



THE INFLUENCE OF PRINCIPAL'S INSTRUCTIONAL LEADERSHIP AND WORK MOTIVATION ON TEACHERS' PROFESSIONAL COMPETENCE

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Abstract

The report card is an official document that records the development of students' learning outcomes over a certain period. The achievement of the report card for public elementary schools in Ulujami District shows a lower percentage compared to the average achievement of the quality of learning in public elementary schools in Pemalang Regency. The low quality of learning in public elementary schools in Ulujami District is also a result of the low professional competence of teachers. Therefore, an increase in teachers' professional competency is needed to improve the quality of learning. This study aims to analyze the effect of the instructional leadership of the school principal and work motivation on the professional competency of teachers in public elementary schools in Ulujami District, Pemalang Regency. The research uses a quantitative approach, with data collected through standardized questionnaires from 178 teachers in Ulujami District's public elementary schools. The results of the multiple regression analysis indicate that the instructional leadership of the school principal and work motivation both have a positive and significant effect on the professional competence of teachers. These findings emphasize the importance of strengthening instructional leadership and teacher work motivation in efforts to improve the professional competence of teachers. The practical implications of this research can serve as a reference for school management and policymakers in designing teacher quality improvement programs and open opportunities for further research that can explore other factors influencing teacher professional competence.

INTRODUCTION

Education in Indonesia is a conscious and planned effort to create a learning atmosphere that allows students to actively develop their potential, both in spiritual aspects, self-control, personality, intelligence, noble morals, and skills needed for themselves, society, nation, and state (Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). The purpose of national education is to form human beings who have faith, piety, noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To achieve this goal, the government developed formal, non-formal, and informal education systems.

Teachers are a fundamental factor in achieving national education goals. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at various levels of education (Kemdikbudristek, 2023). The requirements to become a teacher include academic qualifications, competence, educator certification, physical health, and the ability to realize national education goals (Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005).

Professional competence is one of the main competencies that teachers must have; it is the ability to master the subject matter broadly and deeply, set learning goals, and organize knowledge content that is centered on students. This competency also includes understanding the curriculum and how to teach it, as well as knowledge of the characteristics and learning methods of students.



Teachers' professional competence greatly affects the quality of student learning outcomes. Teachers with good professional competence are able to develop students, create an effective learning environment, master subject matter, are able to carry out instructional planning and assessment, and develop professionally on an ongoing basis(Kurgambekov et al., 2025). A teacher must have professional competence because by having professional competence, the teacher will produce an optimal learning process(Putra & Negara, 2021).

In the era of the Independent Curriculum, student learning outcomes are measured through literacy and numeracy competencies. Based on the 2024 education report card, literacy achievement at Ulujami District State Elementary School, Pemalang Regency was 47% in the good category, 47% moderate, and 6% less. For numeracy, 32% was good, 51% was moderate, and 17% was poor(*Rapor Pendidikan SD Negeri Kecamatan Ulujami, Kabupaten Pemalang Tahun 2024*, 2024). This percentage was lower than the average of Pemalang Regency, indicating that the learning output in Ulujami still needs to be improved.

This low achievement is closely related to the professional competence of teachers who are still not optimal(Utami & Mutmainnah, 2019). Competent teachers are able to manage learning more effectively and efficiently, impacting the overall quality of learning(Tsabitah & Fitria, 2021).

The quality of learning is measured through three indicators: classroom management, psychological support, and learning methods. At Ulujami State Elementary School, Pemalang Regency, the class management of the good category was only 13%, medium 74%, and 13% less. None of the psychological support was good, 55% moderate, and 45% lacking. The learning method is categorized as good 15%, medium 77%, and less than 8%. These results are lower than the average for Pemalang Regency, showing the needs to improve the professional competence of teachers(Herman et al., 2023).

One of the important factors in improving teachers' professional competence is the instructional leadership of the principal. Instructional leadership is one of the most enduring constructions in the shifting typology of leadership models(Bush, 2015). Instructional leadership emphasizes on the learning process and outcomes of students through teacher empowerment(Usman, 2015). The three main steps of instructional leadership are defining a mission for the school, managing curriculum and instruction and promoting a learning climate favourable for student learning(Hendriks & Scheerens, 2013).

However, the implementation of instructional leadership at Ulujami District State Elementary School, Pemalang Regency is still not optimal. Based on the 2024 Education report card, only 13% of school principals was very good at defining school missions, 17% was very good at managing learning programs, and 40% was very good at providing teacher reflection support.

Teacher work motivation is also assumed to be a factor in determining the success of teacher professional competence(Baumert et al., 2013). Motivation is an internal and external drive to make behavioral changes for the better(Uno, 2022). Motivated teachers tend to be more innovative in learning and actively participate in training.

