

# The Role of Professional Competence in Mediating the Influence of Teacher Performance Assessment on the Managerial Capacity of School Principals At SMAN 1 Syiah Utama, Bener Meriah Regency

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**Abstract** The quality of education is greatly influenced by the managerial capacity of the principal, which is determined by the ability to direct, manage, and evaluate all school activities effectively. This study aims to analyze the influence of Teacher Performance Assessment on the Managerial Capacity of School Principals, with Teacher Professional Competence as an intervening variable. The research was conducted at SMAN 1 Syiah Utama, Bener Meriah Regency, using a quantitative approach with a saturated sample of 63 teachers. Data analysis was carried out using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS). The results of the study showed that PKG had a positive but not significant effect on the managerial capacity of school principals, but had a positive and significant effect on teachers' professional competence. Teacher performance assessments have been proven to have a positive and significant effect on both professional competence and managerial capacity of school principals. In addition, teachers' professional competence also has a significant effect on managerial capacity, as well as mediating the relationship between PKG and teacher performance assessment on the principal's managerial capacity. These findings confirm the importance of strengthening teachers' professional competencies through systematic performance coaching and evaluation programs in supporting effective managerial leadership.

**Keywords:** *Teacher Performance Appraisal, Professional Competence, Managerial Capacity*

## I. INTRODUCTION

The quality of education is highly dependent on the strategic role of the principal in managing and leading all components of the school. School principals are required to have a high managerial capacity to direct, coordinate, and

evaluate various educational activities effectively (Mulyasa, 2020). Managerial capacity is not only shaped by formal training, but also influenced by the professional environment of the teacher under his leadership.

In the framework of teacher professional development, it has an important role as a forum for collaboration, learning, and competency improvement. According to Fitriani & Suryana (2021), an active PKG can improve teachers' pedagogic and professional competence through reflective activities, sharing good practices, and collegial supervision. The activities in PKG, if managed consistently and relevantly, can create a learning culture among teachers that has an impact on strengthening the managerial role of school principals.

In addition to PKG, teacher performance assessment is also an important aspect of the professional coaching system. This assessment is not only an administrative instrument, but also a measuring tool to see the achievement and development needs of teachers. According to Sari and Widodo (2022), the results of objective teacher performance assessments can be used as a basis for developing professional development strategies and improving the quality of educational services. The information from this assessment process is also an important input for school principals in managing human resources more effectively and evidence-based.

In this context, teachers' professional competence is a key variable that can bridge the relationship between teacher coaching and the capacity of school principals. Professional



competence reflects the teacher's ability to master teaching materials, understand the characteristics of students, and apply innovative and relevant learning methods (Ministry of Education and Culture, 2023). Teachers who have high competence not only carry out their duties well, but also support the creation of a learning environment that encourages effective school leadership.

At SMAN 1 Syiah Utama, Bener Meriah Regency, there are still challenges in optimizing PKG and utilizing the results of teacher performance assessments for professional development. Meanwhile, school principals are faced with demands to improve the quality of education through adaptive and innovative leadership. This condition shows the need for an in-depth study of the relationship between teacher development and the managerial capacity of school principals, with professional competence as a variable that plays a role in mediating this relationship.

Therefore, this study aims to analyze the influence of Teacher Performance Assessment on the Managerial Capacity of School Principals through Professional Competence as an Intervening Variable. This research is expected to make an empirical contribution to the development of education policies, especially in the development of teachers and principals in the secondary education environment.

## II. LITERATURE REVIEW

### A. Theoretical Framework

#### Managerial Capacity

##### Definition of Managerial Capacity

1) Fitri & Maulana (2022) *managerial capacity is a series of competencies possessed by school principals in making strategic decisions, building school organizational culture, and developing managerial innovations that are responsive to the challenges of the times.*

##### 2) Managerial Capacity Indicators

3) According to Fitri & Maulana (2022), *managerial capacity indicators are divided into:*

1. Strategic decision-making skills
  - The principal is able to make important decisions based on data and analysis of the school situation.
  - Responsive to the dynamics of change in the internal and external environment of the school.
2. Ability to Build School Organizational Culture
  - Creating positive values, norms, and work culture in the school environment.

