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Journal of Leadership
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Volume VIII, No.1, 2025 Jurnal Kepemimpinan Pendidikan p-ISSN 2086-2881 e-ISSN 2598-621X

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Published By:
Program Studi Administrasi Pendidikan
Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA
In Cooperation with:
Ikatan Sarjana Manajemen Administrasi Pendidikan Indonesia



p-ISSN 2086-2881

e-ISSN 2598-621X

URL : <https://journal.uhamka.ac.id/index.php/jkp>

Volume 8, No. 1, January – June 2025, page 1022 – 1096

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Each submitted article will be reviewed by at least two reviewers. During this post pandemic time we encourage safety and health to researchers at all times. We also thank researchers for supporting JKP UHAMKA. This full paper consists of 8 articles published at June 30th 2025.

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JURNAL KEPEMIMPINAN PENDIDIKAN

2025, Vol. 8(1) PAGE 1022-1028

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p-ISSN 2086-2881

e-ISSN 2598-621

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ABSTRACT

This research aims to find, reveal, and analyze the success of the implementation of the STEAM-based PjBL program. This research is evaluative by evaluating the implementation of STEAM-based PjBL at Putri Mazaya Assunnah Middle School to improve students' conceptual and critical thinking skills. The evaluation model used is a qualitative approach using the Countenance Evaluation Model developed by Robert Stake, including the background context of the program, the program implementation process, and the output of program implementation achievements. Participants in this research included school principals, teachers, and students. Observations, interviews, and documentation were used to collect research data. Data validity with source triangulation. Evaluation findings: first, in the context of the background and implementation objectives, it is by the vision, mission, and objectives through the implementation of the implemented curriculum. Second, in the program implementation process, there needs to be an evaluation of the STEAM-based PjBL implementation time analysis and consistency in carrying out monitoring activities during program implementation. Third, the output from the implementation of the STEAM-based PjBL program can make it easier for students to achieve learning goals. In facing challenges and obstacles, it is necessary to reflect and evaluate with all teachers to facilitate the preparation of follow-up plans for the STEAM-based PjBL program. The implications of the research results need to be reviewed regarding the technical aspects of preparing program implementation plans and analyzing the implementation time for project completion.

Keywords: *Implementation Evaluation; PjBL; STEAM; Junior High School; Countenance Evaluation Model*

INTRODUCTION

The world has now entered the 21st century, marked by openness and globalization. The 21st century demands qualified human resources with skills in technology and information management, learning, and innovation. These demands necessitate breakthroughs in thinking, conceptualizing, and

implementing appropriate actions. One way to create qualified human resources is by improving the quality of education. The current challenge in education is to prepare and equip students with 21st-century skills (Halim et al., 2013). To address the challenges of the 21st century, the Indonesian government has implemented changes and improvements to the curriculum, from the 2006 Curriculum to the 2013 Curriculum. These curriculum changes were made to enhance the previous curriculum, taking into account current developments and student needs.

With technological advancements, educators and students are now expected to be able to think critically in solving problems and applying technology in the educational process, thus enabling them to face complex challenges. One way to achieve the ability to face life's challenges is by applying STEAM-based learning (Science, Technology, Engineering, and Mathematics).

This is in line with observations made at Mazaya Assunnah Girls' Middle School, whose vision is to realize Muslim women with pious faith, noble morals, and a sound understanding within the framework of the Qur'an and Sunnah. The goal of this vision is to produce graduates with a faith aligned with the Qur'an and Sunnah, possess commendable morals in their relationships with others and with the Creator, and produce graduates who are meaningful, who are useful in their lives. Achieving this vision requires an educational process to ensure graduates possess competencies that can be applied in life. To achieve this vision, Mazaya Assunnah Girls' Middle School has implemented a Project-Based Learning (PjBL) model. The use of the PjBL model is frequently used in the learning process. The choice of learning model plays a crucial role in achieving learning objectives. The implementation of the PjBL model at Mazaya Assunnah Girls' Middle School is not confined to a single subject but is integrated across several subjects. The program utilizes a PjBL learning model based on Science, Technology, Engineering, and Mathematics (STEAM), which aims to enhance students' conceptual and critical thinking skills, enabling them to apply them to everyday life. Furthermore, as a strategy based on the curriculum structure at Mazaya Assunnah Girls' Middle School, which implements the 13-year curriculum and a special curriculum for women's and Islamic studies (Keputrian Keputan dan Diniyah). To facilitate learning assessment and help students understand how to implement the knowledge they have learned, the program is implemented through a STEAM-based project.

The implementation of the aforementioned program is expected to facilitate the learning process, particularly as it targets assessments according to the applicable curriculum. However, the reality is that the implementation of STEAM-based PjBL in some subjects has not been optimally implemented. Educators still find it difficult to formulate core competencies for each subject in collaboration with other subjects, resulting in numerous separate assessment processes. This can be seen from the Academic Plan Card (KRA) used by students as a reference for assessments conducted throughout each semester. The KRA shows that only one core competency is implemented in the STEAM-based Project-Based Learning (PjBL) program.

Based on the above, a study was conducted to evaluate the implementation of the Science, Technology, Engineering, and Mathematics (STEAM)-based Project-Based Learning (PjBL) program at SMP Putri Mazaya Assunnah Depok.

