

The Effect of Leadership Style, Educational Supervision, and Self-Regulation on Teachers' Teaching Ability

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Abstract: The quality of education in the Northern Minahasa District is a challenge that needs to be overcome to achieve the educational development goals that have been set. According to the findings of the Central Statistical Authority (BPS), there are several factors that cause the low academic performance of students in the district. To address this problem, the study aims to examine the influence of leadership styles, educational supervision, and self-regulation on the teaching abilities of teachers in elementary schools. The research method used was regression analysis using a sample of 112 teachers in 6th grade from the Basic School in the Northern Minahasa district, which came from a population of 155 teachers. The results of the regression analysis show that there is a very strong and significant influence of leadership style variables on teacher teaching abilities. Each increase of one unit in leadership style results in an increase in teacher teaching skills of 1,145 units. Education supervision also has a significant influence but is not as strong as leadership style, with a coefficient of -0.028. Furthermore, self-regulation also has a significant influence, with a coefficient of -0.493. The analysis also shows that leadership styles, educational supervision, and self-regulation together have a significant impact on teachers' teaching abilities. These findings show that it is important for school leaders to pay attention to effective leadership styles in order to motivate and improve the quality of teacher teaching abilities. In addition, it is necessary to enhance the implementation of scheduled and thorough educational supervision to support the professional development of teachers. Self-regulation is also an important factor in improving the quality of teaching, so attention needs to be given to the self-development of teachers .

Abstrak: Kualitas pendidikan di kabupaten Minahasa Utara merupakan tantangan yang perlu diatasi untuk mencapai tujuan pembangunan pendidikan yang telah ditetapkan. Berdasarkan hasil temuan Badan Pusat Statistik (BPS), terdapat beberapa faktor yang menyebabkan rendahnya prestasi akademik siswa di kabupaten tersebut. Untuk mengatasi masalah ini, penelitian ini bertujuan untuk mengkaji pengaruh gaya kepemimpinan, supervisi pendidikan, dan regulasi diri terhadap kemampuan mengajar guru di sekolah dasar. Metode penelitian yang digunakan adalah analisis regresi dengan menggunakan sampel sebanyak 112 guru kelas 6 dari Sekolah Dasar di Kabupaten Minahasa Utara, yang berasal dari populasi sebanyak 155 guru. Hasil analisis regresi menunjukkan bahwa terdapat pengaruh yang sangat kuat dan signifikan dari variabel gaya kepemimpinan terhadap kemampuan mengajar guru. Setiap kenaikan satu unit skor pada gaya kepemimpinan menyebabkan kenaikan skor kemampuan mengajar guru sebesar 1.145 unit. Supervisi pendidikan juga memiliki pengaruh yang signifikan namun tidak sekuat gaya kepemimpinan, dengan koefisien -0.028. Selanjutnya, regulasi diri juga memiliki pengaruh yang signifikan dengan koefisien -0.493. Analisis juga menunjukkan bahwa gaya kepemimpinan, supervisi pendidikan, dan regulasi diri secara bersama-sama



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berpengaruh signifikan terhadap kemampuan mengajar guru. Temuan ini menunjukkan bahwa penting bagi kepala sekolah dan pimpinan sekolah untuk memperhatikan gaya kepemimpinan yang efektif guna memotivasi dan meningkatkan kualitas pengajaran para guru. Selain itu, perlu ditingkatkan pelaksanaan supervisi pendidikan yang terjadwal dan menyeluruh untuk mendukung pengembangan profesional guru. Regulasi diri juga merupakan faktor penting dalam meningkatkan kualitas mengajar, sehingga perlu diberikan perhatian dalam pengembangan diri guru.

INTRODUCTION

Education is an important factor in building superior human resources in a country. One important aspect of education is the ability to teach teachers. Teachers have a significant role in shaping students' character, honing skills, and increasing their knowledge and abilities. Teachers who have good teaching skills can provide effective teaching, support student development, and improve their learning outcomes.

