated, they tend to have a high attachment and loyalty to the organization. This strengthens teachers' affective commitment, which is one of the pillars of professionalism. The principal's encouragement for teachers to develop their abilities and potential (mean 4.43) shows the practice of continuous professional development (CPD).

Teachers who have the space to choose appropriate learning methods, approaches, and media will be more creative and adaptive, which has a direct impact on improving the quality of learning. Academic supervision has an impact on teacher professionalism, such as teachers being able to understand shortcomings and improve them, teachers being able to improve their learning methods and techniques, teachers being able to master their classes, teachers becoming more disciplined, the quality of teacher teaching being better, and teachers being more confident in class (Santosa, 2022). Based on the description above, it can be concluded that the implementation of school supervision is not to assess teachers but to improve professionalism in teaching, such as providing assistance with solutions if there are obstacles in the learning process, such as classroom management, teaching methods, teaching discipline, and others. In addition, if supervision is carried out in a programmed manner, it can improve teacher professionalism. This finding is also supported by the

results of previous studies. I. A. Siregar et al. (2022) showed that visionary leadership and academic supervision contribute to improving teacher professionalism.

Meanwhile, Amelia et al. (2022) proves that the better the quality of leadership and supervision of the principal, the higher the level of teacher professionalism. Both studies confirm that principals play a key role in building a professional culture in schools, both through leadership and supervision mechanisms. Overall, this discussion shows that the significant influence of academic supervision on teacher professionalism is not only statistically proven but also has a strong conceptual basis. Effective academic supervision, supported by a supportive and empowering leadership style, is able to create a school ecosystem that is conducive to the continuous development of teacher professionalism.

The Influence of Leadership Style and Academic Supervision Simultaneously on Teacher Professionalism

Based on the results of the simultaneous test (F test) in the multiple linear regression analysis, the calculated F value was obtained at 18.756 with a significance value of 0.000. Because the significance value is smaller than 0.05, it can be concluded that the principal's leadership style and academic supervision simultaneously have a significant effect on teacher professionalism at SD Negeri Kecamatan Ilir Barat I. Furthermore, the coefficient of determination (R-squared) value of 0.229 indicates that 22.9% of the variation in teacher professionalism can be explained by the two independent variables in the model, namely leadership style and academic supervision. While the rest, 77.1%, is explained by other factors not included in this research model. This finding indicates that good principal leadership and effective implementation of academic supervision can significantly improve teacher professionalism when applied simultaneously. The combination of inspirational leadership and structured academic coaching has a positive impact on improving the quality of teacher performance in terms of attitude, knowledge, and skills.

Academic supervision is a form of assistance, guidance, and coaching provided by the principal to teachers to assess and improve the learning process, which is the main task of a teacher. This supervision process cannot be separated from the leadership style displayed by the principal. As expressed in various theories of educational leadership, the principal has a role as a manager, administrator, and supervisor. This is in line with Glatthorn's view quoted by Bambang Syahril, who stated that "There is a strong connection between the leadership style used by the principal and the overall effectiveness of the educational process in schools." In other words, the quality of human resources, especially teachers, is greatly influenced by the pattern or style of leadership applied by the principal in an organization. A good leadership style will be reflected in the smooth operation of the organization, creating an orderly, comfortable, conducive environment, and supporting the achievement of the goals to be realized in the educational process

The researcher's view in this study focuses on the relationship between academic supervision and the principal's leadership style in improving teacher professionalism. The researcher argues that effective academic supervision, which involves guidance and coaching from the principal, cannot be separated from the leadership style applied by the principal. The principal, as an educational leader, plays an important role in guiding teachers to improve the quality of teaching and improve the learning process. In this study, the researcher emphasized that the principal's leadership style has a significant impact on the effectiveness of academic supervision and, ultimately, on teacher professionalism. Principals with a supportive, collaborative leadership style that provides space for teachers to develop tend to be more successful in improving teacher performance and competence.

The location of this research was a public elementary school in the Ilir Barat I District, which is an area with certain characteristics in terms of school management and the relationship between the principal and teachers. The researcher chose this location because there is variation in the principal's leadership style applied, as well as differences in the quality of academic supervision given to teachers. This study involved principals and teachers in several public elementary schools in Ilir Barat I District, which were selected to provide a more comprehensive picture of the influence of academic supervision and leadership style on teacher professionalism at the elementary level.

