

The Role of the Principal's Academic Supervision and Teacher Work Motivation in Improving Teacher Professionalism at SMKN 7 Manado

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ABSTRACT

This study aims to analyze the influence of the principal's academic supervision and teacher work motivation on teacher professionalism, both partially and simultaneously, at SMK Negeri 7 Manado. This study used a quantitative approach with multiple linear regression analysis. The population and sample were all 38 teachers at SMK Negeri 7 Manado, using a census sampling technique. Data were collected through questionnaires and analyzed using the classical assumption test, t-test, F-test, and coefficient of determination (R^2) using SPSS. The results showed that: (1) the principal's academic supervision had a significant effect on teacher professionalism with a significance value of $0.039 < 0.05$, but with a negative direction of the effect, indicating that the implementation of supervision has not fully shifted from an evaluative paradigm to a continuous professional development approach; (2) teacher work motivation had a significant effect on teacher professionalism with a significance value of $0.026 < 0.05$, with a negative direction of the effect reflecting the dominance of extrinsic motivation over intrinsic motivation in developing teacher professional competence; (3) The principal's academic supervision and teacher work motivation simultaneously have a significant effect on teacher professionalism, with a calculated F-value of 4.737 and a significance level of $0.015 < 0.05$. The Adjusted R^2 value of 0.168 indicates that these two variables contribute 16.8% to the variation in teacher professionalism, while 83.2% is influenced by factors outside this research model. This study recommends transforming the academic supervision approach from an inspection model to a dialogic and reflective coaching model, as well as strengthening teacher intrinsic motivation by providing professional autonomy and creating a collaborative culture in the school environment.

Keywords: Academic Supervision, Teacher Professionalism, Teacher Work Motivation.

INTRODUCTION

Vocational education in Indonesia, particularly Vocational High Schools (SMK), plays a strategic role in preparing competent and work-ready human resources in line with the needs of the business and industrial world. Vocational high school teachers are required to possess high professionalism as the spearhead of the successful learning process, producing high-quality graduates who are adaptable to technological developments and able to compete in the era of the Industrial Revolution 4.0 and Society 5.0.

The professionalism of vocational high school teachers should be reflected in their mastery of comprehensive competencies, encompassing pedagogical, personality, social, and professional competencies. Professional vocational high school teachers are expected to be able to design innovative and contextual learning, master the latest technological developments in their fields, and conduct continuous evaluation and reflection on their learning. The ability to integrate theory with industry practice, utilize production-based learning methods, and create a learning environment that encourages students to think critically and creatively are key characteristics of professional vocational high school teachers. The teachers at SMK Negeri 7 Manado should be role models of professionalism, given that this school is one of the vocational high school institutions offering various leading expertise programs in Manado City. The hope is that every teacher will be able to innovate in learning, develop competency-based teaching materials, utilize learning technology optimally, and establish partnerships with industry to enrich students' learning experiences.

However, the reality on the ground shows a different phenomenon from these ideal expectations. Based on initial observations at State Vocational High School 7 Manado, various indications remain that the professionalism of some teachers is suboptimal. Some teachers still use conventional, monotonous and lack variety in teaching methods, dominated by lectures and minimal hands-on practice, which should be the hallmark of vocational high school learning. The use of information technology-based learning media remains limited, even though today's vocational high school students are a digital native generation that requires a more interactive and engaging learning approach. Some teachers still fail to update their learning materials to reflect current technological developments and industry needs. Learning tools such as syllabi and lesson plans tend to be developed administratively to fulfill formal obligations, but their implementation in the classroom does not fully reflect the plans. Some teachers also demonstrated limitations in developing authentic assessment instruments that align with the characteristics of competency-based learning. Self-development activities through scientific activities such as classroom action research, writing scientific articles, or participating in seminars and workshops remain relatively low.

This gap between expectations and reality raises fundamental questions about the factors influencing teacher professionalism at State Vocational High School 7 Manado. One factor suspected to play a significant role is the implementation of academic supervision by the principal. Academic supervision is a series of coaching activities carried out by the principal to help teachers improve their professional skills in managing the learning process. Ideally, academic supervision is carried out in a programmed, systematic, and ongoing manner with a constructive and collaborative approach. The principal should conduct classroom observations, provide in-depth feedback, and guide teachers in identifying and addressing various learning obstacles.

