

The Influence of Principals' Instructional Leadership on Teachers' Mastery of Professional Competencies in Public Junior High Schools in North Padang District

Sania Gusnita^{1*}, Syahril², Rifma³, Hade Afriansyah⁴

¹²³⁴Department of Educational Administration, Padang State University, Padang, Indonesia

ARTICLE INFO

Article history:

Received June 19, 2026

Revised June 20, 2026

Accepted June 22, 2026

Available online September 30, 2026

Keywords:

Instructional Leadership, Principal, Mastery of Teacher Professional Competence



This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.

Copyright © 2022 by Author. Published by Laboratory of Educational Administration Departemen Universitas Negeri Padang

ABSTRACT

This research is motivated by the need to improve teachers' mastery of professional competencies through strengthening the principal's instructional leadership. This research focuses on whether the principal's instructional leadership influences the mastery of professional competencies of teachers in Public Junior High Schools in North Padang District. The purpose of this research is to analyze the influence of the principal's instructional leadership on the mastery of professional competencies of teachers in Public Junior High Schools in North Padang District. The research uses a quantitative approach with a correlational research type. The research population is all teachers in Public Junior High Schools in North Padang District, with a research sample of 103 teachers, using a proportional stratified random sampling technique. The results of the study indicate that teachers' mastery of professional competencies is in the very good category with a respondent achievement level of 92.1%, while the principal's instructional leadership is also in the very good category with a respondent achievement level of 92.3%. The results of the hypothesis test indicate that the principal's instructional leadership has a positive and significant effect on teachers' mastery of professional competencies with a significance value of $0.001 < 0.05$ and an influence contribution of 75.2% ($R^2 = 0.752$). Thus, the better the principal's instructional leadership, the higher the teacher's mastery of professional competencies.

Corresponding Author:

Sania Gusnita

Email: saniagusnita225@gmail.com

1. INTRODUCTION

Education is the primary foundation for improving the quality of human resources and achieving national education goals. Through quality education, it is hoped that individuals will be formed with intelligence, skills, personality, and noble morals who can contribute to national development.

In the educational process, teachers play a strategic role in determining the success of learning. One important aspect influencing the quality of learning is teacher professional competence. This competence encompasses the teacher's ability to master learning materials in depth, select appropriate methods, and manage learning effectively. This is in line with Rusdiana and Heryati (2015) who stated that professional competence is a broad and in-depth mastery of material, and is supported by Sanjaya (2010) who emphasized the importance of mastering learning methods so that the material is easily understood by students. This is supported by Kusumah, Ridwan, and Affandi (2026) who stated that teacher professional competence plays a crucial role in improving the quality and effectiveness of learning.

Law Number 14 of 2005 concerning Teachers and Lecturers affirms that teachers are professional educators tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students. Furthermore, Aswatun (2020) explains that professional competence encompasses the ability to plan,

implement, and evaluate learning within their field of expertise. This competence needs to be continuously developed so that teachers can optimally fulfill their role in achieving educational goals (Noorjannah, 2015).

Teachers' professional competence also influences student learning outcomes. Teachers with strong competence are able to create effective, conducive learning environments and encourage active student engagement. Conversely, low professional competence can result in suboptimal learning processes and outcomes. This finding is supported by Nashrullah, Ali, and Zulfuraini (2022), who found a positive and significant relationship between teacher professional competence and student learning outcomes. This indicates that teacher professional competence still needs to be continuously improved.

One factor suspected of influencing teacher professional competence is the principal's instructional leadership. This leadership focuses on the principal's efforts to direct, guide, motivate, and develop teacher competencies to improve the quality of learning. Mulyasa (2013) stated that instructional leadership is the principal's ability to optimize all school resources to improve the quality of learning. Similarly, Jamil (2023) emphasized that the principal plays a crucial role in providing role models, motivating, and empowering teachers on an ongoing basis. Leadership is the ability to influence and mobilize others to work together to achieve organizational goals (Wahjosumidjo, 2010).

