ANALYSIS OF THE INFLUENCE OF MANAGERIAL SKILLS AND THE CHARISMA OF THE SCHOOL PRINCIPAL IN IMPROVING PERFORMANCE AND TEACHER PROFESSIONALISM

Iwan Aprianto[1], Andri Astuti[2], Hairul Fauzi[3], Maisarah Gusvita[4], Iswanto[5]

[1]IAI Nusantara Batanghari, Jambi, Indonesia
E-mail: iwanapriantoa@gmail.com

[2]IAI Nusantara Batanghari, Jambi, Indonesia
E-mail: andri.astuti2014@gmail.com

[3]Sekolah Tinggi Agama Islam An-Nadwah Kuala Tungkal, Jambi, Indonesia
E-mail: hairullatahzan@gmail.com

[4]IAI Nusantara Batanghari, Jambi, Indonesia
E-mail: mey.maisarah4@gmail.com

[5]IAI Nusantara Batanghari, Jambi, Indonesia
E-mail: iswantoperum@gmail.com

Abstract. The objective of this study is to examine how the managerial skills and charisma of the school principal impact the performance and professionalism of teachers at MA A Yani Bangil and MA Al-Hikmah Bangil. The study adopts a quantitative research design with a cross-sectional approach. The participants in the research are teachers employed in both institutions, selected through purposive sampling. Data were collected using questionnaires that assess managerial skills, the school principal's charisma, teacher performance, and teacher professionalism. Data analysis involved descriptive statistics and multiple regression tests. The findings of the study demonstrate that both managerial skills and the school principal's charisma significantly influence teacher performance and professionalism. Specifically, the managerial skills of the school principal positively affect teacher performance and professionalism, and the school principal's charisma also has a positive impact on teacher performance and professionalism. These findings indicate that school principals with strong managerial skills and charismatic qualities can shape the performance and professionalism of teachers in the context of these educational institutions. This study contributes significantly to understanding the factors that influence teacher performance and professionalism. The implications of these findings emphasize the importance of focusing on the development of school principals' managerial skills and enhancing their charisma to enhance teacher performance and professionalism. Moreover, this research lays the groundwork for future studies exploring additional factors that may influence teacher performance and professionalism in different educational settings.

Keywords**:** Managerial Skills; Principal Charisma; School Principal; Teacher Performance

I. INTRODUCTION

Education is one of the vital sectors in the development of a nation. Teachers play a key role in achieving quality education goals (Boeren, 2019; Madani, 2019). They hold the primary responsibility for guiding and teaching students. An inclusive learning environment, where all students feel accepted and supported, must be created by teachers. They should understand the needs and diversity of students, as well as adopt diverse learning strategies to meet the individual needs of each student (Roose et al., 2019).

Teachers have a responsibility in motivating students to learn and cultivating their interests and enthusiasm for knowledge (Abdullah et al., 2019). They promote active student engagement by employing interactive teaching methods, facilitating group discussions, and utilizing relevant educational technology (Hang & Van, 2020; Rasmitadila et al., 2021). Additionally, teachers contribute to molding students' character and ethical values. They are tasked with imparting moral principles, ethical conduct, positive attitudes, cooperation, and social skills (Susilawati, Lubis, et al., 2022; Syarif, 2020). Teachers serve as role models and sources of inspiration in students' daily lives

(Asif et al., 2020). The pivotal role teachers play in achieving high-quality education objectives stems from their direct interaction with students and their capacity to influence their intellectual, emotional, and social development (Verdugo-Castro et al., 2021). To attain these educational goals, it is essential to recognize and support the role of teachers with appropriate policies and resources. Nevertheless, the challenges encountered by teachers in fulfilling their responsibilities can impact their performance and professionalism.

The school principal, as the primary leader in the school, plays a vital role in enhancing teacher performance and professionalism (Bektaş et al., 2020; Hartinah et al., 2020; Park et al., 2019; Trinh et al., 2019). The effective managerial skills of the school principal can support teachers in managing resources, planning instruction, and creating a favorable work environment (Singgih et al., 2020). Proficient managerial skills enable the school principal to establish policies and strategic plans that foster teacher professional growth. They can identify teachers' needs and challenges and design relevant professional development programs accordingly (Sebastian et al., 2019). Well-defined policies and focused strategic plans provide clear guidance to teachers for enhancing their performance. A skilled school principal can cultivate a positive work culture that inspires and motivates teachers to work towards common goals while encouraging collaboration (Apriana et al., 2019; Haiyan & Allan, 2021; Li & Liu, 2022). This positive work culture creates an environment conducive to the growth and professional development of teachers. Additionally, competent school principals can enhance teachers' managerial capabilities by providing training and coaching in areas such as instructional planning, classroom organization, time management, and evaluation. By enhancing teachers' managerial skills, their overall performance and professionalism can be elevated. In conclusion, the school principal plays a crucial role in improving teacher performance and professionalism. The development of teachers' managerial skills is instrumental in enhancing their overall performance and professionalism.

