

THE INFLUENCE OF PRINCIPAL MANAGERIAL COMPETENCE AND WORK CLIMATE ON TEACHER PERFORMANCE IN STATE ELEMENTARY SCHOOL CULTURE 3, TANGERANG CITY

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ABSTRACT

This study aims to prove: 1) the magnitude of the influence between the managerial competence of school principals on teacher performance; 2) The magnitude of the influence of work climate on teacher performance; 3) The magnitude of the influence of the managerial competence of school principals on the work climate. This research is a quantitative research. The method used in this research is a quantitative method with surveys and path analysis. The population in this study were teachers at the Gugus 3 Public Elementary School, Kota Tangerang, totaling 158 teachers with a sample of 113 teachers taken at random (proportional random sampling). The analysis technique used is path analysis technique. Based on the results of the research and discussion, it can be concluded: 1) There is a positive and significant direct effect of the principal's managerial competence on teacher performance. This is also proven from the results of $t_{count} > t_{table}$ ($14.864 > 1.982$) and the path coefficient value of 0.562. 2) There is a positive and significant direct effect of work climate on teacher performance. This is also proven from the results of $t_{count} > t_{table}$ ($2.927 > 1.982$) and the path coefficient value of 0.268. 3) There is a positive and significant direct effect on the managerial competency of the principal on the work climate.

Keywords: *Principal's Managerial Competence, Work Climate, Teacher Performance*

INTRODUCTION

Quality education is the hope of society, but the low quality of education in Indonesia is related

to teacher performance. Effective and efficient teacher performance can produce quality graduates, while ineffective teacher performance has a negative impact on the quality of education. One of the factors that influence teacher performance is the principal because the principal is one of the components that has the most role in improving the quality of education. As the state of Singapore believes in the importance of the principal's work in bringing about educational change because it is the principal who can create conditions where many individual variables when combined synergistically in schools will improve learning (Ng & Wong, 2019).

In addition to the managerial competence of the principal, another factor that also influences teacher performance is the work climate. The results of Nuraini's research (2022) show that there is a simultaneous influence of the principal's managerial competency standards and school climate on the performance of SMAN 1 Leuwisadeng teachers. A conducive working climate is very important for implementing the main tasks and functions of teachers in schools. The work climate in educational institutions is formed and used as a characteristic. Work climate can play an important role in providing a healthy and positive atmosphere.

The work climate is a collective reflection that is universal in nature that can create hope and a sense for employees so as to increase the capacity of a good organization. Work climate is a basic aspect that needs to be considered by school leaders because it can affect the behavior of teachers, employees and students. Nevertheless, the development of the times should be, the more dynamic the education system in this country is also developing. The work climate reflects the conditions and work relations between fellow educators and their environment. This is the embodiment of a conducive work environment. This kind of situation is needed for the school system to run smoothly.

Based on initial observations at seven Public Elementary Schools cluster 3 coordinators of the Ciledug sub-district, Tangerang city, totaling 158 teachers, it can be seen that the teacher's performance is felt to be still not optimal, that is, there are still teachers who have low performance. varied learning, there are still teachers who have not made lesson plans, and the teacher's lack of enthusiasm in carrying out their duties can be seen from the many students who do not pay attention to what the teacher explains so they do not absorb the lessons learned. This is caused by several factors, including the lack of oversight by the principal in managing the school. In addition, the school atmosphere also affects the work climate. The working climate in Cluster 3 Korwil, Ciledug District, Tangerang City has not supported teachers to work comfortably. This can be seen when the emergence of jealousy, ego between fellow teachers in work competition and the low responsibility of the teacher in the learning process takes place, for example, the teacher leaves students during learning hours so that the work climate becomes not conducive.

Several previous research results prove that many factors affect teacher performance, including the managerial competence of school principals and work climate. Research conducted by Destler (2017) states that certain climates, such as trust among colleagues and supervisory support, influence certain performance behaviors more than others. Research conducted by Meynita et al., (2020) proved that the managerial abilities of school principals and work climate have a significant effect on improving teacher performance. In addition, Nuraini (2022) in her research also proved that there was a simultaneous influence of the principal's managerial competency standards and school climate on the performance of SMAN 1 Leuwisadeng teachers.

Based on the facts above, the researcher wishes to study further by conducting research related to the managerial competence of school principals, work climate on teacher performance in cluster 3 Korwil Ciledug District, Tangerang city. The results of previous studies and literature reviews show the importance of teacher performance in improving the quality of schools and education. The principal as the highest leader in the school also contributes to teacher performance, especially in managerial competence. In addition, a conducive work climate will affect teacher performance and bring changes to the teacher's performance in carrying out his activities as a teacher which affects the quality of students. Therefore, this study focuses on three variables, namely the managerial competence of the

principal, work climate and teacher performance. Even though there has been quite a lot of research on these three variables, it is still important to investigate further, especially at the elementary school level.

