The Influence of Principal's Strategy and Work Climate on Teacher Professionalism at SMP Katolik Gonzaga Tomohon

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Abstract.

This study aims to analyze the influence of the principal's strategy and work climate, both partially and simultaneously, on teacher professionalism at SMP Katolik Gonzaga Tomohon. Using a quantitative associative approach with an ex-post facto design, this research involved the entire teacher population of 40 individuals as respondents through a total sampling technique. Data were collected using a Likert scale questionnaire that had been tested for validity and reliability and were analyzed using multiple linear regression. The results showed that: (1) The principal's strategy has a positive and significant effect on teacher professionalism (t=3.626; p<0.001) and is the most dominant variable; (2) The work climate has a positive and significant effect on teacher professionalism (t=2.637; p=0.012); and (3) Simultaneously, the principal's strategy and work climate have a significant effect on teacher professionalism, contributing 74.9% (=0.749). These findings confirm that improving teacher professionalism at SMP Katolik Gonzaga Tomohon heavily depends on the synergy between planned managerial policies and the creation of a conducive working atmosphere.

Keywords: *Principal's Strategy; Work Climate and Teacher Professionalism.*

I. INTRODUCTION

Education constitutes a crucial process in enhancing knowledge and shaping personality in order to produce a morally grounded and highly principled generation as the nation's future successors (Akbar & Mustofa, 2023). As a conscious and well-planned endeavor, education aims to create a learning environment in which students actively develop their potential, as mandated by Law Number 20 of 2003 (Sutiono, 2021). In the midst of globalization, characterized by intense competition in quality, improving human resources through high-quality education has become an urgent necessity for every educational institution (Kusen et al., 2019).Teachers play a pivotal role as the primary determinant in the realization of quality educational processes; therefore, their professional development must be carried out continuously. As professionals, teachers are required to master four fundamental competencies: pedagogical, personal, social, and professional competencies (Mahmudah et al., 2026). Professionalism reflects a commitment to continuously improving capabilities and developing strategies in performing duties in accordance with one's profession (Eliyanto & Wibowo, 2013). However, empirical realities indicate that many teachers are still not fully competent, as evidenced by teaching assignments that do not align with their academic background and limited mastery of information technology (Bagou & Suking, 2020). This gap is often attributed to low motivation and excessive workload that burdens teaching responsibilities (Eliyanto & Wibowo, 2013).

One of the key factors influencing teacher professionalism is the principal's strategic approach. The school principal holds a central role as both a leader and supervisor, responsible for guiding teachers in improving the quality of their instruction (Akbar & Mustofa, 2023). The principal's strategy refers to a carefully designed plan aimed at achieving educational objectives and enhancing school quality effectively (Maharani et al., 2023). The implementation of effective strategies—such as coaching, academic supervision, and motivational support—has been proven to optimize teacher performance (Kusen et al., 2019). A professional principal must also be capable of formulating a clear vision and mission and involving teachers in the development of school policies (Yumnah et al., 2023).In addition to leadership strategies, the work climate within the school significantly contributes to the enthusiasm and work motivation of educators (Damanik, 2019). A work environment that is safe, orderly, and characterized by a sense of collegiality can support teachers in achieving institutional goals and improving productivity (Santiari et al., 2020).

Conversely, an unfavorable work climate and rigid communication between superiors and subordinates may hinder the optimal utilization of teachers' competencies in the teaching process (Kusen et al., 2019).SMP Katolik Gonzaga Tomohon, as a faith-based educational institution, demonstrates a strong commitment to delivering quality and character-based education. Ideally, teachers are expected to implement innovative learning models, such as differentiated instruction and authentic assessment.

