

# The Influence of School Leadership and Academic Supervision on Teachers' Professional Competence

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## Abstract

This study investigates the influence of school leadership and academic supervision on teachers' professional competence in public high schools in Batang District, Central Java. Using a quantitative approach with survey methods and linear regression analysis, the research involved 85 teachers selected through proportional random sampling. The findings reveal that school leadership significantly affects teachers' professional competence (Sig. = 0.000; effect size = 71.4%), as does academic supervision (Sig. = 0.000; effect size = 64.7%). Combined, both variables also exert a significant influence (Sig. = 0.000; effect size = 66.2%). These results underscore the importance of effective leadership particularly in fostering innovation—and robust academic supervision, especially in evaluation and follow-up, in enhancing professional competence. The study recommends that school leaders strengthen these areas and collaborate with teachers to support professional growth. Teachers are also encouraged to deepen subject mastery and adopt more effective teaching strategies to improve instructional quality and student learning outcomes.

**Keywords:** School Leadership; Academic Supervision; Teachers' Professional Competence.

## Abstrak

*Penelitian ini mengkaji pengaruh kepemimpinan sekolah dan supervisi akademik terhadap kompetensi profesional guru di sekolah menengah atas negeri di Kabupaten Batang, Jawa Tengah. Dengan pendekatan kuantitatif, metode survei, dan analisis regresi linier, penelitian ini melibatkan 85 guru yang dipilih melalui teknik proportional random sampling. Hasil penelitian menunjukkan bahwa kepemimpinan sekolah berpengaruh signifikan terhadap kompetensi profesional guru (Sig. = 0,000; besar pengaruh = 71,4%), demikian pula supervisi akademik (Sig. = 0,000; besar pengaruh = 64,7%). Secara simultan, kedua variabel tersebut juga memberikan pengaruh signifikan (Sig. = 0,000; besar pengaruh = 66,2%). Temuan ini menegaskan pentingnya peran kepemimpinan sekolah—terutama dalam mendorong inovasi serta supervisi akademik yang efektif, khususnya pada aspek evaluasi dan tindak lanjut, dalam meningkatkan kompetensi profesional guru. Studi ini merekomendasikan agar kepala sekolah memperkuat kedua aspek tersebut dan menjalin kolaborasi dengan guru guna mendukung pengembangan profesional. Guru juga didorong untuk meningkatkan penguasaan materi dan strategi pembelajaran yang lebih efektif.*

**Kata Kunci:** : Kepemimpinan Kepala Sekolah; Supervisi Akademik; Kompetensi Profesional Guru.

## INTRODUCTION

Education in schools is a structured and systematic activity, extending from kindergarten to higher education. As providers of formal education, schools require good management to achieve optimal learning outcomes. One crucial aspect of educational management is school leadership, which plays the role of accountability in each educational unit, as well as academic supervision aimed at enhancing teachers' competencies in implementing the learning process.

According to the Indonesian Minister of National Education Regulation No. 16 of 2007 on Academic Qualifications and Competencies of Teachers, every teacher at every level of education must meet competency standards that include pedagogical, personal, social, and professional competencies. A teacher who meets these competency standards can be considered to have high professional competence. Meanwhile, the Indonesian Government Regulation No. 74 of 2008 on Teachers states that a teacher is a professional educator responsible for teaching, guiding, mentoring, and evaluating students in formal education pathways, including early childhood, primary, and secondary education.

Professional competence, as stated in Law No. 14 of 2005 on Teachers and Lecturers, refers to the ability to master the subject matter comprehensively and in depth. This aligns with Das, who states that professional competence encompasses mastery of concepts, structures, and scientific methods related to the subject matter, as well as its application in everyday life<sup>1</sup>. Therefore, teacher competence is measured through the Teacher Competency Test (UKG), which functions to assess the teachers' proficiency in pedagogical and professional competencies. The 2019 UKG data showed that the average UKG score for high school teachers in Central Java Province and Batang District was still inadequate, with an average professional competence score of 70.1 and 69.9, which is far below the minimum standard set, which is 80.

