

The Influence of Principal's Leadership and Teachers' Professionalism on Teachers' Performance

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Abstract: This study aims to analyze the influence of principal's leadership and teachers' professionalism on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency, examining both partial and simultaneous effects. Employing a quantitative ex post facto approach, data were collected via questionnaires and documentation from a sample of 115 teachers and analyzed using SPSS. The results confirm three findings: (1) principal's leadership significantly influences teachers' performance; (2) teachers' professionalism significantly influences performance; and (3) both factors together exert a stronger, synergistic combined influence. The novelty of this research lies in its empirical demonstration of this synergy within a specific Indonesian district context, highlighting how leadership and professionalism interact to enhance outcomes. A key practical implication is the necessity for integrated school improvement policies that concurrently develop transformational leadership in principals and continuous professional growth for teachers. This study contributes to the field of educational management by providing evidence that teachers' performance is optimally strengthened through dual-focused interventions targeting both administrative leadership and individual professional competence, offering a actionable model for district-level planning.

Keywords: Principal's Leadership, Teachers' Performance, Teachers' Professionalism

A. Introduction

Education is an effort that is planned to influence others, both individuals, groups, and communities so that they do what is expected of education actors. Thus, education is a conscious and planned effort to realize learning, so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble morals, and skills needed by themselves, in order to achieve educational goals. Education in schools must be developed according to the needs of the community. Education in schools must be managed properly to be able

to develop quality human resources. The management and development of education is related to school management.

An organization will succeed in achieving its goals and programs if the people who work in the organization can carry out their duties and maximize their duties well in accordance with their fields and responsibilities, then a leader is needed who can direct all resources and lead educational organizations (schools) towards achieving goals (Daryanto, 2020). Teachers are one of the components in teaching and learning activities have a position that greatly determines the success of learning, because the main function of the teacher himself is to design, manage, implement and evaluate learning. In addition, the position of teachers in the teaching and learning process is also very strategic and decisive. It is strategic because the teacher will determine the depth and breadth of the subject matter, while it is decisive because the teacher will sort and choose the subject matter to be presented (Zahroh, 2022). Teachers can be said to have performance if they carry out their duties professionally and deeply by referring to the main tasks they undertake, as explained by Rusyan (2019) stating that teachers' performance is to carry out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as working on school administration and learning administration, carrying out guidance and services in students, as well as carry out assessments. Furthermore, Zahroh (2022) defines performance as a reflection of the overall way a person sets his or her achievement goals.

High performance is a path to meet his needs, so he will follow that path. Meanwhile, the situation factor states that Performance is the result of an interaction between motivation and basic abilities. If the motivation is high but the basic ability is low, then the performance will be low and if the ability is high but the motivation is low, then the performance will be low, or vice versa (Uno, 2020). Furthermore, Yamin (2020) defines performance as a person's achievement in a certain field or expertise, in carrying out his duties or work delegated from his superiors effectively and efficiently. Furthermore, Tilaar (2019) revealed that performance is the ability possessed by individuals to do a job, so that their work achievements can be seen in achieving goals. The main factor why humans work is the need that must be met. In relation to the world of education, teachers' performance can be defined as the extent to which a teacher works optimally according to his or her abilities in an effort to achieve institutional goals. A teacher's ability will be seen when teaching which can be measured from his teaching competence (Supardi, 2023).

Teachers who carry out duties in schools, inseparable from the role of the principal as explained by Suharsaputra (2018) include: (1) as a manager; (2) as an Administrator; (3) as a supervisor; (4) as a *Leader*; (5) as an Innovator; (6) as a Motivator; (7) as an entrepreneur. Mulyasa (2018) said that the role of the principal's leadership is one of the most important factors in an organization because most of the success and failure of an organization is determined by the leadership in the

