

The Impact of Academic Supervision and Principal Leadership Style on Teacher Professionalism: A Study of State Vocational Schools in Ogan Ilir District

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Abstract: This study aims to determine and analyze the influence of academic supervision and principal's leadership style on teacher professionalism in state vocational high schools throughout Ogan Ilir Regency, Indonesia, both partially and simultaneously. Employing a quantitative approach with a correlational design, the sample consisted of 101 teachers selected from the target population. Data were collected through questionnaires and documentation, then analyzed using the SPSS program. The results conclude three main findings: first, academic supervision has a significant influence on teacher professionalism; second, principal's leadership style also significantly influences teacher professionalism; and third, academic supervision and principal's leadership style together exert a significant combined influence on teacher professionalism. The study concludes that enhancing teacher professionalism in vocational high schools requires strengthening both academic supervision practices and principal leadership styles concurrently. The novelty lies in examining the combined effects of these two variables specifically within the context of state vocational high schools in Ogan Ilir Regency, an under-researched setting in Indonesian vocational education literature. Practically, the findings suggest that school principals should balance structured academic supervision with adaptive leadership styles tailored to vocational education demands, while policymakers should integrate both elements into principal training programs and teacher professional development initiatives. This study contributes to educational management literature by providing empirical evidence that academic supervision and leadership style function as complementary rather than competing factors in fostering teacher professionalism, particularly within vocational secondary education contexts.

Keywords: Academic Supervision, Leadership Style, Teachers' Professionalism

A. Introduction

The role of teachers as the spearhead in the learning process is inseparable from improving the quality of education. All teachers must have professional competence in the fields of pedagogy, personality, social development, and professional

development (Caena & Vuorikari, 2022; Orynbeikova et al., 2026). This professionalism is crucial for an effective, innovative learning process and is able to meet the needs of students as time goes by. Therefore, various efforts are needed to coach and develop teachers so they can achieve the required level of competence. Teachers are the spearhead of education because they directly strive to influence, guide, and develop students. As the spearhead, teachers are required to have the basic skills needed as educators, guides, and instructors, and these abilities are reflected in teacher competence. The quality of the educational process depends heavily on the creativity and innovation possessed by teachers. Low teacher quality can affect the quality of education (Graham et al., 2020).

Factors contributing to educational problems include the low quality of education, both in terms of the learning process and outcomes (Asim et al., 2021; Mejía-Rodríguez & Kyriakides, 2022). Furthermore, education is often irrelevant to the needs of the workforce and the ever-changing developments in science and technology. Another problem is the low effectiveness and efficiency of education delivery, including the utilization of available resources. Furthermore, some educators still lack adequate quality and professionalism, particularly in pedagogical, professional, social, and personality competencies. Thus, the key to educational success is the need for a reliable leader capable of addressing educational challenges (Óskarsdóttir et al., 2020). School principals are required to play an active role in the learning process carried out by teachers. The principal's leadership style influences school progress. According to (Hanafi et al., 2021), the principal is the educational leader in the school. As a manager, the principal is responsible for strategically managing and developing the school. In addition to leading the implementation of education in the school, the principal also serves as an administrator, supervisor, leader, innovator, and motivator to improve the quality of education (Ariyani et al., 2021). This is echoed by Pardosi & Utari (2022), who argues that principal leadership is a factor in educational success, encouraging the realization of a planned and directed vision, mission, and goals.

Based on this, research is needed regarding the issue of principal leadership style. The limitation of this study is only the relationship between leadership style and academic supervision and teacher professionalism. Academic supervision aims to improve teacher skills, particularly in planning, implementing, and evaluating learning (Lorensius et al., 2022). It helps teachers develop pedagogical competencies, enabling innovative, student-centered, and effective learning. Encouraging teachers to rethink and continuously improve learning practices, guidance and coaching, and systematic and planned academic supervision are carried out to ensure the quality of education in schools. According to Amelia et al. (2022), the coaching process carried out by the principal for teachers is carried out continuously with the aim of improving teacher professionalism, particularly in the learning process. Usman et al. (2023) emphasized that academic supervision is not merely supervision but rather emphasizes coaching, assistance, guidance, and the long-term development of the professional capacity of

teachers and educational staff. Supervision is expected to improve learning and enhance teacher skills.

