

# The Influence of Managerial Competence and Supervisory Competence on the Performance Management Ability of Elementary School

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## ABSTRACT

This study aims to analyze the influence of managerial competence and supervisory competence on the performance management ability of elementary school principals in Bontomanai District, Selayar Islands Regency. This study uses a quantitative approach with a correlational design. The research population consists of all elementary school principals in the area, with the sampling technique using total sampling. Data were collected through structured questionnaires and analyzed using descriptive statistics and multiple regression analysis. The research results show that managerial competence has a positive and significant effect on the performance management ability of school principals. Supervisory competence also has a positive and significant effect on performance management ability. Simultaneously, both competencies significantly contribute to enhancing the effectiveness of school principals in managing school performance. These findings underscore the importance of strengthening managerial and supervisory competencies to enhance the quality of leadership and overall school performance. Therefore, it is recommended that the relevant parties provide continuous professional development programs focused on enhancing managerial and supervisory competencies for school principals.

## 1. INTRODUCTION

In the education system, the principal plays a key role in determining the direction, quality, and success of educational administration at the school level. The principal not only functions as an administrator but also as a learning leader, innovator, and driver of quality culture within the school environment. This strategic position makes the principal a key figure in determining the success of educational policy implementation at the most basic level. Zhang et al. (2018) emphasize that school principals have a significant influence in improving school quality through the application of effective leadership and competent managerial skills. In this context, the effectiveness of leadership is measured not only by administrative success but also by the principal's ability to create a conducive work environment, motivate teachers, and direct school resources toward achieving optimal educational goals. This view is in line with the findings of Nurani and Sarino (2017), which show that school principals' leadership, characterized by setting an example and providing motivation, has a tangible contribution to the improvement of teachers' performance. Inspirational leadership serves as a catalyst in fostering teachers' professional commitment and encouraging the creation of a productive and achievement-oriented learning environment. In the context of primary education in Selayar Islands Regency, particularly in Bontomanai District, the challenge of improving the quality of education cannot be separated from the role of the principal as both a manager and a supervisor. The ability of the principal to manage teacher performance, optimize human resource potential, and

foster a spirit of collegiality are key elements in realizing an effective school. The good performance of the principal can be seen as a reflection of the effectiveness of the implementation of educational programs in elementary schools. Conversely, the low competence of school principals in managerial and supervisory aspects often results in stagnation of learning quality, low teacher work motivation, and limited innovation within the school environment. Thus, the quality of school principals' leadership becomes a central point in the dynamics of improving the quality of education at the elementary school level. Various research findings have shown a strong correlation between the managerial competence of school principals and the improvement in teacher performance as well as school quality. Fajri (2023), thru his research in Margatiga District, East Lampung, found that the managerial competence of school principals has a positive influence on teacher performance by 67%. This finding confirms that the principal's ability to manage resources, develop strategic planning, and create a conducive work environment significantly contributes to the effectiveness of learning.

Similar research results were presented by Mulyono (2020), which showed a strong relationship between the managerial abilities of school principals and the work effectiveness of teachers. The better the managerial management of the principal, the higher the performance of teachers in carrying out their professional duties. This finding reinforces the assumption that managerial competence is not merely an administrative ability, but also a leadership capacity that determines the direction of school development. Meanwhile, research conducted by Rastina (2017) in West Palu emphasizes that the managerial competence and supervision of school principals simultaneously have a significant impact on the performance of elementary school teachers. This indicates that managerial aspects and academic supervision are two main pillars that complement each other in forming an effective basic education performance management system. However, field data from various regions indicate that there is still a gap between the ideal concept and the actual implementation of academic supervision in elementary schools. Many school principals have not yet been able to implement the academic supervision cycle comprehensively, from the planning stage, execution, to follow-up. This condition is also found in several areas in South Sulawesi, including in the Bontomanai District, which indicates the suboptimal implementation of the supervisory function in improving teacher professionalism. The novelty of this research lies in its focus on integrating the managerial competence of school principals with the comprehensive implementation of academic supervision in the context of elementary schools in Bontomanai District, South Sulawesi. Unlike previous research that only emphasized the relationship between the principal's managerial competence and teacher performance (Mulyono, 2020), as well as the simultaneous influence of managerial competence and supervision on teacher performance (Rastina, 2017), this study not only measures the impact of these two variables but also examines how the process of implementing academic supervision is carried out at each stage, namely planning, execution, evaluation, and follow-up supervision.