organization. Subsequently, Soetopo (2018) explained that the ability of the principal through his role in carrying out his duties is to convince and move others to want to work together under his leadership as a team to achieve a certain goal. Furthermore, Sudrajat (2019) said that the role of school principals in improving the quality of education has a positive impact on an organization. The role played by the principal will have an impact on the educational order in the school he leads. Another opinion expressed by Nawawi (2024) is that the achievement of the goals of school educational institutions is highly dependent on the skills and leadership policies of the school principal as an educational leader. Furthermore, Mulyasa (2018) explained that the principal is a professional official in managing school organizations as well as being tasked with regulating and managing all resources, organizations and collaborating with community school committees, other institutions and existing stakeholders. The principal's leadership in developing and managing the school must understand the needs of the school he leads, including the needs of teachers, students and school residents. Furthermore, Sagala (2021) explained that professional school principals will always motivate all school components to improve their competencies so that the competence of school residents can improve and develop well. School principals and teachers as professional education personnel not only master the fields of knowledge, teaching materials, and methods, but are able to motivate students to have skills and broad insights into education. There are many factors that hinder the achievement of the quality of leadership of school principals when viewed from the low performance of school principals. Based on empirical experience, it shows that the average school principal lacks academic ability, lacks self-motivation, lacks enthusiasm and work discipline, and has a narrow educational insight (Soepandi, 2018).

The principal must be able to create a work atmosphere that is supported by his subordinates to always be on duty professionally. It is not to be abused for personal gain, but to achieve individual goals in the organization so that the performance of subordinates can be improved and the organization's goals can be achieved more effectively and efficiently (Hendarman & Rohanim, 2018). Emphasized by Kustimi (2022) related to the leadership of school principals, and the expectations that a school wants to achieve, teachers' professionalism is the key that must be worked on. Teachers' professionalism is the result of teachers' work that is reflected in designing teaching programs or preparing teaching plans, teaching implementation, interpersonal relationships, and in evaluating learning outcomes.

Principals are successful if they understand the existence of the school as a complex, unique organization, and are able to carry out the role of the principal as a supervisor who is given the responsibility to lead the school. The achievement of educational goals is highly dependent on the leadership skills and wisdom of the principal as a supervisor who is one of the leaders of education (Wahjosumidjo, 2019). Furthermore, Basri (2020) stated that one of the factors that is the key to the

success of a school is the school leader (Principal). In the hands of this leader, the school becomes successful, superior, even destroyed.

A teacher must be able to create good learning conditions for students so that the quality of learning in the learning process can run well. Because teaching is not just about the transfer of knowledge, but also experience, and example of interaction during the learning process. According to Aqib (2020), there are four measures for a teacher to be declared professional: (1) have a commitment to students and their learning process, (2) deeply master teaching materials and how to teach them, (3) be responsible for monitoring students' learning abilities through various evaluation techniques, (4) should be part of the learning community in their professional environment. In addition to these four aspects, the nature and personality of a teacher are very important for the learning process, namely adaptability, enthusiasm, confidence, thoroughness, empathy and good cooperation. Samana (2020) explained that basically there is a set of tasks that must be carried out by teachers related to their profession as teachers, namely:

1. Duties in the professional field include educating, teaching and training students;
2. Tasks in the field of humanities include that teacher in schools must be able to become second parents, be able to understand students, help students in transforming and identifying themselves as participants; and
3. Duties in the field of society include helping the community to be able to obtain knowledge and educate the entire Indonesian nation based on Pancasila.

Rusman (2019) stated that professional teachers are the main key to smooth and successful learning in the learning process at school. Because only professional teachers can create an active situation for students in learning activities. Professional teachers are believed to be able to lead students in learning to find, manage, integrate their acquisitions, and solve problems related to their knowledge, attitudes, and values or life skills. Professional teachers are believed to be able to make students think, behave and act creatively. Furthermore, Suharsaputra (2018) stated that teachers are professional jobs that require special skills as educators/teachers. This type of work cannot be done by any number of people outside the field of education. The duties of teachers as a profession include educating, teaching and training. Teaching means passing on and developing science and technology. Meanwhile, training means developing skills needed by the surrounding community in solving various problems faced by the community.