METHOD

The method used in this research is a quantitative method with surveys and path analysis. The population in this study were teachers at the Gugus 3 Public Elementary School, Kota Tangerang, totaling 158 teachers with a sample of 113 teachers taken at random (proportional random sampling). The analysis technique used is path analysis technique. Path analysis (path analysis) is an extension of multiple regression analysis in various regression models or equations that can be estimated simultaneously, but provides a more effective way to determine models of direct and indirect effects. Relationship between principal managerial competence variables (X1), work climate (X2) and teacher performance (X3)

FINDINGS AND DISCUSSION

Based on the statistical analysis that has been described above, it can be seen the values of the statistical results on each variable and the level of influence between variables. These results serve as the basis for the discussion of research, as follows:

The Effect of Principal Managerial Competence on Teacher Performance

Based on the results of the t test analysis, it shows a tcount value of 14.864. The tcount value is then compared with the ttable value with $df = 107$ and the value is 1.982. after comparison it turns out that the value of tcount is greater than ttable ($14.864 > 1.982$). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.000. This means that the Sig value $< \alpha$ value ($0.000 < 0.05$), it can be concluded that H0 is rejected and H1 is accepted.

Based on the analysis of the correlation coefficient (rxy) between the principal's managerial competence (X1) and teacher performance (X3) a value of 0.562 was obtained with Sig. (2-tailed) of 0.000. This means that the value of Sig. ($0.000 < \alpha$ (0.05)). The coefficient value is 0.562. Thus it can be concluded that between the managerial competence of school principals and teacher performance has a significant relationship with the medium category. Research shows that the managerial competence of school principals has a significant positive effect on teacher performance. Several supporting studies include research conducted by Aisyah et al. (2020) in Indonesia found that the managerial competence of school principals has a significant positive effect on teacher performance.

Research conducted by Hong et al. (2018) in South Korea found that principals who have higher managerial competence tend to perform better in terms of motivating teachers to improve the quality of their teaching. Research conducted by Sholihah et al. (2021) in Indonesia found that the managerial competence of school principals has a significant influence on teacher performance, both directly and through school climate mediators.

Theories that support a positive relationship between the managerial competence of school principals and teacher performance are contingency theory and transformational theory (Aisyah et al. 2020). Contingency theory states that an effective leadership style depends on certain situations and conditions. In this case, school principals who have good managerial competence can adapt their leadership style to the situations and conditions at school. This will enable principals to develop appropriate management strategies to improve teacher performance.

Meanwhile, transformational theory states that effective leadership is leadership that is able to influence others to achieve higher goals through motivation and inspiration. In this case, school principals who have good managerial competence can motivate and inspire teachers to improve their performance through the development of training programs and professional development.

In practice, principals who have good managerial competence can build good working relationships with teachers, facilitate effective communication, and develop appropriate reward systems to motivate teachers. This can improve teacher performance and create a better learning environment in schools.

The Effect of Work Climate on Teacher Performance

Based on the results of the t test analysis, it shows a tcount value of 2.927. The tcount value is then compared with the ttable value with df 109 and the value is 1.982. after comparison it turns out that the value of tcount is greater than ttable ($2.927 > 1.982$). Likewise with the significance level (p-value), it is known that the significance probability value (Sig.) = 0.000. This means that the Sig value $< \alpha$ value ($0.000 < 0.05$), it can be concluded that H0 is rejected and H2 is accepted. So it can be concluded that the work climate has a significant effect on teacher performance at SD Negeri Gugus 3 Tangerang City. The correlation coefficient (r_{xy}) between work climate (X2) and teacher performance (X3) obtained a value of 0.268 with Sig. (2-tailed) of 0.000. This means that the value of Sig. (0.000) $< \alpha$ (0.05). Thus it can be concluded that between the work climate and teacher performance has a significant relationship with the low category.

The results of this study are supported by previous studies listed in the journal Quality Vol 4 No. 1 2016 conducted by Hadi (2016) which shows that there is a positive and significant influence of organizational climate on teacher performance. Research conducted by Wicaksono and Sari (2020) in Indonesia shows that a conducive work climate has a significant positive effect on teacher performance. This study used a survey method with a sample of 126 teachers from eight high schools.