Previous research also shows that instructional leadership influences teacher professional competence. Ningrum et al. (2025) found that instructional leadership significantly influences teacher professional competence. Werdiningsih et al. (2022) also showed that instructional leadership and professional competence jointly influence teacher performance. Furthermore, Susanti et al. (2023) emphasized the crucial role of the principal in improving teacher professional competence through ongoing coaching and motivation. Based on this, this study examines the influence of the principal's instructional leadership on teacher professional competence.

Based on the above description, this study aims to analyze the influence of principals' instructional leadership on teachers' mastery of professional competencies in public junior high schools in North Padang District. This research is expected to contribute to the development of educational administration, particularly in efforts to improve teachers' professional competencies by strengthening the role of principals' instructional leadership in the process of coaching, supervising, and developing teachers' professionalism on an ongoing basis.

2. METHOD, DATA, ANALYSIS

This study uses a quantitative approach with a correlational research type, aiming to determine the influence of the principal's instructional leadership variable (X) on the mastery of teacher professional competencies (Y) in Public Junior High Schools in North Padang District. The sample determination uses a proportional stratified random sampling technique by considering the population of the number of teachers in each school, so that the sample taken can represent the entire research population of 103 teachers.

This research instrument is in the form of a questionnaire compiled based on the indicators of each variable and has been tested for validity and reliability. The questionnaire is compiled using a Likert scale with five alternative answers to measure respondents' opinions, with the alternative answers always (5), often (4), sometimes (3), rarely (2), and never (1).

Data analysis was performed using the SPSS 27 for Windows computer program. Validity and reliability tests were conducted to ensure data accuracy. The validity test identified items that did not meet the standards, while the reliability test used Cronbach's Alpha value to ensure the internal consistency of the instrument. Data were analyzed using a normality test to examine the residual distribution and a linearity test to determine the relationship between variables. Hypothesis testing was conducted using a simple linear regression test to test or predict the effect of one dependent variable on the independent variable, and a t-test to measure the significance of the correlation. The coefficient of determination (R^2) was used to measure the influence of the principal's instructional leadership on teachers' mastery of professional competencies.

3. RESULT AND DISCUSSION

Teachers' Mastery of Professional Competencies

Teachers' professional competence refers to their ability to master subject matter comprehensively and in depth. This competence includes mastery of the curriculum content, understanding of the underlying scientific concepts, and the ability to deliver and develop learning materials effectively to ensure a meaningful learning process. According to Mustafa (2024), teachers' professional competence is the capacity and authority possessed by teachers to perform their duties and responsibilities in the field of education professionally and responsibly.

Based on the tabulation of data on teachers' mastery of professional competencies, an average score of 4.61 was obtained with a respondent achievement level of 92.1%, thus being in the very good category. The highest average score was found in evaluating learning, namely 4.66 with a percentage of 93.4%, while the lowest average score was found in the remedial and enrichment indicator, namely 4.51 with a percentage of 90.2%. This means that the mastery of professional competencies of teachers in Public Junior High Schools throughout North Padang District is "Very Good". For more details on each indicator, see the following table:

Table 1. Results of Achievement of Teacher Professional Competency Mastery Indicators

No	Indicator	Total		
		Average	TCR	Classification
1.	Planning Learning	4.63	92.6%	Very good
2.	Implementing Learning	4.62	92.4%	Very good
3.	Evaluating Learning	4.66	93.4%	Very good
4.	Remedial and Enrichment	4.51	90.2%	Very good
Results		4.61	92.1%	Very good

The table above shows that the highest average score was found in Evaluating Learning, namely 4.66 with a percentage of 93.4%. While the lowest average score was found in the remedial and enrichment indicator, namely 4.51 with a percentage of 90.2%. This means that the mastery of professional competencies of teachers in public junior high schools throughout North Padang District is very good.

Instructional Leadership of the Principal

Instructional leadership refers to the principal's ability to direct, guide, motivate, and develop teachers to improve the quality of teaching and learning. Through effective instructional leadership, teachers are encouraged to become more creative, innovative, and professional in carrying out their instructional responsibilities. Consequently, teacher performance improves, leading to a more effective learning process and better student outcomes. Effective and consistent instructional leadership enables principals to enhance teachers' professional competencies by providing continuous guidance, supervision, motivation, and professional support throughout the instructional process. According to Usman (2019), instructional leadership emphasizes the principal's role in defining the school's mission, managing instructional programs, creating a positive learning climate, and monitoring students' academic progress.