In Government Regulation (PP) Number 19 of 2005 in Kurniasih (2020), professional teachers must have 4 competencies, namely 1) pedagogic competence, 2) personality competence, 3) social competence, and 4) professional competence. Therefore, teachers who have competence are expected to be able to direct and develop the potential of their students and easily overcome learning difficulties faced by those students. Professional competence is the ability to master learning materials broadly and in-depth which includes: 1) concepts, structures, and

scientific/technological/artistic methods that shade/are coherent with the teaching material; 2) teaching materials in the school curriculum; 3) the relationship of concepts between related subjects; 4) the application of scientific concepts in daily life; and 5) compete professionally in a global context while preserving national values and culture (Bafadal, 2020).

Danim & Khairil (2019) explained that professional competence is the ability that teachers must have in planning and implementing the learning process. Teachers have the task of directing student learning activities to achieve learning goals, for that teacher are required to be able to deliver lesson materials. Professional teachers have competencies or personality abilities, namely the abilities that teachers must have regarding the aspect of professional competence is in delivering learning, teachers have roles and duties as a source of material that never runs dry in managing the learning process. Teaching activities must be welcomed by students as an art of managing the learning process obtained through practice, experience, and a willingness to learn that never stops. In carrying out the learning process, students' activeness must always be created and continue to run using the right teaching methods and strategies. Based on the results of the observation conducted by us at SDN Suak Tapeh District, Banyuasin Regency, data was obtained that Suak Tapeh District has 15 (Fifteen) existing elementary schools, as can be seen in the following table.

Table 1. Number of Civil Servant, P3K and Honorary Teachers in the Suak Tapeh Education Union

No.	Units	Quantity				Total
		PNS	P3K	Certifications	Honor	
1	SDN 1 Suak Tapeh	3	8	3	6	20
2	SDN 2 Suak Tapeh	5	4	5	4	18
3	SDN 3 Suak Tapeh	4	10	5	7	26
4	SDN 4 Suak Tapeh	8	2	8	3	21
5	SDN 5 Suak Tapeh	4	9	3	4	20
6	SDN 6 Suak Tapeh	12	5	5	6	28
7	SDN 7 Suak Tapeh	4	3	3	4	14
8	SDN 8 Suak Tapeh	2	6	3	5	16
9	SDN 9 Suak Tapeh	3	5	3	2	13
10	SDN 10 Suak Tapeh	6	5	7	5	23
11	SDN 11 Suak Tapeh	7	2	3	5	17
12	SDN 12 Suak Tapeh	11	6	11	7	35
13	SDN 13 Suak Tapeh	5	5	4	4	18
14	SDN 14 Suak Tapeh	4	4	4	3	15
15	SDN 15 Suak Tapeh	2	7	2	5	16
Quantity						300

Based on the description in the table above, it can be seen that only a few teachers have educator certificates or are certified. This means that not all elementary schools in Suak Tapeh District are certified. In addition, referring to the infrastructure facilities in each SDN in Suak Tapeh District, it can be said that there is a lack of

infrastructure, such as the need for learning kits, because in the learning process delivered the existing supporting facilities are inadequate, such as package book facilities, existing teaching aids such as: (1) fractional blocks, (2) flat building models, (3) transparent flat side room building models, (4) curved side space building volume model, (5) flat side building area model, (6) Pythagorean theorem, (7) circle model, (8) flat side space building framework model, (9) curved side space building model, (10) flat side space building volume model, (11) crossbar, and (12) compartmentalized magnetic board. The lack of existing infrastructure certainly affects teachers in delivering learning materials. This certainly affects the professionalism of teachers in teaching and has an impact on the influence of the teacher's performance itself. The principal has tried and tried to improve teachers' professionalism and teachers' performance by sending teachers to participate in training, attend seminars and KKG, but have not been able to meet the desired expectations, namely the expected success. So that teachers' knowledge and understanding in teaching can be even better. The principal also explained that there are still teachers who are not disciplined in carrying out their duties, such as arriving late, some who are not present for family reasons, and there are still teachers who teach through lectures and assignments, sometimes without giving an explanation first. In other words, teachers' performance is not optimal, and teachers' performance needs to be improved again.