In addition, this research presents novelty in terms of the location and empirical conditions of the study. Bontomanai District was chosen because various obstacles in the implementation of academic supervision have not yet been optimally addressed, thus this research provides a contextual picture of the challenges in implementing the principal's leadership functions in the area. Thus, this research not only reinforces previous findings but also offers a new perspective on the importance of synchronizing managerial skills and academic supervision practices in enhancing the professionalism and performance of elementary school teachers. Normatively, school principals are expected to master five main competencies as regulated in Permendiknas No. 13 of 2007, namely personality, managerial, entrepreneurial, supervisory, and social competencies. However, empirical data shows that managerial and supervisory competencies remain relatively weak aspects in many elementary schools. This gap becomes a major obstacle in the efforts to improve the quality of education

sustainably. Mulyasa (2014) emphasizes that the increasing complexity of the principal's tasks demands robust managerial skills. Principals are required to be able to perform planning, organizing, directing, and supervising functions in an adaptive and responsive manner to the dynamics of modern education. The managerial competencies of a school principal include the ability to plan, organize, implement, and evaluate various activities related to the operational and development aspects of the school. Mulyasa (2019) and Robbins and Colter (2018) explain that this competence encompasses conceptual, technical, and interpersonal aspects that mutually support achieving organizational effectiveness.

Armstrong and Baron in Wibowo (2016) add that managerial competence is a behavioral dimension that directly contributes to achieving effective performance. In other words, management is not just about technical skills in resource management, but also includes interpersonal abilities in directing, motivating, and developing the potential of organizational members. Meanwhile, the competence of school principals' supervision focuses on three main components: the planning of academic supervision programs, the implementation of supervision activities, and the follow-up on supervision results (Mulyasa, 2019). Academic supervision is intended as a means of fostering the professional competence of teachers, particularly in pedagogical and methodological aspects (Susilo & Sutoyo, 2019). Conceptually, the educational management theories proposed by Fattah (2012) and Robbins (2018) emphasize that the effectiveness of a school organization heavily depends on its leader's ability to manage resources efficiently and adaptively in response to environmental changes. A principal with good managerial and academic supervision skills will be able to direct the entire potential of the school toward optimal and sustainable performance. Thus, the integration of managerial competence and academic supervision is not only an administrative requirement but also an important foundation for transformative educational leadership. Principals who can combine these two competencies will be better prepared to face the complexities of educational challenges and capable of building a robust school performance system.

Based on the theoretical and empirical descriptions above, several root problems can be identified as the focus of this research. First, the application of managerial competencies by elementary school principals in effective and quality-oriented school management is still low. Second, academic supervision competencies have not been optimally implemented, both in planning, execution, and follow-up of supervision results. Third, there is no strong synergy between managerial and supervisory abilities in enhancing the performance management capabilities of school principals. The integration of these two competencies is key to creating effective school governance, but in practice, it often proceeds in a partial and uncoordinated manner. Fourth, the limited empirical studies specifically examining the influence of managerial and supervisory competencies on the performance management capabilities of elementary school principals, particularly in local contexts such as Bontomanai District, Selayar Islands Regency. This condition indicates the need to be able to direct the entire potential of the school toward optimal and sustainable performance. Thus, the integration of managerial competencies and academic supervision is not only an administrative requirement but also an important foundation for transformative educational leadership. Principals who can combine these two competencies will be better prepared to face the complexities of educational challenges and capable of building a robust school performance system. Based on the theoretical and empirical descriptions above, several root problems can be identified as the focus of this research. First, the application of managerial competencies by elementary school principals in the management of schools that are effective and quality-oriented is still low. Second, academic supervision competencies have not been implemented optimally, both in planning, execution, and follow-up of supervision results. Third, the strong synergy between managerial and supervisory skills in enhancing the performance management capabilities of school principals has not yet been

established. The integration of these two competencies is key to creating effective school governance, but in practice, it often proceeds partially and uncoordinated.