METHOD

In qualitative research, the concepts of population and sample are referred to as research subjects or units of analysis. The concept of research subjects relates to what or who is being studied. The source of the data is called the observation unit. Research data sources can be people, objects, documents, or processes of an activity, among others. Research subjects are entities that influence research design, data collection, and data analysis decisions. A population is a subject or object within a research topic area and meets certain requirements related to the people within the research unit or unit of analysis being studied (individuals, groups, or organizations) (Abdussamad, 2021). In this study, the research subjects were Mazaya Assunnah Girls' Middle School, with respondents from Mazaya Assunnah Girls'

Middle School as teachers, students, and parents.

Based on the above, the sample for this research was Mazaya Assunnah Girls' Middle School, with respondents including the principal, curriculum representative, teachers, and students.

The approach used in this evaluation was a qualitative approach. In (Abdussamad, 2021), Bogdan and Taylor (1982) state that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior; the approach is directed at the setting and individuals holistically. Kirk & Miller explain that qualitative research is a particular tradition in the social sciences that fundamentally relies on observing (of) humans in their own context and relating to those people in their language and terminology. This research is qualitative research using evaluative research methods. According to (Ambiyar & Muhandika D, 2019), program evaluation is the application of systematic scientific procedures to assess the design and then present information for decision-making regarding the implementation and effectiveness of a planned and sustainable system (program).

Research activities and processes must be scientific in nature, not planned or manipulated. To discover information and elements in this qualitative evaluation research, the Countenance Evaluation Model approach was used.

The reasons for using the Countenance Stake Model in research on STEAM-based PjBL programs are: (1). Description and Judgment direct the collection and processing of data as well as drawing conclusions and decision recommendations through the stages of input (antecedents), process (transactions) and output (outcomes); (2) With the Countenance Stake model, program evaluation activities are carried out by comparing field data with the specified standards; (3) Researchers can conduct research on the implementation of STEAM-based PjBL seen from the components of input (antecedents), process (transactions), and output (outcomes) data compared not only to determine whether there is a difference between the objectives and the actual situation but also compared with absolute standards, to assess the benefits of the program. Thus, the Countenance Stake Model can provide a detailed picture of program implementation. Furthermore, by using this Countenance Stake model, to compare information about teacher perceptions that the difficulties of implementing STEAM-based PjBL in learning can be used measurement instruments. The measurement instruments in question are instruments that are useful for helping internalize the results of learning implementation. In this connection to obtain more accurate data and information, triangulation of data sources is carried out. This means that data and information sources are not only obtained from one key informant but efforts are made to obtain other data sources.

FINDINGS AND DISCUSSION

Collaboration in the learning process to improve students' Communication, Collaborative, Creative, and Critical Thinking skills is crucial in this era of education, where teachers are no longer the sole source of information. Students can utilize a multitude of learning resources, especially digital ones. One way to achieve this collaboration is through the implementation of STEAM-based PjBL (Problem-Based Learning) in the learning process.

Mazaya Assunnah Girls' Middle School, in particular, operates a full-day school concept that utilizes the 13-point curriculum structure in accordance with Ministerial Regulation Number 35 of 2018 concerning the 2013 Curriculum for Junior High Schools/Islamic Junior High Schools.

| Subjects | Time Allocation Per Week | | |
|--|--------------------------|------------|----------|
| | Grade VII | Grade VIII | Grade IX |
| Group A (General) | | | |
| 1. Religious Education and Character Development | 3 | 3 | 3 |

| Subjects | Time Allocation Per Week | | |
|---|--------------------------|------------|----------|
| | Grade VII | Grade VIII | Grade IX |
| 2. Pancasila and Citizenship Education | 3 | 3 | 3 |
| 3. Indonesian Language | 6 | 6 | 6 |
| 4. Mathematics | 5 | 5 | 5 |
| 5. Natural Sciences | 5 | 5 | 5 |
| 6. Social Sciences | 4 | 4 | 4 |
| 7. English | 4 | 4 | 4 |
| Group B (General) | | | |
| 1. Arts and Culture | 3 | 3 | 3 |
| 2. Physical Education, Sports, and Health | 3 | 3 | 3 |
| 3. Handicrafts and/or Informatics | 2 | 2 | 2 |
| Total hours per week | 38 | 38 | 38 |

Description:

1. Group A subjects are subjects whose content and references are developed centrally.
2. Group B subjects are subjects whose content and references are developed centrally and can be supplemented with local content/content.
3. Group B subjects can be stand-alone local content subjects.
4. Local content can include regional languages.
5. One lesson hour of face-to-face learning is 40 (forty) minutes.
6. The learning load of structured assignments and independent activities is a maximum of 50% of the face-to-face learning time for the subject in question.
7. Educational units may increase the learning load per week according to student learning needs and/or academic, social, cultural, scientific and technological needs, and other factors deemed important, but the maximum is 2 (two) hours per week, as determined by the Government.
8. For Arts and Culture subjects, educational units are required to provide at least 2 of the 4 provided aspects. Students participate in one of the provided aspects each semester, and the aspect they participate in may be changed each semester.
9. For Craft and/or Informatics subjects, educational units offer one or both of these subjects. Students can choose either Craft or Informatics, provided by the educational unit.
10. j. If an educational unit chooses Craft, the educational unit is required to offer at least two of the four available aspects. Students participate in one of the provided aspects each semester, and the chosen aspect can be changed each semester.
11. k. Specifically for Madrasah Tsanawiyah (Islamic Junior High Schools), the curriculum structure can be developed according to the needs stipulated by the Ministry of Religious Affairs.
12. l. Extracurricular activities include Scouting (mandatory), school health programs (UKS), youth Red Cross (PMR), and others, according to the conditions and potential of each educational unit.
13. This is complemented by the unique curriculum of SMP Putri Mazya Assunnah, consisting of the Diniyyah and Keputrian (Female and Female) curriculum, resulting in a fairly large number of subjects offered each week at SMP Putri Mazya Assunnah. Furthermore, based on the technical competencies that must be achieved in