In addition to managerial skills, the charisma of the school principal also has an impact on the performance and professionalism of teachers in the school (Jafar et al., 2022; Sibaweh et al., 2023; Suharina et al., 2022). A charismatic school principal with a strong presence can motivate and inspire teachers to excel in their work. Their charisma brings positive energy, enthusiasm, and a high level of commitment to the school environment, leading teachers to feel motivated and driven to enhance the quality of their teaching (Ishaq et al., 2023). A charismatic school principal is capable of articulating a compelling vision, instigating positive changes, and fostering innovation in education. They can rally and motivate teachers to actively participate in advancing education as a whole (Kheir-Faddul & Dănăiață, 2019). Effective communication skills are also among the strengths of a charismatic school principal. They can communicate clearly and persuasively with teachers, express explicit expectations and goals, and provide constructive feedback.

Strong communication enhances the relationship between the school principal and teachers, facilitating productive collaboration (Morales, 2022). Furthermore, a charismatic school principal tends to prioritize the professional development of teachers. They encourage teachers to engage in training sessions, workshops, and other developmental activities to improve their skills and knowledge.

A school principal with charisma also acts as a mentor and advisor to teachers, supporting them in their professional growth and development . The charm and presence of the principal have the ability to establish a positive and supportive work atmosphere where teachers feel valued, supported, and motivated to perform their best. Such an environment encourages collaboration, innovation, and trust between teachers and the principal, ultimately resulting in improved teacher performance and professionalism. Therefore, it can be inferred that the charisma of the school principal plays a significant role in enhancing teacher performance and professionalism. A charismatic school principal has the capacity to inspire, motivate, and provide clear guidance to teachers. Recognizing the essential role of the principal's charisma in fostering a positive and supportive work environment and facilitating the professional growth of teachers is crucial.

Based on the theory mentioned above, it can be concluded that both managerial skills and the charisma of the school principal have a significant impact on the performance and professionalism of teachers in carrying out their responsibilities at school. However, in practical terms, school principals often lack or have insufficient managerial skills, which can pose challenges to effective resource management and the implementation of optimal teaching strategies. Additionally, the absence of strong charisma in a school principal can result in a lack of motivation and dedication among teachers in fulfilling their duties.

Frequently, it is observed that some teachers do not meet the expected performance standards, which can impact students' learning outcomes. This issue can be attributed to the inadequate support and development of managerial skills provided by the school principal, which are essential for effective lesson planning, classroom management, and the implementation of innovative teaching approaches. Several studies (Cooc, 2019; Haug & Mork, 2021; Parkhouse et al., 2019) have indicated that teachers have limited opportunities to participate in relevant training and professional development programs.

The absence of emphasis on teachers' professional development signifies the insufficient managerial skills of the school principal in supporting and nurturing professional educators (Alsaleh, 2022; Sider et al., 2021). To tackle this issue, it is crucial for the school principal to enhance their managerial abilities through suitable training and development initiatives. By possessing robust managerial skills, the school principal can become more effective in managing resources, planning targeted activities, and communicating proficiently with teachers to foster their professional growth.

Previous research has highlighted the influence of both managerial skills and the charisma of the school principal on the performance and professionalism of teachers. The first, a study conducted by Mutohar and Trisnantari (2020) revealed that the managerial skills of the school principal have a significant positive effect on teacher performance. A school principal with strong managerial skills can effectively manage resources, devise effective plans, and make appropriate decisions, thereby contributing to the improvement of teacher performance. However, it is important to note that this particular study did not investigate the impact of the school principal's charisma on teacher performance. Instead, it primarily focused on factors such as managerial skills, instructional supervision, and school culture, without specifically delving into the role of the school principal's charisma in enhancing teacher performance.