Supervision is expected to encourage teachers to become professional and empowered, improving the teaching and learning environment. Classroom teaching will become more effective, and teacher satisfaction will be fostered, thereby achieving efforts to improve the quality of education. Issues in the quality of teaching carried out by teachers must receive continuous and ongoing supervision and attention. In education, supervision aims to continuously develop student potential through quality learning activities (Sugiar et al., 2024). Principal supervision is expected to resolve all problems and difficulties frequently encountered by teachers, of course, in a humane manner, to foster motivation that can increase performance and productivity and thereby achieve predetermined educational goals. One of the factors that plays a significant role in the process of improving teacher professionalism is academic supervision. Academic supervision is a coaching process carried out by the principal or supervisor to help teachers improve the quality of learning through guidance, evaluation, and follow-up improvements. Systematic, planned supervision, oriented towards improving the quality of learning, will encourage teachers to be more reflective, creative, and professional in carrying out their duties (Ubogu, 2024). However, in the field, academic supervision often does not run optimally due to various obstacles such as inadequate planning, inconsistent implementation, or discontinuous follow-up.

In addition to academic supervision, the principal's leadership style also significantly influences teacher professionalism (Wiriawan et al., 2022; Yalçınkaya et al., 2021). The principal acts as an instructional leader, tasked with directing, motivating, and creating a conducive work climate for teachers. An effective leadership style, whether transformational, democratic, or participatory, can encourage teachers to be more disciplined, responsible, and highly committed to their professional duties. Conversely, an inappropriate leadership style can lower morale and discourage innovation and professional development. The demand for teacher professionalism is increasingly important, given the unique characteristics of vocational schools, which emphasize vocational skills, work readiness, and mastery of technical competencies integrated with practical learning. Vocational high school teachers must be able to integrate theory with practice, adapt learning to the needs of the industrial world, and adapt to technological developments (Vieira et al., 2022). Therefore, guidance through academic supervision and leadership support from the principal is crucial.

In reality, many teachers still present material to their students in a disorganized manner (Irnidayanti & Fadhilah, 2023). The material presented is often monotonous, and they neglect the learning process and its outcomes. For example, as a teacher, optimize the development of learning materials, such as syllabi, annual programs, curricula, and other supporting learning materials. During supervision, it is often found that some teachers are only just preparing the necessary teaching equipment,

thus creating a false impression to appear good in the learning process. After the supervision is completed, they often return to the same situation as before the supervision. During supervision, some teachers even become anxious and unprepared when they are about to be supervised by the principal, vice principal, or even the subject supervisor because they feel they will be burdened by the administrative preparations related to the supervision activity. Thus, it can be shown that academic supervision carried out by the principal has not had a real impact on the process of providing quality learning services to students.

The results of initial observations of SMK Negeri 1 Rantau Alai, SMK Negeri 1 Indralaya Utara, and SMK Negeri 2 Indralaya Utara showed the implementation of supervision and the leadership style of the principal carried out by the principal. It is something that is considered normal because of the frequency of teachers being supervised by the principal and the inconsistency of the schedule with the implementation of academic supervision that has been determined. This made several teachers complain, and it became input to the researcher to be able to provide input to the principal so that supervision scheduling would really be an important concern. The level of teacher professionalism is not yet high. This can be seen from the low willingness of teachers to complete teaching administration and the low ability of teachers to make good teaching plans. Teachers are also less skilled in utilizing technological media and less able to control the class in implementing teaching and learning activities. There are teachers who often arrive late and go home early; there are still teachers who are less able to activate students in learning, seen in the learning process that is less active and students who are not enthusiastic. There are still teachers who do not use appropriate teaching methods and do not master the learning material, so that student learning outcomes and achievements do not improve much each year.