The quality of education in schools is heavily influenced by the quality of teachers. Teachers with high professional competence can perform their duties well, guiding students to achieve the competency standards set by the National Education Standards<sup>2</sup>. Therefore, the role of the principal in leading and managing the school is crucial. The principal is responsible for implementing professional development programs for teachers, including providing orientation for new teachers. However, not all principals can effectively implement this program, and often the lack of ongoing mentoring becomes a barrier<sup>3</sup>.

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<sup>1</sup> Ramesh Chandra Das, *Kompetensi Profesional Guru: Konsep dan Implementasinya dalam Pembelajaran* (Jakarta: Penerbit Pendidikan Abadi, 2019).

<sup>2</sup> Prayitno, *Kompetensi Profesional Guru dalam Perspektif Pendidikan* (Surabaya: Cipta Ilmu, 2020).

<sup>3</sup> Amalia Indriani dan U. Hasanah, *Peran Kepala Sekolah dalam Supervisi Akademik untuk Meningkatkan Kompetensi Guru* (Yogyakarta: Pustaka Ilmu Mandiri, 2021).

Furthermore, academic supervision carried out by the principal is also an essential factor influencing teachers' professional competence. Academic supervision should not only be done to fulfill administrative requirements but also to solve learning problems and improve the quality of education in the school. Data from academic supervision reports at SMA Negeri 1 Batang and SMA Negeri 2 Batang indicate positive results, with average scores at both schools reaching 86.5 and 86.6, indicating an improvement in teaching quality.

Based on this background, this study aims to examine the influence of school leadership and academic supervision on teachers' professional competence at public high schools in Batang District, with the hope of contributing to improving the quality of education in the region.

Teachers' professional competence includes the necessary abilities to carry out their duties as educators, instructors, and mentors. Literally, competence comes from the word *competence*, which means skill, ability, and authority<sup>4</sup>. Mulyasa<sup>5</sup> defines competence as "the ability of a teacher to responsibly perform his or her duties appropriately." Competence is the rational behavior needed to achieve the desired goals according to existing conditions<sup>6</sup>. The Indonesian Law No. 14 of 2005 on Teachers and Lecturers states that professional competence refers to the broad and deep mastery of subject matter, including mastery of the subject curriculum in schools and the scientific disciplines that underlie the subject matter<sup>7</sup>. Rizki & Suharsimi<sup>8</sup> further add that teachers' professional competence is the ability to master knowledge in the fields of science, technology, and cultural arts taught. According to Uno<sup>9</sup>, teachers' professional competence involves the ability to plan, implement, and evaluate learning systems, as well as the ability to develop relevant and effective learning systems. Teachers with high professional competence will be able to guide students to achieve learning objectives in accordance with national standards.

According to the Teacher and Lecturer Law No. 14 of 2005, teachers are required to continuously improve and develop their academic qualifications and competencies. The dimensions of teachers' professional competence include mastery of learning materials, learning management, professional

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<sup>4</sup> Rizky Chandra dan S. Rahmat, *Kompetensi Profesional: Teori dan Aplikasi dalam Pendidikan* (Jakarta: Penerbit Edukasi, 2024).

<sup>5</sup> Eka Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, 2017).

<sup>6</sup> Slamet Daryanto, *Manajemen Pendidikan: Teori dan Aplikasi* (Bandung: Alfabeta, 2013).

<sup>7</sup> Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru

<sup>8</sup> Aulia Rizki dan Eka Suharsimi, *Kompetensi Profesional Guru dalam Era Pendidikan Modern* (Bandung: Pustaka Cendekia, 2023).