Curriculum 13, which aligns with Minister of Education, Culture, Research, and Technology Regulation Number 35 of 2018 concerning the 2013 Curriculum for Junior High Schools/Islamic Junior High Schools, the description of Core Competencies for Junior High Schools/Islamic Junior

High Schools (SMP/MTs) can be seen in the following table.

Table 4.4 Core Competencies of Junior High School/Islamic Junior High School

| CORE COMPETENCIES GRADE VII | CORE COMPETENCIES GRADE VIII | CORE COMPETENCIES GRADE IX |
|--|---|---|
| 1. Appreciate and internalize the teachings of the religion they adhere to. | 1. Appreciate and internalize the teachings of the religion they adhere to. | 1. Appreciate and internalize the teachings of the religion they adhere to. |
| 2. Appreciate and internalize honest, disciplined, responsible, caring (tolerance, cooperation), courteous, and self-confident behavior in effective interaction with the social and natural environment within their range of association and existence. | 2. Appreciate and internalize honest, disciplined, responsible, caring (tolerance, cooperation), courteous, and self-confident behavior in effective interaction with the social and natural environment within their range of association and existence. | 2. Appreciate and internalize honest, disciplined, responsible, caring (tolerance, cooperation), courteous, and self-confident behavior in effective interaction with the social and natural environment within their range of association and existence. |
| 3. Understand knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture, related to visible phenomena and events. | 3. Understand and apply knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture, related to visible phenomena and events. | 3. Understand and apply knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture, related to visible phenomena and events. |
| 4. Try, process, and present in the concrete realm (using, analyzing, arranging, modifying, and making) and in the abstract realm (writing, reading, calculating, drawing, and composing) according to what has been learned in school and other sources in the same viewpoint/theory. | 4. Process, present, and reason in the concrete realm (using, analyzing, arranging, modifying, and making) and in the abstract realm (writing, reading, calculating, drawing, and composing) according to what has been learned in school and other sources in the same viewpoint/theory. | 4. Process, present, and reason in the concrete realm (using, analyzing, arranging, modifying, and making) and in the abstract realm (writing, reading, calculating, drawing, and composing) according to what has been learned in school and other sources in the same viewpoint/theory. |

Therefore, to achieve learning objectives and the required competencies, implementing STEAM-based PjBL is one program that can be implemented in the learning process. The implementation of this program begins with the socialization stage, lesson plan development, implementation, monitoring, and student outcomes. Based on research, the program's implementation has been successful. Evaluation of the technical preparation undertaken by teachers during the project and the duration of the project should be evaluated to ensure it is not too short, thus facilitating student completion.

CONCLUSION

The evaluation results of the STEAM-based PjBL program implementation at Mazaya Assunnah Girls' Middle School, Depok, using the Countenance Stake model indicate that:

1. The contextual evaluation of the background and objectives of the STEAM-based PjBL program align with the vision, mission, and implementation of Curriculum 13 in improving students' thinking skills and align with the unique curriculum structure used at Mazaya Assunnah Girls' Middle School.

2. The evaluation of the STEAM-based PjBL implementation demonstrates that collaborative planning, aligned with program objectives, and activity implementation are carried out as planned. However, it is necessary to analyze project implementation timelines and conduct equitable monitoring across all projects.
3. Regarding output evaluation, the implementation of STEAM-based PjBL can be implemented throughout the learning process and facilitates students' understanding of the relevance of learning objectives to the core competencies learned and their implementation in daily life. It also facilitates the fulfillment of assessment requirements based on the Curriculum 13 assessment guidelines.

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THE INFLUENCE OF PRINCIPALS' VISIONARY LEADERSHIP AND PEDAGOGICAL COMPETENCE ON THE WORK EFFECTIVENESS OF PUBLIC ELEMENTARY SCHOOL TEACHERS

JURNAL KEPEMIMPINAN PENDIDIKAN

2025, Vol. 8(1) PAGE 1029-1040

©Author, 2025

p-ISSN 2086-2881

e-ISSN 2598-621X

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ABSTRACT

The purpose of this study is to investigate: (1) The Influence of Visionary Leadership of the Principal on the Work Effectiveness of State Elementary School Teachers in Cluster 4 of Tangerang District; (2) The Effect of Pedagogic Competence on the Work Effectiveness of State Elementary School Teachers in Cluster 4, Tangerang District; (3) The principal's supervision of the Pedagogic Competence of State Elementary School Teachers in Cluster 4 of Tangerang District. This research is a type of correlational research. The approach used in this study uses a quantitative approach. The population in this study was 150 teachers in State Elementary School Teachers in Cluster 4, Tangerang District, totaling 109 teachers sample who were randomly sampled. The analysis technique used is path analysis technique. Based on the results of the analysis, it is known that: (1) There is a direct positive and significant influence of the principal's visionary leadership on the effectiveness of the work of state elementary school teachers in Cluster 4 of Tangerang District. (2) There is a direct positive and significant influence of pedagogic competence on the effectiveness of the work of state elementary school teachers in Cluster 4 of Tangerang District. (3) There is a direct positive and significant influence of the principal's visionary leadership on the pedagogical competence of State Elementary School teachers in Cluster 4 of Tangerang District.

