


The Influence of Supervision and Managerial Skills of School Principals on Teacher Performance at SDN 43 Mandau

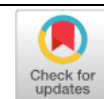
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ABSTRACT

This study aims to determine the effect of principal supervision and managerial skills on teacher performance at SDN 43 Mandau. The method used is a quantitative approach with multiple linear regression analysis techniques assisted by the SPSS program. The population in this study were 15 teachers at SDN 43 Mandau, sampling was carried out using the total sampling technique. Data were collected through questionnaires distributed to 15 teachers, consisting of 10 statement items for the principal supervision variable, 15 statement items for the principal managerial skills variable, and observation sheets for the teacher performance variable. The results showed that principal supervision had a significant effect on teacher performance with a significance value of $0.038 < 0.05$. Likewise, the principal's managerial skills showed a significant effect on teacher performance with a significance value of $0.013 < 0.05$. Simultaneously, both variables had a significant effect on teacher performance with a significance value of $0.001 < 0.05$. Thus, it can be concluded that principal supervision and managerial skills partially and simultaneously have an effect on improving teacher performance. Based on these results, it can be concluded that the better the principal's supervision and managerial skills, the higher the teacher's performance. The implication of this study is the need to strengthen the principal's capacity in the supervisory and managerial aspects as a strategic effort to improve the quality of learning and teacher professionalism in elementary schools.

Keywords: *Influence, Supervision, Managerial Skills, Performance, Teachers*

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INTRODUCTION

The quality of education is greatly influenced by the quality of the learning process in schools, and one of the main determinants is the performance of teachers. Teachers are the central figures who play a direct role in managing the educational process so that the success of schools in achieving learning goals is highly determined by competence, professionalism, and performance of teachers in carrying out their



duties. Teacher performance contributes to the achievement of educational goals in forming superior and globally competitive human resources. In the context of education management, improving the quality of teacher performance is a strategic need that must be realized systematically and sustainably. Muspawi (2021) states that the teacher's performance is a reflection of the teacher's attitude, skills, values, and knowledge in carrying out his professional duties and functions, which is seen in his actions, appearance, and work achievements. In line with that, Supriyanto (2023) emphasizing that teacher performance can be assessed from the extent to which teachers are able to produce quality educational services for students. Thus, teacher performance is an important indicator as well as a benchmark for the success of the learning process in schools.

Teacher performance is not only related to the final learning outcome, but also concerns the professional process that is carried out systematically. Lailatul (2015) Explaining that teacher performance is at least related to three main tasks, namely planning, implementing, and evaluating learning. Teachers are required to be able to design relevant learning, manage the classroom effectively to create a conducive atmosphere, and conduct an objective evaluation of the learning process and outcomes of students. Laila (2021) Strengthening this view by stating that teacher performance indicators include the ability to plan learning, carry out learning, manage classes, and assess and evaluate learning. This means that good teacher performance must be reflected from the planning stage to assessment as a series of professional work. Through optimal performance, teachers can improve the quality of learning and achieve the objectives of the curriculum effectively.

Empirical findings show that problems related to teacher performance are still a national issue. Munawir et al. (2023) emphasized that teacher performance assessments are needed to determine the quality of learning implementation and provide a basis for continuous improvement. However, there are still various weaknesses in the implementation of teachers' duties in the field. Research Miharja & Aryanto (2023) revealed that many teachers make mistakes in carrying out the role of educators, both due to lack of knowledge, weak professional awareness, and lack of innovation in designing and implementing learning. This condition indicates that some teachers still view teaching tasks as just routines, not professional practices that require mastery of concepts, creativity, and a strong work commitment. This fact emphasizes that teacher performance is a fundamental problem that requires managerial intervention through an effective coaching, supervision, and supervision system at the school level.

In the context of school management, the principal is a strategic figure who plays a role in directing, supervising, and ensuring that teachers work according to professional standards. Supervision has an important position in improving teacher performance. Andayani (2018) explained that supervision is carried out to foster teachers who make mistakes in carrying out their duties so that it has a positive impact on improving their performance. Mustafa (2018) emphasized that supervision indicators include supervision of learning, planning, implementation, and evaluation.

Furthermore, Scarlet Witch (2020) states that principal supervision also has a psychological effect: teachers who feel supervised and valued will have higher work motivation, while weak supervision can lower work ethic and productivity. Thus, effective supervision not only controls, but also motivates teachers to work professionally according to educational quality standards.