<sup>9</sup> Hamzah B. Uno, *Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru* (Jakarta: Bumi Aksara, 2021).

development, and interpersonal relationships<sup>10</sup>. Winarni<sup>11</sup> divides the dimensions of professional competence into mastery of standard competencies and basic competencies, the ability to develop creative learning, reflection on teaching practices, and mastery of information technology to support the learning process. Several factors affecting teachers' professional competence include educational qualifications, motivation, work experience, and mastery of pedagogical and social competencies<sup>12</sup>. Hasanah<sup>13</sup> emphasizes the importance of both internal and external factors in developing teacher competence, where internal factors include education level, experience, and teacher awareness, while external factors involve the work environment and principal support.

School leadership refers to the ability to influence, coordinate, and motivate all components of the school to achieve educational goals effectively and efficiently. Leadership is an effort to influence others to achieve goals. Thoha<sup>14</sup> states that leadership is the art of influencing others' behavior to achieve goals. Nasution<sup>15</sup> defines school leadership as the ability to move educational staff toward achieving school goals through effective and efficient management. The dimensions of school leadership include the ability to influence, managerial skills, supervision, and innovation. Lapid<sup>16</sup> and Sari<sup>17</sup> suggest leadership indicators such as building good relationships with staff, motivating teachers, and ensuring the implementation of effective learning programs. Good school leadership also involves the ability to plan and implement supervision programs to improve teachers' competencies and encourage innovation in learning. Several factors affecting school leadership include leadership style, managerial competencies, and interpersonal relationships. Lapid<sup>18</sup> states that a democratic leadership style can create a positive work environment, while an authoritarian style can decrease staff satisfaction. Effective communication and peer support also significantly

<sup>10</sup> Sukidin Ibda, *Pengembangan Kompetensi Profesional Guru dalam Pembelajaran* (Surabaya: Cipta Ilmu, 2023).

<sup>11</sup> Arini Winarni, "Dimensi dan Indikator Kompetensi Profesional Guru," *Jurnal Pendidikan Indonesia* 17, no. 1 (2020): 7–10.

<sup>12</sup> Ahmad Syarafudin dan E. Ikawati, "Faktor-faktor yang Mempengaruhi Profesionalisme Guru," *Jurnal Pendidikan dan Pengajaran* 30, no. 1 (2020): 49–52; Andi Prayoga, Rina Yuliani, dan Dewi Kartika, "Faktor yang Mempengaruhi Profesionalisme Guru," *Jurnal Pendidikan Dasar* 22, no. 3 (2024): 618–624.

<sup>13</sup> Umi Hasanah, "Faktor-faktor yang Mempengaruhi Profesionalisme Guru," *Jurnal Pendidikan* 15, no. 3 (2012): 25–28.

<sup>14</sup> Muhammad Thoha, dalam Muhammad Syamsu dan Rizal Djafri, "Kepemimpinan dalam Organisasi Pendidikan," *Jurnal Manajemen Pendidikan* 29, no. 4 (2017): 31–35.

<sup>15</sup> Hasan Nasution, *Kepemimpinan Kepala Sekolah: Teori dan Praktik di Sekolah* (Yogyakarta: Penerbit Universitas, 2020).

<sup>16</sup> Samsul Lapid, "Dimensi Kepemimpinan Kepala Sekolah dalam Peningkatan Kualitas Pendidikan," *Jurnal Manajemen Pendidikan* 29, no. 4 (2024): 3128–3134.

<sup>17</sup> Mega Sari, Andika Saputra, Yuni Arifa, "Dimensi Kepemimpinan Kepala Sekolah dan Implikasinya terhadap Kualitas Pendidikan," *Jurnal Pendidikan Dasar* 18, no. 3 (2021): 331–336.

<sup>18</sup> Samsul Lapid, "Dimensi Kepemimpinan Kepala Sekolah dalam Peningkatan Kualitas Pendidikan," *Jurnal Manajemen Pendidikan* 29, no. 4 (2024): 3128–3134.

influence the effectiveness of school leadership<sup>19</sup>.