Keywords: *Visionary Leadership, Pedagogic Competence, Work Effectiveness*

INTRODUCTION

Effectiveness refers to the entire cycle of input, process, and output, focusing on the usefulness of an organization, program, or activity in terms of achieving its goals—whether in quality, quantity, or time. It indicates how successfully an organization reaches its objectives and targets. In this context, effectiveness emphasizes the attainment of desired results or goals. Work effectiveness is crucial in any organization, including schools, to achieve set objectives.

Various factors influence a teacher's success in teaching, both internal (from within the teacher) and external, such as work effectiveness. Teachers with high effectiveness are more successful than those who lack seriousness or commitment in their duties and who are less willing to work hard and take responsibility for effective teaching and learning. Work implementation is carried out by human resources who possess the necessary skills, competencies, motivation, and interest. Teacher work effectiveness is reflected in the quality of processes aimed at achieving goals. Therefore, schools must ensure teachers perform with high commitment and effectiveness. Teachers should also be involved in planning and setting goals, so they feel responsible for achieving them.

Pedagogical competence plays a vital role in improving the quality of education. Teachers are key figures in the educational process, especially in helping students develop a positive learning mindset, fostering curiosity, encouraging independence, and creating a comfortable and engaging learning environment. Therefore, teachers must possess and master pedagogical competencies in their teaching practice.

Based on the author's initial observation from October 5 to 10, 2022, at several public elementary schools in Cluster 4 of Tangerang District, it was found that teacher work effectiveness remains low. This is evident from the fact that some teachers are still not competent in preparing and developing lesson plans (RPP) or teaching materials. Another challenge faced by teachers is in the area of information and communication technology (ICT). Many struggle to operate computers and process data related to ICT.

On the other hand, school principals are not yet fully able to implement visionary leadership effectively, due to several factors: (1) Principals are burdened with numerous other tasks, such as keeping up with developments in science and technology through training, meetings, and seminars; managing school staff structures; preparing class supervision programs; monitoring and evaluating learning processes; and implementing supervision programs—all of which require attention and time. As a result, there is no clear scientific measure of the success of visionary leadership. (2) Principals lack well-structured and systematic planning in designing short-, medium-, and long-term work programs under their visionary leadership, leading to a situation where some teachers are not fully prepared to follow the principal's leadership. This gap between the ideal and actual conditions of the principal's visionary leadership affects teachers' professional development and work performance.

Another issue faced by teachers, especially those new to the profession, is the use of teaching aids. Many teachers are not creative in introducing and developing instructional tools for students. Additionally, they are not optimizing the use of the internet to search for and identify diverse supporting teaching aids, which are essential in stimulating young children's intelligence at the elementary level.

Teacher Work Effectiveness

Work effectiveness is defined as the ability to choose the right targets according to the objectives that have been set from the beginning. Work effectiveness means completing tasks on time, which implies proper time management in completing work (Siagian, 2014). The definition of work effectiveness is also put forward by several other experts. Work effectiveness is a condition that indicates the level of success of management activities in achieving goals, including work quantity, work quality, and timeliness in completing tasks (Hasibuan, 2018). Work effectiveness is the ability to carry out tasks or functions (operations, programs, or missions) of an organization or similar entity without pressure or tension among those executing them (Kurniawan, 2015). Work effectiveness is the relationship between output and objectives—the greater the contribution of output toward goal achievement, the more effective the organization, program, or activity (Mahmudi, 2015). Work effectiveness is a measure that shows how far targets (quantity, quality, and time) have been achieved (Rizky, 2016). Work effectiveness is the ability to choose or perform what is most appropriate or suitable and capable of providing direct benefit (Robbins, 2018).

Teachers are a group in society who earn their living by working within an organizational unit.

Teachers are those who receive a certain amount of income regularly and continuously, directly involved in managing the activities of an institution, as well as those who work based on a contract for a certain period as long as they work full-time in that job. To improve a teacher's work effectiveness, several aspects need to be considered, such as: (1) teacher salaries; (2) a conducive work environment; (3) educational or job training expenses; (4) improvement of working conditions; (5) provision of bonuses; (6) high work motivation; (7) work abilities that match the job content; (8) income that meets minimum living needs; (9) adequate job security; and (10) harmonious work relationships (Soedaryono, 2012).

Based on the discussion above, teacher work effectiveness refers to the results achieved by a teacher in carrying out their duties and functions in accordance with established standards/regulations in providing quality educational services.

