The Influence of Principals' Managerial Competence, Academic Supervision and Teachers' Education Level on the Performance of Public Junior High School Teachers in Kuala Kampar Sub-District

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Abstract. *The success of education is highly dependent on the interconnectedness of supporting factors that contribute to improving the quality of education. One of the main factors is optimal teacher performance in achieving student learning outcomes. This study aims to analyze the effect of the principal's managerial competence, academic supervision, and education level on the performance of public junior high school teachers in Kuala Kampar District. This study used a descriptive quantitative approach with a population of all public junior high school teachers in Kuala Kampar District, Riau Province, totaling 78 people. The saturated sample method was applied, so that the entire population was used as a research sample. Data collection was done through a questionnaire (survey), and data analysis using descriptive analysis techniques and multiple linear regression. The results showed that: (1) principals' managerial competence has a positive and significant effect on teacher performance, (2) academic supervision has a positive and significant effect on teacher performance, (3) teachers' education level has a positive and significant effect on teacher performance, and (4) simultaneously, the three independent variables have a positive and significant effect on teacher performance with the regression equation $Y = 2.672 + 0.832X_1 + 0.618X_2 + 0.713X_3$. The constant value of 2.672 indicates that if all independent variables are zero, then teacher performance is still worth 2.672. The regression coefficients indicate that each one-unit increase in principals' managerial competence, academic supervision, and education level will increase teacher performance by 0.832; 0.618; and 0.713 respectively, assuming other variables remain constant. This finding confirms that efforts to improve teacher performance need to consider improving principals' managerial competence, the effectiveness of academic supervision, and improving teachers' education levels. Thus, the results of this study can serve as a reference for stakeholders in designing more effective policies to improve the quality of education.*

Keywords: Principal managerial competence, academic supervision, education level, teacher performance, multiple linear regression.

1. BACKGROUND

Education is one of the main factors in determining the quality of human resources that will have a direct impact on the progress of a country. As a vehicle for improving the quality of individuals, education has a very crucial role in ensuring the sustainability of a nation. The rapid changes of the times encourage transformation in various aspects of life, especially in the field of education. Education as a deliberate and planned effort aims to create a conducive learning atmosphere in order to optimally develop the potential of students. This is in accordance with the mandate in Law Number 20 of 2003 Article 1 Paragraph 1 concerning the National Education System which states that education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. In addition, education also aims to develop the potential

of students to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed in the life of society, nation and state.

The success of education is highly dependent on various factors that support the learning process, one of which is teacher performance. Teachers have a very strategic role in determining student success in achieving optimal learning outcomes. A quality education cannot be realized without competent teachers who have good performance in managing the learning process. Teacher performance is defined as the level of individual success in fulfilling their obligations and responsibilities and their capacity to achieve predetermined criteria and goals (Guntoro, 2020). Thus, a teacher who is able to carry out his duties and responsibilities professionally will have optimal performance, which in turn will have a positive impact on improving the overall quality of education.

In order to improve the quality of teachers, various policies have been implemented by the government, one of which is the Merdeka Mengajar (PMM) platform. This platform aims to provide opportunities for teachers to continue learning and developing their competencies to support the improvement of learning quality. PMM is not only designed to improve teacher competencies, but also provides training to principals as leaders in educational institutions. However, the reality on the ground shows that many teachers still have low performance levels. Based on a survey conducted by the World Bank in 2022, the quality of teacher performance in Indonesia is still in the low category. In addition, in the 2023 global education rankings, Indonesia only occupies the 67th position out of 203 countries. This reflects that the quality of national education is still far from expectations and further efforts are needed to improve the quality of teachers and principals as holders of important roles in educational institutions.