UNESCO data in 2020 revealed that the primary school (SD) enrollment rate worldwide reached 91.3%, the junior high school (SMP) enrollment rate worldwide reached 84.8% while the senior high school

enrollment rate (SMA) reached 66.2% and global literacy rate reached 86.3%. Data from the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2020 shows that the primary school (SD) enrollment rate in Indonesia reaches 97.6%, the junior high school (SMP) enrollment rate reaches 92.8% while the enrollment rate upper middle class reached 91.3%. According to the Central Statistics Agency (BPS) in 2020, the literacy rate for the Indonesian population aged 15 years and over reached 96.67%. For more details, see the table below:

Table 1.

Global and Indonesian School Participation and Literacy Data for 2020

	SD (%)	JUNIOR HIGH SCHOOL (%)	SENIOR HIGH SCHOOL (%)	Literacy (%)
Global	91.3	84.8	66,2	86.3
Indonesia	97.6	92.8	91.3	96,67

Source: UNESCO and Ministry of Education and Culture and Research and Technology, 2020

Data from the OECD *iLibrary* (2018) shows that around 83% of teachers in OECD countries have graduated from tertiary institutions, and 75.9% have only a high school diploma. Teacher benefits in OECD countries in 2019, the average annual salary of primary school teachers was \$38,700, the average annual salary of junior secondary teachers was \$44,800, and the average annual salary of high school teachers was \$49,200.

The main problem in education at the global level is the gap in the quality of education between developed and developing countries. By 2020, UNESCO estimates that 617 million children and

youth worldwide lack adequate math and reading skills. This condition is especially true in low- and middle-income countries, where factors such as poverty, conflict, and gender discrimination are major barriers to accessing quality education.

According to data from the Central Statistics Agency (BPS) in 2020, it is known that there are problems with the quality of teachers in Indonesia. About 31.6% of teachers have graduated from tertiary institutions, while about 12.9% only have a high school diploma. Teacher allowances are also low, with an average monthly salary of around IDR 3.7 million (Kemendikbudristek, 2021). This can negatively impact teachers'

motivation and their performance in providing high quality education to their students. In Indonesia, student achievement is also very concerned. According to the

2018 Program for International Student Assessment (PISA), the average score of Indonesian students is only 371, lower than the average score of OECD countries of 487 .

Table 2.

Percentage of Teachers graduating from Tertiary and High School, Average Teacher Salaries and Average PISA Scores OECD Countries and Indonesia				
	Percentage of Teachers Graduated from College (%)	Percentage of Teachers Graduated from High School Diploma (%)	Teacher Average Salary (Rp/month)	PISA Average Score
Indonesia	31.6	12.9	3,700,000	371
OECD countries (average)	83	75.9	48,375,000 61,500,000	487

Source: Processed from various sources

The gap in the quality of education between urban and rural areas is also a problem in Indonesia. Data from the Ministry of Education and Culture (2020) shows that the enrollment rate in urban areas is 99.6%, while the enrollment rate in rural areas is only 89.8%. In this context, the teacher's teaching ability plays a very important role in the student learning process.

Research by Amalia, Nurhayati, & Rosidin (2021) shows that in North Minahasa district, educational leadership and supervision styles have an influence on teachers' teaching abilities, which in turn affect the low average grades and high dropout rates of elementary school students. Studies conducted by Conte & Mendoza (2019) show that transformational leadership styles and good educational supervision can improve the teaching competence of teachers in elementary schools. In addition, self-regulation was also found to have a positive influence on teachers' teaching competence. Overall, the research shows that good educational leadership and supervision styles can improve the teaching abilities of teachers in primary schools. These factors, along with

self-regulation, have been shown to influence teachers' teaching ability. Based on the description of the background above, it can be identified that the problem in this study is the low teaching ability of grade 6 elementary school teachers in North Minahasa district. This is reflected in the low academic achievement of students, such as low national exam scores, high dropout rates, and low national exam pass rates in the district. Previous research has shown that factors such as leadership style, educational supervision, and self-regulation have a significant effect on teachers' teaching abilities.

Leadership style, educational supervision, and self-regulation will be the variables tested in this study in order to understand their effect on the teaching ability of grade 6 elementary school teachers. By identifying this problem specifically, this research is expected to produce appropriate steps or interventions in improving the quality of education in North Minahasa district. The purpose of this study was to determine the effect of leadership styles, educational supervision, and self-regulation simultaneously on teachers' teaching abilities .