Work motivation consists of internal motivation (motives, enjoying work, achievement and job satisfaction, individual existence, fulfilling obligations, clear targets/goals) and external motivation (comfort at work, communication, recognition/appreciation, self-actualization, comfort, compensation, and promotion)(Sudiarto, 2018). Internal motivation

encourages teachers to actively develop themselves, while external motivation such as rewards and supervision strengthens teachers' enthusiasm to improve professional competence.

This research is about the influence of principals' instructional leadership competencies and work motivation on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency. However, previous studies have rarely examined instructional leadership on teacher professional competence, thus further research is needed to understand the extent to which instructional leadership influences teachers' professional competence as a whole. This is important considering that the principal as an instructional leader not only acts as an administrator, but also as an active academic mentor in creating a conducive learning environment and supporting the improvement of teaching quality. Through planned learning supervision, principal mentoring, and providing constructive feedback, the principal is able to encourage teachers to continue to develop their professional capacity. In addition, teacher empowerment through training, workshops, and mentoring has also proven effective in strengthening teacher professional competence.

There is still a lack of research examining work motivation on teacher professional competence, so a more in-depth study is needed to determine the extent to which work motivation can influence the improvement of teacher professional competence. High work motivation is believed to encourage teachers to be more active in developing themselves, improving the quality of learning, and innovating in the teaching process. Therefore, understanding the relationship between work motivation and teacher professional competence is very important for designing effective human resource management strategies in the school environment. This study aims to fill this gap by examining the influence of work motivation on teacher professional competence as an effort to improve the quality of education sustainably.

Based on this, this research is expected to provide theoretical and practical benefits. Theoretically, this research can contribute to the development of science, especially in the field of education management, with a focus on improving the professional competence of teachers. The results of this research can also be a reference for future studies in the same field. Practically, this research is expected to be beneficial for several parties: for teachers, the results of the research can be used as a reference to optimize the influence of the principal's instructional leadership, psychological capital, and work motivation in an effort to improve the professional competence of teachers at the State Elementary School of Ulujami District, Pemalang Regency. For school principals, this research can provide important information about strategies to improve teachers' professional competence through instructional leadership, strengthening psychological capital, and increasing teachers' work motivation. For the Education and Culture Office of Pemalang Regency, the results of this research can be used as input in policy formulation, especially those related to efforts to improve teachers' professional competence through the influence of instructional leadership of school principals, psychological capital, and teacher motivation at State Elementary Schools in Ulujami District, Pemalang Regency.

Theoretical Framework

Teacher professional competence is the ability and authority of teachers in carrying out their teaching profession, meaning that teachers who are good at carrying out their

profession can be called competent and professional teachers. Professional competence is a job that can only be done by a person who has academic qualifications, competencies and educator certificates in accordance with the requirements for each type and level of education (Susanto, 2018).

Teachers' professional competence is the ability of teachers to master learning materials in guiding students to get maximum learning outcomes. Teachers' professional competence is related to mastering learning materials creatively, developing a sustainable professional attitude, and being able to utilize technology and communication (Aribowo et al., 2020). The professional competence of teachers as the ability to master subject matter broadly and deeply. The ability to master the material to set learning objectives and organize learning knowledge content that is student-centered (Kemdikbudristek, 2023).

Teacher professional competence is the ability to master learning materials broadly and deeply that enables him/her to guide students to meet the established competency standards. The ability to master learning materials broadly and deeply includes: (a) concepts, structures, and scientific/technological/artistic methods that cover/are coherent with the teaching materials, (b) teaching materials in the school curriculum, (c) the relationship between related subject concepts, (d) the application of scientific concepts in everyday life, and (e) professional competition in a global context while preserving national values and culture (Rusdiana & Heryati, 2015). Based on the above opinion, it is concluded that the professional competence of teachers is an ability that must be possessed by a teacher in carrying out his teaching duties professionally. Professional competence of teachers not only includes mastery of learning materials broadly and deeply, but also the ability of teachers to guide students to achieve optimal learning outcomes, as well as a professional attitude in a sustainable manner. In addition, teachers with professional competence need to master technology and communication which are important aspects to support the learning process in the digital era.

Although there has been much research that confirms the importance of teacher professional competence, there have not been many studies that comprehensively link the factors that influence teacher professional competence. There are 8 factors that affect teachers' professional competence, namely: 1) training which can also be called education and training, 2) academic qualifications/educational background, 3) academic supervision/continuous supervision, 4) leadership of school principals, 5) motivation, 6) welfare/compensation, 7) work ethic, and 8) ability to use information and communication technology (ICT) (Kartono, 2014). This can open up space for research that integrates these factors to understand their influence on teachers' professional competence holistically. Instructional leadership of a school principal is a behavior that prioritizes activities on learning, namely by influencing, directing, and guiding teachers in teaching and learning activities so that teachers can provide the best learning services to students so that they can improve the performance and quality of education (Sucitra & Thobi, 2024).