In addition to supervision, the managerial skills of school principals also determine the quality of teacher performance. The principal as a manager is required to have the ability to plan, organize, lead, and evaluate all educational resources. Sulandari (2020) stating that managerial skills are the ability of the principal to utilize school resources to achieve goals effectively and efficiently. Wahyuni & Sari (2023) affirms that managerial skills include conceptual, technical, and human relations skills, all of which are necessary in managing schools professionally. Andayani (2018) adding that the ability to plan programs, organize tasks, evaluate teacher performance, and lead are indicators of managerial skills that have a direct effect on teacher performance. Arief et al, (2024) It also confirms that the managerial skills of school principals are able to mobilize teachers to increase productivity and performance optimally. In other words, the quality of the principal's management is closely correlated with the quality of teacher performance.

Although normatively the supervision and managerial skills of the principal should run optimally, the facts at SDN 43 Mandau show a different condition. Based on observations, various problems with teacher performance are still found, such as weak discipline, learning planning that is only prepared during supervision, monotonous learning and lack of innovation, limitations in managing the classroom, low ability to carry out Class Action Research, and low motivation to excel. This shows that the teacher's performance has not been running according to the ideal standard. This condition confirms that intervention through the supervision and managerial skills of school principals is very urgent to be carried out consistently.

Based on the theoretical description, empirical findings, and field facts, it can be seen that teacher performance is greatly influenced by the supervisory factors and managerial skills of the principal. However, studies that simultaneously examine these two variables in the context of elementary schools, especially in Mandau, are still limited so that there are *research gaps* that need to be filled. Based on this description, this study is considered necessary to analyze the influence of supervision and managerial skills of school principals on teacher performance at SDN 43 Mandau.

METHODS

The type of research used is quantitative research. According to Sugiyono (2019) Quantitative descriptive research is a scientific approach that views a reality that can be classified concretely, observed, and the relationship of variables is causal where the research data is in the form of numbers and the analysis uses statistics. The method used in this study is the regression method. The population in this study is all teachers at SDN 43 Mandau which totals 15 people. Technique *sampling total* It is often used when the



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population is relatively small. So the sample of this research is 15 teachers. The research instruments are in the form of questionnaire sheets and observation sheets that have been tested for validity and reliability. The data analysis technique included a prerequisite test (normality and homogeneity test), followed by a hypothesis test using the t and F tests at a significance level of 0.05 to determine the partial influence between variables, with data processing assisted using the SPSS program.

FINDINGS AND DISCUSSION

Findings

In the results of the study on the influence of supervision and managerial skills of school administrators on teacher performance at SDN 43 Mandau, the results of the measurement of the supervision of the principal obtained the results of the average score (*mean*) of 7.87 with a standard deviation of 1,457, a minimum score of 5 and a maximum score of 10. The distribution of data for more details can be presented in the form of a diagram as follows:

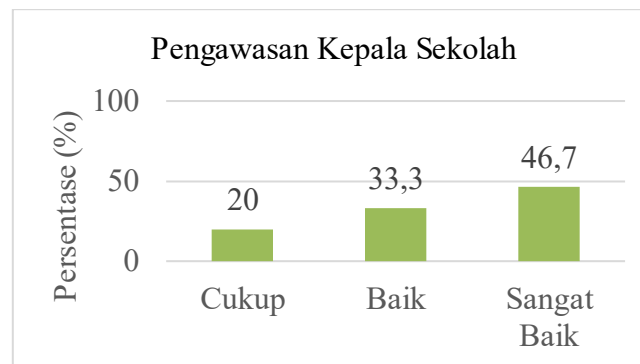


Figure 1. Principal's Supervision Frequency Diagram

Based on the frequency diagram above, it can be seen that the principal's supervision is on a very good tendency, where it was found that most 7 (46.7%) of the 15 teachers stated that the principal did very good supervision, as many as 5 teachers (33.3%) stated that the principal did good supervision and as many as 3 teachers (20%) stated that the school principal carried out supervision with the category of adequate.

The results of the measurement of the managerial skills of school principals obtained the results of an average score (*mean*) of 12.67, a standard deviation of 1.496 with a minimum score of 10 and a maximum score of 15. For more details, the above data can be presented in the form of a diagram as follows:

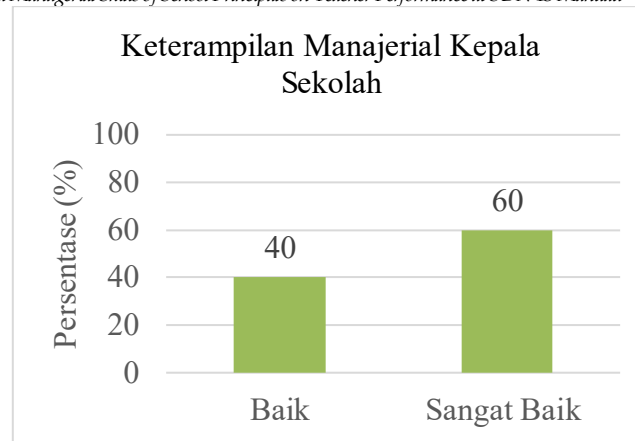


Figure 2. Principal's Managerial Skills Frequency Chart

Based on the frequency chart above, it can be seen that the managerial skills of school principals are in the average category of very good, where it was found that most of 9 out of 15 teachers (60%) assessed the managerial skills of school principals in the category of very good, as many as 6 teachers (40%) assessed the managerial skills of school principals in the category of very good. So it can be concluded that the managerial skills of the principal at SDN 43 Mandau are in the very good category.

The results of measuring teacher performance obtained the result of an average score (*mean*) of 12.13, a standard deviation of 1,685 with a minimum score of 9 and a maximum score of 14. For more details, the above data can be presented in the form of a diagram as follows:

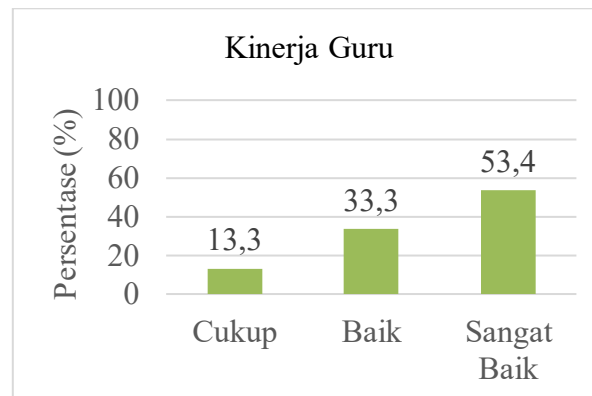


Figure 3. Teacher Performance Frequency Chart

Based on the frequency diagram above, it can be seen that the majority of teachers' performance is in the very good category, where it is found that most 8 out of 15 teachers (53.4%) are in the very good category, as many as 5 (33.3%) teachers are in the good category and as many as 2 (13.3%) teachers are in the adequate category. Therefore, it can be concluded that the performance of teachers at SDN 43 Mandau is mostly in the very good category.

The analysis prerequisite test is a test used with the aim of finding out that the data that has been obtained from respondents meets the requirements to be tested at a further stage. The normality test was carried out with the help of IBM SPSS Statistic 25 using the *Shapiro-Wilk method*. The results of the normality test tested from the principal's supervision and managerial skills data, as well as the performance of teachers at SDN 43 Mandau are as follows:

Table 1. Normality Test of Variables X1, X2, and Y

		Tests of Normality						
		Kolmogorov-Smirnova			Shapiro-Wilk			
	DATA	Statistic	df	Sig.	Statistic	df	Say.	
GRADES	Supervision	.248	15	.013	.903	15	.105	
	Managerial Skills	.200	15	.109	.938	15	.356	
	Teacher	.239	15	.021	.861	15	.062	
	Performance							
a. Lilliefors Significance Correction								

Source: Processed data of researchers, 2025

Based on the table above, it is explained that the results of the calculation of *the test of normality* on the research variable of *the Asymp. Sig. (2-tailed)* value is 0.105 where the value is > 0.05 . The managerial skills of the principal of the school score *Asymp. Sig. (2-tailed)* have a significance of 0.356 where the value is > 0.05 . The teacher's performance showed a *significant Asymp. Sig. (2-tailed)* value of 0.062 where the value > 0.05 . Therefore, it can be concluded that the data is normally distributed and the results of the homogeneity test in this study can be seen in the following table:

Table 2. Homogeneity Test of Variables X, Y1 and Y2

		Test of Homogeneity of Variances				
		Levene				
		Statistic	df1	df2	Say.	
PRINCIPAL'S SUPERVISION	Based on Mean	1.725	3	10	.225	
	Based on Median	1.003	3	10	.431	
	Based on Median and with adjusted df	1.003	3	6.999	.446	
	Based on trimmed mean	1.618	3	10	.247	
PRINCIPAL'S MANAGERIAL SKILLS	Based on Mean	.412	3	10	.748	
	Based on Median	.381	3	10	.769	
	Based on Median and with adjusted df	.381	3	7.246	.770	
	Based on trimmed mean	.411	3	10	.749	

