



The Influence Of Principal Leadership And Socio-Emotional Competence On Teacher Performance At State Middle School 1 Ratahan

Sofiana Boroni¹, Shelty DM Sumual², Joulanda AM Rawis³

¹²³Manado State University, Indonesia

Email : sofianaboroni49@guru.smp.belajar.id ; sheltysumual@unima.ac.id ;
joulandarawis@unima.ac.id

Abstract

SOFIANA BORONI, 2026. The Influence of Principal Leadership and Social-Emotional Competence on Teacher Performance at SMP Negeri 1 Ratahan. Thesis. Graduate Program of UNIVERSITAS NEGERI MANADO. Supervisors: (1) Prof. Dr. Shelty DM Sumual, M.Si, (2) Prof. Dr. Joulanda AM Rawis, M.Pd.

This research is motivated by the critical role of instructional leadership and educators' emotional maturity in enhancing the quality of learning. The study aims to analyze: (1) the influence of Principal Leadership on Teacher Performance; (2) the influence of Social-Emotional Competence on Teacher Performance; and (3) the simultaneous influence of both Principal Leadership and Social-Emotional Competence on Teacher Performance at SMP Negeri 1 Ratahan. The research method employed is quantitative with a causal-associative approach. The population for this study consists of all teachers at SMP Negeri 1 Ratahan, totaling 30 individuals. The sampling technique used is Total Sampling. Data were collected using Likert scale questionnaires that have been tested for validity and reliability. Data analysis was performed using Product Moment correlation and multiple linear regression analysis with the assistance of SPSS software. The results indicate that: (1) there is a positive and significant influence of Principal Leadership on Teacher Performance, with a t_{count} of 3.067 > t_{table} of 2.051 and a significant value of $0.004 < 0.05$; (2) there is a positive and significant influence of Social-Emotional Competence on Teacher Performance, with a t_{count} of 4.282 > t_{table} of 2.051 and a significant value of < 0.05 ; (3) simultaneously, Principal Leadership and Social-Emotional Competence significantly influence Teacher Performance, contributing 58% to the teacher performance variable, while the remaining 42% is influenced by other factors not examined in this study. The conclusion of this research emphasizes that effective principal leadership, supported by teachers' social-emotional maturity, is a key factor in optimizing teacher performance at SMP Negeri 1 Ratahan.

Keywords:Principal Leadership, Social-Emotional Competence, Teacher Performance.

Introduction

Education is a key pillar in national development, and its success is largely determined by the quality of its human resources, particularly teachers. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers affirms that teachers are professional educators tasked with educating, teaching, guiding, directing, training, and evaluating students.

This professionalism requires teachers to possess pedagogical, personal, social, and professional competencies, which ultimately lead to optimal teacher performance.

In the era of Society 5.0, demands for quality learning are increasingly high. Teachers serve not only as transmitters of material but also as facilitators and guides, able to adapt learning to the characteristics of students. The implementation of the Independent Curriculum and differentiated learning further emphasizes the importance of teachers in creating effective and quality learning. Therefore, teacher performance is a crucial factor in achieving educational goals in schools.

Teacher performance is inextricably linked to the principal's role as an educational leader. The principal's leadership competency plays a role in creating a conducive work climate, providing direction, and enhancing teacher motivation and professionalism. Furthermore, internal factors within teachers also influence performance, one of which is social-emotional competency. Teachers with strong social-emotional competency are able to manage their emotions, communicate effectively, and build harmonious relationships with students and colleagues, all of which positively impact performance.

Based on initial observations at SMP Negeri 1 Ratahan, several issues related to teacher performance remain, such as discipline in learning administration, work pressure due to curriculum changes, and differing teacher perceptions of the principal's leadership. Furthermore, teacher social-emotional competence has not been a primary focus of teacher professional development at the school.

Based on this background, this study aims to analyze the influence of principal leadership and social emotional competence on teacher performance at SMP Negeri 1 Ratahan, both partially and simultaneously.

Theoretical review

Teacher Performance

Teacher performance is the work results demonstrated by teachers in carrying out their professional duties, including planning, implementing, and evaluating learning. Performance relates not only to work results but also to the work process, which is carried out systematically and according to established standards. According to Mangkunegara, performance is the quality and quantity of work achieved by someone in carrying out their duties. Robbins and Judge state that performance is the result of the interaction between ability, motivation, and opportunity.