Table 2. Results of Achievement of Principal Instructional Leadership Indicators

No	Indicator	Total		
		average	TCR	Classification
1.	Directing Learning	4.64	93%	Very good
2.	Guiding Teachers	4.45	89.1%	Good
3.	Motivating Teachers	4.74	94.9%	Very good
4.	Developing teacher competency	4.60	92.1%	Very good
Results		4.61	92.3%	Very good

Based on the table above, it can be seen that the highest average score is found in the teacher motivation indicator, which is 4.74 with a percentage of 94.9%, while the lowest average score is found in the teacher guidance indicator with a percentage of 89.1%. In general, the average score of instructional leadership of principals in public junior high schools in North Padang District is 4.61 with a percentage of 92.3%. This means that the instructional leadership of principals in public junior high schools in North Padang District has been implemented "very well". However, the instructional leadership of principals still needs to be continuously improved. Ideal instructional leadership is the principal's effort in directing, guiding, motivating, and developing teachers to be able to improve the quality of learning. The main goal is to help teachers develop mastery of professional competencies so that the learning process takes place more effectively and educational goals can be achieved optimally.

The Influence of the Principal's Instructional Leadership on Teachers' Mastery of Professional Competencies

A simple linear regression analysis was conducted to determine whether the independent variables had a positive or negative influence on the dependent variable using SPSS version 27. The following results were obtained:

Table 3. Hypothesis Testing of Principal Instructional Leadership and Teachers' Mastery of Professional Competencies

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Mastery of professional teacher competencies * Principal's instructional leadership	Between Groups	(Combined)	6292.881	28	224.746	12.385	<.001
		Linearity	5742.905	1	5742.905	316.478	<.001
		Deviation from Linearity	549.976	27	20.369	1.123	.339
	Within Groups		1342.828	74	18.146		
	Total		7635.709	102			

From the results in the SPSS version 27 output table, the calculated F is 12,385 with a significance level of $0.001 < 0.05$, so from these results it can be said that the principal's instructional leadership variable (X) has an influence on the teacher's mastery of professional competencies variable (Y).

A t-test was then conducted to determine the significant effect of the principal's instructional leadership on teachers' mastery of professional competencies.

Partial Test (Uji T)

Table 4. Peripheral Test of Principal Instructional Leadership and Teacher Mastery of Professional Competencies

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.058	5.973		4.864	<.001
	Principal's instructional leadership	.780	.045	.867	17.505	<.001

a. Dependent Variable: Mastery of teacher professional competencies

Based on the results of the t-test (partial) from SPSS 27 that have been analyzed, the table above shows the results that the resulting regression test has a constant of 29,058 with a standard error value of 5,973 which shows that if there is no influence from the independent variable of the principal's instructional leadership, then the predicted value of teacher professional competency mastery is 29,058. Based on the significant value from the table above, a significant value of $0.001 < 0.05$ is obtained, so it can be concluded that the principal's instructional leadership variable (X) has an effect on the teacher professional competency mastery variable (Y) in Public Junior High Schools throughout North Padang District.

This test uses two coefficients, namely constant and regression coefficient for the principal's instructional leadership variable. Based on the SPSS 27 output table, the constant coefficient is 29.058 with a standard error of 5.973 with an error of 0.045. From the t value that can be 17.505 for the principal's instructional leadership variable, it can be seen that this value has a significance level of 0.001. A significance value smaller than 0.05 indicates that the null hypothesis (H₀) which states that there is no influence of the principal's instructional leadership on the mastery of teacher professional competencies is rejected. In other words, the principal's instructional leadership variable has a significant influence on the mastery of teacher professional competencies (H_a) is accepted.

In this analysis, the beta coefficient of 867 indicates a fairly strong positive correlation between the principal's instructional leadership and teachers' mastery of professional competencies. This means that the better the principal's instructional leadership, the better the teachers' mastery of professional competencies. The constant of 29.058 indicates that without the influence of the principal's instructional leadership variable,

the value of teachers' mastery of professional competencies in public junior high schools in North Padang District is 29.058.