B. Methods

The study was conducted at public vocational schools throughout Ogan Ilir Regency for three months. The method used in this study was quantitative with a correlational approach. The researchers aimed to determine whether there was an influence between academic supervision and the principal's leadership style on teacher professionalism in public vocational schools throughout Ogan Ilir Regency. The researchers assumed that if the survey was conducted appropriately to improve the principal's leadership style, it would automatically impact the professionalism of state vocational school teachers in Ogan Ilir Regency. The population in this study was state vocational school teachers throughout the Ogan Ilir Regency. The researchers selected 101 teachers from three state vocational schools in Ogan Ilir Regency for the sample. This study was conducted to gather information on the influence of academic supervision and the principal's leadership style on teacher professionalism in state vocational schools throughout Ogan Ilir Regency. For this purpose, the data collection techniques used were observation, questionnaires, and documentation.

In this study, three variables were used: Teacher Professionalism (Y), Academic Supervision (X1), and Principal Leadership Style (X2). The instrument used was a questionnaire, which collects data through a list of written statements/questions designed to obtain information or statements from several individuals. In testing the academic supervision instrument, leadership style and professionalism were administered to 30 respondents drawn from outside the research sample, namely SMK Negeri Indralaya Utara. The instrument's validity was calculated using factor analysis using the Pearson Product Moment formula, with the following decision basis: if $r\text{-calculated} > r\text{-table}$, the instrument is declared valid; if $r\text{-calculated} < r\text{-table}$, the instrument is declared invalid.

The next step was to process the obtained data and output the Pearson correlation value for each question/statement. The data were then compared with the r table, with a significance level of 5% corresponding to the number of respondents ($N = 30$) and a value of 0.361 used for each variable. The reliability test used in this study was the Cronbach's alpha method. The reliability of a variable is determined by comparing the Cronbach's alpha value with 0.6. If the Cronbach's alpha is greater than 0.6, the variable under study is reliable. The researchers used SPSS for Windows to ensure the results were reliable and usable for further research. This data management technique involves processing numerical data, such as statistical data and respondent survey results. This study employed statistical analysis, which requires conducting prerequisite analysis tests before conducting variable analysis to determine any deviations from the variables being studied.

C. Results and Discussion

The Influence of Academic Supervision on Teacher Professionalism

Based on the results of the first hypothesis test using the t-test statistical analysis, the t-count value obtained was 68.824. To test the hypothesis, we use the criteria that if the t-count exceeds the t-table, then H_a is accepted. Conversely, if the t-count is less than the t-table, then H_a is rejected. To find the t-table, we look at the significance level $\alpha = 5\%$, which is divided into two, namely, 2.5% for a two-sided test, with degrees of freedom (df) calculated using the $n-k$ formula, so $df = 101 - 3 = 98$, with n as the number of samples and k as the number of independent variables. In a two-sided test, for a significance level of 0.025, the t-table is obtained at 1.984. Thus, based on this information, the t-count value is obtained from the t-table, or the value obtained is $68.824 > 1.984$. This indicates that H_0 is rejected and H_a is accepted. Thus, the results of the first hypothesis test can be said to be accepted, indicating that academic supervision has an effect on teacher professionalism in public vocational schools throughout Ogan Ilir Regency. Based on the results obtained in the first hypothesis test, the researcher can conclude that the better the academic supervision carried out by the principal, the better the professionalism of the teachers in that school. Academic supervision aims to improve the quality of learning by enhancing teachers' abilities to

manage the learning process, both technically and professionally (Lorensius et al., 2022; Sugiar et al., 2024).