METHODS

This research was conducted using a survey method to collect data from certain places naturally (not artificially) by carrying out treatments in data collection, such as distributing questionnaires and tests (Sugiyono, 2018: 53). The type of research conducted is explanatory research or explanatory research, in which the researcher explains the causal relationship between variables through hypothesis testing (Singarimbun & Effendi, 2017: 67). The research method used is a quantitative approach because the data is presented

using numbers in data collection, interpretation, and the appearance of the results (Arikunto, 2017: 112). Data was collected using a questionnaire and analyzed using quantitative/statistical data analysis to test the established hypotheses (Sugiyono, 2018: 62). The scope of this research is the field of education management which focuses on the effect of leadership style (X1), educational supervision (X2), and self-regulation (X3) as independent variables on the teacher's teaching ability (Y) as the dependent variable.

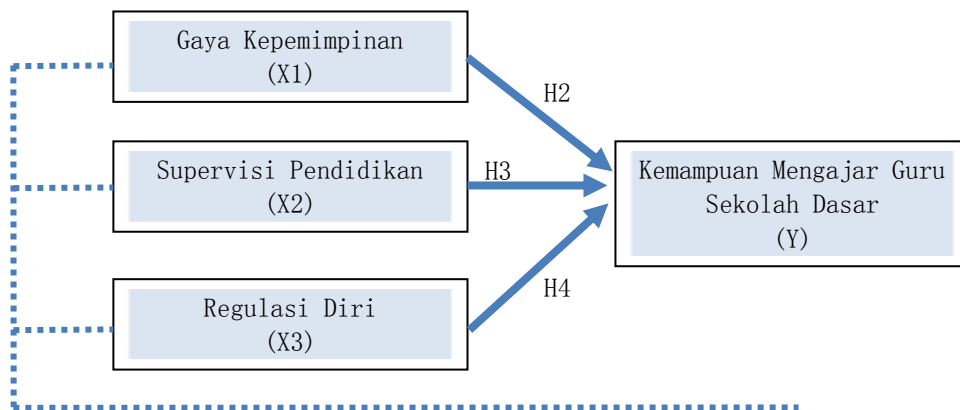


Figure 1. Research Model

This study discusses four variables, namely the variable Leadership Style (X1), Educational Supervision (X2) and Self-Regulation (X3) as the independent variable or independent variable and Teacher's Teaching Ability (Y) as the dependent variable or dependent variable. In research, the independent variable is a variable that can affect the dependent variable, while the dependent variable is a variable that is influenced by the independent variable (Sekaran, 2016). By clearly defining the independent and dependent variables, so that there are no mistakes in interpreting the variables to be studied and can also be used as a frame of reference for researchers to formulate hypotheses and choose the right

analytical method to describe the problems to be studied.

RESULTS AND DISCUSSION

This study proposes four hypotheses to be tested with the analysis technique of hypothesis testing and multiple regression analysis. Testing the hypothesis of the effect of leadership style, educational supervision and self-regulation on the teaching ability of North Minahasa district teachers was carried out using a statistical test *f*. The *f* test identifies the accuracy of the model and the influence of the variables on leadership style, educational supervision and self-regulation simultaneously affect the teaching ability of teachers.

With respondents or $n = 112$ with 3 independent variables (k), the degrees of freedom (df) can be known by calculating $df = (k; nk)$. The degree of freedom in this study is $df=109$ ($df = 3;112-3$) with a 5% confidence level. So the F table value with a probability of 0.05 is 2.69. The distribution of F values is only in the positive direction, if the calculated F results are greater than 4, then the model tested with the choice of variables is fit in that the model has a joint effect on the dependent variable (Ghozali, 2005: 84). The t test is a continuation of the significance test of the influence of leadership style, educational supervision and self-regulation variables on teachers' teaching abilities. The t test is an individual test. The criterion for the t test is if t is greater or equal to 2 then the value of b being tested is significant or significant, then the influence of X, X2 and X3 on Y exists (exists).