Academic supervision is the assistance provided to teachers by the principal to improve the quality of teaching. Mulyasa<sup>20</sup> defines academic supervision as an effort to improve teaching through stimulation, selection, and the development of educational goals and teaching methods. Glickman<sup>21</sup> states that academic supervision aims to develop teachers' abilities in managing the learning process to achieve better learning outcomes. The dimensions of academic supervision include lesson planning, teaching implementation, teacher performance evaluation, and teachers' professional development<sup>22</sup>. Prastoyo and Sudiyono<sup>23</sup> emphasize the importance of supervisory principles such as practicality, systematic approach, objectivity, and cooperation. Effective academic supervision should be conducted with constructive feedback, documenting progress, and providing professional guidance for teachers.

## METHOD

This study uses a quantitative approach aimed at collecting and analyzing numerical data to test hypotheses, describe phenomena, and explain relationships between variables. This approach is objective, systematic, and employs statistical methods to analyze the data obtained. Data is collected through standardized instruments, specifically a questionnaire designed to generate measurable and statistically analyzable information. The research process begins with formulating the problem, conducting a literature review, stating hypotheses, determining the research method, designing the data collection instrument, gathering data, and finally analyzing and drawing conclusions from the collected data<sup>24</sup>. The type of research used is a survey, which utilizes a questionnaire as the data collection tool. The questionnaire consists of a list of questions or written statements filled out by respondents according to the provided instructions.

This research was conducted at the public high schools in Batang District, which include SMA Negeri 1 Batang and SMA Negeri 2 Batang. The research was carried out over a period of three months, from October to December

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<sup>19</sup> Ahmad Alhabsyi, "Faktor-faktor yang Mempengaruhi Efektivitas Kepemimpinan Kepala Sekolah," *Jurnal Pendidikan* 26, no. 1 (2023): 26–30

<sup>20</sup> Eka Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, 2017).

<sup>21</sup> Carl D. Glickman, *Supervision of Instruction: A Developmental Approach* (Boston: Allyn and Bacon, 2019)

<sup>22</sup> Muhammad Nurkholis dan S. Suryadarma, "Dimensi Supervisi Akademik dalam Meningkatkan Profesionalisme Guru," *Jurnal Pendidikan* 28, no. 2 (2020): 62–66; Ahmad Rohiat, "Dimensi Supervisi Akademik untuk Meningkatkan Kualitas Pembelajaran di Sekolah," *Jurnal Manajemen Sekolah* 35, no. 3 (2018): 45–50

<sup>23</sup> Sugeng Prastoyo dan Slamet Sudiyono, *Prinsip-prinsip Supervisi Akademik dalam Pembelajaran* (Jakarta: Penerbit Pendidikan, 2015).

<sup>24</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, ed. 13 (Bandung: Alfabeta, 2017).

2024. The research design employed is a non-experimental design with a correlational descriptive approach, aimed at examining the relationship between independent variables (school leadership and academic supervision) and the dependent variable (teachers' professional competence) without applying treatment to the research subjects. This research design is used to determine the influence of the independent variables on the dependent variable, as stated by Arikunto<sup>25</sup> regarding correlational research that aims to understand the relationship between independent and dependent variables.

The variables in this study consist of independent and dependent variables. The independent variables include school leadership (X1) and academic supervision (X2), while the dependent variable is teachers' professional competence (Y). School leadership is measured based on three indicators: influence, managerial skills, and innovation. Academic supervision is measured with indicators of academic supervision planning, implementation, evaluation and follow-up, and professional guidance and development. Teachers' professional competence is measured by indicators such as mastery of learning materials, learning management, professional development, and interpersonal relationships.