In the context of education, teacher performance reflects their ability to design instruction, manage the classroom, and assess student learning outcomes. Teacher performance is also influenced by internal factors such as motivation, ability, and emotions, as well as external factors such as the principal's leadership, the work environment, and the school's organizational culture. Therefore, teacher performance is not only measured by teaching activities but also by the quality of the learning produced.

Principal Leadership

Principal leadership is the principal's ability to influence, direct, and guide teachers to achieve educational goals. The principal serves not only as an administrator, but also as a leader, motivator, supervisor, and manager of school resources. Effective leadership can create a conducive work climate, increase teacher motivation, and encourage improved teacher performance.

A principal's leadership competencies primarily relate to managerial skills, namely the ability to plan school programs, manage human resources, develop curriculum, and supervise the learning process. Principals with strong managerial competencies tend to be able to improve teacher professionalism and the quality of learning in their schools.

Teacher Social Emotional Competence

Social-emotional competence is an individual's ability to recognize and manage emotions, understand others, and build positive social relationships. In the educational context, teachers' social-emotional competence is crucial because teachers interact not only with subject matter but also with students, colleagues, and the school environment.

Teachers with strong social-emotional competencies are able to manage work stress, communicate effectively, and build harmonious relationships with students and colleagues. Social-emotional competencies also play a role in improving teachers' emotional stability, enabling them to work professionally and consistently in carrying out their duties.

Framework of thinking

Teacher performance is influenced by various factors, both internal and external. Principal leadership, as an external factor, plays a role in creating a work environment that supports improved teacher performance. On the other hand, social-emotional competence, as an internal factor, plays a role in maintaining emotional stability and enhancing teachers' abilities to carry out their professional duties.

Effective principal leadership can foster the development of teachers' social-emotional competencies, which ultimately impacts teacher performance. Thus, principal leadership and teachers' social-emotional competencies are thought to have both partial and simultaneous influences on teacher performance.

Research Hypothesis

The hypothesis in this study is:

1. There is an influence of principal leadership on teacher performance.
2. There is an influence of social emotional competence on teacher performance.
3. There is a simultaneous influence of principal leadership and social emotional competence on teacher performance.

Research methods

Research Approaches and Types

This research uses a quantitative approach with an associative approach. Quantitative research is used to test relationships between variables, verify theories, and make predictions and generalizations. Associative research aims to determine the relationship and influence between independent and dependent variables.

Place and Time of Research

The research was conducted at Ratahan 1 Public Middle School, Southeast Minahasa Regency, from January to March 2026.

Population and Sample

The population in this study was all ASN teachers (PNS and PPPK) at SMP Negeri 1 Ratahan, totaling 30 people. The sampling technique used saturated sampling, so the entire population was used as a research sample of 30 respondents.

Research Variables

This study uses two independent variables and one dependent variable. The independent variables consist of principal leadership (X1) and social-emotional competence (X2), while the dependent variable is teacher performance (Y).

Operational Definition of Variables

Principal leadership is defined as the principal's ability to manage and direct the learning process at school. Social-emotional competence is defined as the teacher's ability to recognize and manage emotions and build positive social relationships. Teacher performance is defined

as the teacher's work results in planning, implementing, and evaluating learning in accordance with professional standards.

Data collection technique

The data collection techniques in this study used observation, questionnaires, and documentation. The questionnaire was structured using a Likert scale with five response options: strongly agree, agree, undecided, disagree, and strongly disagree.

Data Analysis Techniques

Data analysis was carried out with the help of the IBM SPSS Statistics 31 program. The analysis stages included instrument testing (validity and reliability), classical assumption testing (normality, linearity, multicollinearity, and heteroscedasticity), and multiple linear regression analysis.

The regression model used in this study is:

$$Y = \alpha + b_1X_1 + b_2X_2 + e$$

Hypothesis testing was carried out through a partial test (t-test) to determine the influence of each independent variable on the dependent variable, as well as a simultaneous test (F-test) to determine the influence of both independent variables together on teacher performance.

RESEARCH RESULTS AND DISCUSSION

A. Research Results

1. Description of Research Data

The research data was obtained from distributing questionnaires to all respondents, namely 30 teachers at SMP Negeri 1 Ratahan, the research location. The questionnaires were distributed directly to all teachers, and all distributed questionnaires were successfully returned and met the requirements for analysis.

The research data consisted of three variables: Principal Leadership (X1), Social-Emotional Competence (X2), and Teacher Performance (Y). The scores obtained were the total scores for each question item in each variable. The data were then processed using SPSS Statistics 31 to conduct descriptive statistical analysis, classical assumption tests, and hypothesis testing.

