

---

## The Influences of School Climate, Supervision and Work Motivation on Teacher Professionalism

---

SEPTIARA YOLANDA<sup>1\*</sup>, ANISAH<sup>2</sup>, NURHIZRAH GISTITUATI<sup>3</sup> AND SULASTRI<sup>4</sup>

### Abstract

This research explored the impact of school climate, academic supervision, and teacher work motivation on teacher professionalism at *Pantai Cermin* District Elementary School, *Solok* Regency. Employing a quantitative causality approach and representing the variable relationships through a path diagram, the research encompassed a teacher population of 174 individuals. The sample size, determined using the Cochran formula and Stratified Proportional Random Sampling, resulted in a sample of 82 teachers. The researchers used a questionnaire to collect the data. The findings reveal a direct influence of school climate, academic supervision, and teacher work motivation on teacher professionalism, and an indirect impact of school climate and academic supervision on teacher professionalism is mediated by teacher work motivation at *Pantai Cermin* District Elementary School, *Solok* Regency.

### Keywords

Academic supervision, school climate, teacher professionalism, work motivation

### Article History

Received 07 February 2024

Accepted 17 November 2024

### How to Cite

Septiara, Y., Anisah., Gistituati, N., & Sulastri. (2024). The influences of school climate, supervision and work motivation on teacher professionalism. *Indonesian Research Journal in Education | IRJE |*, 8(2), 888 – 898. <https://doi.org/10.22437/irje.v8i2.31692>

---

<sup>1\*</sup> Universitas Negeri Padang, Padang, Indonesia, Corresponding author: [septiarayolanda15@gmail.com](mailto:septiarayolanda15@gmail.com)

<sup>2,3,4</sup> Universitas Negeri Padang, Padang, Indonesia

## Introduction

Teachers have an important role in achieving learning goals because they are the spearhead of the quality teaching and learning process. Effective learning relies on teachers professionally executing their duties and responsibilities. A teacher is professional if they can carry out their duties consistently, follow professional ethical standards, work independently, achieve high levels of productivity, effectiveness, and efficiency, and show innovation in their approach (Basori et al., 2021). In general, professionalism is closely related to specific jobs, which require certain knowledge and skills. A person's level of professionalism is reflected in determination and dedication. According to Saud (2017), professionalism is the attitude of professional members towards their profession. Professionalism pertains to the extent of an individual's professional demeanor or the professional nature of a job (Ananda, 2019). Teachers with professionalism are characterized by being patient, happy, humble, have good morals, try to speak clearly and interestingly, are diligent in carrying out their duties, and view the teaching position as a lifelong career (Octavia, 2020).

Therefore, as an educator, it is essential to have professionalism in carrying out their duties and responsibilities because teacher professionalism influences the development of learning potential students, learning achievement, and learning motivation (Asmawati, 2023; Seftiani, 2020). Apart from that, based on research conducted by Riyadi et al. (2022), teacher professionalism influences the quality of education. In addition, Samad (2020) stated if teacher professionalism is high, the educational process and output will run well. It indirectly reveals that teacher professionalism is paramount in realizing quality education.

Various research results show that it is paramount for a teacher to highly professional in carrying out his duties and responsibilities as a member of the profession. However, based on the results of research conducted by Rifma et al. (2019) regarding the categorization of elementary school teachers in West Sumatra in 2019, only 3% of elementary school teachers in West Sumatra were professional, while the largest were teachers in the category unfocused is 55%, and the smallest was the dropout category at 2%. Apart from that, according to the results of the National Teacher Competency Test (UKG) issued by the Ministry of Education and Culture in 2019 for the *Solo* Regency area, there was a record of a low average teacher competency score. The national average reached 58.02, while the PKG average score reached 80. This average result includes various components, such as pedagogical and professional components. This data shows that the level of teacher professionalism still needs to be improved.

The results of this preliminary research are supported by the researcher's findings based on the results of interviews and initial observations conducted at several Elementary Schools in *Pantai Cermin* District, *Solo* Regency, from April to October 2023 with several phenomena related to the research variables as follows: some teachers in the teaching and learning process of mathematics seem to have difficulties relating the concepts in the lesson to real-world situations provide relevant examples to students, some teachers who teach in grades 1-3 seem to be more dominant in dictating the material that will be copied into books. Only 60% of teachers collect learning documents on time, some teachers are less visible in helping students achieve learning goals such as division and multiplication.