Instructional leadership is a catalyst or intermediary to improve the quality of student learning processes and outcomes. Instructional leadership is leadership that focuses on the learning process and outcomes of students through the empowerment of teachers professionally (Usman, 2015). The essence of instructional leadership is 1) changing the mindset; 2) establish and achieve the learning vision and cooperation network; 3) monitor

and assess teacher performance; 4) follow up on the results of monitoring and evaluation of learning; 5) building a network of cooperation; and 6) create a learning culture.

Instructional leadership is the leadership of the principal which in the implementation of education will focus on the role and function of the principal. Instructional leadership is the ability of the principal to influence subordinates to be able to work or participate in the implementation of the educational process so as to achieve the goals that have been set. As a principal with instructional leadership, the principal acts as a motivator for teachers to improve the professionalism of teachers so that teaching becomes more effective (Werding Sih et al., 2023).

Based on the above opinion, it is concluded that instructional leadership of a school principal is a leadership style that focuses on improving the quality of learning processes and outcomes by prioritizing learning as the main activity. The principal in this role influences, directs, and guides teachers to provide the best learning services to students, while improving the performance and quality of education. Instructional leadership involves changing mindsets, setting learning visions, monitoring and evaluating teacher performance, fostering cooperation, and creating a conducive learning culture. The principal acts as a motivator who empowers teachers professionally so that the teaching process becomes more effective and educational goals can be achieved optimally.

However, the direct influence between the principal's instructional leadership and the professional competence of teachers still requires more in-depth empirical testing, especially in the context of elementary schools, especially in Uluji Subdistrict, Pemalang Regency and in general in Indonesia. This is due to several unique contextual factors, such as differences in school organizational culture, community characteristics, and policies that influence the practice of the principal's instructional leadership. Therefore, empirical studies that reveal how the principal's instructional leadership can influence the professional competence of teachers are very important to be carried out so that they can provide more targeted policy recommendations for improving the professional competence of teachers that have an impact on the quality of elementary education. Motivation comes from the word motive which can be interpreted as a driving force that affects the readiness to start doing a series of activities in a behavior. Fundamentally, motivation is the ability to create a work spirit. A spirit that is the strength to be the best and tough in facing various obstacles (Harris et al., 2020).

Motivation as a process that explains a person's strength, direction, and perseverance in an effort to achieve a goal (Robbins & Judge, 2024). Motivation is related to the direction to achieve work goals. Strength describes how hard a person puts effort in trying and perseverance measures how long a person maintains his or her efforts to achieve a goal.

Motivation is a state in a person's personality that encourages an individual's desire to do certain activities to achieve a goal (Khaeruman et al., 2021). High work motivation will be able to increase a person's enthusiasm at work and make a positive contribution to his responsibilities. Work motivation is a factor that triggers motivation or work morale. If there is no motivation, a person cannot meet his or her work standards because the need for motivation in work is not met. So, it can be concluded that work motivation is the strength or drive in a person that affects the passion, direction, and perseverance to start and maintain efforts in achieving certain goals, especially in the context of work. High motivation can

increase teacher enthusiasm and performance, thus contributing positively to improving teacher professional competence.

Based on the review above, it can be concluded that teacher professional competence is the result of interaction between internal factors (work motivation) and external factors (principal instructional leadership). This study aims to determine the effect of principal instructional leadership and work motivation on teacher professional competence, both partially and simultaneously. The following is the framework of this study:

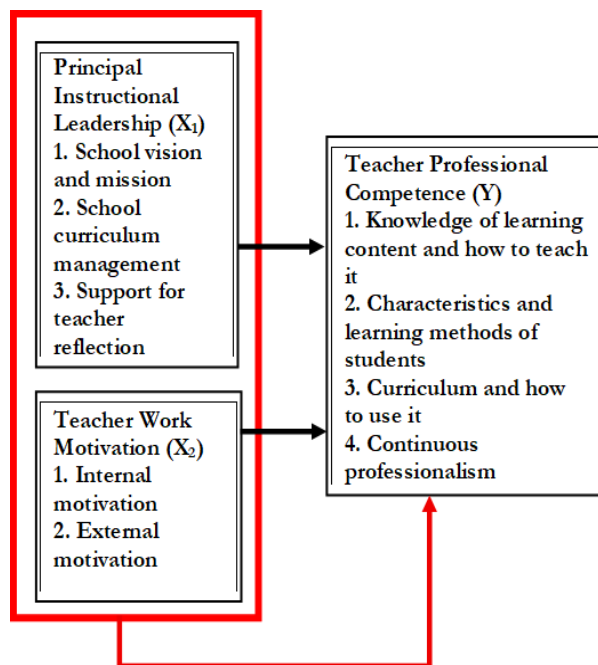


Figure 1. Framework of Thinking

Description:

—: shows the influence of the principal's instructional leadership (X1) on teacher professional competence (Y), work motivation (X2) on teacher professional competence (Y)

—: shows the influence of the principal's instructional leadership (X1) and work motivation (X2) on teacher professional competence (Y)

METHOD

This study used a quantitative approach, which means that the data collected is in the form of numbers and analyzed statistically. The research was based on the philosophy of positivism, researching a specific population or sample, using research instruments, and aiming to test the hypothesis that has been established (Sugiyono, 2017). The type of research used was ex-post facto, which is research in which independent variables have occurred before observations are made on bound variables (Sukardi, 2019).

The research was carried out in 53 State Elementary Schools of Ulujami District, Pemalang Regency. The research population was 322 State Civil Apparatus teachers from 53 State Elementary Schools in Ulujami District. The sample was taken using a proportional random sampling technique with the Slovin formula, resulting in 178 respondents. Each respondent involved in this study was given a complete explanation regarding the objectives, benefits, and procedures of the study and the confidentiality of respondent data was maintained. The design of this study was causal-correlational, examining the cause-and-effect relationship between two independent variables (principal's instructional leadership

and work motivation) against one dependent variable (teachers' professional competence). This study examines both the influence of each independent variable on the dependent variable, as well as the combined influence of the two on teachers' professional competence. Teacher professional competence (Y): Teacher's ability to master learning materials, with four main dimensions (content knowledge, student characteristics, curriculum, and continuous professionalism). Principal instructional leadership (X_1): Leadership that supports the improvement of the quality of learning, consisting of the dimensions of the school's vision-mission, curriculum management, and teacher reflection support. Work motivation (X_2): The teacher's internal and external motivation to meet needs and achieve work goals. Three research instruments were developed to measure three main variables, using questionnaires with a Likert scale of 1–5. The instrument is tested for validity and reliability before use. The validity test used the Pearson Product Moment technique. The reliability test measures the consistency of respondents' answers. The research instrument was tested for validity using the Pearson Product Moment Technique and its reliability using the internal consistency test before being used, so that the instrument truly measures what it should measure.

To find out the scope of variables, dimensions and measurement indicators for each variable, you can see the following table:

Table 1. Teacher Professional Competency Instrument Grid (Y)

Dimension	Indicators	Sum Statement
Knowledge of learning content and how to teach it	a. The structure and flow of knowledge from a scientific field that is relevant to learning	4
	b. Identify relevant content knowledge to achieve learning objectives	4
	c. Organizing content knowledge relevant to learning	4
Characteristics and learning methods of students	a. Developmental stages and characteristics relevant to learning needs	4
	b. Social, cultural, religious and economic backgrounds relevant to the learning needs of students	4
	c. Potential, interests and ways of learning of students that are relevant to the learning needs of students	4
Curriculum and how to use it	a. The use of the curriculum in the student-centered learning process	4
	b. Use of assessments to improve learner-centered learning	4
	c. Use of strategies to enhance learner-centered learning	4
	d. The use of effective learning strategies for students' literacy and numeracy learning outcomes	4
Professionalism in a sustainable manner	a. Participation in training	3
	b. Conducting classroom action research	3
	c. Utilizing communication and information technology in learning	3

Table 2. School Principal's Instructional Leadership Instrument Grid (X_1)

Dimension	Indicators	Sum Statement
School Visions and Missions	a. Formulation of the vision, mission, and goals of the school to improve the quality of learning	3
	b. Communicate the school's vision, mission, and goals to improve the quality of learning	3

Dimension	Indicators	Sum Statement
	c. Implementation of the school's vision, mission, and goals to improve the quality of learning	3
School curriculum management	a. Teaching supervision and evaluation	4
	b. Develop and manage the curriculum	3
	c. Monitor the quality of the process and student learning outcomes	3
Support for teacher reflection	a. Providing support to teachers to reflect on the learning process	3
	b. Organize learning	4
	c. Creating a positive work environment	3
	d. Developing teachers	3

Table 3. Teacher Work Motivation Instrument Grid (X₂)

Dimension	Indicators	Sum Statement
Internal Motivation	a. Teachers' responsibilities in carrying out their duties	3
	b. carry out tasks with clear targets	3
	c. Enthusiasm for work	4
	d. Always strive to outperform others	4
	e. Outstanding achievements	4
External Motivation	a. Always trying to meet their life needs and work needs	4
	b. Enjoys getting compliments from what he does	3
	c. Work with the expectation of getting incentives	3
	d. Work in hopes of getting attention from friends and superiors	3