2. Descriptive Statistics

Descriptive statistics are used to provide an overview of the research data obtained from respondents. Descriptive statistics include the minimum, maximum, mean, and standard deviation values for each research variable.

a. Principal Leadership Variable (X1)

The results of the descriptive statistical analysis indicate that the principal's leadership variable is in the high category. This indicates that the principal has effectively carried out his leadership role in supporting learning activities at the school.

b. Social Emotional Competence Variable (X2)

The results of the descriptive statistical analysis indicate that teachers' social-emotional competence is high. This indicates that teachers possess strong abilities in managing emotions, building social relationships, and collaborating within the school environment.

c. Teacher Performance Variable (Y)

The results of the descriptive statistical analysis indicate that teacher performance is in the high category. This indicates that teachers have carried out their professional duties well, from lesson planning and implementation to evaluation of learning outcomes.

3. Validity and Reliability Test Results

a. Validity Test

Validity testing was conducted to determine whether each item in the questionnaire accurately measured the variables being studied. Validity testing was conducted using Product Moment correlation with SPSS Statistics 31.

The validity test results show that all question items in the variables of Principal Leadership (X1), Social Emotional Competence (X2), and Teacher Performance (Y) have a calculated r value greater than the table r (0.361). Thus, all question items in this study are declared valid and suitable for use as research instruments.

b. Reliability Test

Reliability testing was conducted to determine the level of consistency of the research instrument. Reliability testing was conducted using the Cronbach's Alpha method.

The results of the reliability test show that:

- The Principal Leadership variable (X1) has a Cronbach's Alpha value of 0.793 (reliable)
- The Social Emotional Competence variable (X2) has a Cronbach's Alpha value of 0.814 (very reliable)
- The Teacher Performance variable (Y) has a Cronbach's Alpha value of 0.874 (very reliable)

Based on these results, it can be concluded that all research instruments have a good level of reliability and can be used in research.

4. Classical Assumption Test

a. Normality Test

The normality test was carried out using the Kolmogorov-Smirnov Test to determine whether the data was normally distributed or not.

The results of the normality test show that the Asymp. Sig. value of 0.200 is greater than 0.05. Thus, the data in this study are normally distributed and meet the requirements for regression analysis.

b. Linearity Test

The linearity test is carried out to determine whether the relationship between the independent variable and the dependent variable is linear or not.

The results of the linearity test show that the significance value of deviation from linearity for variable X1 is 0.582 and for variable X2 is 0.139, both greater than 0.05. This indicates that the relationship between the independent and dependent variables is linear.

c. Multicollinearity Test

The multicollinearity test was conducted to determine whether there was a high correlation between the independent variables in the regression model.

The test results show that the tolerance value of 0.883 is greater than 0.10 and the VIF value of 1.133 is less than 10. Thus, it can be concluded that there is no multicollinearity in the regression model.

d. Heteroscedasticity Test

The heteroscedasticity test is carried out to determine whether there is inequality in the residual variance in the regression model.

The test results show that the significance value of variable X1 is 0.685 and variable X2 is 0.718, both greater than 0.05. This indicates that there are no symptoms of heteroscedasticity in the regression model.

5. Multiple Linear Regression Analysis

The results of multiple linear regression analysis show that the regression equation obtained is:

$$Y = 1.730 + 0.245X1 + 0.586X2$$

The equation shows that:

- The regression coefficient of the principal leadership variable (X1) has a positive value of 0.245, which means that the better the principal's leadership, the better teacher performance will be.
- The regression coefficient of the social emotional competence variable (X2) has a positive value of 0.586, which means that the higher the teacher's social emotional competence, the better the teacher's performance will be.

6. Hypothesis Testing

a. *t*-test (Partial)

The results of the t-test show that:

- The Principal Leadership variable (X1) has a calculated t value of 3.067, which is greater than the t table of 2.051, with a significance value of $0.004 < 0.05$. This indicates that principal leadership has a positive and significant effect on teacher performance.
- The Social Emotional Competence variable (X2) has a calculated t value of 4.282, which is greater than the t table of 2.051, with a significance value of $0.001 < 0.05$. This indicates that social emotional competence has a positive and significant effect on teacher performance.

b. *F* Test (Simultaneous)

The F test results show that the calculated F value of 9.978 is greater than the F table of 3.35 with a significance value of $0.001 < 0.05$. This indicates that principal leadership and social emotional competence simultaneously have a significant effect on teacher performance.