The results of a pre-survey conducted in several public junior high schools in Kuala Kampar District show that teacher performance is still relatively low. This is due to various factors, including the lack of ability to develop lesson plans in accordance with the curriculum, limitations in applying effective learning methods, and weak coordination and communication between teachers and school principals. In addition, it was also found that many teachers do not teach according to lesson plans, but only teach based on memory and previous experience. This shows that there are still limitations in the professionalism of teachers in carrying out their duties. In addition, many principals complain that it is difficult to unify the school's vision and mission due to different views among teachers, and that the high administrative burden makes principals less focused in managing school programs.

All these factors contribute to the low quality of education in schools in Kuala Kampar sub-district.

Factors that influence teacher performance can be categorized into internal and external factors. Internal factors include teachers' motivation, interest, ability, character, age and education level, while external factors include principals' leadership, work environment, educational facilities, policies and administrative systems. In this study, three main factors that influence teacher performance will be examined: principals' managerial competence, academic supervision and teachers' education level. These three factors were selected based on the findings from the pre-survey.

According to Rastina (2017), the managerial competence of school principals is the ability of school principals to carry out their roles as planners, implementers, organizers, and supervisors to achieve educational goals. Meanwhile, Mutoharoh (2023) stated that the principal's managerial competence reflects the principal's capacity to manage change, design strategies, and optimally empower school resources. Principals who have good managerial competence will be able to create a conducive work environment, which in turn will encourage improved teacher performance.

Academic supervision is also an important factor in improving the quality of teacher performance. Academic supervision is a series of activities that aim to help teachers improve their competence in managing learning (Sugiyanti & Sabar Narimo, 2016). Principals have a role as supervisors who provide direction, guidance and evaluation to teachers so that they can carry out their duties better. Effective academic supervision can increase teachers' motivation, help them develop innovative learning methods, and improve the quality of student learning outcomes.

The level of teacher education is also an important variable in influencing teacher performance. Higher formal education can improve teachers' understanding of learning strategies, evaluation methods and more effective approaches to teaching. However, existing research shows mixed findings regarding the relationship between education level and teacher performance. Therefore, this study aims to further examine the effect of education level on teacher performance in state junior high schools in Kuala Kampar sub-district.

Previous research has shown a positive relationship between principals' managerial competence, academic supervision, and teacher education level with teacher performance. Meidiana (2020) found that principal leadership and academic supervision have a significant impact on improving teacher performance. Manalu & Lumbanbatu (2023) also

stated that academic supervision can help teachers improve the quality of their learning. Another study by Ardiyasa et al. (2023) showed that academic supervision not only plays a role in improving teaching quality but also as an evaluation tool to achieve better educational goals. Sriyono (2019) found that teachers' education level affects their performance, where teachers with higher education tend to have a better understanding of managing learning.

Based on the background that has been described, as well as the findings from the pre-survey that has been conducted, this study aims to examine the effect of the principal's managerial competence, academic supervision, and the level of teacher education on teacher performance in State Junior High Schools in Kuala Kampar District.

2. METHOD

This research uses a quantitative approach with descriptive analysis type of research. This approach is used to describe the facts and analyze the influence between the variables studied. The research location was conducted at the State Junior High School in Kuala Kampar District, Pelalawan Regency. The selection of this location was based on the results of a pre-survey which showed that teacher performance was still low so that a solution was needed to improve the quality of teacher performance. This research was conducted in stages from June to December 2024.

The population of this study were all public junior high school teachers in Kuala Kampar District, totaling 78 people. The sampling technique used is a saturated sample or census, so that the entire population is used as a research sample. This study involves three independent variables, namely Principal Managerial Competence (X1), Academic Supervision (X2), and Teacher Education Level (X3), and one dependent variable, namely Teacher Performance (Y). Data were collected through questionnaires given to all respondents to obtain information about the research variables.

Before being used in the main research, the questionnaire instrument was tested for validity and reliability. The validity test was carried out with Product Moment correlation using SPSS version 22, where the instrument was declared valid if the r-count value was greater than or equal to the r-table at the 5% significance level. The reliability test uses the Cronbach's Alpha method, with the criterion that the instrument is said to be reliable if the r value (Cronbach's Alpha) is greater than 0.60.