Fourth, the limited empirical studies specifically examining the influence of managerial and supervisory competencies on the performance management capabilities of elementary school principals, particularly in local contexts such as Bontomanai District, Selayar Islands Regency. This condition indicates the need to be able to direct the entire potential of the school toward optimal and sustainable performance. Thus, the integration of managerial competencies and academic supervision is not only an administrative requirement but also an important foundation for transformative educational leadership. Principals who can combine these two competencies will be better prepared to face the complexities of educational challenges and capable of building a robust school performance system. Based on the theoretical and empirical descriptions above, several root problems can be identified as the focus of this research. First, the application of managerial competencies by elementary school principals in effective and quality-oriented school management is still low. Second, academic supervision competencies have not been optimally implemented, both in planning, execution, and follow-up of supervision results. Third, there is no strong synergy between managerial and supervisory abilities in enhancing the performance management capabilities of school principals. The integration of these two competencies is key to creating effective school governance, but in practice, it often proceeds in a partial and uncoordinated manner. Fourth, the limited empirical studies specifically examining the influence of managerial and supervisory competencies on the performance management capabilities of elementary school principals, particularly in local contexts such as Bontomanai District, Selayar Islands Regency. This condition indicates the need to conduct relevant and contextual research to strengthen the theoretical and empirical foundations in the development of basic education leadership capacity. Based on the identification of these issues, this research is directed to analyze the influence of managerial competence and supervisory competence on the performance management capabilities of elementary school principals in Bontomanai District, Selayar Islands Regency. This research is expected to expand the understanding of how these two competencies contribute to the effectiveness of leadership and school governance. Theoretically, the results of this research are expected to contribute to the strengthening of educational management and academic supervision theories, particularly in the context of elementary school leadership. Practically, this research is expected to serve as a reference for education policymakers, school supervisors, and school head training institutions in designing more targeted and contextual professional development programs. Thus, this research has high relevance both academically and practically, as it seeks to bridge the gap between theory and practice in school principal performance management, while also strengthening the capacity of basic education leadership in island regions with unique geographical and resource challenges such as Bontomanai District. The main issue in this research is the suboptimal implementation of academic supervision by school principals in improving the professionalism and performance of elementary school teachers in Bontomanai District. Although the principal has a strategic role as an educational manager and supervisor, in practice, weaknesses are still found in the planning, implementation, evaluation, and follow-up of academic supervision. These conditions have resulted in the improvement of learning quality and teacher performance not being maximally achieved.

## 2. METHODS

This research uses a quantitative approach with an explanatory research type oriented to explain the causal relationships between the variables being studied in depth. This approach was chosen because the research aims to empirically test the extent to which the managerial competence of school principals ( $X_1$ ) and the supervisory competence of school principals ( $X_2$ ) influence the performance management capability of school principals ( $Y$ ) in the context of basic education units. As explanatory research, the analysis is conducted using a multiple linear regression model, which is capable of revealing cause-and-effect relationships between variables in a measurable, objective, and data-based manner. Thru this approach, each indicator on the three variables is assessed based on respondent scores converted into numerical form, allowing the researcher to obtain comprehensive statistical meaning. The data collection technique in this study is systematically designed to obtain valid, comprehensive, and relevant information related to the variables being examined. The main technique used in this research is a questionnaire, which is a research instrument containing closed statements using a Likert scale. This scale allows respondents to provide objective answers according to their perceptions and experiences in performing their duties as school principals. The questionnaire in this study is designed to measure three research variables, namely the principal's managerial competence ( $X_1$ ), the principal's supervisory competence ( $X_2$ ), and the principal's performance management ability ( $Y$ ). Each statement in the questionnaire is formulated based on the variable indicators that have been outlined in the operational definition of the variables. Thus, this questionnaire instrument is capable of producing numerical data that reflect the level of competence and performance management ability of the school principal in a measurable way.

## 3. RESULTS AND DISCUSSION

### RESULTS

This study aims to analyze the influence of school principals' managerial competence and supervisory competence on the performance management capabilities of elementary school principals in Bontomanai District, Selayar Islands Regency. Research data were obtained thru the distribution of questionnaires to all 19 public elementary school principals. All respondents were made the research sample using the total sampling technique so that the entire population was represented in this study. The data obtained from the respondents were then processed using the JASP statistical application. Data analysis was conducted thru several stages, namely instrument validity testing, instrument reliability testing, descriptive statistical analysis, and multiple linear regression analysis to determine the relationship between the variables of managerial competence, supervisory competence, and the performance management capability of school principals. Before further analysis is conducted, the research instrument is first tested for its feasibility thru validity and reliability tests. This testing aims to ensure that the instruments used are truly capable of accurately and consistently measuring the variables being studied. After the instrument is declared valid and reliable, the research data can be further analyzed to understand the general overview of the research variables and the relationships between the variables being studied.