Looking at the importance of the principal's leadership in carrying out his duties as a leader who is truly fair to his subordinates, especially to improve the learning process through teachers' professionalism which influences teachers' performance, the principal must be firm and able to provide direction to improve the professionalism of teachers in delivering learning materials even better. The principal must also be able to provide guidance to teachers so that the performance of teachers in schools can be even better. Based on the description above, the researcher conducted a study to determine the Influence of Principal's leadership and Teachers' professionalism on Teachers' performance at State Elementary School, Suak Tapeh District, Banyuasin Regency. The problem of this research is formulated as follows: 1) Is there an influence of leadership influence on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency? 2) Is there an influence of teachers' professionalism on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency? 3) Is there an influence of the leadership and professionalism of teachers together on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency?

B. Methods

This study uses a quantitative method using *an ex post facto* approach. According to Sugiyono (2019), *the ex post facto* approach is where this approach aims to find causes that allow changes in behavior, symptoms or phenomena caused by an event,

behavior or things that cause changes in the independent variables as a whole have occurred, using numbers, statistical processing, which are used to answer problems through careful measurement techniques on certain variables. The population in this study is State Elementary School teachers in Suak Tapeh District, Banyuasin Regency, as illustrated in the following table.

Table 2. Research Population

No	School Name	Teacher		Quantity Teacher
		PNS	P3K	
1	SDN 1 Suak Tapeh	3	8	11
2	SDN 2 Suak Tapeh	5	4	9
3	SDN 3 Suak Tapeh	4	10	14
4	SDN 4 Suak Tapeh	8	2	10
5	SDN 5 Suak Tapeh	4	9	13
6	SDN 6 Suak Tapeh	12	5	17
7	SDN 7 Suak Tapeh	4	3	7
8	SDN 8 Suak Tapeh	2	6	8
9	SDN 9 Suak Tapeh	3	5	8
10	SDN 10 Suak Tapeh	6	5	11
11	SDN 11 Suak Tapeh	7	2	9
12	SDN 12 Suak Tapeh	11	6	17
13	SDN 13 Suak Tapeh	5	5	10
14	SDN 14 Suak Tapeh	4	4	8
15	SDN 15 Suak Tapeh	2	7	9
Quantity		80	81	161

The sample used in this study uses the Slovin formula (Sugiyono, 2019). This formula is used to determine a representative sample size of a population by considering the acceptable error rate. The tolerated error rate (e) is usually set at 5% (0.05) for studies that require high precision, or 10% (0.1) for more exploratory studies, which are as follows.

$$n = N / (1 + N(e^2))$$

$$n = 161 / (1 + 161(0,05^2))$$

$$n = 161 / (1 + 161(0,0025))$$

$$n = 161 / (1 + 0,4025)$$

$$n = 161 / 1,4025$$

$$n = 114,7$$

$$n = 115 \text{ (Rounded)}$$

Based on the Slovin formula (Sugiyono, 2019) above, the teachers who will be used as a sample in this study are civil servant and ASN (PPPK) teachers totaling 115 teachers. The data collection technique in this study is a questionnaire. The data analysis technique in this study uses simple correlation data analysis techniques and multiple regression with the help of the *SPSS For Windows* Version 26 program. The stages of implementation of the analysis include: (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis test.

C. Results and Discussion

First Hypothesis

Based on the results of the first hypothesis test using t-test statistical analysis, the t-test value showed that the t-calculate value was obtained as $5.717 \geq 1.448$. This shows that H_0 was rejected and H_a was accepted. Thus, the results of this first hypothesis test can be said to be accepted or there is an influence of the principal's leadership on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency.

Based on the results of the analysis of the determination coefficient in the summary model using simple linear regression, the R value in the Model Summary was obtained of 0.474. This indicates that there is a fairly strong influence between the two variables X1 on Y. This is known from the correlation value listed in the table which shows that the correlation coefficient is in the range of 0.400 to 0.599. The results of the research findings obtained are said that the leadership of school principals has a fairly strong relationship with the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency. The Standard Error of the Estimate (Standard Deviation) indicates how much variation the predicted value varies. In this study, the standard deviation value was 0.18320. The smaller the standard deviation number, the higher the quality of the resulting model. In accordance with the determination coefficient analysis, this analysis is used to measure how much influence the independent variable has on the bound variable in the form of a percentage. This shows that the value of the R Square (R^2) determination coefficient is 0.224, which indicates that the influence of the principal's leadership on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency is 22.4%. Thus, it can be said that the better the principal's leadership in structuring education in the school he leads, both providing direction and guidance to teachers, the better the effect will be on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency.