The data analysis technique used in this research is descriptive analysis and multiple regression analysis. Descriptive analysis is used to describe the characteristics of

respondents and the distribution of research data, while multiple regression analysis is used to analyze the effect of independent variables on the dependent variable. The regression equation used is $Y = \alpha + b1X1 + b2X2 + b3X3 + e$, where Y is Teacher Performance, X1 is Principal Managerial Competence, X2 is Academic Supervision, X3 is Teacher Education Level, α is a constant, b1, b2, and b3 are regression coefficients, and e is the error term.

Before conducting the regression analysis, a classical assumption test was carried out which included a normality test with Kolmogorov-Smirnov to ensure that the data was normally distributed if the significance value was more than 0.05, a linearity test using the Test for Linearity to see the relationship between the independent and dependent variables, a multicollinearity test with the Variance Inflation Factor (VIF) where there was no multicollinearity if the VIF value was less than 10, and a heteroscedasticity test with the Glejser test, where the data was said to be free of heteroscedasticity if the significance value was more than 0.05.

Hypothesis testing is done through the F test to determine the simultaneous effect of the independent variable on the dependent variable, with significant results if the significance value is less than 0.05. In addition, the t test is used to test the effect of each independent variable on the dependent variable individually, with significant results if the significance value is less than 0.05. The coefficient of determination (R^2) is used to measure how much the independent variable contributes in explaining the dependent variable. With this analysis technique, the research aims to get conclusions about the factors that influence the performance of public junior high school teachers in Kuala Kampar sub-district.

3. RESULTS

This study aims to analyze the effect of the principal's managerial competence, academic supervision, and teacher education level on the performance of public junior high school teachers in Kuala Kampar District. The results of the study are presented in the form of descriptive analysis and hypothesis testing using multiple regression.

Descriptive Test Results

Descriptive analysis is used to provide an overview of the research data based on the results of the questionnaire that has been collected from 78 respondents. The data analyzed included teacher performance variables, principal managerial competence, academic supervision, and teacher education level.

Based on the results of descriptive analysis, the majority of teachers have performance in the good category, with a percentage of 67.9% (53 respondents). A total of 17.9% (14 respondents) had very good performance, while 14.2% (11 respondents) were still in the poor category. There were no teachers who had poor performance. Thus, it can be concluded that most teachers have shown good performance in planning, implementing, assessing and following up on learning.

Table 1. Results of Frequency Distribution of Teacher Performance Variables

Category	Interval	Frequency	Percentage %
Very good	117 – 170	14	17,9
Good	90 – 117	53	67,9
Poor	62 – 89	11	14,2
Very poor	34 – 61	0	0
Amount		78	100

Source: Processed Data (2025)

The analysis of the principal's managerial competence showed that the majority of respondents (55.2%) categorized the principal's managerial competence as good. A total of 25.6% stated that the principals had very good competence, while 19.2% rated the principals' competence in the poor category. No principals were categorized as not good, indicating that most principals already have good enough managerial skills in managing schools.

Table 2. Frequency Distribution of Principal Managerial Competence Variables

Category	Interval	Frequency	Percentage%
Very good	67 – 95	20	25,6
Good	51 – 66	43	55,2
Poor	35 – 50	15	19,2
Very poor	19 – 34	0	0
		78	100%
Amount			

Source: Processed Data (2025)

Academic supervision conducted in schools was also rated as mostly good (60.3%, 47 respondents), while 10.2% (8 respondents) stated that academic supervision was very good. However, there were still 29.5% (23 respondents) who considered academic supervision to be poor. This indicates that although academic supervision in schools has been running well, evaluation and improvement are still needed to make supervision more effective in improving the quality of teacher performance.

Table 3. Frequency Distribution of Academic Supervision Variables

Category	Interval	Frequency	Percentage%
Very good	80 – 115	8	10,2
Good	61 – 79	47	60,3
Poor	42 – 60	23	29,5
Very poor	23 – 41	0	0
Amount		78	100%

Source: Processed Data (2025)

Hypothesis Test Results

Hypothesis testing was carried out using multiple regression tests to determine the effect of each independent variable on teacher performance.