- Fostering a spirit of togetherness, integrity, and professionalism.
3. Ability to Develop Managerial Innovation
    - Able to design and implement innovations in school management.
    - Driving positive change through adaptive leadership strategies.
  4. Ability to Manage School Programs Collaboratively
    - Develop school programs by involving teachers, students, parents, and the community.
    - Increase the participation of all stakeholders in planning and evaluation.
  5. Adaptability to Change
    - Able to adapt to changing educational policies, technologies, and challenges.
    - Demonstrate flexibility in leadership style and managerial strategy.

#### 4) Professional Competencies

#### 5) Definition of Professional Competence

6) Nurhayati & Fitri (2021) *Teacher professional competence is a set of knowledge, skills, and attitudes that reflect mastery of the field of study taught and its application in the context of effective learning.*

#### Professional Competency Indicators

According to Nurhayati & Fitri (2021):

1. Mastery of Teaching Materials
  - Teachers master the concepts, principles, and scientific structure of the subjects taught.
  - Able to explain the material logically, systematically, and in-depth.
2. Ability to Develop Learning Materials
  - Teachers can develop teaching materials according to the curriculum and the needs of students.
  - Able to adapt material according to the local context or the conditions of students.
3. Use of Relevant Methods and Media
  - Able to choose and apply the right learning method based on the characteristics of the material and students.
  - Skilled in utilizing educational media and technology.
4. Effective Learning Planning and Implementation
  - Prepare a comprehensive lesson plan (Learning Implementation Plan).

- Carry out interactive, participatory, and outcome-oriented learning.
5. Learning Evaluation and Reflection
    - Able to design assessment instruments to measure competency achievement.
    - Reflect on learning outcomes for future improvement.

## Performance Appraisal

### Definition of Performance Appraisal

Rahmawati & Sumarni (2021) Teacher performance assessment is an effort to measure and evaluate the implementation of teachers' duties in the learning process, guidance, and other professional responsibilities in a measurable and objective manner.

### Performance Assessment Indicators

Teacher Performance Assessment Indicators according to Rahmawati & Sumarni (2021):

1. Learning Planning
  - The ability of teachers to prepare learning tools (RPP, syllabus, annual and semester programs) systematically and according to the curriculum.
  - The suitability of the plan with the characteristics of the students and the learning objectives.
2. Learning Implementation
  - Teachers' ability to convey material in a communicative, interesting, and structured manner.
  - The use of varied and appropriate learning strategies, methods, and media.
  - Ability to manage classes effectively and conductively.
3. Learning Outcome Assessment
  - Accuracy in compiling evaluation instruments.
  - Objectivity and accuracy in assessing student learning outcomes.
  - The use of evaluation results for learning improvement.
4. Professionalism Development
  - Teachers' participation in continuous professional development activities (PKB), such as training, seminars, MGMP/PKG.

- Initiative in reflecting and improving self-improvement on learning practices.
5. Discipline and Responsibility
    - Presence and punctuality in carrying out duties.
    - Compliance with professional rules and ethics.
    - Responsibility for administrative and non-learning tasks.

## Conceptual Framework

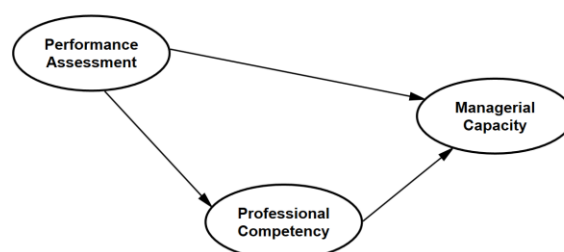


Figure 1. Conceptual Framework

## Research Hypothesis

- H1: Performance assessment has a positive and significant effect on managerial capacity at SMAN 1 Syiah Utama, Bener Meriah Regency.
- H2: Performance assessment has a positive and significant effect on professional competence at SMAN 1 Syiah Utama, Bener Meriah Regency.
- H3: Professional competence has a positive and significant effect on managerial capacity at SMAN 1 Syiah Utama, Bener Meriah Regency.
- H4: Performance assessment has a positive and significant effect on professional competence at SMAN 1 Syiah Utama, Bener Meriah Regency.

## RESEARCH METHODS

### Types of Research

The type of research that the researcher uses is quantitative research. This type of quantitative research is carried out to make a study that aims to adjust a research and to analyze the role of professional competence in mediating the influence of teacher performance assessment on the managerial capacity of school principals at SMAN 1 Syiah Utama, Bener Meriah Regency.