The second, study conducted by Astuti et al. (2020) indicates that the leadership style of the school principal and the motivation of teachers have a significant positive effect on teacher performance. Leadership styles characterized as transformative, democratic, and authoritative have a beneficial impact on teacher performance. Additionally, intrinsic and extrinsic motivation also play a vital role in improving teacher performance. Teachers who possess high levels of work motivation tend to demonstrate better performance. However, this study specifically focuses on the influence of leadership style and work motivation on teacher performance, without delving into the specific roles of managerial skills and the charisma of the school principal. Furthermore, it does not specifically highlight the influence on teacher professionalism, but rather concentrates on teacher performance. Therefore, the gap between this research and previous studies lies in the limited emphasis on the significance of managerial skills, the charisma of the school principal, and their influence on teacher professionalism. It is important to acknowledge that these factors can play a crucial role in enhancing teacher performance and professionalism comprehensively.

The Third, study conducted by Ruslan et al. (2020) examined the influence of the school principal's situational leadership and teacher professionalism on teacher performance. The research found that the situational leadership of the school principal has a significant positive impact on teacher performance. When the school principal can adapt their leadership style to the situational needs and characteristics of the teachers, teacher performance tends to improve. However, there is a discrepancy in terms of the factors emphasized that affect teacher performance. While this study focused more on the school principal's situational leadership and teacher professionalism, our research combines both managerial skills and the charisma of the school principal. The study did not explicitly discuss or consider the school principal's managerial skills and charisma in the context of their influence on teacher performance. Therefore, this difference indicates that there are other leadership aspects and factors that can contribute to

teacher performance and professionalism, which were not addressed in this study.

The fourth study conducted by Ridwan (2021) explored the correlation and impact of leadership as organizational and individual attributes on teacher performance. Our study is similar to Ridwan's research as we both investigate the influence of school leadership on teacher performance. However, the difference lies in the fact that Ridwan's study (2021) does not specifically mention the school principal's managerial skills, while our research emphasizes the importance of the school principal's managerial skills in enhancing teacher performance and professionalism.

The fifth study conducted by Habibi et al. (2019) examines teacher professionalism by considering various factors that influence it. Both our research and the study by Habibi et al. (2019) identify the influence of the principal's managerial competencies on teacher professionalism. However, our study differs in that it includes the variable of principal charisma, which is not examined in Habibi's et al. (2019) study.

Based on the background information and previous research, it can be concluded that the managerial skills and charisma of the principal play important roles in shaping teacher performance and professionalism. However, to date, no specific research has explored the combined impact of these two factors - managerial skills and principal charisma - on measuring teacher performance and professionalism. Therefore, this research is important to conduct. The purpose of this study was to analyze the effect of managerial skills and the charisma of the principal on the performance and professionalism of teachers at MA A Yani Bangil and MA Al-Hikmah Bangil.

II. METHODS

This study utilizes a quantitative methodology and adopts a cross-sectional research design. Data was gathered at a particular moment to examine the correlations between the variables under investigation. The target population for this study comprises teachers employed at MA A Yani Bangil and MA Al-Hikmah Bangil. The research sample was selected through purposive sampling, with specific criteria including a minimum of 1 year of teaching experience at the institution and familiarity with the current school principal. The sample size for this study consists of 50 teachers.

The data collection process for evaluating the managerial skills and charisma of the school principal involved the use of a questionnaire, which was adapted from a reliable and validated scale. The teachers were given the questionnaire to assess the observed managerial skills and charisma of the school principal in their work environment. The following are the questionnaires utilized to measure the managerial skills and charisma of the school principal.

Table 1. Questionnaire for assessing the managerial and charismatic skills of school principals

No.	Statement	Strongly agree	Agree	Disagree	Don't agree	Strongly Disagree
1.	The principal has good skills in planning and organizing academic and administrative activities.					
2.	The principal is able to communicate the vision and mission of the school clearly to all staff members.					
3.	Principals can motivate and inspire teachers to achieve better performance.					
4.	Principals have the ability to manage conflicts among staff members.					
5.	School principals are able to provide effective instruction and guidance to teachers in their professional development.					
6.	Principals have the ability to make the right and efficient decisions in various situations.					
7.	Principals have the ability to manage resources effectively, including budgets, facilities, and workforce.					
8.	Principals are able to build good relationships with parents, communities, and other related parties.					
9.	The principal has a charisma that can influence the motivation and positive attitude of staff members.					
10.	The principal is able to be a good role model and role model for all staff members.					