However, field conditions reveal a gap between expectations and reality, where some teachers still require further understanding of the implementation of the Merdeka Curriculum and the utilization of information and communication technology (ICT), which remains varied (Bagou & Suking, 2020). Additionally, external challenges exist, such as reported cases of student violence in Tomohon in January 2024, indicating that the school environment is not yet fully conducive (Untu, 2026).Empirically, teacher professionalism contributes 30.4% to the development of students' character, highlighting the critical role of teachers in fostering positive student character. Although previous studies have demonstrated the influence of principal strategies and work climate on performance, research that simultaneously examines these two variables within the context of faith-based schools remains limited. This indicates the presence of a research gap that warrants further investigation.If these conditions are not addressed optimally, they may lead to a decline in the quality of learning and hinder the effective development of students' character. Based on this urgency, the present study aims to analyze the influence of principal strategies and work climate on teacher professionalism at SMP Katolik Gonzaga Tomohon. The findings of this study are expected to serve as an evaluative reference for school management in formulating appropriate managerial strategies and fostering a conducive work environment to sustainably improve educational quality.

II. LITERATURE REVIEW

1. Teacher Professionalism

Etymologically, professionalism derives from the word *profession*, which refers to an occupation (Sutiono, 2021). In the educational context, teacher professionalism reflects the level of expertise and commitment possessed by educators, grounded in specialized educational training, enabling them to perform their teaching duties independently and responsibly (Eliyanto & Wibowo, 2013; Ritonga, 2021). A professional teacher is not merely a subject-matter expert but also an individual who demonstrates personal maturity and the capacity to effectively design and manage the classroom (Usman, 2002; Uno, 2007).The key characteristics of teacher professionalism include a strong commitment to students, mastery of instructional methodologies, and a dedication to lifelong learning in order to keep pace with technological advancements (Helmi, 2015; Rosmawati et al., 2020). Based on Law No. 14 of 2005, professionalism is measured through four core competencies:

a. **Pedagogical Competence:** The ability to manage the learning process and understand student characteristics (Helmi, 2015).

b. **Professional Competence**: Mastery of subject matter in breadth and depth in accordance with curriculum standards (Eliyanto & Wibowo, 2013).

c. **Social Competence**: The ability to communicate and interact effectively with school members and the wider community (Santiari et al., 2020).

d. **Personal Competence**: Possession of a stable, mature, and authoritative personality that serves as a role model (Eliyanto & Wibowo, 2013).

2. Principal's Strategy

Strategy is defined as a comprehensive plan that integrates organizational resources to achieve long-term goals (Sagala, 2004). In the educational setting, the principal's strategy refers to a set of systematic actions designed to enhance teacher professionalism and institutional excellence (Jamilah, 2023). Effective strategies are dynamic and innovative, enabling schools to respond to continuously evolving demands (Arafat et al., 2020).

The effectiveness of a principal's strategy can be assessed through several operational indicators:

a. **Teacher Development Planning**: The formulation of strategic initiatives based on the school's vision and mission (Sagala, 2004)

b. **Implementation of Competency Programs**: The execution of plans through activities such as upskilling programs, workshops, and seminars (Kusen et al., 2019).

c. **Academic Supervision**: Managerial responsibilities involving the guidance and monitoring of the teaching and learning process to improve instructional quality (Khasanah et al., 2019).

d. **Evaluation and Motivation**: The review of program outcomes accompanied by the provision of rewards to enhance teachers' work motivation (Imam Gunawan et al., 2020; Efendi & Sholeh, 2023).

3. Work Climate

Work climate refers to organizational members' perceptions of the internal environment that influence their attitudes and behaviors (Wirawan, 2007). In schools, climate is often described as the "heart and soul" that reflects the institution's collective personality (Hoy & Miskel, 2009). A conducive environment enables teachers to feel secure and motivated to perform at their best (Setiawan, 2012).

Operationally, school climate is measured through four main aspects (Rahayu, 2023):

a. **Ecological Aspect**: Physical conditions of the school, including facilities, infrastructure, and safety.

b. **Social Aspect**: The quality of harmonious interactions and teamwork among teachers (Damanik, 2019).

c. **Organizational Social Aspect**: The relationship between teachers and leadership, characterized by trust and professional support (Safi'i, 2023).

d. **School Culture**: The system of values, work ethic, and traditions that distinguish one institution from another (Santiari et al., 2020).