Many factors cause low teacher professionalism. Hargreaves and Fullan (2015) argued that the importance of a supportive school climate for developing teacher professionalism is when teachers feel less supported, or their work environment is not conducive. They may experience difficulties in developing their skills and competencies. Additionally, a factor that is also thought to be related to low teacher professionalism is the academic supervision factor. According to Daresh (1989), several things can cause a high or low level of teacher professionalism, one of which is supervision. Supervision aims to support teachers, so they consciously strive to improve themselves and become more competent and effective teachers in carrying out their work (Suryawati et al., 2022). The level of academic supervision of the principal will affect the teacher's professionalism (Yakop et al., 2015). Another factor that is also thought to be related to low teacher professionalism is the work motivation factor. According to Sennen (2017), one of the causes of low teacher professionalism is teacher motivation. Motivated teachers tend to be more committed to continuing to learn, innovating in teaching methods, and adapting to changes in the world of education (Fullan, 2007). Therefore, this research was designed to look further into the professionalism of teachers at the Public Elementary School, *Pantai Cermin* District, *Solok* Regency, and what factors influence it.

## **Methodology**

### ***Research design***

The type of research used is quantitative research with path analysis techniques using structural equations, namely the causality dimensions of the influence of school climate (X1) and academic supervision (X2) on teacher professionalism (Z) through teacher work motivation (Y). The population in this research were all state elementary school teachers in *Pantai Cermin* District, *Solok* Regency, totaling 174 people obtained from 20 state elementary schools. Meanwhile, the research sample consisted of 82 teachers who were determined using proportional stratified random sampling techniques. This model sampling technique was chosen so that members of the population have an equal opportunity to become a representative sample. The population characteristics considered in this sampling consisted of (1) educational level strata, namely S1 and S2, and (2) work period < ten years and  $\geq$  ten years. A hypothesis is a conjecture or temporary answer to a research problem whose truth must be tested through field research. Based on the theoretical study and framework of thought stated above, this research hypothesis is as follows: the school climate significantly affects the professionalism of teachers, academic supervision significantly impacts teacher professionalism, school climate has a substantial influence on teacher motivation in their work, academic supervision plays a significant role in influencing teacher work motivation, teacher work motivation significantly contributes to teacher professionalism, school climate, mediated by teacher work motivation, significantly influences teacher professionalism, academic supervision, through work motivation, significantly affects teacher professionalism.

*Data collection and analysis*

The instrument used in this research was a questionnaire with a Likert scale that consists of five alternative answers: 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never. Before using the questionnaire, it was tested first to determine the validity and reliability of the instrument. The results of the trial showed that the research questionnaire was valid and reliable. A valid and reliable questionnaire was used as an instrument to collect data in field research. Data collection was carried out in two ways: directly by sharing questionnaires to respondents and using a Google Form related to the school climate variable (X1), academic supervision (X2), the intermediary variable teacher work motivation (Y), and the dependent variable teacher professionalism (Z). Research data was analyzed using regression and path analysis methods with the help of SPSS statistics 25 software. Data analysis included 1) descriptive analysis, 2) analysis prerequisite tests: normality test, linearity test, multicollinearity test, and regression coefficient significance test, 3) hypothesis testing by determining the level of influence through simple regression analysis, multiple regression, and path analysis. The path analysis model used in this research can be described in the structural equation as follows:

$$Y = \rho YX_1 + \rho YX_2 + e_1 \quad (\text{as substructure equation 1})$$

$$Z = \rho ZX_1 + \rho ZX_2 + \rho ZY + e_2 \quad (\text{as substructure equation 2}).$$

**Findings**

*Normality test*

The normality test employed in this research utilized the Kolmogorov-Smirnov method. The examination for normality of teacher professionalism (Z), teacher work motivation (Y), school climate (X1), and academic supervision (X2) scores was conducted using the Kolmogorov Smirnov-Z technique through SPSS Version 25. Data is considered normally distributed if the Kolmogorov-Smirnov test yields a significance level (Asymp. Sig) > 0.05; conversely, if the significance level (Asymp. Sig) < 0.05, then the data is deemed non-normally distributed. The outcomes of the examination are presented in Table 1 as follows:

**Table 1.** *Summary of normality test results*

No	Research variable	Sign	Information
1.	Teacher Professionalism (Z)	0.200	Normal
2.	Teacher Work Motivation (Y)	0.200	Normal
3.	School Climate (X <sub>1</sub> )	0.099	Normal
4.	Academic Supervision (X <sub>2</sub> )	0.200	Normal

Note: (α = 0.05) and (n = 82)

***Linearity test***

The linearity test is to ensure that each exogenous variable in this research has a linear relationship with the endogenous variable. The linearity test was carried out on the variables school climate (X1), academic supervision (X2), teacher work motivation (Y), and teacher professionalism (Z). The linearity test of variable relationships in research was carried out based on the F-test. To determine the F-count, computer assistance with the SPSS 25 program was used. Conclusions were drawn based on the results of F-count and F-table. If from the comparison results  $F\text{-count} \leq F\text{-table}$  at a significance level of 0.05 then the variable relationship is linear, and the data analysis technique chosen in this research can be used. The test results are in the table below.

**Table 2.** *Summary of linearity test results of the relationship between exogenous variables and endogenous research variables*

No	Type Count	Mark F-count	Sign Value	F-table (sig.0.05)	Conclusion
1.	School climate (X <sub>1</sub> ) with teacher professionalism (Z)	0.639	0.912	2,722	Linear
2.	Academic supervision (X <sub>2</sub> ) with teacher professionalism (Z)	1,289	0.212	2,722	Linear
3.	Teacher work motivation (Y) with teacher professionalism (Z)	0.857	0.670	2,722	Linear

***Multicollinearity test***

The test for multicollinearity emphasizes the necessity for an absence of indications of multicollinearity (correlation symptoms between independent variables) in the independent variable set. To ensure the multicollinearity, the examination involves assessing the Variance Inflation Factor (VIF) with a criterion of  $< 10$  and Tolerance  $> 0.1$ . The outcomes of the multicollinearity assessment are in the subsequent table.

**Table 3.** *Summary of multicollinearity test results*

Model	Collinearity Statistics	
	Tolerance	VIF
School Climate (X <sub>1</sub> )	0.568	1,762
Academic Supervision (X <sub>2</sub> )	0.591	1,692

Based on Table 3 above, none of the independent variables has a VIF value of more than ten, and none has a *tolerance value* of less than 0.10. Therefore, this research is free from multicollinearity. The VIF value for the school climate variable is ( $1.762 < 10$ ), and the tolerance value is ( $0.568 > 0.10$ ), academic supervision is ( $1.692 < 10$ ), and the tolerance value is ( $0.591 > 0.10$ ). Thus, it indicates that there is no multicollinearity problem or there is no

relationship between the independent variables, namely school climate and academic supervision.

***Testing the significance of regression coefficients***

Testing the significance of regression coefficients is intended to determine whether the regression model is suitable for predicting dependent or endogenous variables. The criterion used for the significance test is a significance of 0.05. If the F-count significance value is smaller than 0.05, the regression coefficient is called significant. On the other hand, if the significance of the F-count is greater than 0.05 then the regression equation is not significant. However, if the F-count significance number is smaller than 0.01, the regression equation is said to be very significant.

**Table 4.** *Summary of significance test results of regression equations*

No	Track Connection	Mark F-count	Mark Sign	Conclusion
1.	School Climate (X <sub>1</sub> ), Academic Supervision (X <sub>2</sub> ) with Teacher Work Motivation (Y)	53,596	0,000	Very Significant
2.	School Climate (X <sub>1</sub> ), Academic Supervision (X <sub>2</sub> ), Teacher Work Motivation (Y) and Teacher Professionalism (Z)	40,229	0,000	Very Significant

***Hypothesis testing***

Hypothesis testing in this research was carried out to determine whether there was a direct and indirect influence on the research variables, namely X1 as the exogenous variable of school climate. Testing was carried out using a significance level of 0.05, which was tested using the SPSS 24.0 program. Based on the results of the path analysis test, below are the results.