Research conducted by Wong et al. (2021) in Hong Kong show that a positive work climate and leadership support have a significant positive effect on teacher performance. Research conducted by Hartini et al. (2021) in Indonesia show that a conducive work climate has a significant positive effect on teacher performance, both directly and through work motivation mediators. According to Supardi (2019) a conducive climate in schools will have a good influence on students to develop themselves both in the short and long term. Interpersonal interaction is a manifestation of the fact that school is a special community in which social interaction occurs in the form of education. If the pattern of interaction is good, good work cohesiveness will be created and if the cohesiveness is intact, it will support the creation of teacher professionalism.

Research shows that a conducive work climate can positively influence teacher performance. Several theories that support include contingency theory, reward theory, and needs theory (Wicaksono and Sari, 2020). Contingency theory states that an effective leadership style depends on certain situations and conditions. In this case, school principals who are able to create a conducive working climate can increase teacher motivation and performance in schools.

Reward theory states that rewards and recognition can motivate someone to improve their performance. In this case, school principals who are able to reward and recognize good teacher performance can increase teacher motivation and performance in schools. Needs theory states that everyone has needs that must be met to achieve certain goals. In this case, school principals who are able to create a conducive working climate can meet the needs of teachers to feel valued, cared for, and supported by school principals and their peers (Hartini et al., 2021).

The Effect of Principal Managerial Competence on Work Climate

Based on the results of the t test analysis, it shows a tcount value of 2.576. The tcount value is then compared with the ttable value at a significant level with df 109 and the value is 1.982. after comparison it turns out that the value of tcount is greater than ttable ($2.576 > 1.982$). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.000. This means that the Sig value $< \alpha$ value ($0.000 < 0.05$), it can be concluded that H0 is rejected and H3 is accepted. So it can be concluded that the managerial competence of school principals has a significant effect on the work climate at SD Negeri Gugus 3 Kota Tangerang.

The correlation coefficient (r_{xy}) between the principal's managerial competence (X1) and work climate (X2) obtained a value of 0.238 with Sig. (2-tailed) of 0.019. This means that the value of Sig. (0.000) $< \alpha$ (0.05). The coefficient value is 0, it is in the moderate correlation category. Thus it can be concluded that between the managerial competence of school principals and work climate there is a significant relationship with the weak category.

Research shows that the managerial competence of school principals has a significant influence on the work climate in schools. Several theories that support include the theory of transformational leadership, the theory of trust, and the theory of participation.

Transformational leadership theory states that school principals who are able to motivate and inspire teachers can create a positive work climate in schools. In this case, school principals who have good managerial competence can become effective transformational leaders to improve the work climate in schools (Sugiarto, B. 2020).

Trust theory states that the teacher's trust in the principal can affect the work climate in schools. In this case, school principals who have good managerial competence can build trust by communicating clearly, consistently, and transparently with teachers (Panggabean, N. L., & Masbar, R. 2019).

Participation theory states that teacher participation in decision-making at school can improve the work climate at school. In this case, school principals who have good managerial competence can facilitate teacher participation in decision making at school (Setyaningsih, A. W., & Wahyuni, N. E. 2020).

Several journals that support a positive relationship between the managerial competence of school principals and the work climate in schools include: Research conducted by Panggabean and Masbar (2019) in Indonesia shows that the managerial competence of school principals has a significant positive influence on the work climate in schools.

Research conducted by Budisantoso et al. (2020) in Indonesia show that the managerial competence of school principals has a significant positive effect on the work climate and teacher performance in schools. Research conducted by Setyaningsih and Wahyuni (2020) in Indonesia shows that the managerial competence of school principals has a significant positive influence on the work climate and job satisfaction of teachers in schools.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that several important things are as follows: 1) There is a positive and significant direct effect of the managerial competency of the principal on teacher performance at SD Negeri Gugus 3 Kota Tangerang. This is also proven from the results of $t_{count} > t_{table}$ ($14.864 > 1.982$) and the path coefficient value of 0.562. In addition, the results of the correlation coefficient analysis show a value of 0.562 with Sig. (2-tailed) of 0.000. this means that the principal's managerial competency with teacher performance has a significant relationship and is in the medium category. 2) There is a positive and significant direct effect of work climate on teacher performance at SD Negeri Gugus 3 Kota Tangerang. This is also proven from the results of $t_{count} > t_{table}$ ($2.927 > 1.982$) and the path coefficient value of 0.268. In addition, the results of the correlation coefficient analysis show a value of 0.268 with Sig. (2-tailed) of 0.001. This means that the work climate with teacher performance has a significant relationship and is in the weak category. 3) There is a positive and significant direct effect of the managerial competency of the principal on the working climate of people at SD Negeri Gugus 3 Kota Tangerang. This is evident from the results of the $t_{count} > t_{table}$ ($2.576 > 1.982$) and the path coefficient value of 0.238. with Sigs. (2-tailed) of 0.002. this means that the principal's managerial competency with the work climate has a significant relationship and is in the weak category

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