4. Conceptual Framework and Relationships Among Variables

Teacher professionalism is significantly influenced by managerial and organizational environmental factors. The principal's strategy functions as a primary driver that provides technical direction through supervision and human resource development (Jamilah, 2023; Kusen et al., 2019). Meanwhile, the work climate provides a "growth space" that supports the actualization of teachers' potential through a harmonious working atmosphere (Hoy & Miskel, 2009; Santiari et al., 2020). The synergy between effective leadership and a conducive environment simultaneously maximizes teacher performance and professionalism (Mulyasa, 2004; Rosmawati et al., 2020).

III. METHODS

This study employed a quantitative research approach aimed at addressing research problems through precise measurement techniques applied to specific variables, thereby producing generalizable conclusions (Arifin, 2012). Based on the nature of the problem, this research is classified as associative (causal) research, intended to objectively examine the influence of independent variables on the dependent variable (Djaali, 2020). The research design utilized is *ex-post facto*, which investigates events that have already occurred by tracing data retrospectively to identify possible causes without manipulating the variables (Sugiyono, 2023).The study was conducted at SMP Katolik Gonzaga Tomohon, North Sulawesi, over a three-month period from December 2025 to February 2026 (Mahmudah et al., 2026; Tumbel, 2026). The population consisted of all teachers at the school, totaling 40 individuals. The sampling technique applied was saturated sampling (total sampling), as the number of subjects was fewer than 100 (Sugiyono, 2023; Muin, 2023). The variables examined included Principal's Strategy (X1) and Work Climate (X2) as independent variables, and Teacher Professionalism (Y) as the dependent variable (Jamilah, 2023).

Data were collected through three primary techniques: non-participant observation to obtain a direct overview of the work environment, questionnaires using a five-point Likert scale, and documentation to complement administrative school data (Rosmawati et al., 2020). The research instruments were tested for validity and reliability using Cronbach's Alpha with the assistance of SPSS software, and were deemed reliable as the alpha coefficient values exceeded 0.60 (Sugiyono, 2018).Data analysis techniques included classical assumption tests—namely normality, multicollinearity, and heteroscedasticity tests—to meet the criteria of the Best Linear Unbiased Estimator (BLUE) (Ghozali, 2018). These were followed by multiple linear regression analysis, *t*-test (partial), *F*-test (simultaneous), and coefficient of determination analysis to measure the extent of the contribution of independent variables to the dependent variable.

IV. RESULT AND DISCUSSION

Results

1. Description of Research Data

a. Descriptive Statistical Analysis

Table 1. Descriptive Analysis

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Strategi Kepala Sekolah	40	36.00	39.00	75.00	2651.00	66.2750	7.63591	58.307
Iklim Kerja	40	28.00	32.00	60.00	2057.00	51.4250	6.16810	38.046
Profesionalitas Guru	40	30.00	30.00	60.00	2108.00	52.7000	6.23555	38.882
Valid N (listwise)	40							

Based on the results of the descriptive statistical analysis, the following overview was obtained:

The Principal's Strategy variable (X1) consisted of 40 respondents (N = 40), with a minimum score of 39 and a maximum score of 75, resulting in a range of 36. The mean value was 66.2750 with a standard deviation of 7.63591, indicating that the data exhibit a moderate level of variability but remain relatively concentrated around the mean.The Work Climate variable (X2) also included 40 respondents, with a minimum value of 32 and a maximum value of 60, yielding a range of 28. The mean score was 51.4250 with a standard deviation of 6.16810, suggesting a moderate degree of data variation.Meanwhile, the Teacher Professionalism variable (Y) comprised 40 respondents, with a minimum score of 30 and a maximum score of 60, resulting in a range of 30. The mean value was 52.7000 with a standard deviation of 6.23555, indicating that the data are relatively clustered around the mean with a moderate level of dispersion.Overall, all three variables have the same number of observations (N = 40) and demonstrate a reasonably well-distributed dataset, making them suitable for further statistical analysis.

b. Classical Assumption Tests

1) Normality Test

The normality test was conducted to determine whether the data for each variable—Principal's Strategy, Work Climate, and Teacher Professionalism—are normally distributed. This test is essential as a prerequisite for statistical analysis, particularly prior to performing regression analysis.