Furthermore, the results of the percentage analysis of the influence of both direct and indirect exogenous variables, namely school climate (X1) and academic supervision (X2), are calculated on endogenous variables, namely teacher work motivation (Y) and teacher professionalism (Z) as summarized in Table 5 below.

**Table 5.** *Path analysis calculations*

No	Track	Path Coefficient	%	T-count	T-table	Sign	α	Information
1.	X <sub>1</sub> → Y	0.462	21.3	5,610	1,664	0,000	0.05	Significant
2.	X <sub>2</sub> → Y	0.428	18.3	5,203	1,664	0,000	0.05	Significant
3.	X <sub>1</sub> → Z	0.323	10.4	3,434	1,664	0.001	0.05	Significant
4.	X <sub>2</sub> → Z	0.232	5.4	2,513	1,664	0.014	0.05	Significant
5.	Y → Z	0.355	12.6	3,255	1,664	0.002	0.05	Significant
6.	X <sub>1</sub> → Y → Z	0.462 x 0.355	5.3	-	-	-	-	-
7.	X <sub>2</sub> → Y → Z	0.428 x 0.355	3.5	-	-	-	-	-

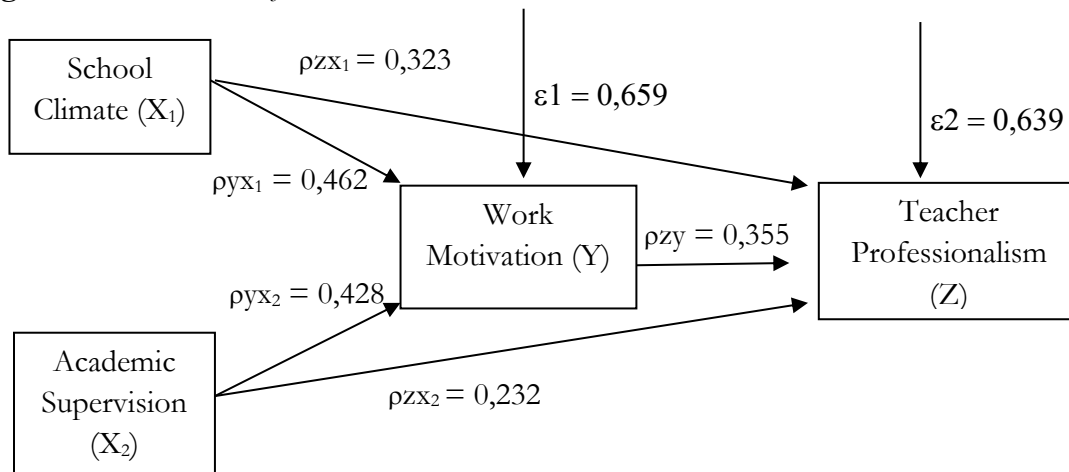
Based on the path coefficient values obtained from the calculation results, the structural equation can be filled in as follows.

$$Y = 0.462 + 0.428 + 0.659$$

$$Z = 0.323 + 0.232 + 0.355 + 0.639$$

Based on the research results, the research structure model of the influence of exogenous variables on endogenous variables is in Figure 1 below.

**Figure 1.** *Structural model of research results*



According to the results of hypothesis testing from number 1 (one) to number 7 (seven), a summary is as follows:

Hypothesis 1, namely "there is a direct and significant influence of school climate ( $X_1$ ) on teacher professionalism ( $Z$ )" can be accepted, with a path coefficient value  $\rho_{zx_1} = 0.323$  and a determining influence of 0.104 (10.4%). Hypothesis 2, namely "there is a direct and significant influence of academic supervision ( $X_2$ ) on teacher professionalism ( $Z$ )" is acceptable, with a path coefficient value of  $\rho_{zx_2} = 0.232$  and a determination effect of 0.054 (5.4%). Hypothesis 3, namely "there is a direct and significant influence of school climate ( $X_1$ ) on teacher work motivation ( $Y$ )" can be accepted, with a path coefficient value of  $\rho_{yx_1} = 0.462$ , and a determination effect of 0.213 (21.3%). Hypothesis 4, namely "there is a direct and significant influence of academic supervision ( $X_2$ ) on teacher work motivation ( $Y$ )" is acceptable, with a path coefficient value of  $\rho_{yx_2} = 0.428$ , and a determination effect of 0.183 (18.3%). Hypothesis 5, namely "there is a direct and significant influence of teacher work motivation ( $Y$ ) on teacher professionalism ( $Z$ )" is acceptable, with a path coefficient value of  $\rho_{zy} = 0.355$ , and the influence of determination is 0.126 (12.6%). Hypothesis 6, namely "there is an indirect influence of school climate ( $X_1$ ) on teacher professionalism ( $Z$ ) through teacher work motivation ( $Y$ )" can be accepted, with a large influence = 0.164, and a terminated influence of 0.053 (5.3%). Hypothesis 7, namely "there is an indirect influence of academic