However, in reality, the implementation of academic supervision at SMK Negeri 7 Manado still faces various obstacles. Supervision tends to be purely administrative and formal, focusing more on completing learning materials than on improving the quality of the actual learning process in the classroom. The frequency of supervision is low and uneven for all teachers. When supervision

does occur, the feedback provided tends to be general and lacks specificity regarding aspects of learning that need improvement. The lack of systematic follow-up on supervision results makes the coaching process unsustainable and its impact on improving teacher professionalism minimal. Principals are often preoccupied with administrative matters, reporting, and coordinating with external parties, thus neglecting their primary function of academic supervision.

Another equally important factor influencing teacher professionalism is work motivation. Work motivation is the internal and external drive that drives teachers to carry out their duties and responsibilities to the best of their ability. Teachers with high work motivation demonstrate enthusiasm for teaching, dedication to the profession, a willingness to continuously learn and develop, and a commitment to providing the best for students. High work motivation should encourage teachers to be proactive in improving their competencies, creative in developing learning strategies, and persistent in facing various professional challenges.

However, the reality shows that teacher work motivation at SMK Negeri 7 Manado varies and tends to be suboptimal. Some teachers exhibit declining work enthusiasm, evident in their lack of punctuality in attendance, their rather mediocre task performance, and their lack of initiative to innovate in learning. Some teachers appear bored with the monotonous teaching routine and lack the enthusiasm to explore new learning methods or media. Teacher involvement in professional development activities such as learning communities or extracurricular activities also remains low. This low work motivation is also evident in the attitude of some teachers who are more focused on fulfilling teaching hours for the benefit of allowances than on the quality of the learning produced.

The gap between the ideal and actual conditions of teacher professionalism, academic supervision, and work motivation at SMK Negeri 7 Manado has serious consequences that require attention. If this situation is allowed to persist without systematic improvement efforts, the negative impacts will become more widespread. Low teacher professionalism will directly impact the quality of learning received by students and, ultimately, the quality of SMK Negeri 7 Manado graduates will not meet the competency standards expected by the business and industrial world. Broader, long-term impacts include decreased graduate competitiveness in the job market, tarnished school reputation among the public and stakeholders, and hampered achievement of the school's vision and mission. More broadly, low vocational school teacher professionalism will contribute to unemployment and the mismatch between graduate competencies and job market needs, which currently pose a major challenge for vocational education in Indonesia.

Given the complexity of the problem and its impact, efforts to improve teacher professionalism at SMK Negeri 7 Manado are urgently needed. To design an effective improvement strategy, a thorough understanding of the factors influencing teacher professionalism is required. In this context, the principal's academic supervision and teacher work motivation are two factors that significantly influence teacher professionalism. However, to date, there has been no comprehensive study of how these two factors play a role in the specific context of SMK Negeri 7 Manado.

This research is crucial because it will provide an empirical overview of the current state of academic supervision, teacher work motivation, and teacher professionalism at SMK Negeri 7 Manado. It will also analyze the influence of the principal's academic supervision and teacher work motivation on teacher professionalism, both partially and simultaneously. The results of this study are expected to provide practical contributions to principals in improving academic supervision practices, increasing teacher awareness of the importance of work motivation and professionalism, providing a basis for strategic school policymaking, and serving as a reference for policymakers in designing principal and teacher development programs in Manado City and North Sulawesi Province. Therefore, research on the role of the principal's academic supervision and teacher work motivation in improving teacher professionalism at SMK Negeri 7 Manado is relevant and urgent as

a scientific effort to find solutions to the problems faced and make a real contribution to improving the quality of vocational education.

METHOD

Research Approach

This research uses a quantitative approach with multiple linear regression analysis. This quantitative approach was chosen because this study aims to measure and analyze the influence between variables using numerical data processed using statistical techniques. This research approach was used to determine the presence or absence of influence and the extent of influence of the independent variables on the dependent variable.

Research Location and Time

This research was conducted at SMK Negeri 7 Manado, North Sulawesi, Indonesia. This research was conducted in the even semester of the 2025/2026 academic year, from January to March 2026.