B. Discussion

The results of the study indicate that principal leadership and social-emotional competence significantly influence teacher performance at SMP Negeri 1 Ratahan. This study involved 30 teacher respondents, and the analysis showed that both variables collectively contributed significantly to improving teacher performance.

Good principal leadership can create a conducive work environment, provide clear direction, and increase teacher motivation. Furthermore, teachers' social-emotional competencies also play a crucial role in improving their performance, particularly in classroom management, student interactions, and collaboration with colleagues.

Thus, improving teacher performance is not only influenced by the principal's leadership factor, but also by the teacher's ability to manage emotions and social relationships in the school environment.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the data analysis and discussion that has been carried out, the following conclusions can be drawn:

1. **Partially (X1 → Y)**, the principal's leadership has a positive and significant effect on teacher performance at SMP Negeri 1 Ratahan. This is evidenced by the calculated t-value of 3.067, which is greater than the t-table of 2.051. These results indicate that the more effective the principal's leadership, the higher the teacher performance.
2. **Partially (X2 → Y)**, social-emotional competence has a positive and significant effect on teacher performance. This is evidenced by the calculated t-value of 4.282, which is greater than the t-table value of 2.051. This finding indicates that teachers' social-emotional competence is a significant factor influencing the stability and quality of teacher performance.
3. **Simultaneously (X1 and X2 → Y)** Principal leadership and social-emotional competencies jointly have a significant impact on teacher performance. This indicates

that improved teacher performance is influenced not only by principal leadership but also by the teachers' social-emotional abilities in carrying out their professional duties.

B. Suggestions

Based on the results of the research that has been conducted, the researcher provides several suggestions as follows:

1. For the Principal

Principals are advised to enhance their instructional leadership role more effectively, particularly through ongoing, dialogic academic supervision. Principals can hold regular teacher performance reflection meetings, for example, once a month, to identify obstacles faced by teachers and provide appropriate solutions. This way, the principal's leadership role in improving teacher performance can be more effective.

2. For Teachers

Teachers are advised to continuously improve their social-emotional competencies, particularly in emotional management, collaboration skills, and the ability to build positive relationships with students and colleagues. Social-emotional competency development can be achieved through training, workshops, or other professional development activities relevant to teachers' needs at school.

3. For Further Researchers

Future researchers are advised to expand this study by adding other variables not yet examined, such as work motivation, school organizational culture, or teacher job satisfaction. Furthermore, further research could expand the sample size and research locations to achieve broader and more representative results.

Bibliography

- Arikunto, S. (2006). *Research Procedures: A Practical Approach*. Jakarta: PT Rineka Cipta.
- Bass, B. M., & Avolio, B. J. (2014). *Improving Organizational Effectiveness Through Transformational Leadership*. Thousand Oaks, CA: Sage Publications.
- Bush, T. (2015). *Theories of Educational Leadership and Management (4th ed.)*. London: Sage Publications.
- CASEL. (2023). What is the CASEL Framework? Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- Ministry of National Education. (2003). *Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System*. Jakarta: Ministry of National Education.
- Department of National Education. (2005). *The Great Dictionary of the Indonesian Language (3rd Edition)*. Jakarta: Balai Pustaka.
- Elias, M.J., Zins, J.E., Weissberg, R.P., Frey, K.S., Greenberg, M.T., Haynes, N.M., & Shriver, T.P. (1997). *Promoting Social and Emotional Learning: Guidelines for Educators*. Alexandria, VA: ASCD.
- Ghozali, I. (2006). *Application of Multivariate Analysis with SPSS Program*. Semarang: Diponegoro University Publishing Agency.
- Goleman, D. (2016). *Emotional Intelligence*. Jakarta: Gramedia Pustaka Utama.

- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2010). *SuperVision and Instructional Leadership: A Developmental Approach* (8th ed.). Boston: Allyn & Bacon.
- Gunawan, I., Benty, DJ, Kusumaningrum, DE, Laily, N., & Wahyuni, S. (2018). The influence of leadership style and organizational culture on elementary school teacher performance. *Journal of Educational Administration and Management*, 1(2), 150–158. <https://doi.org/10.17977/um027v1i2p150-158>
- Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The Elementary School Journal*, 86(2), 217–247. <https://doi.org/10.1086/461445>
- Handayani, T., & Rasyid, A. (2015). The influence of principal leadership and work motivation on teacher performance. *Journal of Educational Management*, 24(5), 321–330.
- Hardi, E., & Mudjiran, M. (2022). Sociocultural diversity in the form of multicultural education, gender, and differentiated learning. *Journal of Education and Counseling*, 4(6), 8931–8942.
- Harding, S., et al. (2023). Teacher social-emotional competencies and their impact on classroom climate and teacher performance. *Journal of Educational Psychology*, 115(3), 412–428.
- Hasibuan, MSP (2017). *Human Resource Management*. Jakarta: PT Bumi Aksara.
- Hidayatullah, A. (2018). *Educational Management: Theory and Implementation in Schools*. Jakarta: Prenada Media.
- Imron, A. (2018). *School-Based Student Management*. Jakarta: Bumi Aksara.
- Jamila. (2023). Principal leadership strategies in improving teacher performance in the digital era. *Journal of Educational Management*, 11(2), 145–158.
- Jennings, P. A., & Greenberg, M. T. (2019). The prosocial classroom: Teacher social and emotional competence in relation to student outcomes. *Review of Educational Research*, 89(3), 491–525.
- Kambey, FJ (2012). *Educational Management: Theory and Practice*. Manado: Pionir Foundation.
- Kurniawan, A. (2022). The influence of academic supervision and work motivation on teacher performance. *Journal of Educational Management Accountability*, 10(1), 45–55.
- Lubis, H., & Rama, A. (2020). Implementation of social emotional competencies in the learning process in elementary schools. *Basicedu Journal*, 4(2), 465–473.
- Mangkunegara, AAP (2017). *Corporate Human Resource Management*. Bandung: Remaja Rosdakarya.
- Mahrinasari, M. S., et al. "THE IMPACT OF DECISION-MAKING MODELS AND KNOWLEDGE MANAGEMENT PRACTICES ON PERFORMANCE."

- Sundram, S., Venkateswaran, P. S., Jain, V., Yu, S. Y., Yapanto, L. M., Raisal, I., ... & Regin, R. The Impact of Knowledge Management on The Performance of Employees: The Case of Small Medium Enterprises.
- Mulyasa, E. (2013). *Principal Leadership Management*. Jakarta: Bumi Aksara.
- Mustotiah, M. (2025). Transformation of principal leadership in improving teacher performance in the era of digital transformation. *Journal of Educational Management*, 13(1), 45–58.
- Nugroho, S. (2019). The role of emotional intelligence in mediating the effect of transformational leadership on teacher performance. *International Journal of Instruction*, 12(1), 123–138.
- Prasetyo, I. (2020). Principals' managerial competence in improving teacher performance. *Journal of Educational Management Accountability*, 8(1), 12–23.
- Pratiwi, ET, Gunawan, I., & Benty, DJ (2021). The relationship between principal instructional leadership and school culture with teacher performance. *Journal of Educational Administration and Management*, 4(1), 25–35.
- Purwanto, MN (2010). *Educational Administration and Supervision*. Bandung: Rosdakarya Youth.
- Rahmawati, S. (2021). The influence of principal leadership on teacher performance in the era of adapting to new habits. *Journal of Educational Management and Supervision*, 5(2), 112–124.
- Republic of Indonesia. (2005). Law Number 14 of 2005 concerning Teachers and Lecturers. Jakarta: State Secretariat.
- Republic of Indonesia. (2007). Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Jakarta: Ministry of National Education.
- Riduwan., & Sunarto. (2015). *Introduction to Statistics for Research*. Bandung: Alfabeta.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior* (17th ed.). London: Pearson.
- Robinson, V., & Leithwood, K. (2021). Instructional leadership and its impact on student outcomes. In *The Routledge International Handbook of Educational Effectiveness and Improvement*. London: Routledge.
- Sugiyono. (2006). *Statistics for Research*. Bandung: Alfabeta.
- Supardi. (2014). *Teacher Performance*. Jakarta: Rajawali Pers.
- Susanto, A. (2020). *Teacher Performance Improvement Management: Concept, Theory, and Implementation*. Jakarta: Kencana.

Uno, HB, & Lamatenggo, N. (2012). *Performance Theory and Its Measurement*. Jakarta: Bumi Aksara.

Wahjosumidjo. (2013). *Principal Leadership: A Theoretical Review and Its Problems*. Jakarta: Rajawali Pers.

Yukl, G. (2015). *Leadership in Organizations* (8th ed.). Boston: Pearson.