### 3.1 Results of the Instrument Validity Test

Reliability testing is conducted to determine the level of consistency of the research instrument in measuring the variable being studied. The reliability test in this study uses the Cronbach's Alpha coefficient with the help of the JASP application. The results of the reliability test for the principal's managerial competence variable can be seen in the following figure:

**Reliability** ▾

*Frequentist Scale Reliability Statistics*

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Cronbach's $\alpha$	0.886			
Average interitem correlation	0.410			

Note. The analytic confidence interval is not available for coefficient alpha/lambda2 when data contain missing and pairwise complete observations are used. Try changing to 'Delete listwise' within 'Advanced Options'. The analytic confidence interval is not available for the average interitem correlation when data contain missing and pairwise complete observations are used. Try changing to 'Delete listwise' within 'Advanced Options'.

*Frequentist Individual Item Reliability Statistics* ▾

Item	Cronbach's $\alpha$ (if item dropped)		
	Estimate	Lower 95% CI	Upper 95% CI
11	0.869		
12	0.873		
13	0.881		
14	0.873		
15	0.882		
16	0.883		
17	0.884		
18	0.856		
19	0.874		
110	0.873		
111	0.879		

Note. The analytic confidence interval not available for coefficient alpha/lambda2 when data contain missing and pairwise complete observations are used. Try changing to 'Delete listwise' within 'Advanced Options'.

Figure 1. Results of the Reliability Test for the Managerial Competence Variable

Based on the reliability analysis results in Figure 1, it is known that the Cronbach's Alpha value for the principal's managerial competence variable is 0.886. This value is greater than the minimum reliability threshold of 0.70, so it can be concluded that the instrument for the managerial competence variable has a high level of reliability and is suitable for use in research. Next, the results of the reliability test for the principal's supervisory competence variable are presented in the following figure.

*Frequentist Scale Reliability Statistics*

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Cronbach's $\alpha$	0.888			
Average interitem correlation	0.412			

Note. The analytic confidence interval is not available for coefficient alpha/lambda2 when data contain missing and pairwise complete observations are used. Try changing to 'Delete listwise' within 'Advanced Options'. The analytic confidence interval is not available for the average interitem correlation when data contain missing and pairwise complete observations are used. Try changing to 'Delete listwise' within 'Advanced Options'.

*Frequentist Individual Item Reliability Statistics*

Item	Cronbach's $\alpha$ (if item dropped)		
	Estimate	Lower 95% CI	Upper 95% CI
112	0.880		
113	0.885		
114	0.869		
115	0.862		
116	0.884		
117	0.872		
118	0.882		
119	0.892		
120	0.878		
121	0.876		
122	0.869		

Note. The analytic confidence interval not available for coefficient alpha/lambda2 when data contain missing and pairwise complete observations are used. Try changing to 'Delete listwise' within 'Advanced Options'.

Figure 2. Results of the Reliability Test for the Supervision Competence Variable

Based on the analysis results in Figure 4.2, it is known that the Cronbach's Alpha value for the principal's supervision competence variable is 0.888. The value indicates that the instrument used to measure the supervisory competence variable has a very good level of consistency, making it suitable for use in this research. Reliability testing was also conducted on the variable of the principal's performance management ability. The results of this testing are shown in the following figure.

*Frequentist Scale Reliability Statistics*

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Cronbach's $\alpha$	0.881			
Average interitem correlation	0.406			

Note. The analytic confidence interval is not available for coefficient alpha/lambda2 when data contain missing and pairwise complete observations are used. Try changing to 'Delete listwise' within 'Advanced Options'. The analytic confidence interval is not available for the average interitem correlation when data contain missing and pairwise complete observations are used. Try changing to 'Delete listwise' within 'Advanced Options'.