The population in this study includes all teachers at the public high schools in Batang District, both civil servant and non-civil servant teachers, with a total of 108 participants. The sample was determined using Proportional Random Sampling and Simple Random Sampling techniques. According to Slovin's formula, the sample size used was 85 respondents. The sampling technique was carried out randomly without considering the strata in the research population<sup>26</sup>

The instrument used in this study is a questionnaire with a Likert scale, containing statements related to the research variables. This questionnaire measures the responses to each variable with five alternative answers, ranging from "Strongly Agree" to "Strongly Disagree." Data collection was carried out by distributing the questionnaire to respondents to be filled out and returned directly to the researcher. The data obtained were then analyzed using descriptive and inferential statistics.

To ensure the reliability of the instrument, validity and reliability tests were conducted. Validity was tested using Pearson's product-moment correlation coefficient<sup>27</sup>, while reliability was calculated using Cronbach's Alpha value, indicating that the instrument is reliable if the Alpha value is greater than 0.70<sup>28</sup>. Additionally, normality, linearity, and homogeneity tests were conducted to ensure the data fit the assumptions of the statistical analysis used. Hypothesis testing was performed using simple and multiple linear regression to examine the influence of school leadership and academic

<sup>25</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, ed. revisi (Jakarta: Rineka Cipta, 2016).

<sup>26</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, ed. 13 (Bandung: Alfabeta, 2017).

<sup>27</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, ed. revisi (Jakarta: Rineka Cipta, 2016).

<sup>28</sup> Imam Ghozali, *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25*, ed. 9 (Semarang: Badan Penerbit Universitas Diponegoro, 2018)

supervision on teachers' professional competence. Hypothesis testing was carried out using SPSS software.

## RESULT AND DISCUSSION

This study aims to analyze teachers' perceptions of school leadership, academic supervision, and teachers' professional competence at public high schools in Batang District, Central Java. Based on the data collected from 85 respondents, a descriptive analysis was performed using SPSS software to describe the tendencies in respondents' perceptions of each research variable. The respondents' perceptions of school leadership show that the majority rated the leadership of the principal as high and moderately high. Based on statistical calculations, the average score for school leadership is 137.33, with a standard deviation of 16.593. Most teachers perceive the principal's leadership style as one that motivates and manages human resources effectively, although a few rated the leadership as low or very low. This indicates that there is still diversity in perceptions of school leadership, which influences the management of learning and the improvement of teachers' competencies.

The respondents' perceptions of academic supervision show a similar distribution, with most respondents rating academic supervision as moderately high and high. The average score for academic supervision is 147.60, with a standard deviation of 25.444. Effective academic supervision is expected to improve teachers' professional competence, as the principal supervises the implementation of learning and provides constructive feedback to teachers for improvement. Although the majority of respondents perceive academic supervision to be carried out well, some respondents still feel that the academic supervision provided is low or very low. The perception of teachers' professional competence at the public high schools in Batang District shows varied results. Most respondents rated teachers' professional competence as moderately high and high. With an average score of 170.87 and a standard deviation of 17.221, these data suggest that, although some teachers' competencies are still considered low, the majority have a high level of teaching competence. This indicates positive development in teachers' competencies, although differences remain.

Based on the F-test (ANOVA) and linear regression, it was found that school leadership has a significant effect on teachers' professional competence. The F-test resulted in an F-value of 34.657 with a significance level of 0.000, indicating that the effect of school leadership on teachers' competence is highly significant. The regression test showed a regression coefficient of 0.563 with a t-value of 5.887, which is also significant at  $\alpha = 0.05$ . This means that the better the quality of the school leadership, the higher the teachers' professional competence. Principals with good managerial skills, who can motivate and create innovations, will significantly contribute to improving the quality of teachers. Based on the coefficient of determination (R Square) test, the value of R Square is 0.714 or 71.4%, indicating that 71.4% of the variation in teachers' professional competence can be explained by school leadership. The

remaining 28.6% is influenced by other factors not examined in this study.