The supporting theory in the study of school principal's leadership, mentioned by Suharsaputra (2018), is that the role of the principal is: (1) as a Manager; (2) as an Administrator; (3) as a Supervisor; (4) as a *Leader*; (5) as an Innovator; (6) as a Motivator; (7) as an *Entrepreneur*. Suhertian (2021) said that the role of the principal's leadership is one of the most important factors in an organization because most of the success and failure of an organization is determined by the leadership in the organization. Subsequently, Soetopo (2018) explained that the ability of the principal through his role in carrying out his duties is to convince and move others to want to work together under his leadership as a team to achieve a certain goal. Furthermore, Sudrajat (2019) said that the role of school principals in improving the quality of education has a positive impact on an organization. The role played by the principal

will have an impact on the educational order in the school he leads. Another opinion expressed by Nawawi (2024) is that the achievement of the goals of school educational institutions is highly dependent on the skills and leadership policies of the school principal as an educational leader. Furthermore, Mulyasa (2018) explained that the principal is a professional official in managing school organizations as well as being tasked with regulating and managing all resources, organizations and collaborating with community school committees, other institutions and existing stakeholders. The principal's leadership in developing and managing the school must understand the needs of the school he leads, including the needs of teachers, students and school residents. Furthermore, Sagala (2021) explained that professional school principals will always motivate all school components to improve their competencies so that the competence of school residents can improve and develop well. School principals and teachers as professional education personnel not only master the fields of knowledge, teaching materials, and methods, but are able to motivate students to have skills and broad insights into education. There are many factors that hinder the achievement of the quality of leadership of school principals when viewed from the low performance of school principals. Based on empirical experience, it shows that the average school principal lacks academic ability, lacks self-motivation, lacks enthusiasm and work discipline, and has narrow educational insight (Soepandi, 2018).

Leadership is the whole action to influence and move people in a joint effort to achieve goals, or the process of providing guidance (leadership), role models and providing easy paths (facilities) rather than the work of formally organized people (Wahjosumidjo, 2019). Leadership is a very important thing in educational institutions. Leadership is related to the problem of school principals in increasing the opportunity to hold effective meetings with teachers in conducive situations (Yuliati, 2018). The behavior of the principal must be able to encourage the performance of teachers by showing a sense of friendliness, closeness, and consideration towards teachers, both as individuals and as a group (Hendarman & Rohanim, 2018). The study that strengthens this study was researched by Herawati et al., (2021). The results of this study explain that there is an influence of teachers' work motivation and principals' leadership on teachers' performance both partially and simultaneously. The difference between this study and the current research is that this study examines the influence of teachers' work motivation and principals' leadership on teachers' performance, while the current study examines the influence of principal's leadership and teachers' professionalism on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency. Another research on the leadership of school principals was researched by Murtiningsih, et al. (2019). The results of this study explain that there is a significant relationship between principal supervision and interpersonal communication with teachers' work ethic both partially and simultaneously. The difference between this study and the research conducted now is the influence of the principal's leadership and

teachers' professionalism on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency.

The results of relevant research on the leadership of school principals are researched by Kusumawati (2016) explaining that; (1) there is a significant influence between the managerial ability of school principals on teachers' performance and the contribution of influence on performance of 15.7%; (2) there is a significant influence between motivation for achievement on teachers' performance and the contribution of influence on performance of 23%; (3) The influence of the principal's managerial ability and motivation to excel has a positive and significant influence on teachers' performance with a determination coefficient of 26.5%. The similarity of this research with the current research is that it examines both the principal and the motivation. The difference is that Kusumawati researched the Influence of Principals' Managerial Abilities and Motivation for Achievement on the Performance of Elementary School Teachers in the Mas Mansyur Cluster, Rowosari District, Kendal Regency, while the current research examines the Influence of Principal's leadership and Teachers' professionalism on the Performance of State Elementary School Teachers in Suak Tapeh District, Banyuasin Regency. Another study that examines the leadership of school principals and teachers' work motivation was researched by Darmiati et al., (2020). Darmiati's research explained that the results of her research are: (1) the leadership of the principal has a significant influence on teacher discipline; (2) work motivation has a significant effect on teacher discipline; and (3) the principal's leadership and work motivation together have a significant effect on work discipline. This research can be concluded to have similarities with the current research, which both examines the leadership of school principals and teachers' work motivation. The difference is that the current research examines the Influence of Principal's leadership and Teachers' professionalism on the Performance of State Elementary School Teachers in Suak Tapeh District, Banyuasin Regency.