Moreover, data collection on teacher performance was carried out through a questionnaire that included assessments from both the school principal and self-assessments by the teachers. This questionnaire covers multiple aspects of teacher performance, including lesson planning, instructional delivery, student engagement, and assessment and feedback. The questionnaire used to measure teacher performance is presented below:

Table 2. Teacher performance assessment questionnaire

	Statement	Principal (Scale 1-5)	Teacher Self-Assessment (Scale 1-5)
1	Teaching preparation is carried out systematically and planned		
2	The lesson plans are clearly structured and include relevant learning objectives, methods and materials		
3	Learning materials are delivered effectively and interestingly		
4	The use of learning media and technology according to needs		
5	Good interaction with students, creating a conducive learning environment		
6	Provide guidance and mentoring to students in need		
7	Provide an objective and fair assessment of student achievement		
8	Provide constructive and supportive feedback to students		
9	Involve students in learning activities and encourage active participation		
10	Maintain class discipline and manage learning time efficiently		
11	Develop and utilize innovative learning strategies		
12	Conduct regular self-assessments to improve teaching quality		

Additionally, data regarding teacher professionalism was gathered through a research tool in the form of a questionnaire, which included evaluations from both the school principal and self-assessment by the teachers. This questionnaire encompasses various aspects of teacher professionalism, such as the quality of service, professional ethics, dedication to duties and responsibilities, and the ability to engage in continuous self-development.

Table 3. Teacher professionalism assessment questionnaire

No	Statement	Principal (Scale 1-5)	Teacher Self-Assessment (Scale 1-5)
1	Teachers provide quality services to students		
2	Teachers uphold professional ethics in their work.		
3	Teachers have a high commitment to their duties and responsibilities.		
4	Teachers actively develop themselves in the field of education.		
5	Teachers display a positive attitude and integrity in work.		
6	Teachers follow established policies and procedures.		
7	Teachers provide constructive feedback to students.		
8	Teachers have the ability to overcome problems in learning.		
9	The teacher acts as a role model for students.		
10	Teachers actively participate in professional development activities.		

All research tools employed in this study must undergo validity and reliability testing prior to their utilization. The gathered data will be subjected to statistical methods, including descriptive statistics, to examine the sample characteristics and observed variables. Additionally, multiple regression analyses will be conducted to assess the impact of managerial skills and the principal's charisma on teacher performance and professionalism. To determine the significance of the relationships between these variables, significance tests such as the F-test and t-test will be performed.

III. RESULTS AND DISCUSSION

Descriptive statistical results

Table 4 presents the outcomes of statistical examinations conducted on four distinct research factors: the principal's managerial skills, the principal's charisma, teacher performance, and teacher professionalism.

Table 4. **Statistical Description**

Variabel	N	Mean	Median	Min	Max	Std. Deviation
Managerial Skills	50	4.25	4.30	3.80	4.80	0.45
Principal charisma	50	4.50	4.60	3.90	5.00	0.37
Teacher Performance	50	3.90	3.85	3.10	4.70	0.55
Teacher Professionalism	50	4.20	4.25	3.70	4.80	0.41

In the previously presented descriptive statistics, four variables were examined, namely the managerial skills and charisma of the principals, as well as the performance and professionalism of the teachers at MA A Yani Bangil and MA Al-Hikmah Bangil. According to the data in Table 4, the average score for the managerial skills of school principals was determined to be 4.25, with a standard deviation of 0.45. These findings indicate that, overall, principals in both institutions possess a commendable level of managerial skills. These skills encompass the ability of principals to effectively manage resources, plan and organize school activities, and provide appropriate support for the professional growth of teachers.

For the charisma variable of the school principal, an average score of 4.50 is obtained with a standard deviation of 0.37. This indicates that both principals at MA A Yani Bangil and MA Al-Hikmah Bangil possess a high level of charisma. Principal charisma encompasses the ability to positively influence and motivate teachers, thereby boosting their morale and commitment to educational tasks. Moreover, the average teacher performance is 3.90 with a standard deviation of 0.55, indicating that teachers in both institutions generally exhibit a commendable level of performance. Teacher performance includes various aspects such as lesson preparation, the effective implementation of learning activities, student interaction, and the ability to assess and provide feedback to students. The average level of teacher professionalism is 4.20 with a standard deviation of 0.41. This demonstrates that the teachers at both MA A Yani Bangil and MA Al-Hikmah Bangil exhibit a high level of professionalism. Teacher professionalism encompasses qualities such as service excellence, adherence to professional ethics, dedication to duties and responsibilities, as well as the ability to continuously develop oneself in a sustainable manner.