Table 4. Anova Test (F Test)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	411,905	2	211,050	301,714	,004[b]
	Residual	107,939	75	10,029		
	Total	551,843	77			

Source: Processed Data (2025)

The F-test results show that the F-count value of 301.714 is greater than the F-table (4.05) with a significance of 0.004 <0.05. This means that simultaneously, the principal's managerial competence, academic supervision, and teacher education level have a significant effect on teacher performance.

Table 5. t Test

	Coefficients				
Model	Unstandardized Coefficients		Standardized Coefficients		ig.
	B	Std. Error	Beta		
(Constant)	2,672	10,384		350	820
X1	,832	,274	,801	,802	002
X2	,618	,188	,540	,485	018
X3	,713	,221	,639	,082	005

Source: Processed Data (2025)

The t-test results show that each independent variable has a significant influence on teacher performance with the t-count> t-table value and Sig value <0.05.

Table 6. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	. Error of the Estimate
Model Summary[b]				
1	,876[a]	,876	,604	2,826

Source: Processed Data (2025)

Based on the results of the coefficient of determination test, the regression equation is obtained, namely: R^2 value = 0.876, which means that 87.6% of teacher performance variability can be explained by the variables of principal managerial competence, academic supervision, and teacher education level. The remaining 12.4% is explained by other variables outside this model.

4. DISCUSSIONS

The Effect of Principal Managerial Competence on Teacher Performance

Based on data analysis and hypothesis testing, the results of this study prove that the managerial competence of school principals has a significant influence on teacher performance. This means that the better the managerial competence of a principal, the higher the performance of teachers at school. Good managerial competence includes the ability to plan, organize, evaluate, and lead. This shows that principals who have superior managerial skills are able to create a more conducive work environment, support teacher performance, and have a positive impact on the quality of learning provided to students.

According to Rastina (2017), the managerial competence of school principals is the ability to carry out their management functions, namely as planners, implementers, organizers, and supervisors to achieve predetermined goals. A similar view was expressed by Ismuha (2016) who emphasized that managerial competence includes the principal's organizational skills in developing school resources to create an effective and efficient learning environment. Therefore, principals must have skills in managing human resources optimally so that educators can work optimally and contribute to achieving school education goals.

Furthermore, Euis & Doni (2015) stated that the managerial competence of school principals can be seen from their ability to plan, manage change, and empower educators to achieve school goals. An effective and efficient education management process is essential in achieving educational goals. Without good management support, schools will experience organizational disorganization that ultimately hinders the achievement of expected educational goals.

The findings in this study are also in line with several previous studies. Mutoharoh, et al. (2023) stated that the managerial competence of school principals can determine teacher performance. This finding is also supported by research by Siregar (2022) and Junaedi, et al. (2017) who found the influence of the principal's managerial competence on teacher performance. In addition, Meidiana (2020) also confirmed that the better the

managerial competence of a principal, the better the performance of teachers in carrying out their duties.

The results of this study reinforce the idea that principals not only act as administrative leaders, but also as strategic managers in the school environment. By applying good managerial competencies, principals can create supportive policies, build teacher motivation, and provide clear directions so that teachers can work more effectively. Therefore, improving the managerial competence of school principals should be a major concern in an effort to improve the overall quality of education.

From this discussion, it can be concluded that the principal's managerial competence is an important factor in improving teacher performance. Therefore, training and development of principals' competencies in managerial aspects must continue to be carried out to improve the effectiveness of school management and the quality of learning for students.

The Effect of Academic Supervision on Teacher Performance

The results of this study prove that academic supervision has a significant effect on teacher performance. This indicates that the better the implementation of academic supervision carried out by school principals, the more teacher performance will improve. Academic supervision plays an important role in improving the quality of teaching and the learning process in schools, because academic supervision focuses on teacher professional development. The main purpose of academic supervision is to provide guidance, direction, and support that can assist teachers in improving their teaching effectiveness.