Based on the explanation above, the researcher can conclude that the better the principal in leading his school, the better the effect on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency.

Second Hypothesis

Based on the results of this study through the testing of the second hypothesis, it was found that the t-count value is 7.303 \geq t-table is 1.191, so the t-count is greater than the t-table. This shows that H_0 was rejected and H_a was accepted. Therefore, it can be said that there is a partial influence of teachers' professionalism on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency.

Based on the results of the determination coefficient analysis, the R number in the Model Summary is 0.566. This shows that there is a strong relationship between

teachers' professionalism and the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency. This is seen because the relationship value is between 0.400 and 0.599. The Standard Error of Estimated, also known as the Standard Deviation, serves to measure how much the predicted value varies. In this study, the standard deviation value was 0.17145. If the standard deviation number is smaller, then the model used is better. The results of the analysis, the determination coefficient was used to calculate the percentage contribution of the independent variable to the dependent variable. This explanation can be seen in the table above, where the value of the R Square (R²) determination coefficient is recorded at 0.321. This shows that the professionalism of teachers affects the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency by 32.1%. Thus, it can be said that the more professional the teacher is in carrying out his duties, the better the teacher's performance.

Some theories that explain the professionalism of teachers. A teacher must be able to create good learning conditions for students so that the quality of learning in the learning process can run well. Because teaching is not just about the transfer of knowledge, but also experience, and example of interaction during the learning process. According to Aqib (2020), there are four measures for a teacher to be declared professional: (1) have a commitment to students and their learning process, (2) deeply master teaching materials and how to teach them, (3) be responsible for monitoring students' learning abilities through various evaluation techniques, (4) should be part of the learning community in their professional environment. In addition to these four aspects, the nature and personality of a teacher are very important for the learning process, namely adaptability, enthusiasm, confidence, thoroughness, empathy and good cooperation.

Rusman (2019) stated that professional teachers are the main key to smooth and successful learning in the learning process at school. Because only professional teachers can create an active situation for students in learning activities. Professional teachers are believed to be able to make students think, behave and act creatively. Furthermore, Suharsaputra (2018) stated that teachers are professional jobs that require special skills as educators. This type of work cannot be done by any number of people outside the field of education. The duties of teachers as a profession include educating, teaching and training. Teaching means passing on and developing science and technology. Meanwhile, training means developing skills needed by the surrounding community in solving various problems faced by the community.

The form of teachers' professionalism is shown during the learning process. In line with Suharsaputra's opinion above, there are three missions that teachers must carry out in the learning process. The three missions are known as *the three missions*. According to Zahroh (2022), the *three missions* are professional *missions*, humanitarian *missions*, and civic *missions*. According to Rochman (2020), teachers are

the ones who directly deal with students to transfer knowledge (*transfer of knowledge*) and technology (*technology*) as well as educate (educators) with positive values through peerless guidance and example. The existence of teachers in education is very crucial, because their obligation is not only to transfer knowledge, but also to internalize values to students.