Based on this data, it can be inferred that both institutions' principals possess commendable managerial skills and exhibit a high level of charisma. This has a beneficial effect on teacher performance, which, on the whole, demonstrates

a satisfactory level of competence. Additionally, teachers demonstrate a high degree of professionalism, indicating their dedication to their vocation and personal growth. These findings suggest a positive correlation between the principals' managerial skills and charisma and the performance and professionalism of teachers at MA A Yani Bangil and MA Al-Hikmah Bangil.

Moreover, in order to examine the relationship between variables, multiple regression tests were conducted. The outcomes of these multiple regression tests are illustrated in table 5.

Tabel 5. Hasil Uji Regresi Berganda

Variable Predictor	Teacher Performance	Teacher Professionalism
Managerial Skills	0.632*	0.457*
Principal charisma	0.498*	0.361*
constant	0.134	0.091
R2	0.752	0.645
Adjusted R2	0.739	0.624
F-Value	54.782*	43.693*
Significance (p-value)	0.000	0.000
Observation	50	50

Note: *$p < 0.05$ (statistically significant)

The table above displays the outcomes of multiple regression tests that examined the impact of managerial skills and the charisma of the principal on teacher performance and teacher professionalism at MA A Yani Bangil and MA Al-Hikmah Bangil. The independent variables in this analysis were the principal's managerial skills and charisma, while the dependent variables were teacher performance and teacher professionalism. The results of the analysis revealed that both predictor variables, the principal's managerial skills and charisma, had a significant influence on teacher performance ($p < 0.05$), with regression coefficients of 0.632 and 0.498, respectively. These findings indicate that higher levels of managerial skills and charisma among principals are associated with enhanced teacher performance in both institutions.

Moreover, the managerial skills and charisma of the principal also exert a substantial impact on teacher professionalism ($p < 0.05$), with regression coefficients of 0.457 and 0.361, respectively. This implies that higher levels of managerial skills and charisma in the principal correlate with increased professionalism among teachers at MA A Yani Bangil and MA Al-Hikmah Bangil. The R-squared value indicates that the combined effect of managerial skills and principal charisma accounts for approximately 75.2% of the variance in teacher performance and about 64.5% of the variance in teacher professionalism. The adjusted R-squared value further confirms that the employed regression model effectively explains the relationship between the predictor variables and the response variables. Furthermore, the outcomes of the F test affirm the statistical significance ($p < 0.05$) of the overall regression model for both teacher performance and teacher professionalism. This provides substantial evidence that the managerial skills and charisma of the principal significantly influence the performance and professionalism of teachers at MA A Yani Bangil and MA Al-Hikmah Bangil.

Having proficient managerial skills as a school principal contributes to establishing a structured, organized, and efficient work environment (Ibay & Pa-alisbo, 2020; Leithwood, 2021; Rusman et al., 2020). By possessing strong planning abilities, principals can formulate clear objectives and outline concrete steps to accomplish them (Apriana et al., 2019). This enables teachers to comprehend the vision and direction of the educational institution, allowing them to direct their efforts more effectively. Additionally, effective organization skills enable principals to allocate tasks and responsibilities equitably, prevent work overlap and overload, and ensure the availability of necessary resources to support teaching and learning activities. This allows teachers to focus on their primary role as educators, free from excessive administrative burdens (Ridwan Yusuf Deluma, Zulela MS, 2020; Syahrudin, 2019).

Furthermore, robust managerial skills empower principals to provide support and facilitate professional development for teachers. Principals can design relevant and valuable training programs, foster collaboration and the sharing of best practices among teachers, and offer constructive feedback to enhance teaching quality (Cirocki & Widodo, 2019; Tanis, 2020). Through effective leadership, principals can cultivate an inclusive and supportive work culture where teachers feel heard, valued, and encouraged to continually grow. This, in turn, enhances teachers' motivation and engagement, ultimately driving improvements in their performance and professionalism (Meyer et al., 2022; Ramani et al., 2019).

Meanwhile, the influence of a school principal's charisma on teacher performance and professionalism is also positive. A charismatic principal has the ability to inspire and motivate teachers to perform at their best (Baptiste, 2019). Through their charismatic presence, principals can create a positive and dynamic atmosphere within the school, which enhances teacher morale and enthusiasm. Moreover, charismatic school principals effectively communicate the vision and goals of the educational institution, enabling

teachers to perceive the significance and value of their work (Harsono, 2018; Susilawati, Trisnamansyah, et al., 2022). This, in turn, strengthens teachers' intrinsic motivation, a crucial factor in enhancing the quality of teaching and learning.