The hypothesis of this study can be compiled as follows: H₁ = There is a positive and significant influence of the instructional leadership of the school principal on the professional competence of teachers at the State Elementary School, Ulujami District, Pemalang Regency. H₂ = There is a positive and significant influence of work motivation on the professional competence of teachers at Ulujami District State Elementary School, Pemalang Regency. H₃ = There is a positive and significant influence of instructional leadership and work motivation together on the professional competence of teachers at the State Elementary School of Ulujami District, Pemalang Regency.

RESULT AND DISCUSSION

Result

The results of the validity test showed that the instructional leadership variable statement item had 2 invalid items so that 30 items were used. Work motivation there was 1 invalid item and 30 items were used. Teachers' professional competence there are 4 invalid items, 45 items are used. As for the results of the reliability test of this research instrument, it can be shown in the following table:

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	Standard α	Information
Teachers' Professional Competencies	0,972	0,60	Reliable
Instructional Leadership	0,955	0,60	Reliable
Work Motivation	0,955	0,60	Reliable

Based on these results, it is shown that all variables have a *Cronbach's Alpha* coefficient above 0.60 so that it can be said that all the concepts of measuring variables used in this study are reliable. This analysis was carried out to obtain a descriptive picture of the respondents of this study, especially regarding the research variables used. This analysis was carried out using index analysis techniques, to describe the respondents' perception of the question items asked.

To find out whether the hypothesis of this research is accepted or rejected, a hypothesis test is carried out. Hypothesis testing is an analysis of research data that aims to find research results from problems consisting of:

Regression prerequisite test

Before conducting regression analysis, namely the multiple linear regression analysis model, classical assumption testing is first carried out. A good regression model is one that can meet the required classical assumptions. The testing of classical assumptions with the SPSS 21 program carried out in this study can be seen in the following table:

Table 5. Regression Prerequisite Test

Test	Principal Instructional Leadership	Work Motivation	Teachers' Professional Competencies
Normality Test			
Asymp. Sig. (2-tailed)	0,399	0,058	0,298
Multicollinearity Test			
Tolerance	0,826	0,739	
VIF	1,211	1,353	
Heteroscedasticity Test			
Pearson Correlation	0,454	0,700	
Sig. (2-tailed)	0,000	0,000	
Linearity Test			
Sig.	0,000	0,000	

Based on the normality test in the table above, the results of the significance test *Kolmogorov-Smirnov* instructional leadership variable of $0.399 > \alpha$ (0.05), this shows that the distribution of instructional leadership variable data used in this study is normally distributed, so the regression model meets the assumption of normality. Significance *Kolmogorov-Smirnov* work motivation variable of $0.058 > \alpha$ (0.05), this shows that the distribution of the data of the work motivation variables used in this study is normally distributed, so the regression model is to meet the assumption of normality. Significance *Kolmogorov-Smirnov* The variable of teachers' professional competence is $0.298 > \alpha$ (0.05), this shows that the distribution of the data of the variables of teachers' professional competence used in this study is normally distributed, so the regression model is to meet the assumption of normality.

The results of the multicollinearity test were $0.893 > 0.1$ and VIF values $1.120 < 10$, thus it can be concluded that there is no multicollinearity between instructional leadership variables in the regression model. The *tolerance value* of the work motivation variable was $0.753 > 0.1$ and the VIF value was $1.328 < 10$, thus it can be concluded that there is no multicollinearity between the work motivation variables in the regression model

The results of the heteroscedasticity test had a correlation coefficient value of the instructional leadership variable of 0.454 and a significance value of 0.000 below < 0.05 , the value of the correlation coefficient of the psychological capital variable was 0.681 and the significance value was 0.000 below < 0.05 , the correlation coefficient value of the motivation variable was 0.700 and the significance value was 0.000 below < 0.05 , thus there were no symptoms of heteroscedasticity or H_0 was rejected.

The results of the linearity test between the variables of teachers' professional competence towards instructional leadership have a significance value of 0.000, the significance value of 0.000 has a value of less than 0.05. From the results of the linearity test, it can be concluded that the instructional leadership variable has a linear relationship because $0.000 < 0.05$. The results of the linearity test between the variables of teachers' professional competence on work motivation have a significance value of 0.000, the significance value of 0.000 has a value of less than 0.05. From the results of the linearity test, it can be concluded that the work motivation variable has a linear relationship because $0.000 < 0.05$.