Research Population and Sample

The population is the entire research subject with certain characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study was all 38 teachers teaching at SMK Negeri 7 Manado in the 2024/2025 academic year.

The sample size for this study was 38 teachers using a total sampling technique, where the total population was used as a sample.

Data Collection Techniques

1. Questionnaire

The questionnaire was the primary data collection technique in this study. The questionnaire consisted of a number of written statements used to obtain information from respondents regarding their perceptions of the principal's academic supervision, teacher work motivation, and teacher professionalism.

2. Documentation

The documentation method was used to collect secondary data to support the research, including school profiles, teacher data, the principal's academic supervision program, documents on the results of supervision implementation, and other supporting data relevant to the research.

Data Analysis Techniques

Data analysis in this study used SPSS (Statistical Package for Social Sciences) with the following analysis techniques:

1. Descriptive Statistical Analysis

Descriptive statistical analysis was used to describe the characteristics of the data for each research variable, including the average (mean), standard deviation, maximum and minimum values, and frequency distribution.

2. Analysis Prerequisite Tests

Analysis prerequisite tests were conducted to ensure the data met the regression analysis assumptions, including:

- Normality test using the Kolmogorov-Smirnov test (data is normal if Sig. > 0.05)

- Linearity test (linear relationship if Sig. Linearity < 0.05)
- Multicollinearity test (no multicollinearity if Tolerance > 0.10 and VIF < 10)
- Heteroscedasticity test using the Glejser test (no heteroscedasticity if Sig. > 0.05)

3. Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the effect of principal academic supervision (X_1) and teacher work motivation (X_2) on teacher professionalism (Y) using equation (1).

$$Y = a + b_1X_1 + b_2X_2 \quad (1)$$

Description:

- Y = Teacher Professionalism
- a = Constant
- b_1 = Regression coefficient of X_1
- b_2 = Regression coefficient of X_2
- X_1 = Principal's Academic Supervision
- X_2 = Teacher Work Motivation

Hypothesis Testing

a. t-Test (Partial Test)

The t-test is used to determine the partial effect of each independent variable on the dependent variable. Criteria: If the Sig. value is <0.05, then H_0 is rejected, indicating a significant effect.

b. F-Test (Simultaneous Test)

The F-test is used to determine the simultaneous effect of the independent variables on the dependent variable. Criteria: If the Sig. value is <0.05, then H_0 is rejected, indicating a significant effect simultaneously.

RESULTS AND DISCUSSION

Respondent Characteristics

The respondents in this study were all 38 teachers at SMK Negeri 7 Manado, so the sampling technique used was saturated or census sampling. Respondent characteristics are described by gender and age. See Table 1.

Table 1. Respondent Characteristics Based on Gender

Gender	Frequency	Percentage (%)
Male	13	34,2%
Female	25	65,8%
Total	38	100,0%

Based on Table 1, of the 38 respondents, 13 (34.2%) were male and 25 (65.8%) were female. The majority of teachers at SMK Negeri 7 Manado are female.

Table 2. Respondent Characteristics by Age

Age Group	Frequency	Percentage (%)
25 – 35 years	7	18,4%

36 – 45 years	18	47,4%
46 – 55 years	12	31,6%
> 55 years	1	2,6%
Total	38	100,0%

Based on Table 2, the 36–45 age group is the largest (47.4%), followed by the 46–55 age group (31.6%), the 25–35 age group (18.4%), and those over 55 (2.6%). A total of 79.0% of teachers are in the productive age range of 36–55.

Classical Assumption Test Results

Before testing the hypotheses, a classical assumption test was conducted to ensure the regression model met the BLUE (Best Linear Unbiased Estimator) requirements. This included normality testing, linearity testing, multicollinearity testing, and heteroscedasticity testing.

a. Normality Test

The normality test used the Kolmogorov-Smirnov method with the following criteria: an Asymp. Sig. (2-tailed) value > 0.05 indicating normally distributed residual data. See Table 3.