Academic supervision involves several stages such as planning, implementation, data analysis, providing feedback, and follow-up for improvement. Academic supervision focuses on aspects directly related to the learning process, such as teaching preparation, learning implementation, and evaluation. Therefore, it is understandable that better academic supervision will have a positive impact on teacher professionalism. This means that better academic supervision will improve teacher professionalism. Regarding academic supervision, Lorensius et al. (2022) explains that academic supervision is a series of coaching activities aimed at helping teachers improve their competence in managing the learning process, with the goal of achieving optimal learning outcomes.

This supervision includes assessing teacher performance and providing technical assistance to overcome difficulties encountered in the teaching process. Mandefro (2022) explained that supervision is assistance provided to all school staff to develop a better teaching and learning situation. Academic supervision includes supervision of learning administration and supervision of learning implementation carried out by educators. Furthermore, Ubogu (2024) argues that supervision is assistance in developing a better teaching and learning situation by providing guidance and direction to teachers and other staff to improve the quality of their work in the field of teaching in various aspects. In line with this statement, Zheng et al. (2020) argues that supervision is a service provided by leaders to help them become more competent or skilled in carrying out their duties, in accordance with the demands of development and advancement of science in their field of work.

Academic supervision aims to improve the quality of learning by enhancing teachers' abilities to manage the learning process, both technically and professionally (Sugiar et al., 2024). Academic supervision involves several stages, such as planning, implementation, data analysis, providing feedback, and follow-up for improvement. Academic supervision focuses on aspects directly related to the learning process, such as teaching preparation, learning implementation, and evaluation. Based on the independent curriculum in Senior High Schools, as stipulated in Minister of Education, Culture, Research, and Technology Regulation No. 12 of 2024, it aims to improve teacher professionalism by focusing on essential material, character development, and differentiated learning. This allows teachers to engage in deeper and more meaningful learning while providing greater space for students to explore and develop their learning interests. These challenges, along with the various problems that need to be addressed by educational institutions, serve as a driving force for improvement. Even without these, schools need and must continue to make improvements in their education delivery to make the learning process more satisfying for students.

Improvement, development, and enhancement of teacher professionalism require synergy from all school education stakeholders to support its effective implementation (Keshmiri et al., 2023). Building education cannot be done by one party alone, nor can schools develop without the support of others. School organizations do not operate in their own world; they are part of the world of life, from institutional, local, regional, national, and even global life today. To realize professional teachers, as stipulated in the Regulation of the Minister of Education, Culture, Research, and Technology explained above, it is also explained that the learning process in educational units is conducted interactively, inspiring, fun, and challenging, motivating students to participate actively and providing sufficient space for initiative, creativity, and abilities according to the talents, interests, and physical and psychological development of students. Therefore, careful consideration and planning must be made to increase student learning opportunities by improving the quality of teachers.

This shows that teachers are expected to be able to play an active role as managers of the teaching and learning process, acting as facilitators who always strive to create class organization and the use of teaching methods, as well as the attitudes and characteristics of teachers in managing the teaching and learning process. The low professionalism of teachers can be caused by several factors, as stated by Mulyasa (2017), who explains that there are seven main problems in education, namely, the decline in morals and ethics of students, equal distribution of learning opportunities, the still low internal efficiency of the education system, institutions, education management that is not in line with national development, and unprofessional teachers. To address this, the quality of learning is a benchmark for the success of a school. Thus, the key to this success is the need for a reliable leadership figure who is able to address existing problems. Responding to the role, function, and responsibility of the principal, he should have a high commitment to his work in addition to being professional and dedicated.

The principal is required to be actively involved in the development process of all school personnel. A study conducted by Hidayatillah (2025), entitled "The Influence of the Madrasah Principal's Leadership Style in Improving Teacher Professionalism at MTs Darunnajah Ulujami, South Jakarta", was conducted as a master's thesis at Sultan Agung Islamic University, Semarang. This study used a quantitative approach. Data collection techniques were multiple regression analyses. Data collection techniques included questionnaires and documentation. The results showed that the leadership style implemented by the madrasah principal plays a significant role and significantly influences the level of teacher professionalism within the school. Similar to the study conducted by this study, both examined the variable of school principal leadership style and made teacher professionalism the primary variable. The difference is that this study focused on the influence of leadership style on teacher professionalism, while this study used academic supervision as a factor to be studied.