Visionary Leadership

To gain a comprehensive understanding of the concept of visionary leadership, it is necessary to separately examine the concepts of leadership and vision. In English, leadership is often referred to as leader, derived from the root word to lead, and its activity is called leadership. As a widely studied concept, leadership has been defined in various ways. Many experts have attempted to define leadership. In simple terms, Bathel (as cited by Chang and Lee) states that leadership is the ability to influence others (Su-Chao Chang and Ming-Shing Lee, 2017). According to Robbins and Judge, "leadership is the ability to influence a group toward the achievement of a vision or set of goals" (Robbins and Judge, 2015). In other words, leadership is the ability to influence a group toward achieving a vision or series of goals. In addition, Colquitt, Lepine, and Wesson explain that "leadership is the use of power and influence to direct the activities of followers toward goal achievement" (Colquitt et al., 2015). Leadership, therefore, is the use of authority and influence to guide activities toward goal achievement. According to Newstrom, "leadership is the process of influencing and supporting others (both individually and collectively) to work enthusiastically toward achieving shared objectives" (Newstrom, 2015). This definition implies that leadership is the process of influencing and supporting others—both individually and collectively—to work enthusiastically toward achieving common goals.

From the definitions above, it can be stated that leadership is a continuous activity aimed at influencing the behavior of others, ultimately focusing on efforts to achieve organizational goals. These definitions also reflect that leadership involves a social influence process in which one person intentionally influences others to organize activities and relationships within a group or organization.

According to Dubrin, "a major buzzword in leadership and management is vision, the ability to imagine different and better future conditions and ways to achieve them" (Dubrin, 2013). Vision is a key term in leadership and management, referring to the ability to imagine a different and better future and how to achieve it. For Danim and Suparno, vision is a realistic, credible, and attractive visualization of the future that energizes members of an educational organization to determine missions and strategies in order to achieve desired goals. Vision is an abstract statement of where an educational organization is heading in the future—a better, more successful, or more desirable state than the present (Danim and Suparno, 2014).

Visionary leadership emerges in response to the statement "the only thing permanent is change", which demands that leaders possess the ability to determine the future direction through a vision (Andriansyah, 2015). Vision is the leader's conceptual view of the future of the organization developed collaboratively with stakeholders. It serves as a key force for organizational change, fostering a progressive and competitive culture. Bennis and Nanus (in Andriansyah, 2015) define visionary leadership as "a shared picture of the desired future." Visionary leadership is the leader's ability to create, formulate, communicate, socialize, transform, and implement ideal thoughts originating from themselves or the social interaction with members and stakeholders, seen as the organization's collective goals for the future, to be achieved through shared commitment.

Visionary leadership means building support for a vision and guiding people toward a destination

known only to the leader, which is why such a leader is called visionary. They are considered visionary due to their exceptional imagination, vision, perspective, and ideation. Visionary leaders are those who can build a new dawn, working with intuition, imagination, deep insight, and boldness (Qibti, 2013). This means that a visionary leader is one who can lead their institution toward a better future than before, using intuition, imagination, insight, and courage.

Thus, a visionary leader is one who "wins the hearts and minds" and charismatically brings the organization into a new, successful era. The process of visionary leadership involves designing the desired future and motivating others in the organization to share in and commit to taking personal responsibility for its achievement. Meanwhile, visionary leadership is the leader's ability to create and articulate a realistic, credible, and attractive vision of the future for an organization or operational unit that continues to grow and improve to this day. The core of this idea is the ability to create and realize a vision that leads to change (Robbins, 2013).

In line with the above views, another opinion states that visionary leadership can be defined as the leader's ability to create, formulate, communicate, socialize, transform, and implement ideal thoughts originating from themselves or as a result of social interaction among organization members and stakeholders, which are believed to be the organization's future aspirations to be achieved through the commitment of all personnel (Komariah, 2014).

From the explanation above, the researcher synthesizes that visionary leadership is the ability to create and articulate a realistic, credible, and attractive vision of the future that improves the current situation, with the following indicators: setting high standards and reflecting lofty ideas, clarifying goals and direction, inspiring enthusiasm and maintaining commitment, communicating clearly and understandably (effective communication), reflecting organizational uniqueness and distinct competencies, and being ambitious (possessing a strong determination to realize ideals).

Pedagogical Competence

According to Law Number 13 of 2013 concerning Manpower, Article 1 (10), "competence is the work ability of each individual that includes aspects of knowledge, skills, and work attitudes in accordance with established standards." According to Finch and Crunkilton, competence is the mastery of a task, skills, attitudes, and appreciation required to support success. This shows that competence encompasses the tasks, skills, attitudes, and appreciation that learners must possess in order to carry out learning tasks appropriate to certain types of work (Mulyasa, 2012).

Every job, whether performed individually or collaboratively, requires competence as a key asset that must be possessed by each individual. However, it must be recognized that a person's competence and capabilities are not limited merely to knowledge and skills. They also involve other aspects in order to be effectively implemented, such as the work environment, work tools, support from leadership, work systems and patterns, and other various attributes so that the job responsibilities can be carried out properly.

From the definitions above, competence can be described as the ability to perform a role or task, the ability to integrate knowledge, skills, attitudes, and personal values, as well as the ability to develop knowledge and skills based on learning experiences.

The purpose of this research is to examine and analyze the influence of the school principal's visionary leadership and teachers' pedagogical competence on their work effectiveness.