According to Priansa, et al. (2014), supervision includes all forms of guidance, direction and supervision carried out by principals towards teachers, staff and school employees. Meanwhile, Suharsimi Arikunto (2004) adds that supervision is a monitoring action that aims to identify aspects that are appropriate, inappropriate, or incorrect, with the intention of providing constructive guidance. Therefore, academic supervision not only acts as a supervisory tool, but also as a support mechanism for the development of teacher professionalism.

Effective academic supervision is carried out through several main stages, namely planning, implementation, evaluation and follow-up. In the planning stage, principals develop supervision strategies that are tailored to teachers' needs and learning objectives. The implementation of academic supervision involves classroom observations, reflective discussions and providing feedback to teachers. Evaluation of supervision is conducted to assess the effectiveness of the methods applied, while the follow-up is in the form of

continuous guidance for teachers to ensure continuous improvement in their teaching practices.

The findings of this study are supported by various previous studies. Research conducted by Mutoharoh, et al. (2023) showed that academic supervision has a positive influence on teacher performance. This is in line with the results of Raberi, et al. (2020) and Ramadhan (2017) who found that the implementation of academic supervision by principals has a significant impact on improving teacher performance. Academic supervision is also considered an integral part of educational administration that aims to improve the effectiveness of the work of education personnel, as stated by Nurhayati (2013) and Tohar (2022).

Furthermore, research conducted by Meidiana (2020) emphasizes that academic supervision makes a major contribution to improving teacher performance. Through academic supervision that is structured and based on learning principles and professional development, teachers receive better support, get constructive feedback, and have the opportunity to continue learning and developing. This positive impact of academic supervision creates a more supportive work environment for teachers, which in turn increases their effectiveness in teaching and provides a higher quality learning experience for students.

Thus, it can be concluded that academic supervision is a crucial factor in improving teacher performance. Systematic and continuous implementation of academic supervision can help teachers improve their teaching techniques, increase their motivation and create a more effective learning environment. Therefore, principals need to implement academic supervision with a comprehensive approach, focusing not only on supervision but also on providing support that encourages teachers' professional growth.

The Influence of Education Level on Teacher Performance

Based on the analysis of data and hypothesis testing that has been conducted, the results of this study prove that the level of education significantly affects teacher performance. This indicates that the higher the level of education of a teacher, the greater the investment in the development of their competencies and skills, which impacts the improvement of teaching quality. Teachers with higher levels of education have a deeper understanding of the subject matter, teaching methodologies, and educational theories, making them more capable of designing and implementing effective learning strategies as well as addressing various challenges in the classroom. This improvement directly contributes to the enhancement of teaching quality and overall teacher performance.

Teachers with higher levels of education also have a broader understanding of pedagogy and teaching strategies, which enhances their ability to manage classrooms, use technology in learning, and create a conducive learning environment. This is directly related to the improvement of teaching effectiveness and teacher performance. Teachers with higher education tend to be more skilled, more motivated, and more effective in achieving the established educational goals.

The research conducted by Adawiya (2023) also supports this finding, stating that the level of education has an influence on teacher performance. Furthermore, the research conducted by Kasmawati (2021) reinforces these findings by showing that the level of education contributes positively to the improvement of teacher performance. Furthermore, Dahlia (2021) also found that the level of education has an impact on teacher performance, emphasizing that academic qualifications are an important aspect of the teaching profession. The results of this study indicate that teachers need to have academic qualifications that align with the demands of their profession, because as professional educators, they are expected to deliver effective learning and have a positive impact on students.

With the presence of educational levels in academic qualifications as professional requirements, teachers have the opportunity to deepen their knowledge and develop experiences directly related to improving their performance at school. Therefore, policies that encourage the improvement of education levels for teachers can be a strategic step in enhancing the overall quality of education. Teachers who continuously improve their education will become more competent in facing the ever-evolving dynamics of the education world and will be able to make a greater contribution to shaping an excellent generation.