supervision ( $X_2$ ) on teacher professionalism ( $Z$ ) through teacher work motivation ( $Y$ )" is acceptable, with a large influence = 0.152, and a terminated influence of 0.035 (3.5%).

## Discussion

### *Direct and indirect influence of school climate on teacher professionalism with work motivation as a mediator variable*

Based on the research outcomes involving teachers from state elementary schools in *Pantai Cermin* District, it has been established that school climate exerts a direct and significant impact on teacher professionalism for 10.4%. It implies that a more favorable school climate correlates with an increase in teacher professionalism, while a less conducive environment corresponds to a decrease in teacher professionalism. Consequently, school climate emerges as a predictive factor for teacher professionalism. This finding aligns with Grayson and Alvarez (2008). School climate has an indirect effect through work motivation on teacher professionalism by 5.3%. It means that the school climate that influences teacher work motivation will have a further impact on teacher professionalism through work motivation as an intermediary. The results of this hypothesis testing are in line with (Wuryandini & Abdullah, 2023).

According to Pangestika and Setiawan (2022), the quality of a school can be determined by the school climate. A positive school climate will create a pleasant learning experience, stimulate teacher creativity in teaching methods, encourage active participation and student enthusiasm, and inspire teachers, staff, and other school personnel to show creativity in carrying out their duties. Factors such as complete infrastructure, a friendly principal, a clean environment, and so on, which are part of a good school climate, can make it easier for teachers to carry out teaching and learning activities. With the support of this positive school climate, teachers can work with high professionalism. These findings prove that if the school climate creates a supportive environment from mutual support between school members, strong affiliation between individual members, familiarity with each other, having complete facilities and infrastructure, and a comfortable school environment, this can increase work motivation. Teacher, or someone who feels recognized, appreciated, and has room for professional growth tends to have higher intrinsic motivation to improve their performance (Herzberg, 1987). Increased work motivation, in turn, can motivate teachers to engage in self-development, work hard, and improve the quality of their teaching.

### *Direct and indirect Influence of academic supervision on teacher professionalism with work motivation as a mediator variable*

Based on the research results on public elementary school teachers in *Pantai Cermin* District, academic supervision has a direct and significant effect on teacher professionalism by 5.4%. It means that with better academic supervision, the teacher's professionalism will increase. Vice versa, the worse the academic supervision, the lower the teacher professionalism. It means that academic supervision can be used to predict teacher professionalism. This finding is the same as Suteja (2019), that academic supervision is carried out to increase teacher professionalism through the supervision function itself. This finding is



also strengthened by Luan et al. (2017). Academic supervision has an indirect impact on teacher professionalism through work motivation, amounting to 3.5%. It signifies that the influence of academic supervision on teacher work motivation subsequently contributes to the effect on teacher professionalism. More effective academic supervision leads to an increase in teacher work motivation, consequently elevating teacher professionalism. These research findings align with a prior study by Muhajirin et al. (2017).

Supervision is a coaching activity that has been planned to assist each teacher and school employee in carrying out their duties according to their respective professions and responsibilities (Purwanto, 2010). Purwanto (2010) explained that teaching supervision or academic supervision is a supervisory activity aimed at improving personnel conditions and creating better teaching and learning situations to achieve educational goals. One effort to increase teacher professionalism can be made by improving the quality of academic supervision.