METHOD

Type of Research

The method used in this study is a causal survey research method with path analysis technique.

Population and Sample

The population in this study consists of all elementary school teachers in Cluster 4 of Tangerang

City, totaling 195 individuals. The sample in this study comprises 109 individuals, selected using random sampling technique.

Data Analysis Technique

The analysis technique used is path analysis.

FINDINGS AND DISCUSSION

The discussion on the findings being evaluated describes the achievement of the SRA program and the challenges faced, as explained in the theory of program evaluation, which is a tool or process to obtain information to assess the results, including the quality of program implementation, program goals, and to conclude whether the ongoing program aligns with expectations. The achievement of the SRA program is related to supporting factors that allow its implementation, while the challenges are the factors influencing the program's failure to meet its expected goals.

Based on the disclosure of the research problem, it is known that this study consists of three variables, namely the variable of the principal's visionary leadership (X1), the variable of pedagogical competence (X2), and the variable of teacher work effectiveness (X3). The sample of data taken in this study was 109 SDN teachers in Cluster 4, Tangerang District.

First Hypothesis

The Influence of the Principal's Visionary Leadership on Teacher Work Effectiveness

Based on the results of the analysis using SPSS version 20, the following information was obtained:

Table 1
Regression Coefficient of Variable X1 against X3

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|---------------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 32.383 | 5.695 | | 5.687 | .000 |
| | Visionary leadership of the principal | .434 | .059 | .579 | 7.354 | .000 |

a. Dependent Variable: Teacher work effectiveness

From the results of the table analysis table above, it is obtained information that the intercept value of the regression line (a) is obtained 32.383 while the slope value or regression coefficient (b) is 0.434 so that it produces a simple regression line equation as follows:

$$X3 = a + bX1 = 32.383 + 0.434 X1$$

From the regression line equation above, it can be explained, the constant is 32.383; meaning that if the value of the principal's visionary leadership is 0, then the teacher's work effectiveness is positive at 32.383. The regression coefficient of the principal's visionary leadership variable is 0.434; meaning that if the principal's visionary leadership increases by one unit, then the teacher's work effectiveness will increase by 0.434. The coefficient has a positive value, meaning that the influence of the principal's visionary leadership on the teacher's work effectiveness is positive, meaning that the better the principal's visionary leadership, the more it increases the work effectiveness of SDN teachers in Cluster 4, Tangerang District. Based on the t-test analysis in the table above, it shows a t-count value of 7.354. This t-count value is then compared with the t-table value at a significance level of 95% with df $(109-2) = 107$, the value is 1.984. After being compared, it turns out that the t-count value is greater than the t-table $(7.354 > 1.982)$. Likewise with the level of significance (p-value), in the table above it is known that the probability value of significance (Sig.) = 0.000. This means that the Sig value $< \alpha$ value $(0.000 < 0.05)$, so it can be concluded that H0 is rejected and H1 is accepted. So it can be concluded that the visionary leadership of

the principal has a significant effect on the effectiveness of the work of SDN teachers in Cluster 4, Tangerang District. Furthermore, after concluding that the regression line equation has a significant effect, the next step is to find out how strong the influence is between the visionary leadership variable of the principal on the effectiveness of the work of SDN teachers in Cluster 4, Tangerang District. From the analysis results, the following facts were obtained:

Table 2
Correlation Coefficients X1 with X3

| | | Teacher Work Effectiveness |
|----------------------------------|---------------------|----------------------------|
| Principal's Visionary Leadership | Pearson Correlation | 0,579** |
| | Sig. (2-tailed) | 0,000 |
| | N | 109 |

Based on the information in the table above, the correlation coefficient (r_{xy}) between the principal's visionary leadership (X1) and teacher work effectiveness (X3) was obtained with a value of 0.579 with Sig. (2-tailed) of 0.000. This means that the Sig. (0.000) $< \alpha$ (0.05). The coefficient value of 0.579 when entered into the Pearson Correlation table is in the range of 0.400 - 0.599 with a moderate/sufficient correlation category. Thus, it can be concluded that the principal's visionary leadership and teacher work effectiveness have a significant influence with a moderate category.

Second Hypothesis:

The Effect of Pedagogical Competence on Teacher Work Effectiveness

Based on the results of the analysis using SPSS, the following information was obtained:

Table 3
Regression Coefficients of Variable X2 against X3

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 36.421 | 7.478 | | 4.870 | .000 |
| | Pedagogical competence | .454 | .090 | .439 | 5.053 | .000 |

a. Dependent Variable: Teacher work effectiveness

From the results of the table analysis table above, it is obtained that the intercept value of the regression line (a) is 36.421 while the slope value or regression coefficient (b) is 0.454, resulting in a simple regression line equation as follows:

$$X3 = a + bX2 = 36.421 + 0.454 X2$$

From the regression line equation above, it can be explained, the constant is 36.421; meaning that if the pedagogical competence value is 0, then the teacher's work effectiveness value is positive at 36.421. The regression coefficient of the Pedagogical Competence variable is 0.454; meaning that if pedagogical competence increases by one unit, then the teacher's work effectiveness will increase by 0.454. The coefficient has a positive value, meaning that the influence of pedagogical competence on teacher work effectiveness is positive, meaning that the better the Pedagogical Competence, the more it increases the work effectiveness of SDN teachers in Cluster 4, Tangerang District. Based on the t-test analysis in the table above, it shows a t-count value of 5.053. This t-count value is then compared with the t-table value at a significance level of 95% with df $(109-2) = 107$, the value is 1.982. After being compared, it turns out that the t-count value is greater than the t-table $(5.053 > 1.982)$. Likewise with the level of significance (p-value), in the table above it is known that the probability value of significance (Sig.) = 0.000. This means that the Sig value $< \alpha$ value $(0.000 < 0.05)$, so it can be concluded that H_0 is rejected and H_1 is accepted.