The conclusion of this partial T-test indicates that the principal's instructional leadership has a significant and positive influence on teachers' mastery of professional competencies. With a T-value of 17.505 and a significance level of 0.001, it can be concluded that the principal's instructional leadership plays a crucial role in improving teachers' mastery of professional competencies. The higher the quality of the principal's instructional leadership, the higher the level of teachers' professional competencies.

Coefficient of Determination Test

The coefficient of determination is used to predict how much contribution the influence of the independent variable (principal's instructional leadership) has on the related variable (teacher's mastery of professional competencies) using the SPSS version 27 application, which obtained the following results:

Table 5. Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.867 ^a	.752	.750	4.329
a. Predictors: (Constant), Principal's instructional leadership				

Based on the results above, it is known that the coefficient of determination (R Square) is 0.752 which is obtained from the squaring of the correlation coefficient with a value of 0.867 ($0.867 \times 0.867 = 0.752$). The coefficient of determination value means that the principal's instructional leadership variable has an influence on the mastery of teacher professional competencies of 75.2% while the remaining $100\% - 75.2\% = 24.8$ is influenced by other variables not examined in this study.

In conclusion, the results of the determination test demonstrated that the principal's instructional leadership significantly influences teachers' mastery of professional competencies in public junior high schools in North Padang District. These results demonstrate the importance of principal instructional leadership in improving teachers' mastery of professional competencies.

4. CONCLUSION

Based on the results of research and data analysis using simple linear regression analysis techniques that have been carried out in this study, several conclusions can be drawn. Mastery of professional competencies of teachers in Public Junior High Schools in North Padang District is very good, namely with a respondent achievement level of 92.1%. Instructional Leadership of School Principals in Public Junior High Schools in North Padang District is very good, namely with a respondent achievement level of 92.3%. There is a positive and significant influence between the instructional leadership of the school principal on the mastery of professional competencies of teachers by 75.2%. This means that good instructional leadership of the school principal will be followed by an increase or change in the mastery of professional competencies of teachers.

This finding confirms that the principal's instructional leadership, which is implemented routinely and consistently, is able to bring about positive changes in improving teachers' mastery of professional competencies and the quality of the learning process so that educational goals can be achieved optimally.

5. ACKNOWLEDGE

Thank you to Prof. Drs. Syahril, M.Pd., Ph.D. as the author's supervisor who has provided good guidance and direction during my research so that this research can be completed well and also many thanks to the principals of State Junior High Schools in North Padang District, who have given permission for this research, and the author would like to express his gratitude to all teachers at State Junior High Schools in North Padang District who have taken the time to fill out this research questionnaire.

6. REFERENCES

Helmawati. (2016). Pendidikan Keluarga: Teoretis dan Praktis. Bandung: Remaja Rosdakarya.
Jamil, J., Rawis, J. A. M., Katuuk, D. A., Lengkong, J. S. J., Rotty, V. N. J., & Usho, E. J. (2023).