Academic supervision that focuses on self-development and teacher professional growth creates conditions that support work motivation. Teachers who feel empowered and supported through supervision will have an impact on their performance. Motivation as an intervening variable can be a driving force for increasing teacher professionalism. Motivated teachers will be more likely to seek development opportunities, adopt current teaching practices, and actively participate in professional development activities. Teachers with high work motivation will always work hard to overcome all types of problems they face to achieve better results (Ardiana, 2017).

### **Conclusion**

Teacher professionalism is directly and significantly influenced by school climate by 10.4% and indirectly by teacher work motivation by 5.3%. In general, the school climate score achievement level is 87.77% in the conducive category. Teacher professionalism is directly and significantly influenced by academic supervision at 5.4% and indirectly through teacher work motivation at 3.5%. The achievement level for academic supervision scores is 85.43%, which is in the 'good' category. The professionalism of state elementary school teachers in *Pantai Cermin* District is directly and significantly influenced by teacher work motivation by 12.6%. In general, the achievement level of teacher work motivation scores is 90.38%, which is in the very high category. It means that school climate, academic supervision, and teacher work motivation are factors that need to be considered to improve the professionalism of state elementary school teachers in *Pantai Cermin* District. Therefore, to increase teacher professionalism, school principals and related education agencies can provide guidance and facilitate teachers in improving a conducive school climate, academic supervision of school principals, and guidance in maintaining teacher work motivation.

### **Declaration of Conflicting Interests**

The authors declared no potential conflicts of interest.

### **References**

- Ananda, R. (2019). *Teaching profession (Scientific and Islamic perspective)*. Depok: Raja Grafindo Persada.
- Ardiana, T. E. (2017). Pengaruh motivasi kerja guru terhadap kinerja guru akuntansi SMK di Kota Madiun (The influence of teacher work motivation on the performance of vocational school accounting teachers in Madiun City). *Jurnal Akuntansi dan Pajak*, 17(2), 14–23.
- Asmawati, D. (2023). Pengaruh profesionalitas guru terhadap peningkatan prestasi belajar siswa kelas XII MA 1 Madrasah Aliyah Hidayatul Mubtadiin Jati Agung Lampung Selatan Tahun Pelajaran 2021/2022 (The influence of teacher professionalism on increasing the learning achievement of class XII MA 1 Madrasah Aliyah Hidayatul Mubtadiin Jati Agung South Lampung academic year 2021/2022). *Tarbiyah Jurnal: Jurnal Keguruan dan Ilmu Pendidikan*, 1(1).
- Basori, I. S., Setyawan, W. A., Oktavia, D., Parwati, H., & Arifin, S. (2021). *Etika profesi (Professional ethics)*. Malang: Ahlimedia Press.
- Daresh, J. C. (1989). *Supervision as a proactive process*. White Plains, NY: Longman.
- Dewi, R., & Khotimah, S. H. (2020). Pengaruh Profesionalisme dan disiplin kerja guru terhadap peningkatan mutu pendidikan di Sekolah Dasar (The influence of teacher professionalism and work discipline on improving the quality of education in elementary schools). *Elementary: Islamic Teacher Journal*, 8(2), 279.
- Fullan, M. (2007). *Leading in a culture of change*. John Wiley & Sons.
- Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, 24(5), 1349-1363.
- Hargreaves, A., & Fullan, M. (2015). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Herzberg, F. (2006). *One more time: How do you motivate your employees?*. Diamond Harvard Business Review.
- Luan, F., Yusuf, A., & Murwatiningsih, M. (2017). Profesionalisme guru ditinjau dari supervisi akademik, budaya sekolah dan motivasi kerja pada SMK Negeri Se-Kabupaten Belu, Provinsi NTT (Teacher professionalism in terms of academic supervision, school culture and work motivation at State Vocational Schools in Belu Regency, NTT Province). *Educational Management*, 6(2), 147-154.
- Muhajirin, M., Prihatin, T., & Yusuf, A. (2017). Pengaruh supervisi akademik dan partisipasi guru pada MGMP melalui motivasi kerja terhadap profesionalisme guru SMA/MA (The influence of academic supervision and teacher participation in MGMP through work motivation on the professionalism of SMA/MA teachers). *Educational Management*, 6(2), 170-177.
- Octavia, S. A. (2020). *Etika profesi guru (Teacher professional ethics)*. Yogyakarta: Deepublish.
- Pangestika, R. R., & Setiawan, R. (2022). The effect of intensity of MGMP activities, school climate, and work commitments on the professionalism of economics high school teachers. *Harmoni Sosial: Jurnal Pendidikan IPS*, 9(1), 1-13.
- Purwanto, N. (2010). *Administrasi dan supervisi pendidikan (Educational administration and supervision)*. Bandung: Remaja Rosdakarya.
- Riadi, M. E., Biyanto, B., & Prasetya, B. (2022). The effectiveness of teacher professionalism