With respondents or $n = 112$ with 4 variables (k) consisting of three independent variables (X1, X2 and X3) and one dependent variable (Y) with a 5% confidence level, it

can be seen that the degrees of freedom (df) by calculating $df = nk$. The degree of freedom value in this study was 108 ($df = 112-4$) with a 5% confidence level, so a 2-sided significance level value of 0.025 was obtained. So the t table value is 1.98217. If the calculated t value is less than 2 then the b value obtained is less significant or the value does not differ from zero (Setiaji, 2008:31).

Results of Hypothesis Testing Effect of Leadership Style, Educational Supervision and Self-Regulation on Teacher's Teaching Ability

The hypothesis (H1) in this study is that leadership style (X1), educational supervision (X2) and self-regulation (X3) have a simultaneous or joint effect on the teacher's teaching ability (Y). To find out the teacher's teaching ability data on leadership style (X1), educational supervision (X2) and self-regulation (X3) multiple regression analysis calculations are used, the results of which are shown in table 4.5.1.1.1 below:

Table 3.
Multiple Regression Analysis of Leadership Style (X1), Educational Supervision (X2) and Self-Regulation (X3) on Teacher's Teaching Ability (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	std. Error	Betas		
1	(Constant)	6,474	1,104		5,866	.000
	Leadership Style	1,145	.130	1,469	8,811	.000
	Educational Supervision	-.028	.076	-.036	-.363	.717
	Self Regulation	-.493	.136	-.516	-3,613	.000

a. Dependent Variable: Teacher's Teaching Ability
Source: Data Processed Results (2023)

Based on the results of multiple regression analysis calculations, there are data on teachers' teaching ability on leadership style (X1), educational supervision (X2) and self-regulation (X3) resulting in a respective regression direction of $b = 1.145$ for leadership style, $b = -0.028$ for educational supervision, and $b = -0.493$ for self-regulation and a constant of 6.474.

Thus the form of the relationship between these variables can be described by the regression equation: $\hat{Y} = 6.474 + 1.145 X1 - 0.028 X2 - 0.493 X3 + e$. Before being used for prediction purposes, this regression equation must meet the requirements for regression significance. To find out the degree of significance, the regression equation is then subjected to the F test.

The F test in multiple linear regression analysis aims to determine the effect of the independent variables simultaneously. In this test, the formulation of the hypothesis used is:

1. Ho: The three independent variables simultaneously have no significant effect on the dependent variable.
2. H1: The three independent variables simultaneously have a

significant effect on the dependent variable.

Meanwhile, the condition for the hypothesis to be accepted is if the calculated f value $>$ f table or Sig. $<$ 0.05. If these conditions are not met then the hypothesis is rejected and the hypothesis is accepted as in table 4 below:

Table 4.
Test the Effect of Leadership Style (X1), Educational Supervision (X2) and Self-Regulation (X3) on Teacher's Teaching Ability (Y)

Model		Sum of Squares	df	MeanSquare	F	Sig
1	Regression	1711.333	3	570,444	273,066	.000 ^b
	residual	225,615	108	2089		
	Total	1936948	111			

- a. Dependent Variable: Teacher's Teaching Ability
 - b. Predictor (Constant), Self Regulation, Educational Supervision, Leadership Style
- Source: Data Processed Results (2023)

Based on table 4 above, the calculated F value is $273.066 > 2.69$ with a significance level of $0.000 < 0.05$, this indicates that the variables of leadership style (X1), educational supervision (X2) and self-regulation (X3) simultaneously or together has a significant influence on the ability to teach teachers (Y). Thus it can be proven that H1 occurs where the three independent variables simultaneously have a significant effect on the dependent variable.