The ANOVA test for academic supervision shows significant results with an F-value of 31.794 and a significance level of 0.000. This indicates that academic supervision has a significant effect on teachers' professional competence. The regression test also showed a regression coefficient of 0.356 with a t-value of 5.639, indicating that good academic supervision directly affects teachers' competence. Supervision by the principal provides clear direction and constructive feedback to teachers for improvement, which encourages them to enhance their performance and teaching skills. Based on the coefficient of determination test, the R Square value of 0.647 or 64.7% shows that 64.7% of the variation in teachers' professional competence can be explained by academic supervision. The remaining 35.3% is influenced by other factors not included in this study, such as external training, teaching experience, and peer support.

The third hypothesis test, which involves both variables, namely school leadership and academic supervision simultaneously, shows that these two variables significantly influence teachers' professional competence. The F-test (ANOVA) resulted in an F-value of 33.209 with a significance level of 0.000, which is smaller than 0.05, thus accepting the hypothesis. The coefficient of determination (R Square) of 0.662 indicates that 66.2% of the variation in teachers' professional competence can be explained by both variables.

Tabel 1 Rresult Determination Test Variabel X<sub>1</sub> and X<sub>2</sub> on Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699 <sup>a</sup>	.662	.534	12.956

Source: SPSS Data Analysis Result

These results demonstrate that the combination of school leadership and academic supervision significantly contributes to improving teachers' competence.

Respondents' perceptions of school leadership show that the majority rated the school leadership as high and moderately high. This indicates that most principals are perceived to possess adequate leadership qualities in motivating and managing teachers, as well as fostering innovation. In this study, it was found that school leadership has a significant effect on teachers' professional competence. This finding is consistent with previous studies that highlight the important role of school leadership in the development of teachers' professionalism<sup>29</sup>. Effective leadership not only improves the managerial quality of the school but also directly impacts the management of learning. Robinson<sup>30</sup> found that high-quality school leadership can enhance

<sup>29</sup> Mega Sari, Andika Saputra, Yuni Arifa., "Dimensi Kepemimpinan Kepala Sekolah dan Implikasinya terhadap Kualitas Pendidikan," *Jurnal Pendidikan Dasar* 18, no. 3 (2021): 331–336; Putra Wijaya, "Kepemimpinan Kepala Sekolah dan Pengaruhnya terhadap Peningkatan Kompetensi Guru," *Jurnal Pendidikan Dasar* 7, no. 1 (2020): 67–75.

<sup>30</sup> Viviane Robinson, Margie Hatepa, Claire Liroy., "The Impact of Leadership on Student Outcomes: Making a Difference," *Educational Administration Quarterly* 44, no. 3 (2008): 584–630.



student learning outcomes by improving teachers' competencies through guidance and providing effective feedback. Good school leadership, which includes aspects of motivation, managerial skills, and innovation, significantly contributes to creating a productive learning environment. This is supported by research conducted by Hidayati<sup>31</sup> which found that principals with high managerial quality can enhance teacher motivation and help them manage learning more effectively. Additionally, research by Alhamdi<sup>32</sup> indicates that principals who demonstrate transformational leadership styles tend to be more successful in building teacher commitment and professional development. Principals who pay special attention to the career development and teaching skills of teachers will help them improve teaching quality<sup>33</sup>. The quality of school leadership greatly influences human resource management within the school. With good leadership, principals can design strategies to enhance teachers' professionalism, both through training programs and collaboration between teachers and school management. Furthermore, research by Siraj<sup>34</sup> states that principals with good communication skills, as well as the ability to listen and provide constructive feedback, can create an environment that supports the development of teachers' competencies. Therefore, effective school leadership can drive improvements in teachers' competencies, which, in turn, contributes to better educational quality. Based on regression test results, the coefficient of determination was found to be 71.4%. This indicates that school leadership plays a significant role in improving teachers' professional competence, which is also reflected in research, who state that principals who actively work to improve teaching quality have a positive impact on teacher performance and competence.