### Research Location and Research Time

The location of the research was conducted at SMAN 1 Syiah Utama, Bener Meriah Regency, which is located in Blang Panu, Syiah Utama District, Bener Meriah Regency, Aceh. The research was carried out for 3 months, from May to July 2025.

### Population and Sample

In this study, the population is 63 people, consisting of 54 civil servants and 9 PPPK teachers. The sample used in this study is a saturated sample because all populations are used as samples because the number is relatively small and it is possible to study it as a whole.

### Research Data Sources

The data source used in this study is primary data.

## RESULTS AND DISCUSSION

### Outer Model Analysis

Outer Model *analysis* using the *PLS Algorithm*, yielding:

### Validity Test

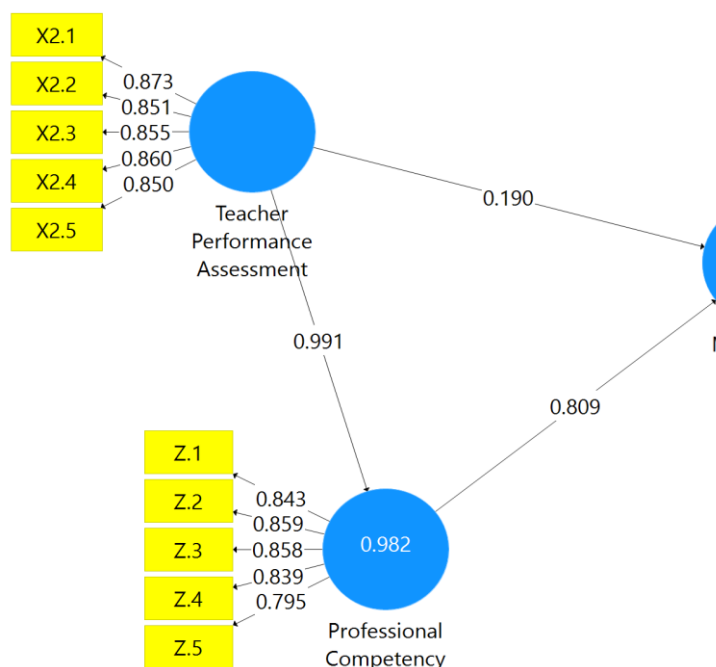
**Table 1. Value of Outer Loadings**

	Managerial Capacity	Professional Competency	Teacher Performance Assessment
X 2. 1			0,873
X 2. 2			0,851
X 2. 3			0,855
X 2. 4			0,860
X 2. 5			0,850
Y. 1	0,780		
Y. 2	0,838		

	Managerial Capacity	Professional Competency	Teacher Performance Assessment
Y. 3	0,860		
Y. 4	0,844		
Y. 5	0,831		
Z. 1		0,843	
Z. 2		0,859	
Z. 3		0,858	
Z. 4		0,839	
Z. 5		0,795	

Source: PLS Smart Output, 2025

Based on the values in Table 1 above, showing the results of the outer model test through the loading factor / outer loadings value, all indicators in each variable have a loading value  $\geq 0.70$ . This shows that each indicator is able to represent a measured construct validly and robustly. So that all items in the questionnaire have met the criteria of convergent validity and can be used in the next analysis.



**Figure 1. Outer Loadings****Reliability Test****Table 2. Construct Reliability and Validity Test**

	Cronbach's Alpha	rho_A	Composite Reliability
Managerial Capacity	0,888	0,889	0,918
Professional Competency	0,895	0,896	0,922
Teacher Performance Assessment	0,910	0,910	0,933

Source: PLS Smart Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite Reliability values on all constructs have values above 0.70. This shows that all indicators have high internal consistency and are reliable in measuring their respective constructs. Thus, the research instrument is declared reliable and feasible for use in structural model testing.

**Coefficient of Determination (R<sup>2</sup>)**

In assessing a model with PLS it starts by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare estimation using SmartPLS.

**Table 3. R Square Results**

	R Square	R Square Adjusted
Professional Competency	0,982	0,982
Managerial Capacity	0,996	0,995

Source: Smart PLS, 2025

In table 3, there is an R square value in both dependent variables for the professional competency variable, there is an R square value of 0.982, meaning that the influence of teacher performance assessment is 0.982 or 98.2%, the rest is on other variables outside the model. The R square value of managerial capacity is 0.996, meaning that the assessment of teacher performance and professional competence is 0.996 or 99.6%, the rest is in other variables outside the model.