Table 3. Normality Test Results (Kolmogorov-Smirnov)

Testing Components	value	Criteria	Information
Asymp. Sig. (2-tailed)	0,200	> 0,05	Normally Distributed

The test results showed an Asymp. Sig. (2-tailed) value of 0.200 > 0.05, indicating that the residual data were normally distributed, and multiple linear regression analysis could proceed.

a. Linearity Test

The linearity test aims to determine whether the relationship between variables is linear. Criteria: a Sig. Linearity value < 0.05 and a Sig. Deviation from Linearity value > 0.05. See Table 4.

Table 4. Linearity Test for Teacher Professionalism (Y) * Principal's Academic Supervision (X1)

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	67,660	9	7,518	1,836	0,106
Linearity	20,699	1	20,699	5,055	0,033*
Deviation from Linearity	46,961	8	5,870	1,434	0,226
Within Groups	114,656	28	4,095	–	–
Total	182,316	37	–	–	–

Sig. Linearity = 0.033 < 0.05 and Sig. Deviation from Linearity = 0.226 > 0.05, so the relationship between X1 and Y is linear.

Table 5. Linearity Test of Teacher Professionalism (Y) * Teacher Work Motivation (X2)

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	31,089	5	6,218	1,316	0,282
Linearity	23,625	1	23,625	4,999	0,032*
Deviation from Linearity	7,464	4	1,866	0,395	0,811
Within Groups	151,227	32	4,726	–	–
Total	182,316	37	–	–	–

In Table 5, the Sig. Linearity = 0.032 < 0.05 and the Sig. Deviation from Linearity = 0.811 > 0.05, so the relationship between X2 and Y is also linear.

b. Multicollinearity Test

The multicollinearity test uses the Tolerance and Variance Inflation Factor (VIF) values with the following criteria: Tolerance > 0.10 and VIF < 10, indicating no multicollinearity. See Table 6.

Table 6. Multicollinearity Test Results

No	Independent Variables	Tolerance	VIF	Description
1	Principal's Academic Supervision (X1)	0,980	1,020	No multicollinearity occurs
2	Teacher Work Motivation (X2)	0,980	1,020	No multicollinearity occurs

The Tolerance value of 0.980 > 0.10 and the VIF of 1.020 < 10 for both variables indicate no multicollinearity in this regression model.

c. Heteroscedasticity Test

Heteroscedasticity testing was performed using the Glejser Test with the following criteria: a Sig. value > 0.05 indicates no heteroscedasticity. See Table 7.

Table 7. Heteroscedasticity Test Results (Glejser Test)

No	Independent Variables	Sig.	Criteria	Description
1	Principal's Academic Supervision (X1)	0,833	> 0,05	Heteroscedasticity does not occur
2	Teacher Work Motivation (X2)	0,231	> 0,05	Heteroscedasticity does not occur

The significance values for X1 = 0.833 and X2 = 0.231, both > 0.05, indicate no heteroscedasticity. The regression model has homogeneous residual variance.

Hypothesis Testing Results

Hypothesis testing was conducted using a t-test (partial), F-test (simultaneous), and coefficient of determination (R²) test with a significance level of $\alpha = 0.05$, t-table ± 2.030 (df = 35), and F-table 3.27 (df1 = 2, df2 = 35).

a. t-Test — First Hypothesis (H1)

Table 8. t-Test Results — The Effect of Principal Academic Supervision (X1) on Teacher Professionalism (Y)

Analysis Component	value	Description
Regression Coefficient (B)	-0,307	Direction of negative influence
T-value	-2,147	t count (2.147) > t table (2.030)
Significance (Sig.)	0,039	< 0.05 (Significant)
T-table ($\alpha = 0.05$; df = 35)	$\pm 2,030$	Comparative value

Based on Table 8, the calculated t value = 2.147 > t table = 2.030, and Sig. = 0.039 < 0.05, so H₀ is rejected and H₁ is accepted. The principal's academic supervision (X1) significantly influences teacher professionalism (Y) at SMK Negeri 7 Manado. The regression coefficient B = -0.307 indicates a negative influence.

a. t-Test — Second Hypothesis (H2)

Table 9. t-Test Results — The Effect of Teacher Work Motivation (X2) on Teacher Professionalism (Y)