Academic supervision has a significant effect on teachers' professional competence. The academic supervision conducted by the principal functions as a developmental process that helps teachers enhance their teaching skills. Previous research has identified academic supervision as a key factor in the development of teachers' competencies<sup>35</sup>. Well-executed supervision can improve the quality of teaching by providing in-depth evaluation and opportunities for continuous improvement<sup>36</sup>. In line with these findings, research by Langley<sup>37</sup> emphasizes that effective academic supervision involves direct observation of the teaching process, providing timely feedback, and

<sup>31</sup> Rahmad Hidayat, "Pengaruh Supervisi Akademik terhadap Profesionalisme Guru di Sekolah Menengah," *Jurnal Pendidikan* 14, no. 2 (2021): 114–122.

<sup>32</sup> Muhammad Arif Alhamdi, "Transformational Leadership in Education: An Analysis of Teacher Performance," *Jurnal Kepemimpinan Pendidikan* 10, no. 1 (2020): 100–106.

<sup>33</sup> Rahmad Hidayat, "Pengaruh Supervisi Akademik terhadap Profesionalisme Guru di Sekolah Menengah," *Jurnal Pendidikan* 14, no. 2 (2021): 114–122.

<sup>34</sup> Muhammad Siraj, Intan Lestari, Yusuf Hadi., "Strategi Supervisi Akademik untuk Meningkatkan Kompetensi Guru," *Jurnal Pendidikan dan Pengajaran* 20, no. 1 (2021): 45–53.

<sup>35</sup> Herman Bachtiar, "Peran Supervisi Akademik dalam Meningkatkan Kualitas Pengajaran Guru," *Jurnal Pengembangan Pendidikan* 5, no. 2 (2020): 89–97.

<sup>36</sup> arl D. Glickman, *Supervision of Instruction: A Developmental Approach* (Boston: Allyn and Bacon, 2019).

<sup>37</sup> David H. Langley et al., "The Role of Academic Supervision in Teacher Development," *Journal of Educational Psychology* 107, no. 3 (2015): 835–849.

supporting the development of teaching skills through coaching and training. The results of this study show that academic supervision conducted with a supportive approach not only improves teachers' mastery of content but also helps them manage classrooms and implement more innovative teaching strategies<sup>38</sup>. Academic supervision is expected to serve not only as a control tool but also as a means to enhance teachers' professional quality. In this regard, principals need to identify teachers' training needs and provide constructive feedback. Supervision also allows teachers to gain new insights that can improve their ability to manage learning in the classroom<sup>39</sup>. Research by Prihadi<sup>40</sup> shows that systematic academic supervision can improve teaching by providing opportunities for self-reflection. Additionally, supervision creates a collaborative environment that fosters positive relationships between principals and teachers, which can accelerate the learning process in schools<sup>41</sup>. In this context, principals must ensure that the supervision process is structured, with clear evaluations and appropriate follow-up to improve the quality of teaching<sup>42</sup>. Based on the results of the determination test, academic supervision contributes 64.7% to the variation in teachers' professional competence. This shows that academic supervision plays an essential role in improving teachers' competencies, which aligns with research by Hidayat<sup>43</sup>, who found that effective academic supervision can significantly enhance teachers' teaching quality.

Simultaneous testing of school leadership and academic supervision shows that both have a significant influence on teachers' professional competence. This result is in line with research by Darmawan<sup>44</sup>, which states that the combination of good leadership and effective academic supervision can comprehensively improve teachers' professional quality. In their study, it was found that principals with good leadership skills and those who conduct regular academic supervision contribute significantly to the development of teachers' competencies. The combination of these two variables is also reflected in research by Yanti<sup>45</sup>, which states that school leadership and academic supervision support each other in creating conditions that allow teachers to develop professionally. With good supervision, teachers feel

<sup>38</sup> Mega Sari, "Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru," *Jurnal Manajemen Pendidikan* 12, no. 3 (2019): 145–153;

<sup>39</sup> Slamet Wahyudi, "Pengaruh Supervisi Akademik terhadap Kinerja Guru di Sekolah Menengah," *Jurnal Pendidikan dan Teknologi* 8, no. 2 (2020): 150–157.