- in improving the quality of education. *KnE Social Sciences*, 517-527.
- Rifma, R., Alkadri, H., Ermita, E., & Meizatri, R. (2019). Teacher prototype for supervision services effectiveness. *International Conference on Education and Technology*, 382,438-441. Atlantis Press.
- Safitri, A., Susanti, L., Irsyad, I., & Sulastri, S. (2021). Motivasi kerja pegawai dinas pendidikan pemuda dan olahraga Kota Pariaman (Work motivation of employees of the Pariaman City youth education and sports department). *Jurnal Pendidikan Tambusai*, 5(3), 7384-7388.
- Samad, S. A. (2020). *Horison pendidikan Islam: Teori, konsep dan implementasinya dalam pembelajaran. (Islamic education horizon: Theory, concepts and implementation in learning)* Banda Aceh: Ar-Raniry Press.
- Saud, U. S. (2017). *Pengembangan profesi guru (Teacher professional development)*. Bandung: Alfabeta.
- Seftiani, S., Sesrita, A., & Suherman, I. (2020). Pengaruh profesionalisme guru terhadap motivasi belajar siswa SD Negeri (The influence of teacher professionalism on public elementary school students' learning motivation). *SITTAH: Journal of Primary Education*, 1(2), 125-138.
- Sennen, E. (2017). Problematika kompetensi dan profesionalisme guru. *Seminar Nasional Himpunan Dosen PGSD Wilayah IV*, 16-21.
- Suryawati, L., Gistituati, N., Anisah, A., & Ridho, T. (2022). Hubungan supervisi kepala sekolah dengan kemampuan profesional guru Di SD Negeri 07 Sigiran Kabupaten Agam (The relationship between the principal's supervision and the professional abilities of teachers at SD Negeri 07 Sigiran, Agam Regency). *Jurnal Pustaka Manajemen (Pusat Akses Kajian Manajemen)*, 2(2), 60-65.
- Suteja, J. (2019). *Etika profesi keguruan (Teaching professional ethics)*. Yogyakarta: Deepublish.
- Wuryandini, R. E., & Abdullah, G. (2023). Pengaruh supervisi kepala sekolah dan iklim organisasi sekolah terhadap motivasi kerja guru SD di Kecamatan Wiradesa Kabupaten Pekalongan (The influence of principal supervision and school organizational climate on the work motivation of elementary school teachers in Wiradesa District, Pekalongan Regency). *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 9(4), 1375-1382.
- Yakop, S., Syukri, M., & Zakso, A. (2015). Kontribusi supervisi akademik kepala sekolah dan supervisi pengawas sekolah terhadap profesionalitas guru (Contribution of school principal academic supervision and school supervisor supervision to teacher professionalism). *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 4(5), 1-17.
- 

### **Biographical Notes**

**SEPTIARA YOLANDA** is a student at the School of Postgraduate, Universitas Negeri Padang, Padang, Indonesia; Corresponding e-mail: [septiarayolanda@gmail.com](mailto:septiarayolanda@gmail.com)

**ANISAH** is a lecturer at Universitas Negeri Padang, Padang, Indonesia; email: [anisah@fip.unp.ac.id](mailto:anisah@fip.unp.ac.id)

**NURHIZRAH GISTITUATI** is a lecturer at Universitas Negeri Padang, Padang, Indonesia; email: [gistituatinurhizrah@gmail.com](mailto:gistituatinurhizrah@gmail.com)

**SULASTRI** is a lecturer at Universitas Negeri Padang, Padang, Indonesia; email: [Sulastri\\_aip@fip.unp.ac.id](mailto:Sulastri_aip@fip.unp.ac.id)