Analysis Component	value	Description
Regression Coefficient (B)	-0,592	Direction of negative influence
T-value	-2,315	t count (2.315) > t table (2.030)
Significance (Sig.)	0,026	< 0.05 (Significant)
T-table ($\alpha = 0.05$; $df = 35$)	$\pm 2,030$	Comparative value

Based on Table 9, the calculated t value = 2.315 > t table = 2.030, and Sig. = 0.026 < 0.05, so H_0 is rejected and H_2 is accepted. Teacher work motivation (X2) significantly influences teacher professionalism (Y), with a negative influence (B = -0.592).

b. F Test — Third Hypothesis (H3)

Table 10. F Test Results — Simultaneous Effect of X1 and X2 on Teacher Professionalism (Y)

Component Analysis	value	Description
F-test	4,737	F count (4.737) > F table (3.27)
Significance (Sig.)	0,015	< 0.05 (Significant)
F-table ($\alpha = 0.05$; $df1 = 2$; $df2 = 35$)	3,27	Comparative value

In Table 10, the calculated F value = 4.737 > F table = 3.27, and the Sig. = 0.015 < 0.05, so H_2 is rejected and H_3 is accepted. X1 and X2 simultaneously have a significant effect on teacher professionalism (Y) at SMK Negeri 7 Manado.

c. Coefficient of Determination (R^2) Test

Table 11. Results of the Coefficient of Determination (R^2) Test

Component Analysis	value	Description
R Square (R^2)	0,213	21.3% of the variation in Y is explained by X1 and X2
Adjusted R Square	0,168	16.8% after correction for the number of predictors

In Table 11, the R^2 value of 0.213 means that X1 and X2 together explain 21.3% of the variation in teacher professionalism. Adjusted R^2 of 0.168 (16.8%) is a more representative corrected value as a measure of the model's goodness of fit.

Multiple Linear Regression Equation

Based on the test results, the multiple linear regression equation in this study is formulated as follows:

$$\hat{Y} = a - 0,307 X1 - 0,592 X2$$

The coefficient X1 = -0.307 means that every one-unit increase in the principal's academic supervision will be followed by a 0.307-unit decrease in teacher professionalism. The coefficient X2

= -0.592 means that every one-unit increase in teacher work motivation will be followed by a 0.592-unit decrease in teacher professionalism, assuming other variables remain constant.

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

The results of this study indicate that the principal's academic supervision (X1) significantly influences teacher professionalism (Y) at SMK Negeri 7 Manado, with a significance value of $0.039 < 0.05$. This finding aligns with the research of Arifin (2022), who found that the implementation of principal academic supervision management significantly contributes to improving the quality of teacher professional competence. Similarly, Astuti et al. (2024), in their study of elementary school teachers, found that academic supervision has a positive and significant effect on teacher performance and emphasized that planned and ongoing supervision is key to developing the professionalism of educators.

However, a finding that requires serious attention is the negative direction of the influence, as indicated by the regression coefficient $B = -0.307$. This condition indicates that the implementation of academic supervision at SMK Negeri 7 Manado has not fully functioned as an instrument of professional empowerment. As emphasized by Winarno and Mujahid (as cited in Didaktika, 2025), teachers' perceptions of supervision are often dominated by the old paradigm that positions supervision as a form of control, not coaching. When teachers perceive supervision as an administrative-evaluative inspection mechanism rather than a collaborative professional development process, the implementation of supervision can actually create anxiety and stress, negatively impacting teacher initiative and creativity.

This is supported by research by Subadri et al. (2025), who found that transforming academic supervision through a dialogic and reflective coaching approach was significantly more effective in improving learning quality than conventional supervision approaches. Furthermore, Lastini et al. (2024) emphasized that supervision management that is still oriented toward fulfilling administrative obligations rather than improving teachers' professional quality has proven to have less than optimal impact. Therefore, the negative coefficient finding in this study can be explained as a reflection of the condition where supervision has not shifted from an evaluative paradigm to a developmental-emancipatory paradigm that focuses on the professional development needs of individual teachers.