- Kepemimpinan Kepala Sekolah dan Kompetensi Guru. Azka Pustaka.
- Kunandar. (2015). *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013): Suatu Pendekatan Praktis*. Rajawali Pers.
- Kusumah, C. W., Ridwan, W. A., & Affandi, A. (2026). Kompetensi Profesional Guru Pendidikan Agama Islam dalam Membentuk Kualitas dan Efektivitas Belajar Siswa. *JlIP: Jurnal Ilmiah Ilmu Pendidikan*, 9(1), 563–569.
- Mulyasa, E. (2013). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya.
- Nashrullah, Yosar Ali, Zulfuraini. (2022). Hubungan Kompetensi Profesional Guru terhadap Hasil Belajar Siswa. *COLLASE (Creative of Learning Students Elementary Education)*, 5(6).
- Ningrum, L. I., Kusumaningsih, W., & Soedjono, S. (2025). Pengaruh Kepemimpinan Instruksional Kepala Sekolah dan Modal Psikologis terhadap Kompetensi Profesional Guru: Studi Korelasi di Sekolah Dasar Indonesia. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 9(5), 1418–1432.
- Noorjannah. (2015). *Pengembangan Profesionalisme Guru*. Bandung: Alfabeta.
- Republik Indonesia. (2005). *Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen*. Jakarta: Sekretariat Negara.
- Riadi, A. (2018). Kompetensi Guru dalam Pelaksanaan Evaluasi Pembelajaran. *Ittihad: Jurnal Kopertais Wilayah XI Kalimantan*, 15(28), 52–67.
- Riswadi. (2019). *Kompetensi Profesional Guru*. Jawa Timur: Uwais Inspirasi Indonesia.
- Rusdiana, & Heryati. (2015). *Kompetensi Profesional Guru dalam Pembelajaran*. Bandung: Pustaka Setia.
- Rusman. (2014). *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. PT RajaGrafindo Persada.
- Sagala, S. (2018). *Supervisi Pembelajaran dalam Profesi Pendidikan*. Bandung: Alfabeta.
- Sanjaya, W. (2010). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.
- Setiawan, R. (2025). Kepemimpinan Instruksional Kepala Sekolah dalam Meningkatkan Kualitas Pembelajaran. *Journal of Innovation in Teaching and Instructional Media*, 6(1), 312–323.
- Setyawati. (2013). *Organisasi dan Kepemimpinan Modern*. Yogyakarta: Graha Ilmu.
- Setyowati, dan Miyono, N. (2024). Peran Kepemimpinan Instruksional Kepala Sekolah terhadap Mutu Kinerja Mengajar Guru di SMP N 3 Boja. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(1), 724–733.
- Suharsaputra, U. (2018). *Kepemimpinan Inovasi Pendidikan: Mengembangkan Spirit Entrepreneurship Menuju Learning School*. Bandung: Refika Aditama.
- Suprihatiningrum. J (2013) *Guru Profesional Pedoman Kinerja Kualifikasi dan Kompetensi Guru*. Yogyakarta: Ar-Ruzz Media.
- Susanti, D., Rois, M., & Imamah, F. (2023). Peranan Kepemimpinan Kepala Sekolah dalam Upaya Peningkatan Kompetensi Profesional Guru. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 9(2).
- Susanto, H. (2020). *Profesi Keguruan*. Banjarmasin: FKIP Universitas Lambung.
- Suyanto. (2021). *Kepemimpinan Pendidikan di Era Revolusi Industri 4.0*. Jakarta: Prenadamedia Group.
- Uno, H.B., & Lamatenggo, N. (2016). *Teori Kinerja dan Pengukurannya*. Jakarta: Bumi Aksara.
- Usman, H. (2019). *Manajemen: Teori, Praktik, dan Riset Pendidikan*. Jakarta: Bumi Aksara.
- Wabula, dkk. (2025). Persepsi Guru tentang Manfaat RPP dalam Proses Pembelajaran. *Gudang Jurnal Multidisiplin Ilmu*, 3(6), 33–37.
- Wahjosumidjo. (2010). *Kepemimpinan Kepala Sekolah: Tinjauan Teoretik dan Permasalahannya (Cetakan ke-7)*. RajaGrafindo Persa.
- Wahyudi. (2015). *Kepemimpinan Kepala Sekolah dalam Organisasi Pembelajar (Learning Organization)*. Pontianak: Alfabeta.
- Wahyudi. (2016). *Kepemimpinan Kepala Sekolah dalam Organisasi Pembelajaran*. Bandung: Alfabeta.
- Werdiningsih, T. A., Nyoman M., N. A., & Soedjono, S. (2022). Pengaruh Kepemimpinan Instruksional Kepala Sekolah dan Kompetensi Profesional Guru terhadap Kinerja Guru Sekolah Menengah Kejuruan. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen dan Kepemimpinan Pendidikan*, 4(2), 114–126.
- Wijaya, A., Suhardi, & Amiruddin. (2023). *Kompetensi Guru Abad Ke-21 dalam Pembelajaran Berbasis Teknologi*. Jurnal Pendidikan Indonesia.
- Wijono Sutarto. (2018). *Kepemimpinan dalam Perspektif Organisasi*. Jakarta: Prenadamedia Group.
- Wirawan. (2013). *Kepemimpinan: Teori, Psikologi, Perilaku Organisasi, Aplikasi dan Penelitian*. Jakarta: Rajawali Pers.