Based on the research findings, principals who apply a more supportive leadership style and provide space for teachers to innovate and develop can significantly improve teacher professionalism. In contrast, principals with a more authoritarian leadership style or who pay less attention to teachers' needs in their professional development tend to experience challenges in creating a conducive work environment for improving teacher professionalism. This study provides an important contribution to the development of educational leadership theory, especially related to the application of principal leadership styles in the context of elementary education.

The results of this study indicate that both the principal's leadership style and academic supervision have a significant influence on teacher professionalism, both partially and simultaneously. This finding is in line with and can be explained more deeply with the theories discussed previously. First, the influence of the principal's leadership style on teacher professionalism shows strong significance. Principals who apply a supportive, communicative, and collaborative leadership style fulfill these characteristics, such as idealized influence (being a role model), inspirational motivation (providing motivation), intellectual stimulation (encouraging innovation), and individualized consideration (providing individual attention). When the principal demonstrates this kind of leadership, teachers will feel appreciated and motivated and have the opportunity to develop, which ultimately has an impact on improving their professional, pedagogical, social, and personality competencies as

formulated in the theory of teacher professionalism. Second, the influence of academic supervision on teacher professionalism has also been proven to be significant.

This finding is supported by the theory of clinical supervision developed by Goldhammer et al. (1980), where effective supervision focuses on reflective dialogue between supervisor and teacher, aimed at improving learning practices. Academic supervision involving observation, guidance, and constructive feedback helps teachers understand their strengths and weaknesses in learning. When the principal carries out academic supervision in a planned, systematic, and oriented manner towards improving the quality of learning, teachers become more skilled in planning, implementing, and evaluating the teaching and learning process. This has a direct impact on improving the dimensions of their professionalism. Third, the combined influence of the principal's leadership style and academic supervision on teacher professionalism shows that these two variables simultaneously have significant power in shaping teacher professionalism.

The system theory, provides an explanation that schools as social organizations are open systems, where each component interacts and influences the others. The interaction between good leadership style and effective academic supervision creates a conducive work environment, which is a catalyst for the continuous development of teacher professionalism. In addition, the Path-Goal Leadership theory is also relevant, because it shows that leaders who are able to identify the needs of their subordinates and adjust their leadership style and provide appropriate support and direction will be able to improve the satisfaction and performance of their subordinates (in this case, teachers). Thus, the integration of transformational leadership style and effective academic supervision creates a clear path to improving teacher professionalism, both in cognitive, affective, and psychomotor dimensions. Overall, the results of this study strengthen the theoretical basis stating that the principal's managerial factors (through leadership and supervision) greatly determine the quality of human resources in schools, especially teachers. Teacher professionalism, includes commitment, competence, and ethics in carrying out tasks, is greatly influenced by how the principal builds communication, provides guidance, and creates a productive work atmosphere.

D. Conclusion

Based on the formulation of the problem and the results of the research conducted at SD Negeri Kecamatan Ilir Barat I, it can be concluded as follows 1) the influence of the principal's leadership style on teacher's professionalism: The principal's leadership style has a significant influence on teacher's professionalism. The results of the regression analysis show that the leadership style variable has a B coefficient value of 0.321, with a t value = 3.954 and significance (p) = 0.000, which is below the significance level of 0.05; 2) the influence of academic supervision on teachers' professionalism: Academic supervision has also been shown to have a significant

influence on teacher professionalism. Based on the regression results, a B coefficient value of 0.249 was obtained, with $t = 2.907$ and significance (p) = 0.004; and 3) the principal's leadership style and academic supervision simultaneously have a significant influence on teacher professionalism. The results of the ANOVA test show a value of $F = 18.756$ with significance (p) = 0.000, which means that the influence of both variables together is significant at a 95% confidence level. The coefficient of determination value $R^2 = 0.229$ shows that 22.9% of the variation in teacher professionalism can be explained by leadership style and academic supervision, while the rest is influenced by other factors outside this model.

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