In this study, the normality test was carried out using SPSS version 31 through the One-Sample Kolmogorov-Smirnov Test method. The hypotheses used in this test are as follows:

Hypotheses:

H_o: The data are normally distributed

H_a: The data are not normally distributed

Testing Criteria:

If the probability value (Sig.) > 0.05, then H_o is accepted, indicating that the data are normally distributed.

If the probability value (Sig.) < 0.05, then H_o is rejected and H_a is accepted, indicating that the data are not normally distributed.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			40
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		3.12568856
Most Extreme Differences	Absolute		.145
	Positive		.088
	Negative		-.145
Test Statistic			.145
Asymp. Sig. (2-tailed)[c]			.357
Monte Carlo Sig. (2-tailed)[d]	Sig.		.034
	99% Confidence Interval	Lower Bound	.029
		Upper Bound	.038

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the normality test using the One-Sample Kolmogorov-Smirnov Test, the Asymp. Sig. (2-tailed) value obtained was 0.357 with a sample size (N) of 40. This significance value is greater than 0.05 (0.357 > 0.05).Therefore, according to the testing criteria, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. This indicates that the residual data in this study are normally distributed.Thus, it can be concluded that the data for the variables Principal's Strategy, Work Climate, and Teacher Professionalism meet the normality assumption and are suitable for further analysis.

2) Multicollinearity Test

The multicollinearity test aims to determine whether there is a correlation among the independent variables in the regression model, namely Principal's Strategy (X1) and Work Climate (X2). High correlation between independent variables may lead to multicollinearity issues, which can affect the accuracy and reliability of the regression model. A good regression model should be free from multicollinearity. To detect multicollinearity, the Tolerance value and the Variance Inflation Factor (VIF) are used. The testing criteria are that the Tolerance value must be greater than 0.10 and the VIF value must be less than 10.00.

Table 3. Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.505	4.618		.975	.336		
	Strategi Kepala Sekolah	.428	.118	.524	3.626	<,001	.325	3.079
	Iklim Kerja	.385	.146	.381	2.637	.012	.325	3.079

a. Dependent Variable: Profesionalitas Guru

Based on the results of the multicollinearity test using SPSS version 31, the Tolerance value obtained was 0.325 and the Variance Inflation Factor (VIF) value was 3.079 for the independent variables. The Tolerance value is greater than 0.10, and the VIF value is less than 10.00.Thus, it can be concluded that there is no indication of multicollinearity between the variables Principal's Strategy (X1) and Work Climate (X2) in the regression model. Therefore, the regression model meets the multicollinearity assumption and is appropriate for further analysis.

3) Heteroscedasticity Test

The heteroscedasticity test aims to determine whether there is inequality in the variance of residuals across observations within the regression model. In this study, the test was conducted using the Glejser Test method, which involves regressing the independent variables on the absolute values of the residuals.

Table 4. Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.276	2.360		3.931	<,001
	Strategi Kepala Sekolah	.092	.060	.366	1.521	.137
	Iklim Kerja	-.251	.075	-.810	-3.363	.102

a. Dependent Variable: Abs_RES

Based on the results of the heteroscedasticity test using the Glejser method with the assistance of SPSS, the significance (Sig.) values obtained were 0.137 for the Principal's Strategy variable (X1) and 0.102 for the Work Climate variable (X2). Both significance values are greater than the standard threshold of 0.05. Thus, it can be concluded that there is no indication of heteroscedasticity in either the Principal's Strategy (X1) or Work Climate (X2) variables within the regression model. Therefore, the regression model satisfies the assumption of homoscedasticity and is appropriate for further analysis.