The Influence of Instructional Leadership on Teachers' Professional Competence

Analysis of the correlation of X_1 to Y

A simple correlation analysis of instructional leadership with teachers' professional competencies was used to determine whether there was a relationship between instructional leadership and teachers' professional competence.

Table 6. Calculation of Instructional Leadership Correlation with Teacher Professional Competence

Correlations		X1	Y
X1	Pearson Correlation	1	,454**
	Sig. (2-tailed)		,000
	N	178	178
Y	Pearson Correlation	,454**	1
	Sig. (2-tailed)	,000	
	N	178	178

**, Correlation is significant at the 0.01 level (2-tailed).

Data Source: Primary Data that has been processed

Based on the table above, it can be explained that there is a significant relationship between instructional leadership and teachers' professional competence. This is shown by the result of a correlation coefficient of 0.454 where the price of the table is at a significant level of 5% with $N = 178$ of 0.147 which means that the calculation of the $>$ of the table or 0.454 > 0.147 so that there is a significant relationship.

Test $F X_1$ against Y

Based on the calculation of the test $F X_1$ against Y , the following table can be made:

Table 7. Calculation of Test $F X_1$ against Y

ANOVA					
Type	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2851,884	1	2851,884	45,583	,000 ^b
Residual	11011,397	176	62,565		
Total	13863,281	177			

a. Dependent Variable: Y

b. Predictors: (Constant), X₁

Data Source: Primary Data that has been processed.

Based on the table above, it can be explained that the results of the regression analysis obtained a significance of 0.000, a significance level of 5% or $0.000 < 0.05$. This means that the higher the instructional leadership, the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency will also increase. Thus, the conclusion that can be drawn is that the first hypothesis of this study is accepted.

Coefficient of Determination X₁ to Y

Based on the calculation of the determination coefficient, the following table can be made:

Table 8. Coefficient of Determination X₁ to Y

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,454 ^a	,206	,201	7,90979

a. Predictors: (Constant), X₁

b. Dependent Variable: Y

Data Source: Primary Data that has been processed

Based on the table above, it can be explained that the result of the calculation of the determination coefficient is 0.206. Thus, the percentage of the influence of instructional leadership on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency is 20.6%. This means that teachers' professional competence is influenced by instructional leadership by 20.6%, and the remaining 79.4% is influenced by other variables. Instructional leadership has an influence on the professional competence of teachers.

Linear Regression Analysis X₁ against Y

Linear regression analysis of instructional leadership on teachers' professional competence was used to determine the influence of instructional leadership on teachers' professional competence.

Table 9. Regression Analysis Test Results X₁ to Y

Coefficients ^a				
Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
B	Std. Error	Beta		
123,574	9,431		13,102	,000
,497	,074	,454	6,752	,000

a. Dependent Variable: Y

Coefficient				
Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
123,574	9,431		13,102	,000
,497	,074	,454	6,752	,000
a. Dependent Variable: Y				
Data Source: Primary Data that has been processed.				

Based on table 9, the value of the instructional leadership variable coefficient was 0.454 with a significance value of 0.000 less than 0.05, then H_0 was rejected and accepted H_a , namely instructional leadership has a positive and significant influence on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency. The results of this study imply that the higher the instructional leadership, the better the professional competence of teachers.

The Influence of Work Motivation on Teachers' Professional Competence

Analysis of Correlation X_2 to Y

A simple correlation analysis of work motivation with teachers' professional competence was used to determine whether there is a relationship between work motivation and teachers' professional competence.

Table 10. Calculation of the Correlation of Work Motivation with Teachers' Professional Competencies

Correlations			
		X2	Y
X2	Pearson Correlation	1	,700**
	Sig. (2-tailed)		,000
	N	178	178
Y	Pearson Correlation	,700**	1
	Sig. (2-tailed)	,000	
	N	178	178

** . Correlation is significant at the 0.01 level (2-tailed).

Data Source: Primary Data that has been processed

Based on the table above, it can be explained that there is a significant relationship between work motivation and teachers' professional competence. This is shown by the result of a correlation coefficient of 0.700 where the price of the table is at a significant level of 5% with $N = 178$ of 0.147 which means that the calculation of the $> r_{table}$ or $0.700 > 0.147$ so that there is a significant relationship.

Test F X_2 against Y

Based on the calculation of the test F X_2 against Y, the following table can be made:

Table 11. Calculation of Test F X_2 against Y

ANOVA					
Type	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6783,712	1	6783,712	168,645	,000b
Residual	7079,569	176	40,225		
Total	13863,281	177			

a. Dependent Variable: Y

b. Predictors: (Constant), X_3

Data Source: Primary Data that has been processed.