The study conducted by Fitriyani et al. (2022) entitled "The Influence of Principal Leadership and Academic Supervision on Teacher Professionalism" used a quantitative approach with multiple linear regression analysis. The data collection technique used was a questionnaire. The results of the study indicate that principal leadership has a positive and significant effect on teacher professionalism. In addition, academic supervision also has a positive and significant effect on teacher professionalism. Simultaneously, principal leadership and academic supervision have a significant effect on teacher professionalism, which means that an increase in these two variables will be followed by an increase in teacher professionalism. The similarity of this study with the research conducted lies in the variables studied, namely principal leadership, academic supervision, and teacher professionalism. Meanwhile, the difference lies in the research location and research subjects used.

Roslina (2024) study entitled "The Effect of Principal Academic Supervision on Teacher Professionalism at SMA Negeri 3 Cibinong" found that the principal's academic supervision has a positive and significant effect on teacher professionalism, which means that the implementation of planned, systematic, and continuous supervision can improve the quality of learning and teacher competence optimally. These results indicate that supervision is not only a supervisory activity but also a professional development process that has a real impact on improving teacher performance. The similarity of this study with the research conducted is that both examine the influence of academic supervision and the principal's leadership style on teacher professionalism using a quantitative approach and data collection techniques in the form of a questionnaire. Meanwhile, the difference with the research conducted lies in the location of the research as well as the subject and timing of the research.

The Influence of Principal Leadership Style on Teacher Professionalism

Based on the results of this study through the second hypothesis testing, it was found that the t-value was 61.258. In the hypothesis testing criteria, if the t-value is greater than the t-table, then H_a is accepted, but if otherwise, then H_a is rejected. To determine the t-table, it is searched with $\alpha = 5\% : 2 = 2.5\%$ (two-sided test) and with degrees of freedom (df) calculated as $n - k$, namely $df = 101 - 3 = 98$ (where n is the number of samples and k is the number of independent variables). With a two-sided test (significant = 0.025), the t-table obtained was 1.984. Based on the existing explanation, $t\text{-value} = 61.258 > t\text{-table} = 1.984$, so the t-value is greater than the t-table's. This indicates that H_0 is rejected and H_a is accepted. Therefore, it can be said that, partially, there is an influence of the academic principal's leadership style on teacher professionalism in state vocational high schools throughout Ogan Ilir Regency.

Based on the results obtained in the first hypothesis test, the researcher can conclude that the better the principal's leadership style, the better the quality of learning in the school. Regarding the theory of the principal's leadership style in this study, according to Akanji et al. (2020), leadership style is a leader's behavioural pattern in influencing

his followers. The definition of leadership style can change depending on the followers and the situation. The right leadership style can reflect the extent of the superior's responsibility to his employees. When employees receive the right leadership example from their superiors, this can encourage employees to be disciplined in implementing occupational safety and health. Therefore, it is hoped that leaders can provide the right example for their employees.

Rajoria et al. (2022) explains that leadership style is a set of strategies used by a leader to influence his subordinates so that organisational goals are achieved, or it can also be said that leadership style is a pattern of strategies or behavioural patterns that are preferred and often applied by a leader. In relation to education, the focus is on the principal's leadership style and academic supervision. As explained by González-Falcón et al. (2020), the principal's role is a crucial factor in an organization, as the success and failure of an organization are largely determined by its leadership. Furthermore, Uddin et al. (2020) explains that the ability of the principal through his role in carrying out his duties is to convince and motivate others to want to work together under his leadership as a team to achieve a certain goal. Furthermore, Palah et al. (2022) states that the role of the principal in improving the quality of education has a positive impact on an organization. The good or bad role carried out by the principal will impact the educational system in the school he leads. The principal is a leader and manager who must organize, give orders, and protect his subordinates, namely teachers, and resolve problems that arise (Karim et al., 2025).