Source: Processed data of researchers, 2025

From the table above, it can be seen that the significant value of *the based on mean* supervision of the principal is 0.225 which means it is greater than 0.05. The managerial skills of the principal have a sig value of 0.748. This value is greater than the sig value of 0.05 that has been set. So it can be stated that the data is distributed homogeneously. Hypothesis testing will be carried out for each hypothesis. In this study, there are 3 (three) research hypotheses, namely the allegation of the influence between supervision and managerial skills of school principals on teacher performance at SDN 43 Mandau. The first hypothesis is that there is a significant influence between the principal's

supervision of teacher performance. The results of the t-test can be seen in the following table:

Table 3. Results of Hypothesis Test (Passive T-Test) Variables X1 and Y

		Coefficients ^a		t	Say.
		Unstandardized Coefficients	Standardized Coefficients		
Model		B	Std. Error	Beta	
1	(Constant)	9.946	2.487		3.999
	PRINCIPAL'S SUPERVISION	.278	.311	.241	3.893

From the table above, the calculation obtained a significance between X1 and Y of 0.038 with a significance level of 0.05, then the number $0.038 < 0.05$. From the table above, it can be seen that individually or partially, the principal supervision variable has a calculated t value of 3.893. It can be seen that $T_{\text{counts}} (3.893) > T_{\text{tables}} (2.977)$, so H_0 is rejected. So it can be concluded that there is an influence between the principal's supervision on teacher performance. The second hypothesis is that there is a significant influence between the managerial skills of school principals on teacher performance. The results of the t-test can be seen in the following table:

Table 4. Results of Hypothesis Test (Passive T-Test) Variables X2 and Y

		Coefficients ^a		t	Say.
		Unstandardized Coefficients	Standardized Coefficients		
Model		B	Std. Error	Beta	
1	(Constant)	6.204	3.621		3.713
	PRINCIPAL'S MANAGERIAL SKILLS	.468	.284	.416	3.648

a. Dependent Variable: KINERJA GURU

From the table above, the calculation obtained a coefficient between X2 and Y of 0.416 with a significance of 0.013 with a significance of 0.05, then the number $0.013 < \alpha 0.05$. It can be seen that $T_{\text{calculates}} (3.648) > T_{\text{table}} (2.977)$, so H_0 is rejected. So it can be concluded that there is an influence between the managerial skills of the principal on teacher performance. The third hypothesis is that there is a significant influence between supervision and managerial skills of school principals on teacher performance. The results of the F test can be seen in the following table:

Table 5. Results of Hypothesis Test of Variables X1, X2 and Y1

		ANOVA				
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	13.698	2	6.849	13.616	.001b
	Residual	6.036	12	.503		
	Total	19.733	14			

a. Dependent Variable: KINERJA GURU

b. Predictors: (Constant), PRINCIPAL'S MANAGERIAL SKILLS, PRINCIPAL'S SUPERVISION

From the results of the calculation, the significance value between X1 and X2 together against Y was 0.001 with a significance level of 0.05, then the number $0.001 < 0.05$, then H_0 stated that there was no influence between the principal's managerial skills and the principal's supervision on teacher performance was rejected. Thus, it can be concluded that there is a significant influence between the variables of the managerial skills of the principal (X1) and the supervision of the principal (X2) together on the performance of teachers (Y).

From the table above, it can be seen that stimulants, variables of managerial skills of principals and supervision of principals have an F value of 13,616. It can be seen that $F_{is\ calculated} (13.616) > F_{table} (4.26)$. So it can be concluded that H_0 was rejected and H_1 was accepted. So it can be concluded that there is a significant influence together between the managerial skills of the principal and the supervision of the principal on teacher performance.

Discussion

This research is basically to find out the influence of supervision and managerial skills of school principals on teacher performance.

The Effect of Principal Supervision on Teacher Performance at SDN 43 Mandau

Based on the results of the partial regression analysis (t-test), a regression coefficient value of 0.241 was obtained with a t-calculation value of 3.893 and a significance value of 0.038. When compared to the significance level of 0.05, the value of $\text{sig.} < 0.05$, so that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that statistically there is a significant influence between the principal's supervision on teacher performance. Furthermore, because $t\text{-count} (3,893) > t\text{-table} (2,977)$, this strengthens the result that partially, the supervision of the principal makes a real contribution to improving teacher performance at SDN 43 Mandau.

Based on field findings, the principal at SDN 43 Mandau routinely conducts classroom supervision, provides feedback on teacher lesson plans, monitors the implementation of administrative tasks, and provides guidance in the school's internal MGMP activities. This is in line with quantitative findings that show that structured and continuous supervision of school principals can significantly improve the quality of teachers' work.