The Influence of Teacher Work Motivation on Teacher Professionalism

The t-test results indicate that teacher work motivation (X2) significantly influences teacher professionalism (Y) with a significance value of $0.026 < 0.05$. This finding aligns with a study by Ain et al. (2024) who found that work motivation significantly influences teacher performance at MTs Negeri 2 Central Maluku, where teachers with high levels of motivation tend to perform more optimally. Hartawan et al. (2024) also found that work motivation is a significant predictor of teacher performance at SMK ICB Cinta Teknika, Bandung City.

However, the negative direction of the influence ($B = -0.592$) with a coefficient larger than variable X1 requires in-depth contextual explanation. This finding can be understood through the study by Julihartiny et al. (2023) found that teacher work motivation can function as a complex mediating variable: when extrinsic motivation—such as orientation toward certification, professional allowances, or formal performance appraisals—is overly dominant, it does not always correlate positively with long-term improvements in professional competence. In this context, it is possible that some teachers are highly motivated to meet administrative and formal targets, but their intrinsic motivation to independently develop pedagogical and professional competence remains relatively low.

In support of this, Husin et al. (2023) found in their study that teacher certification as an instrument for strengthening extrinsic motivation does not automatically increase professionalism but rather requires a structured, ongoing professional development program. This finding is relevant to the context of SMK Negeri 7 Manado, where the majority of respondents (79.0%) were in the 36–55 age range, a phase where professional development needs require more targeted and motivating interventions from school management.

The Simultaneous Effect of Academic Supervision and Work Motivation on Teacher Professionalism

The F-test results indicate that the principal's academic supervision (X1) and teacher work motivation (X2) simultaneously have a significant effect on teacher professionalism (Y) with a calculated $F = 4.737 > F_{table} = 3.27$ and a $Sig. = 0.015 < 0.05$. This finding provides empirical confirmation that teacher professionalism cannot be improved partially through a single factor, but rather through the synergistic interaction of various variables working together. This result is consistent with the findings of Jumali et al. (2023), who found that the principal's academic supervision and work motivation jointly influence the quality of elementary schools, with both variables providing complementary contributions.

The Adjusted R^2 value of 0.168, or 16.8%, indicates that 83.2% of the variation in teacher professionalism is still influenced by factors outside this research model. This finding aligns with the arguments of Kulsum et al. (2022) showed that teacher professionalism is influenced by a more complex set of variables, including teacher work culture, achievement motivation, principal leadership, and the overall school organizational climate. Danial et al. (2022) also emphasized that in the era of digital transformation, academic supervision needs to be integrated with the use of digital technology to be more effective in improving the professionalism of teachers in early childhood education (PAUD) and at other levels of education.

Overall, the findings of this study have significant practical implications. First, principals need to transform from a conventional supervisory role to an instructional leader role that implements coaching and reflection-based supervision, as recommended by Subadri et al. (2025) and Amanda & Mustofa (2024). Second, schools need to design programs to strengthen teachers' intrinsic motivation by providing professional autonomy, recognizing achievements, and creating a collaborative culture that supports continuous professional development. Third, school management needs to identify and manage other variables that are more dominant in influencing teacher professionalism, including school climate, instructional leadership, and structured and ongoing professional development programs.

CONCLUSION

This study concludes that the principal's academic supervision has a significant effect on teacher professionalism at SMK Negeri 7 Manado. This indicates that the implementation of academic supervision has a significant impact on the level of teacher professionalism, although the direction of the resulting influence is negative. This condition indicates that the academic supervision implemented has not fully shifted from an evaluative-administrative paradigm to a developmental approach oriented towards empowerment and continuous professional development of teachers. Teacher work motivation has a significant effect on teacher professionalism at SMK Negeri 7 Manado. This finding shows that teacher work motivation makes a real contribution to professionalism, but the negative direction of the influence indicates that the motivation developed among teachers is still dominated by an extrinsic orientation. This condition causes the increase in motivation not to directly encourage the development of teacher professional competence in a

substantive and sustainable manner. The principal's academic supervision and teacher work motivation simultaneously have a significant effect on teacher professionalism at SMK Negeri 7 Manado. This finding confirms that teacher professionalism cannot be improved partially through a single factor, but rather requires synergy between the implementation of effective academic supervision and the strengthening of teacher work motivation simultaneously. However, the proportion of the contribution of these two variables is moderate, which shows that there are still other factors that influence teacher professionalism outside this research model.

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