Based on the table above, it can be explained that the results of the regression analysis obtained a significance of 0.000, a significance level of 5% or $0.000 < 0.05$. This means that the higher the work motivation, the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency will also increase. Thus, the conclusion that can be drawn is that the three hypotheses of this study are accepted.

Coefficient of Determination X_2 to Y

Based on the calculation of the determination coefficient, the following table can be made:

Table 12. Coefficient of Determination X_2 to Y

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,700 ^a	,489	,486	6,34230

a. Predictors: (Constant), X_2

Data Source: Primary Data that has been processed

Based on the table above, it can be explained that the result of the calculation of the determination coefficient is 0.489. Thus, the percentage of the influence of work motivation on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency is 48.9%. This means that teachers' professional competence is influenced by work motivation by 48.9% and the remaining 51.1% is influenced by other variables.

X_2 to Y Linear Regression Analysis

Linear regression analysis of work motivation on teachers' professional competence was used to determine the influence of work motivation on teachers' professional competence.

Table 13. Regression Analysis Test Results

X_2 to Y					
Coefficient					
Unstandardized Coefficients		Standardized Coefficients		t	Sig.
B	Std. Error	Beta			
76,393	8,540			8,945	,000
,897	,069			,700	12,986

a. Dependent Variable: Y

Data Source: Primary Data that has been processed.

Based on table 12, the value of the work motivation variable coefficient was 0.700 with a significance value of 0.000 smaller than 0.05, then H_0 was rejected and accepted H_a , namely work motivation has a positive and significant influence on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency. This result means that the better the level of work motivation, the professional competence of the teachers will increase

The following calculation of the coefficient of determination X_1 and X_2 to Y can be seen in table 13.

Table 14. Calculation of determination coefficients

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,815 ^a	,664	,660	5,16121

a. Predictors: (Constant), X2, X1

Data Source: Primary Data that has been processed.

Based on the table above, it can be explained that the result of the calculation of the determination coefficient is 0.664. Thus, the percentage of the influence of instructional leadership and work motivation on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency is 66.4%. This means that the influence of instructional leadership and work motivation on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency is 66.4% and the remaining 33.6% is influenced by other variables that are not studied in this variable, including work environment, work culture, job satisfaction and others.

Discussion

The results of the study show that there is an influence of instructional leadership on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency. This can be proven from the results of the calculation of the t-test for X_1 obtained a variable coefficient value of instructional leadership of 0.454 with a significance value of 0.000 less than 0.05, then H_0 is rejected and accepted H_a , namely instructional leadership has a positive and significant influence on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency. Thus, the conclusion that can be drawn is that the first hypothesis of this study is accepted. Thus, the first hypothesis (H_1) which reads that instructional leadership has a positive effect on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency is accepted. This research supports the research results of Mulyono (2024)(Mulyono et al., 2024) which concludes that there is a significant influence of school principals' leadership on the professional competence of elementary school teachers in Bogorejo District, Blora Regency. Instructional leadership competencies enable principals to facilitate teacher professional development effectively(So-Oabeb & du Plessis, 2023). In order for instructional leadership to be effective, the principal needs to understand and implement the school's vision and mission, involve various parties in managing education, delegate tasks, and supervise the process learning, becoming a facilitator for all school residents, and building effective communication.The results of the study show that instructional leadership has an effect on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency. The influence of instructional leadership on the professional competence of elementary school teachers is positive, which means that if instructional leadership increases, it will also increase the professional competence of teachers. Therefore, in optimizing and maximizing teachers' professional competence, it is very necessary to improve instructional leadership, where instructional leadership is the ability of the principal to influence subordinates to be able to work or participate in the implementation of the educational process so as to achieve the goals that have been set. As a principal with instructional leadership, the principal acts as a motivator for teachers to improve the professionalism of teachers so that teaching becomes more effective.

This reality supports the opinion of Walean (2023)(Walean et al., 2023) who defines instructional leadership as a school principal as a process of exerting influence that aims to improve the quality of learning and to the behavior of teachers to be able to increase understanding and maximally use their competencies to be more productive and innovative in improving their performance in teaching. In addition, there are also ways for instructional leadership to be carried out effectively, namely interpreting and implementing the school's vision and mission, involving various stakeholders in managing education, task management and control of the learning process, school principals as facilitators who seek to serve all school residents, establishing effective communication. This is in line with the opinion of Sukmawati (2016)(Sukmawati & Herawan, 2017) who stated that instructional leadership of a school principal is the behavior of a principal who prioritizes his activities on learning, namely by influencing, directing, and guiding teachers in teaching and learning activities so that teachers can provide the best learning services to students.