Results of Hypothesis Testing The Effect of Leadership Style on Teachers' Teaching Ability

The hypothesis (H2) in this study is that there is an influence of leadership style (X1) on the teacher's teaching ability (Y). Test the influence of leadership style (X1) on the ability to teach teachers (Y) presented based on the results of simple regression analysis calculations as follows:

Table 5.
Test the Effect of Leadership Style (X1) on Teacher Teaching Ability (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	std. Error	Betas		
1	(Constant)	6,267	.976		6,419	.000
	Leadership Style	.727	.027	.932	27023	.000

- a. Dependent Variable: Teacher's Teaching Ability
- Source: Data Processed Results (2023)

Based on table 6, it turns out that there is an influence of the leadership style variable on the teacher's teaching ability. This is indicated by the t-count value of 6.419 > 1.98217 from t-table, N = 112 5% confidence level significant level 0.000 <0.05 table, so it can be proven that there is a significant influence of leadership style variables on teachers' teaching abilities. Thus the form of the relationship between the two variables can be described by the regression equation: $y = 6.267 + 0.727X1$. This shows that every one-unit increase in the leadership style variable will contribute

to an increase of 0.727 units in teacher teaching ability.

Results of Hypothesis Testing Effect of Educational Supervision on Teachers' Teaching Ability

The hypothesis (H3) in this study is that there is an effect of educational supervision (X2) on the teaching ability of teachers (Y). Test the effect of educational supervision (X2) on the ability to teach teachers (Y) presented based on the results of simple regression analysis calculations as follows:

Table 6.
Test the Effect of Educational Supervision (X2) on Teacher Teaching Ability

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	std. Error	Betas		
1	(Constant)	4,053	1,512		2,680	008
	Educational Supervision	.663	.035	.874	18,874	.000

a. Dependent Variable: Teacher's Teaching Ability

Source: Data Processed Results (2023)

Based on table 6. above, it turns out that there is an influence of the educational supervision variable on the teacher's teaching ability. This is indicated by the t-count value of 2.860 > 1.98217 from t-table, N = 112 5% confidence level significant level 0.008 <0.05 table, so it can be proven that there is a significant influence of educational supervision variables on teacher teaching abilities. Thus the form of the relationship between the two variables can be described by the regression equation: $y = 4.053 + 0.663X2$. This shows that every one unit increase in the educational supervision variable will contribute to an increase of 0.663 units in teacher teaching ability.

DISCUSSION

Based on the results of the study, the self-regulation variable has a significant contribution of 77.2% to the teaching ability of teachers in elementary schools in North Minahasa district. This shows that self-regulation, namely the ability to regulate and control oneself in order to achieve certain

goals, has a very important role in improving the teaching abilities of teachers. The remaining 22.8%, teachers' teaching ability is influenced by other factors that have not been explained in the results of this study. These factors may include the individual characteristics of teachers, the support of the school environment, the teaching methods used, and various other aspects that also influence the quality of their teaching. Knowing that self-regulation has a significant contribution to teaching ability, schools and teachers can focus on developing self-regulation skills as part of efforts to improve the quality of education in elementary schools in North Minahasa district. Training and self-development approaches that support aspects of self-regulation can be effective measures to improve teacher teaching performance and ultimately have a positive impact on student achievement.

CONCLUSION

Based on the results of the analysis of the influence of leadership style, educational supervision and self-regulation on the teaching ability of teachers in North Minahasa district, several conclusions were obtained. The results of the analysis of the hypothesis test using the F test showed that leadership style, educational supervision, and self-regulation together had a significant influence on the teacher's teaching ability. Leadership style and self-regulation have been shown to have a strong influence, while educational supervision has a less strong effect on leadership style and self-regulation on teachers' teaching abilities in the context of this research. These results emphasize the important role of leadership style and self-regulation in improving teacher teaching ability, while also highlighting the need for improvements in educational supervision systems and practices. Schools and principals can focus on developing appropriate strategies to improve the quality of teacher teaching and support educational progress in the school environment . b. In terms of leadership style, the results of measuring the distribution of respondents' responses show that the dimensions of transformational and participatory leadership styles show higher scores in several aspects. Leaders who apply a transformational leadership style tend to inspire team members to achieve common goals, while a participative leadership style encourages active participation and contribution of ideas from all team members. On the other hand, the dimensions of the transactional leadership style also show a positive influence in monitoring the teacher's progress in achieving the set targets. However, there is room for improvement in both democratic and authoritarian leadership styles, where some aspects show neutral or disapproving responses from respondents. Therefore, leaders can strengthen transformational and participatory leadership styles, while working to improve certain aspects of democratic and authoritarian leadership styles to support the development of better teaching skills and quality of learning .

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