In agreement with the explanation, Alhussein et al. (2023) stated that a principal is a functional teacher who is given the task of leading a school where the teaching and learning process is carried out or a place where interactions occur between teachers who give lessons and students who receive lessons. Leadership style is a consistent pattern of behavior shown by leaders and is known by others when the leader tries to influence others. Leadership styles include autocratic leadership styles, democratic leadership styles, and permissive leadership styles. When associated with the principal, the principal can use the school leadership style to influence teachers and employees in the school he leads. However, the right leadership style to motivate the principal is a democratic leadership style.

Relevant research on principal leadership styles, including the study by Sudarwan et al. (2025), entitled "The Influence of Principal Leadership Style and Work Commitment on Teacher Professionalism", published in J-CEKI: Jurnal Cendekia Ilmiah, used a quantitative approach with multiple linear regression analysis. Data collection was conducted through a questionnaire. The results showed that principal leadership style and work commitment had a positive and significant effect on teacher professionalism, both partially and simultaneously. This means that the better the principal's leadership style and the higher the teacher's work commitment, the higher the teacher's professionalism will be. The similarity between this study and ours lies in the variables of principal leadership style and teacher professionalism. The

difference is that this study added work commitment as an independent variable, while ours used academic supervision as a contributing factor.

Hidayatillah (2025) conducted a study entitled "The Influence of Madrasah Principal Leadership Style in Improving Teacher Professionalism at MTs Darunnajah Ulujami, South Jakarta". This research is a master's thesis at Sultan Agung Islamic University Semarang using a quantitative approach. The data collection technique was carried out through multiple regression and data collection techniques: questionnaires and documentation. The results of the study indicate that the leadership style applied by the madrasah principal has an important role and a real influence in increasing the level of teacher professionalism in the school environment. Similarities with the research conducted are that both examine the variable of school leader leadership style and make teacher professionalism the main variable studied. The difference with the research focuses on the influence of leadership style on teacher professionalism, while the research conducted uses academic supervision variables as a factor that are also studied.

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

Based on the results of the third hypothesis test research, using multiple regression analysis, the F-count value in the table above was found to be 2797.443. The condition for testing the hypothesis is that if $F\text{-count} \geq F\text{-table}$, then the alternative hypothesis is rejected. Referring to the F-table with a significance level of 0.05 and a numerator degree of freedom of 39 (calculated based on the number of independent variables) and a denominator degree of freedom of 851 (calculated from the number of samples minus the number of independent variables, then subtracted by one), this number can also be found using the Excel program by entering the formula `=FINV(0.05,39,851)` in an empty cell, which produces the number 3.09 (Prayitno, 2018). From this description, we can see that the F-count value is 2797.443 and the F-table value is 3.09. Since $F\text{-count} \geq F\text{-table}$, the hypothesis in this study can be accepted, which indicates that there is a joint influence between academic supervision and the principal's leadership style on teacher professionalism in state vocational high schools in Ogan Ilir Regency. This means that the better the principal's academic supervision and the leadership style applied according to the existing situation and conditions, the better the teacher professionalism in the school will be.

Research on academic supervision was conducted by Alpian et al. (2020). The results of this study concluded the following: (1) academic supervision has an effect on the quality of teacher teaching at Pemulutan State Senior High School; (2) completeness of teaching administration has an effect on the quality of teacher teaching at Pemulutan State Senior High School; and (3) academic supervision and completeness of teaching administration both have an effect on the quality of teacher teaching at Pemulutan State Senior High School. This study can be concluded by researchers to

have similarities, namely studying school principals. However, what differentiates it is that the current study examines the effect of academic supervision and the principal's leadership style on teacher professionalism at state vocational high schools throughout Ogan Ilir Regency.