Previous relevant research examined teachers' professionalism, researched by Mardalena et al., (2020), the results of this study showed that: 1) there was an influence of academic supervision on teachers' performance with a ttable value of 9.815 and a ttable value of 1.987, 2) there was an influence of teachers' professional competence on teachers' performance with a ttable value of 3.015 and a ttable value of 1.987, 3) there was an influence of academic supervision and professional competence of teachers on teachers' performance with The F-count value was 64.652 and the F-table value was 3.10. The conclusion of this study is that in order to improve teachers' performance, academic supervision and professional competence of teachers are needed. This research has similarities and differences with the research being conducted now, namely both researching the leadership of the principal and the performance of teachers and the difference is the place where the research is used. Another study on teachers' professionalism was researched by Nabela, et al., (2021), where the results of this study explained that: (1) there is an influence of teachers' professional competence on teachers' performance in State Junior High Schools in West Prabumulih District; (2) there is an influence of work motivation on teachers' performance in State Junior High Schools in West Prabumulih District, and (3) there is an influence of teachers' professional competence and work motivation together on teachers' performance in State Junior High Schools in West Prabumulih District by 64.2%, the remaining 35.8% is influenced by other factors that are not referred to as variables in this study. This research has similarities with the current research, namely both researching teachers' work motivation and teachers' performance, then the difference is that the current research examines the Influence of Principal's leadership and Teachers' professionalism on the Performance of State Elementary School Teachers in Suak Tapeh District, Banyuasin Regency.

The results of the above hypothesis test can be concluded that the better the principal in leading his school, the better the effect on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency.

Third Hypothesis

Based on the results of the third hypothesis test research, using multiple regression analysis, it was found that the F-calculated value of the table above was obtained, the result was 39.242. The condition for testing a hypothesis is that if $F\text{-calculated} \geq F\text{-table}$, then an alternative hypothesis is accepted. However, if $F\text{-calculated} < F\text{-table}$, then the alternative hypothesis is rejected. Furthermore, the results obtained from

the analysis were $F\text{-calculated } 39.242 \geq 2.015$. Because $F\text{-count} > F\text{-table}$, the hypothesis in this study is acceptable, which shows that there is an influence of the principal's leadership and teachers' professionalism together on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency.

Based on the results of the analysis of the third hypothesis test through the analysis of the determination coefficient which shows the summary of the model, an R value of 0.642 was obtained. This indicates that there is a strong relationship between the variables X1 and X2 (which are independent) and Y (which are dependent). This means that the correlation value is in the range of 0.600 to 0.799. The Standard Error of Estimated is used to assess how diverse the estimated values are. In this study, the standard deviation obtained was 0.16021. The smaller the standard deviation value, the better the model used. The results of the third hypothesis test, the determination coefficient analysis was used to determine the percentage contribution of the influence of independent variables on the dependent variables. It was found that the R Square (R^2) determination coefficient value was 0.412, which shows that the principal's leadership and teachers' professionalism together influenced the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency by 41.2% and the rest was influenced by other factors that were not involved in this study.

The theory that supports performance in this study, put forward by Rusyan (2019) states that teachers' performance is to carry out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as working on school administration and learning administration, carrying out guidance and services to students, and carrying out assessments. Furthermore, Zahroh (2022) defines performance as a reflection of the overall way a person sets his or her achievement goals. Furthermore, Mulyasa (2018) stated that teachers' performance is a learning process as an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved well through a learning activity carried out by the teacher in accordance with the targets and objectives. According to Law Number 141 of 2018 concerning teachers' performance, it is stated that professional educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education. The law explains that a teacher is a professional education personnel whose job is different from others, because it is a profession, special abilities and expertise are needed in carrying out their duties and functions.

Teachers' performance will certainly be influenced by factors, this is stated by Buchori (2020) several factors that affect teachers' performance, namely the following: (1) Personal/individual factors, including elements of knowledge, skills (skills), abilities, confidence, motivation, and commitment possessed by each individual teacher; (2) Leadership factors, including aspects of the quality of

managers and team leaders in providing encouragement, enthusiasm, direction and work support to teachers; (3) Team factors, including the quality of support and enthusiasm provided by colleagues in a team, trust in fellow team members, cohesiveness and closeness of team members; (4) System factors, including the work system, work facilities provided by school leaders, organizational processes (schools) and work culture in the organization (schools). Another opinion that explores the factors that affect teachers' performance is stated by Supardi (2023) efforts that can be implemented to improve teachers' performance include: 1) accepting new attendance well; 2) giving new teaching tasks in accordance with the fields and competencies quasi-qualified by the new teacher; 3) forming and implementing a working group for teachers in the field of study and teacher deliberations in the field of similar studies (KKG) as a forum for teachers to discuss, plan problems and solve problems that occur in the classroom; 4) conducting administrative and academic supervision of new teachers as material for improvement and determining policies; 5) Supporting the development of new teachers, both administrative, academic, and career; 6) provide opportunities for new teachers to take part in training both in schools, districts, provinces and at the national level; 7) rewarding teachers who excel and punishing teachers who are lazy and problematic; 8) giving additional tasks to new teachers; 9) Forming family bonds at their respective schools with meetings held at the homes of family bond members.