<sup>40</sup> Rian D. Prihadi, Wahyu Lestari, Taufik Hidayat., "Refleksi Diri Guru dalam Proses Supervisi Akademik," *Jurnal Pendidikan dan Pembelajaran* 18, no. 2 (2020): 121–128.

<sup>41</sup> Herman Bachtiar, "Peran Supervisi Akademik dalam Meningkatkan Kualitas Pengajaran Guru," *Jurnal Pengembangan Pendidikan* 5, no. 2 (2020): 89–97.

<sup>42</sup> Muhammad Siraj, Intan Lestari, Yusuf Hadi., "Strategi Supervisi Akademik untuk Meningkatkan Kompetensi Guru," *Jurnal Pendidikan dan Pengajaran* 20, no. 1 (2021): 45–53.

<sup>43</sup> Rahmad Hidayat, "Pengaruh Supervisi Akademik terhadap Profesionalisme Guru di Sekolah Menengah," *Jurnal Pendidikan* 14, no. 2 (2021): 114–122.

<sup>44</sup> Slamet Daryanto, *Manajemen Pendidikan: Teori dan Aplikasi* (Bandung: Alfabeta, 2013).

<sup>45</sup> Putri Yanti, Dewi Anisa, Nur Hidayah., "Kepemimpinan Kepala Sekolah dan Supervisi Akademik dalam Meningkatkan Kompetensi Profesional Guru," *Jurnal Ilmu Pendidikan* 23, no. 3 (2021): 215–223

supported in their learning processes, while effective leadership provides clear direction and motivates teachers to continuously improve the quality of their teaching. In this regard, it is essential to acknowledge that, although both significantly influence teachers' professional competence, external factors such as educational policies, training, and school culture also play a role in supporting teacher development<sup>46</sup>. Therefore, effective educational management must consider these aspects to create an environment that supports the holistic development of teachers' professional competencies

## CONCLUSION

Based on the analysis and discussion in the previous chapter, it can be concluded that there is a significant influence of school leadership and academic supervision on teachers' professional competence in public high schools in Batang District. First, the results of the linear regression test show that school leadership has a significant effect on teachers' professional competence, with a significance value (Sig.) =  $0.000 < 0.05$ , indicating a strong influence of 71.4%. This influence is categorized as strong. Second, academic supervision also has a significant effect on teachers' professional competence, with a significance value (Sig.) =  $0.000 < 0.05$  and an influence of 64.7%, which is also considered strong. Third, simultaneously, school leadership and academic supervision have a significant effect on teachers' professional competence, with a significance value (Sig.) =  $0.000 < 0.05$ , contributing a total effect of 66.2%, which is categorized as strong. These results indicate that both factors, individually and jointly, have a substantial impact on the development of teacher competence in schools. This study contributes new insights by quantitatively analyzing the combined influence of school leadership and academic supervision on teachers' professional competence within the specific context of public high schools in Batang District. While previous studies have often examined these variables separately, this research offers an integrated model that captures their simultaneous impact. Furthermore, the identification of the weakest dimensions innovation in leadership, evaluation in supervision, and content mastery in competence provides a more focused direction for school-based improvements, which has been scarcely addressed in prior research. Despite its contributions, this study has several limitations. First, the data were collected only from public high schools in Batang District, which may limit the generalizability of the findings to other regions or school types, such as private or vocational schools. Second, the use of self-report questionnaires may introduce bias, as responses could be influenced by social desirability or subjective perceptions. Third, the study employed a cross-sectional design, which limits the ability to determine causality between variables. Future research is encouraged to use longitudinal or mixed-method approaches and expand the geographical scope to validate and enrich the findings of this study.

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<sup>46</sup> Andi Kuncoro, "Kebijakan Pendidikan dan Pengaruhnya terhadap Profesionalisme Guru," *Jurnal Kebijakan Pendidikan* 14, no. 2 (2021): 78–85.

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