Supervision of school principals is an important part of the education quality improvement system because it is an instrument to identify teachers' strengths and weaknesses and as a basis for coaching planning. If done effectively, supervision will be a driver for teachers to continue to improve their professionalism and responsibility. These findings are consistent with education management theory which emphasizes that one of the main functions of school principals is to supervise to ensure the quality of the learning process and the achievement of educational goals. According to Siregar & Isnaniah (2020) The supervision of the principal includes coaching, monitoring, and evaluation activities on the implementation of teachers' duties, both in academic and administrative aspects. The more directed and systematic the supervision activities, the higher the teacher's performance shown through learning planning, implementation,

and evaluation. Research by Widodo & Nuraini (2022) They also supported these results, where they found that the supervision carried out by school principals had a significant effect on improving teacher performance, especially in terms of discipline, use of learning media, and achievement of learning goals.

The Influence of Principals' Managerial Skills on Teacher Performance at SDN 43 Mandau

The second hypothesis in this study tests whether there is a significant influence between the managerial skills of school principals on teacher performance. Based on the results of the partial regression test (t-test), the regression coefficient value was 0.416, the t-calculation value was 3.648, and the significance value (Sig.) was 0.013. Using a significance level of 0.05, because the Sig. value < 0.05 , the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This indicates that the managerial skills of school principals have a significant effect on teacher performance. In addition, the t-count value (3.648) was greater than the t-table (2.977), which further reinforces that the managerial skill variable has a partially significant influence on the teacher's performance variable.

School principals have a strategic role in improving the quality of education, especially through their managerial skills. This skill includes the ability to plan, organize, direct, and control all activities in the school environment. In this context, the managerial skills of school principals are very closely related to teacher performance, because school principals are the main drivers in creating a conducive and productive work climate.

These findings are supported by several previous studies. For example, Suhartini & Asmara (2023) It was found that the managerial skills of school principals contribute greatly to teacher performance in primary schools, especially in aspects of learning planning and administrative management. Principals who have good management skills tend to create a structured work system and build harmonious working relationships with teachers. Other research by Firmansyah & Lestari (2022) mentioned that teachers who work under the leadership of school principals with high managerial abilities feel more motivated, facilitated, and have a clear direction of work. This shows the relationship between the principal's management and the improvement of teacher professionalism.

The Effect of Principal Supervision on Teacher Performance at SDN 43 Mandau

The third hypothesis tests simultaneously (together) whether the principal's supervision and the principal's managerial skills affect teacher performance. Based on the results of multiple regression analysis, a significance value of 0.001 was obtained, which is much smaller than the significance level of $\alpha = 0.05$. Therefore, the zero hypothesis (H_0) which states that there is no influence between supervision and managerial skills of the principal on teacher performance is rejected, and the alternative hypothesis (H_1) is accepted.

The test results showed that both the principal's supervision (X_1) and the principal's managerial skills (X_2) had a significant influence on teacher performance (Y), both individually and simultaneously. $F_{\text{calculated}} 13.616$. It can be seen that $F_{\text{is calculated}}$

(13.616) > F_{table} (4.26) which means that both are significant at the level of 5%. This indicates that each independent variable makes a positive contribution to improving teacher performance. Teacher performance is a key element in the success of the educational process. Therefore, it is important to examine the factors that influence it, especially the role of the principal as the leader of the educational institution. In this regard, the supervision and managerial skills of school principals play an important role in forming a work culture that supports the professionalism of teachers.

According to Beads & Siahaan (2021), effective supervision is an integral part of the managerial function which aims to ensure that the activities carried out have been carried out in accordance with the plan and standards. In the context of schools, supervision by the principal encourages teachers to work more disciplined and professional. Meanwhile, Noble (2021) emphasizing that the managerial skills of school principals include the ability to plan, organize, direct, and supervise that have a direct impact on the performance of educators. When supervision is carried out with a collaborative approach and managerial is carried out effectively, it will create a good work system in the school environment.

CONCLUSION

Based on the results of the study, it can be concluded that there is a significant influence between the principal's supervision of teacher performance at SDN 43 Mandau with a significance of 0.038. There was a significant influence between the managerial skills of the principal on teacher performance at SDN 43 Mandau with a significance of 0.013. There was a significant influence between the supervision and managerial skills of the principal on the performance of teachers at SDN 43 Mandau with an F_{score} (13,616) > F_{table} (4,26). Teacher performance has a central position in building the quality of education, so support through supervision and managerial skills of school principals is very essential. Through constructive supervision and effective school management, teachers get direction, motivation, and a more conducive work environment to improve their professional competence. Thus, collaboration between principals and teachers is expected to be able to realize a more meaningful and quality learning process for students.

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