c. Multiple Linear Regression Analysis

After all classical assumption tests were satisfied—indicating that the data are normally distributed, free from multicollinearity, and do not exhibit heteroscedasticity—the analysis proceeded with multiple linear regression using SPSS version 29. This analysis was conducted to determine the magnitude of the

influence of the independent variables, namely Principal's Strategy (X1) and Work Climate (X2), on the dependent variable, Teacher Professionalism (Y), both partially and simultaneously.

The multiple linear regression model used in this study is presented as follows:

Table 5. Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.505	4.618		.975	.336
	Strategi Kepala Sekolah	.428	.118	.524	3.626	<,001
	Iklim Kerja	.385	.146	.381	2.637	.012

a. Dependent Variable: Profesionalitas Guru

Based on the results of the multiple linear regression analysis, the following equation was obtained:

$$Y = 4{,}505 + 0{,}428X_1 + 0{,}385X_2$$

where Y represents Teacher Professionalism, X_1 represents Principal's Strategy, and X_2 represents Work Climate.

The constant value of 4.505 indicates that when the variables Principal's Strategy and Work Climate are assumed to be constant or equal to zero, the value of Teacher Professionalism is 4.505. However, this constant is not statistically significant (Sig. = 0.336 > 0.05), indicating that it does not have a meaningful effect within the model.The Principal's Strategy variable (X_1) has a regression coefficient of 0.428 with a significance value of < 0.001. This indicates that Principal's Strategy has a positive and significant effect on Teacher Professionalism. In other words, a one-unit increase in Principal's Strategy will increase Teacher Professionalism by 0.428, assuming other variables remain constant.

The Work Climate variable (X_2) has a regression coefficient of 0.385 with a significance value of 0.012 (< 0.05). This shows that Work Climate also has a positive and significant effect on Teacher Professionalism. Thus, a one-unit increase in Work Climate will increase Teacher Professionalism by 0.385.Furthermore, based on the Standardized Coefficients (Beta), Principal's Strategy has a Beta value of 0.524, which is higher than that of Work Climate at 0.381. This indicates that Principal's Strategy is the more dominant variable influencing Teacher Professionalism compared to Work Climate.Therefore, it can be concluded that both Principal's Strategy and Work Climate have a positive and significant partial effect on Teacher Professionalism, with Principal's Strategy being the most dominant influencing factor.

d. Hypothesis Testing

1) t-Test (Partial Test)

The *t*-test is used to examine the partial effect of each independent variable on the dependent variable. The decision criterion is that if the significance value (Sig.) < 0.05, the hypothesis is accepted, indicating a significant effect. Based on Table 4.10 (Coefficients) with Teacher Professionalism as the dependent variable, the results of the *t*-test can be explained as follows:

Table 6. t-Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.505	4.618		.975	.336
	Strategi Kepala Sekolah	.428	.118	.524	3.626	<,001
	Iklim Kerja	.385	.146	.381	2.637	.012

a. Dependent Variable: Profesionalitas Guru

Based on the results presented in the table, the influence of each independent variable on the dependent variable, Teacher Professionalism, can be described as follows:

The Principal's Strategy variable (X1) has a regression coefficient of 0.428 with a significance value of < 0.001 (Sig. < 0.05) and a *t*-value of 3.626. This indicates that Principal's Strategy has a positive and