Another study on school principals was conducted by Hapizoh et al. (2020) entitled "The Effect of Teacher Professionalism and Principal Supervision on Teacher Performance." This study concluded that (1) there is an effect of teacher professionalism on the performance of teachers at Sub-Rayon 16 State Junior High Schools, Sukarami District, Palembang City. (2) There is an effect of principal supervision on the performance of teachers at Sub-Rayon 16 State Junior High Schools, Sukarami District, Palembang City. (3) There is an influence of teacher professionalism and principal supervision on the performance of teachers at State Junior High Schools in Sub-District 16, Sukarami District, Palembang City. This study has similarities with the current study, namely examining principals and teacher competencies.

The difference with the current study is examining the influence of academic supervision and principal leadership style on teacher professionalism at state vocational high schools throughout Ogan Ilir Regency. Research conducted by Aripin et al. (2020) shows that principal supervision affects the performance of teachers at State Madrasah Tsanawiyah 1 Palembang. With principal supervision, teachers try to improve the quality of their learning. Principal certification and supervision together affect the performance of teachers at State Madrasah Tsanawiyah 1 Palembang. In this study, researchers can conclude that there are similarities and differences between previous research and the current study, namely, both examining teacher quality. Meanwhile, the differences between previous research and the current study lie in the objects, research data, and research locations.

D. Conclusion

Based on the research findings, it can be concluded that academic supervision and the principal's leadership style have a significant influence on teacher professionalism in public vocational schools throughout Ogan Ilir Regency. The key finding reveals three major results. First, academic supervision has a significant partial influence on teacher professionalism, indicating that coaching, guidance, and evaluation activities carried out by principals to improve learning quality play a crucial role in developing teachers' professional abilities, attitudes, and responsibilities. Second, the principal's leadership style also has a significant partial influence on teacher professionalism, demonstrating that the principal's behavioral patterns and methods of directing, motivating, and managing school resources significantly contribute to creating a work climate that encourages teachers to continuously improve their competency and work quality. Third, simultaneously, academic supervision and the principal's leadership style significantly influence teacher professionalism, confirming that the combination of planned and ongoing academic supervision coaching with the implementation of

an appropriate and participatory leadership style is a key factor in forming teachers who possess high competence, commitment, and responsibility in carrying out their educational duties. These findings underscore that neither factor alone is sufficient; rather, their synergy produces optimal outcomes for teacher professional development. The practical implication of this study is that principals in public vocational schools throughout Ogan Ilir Regency must integrate academic supervision and leadership style as complementary rather than separate functions. Effective academic supervision requires principals to conduct regular classroom observations, provide constructive feedback, facilitate collaborative lesson planning, and offer differentiated professional development based on individual teacher needs. Supervision should emphasize coaching and mentoring over inspection, creating a safe environment where teachers view supervision as developmental support rather than evaluative judgment. Simultaneously, principals must adopt participatory leadership styles that involve teachers in school decision-making, delegate responsibilities appropriately, recognize teacher achievements, and model continuous learning. Principals should demonstrate instructional leadership by actively participating in professional learning communities alongside teachers. School districts should provide principals with training on clinical supervision techniques, effective feedback delivery, and adaptive leadership styles tailored to vocational education contexts. Principal evaluation systems should include indicators measuring both supervision quality and leadership style effectiveness in improving teacher professionalism outcomes. Future research should expand this study across multiple districts and include private vocational schools for comparative analysis to test generalizability. Longitudinal studies tracking teacher professionalism development alongside supervision and leadership interventions over two or more academic years would strengthen causal claims and reveal sustainability patterns. Qualitative research exploring teachers' perceptions of effective supervision and leadership practices through in-depth interviews and focus groups would provide contextual depth often missing from quantitative studies. Additionally, examining mediating variables such as teacher self-efficacy, organizational commitment, or school climate would reveal mechanisms through which supervision and leadership influence professionalism. Comparative studies between vocational and general secondary schools would identify context-specific factors. Finally, intervention research testing specific principal training programs using randomized controlled designs would provide evidence-based guidance for policy development and resource allocation.

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