*Frequentist Individual Item Reliability Statistics* ▾

Item	Cronbach's $\alpha$ (if item dropped)		
	Estimate	Lower 95% CI	Upper 95% CI
123	0.875		
124	0.876		
125	0.869		
126	0.874		
127	0.886		
128	0.880		
129	0.867		
130	0.882		
131	0.871		
132	0.871		
133	0.868		

Note. The analytic confidence interval not available for coefficient alpha/lambda2 when data contain missing and pairwise complete observations are used. Try changing to 'Delete listwise' within 'Advanced Options'.

Figure 3. Results of the Reliability Test for the Performance Management Variable

Based on the analysis results in Figure 4.3, a Cronbach's Alpha value of 0.881 was obtained. The value indicates that the instrument for measuring the performance management ability of school principals has a high level of reliability, so all items in this variable are stated to be consistent.

### 3.2 Descriptive Statistics of Research Variables

Descriptive statistics are used to provide an overview of the condition of research variables based on data obtained from respondents. Descriptive analysis includes the mean, standard deviation, minimum value, and maximum value of each research variable. The results of the descriptive statistical analysis obtained from data processing using the JASP application are presented in the following figure.

Descriptive Statistics			
Descriptive Statistics			
	X1_Mean	X2_Mean	Y_Mean
Valid	19	19	19
Missing	3	3	3
Mean (arithmetic)	4.212	4.139	4.022
Std. Deviation	0.432	0.440	0.445
Minimum	3.550	3.450	3.360
Maximum	4.730	4.820	4.550

Figure 4. Descriptive Statistics of Research Variables

Based on the analysis results in Figure 4, it is known that the average value of the principal's managerial competence is 4.212 with a standard deviation of 0.432. The minimum value obtained is 3.550 and the maximum value is 4.730. These results indicate that the principal's managerial competence is in the high category. The variable of the principal's supervisory competence has an average value of 4.139 with a standard deviation of 0.440. The minimum value is 3.450 and the maximum value is 4.820. This indicates that, in general, the principal has performed the academic supervision function well in teacher development activities. Meanwhile, the variable of the principal's performance management ability has an average value of 4.022 with a standard deviation of 0.445. The minimum value obtained is 3.360 and the maximum value is 4.550. The average value indicates that the principal's performance management ability is in the high category.

### 3.3 Results of Multiple Linear Regression Analysis

Multiple linear regression analysis is used to determine the effect of managerial competence and supervisory competence on the performance management ability of school principals. The results of the regression analysis using the JASP application are presented in the following figure.

Linear Regression								
Model Summary - Y_Mean								
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE	R <sup>2</sup> Change	df1	df2	p
M <sub>0</sub>	0.000	0.000	0.000	0.445	0.000	0	18	
M <sub>1</sub>	0.885	0.784	0.757	0.219	0.784	2	16	< .001

Note: M<sub>1</sub> includes X1\_Mean, X2\_Mean

  

ANOVA						
Model		Sum of Squares	df	Mean Square	F	p
M <sub>1</sub>	Regression	2.790	2	1.395	29.01	< .001
	Residual	0.770	16	0.048		
	Total	3.560	18			

Note: M<sub>1</sub> includes X1\_Mean, X2\_Mean  
 Note: The intercept model is omitted, as no meaningful information can be shown.

Figure 5. Model Summary and Regression ANOVA

Based on the analysis results in Figure 5, a correlation coefficient (R) value of 0.885 was obtained, indicating a very strong relationship between managerial competence and supervisory

competence with the principal's performance management ability. The coefficient of determination ( $R^2$ ) value of 0.784 indicates that 78.4% of the variation in the principal's performance management ability can be explained by managerial competence and supervisory competence together. Meanwhile, the remaining 21.6% is influenced by factors outside the research model.

### 3.4 Results of the Regression Coefficient Test

The results of the regression coefficient analysis, which show the influence of each independent variable on the dependent variable, are presented in the following figure.

Coefficients						
Model		Unstandardized	Standard Error	Standardized	t	p
M <sub>1</sub>	(Intercept)	4.022	0.102		39.42	< .001
	M <sub>1</sub>	0.112	0.516	0.218	0.218	.830
M <sub>2</sub>	(Intercept)	0.587	0.241	0.570	2.431	.027
	X2_Mean	0.348	0.237	0.344	1.468	.161

  

Coefficients Covariance Matrix			
Model	X1_Mean	X2_Mean	
M <sub>2</sub>	X1_Mean	0.058	-0.050
	X2_Mean		0.056

Note: The intercept model is omitted, as no meaningful information can be shown.