**Structural Model Testing (Inner Model)****Hypothesis Testing****Direct Influence Between Variables**

The direct influence between variables can be seen in the value of *path coefficients*. The results of the data processing show the value of direct influence can be seen in the following table.

**Table 4. Path Coefficients (Direct Influence)**

	Average Variance Extracted (AVE)	Original Sample	T Statistics	P Values	Conclusion
Professional Competency -> Managerial Capacity	0,691 0,704	0,809	9,600	0,000	Accepted
Teacher Performance Assessment -> Managerial Capacity	0,738	0,190	2,248	0,025	Accepted
Teacher Performance Assessment -> Professional Competency		0,991	282,052	0,000	Accepted

Source: PLS Smart Output, 2025

In the results of Table 4, there is a direct influence value which will be explained as follows:

1. Teacher performance assessment has a positive and significant effect on managerial capacity with a t-statistical value of 9.600 above 1.96 and significance of 0.000 below 0.05, meaning that teacher performance assessment has a positive and significant effect on managerial capacity because the significance value is below 0.05. The results of this study are in line with the results of previous research which stated that teacher performance assessment has a positive and significant effect on managerial capacity (Mulyono et al, 2023).
2. Teacher performance assessment has a positive and significant effect on professional competence with a t-statistical value of 2.248 above 1.96 and a significance of 0.025 below 0.05, meaning that teacher performance assessment has a positive and significant effect on professional competence because the significance value is below 0.05. The results of this study are in line with the results of previous research which stated that teacher performance assessment has a positive and significant effect on professional competence (Arifandi, 2021).
3. Professional competence has a positive and significant effect on managerial capacity with a t-statistical value of 282.052 above 1.96 and a significance of 0.000 below 0.05, meaning that professional competence has a positive and significant effect on managerial capacity because the significance value is below 0.05. The results of this study are in line with the results of previous research which stated that professional competence has a positive and significant effect on managerial capacity (Fanelli et al, 2020).

### Indirect Influence Between Variables

The indirect influence between variables can be seen in the value of *specific indirect effects*. The results of data processing show the value of indirect influence can be seen in Table 5 below.

**Table 5. Specific Indirect Effects**

	Original Sample	T Statistics	P Values	Conclusion
Teacher Performance Assessment -> Professional Competency -> Managerial Capacity	0,801	9,563	0,000	Accepted

Source: Smart PLS, 2025

In table 5, there is an indirect influence between variables which will be explained as follows:

Teacher performance assessment has a positive and significant effect on managerial capacity through professional competence with a t-statistical value of 9.563 above 1.96 and a significance of 0.000 below 0.05, meaning that professional competence plays an intervening variable between teacher performance assessment and managerial capacity.

### III. CONCLUSION

1. Performance assessment has a positive and significant effect on managerial capacity at SMAN 1 Syiah Utama, Bener Meriah Regency.
2. Performance assessment has a positive and significant effect on professional competence at SMAN 1 Syiah Utama, Bener Meriah Regency.
3. Professional competence has a positive and significant effect on managerial capacity at SMAN 1 Syiah Utama, Bener Meriah Regency.
4. Performance assessment has a positive and significant effect on professional competence in Bener Meriah Regency.

### SUGGESTION

1. Teacher performance assessment with the statement "The results of teacher performance assessment are the

basis for professional development". Use the assessment results to develop a specific and measurable individual development plan (IDP). With IDP, every teacher has a clear roadmap for improving competencies according to their strengths and weaknesses, so that professional development becomes more targeted and has a real impact on the quality of learning.

2. Professional competence with the statement "I am able to develop a learning culture at school". Involve all school residents in collaborative learning activities such as teacher learning communities and regular reflection sessions. This active involvement will foster a sense of belonging to the learning process, strengthen collaboration, and make the learning culture a part of the school's daily life.
3. Managerial capacity with the statement "I am able to systematically plan school work programs". Use school self-evaluation (EDS)-based data analysis and involve the school management team in the planning process. This will ensure that the work program is prepared based on real needs, measurable, and involves various perspectives, so that it is more on target and easier to implement.

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