The Influence of School Principal's Managerial Competence, Academic Supervision, and Education Level on Teacher Performance

Based on the analysis of data and hypothesis testing that has been conducted, the results of this study prove that the managerial competence of school principals, academic supervision, and the level of education influence teacher performance. These findings indicate that the better the managerial competence of the school principal, the more effective the academic supervision conducted, and the higher the education level of the teachers, the better the teachers' performance will be. This is because teachers become more disciplined, have clear directions, and produce more optimal performance.

The results of this study are in line with the findings of Mutoharoh et al. (2023), which state that the managerial competence of school principals and academic supervision are determining factors in teacher performance. Principals who possess good managerial competencies can create an environment conducive to the professional development of teachers. Through effective academic supervision, teachers receive guidance, evaluation, and constructive feedback to improve the quality of their teaching. Furthermore, Meidiana's (2020) research also emphasizes that academic supervision significantly contributes to improving teachers' performance by providing systematic guidance and encouraging innovation in teaching.

Furthermore, Adawiya's research shows that the level of education of teachers has a significant impact on their performance. Teachers with higher levels of education tend to be more prepared to implement the skills and knowledge they have acquired in the learning practice. With a higher level of education, teachers have a broader understanding of teaching methods, evaluation strategies, and approaches that meet the needs of students. The combination of these three factors, namely the managerial competence of the school principal, academic supervision, and the educational level of the teachers, creates a strong synergy in enhancing the effectiveness of learning in schools.

From a theoretical perspective, the findings of this research reinforce the concept that school principals with good managerial competencies are capable of creating a supportive work environment for teachers. Well-structured academic supervision ensures that teachers receive the necessary guidance to improve their teaching skills. On the other hand, a higher level of education for teachers enables them to be more responsive to educational developments and to adjust their teaching strategies according to the needs of the students.

Thus, the results of this research provide important implications for the education sector, especially in efforts to improve the quality of teaching in schools. Principals need to continuously improve their managerial competencies to create a conducive work environment for teachers. In addition, academic supervision must be conducted continuously and systematically so that teachers receive the support they need in the learning process. Lastly, the improvement of teachers' education levels must be a priority for educational institutions and the government so that the quality of learning in schools continues to increase. With the optimization of these three factors, it is hoped that teacher performance can continue to develop, thereby positively impacting student learning outcomes.

5. CONCLUSIONS

The results of this study indicate that the managerial competence of school principals, academic supervision, and the education level of teachers have a significant impact on teacher performance. Good managerial competence of the principal allows for the creation of a conducive work environment, provides support for teachers, and enhances the effectiveness of school management. A principal who possesses skills in planning, organizing, and supervising can help increase teachers' motivation and productivity in carrying out their duties.

Academic supervision has proven to be an important factor in improving teacher performance. Supervision conducted systematically through guidance, monitoring, and continuous evaluation can enhance teachers' professionalism and the effectiveness of their teaching. With structured academic supervision, teachers can receive constructive feedback, enhance their pedagogical skills, and develop innovations in teaching.

In addition, the level of education of teachers also has a significant impact on their performance. Teachers with higher levels of education tend to have broader insights into learning strategies, educational technology, and more effective teaching approaches. The higher the level of education of a teacher, the greater their contribution to creating a quality learning experience for students.

Thus, this research confirms that the combination of school principals' managerial competencies, academic supervision, and teachers' education levels significantly contributes to the improvement of teachers' performance. Therefore, the improvement of school principals' competencies in managerial aspects, the implementation of effective academic supervision, and policies that encourage the enhancement of teachers' educational qualifications should be prioritized in efforts to improve the quality of education. With the optimization of these three factors, it is expected that teacher performance can continue to improve, which will ultimately have a positive impact on the quality of learning and student learning outcomes.

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