  

Collinearity Diagnostics						
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Intercept)	X1_Mean	X2_Mean
M <sub>2</sub>	1	2.992	1.000	0.001	0	0
	2	0.006	21.63	0.991	0.054	0.078
	3	0.001	47.18	0.008	0.946	0.922

Note: The intercept model is omitted, as no meaningful information can be shown.

Figure 6. Multiple Linear Regression Coefficients

Based on the analysis results in Figure 6, it is known that managerial competence has a regression coefficient of 0.587 with a significance value of 0.027. A significance value smaller than 0.05 indicates that managerial competence has a positive and significant effect on the principal's performance management ability. Meanwhile, supervisory competence has a regression coefficient of 0.348 with a significance value of 0.161. This value indicates that supervisory competence has a positive but not partially significant effect on the principal's performance management ability.

## DISCUSSION

The research results show that the managerial competence of school principals, the supervisory competence of school principals, and the performance management ability of school principals in Bontomanai District are generally in the high category. This is evident from the average scores of each variable, which are above four on a five-point Likert scale. This condition illustrates that the school principals have performed the educational leadership function quite well in managing the school organization. The average score of the principals' managerial competence, which reached 4.212, indicates that most principals possess good abilities in carrying out the functions of planning, organizing, implementing, and supervising school activities. This shows that school principals not only perform administrative roles but also act as educational organization managers responsible for achieving the school's objectives. In practice, the managerial competence of the principal is evident from various activities such as the preparation of the school work plan, human resource management, strategic decision-making, and supervision of the implementation of school programs. These activities demonstrate that the principal plays an important role in ensuring that all school activities run in a directed and coordinated manner. Theoretically, the results of this study align with Mulyasa's (2019) view, which states that managerial competence is one of the main competencies that school principals must possess. A principal with good managerial skills will be able to manage school resources effectively, thereby improving the performance of the educational organization. The results of this study also show that the principal's supervisory competence has an average score of 4.139. This score indicates that the principal has carried out academic supervision activities quite well in order to improve the quality of learning at the school. The academic supervision activities conducted

by the principal include the preparation of supervision programs, classroom observations, providing feedback to teachers, and following up on the results of the supervision. These activities aim to help teachers improve the quality of learning and develop their professional competencies. Academic supervision is one of the important functions in school leadership. Thru academic supervision, the principal can directly observe how the learning process takes place in the classroom and provide guidance to teachers in improving the quality of teaching. According to Mulyasa (2019), academic supervision is a professional development process aimed at improving teachers' abilities to plan, implement, and evaluate the learning process. Thus, academic supervision plays an important role in enhancing the quality of education in schools.

In addition, the average score of the principal's performance management ability, which reached 4.022, indicates that the principal has been able to manage the school's organizational performance quite well. This ability is evident from the principal's activities in designing work programs, monitoring program implementation, and evaluating the results of school activities. The principal's performance management skills are very important in ensuring that all school activities run according to the established goals. A principal with good performance management skills will be able to direct all school members to work effectively in achieving educational goals. The results of the regression analysis show that the managerial competence of the school principal has a significant influence on the performance management capability of the principal. This indicates that the better the managerial competence of the school principal, the better their ability to manage the performance of the school organization. The influence of managerial competence on the performance management ability of school principals can be explained thru the management functions carried out by the principals. A principal with good managerial skills will be able to systematically plan the school's work programs and coordinate all the resources the school has. Robbins and Colter (2018) explain that the managerial ability of an organizational leader greatly determines the success of the organization in achieving its goals. In the context of schools, this ability is reflected in the principal's capability to manage teachers, staff, facilities, and the educational programs being implemented. The results of this study are also in line with Mulyono's (2020) research, which shows that the managerial competence of school principals has a significant relationship with teacher performance. Principals who can effectively manage the school organization will be able to create a conducive work environment for teachers to carry out their duties.