significant effect on Teacher Professionalism. In other words, the better the strategies implemented by the principal, the higher the level of teacher professionalism. Therefore, the hypothesis stating that Principal's Strategy influences Teacher Professionalism is accepted.Furthermore, the Work Climate variable (X2) has a regression coefficient of 0.385 with a significance value of 0.012 (Sig. < 0.05) and a *t*-value of 2.637. This result shows that Work Climate also has a positive and significant effect on Teacher Professionalism. This implies that a more conducive work climate within the school leads to higher teacher professionalism. Thus, the hypothesis stating that Work Climate influences Teacher Professionalism is accepted.Meanwhile, the constant value of 4.505 with a significance value of 0.336 (Sig. > 0.05) indicates that the constant is not statistically significant and does not have a meaningful effect within the model.In addition, based on the Standardized Coefficients (Beta), the Principal's Strategy variable (β = 0.524) has a more dominant influence compared to Work Climate (β = 0.381) on Teacher Professionalism. This indicates that Principal's Strategy is the most influential factor in enhancing teacher professionalism in this study.

2) F-Test (Simultaneous Test)

The *F*-test is used to evaluate whether the independent variables—Principal's Strategy (X1) and Work Climate (X2)—simultaneously have a significant effect on the dependent variable, Teacher Professionalism (Y). The testing procedure involves comparing the significance value (Sig.) presented in the ANOVA table with the significance level of 0.05 (α = 5%).

Table 7. F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1135.373	2	567.686	55.126	<,001[b]
	Residual	381.027	37	10.298		
	Total	1516.400	39			

a. Dependent Variable: Profesionalitas Guru

b. Predictors: (Constant), Iklim Kerja , Strategi Kepala Sekolah

Based on the results of the *F*-test in the ANOVA table, the calculated *F*-value is 55.126 with a significance level of < 0.001 (Sig. < 0.05). This indicates that the independent variables, Principal's Strategy (X1) and Work Climate (X2), simultaneously have a significant effect on the dependent variable, Teacher Professionalism (Y).Thus, it can be concluded that the regression model used in this study is appropriate (fit) to explain the relationship between the independent and dependent variables. In other words, the combination of Principal's Strategy and Work Climate is capable of jointly explaining the variation in Teacher Professionalism.Furthermore, based on the Sum of Squares values, it is found that the variation explained by the regression model amounts to 1135.373, while the remaining 381.027 is explained by other factors outside the scope of this study. This indicates that the contribution of the two independent variables in explaining Teacher Professionalism is relatively substantial.Therefore, the hypothesis stating that Principal's Strategy and Work Climate simultaneously influence Teacher Professionalism is accepted.

3) Coefficient of Determination (R^2)

The coefficient of determination is used to indicate the extent to which the model is able to explain the variation in the dependent variable. The magnitude of this coefficient can be observed from the R Square value presented in the following table.

Tabel 8. Koefisien Determinasi

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.865[a]	.749	.735	3.20905

a. Predictors: (Constant), Iklim Kerja , Strategi Kepala Sekolah

b. Dependent Variable: Profesionalitas Guru

Based on the table, the R Square value obtained is 0.749. This indicates that 74.9% of the variation in the Teacher Professionalism variable (Y) can be explained by the variables Principal's Strategy (X1) and Work Climate (X2). Meanwhile, the remaining 25.1% is influenced by other factors outside the scope of this research model.The Adjusted R Square value of 0.735 indicates that, after adjusting for the number of independent variables in the model, the explanatory power remains strong at 73.5%. This suggests that the regression model used is relatively stable and possesses good explanatory capability.Furthermore, the R value of 0.865 indicates that the relationship between the independent variables and the dependent variable falls into the category of a very strong correlation.Thus, it can be concluded that Principal's Strategy and Work Climate make a substantial contribution to explaining the variation in Teacher Professionalism.