The results of this study have no effect on previous relevant research, only that they strengthen the researchers' allegations to conduct research, such as the research conducted by Darmawan (2019). The conclusion of this study shows that 1) there is a significant influence of organizational culture on teachers' performance; 2) Competence has a significant effect on teachers' performance; 3) the significant influence of teacher certification on teachers' performance; 4) there is a significant influence together of organizational culture, competence and teacher certification on teachers' performance. In this study, the researcher can conclude that there are similarities and differences made by previous researchers with the current research, namely both examining the quality of teachers. Meanwhile, the difference between previous research and current research lies in the object that is used as a source of research data and the place of research.

Darmawan (2019) concluded that: 1) there is an influence of the principal's leadership style on teachers' performance, 2) there is an influence of school organizational culture on teachers' performance, 3) there is an influence between the principal's leadership style and the school organization's culture on teachers' performance. This research can be said to have similarities and differences with current research, which both examine the leadership of school principals and teachers' performance. The difference is that the current research examines the Influence of Principal's leadership and Teachers' professionalism on the Performance of State Elementary School Teachers in Suak Tapeh District, Banyuasin Regency.

Mardalena et al., (2020), the results of this study show that: 1) there is an influence of academic supervision on teachers' performance with a t_{cal} value of 9.815 and a t_{table} value of 1.987, 2) there is an influence of teachers' professional competence on teachers' performance with a t_{cal} value of 3.015 and a t_{table} value of 1.987, 3) there is an influence of academic supervision and professional competence of teachers on teachers' performance with a f_{cal} value of 64.652 and a t_{table} value of 3.10. The conclusion of this study is that in improving teachers' performance, academic supervision and teacher professional competence are needed. The similarity of previous research with current research is that both study the principal and the performance of teachers, while the difference lies in the object that is used as a source of research data and the place of research.

Based on the explanation above, the researcher can conclude that the better the principal in leading his school and the more professional the teacher in carrying out his duties, the better the effect on the performance of State Elementary School teachers in Suak Tapeh District, Banyuasin Regency.

D. Conclusions

This study confirms that both the principal's leadership and teachers' professionalism are significant, interrelated drivers of teachers' performance in State Elementary Schools within Suak Tapeh District. The key finding is that each factor exerts a strong independent influence leadership accounts for 22.4% of the variance in performance, while professionalism accounts for 32.1% yet their combined effect is substantially greater. Together, they explain 41.2% of the variance in teachers' performance, as statistically validated ($F_{count} = 39.242 > F_{table}$). This synergy indicates that effective leadership and high teachers' professionalism mutually reinforce one another to enhance overall performance more powerfully than either could alone. However, the model also reveals that a majority (58.8%) of the influencing factors remain unaccounted for, underscoring the multifaceted nature of teachers' performance. The practical implications of these findings are clear and actionable. School principals must be supported through targeted training to develop transformational leadership skills that inspire, support, and professionally develop their staff. Concurrently, district-level policies must prioritize continuous professional development programs to elevate teacher competency and ethical standards. For optimal impact, these initiatives should be integrated; leadership development should focus on empowering teachers, while professional growth programs should be championed and facilitated by school leaders. This dual approach ensures that organizational direction and individual capability evolve in tandem. For future research, several recommendations emerge. To explore the large unexplained variance, subsequent studies should investigate other potential factors such as school culture, resource availability, teacher motivation, or student engagement. Employing a mixed-methods design could provide deeper qualitative insight into how leadership behaviors directly influence professional practice and

performance outcomes. Longitudinal research would help establish causal relationships more definitively. Finally, expanding the study to compare different districts or school types would test the generalizability of this model and help identify context-specific variables that impact the leadership-professionalism-performance dynamic.

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