Furthermore, the charisma of leadership enhances the principal-teacher relationship. Charismatic school principals establish close, trusting, and mutually supportive connections with teachers (Antonopoulou et al., 2020). They listen empathetically, prioritize teachers' needs and aspirations, and provide the necessary support and recognition. By fostering positive relationships with principals, teachers feel supported and valued, thus increasing their motivation to contribute optimally to the achievement of educational objectives. Additionally, charismatic school principals are adept at building strong connections with parents and the community, expanding networks and resources to support teaching and learning endeavors (Antonopoulou et al., 2020; Qian & Walker, 2021; Zhang et al., 2022).

The findings of this study align with the research results conducted by Kristiawan and Wardiah (2023), which indicate the following: (1) Academic Supervision by School Supervisors has a positive and statistically significant impact on Teacher Performance; (2) Principal leadership has a positive and statistically significant partial effect on teacher performance; (3) the work environment has a positive and statistically significant partial effect on teacher performance; and (4) Academic Supervision by School Superintendents, Principal Leadership, and Work Environment collectively have a positive and statistically significant impact on the Performance of Vocational School Teachers.

The findings of this study indicate that the performance of school principals has a favorable impact on teacher performance, which consequently affects teacher professionalism. Within the realm of education, school principals hold a crucial role in shaping teacher performance and enhancing their professionalism. The study's results highlight the significant positive influence of school principals' performance on teacher performance, thereby contributing to an overall increase in teacher professionalism. Principal performance encompasses not only administrative and managerial aspects but also leadership skills, effective communication, fostering positive relationships with staff, students, and parents, as well as the ability to devise and implement effective educational policies (Markus & Muhammad Syukri, 2019; Tajmi Musytari, M. Chiar, 2019). Competent school principals are capable of cultivating an environment conducive to professional growth among teachers while exerting a positive influence on their performance.

According to the study conducted by Taufik (2019), the findings indicate a positive and significant influence of transformational leadership on teacher performance, characterized by a moderate correlation level (0.498) and a coefficient of determination of 0.248 or 24.8%. To enhance teacher performance, school principals can implement various strategies such as leading by example, providing motivation, implementing democratic policies, offering incentives, fostering positive interpersonal relationships, establishing a sense of security and comfort in the workplace. Moreover, principals should also provide systematic and targeted guidance and supervision to facilitate ongoing improvement in teacher performance, thereby enhancing the overall quality of education.

The findings from the aforementioned study indicate a positive correlation between the principal's charisma and teacher performance. The research results highlight that the charisma of the principal plays a significant role in influencing and enhancing teacher performance within schools. Principals with a high level of charisma have the ability to create a positive working environment and inspire teachers to excel in their roles (Diana Fitriyah, Sukmawati Sukmawati, 2019). Their charismatic leadership style fosters motivation and enthusiasm among teachers, encouraging them to strive for excellence in their responsibilities (Ishaq et al., 2023; Kheir-Faddul & Dănăiaţă, 2019; Sebastian et al., 2019).

The leadership of the school principal is a crucial factor that impacts teacher performance. Competent principals possess the ability to provide teachers with a well-defined and inspiring vision, guiding them towards established goals, and offering the necessary support to achieve those goals (Ruloff & Petko, 2021). Through effective leadership, principals can motivate teachers to excel in their responsibilities and foster ongoing professional growth. Another vital aspect that influences teacher performance is effective communication. Principals who excel in communication can clearly articulate expectations and objectives to teachers, while also providing constructive feedback to enhance their performance (Digap & Quines, 2022; Pashiardis & Kafa, 2022; Suyatno et al., 2023). Moreover, exceptional principals demonstrate active listening skills, understanding the needs and challenges faced by teachers, and providing suitable support to help them overcome obstacles and enhance their performance.

IV. CONCLUSION

The research findings indicate that the principal's managerial skills and charisma have a significant impact on teacher performance and professionalism. The managerial skills of the principal positively contribute to both teacher performance and professionalism, while the principal's charisma also plays a positive role in enhancing teacher performance and professionalism. However, it should be noted that this study has certain limitations, including a limited sample size and the reliance on subjective data collection methods based on respondent perceptions. Therefore, it is recommended to conduct further research involving a larger number of educational institutions and employing more objective data collection methods. Moreover, this study emphasizes the importance of enhancing the managerial skills of school principals and strengthening their charisma to improve teacher performance and professionalism. These recommendations can serve as a foundation for the development of training programs and

leadership initiatives for school principals in the educational context in the future.

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