Discussion

1. The Effect of Principal's Strategy (X1) on Teacher Professionalism (Y)

Principal's Strategy has a positive and significant effect on Teacher Professionalism at SMP Katolik Gonzaga Tomohon. The results of the multiple linear regression analysis indicate a regression coefficient of 0.428, meaning that every one-unit increase in the principal's strategy is followed by an increase of 0.428 units in teacher professionalism. Statistically, this finding is supported by a *t*-value of 3.626 and a significance level of < 0.001, leading to the acceptance of the hypothesis that principal's strategy influences teacher professionalism. This finding also identifies principal's strategy as the most dominant variable affecting teacher professionalism, as indicated by the Standardized Coefficients (Beta) value of 0.524.Theoretically, the principal is the highest leader who plays a strategic role as the "spearhead" in developing the performance and professionalism of educators. The principal's strategy is understood as a comprehensive plan that integrates all school resources to achieve long-term goals. Through teacher development planning, implementation of competency programs (such as upskilling and workshops), academic supervision, and the provision of motivation and rewards, the principal acts as a controlling mechanism that directs teachers to continuously improve their pedagogical, professional, social, and personal competencies.These findings are consistent with previous research by Mahmudah et al. (2026), which found that principal strategy contributes 38.2% to teacher work motivation.

Although the dependent variables differ, both studies emphasize that effective leadership strategies play a crucial role in enhancing both personal and professional aspects of teachers within the school environment. This consistency indicates that the managerial role of the principal in formulating a clear vision and mission is a key factor in human resource development within educational institutions.Furthermore, this finding is supported by research conducted by Siti Maisaroh et al. (2023), which demonstrated that academic supervision—an essential component of principal strategy—significantly influences teacher professionalism, contributing 39.6%. The study highlights that systematic supervision and guidance of the teaching process can help teachers improve instructional quality. This is relevant to the conditions at SMP Katolik Gonzaga Tomohon, where well-directed, human resource-oriented strategies have been proven to significantly enhance teacher professionalism.Additionally, Maharani et al. (2023) reinforce this argument by stating that principal supervision strategies are essential for improving teacher competencies in adapting to advancements in science and technology in the era of globalization. By implementing dynamic and innovative strategies, principals can assist teachers in overcoming practical challenges, such as the implementation of the Merdeka Curriculum and the integration of information technology—both of which are critical demands in contemporary education. Overall, the integration of strong leadership strategies with structured development programs serves as a fundamental pillar in optimizing teacher professionalism.

2. The Effect of Work Climate (X2) on Teacher Professionalism (Y)

Work Climate (X2) has been proven to have a positive and significant effect on Teacher Professionalism (Y). The regression analysis shows a coefficient of 0.385, indicating that every one-unit increase in the quality of the work climate leads to an increase of 0.385 units in teacher professionalism. Statistically, this effect is significant, with a *t*-value of 2.637 and a significance level of 0.012 (less than 0.05). This suggests that a more conducive work climate in schools leads to a higher level of teacher professionalism.Conceptually, the work climate is regarded as the "heart and soul" of the school, reflecting both psychological and institutional attributes. A conducive work environment—encompassing comfortable

physical conditions, harmonious interpersonal relationships, and a positive organizational culture—provides a sense of security and stability for teachers in carrying out their duties. Such an environment enables teachers to work with full concentration and motivation, thereby enhancing their professional performance. Conversely, rigid communication or poor interpersonal relationships within the school environment may hinder the optimal utilization of teachers' competencies.

These findings are supported by several previous studies. Research by Siti Maisaroh et al. (2023) found that school organizational climate significantly influences teacher professionalism, with a correlation coefficient of 0.632 and a contribution of 39.9%. Similarly, a study by Endah Kurnia Sinta Dewi et al. (2025) revealed that organizational climate has a positive effect on teachers' professional competence, contributing 40.2%. The consistency between the findings at SMP Katolik Gonzaga Tomohon and previous studies reinforces the notion that the internal organizational environment is a critical pillar in the development of teacher professionalism.The achievement of professionalism through work climate is measured through key indicators such as collegial relationships among teachers, leadership support, availability of facilities, and openness in communication. The integration of adequate physical resources with socio-psychological support creates a unique institutional identity that influences teachers' experiences in the teaching and learning process. Overall, although principal strategy (X1) has a more dominant influence, work climate remains a crucial variable that provides a "growth space" for teachers to actualize their competencies optimally.