The results of the study show that there is an influence of work motivation on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency. This can be proven from the results of the calculation of the t-test for X_2 obtained a work motivation variable coefficient value of 0.700 with a significance value of 0.000 smaller than 0.05, then H_0 is rejected and accepted H_2 , namely work motivation has a positive and significant influence on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency. Thus, the second hypothesis (H_2) which reads that work motivation has a positive effect on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency is accepted. The results of this study support Muchroji's research (2021)(Muchroji et al., 2021) research which concluded that there is a significant influence of work motivation on the professional competence of State Elementary School teachers in South Tegal District, Tegal City.

The presence of good school work motivation is very necessary to strengthen teachers' professional competence. An indicator of school work motivation that is very prominent and strengthens the influence on teachers' professional competence is that the organization supports tolerance between members. From an organizational perspective, school work motivation is similar to a strong chain through which the organization becomes stable. Organizational culture is made of values that are the basis for the behavior of organizational members. The school work motivation refers to the system of shared meanings organized by members, which distinguishes organizations from each other(Robbins & Judge, 2024). The results of this study indicate that teacher work motivation has a greater influence on teacher professional competence (48.9%) compared to the influence of the principal's instructional leadership (20.6%). This finding is important to be analyzed further, not only to confirm statistical significance, but also to understand the mechanisms behind the large differences in influence and its relevance in the context of national education reform.

Work motivation is an internal factor that directly influences the behavior, enthusiasm, and perseverance of teachers in carrying out their professional duties. Teachers who have high motivation tend to be more proactive in developing themselves, seeking learning innovations, and committing to improving the quality of teaching. In this context, motivation becomes the main driving force that determines the extent to which teachers will take advantage of professional development opportunities, both from within themselves and from outside, such as training or supervision from the principal.

Meanwhile, the principal's instructional leadership, although important, plays a more external role as a factor that provides support, direction, and a conducive environment for teacher development. Its influence on teacher professional competence is highly dependent on the extent to which teachers respond to and utilize this leadership. If teachers' internal motivation is low, the principal's intervention tends to be less effective. This explains why, in this study, work motivation has a greater contribution than instructional leadership.

Theoretically, this finding confirms the importance of work motivation theory as a key to the success of improving teacher professional competence. The results of this study also broaden the understanding related to the role of the principal's instructional leadership, which although significant, still requires synergy with internal factors of teachers, especially work motivation, in order to achieve optimal results.

Practically, school management and policy makers need to balance strengthening the principal's instructional leadership with strategies to improve teacher work motivation. An effective teacher professional competence improvement program must be designed not only as a principal's instruction but also as a process that empowers and motivates teachers from within.

CONCLUSION

The research result shows that there is a positive and significant influence of instructional leadership on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency by 20.6%. This can be proven from the value of the instructional leadership variable coefficient of 0.454 with a significance value of 0.000 smaller than 0.05 with the dimension of curriculum management of 0.674 the highest compared to the other dimensions, and the dimension of support for teacher reflection is the lowest with a score of 0.641.

In addition, there is a positive and significant influence of work motivation on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency by 48.9%. This can be proven from the value of the work motivation variable coefficient of 0.700 with a significance value of 0.000 smaller than 0.05, with the dimension of meeting needs of 0.718 at the highest compared to the other dimensions and the dimension of responsibility in carrying out tasks the lowest with a score of 0.245.

Moreover, a positive and significant influence of instructional leadership and work motivation on the professional competence of State Elementary School teachers in Ulujami District, Pemalang Regency also occurs by 66.4%. This can be proven from the results of the regression analysis obtained a significance of 0.000, a significant level of 5% or $0.000 < 0.05$, with the curriculum dimension of 0.544 being the highest compared to the other dimensions and the lowest dimension of student characteristics with a score of 0.171.

However, this study has limitations as following: this study is limited to only one sub-district in Pemalang Regency, namely Ulujami sub-district, so the results cannot be generalized to other areas with different social, cultural, and educational system characteristics. In addition, the approach used in this study is entirely quantitative with data collection using questionnaires. Thus, this study is still unable to capture the dynamics, subjective experiences, or contextual factors that influence the relationship between the principal's instructional leadership and work motivation towards teacher professional competence. Future research should expect not only examine the direct relationship between variables, but also pay attention to mechanisms, contexts, and interventions that can improve

teachers' professional competence in an ongoing manner. By broadening the focus of the research, the results obtained will be more applicable and relevant to the development of educational policies and managerial practices in schools. In addition, the use of longitudinal methods can be used to track changes in teacher professional competence, principal instructional leadership, and work motivation over a longer period of time in order to understand the development and impact of interventions in more depth. Further research can also combine quantitative and qualitative approaches (mix methods) so that researchers not only measure the relationship between variables statistically, but also explore experiences, perceptions, and contextual factors through interviews and observations.

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