Furthermore, Fajri's (2023) research also found that the managerial competence of school principals significantly contributes to the improvement of teacher performance. This indicates that the managerial abilities of school principals play an important role in enhancing the effectiveness of educational organizations. The findings of this research reinforce the view that school principals are strategic leaders in educational organizations. The principal is not only tasked with managing the school's administration but also responsible for directing all school resources to achieve educational goals. Meanwhile, the research results show that the supervisory competence of the principal does not have a significant partial effect on the principal's performance management ability. Nevertheless, supervisory competence still has a positive influence in the regression model used. The insignificance of the partial effect of supervisory competence can be caused by several factors. One possibility is that most school principals have a relatively high level of supervisory competence, resulting in less variation in the data. Additionally, academic supervision activities generally focus more on improving the quality of teacher learning rather than on the overall management of school organizational performance. Therefore, the influence of supervision on the management of the principal's performance may not be directly visible in statistical analysis. Nevertheless, academic supervision still plays an important role in improving the quality of education in schools. Thru

supervision activities, the principal can provide guidance to teachers in improving the quality of learning and developing their professional competencies. Barnawi and Arifin (2017) explain that academic supervision is one of the important strategies in improving the quality of teachers' performance. Principals who conduct supervision effectively will be able to help teachers improve the learning process they carry out. The results of this study also show that simultaneously, managerial competence and supervisory competence have a significant impact on the performance management ability of the principal. This indicates that both competencies complement each other in supporting the effectiveness of the principal's leadership.

The coefficient of determination value of 0.784 indicates that 78.4% of the variation in the principal's performance management ability can be explained by managerial competence and supervisory competence. This shows that these two variables have a significant contribution in explaining the principal's ability to manage the school's organizational performance. Meanwhile, the remaining 21.6% is influenced by factors outside the research model. These factors can include the principal's work experience, the school's organizational culture, community support, and the prevailing educational policies. In practice, the effectiveness of school principal leadership is not only determined by managerial and supervisory competencies but is also influenced by various contextual factors present in the school environment. Therefore, school performance management is a complex process that involves various aspects of educational organization. The findings of this study also indicate that the integration of managerial and supervisory skills is an important factor in enhancing the effectiveness of school leadership. Principals who are able to integrate both competencies will be more capable of managing the school organization effectively. Thus, the enhancement of school principals' competencies is an important step in the effort to improve the quality of education in schools. The professional development program for school principals needs to be directed toward strengthening managerial and supervisory competencies so that principals can perform their roles more effectively. In addition, the results of this research also have implications for the development of educational policies, particularly in the field of school principal development. The government and educational institutions need to pay greater attention to the development of school principals' leadership competencies. Thru the strengthening of managerial and supervisory competencies of school principals, it is hoped that principals can optimally perform their roles in improving the quality of school performance management. This will ultimately impact the improvement of education quality at the elementary school level. Overall, the results of this study indicate that managerial competence and supervisory competence are two important aspects of school principal leadership. Both competencies complement each other in supporting the effectiveness of school performance management. Thus, a principal with good managerial and supervisory competencies will be more capable of effectively managing the school organization and improving the quality of the educational process taking place at the school.

#### 4. CONCLUSION

Based on the research results, it can be concluded that the managerial competence of school principals plays an important role in the management of academic supervision in elementary schools in the Bontomanai District. Principals with good managerial skills tend to be able to plan, implement, evaluate, and follow up on academic supervision activities in a more directed and systematic manner. The implementation of academic supervision in elementary schools in the Bontomanai District has progressed in terms of planning and execution, but has not yet been fully optimal in the evaluation and follow-up stages of supervision. Some school principals still face challenges in providing continuous guidance to teachers after the supervision activities are carried out. The research results

also show that the managerial competence of school principals affects the improvement of teachers' performance and professionalism. The better the principal's ability to manage academic supervision, the higher the quality of teachers' professional duties in the learning process. In addition, there is a significant relationship between the implementation of academic supervision and the improvement of teacher performance. Academic supervision that is conducted in a planned, continuous manner, and accompanied by follow-up can help teachers improve their pedagogical and professional competencies. This study also found supporting and inhibiting factors in the implementation of academic supervision. Supporting factors include the commitment of the school principal, teacher cooperation, and a conducive school culture, while inhibiting factors include time constraints, the administrative burden on the principal, and the lack of academic supervision training. Thus, this research emphasizes that the synchronization between the managerial competence of school principals and the effective implementation of academic supervision is an important factor in improving the professionalism and performance of elementary school teachers in Bontomanai District.

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