3. The Effect of Principal's Strategy (X1) and Work Climate (X2) on Teacher Professionalism (Y)

Based on inferential statistical analysis, it was found that Principal's Strategy and Work Climate simultaneously have a very strong, positive, and significant effect on Teacher Professionalism. Technically, the regression model obtained is $\mathbf{Y = 4.505 + 0.428X_1 + 0.385X_2}$, indicating that increases in both independent variables linearly enhance teacher professionalism. The magnitude of this combined effect is evidenced by the coefficient of determination (R^2) value of 0.749, meaning that 74.9% of the variation in teacher professionalism can be jointly explained by leadership strategy and work environment conditions. This is considered a very high contribution, with only 25.1% explained by other external factors.The robustness of this model is further supported by an *F*-value of 55.126 with a significance level of < 0.001, confirming that the integration of X1 and X2 serves as a highly accurate predictor of teacher quality.Theoretically, teacher professionalism does not develop in isolation but emerges from the systematic interaction between strategic policy and a supportive environment. Principal's Strategy (X1) acts as the primary driver, determining policy direction through teacher development planning, competency programs (such as upskilling and workshops), and consistent academic supervision. The principal functions as a "control center," ensuring that teachers remain responsive to contemporary demands, such as mastering information technology and implementing the Merdeka Curriculum.

However, even the most effective strategies require a conducive Work Climate (X2) as a "growth space" for teachers to actualize their potential. A work climate characterized by physical comfort, harmonious interpersonal relationships, and supportive leadership fosters psychological safety, enabling teachers to perform with high concentration and motivation.The finding of a 74.9% contribution strengthens and extends previous research. For instance, Mahmudah et al. (2026) reported that principal strategy and teamwork simultaneously influence teacher motivation by 54.1%. Meanwhile, Siti Maisaroh et al. (2023) found that supervision, organizational climate, and motivation contribute 70.2% to teacher professionalism. The higher value obtained in this study (74.9%) suggests that in faith-based educational institutions, the integration of disciplined strategic management and a family-oriented school culture produces a more substantial impact on the development of teachers' pedagogical, professional, social, and personal competencies. This is also supported by Dewi et al. (2025), who reported a 56.2% contribution of organizational climate and motivation to professional competence.

The synergy between X1 and X2 provides a practical solution to various challenges observed in the field, such as teachers' limited technological proficiency or lack of flexibility in designing innovative learning. Through effective strategies, principals can facilitate training aligned with new educational paradigms, while a supportive work climate encourages collaborative culture among teachers to share best

practices, such as differentiated learning and authentic assessment.In the long term, strengthening these two factors not only enhances teacher professionalism as a professional obligation but also contributes directly to student character development, with teacher performance shown to contribute 30.4% to positive student character formation. Therefore, the integration of X1 and X2 represents a fundamental pillar in addressing the challenges of 21st-century education at SMP Katolik Gonzaga Tomohon.Although both variables significantly influence teacher professionalism, Principal's Strategy remains the most dominant factor, with a Beta value of 0.524 compared to Work Climate at 0.381. This confirms that while a conducive work environment is essential, leadership initiatives in formulating vision, mission, and concrete human resource development programs serve as the primary driving force that mobilizes other variables toward sustainable educational quality improvement.

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V. CONCLUSION

This study concludes that the principal's strategy has a positive and significant effect on teacher professionalism at SMP Katolik Gonzaga Tomohon. Leadership strategy is identified as the most dominant factor in enhancing teachers' competencies, including pedagogical, professional, social, and personal aspects. In addition, work climate is also proven to have a positive and significant influence, indicating that a harmonious environment, leadership support, and the availability of adequate facilities are crucial elements in supporting teachers in carrying out their professional responsibilities.

Simultaneously, the integration of principal's strategy and work climate contributes a very strong influence of 74.9% on teacher professionalism. Therefore, it can be emphasized that strengthening the quality of educators is highly dependent on the synergy between well-planned managerial policies and the creation of a conducive work environment within the school.

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