So it can be concluded that pedagogical competence has a significant effect on the effectiveness of the work of SDN teachers in Cluster 4, Tangerang District. Furthermore, after concluding that the regression line equation has a significant effect, the next step is to find out how strong the influence is between the pedagogical competence variable on the effectiveness of the work of SDN teachers in Cluster 4, Tangerang District. From the analysis results, the following facts were obtained:

Table 4
Correlation Coefficients X2 with X3

| Pedagogical Competence | Teacher Work Effectiveness | |
|------------------------|----------------------------|--------|
| | Pearson Correlation | 0,439* |
| | Sig. (2-tailed) | 0,000 |
| N | | 109 |

Based on the information in the table above, the correlation coefficient (r_{xy}) between pedagogical competence (X2) and teacher work effectiveness (X3) obtained a value of 0.439 with Sig. (2-tailed) of 0.000. This means that the Sig. (0.000) $< \alpha$ (0.05). The coefficient value of 0.439 when entered into the Pearson Correlation table is in the range of 0.400-0.599 with a moderate/sufficient correlation category. Thus, it can be concluded that there is a significant relationship between pedagogical competence and teacher work effectiveness with a moderate/sufficient category.

Third Hypothesis:

The Influence of Principal Visionary Leadership on Pedagogical Competence

Based on the results of the analysis using SPSS, the following information was obtained:

Table 5
Regression Coefficients of Variable X1 against X2

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|---------------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 62.075 | 6.438 | | 9.643 | .000 |
| | Visionary leadership of the principal | .217 | .067 | .300 | 3.256 | .002 |

a. Dependent Variable: Pedagogical competence

From the results of the table analysis table above, it is obtained that the intercept value of the regression line (a) is 62.075 while the slope value or regression coefficient (b) is 0.217, resulting in a simple regression line equation as follows:

$$X2 = a + bX1 = 62.075 + 0.217X1$$

From the regression line equation above, it can be explained, the constant is 62.075; meaning that if the value of the principal's visionary leadership is 0, then the pedagogical competence value is positive at 62.075. The regression coefficient of the pedagogical competence variable is 0.217; meaning that if the principal's visionary leadership increases by one unit, the teacher's work effectiveness will increase by 0.217. The coefficient has a positive value, meaning that the influence of the principal's visionary leadership on pedagogical competence is positive, meaning that the better the principal's visionary leadership, the more it increases the pedagogical competence of SDN Teachers in Cluster 4, Tangerang District. Based on the t-test analysis in the table above, it shows a t-count value of 3.256. This t-count value is then compared with the t-table value at a significance level of 95% with df $(109-2) = 107$, the value is 1.982. After being compared, it turns out that the t-count value is greater than the t-table $(3.256 > 1.982)$. Likewise with the level of significance (p-value), in the table above it is known that the probability value of significance (Sig.) = 0.002. This means that the Sig value $< \alpha$ value $(0.002 < 0.05)$, then it can be concluded that H_0 is rejected and H_1 is accepted. So it can be concluded that the visionary leadership of the principal has a significant effect on the pedagogical competence of SDN Teachers in Cluster 4,

Tangerang District. Furthermore, after it is concluded that the regression line equation has a significant effect, the next step is to find out how strong the influence is between the school variables of the principal's visionary leadership on the pedagogical competence of SDN Teachers in Cluster 4, Tangerang District. From the analysis results, the following facts were obtained:

Table 6
Correlation Coefficients X1 with X2

| | | Pedagogical competence |
|----------------------------------|---------------------|------------------------|
| Principal's Visionary Leadership | Pearson Correlation | 0,300** |
| | Sig. (2-tailed) | 0,002 |
| | N | 109 |

Based on the information in the table above, the correlation coefficient (r_{xy}) between the principal's visionary leadership (X1) and pedagogical competence (X2) obtained a value of 0.300 with Sig. (2-tailed) of 0.002. This means that the Sig. value (0.002) $< \alpha$ (0.05). The coefficient value of 0.300 when entered into the Pearson Correlation table is in the range of 0.200 - 0.399 with a weak correlation category. Thus, it can be concluded that between the principal's visionary leadership and pedagogical competence there is a significant relationship with a weak category. After knowing the influence of X1 on X3, X2 on X3, and X1 on X2, then the influence of the variables of the Principal's Visionary Leadership (X1), Pedagogical Competence (X2) and Teacher Work Effectiveness (X3) can be described in the path analysis as follows: Based on the results of the analysis with SPSS, the path coefficient between the variables of the Principal's Visionary Leadership (X1), Pedagogical Competence (X2) and Teacher Work Effectiveness (X3) is known as follows:

Table 7
Path Coefficient Values X1 on X3 and X2 on X3

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|---------------------------------------|-----------------------------|------------|---------------------------|-------|-------------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 13.669 | 7.353 | | 1.859 | .066 |
| | Visionary leadership of the principal | .368 | .058 | .492 | 6.306 | .000 |
| | Pedagogical competence | .301 | .081 | .291 | 3.732 | .000 |

a. Dependent Variable: Teacher work effectiveness

Based on the table above, it is known that the path coefficient value (Standardized Coefficients Beta) between the principal's visionary leadership variable (X1) and the teacher's work effectiveness variable (X3) is 0.492 with a significance probability value of $p_{x3x1} = 0.000$. Because the p-value (Sig.) Is smaller than \square ($0.000 < 0.05$), it is concluded that the path coefficient is significant, so H_0 is rejected and H_1 is accepted. Thus, it can be concluded that the principal's visionary leadership has a significant effect on teacher work effectiveness. The path coefficient value (Standardized Coefficients Beta) in table 4.21 above between the pedagogical competence variable (X2) and the teacher's work effectiveness variable (X3) is 0.291 with a significance probability value of $p_{x3x2} = 0.000$. Because the p-value (Sig.) is smaller than \square ($0.000 < 0.05$) then it is concluded that the path coefficient is significant, so H_0 is rejected and H_2 is accepted. Thus it can be concluded that pedagogical competence has a significant effect on teacher work effectiveness.

Table 8
Path Coefficient Value X1 to X2

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|------------|---------------------------|---|------|
| | B | Std. Error | Beta | | |

| | | | | | | |
|---|---------------------------------------|--------|-------|------|-------|------|
| 1 | (Constant) | 62.075 | 6.438 | | 9.643 | .000 |
| | Visionary leadership of the principal | .217 | .067 | .300 | 3.256 | .002 |

a. Dependent Variable: Pedagogical competence

Based on the table above, it is known that the path coefficient value (Standardized Coefficients Beta) between the principal's visionary leadership variable (X1) and the pedagogical competence variable (X2) is 0.300 with a significance probability value of $p_{x1x2} = 0.002$. Because the p-value (Sig.) Is smaller than α ($0.002 < 0.05$), it is concluded that the path coefficient is significant, so that H0 is rejected and H3 is accepted. Thus, it can be concluded that the principal's visionary leadership has a significant effect on pedagogical competence. Furthermore, to calculate the $\sqrt{1 - R^2_{x1}}$ value which shows the amount of variance in the teacher's work effectiveness variable that is not explained by the principal's visionary leadership and pedagogical competence variables, the formula used is:

$$\rho\varepsilon = \sqrt{1 - R^2_{x1}}$$

Based on the formula, R Square is first sought. With the help of SPSS it is known that:

Table 9
Coefficient of Determination

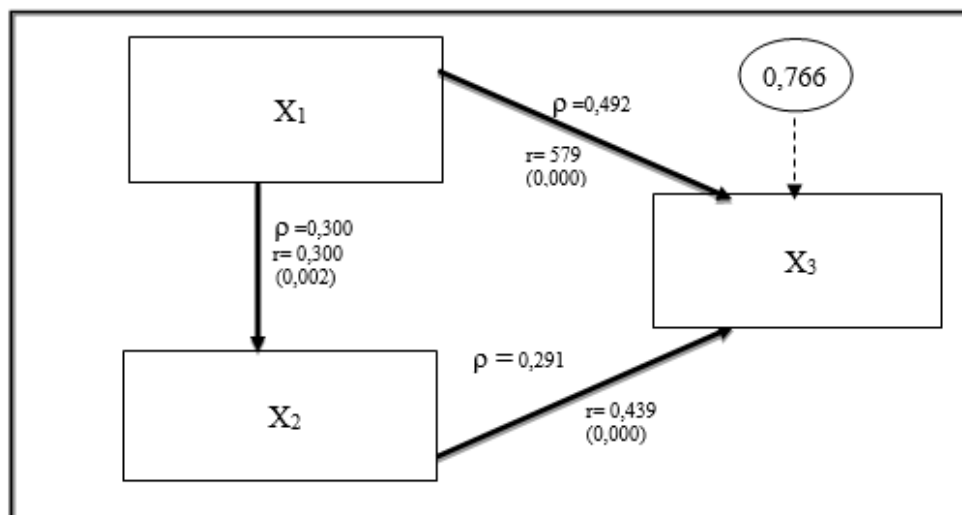
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .643 ^a | .413 | .402 | 4.598 |

From the output results in the table above, it is known that the R Square value = 0.387, so the value of $\sqrt{1 - R^2_{x1}}$ is known as follows:

$$\rho\varepsilon = \sqrt{1 - R^2_{x1}} = \sqrt{1 - 0,413} = \sqrt{0,587} = 0,766$$

Based on the results of the analysis above, the path analysis equation of variables X1 to X3, X2 to X3 and X1 to X2 can be described as follows:

$$X_3 = 0,492X_1 + 0,291X_2 + 0,766\varepsilon_1$$



X₁ againts X₃, X₂ againts X₃, dan X₁ againts X₂

DISCUSSION OF RESEARCH RESULTS

Based on the statistical analysis described above, the statistical values for each variable and the degree of influence between variables are known. These results serve as the basis for the discussion of the

research, as follows:

The Influence of the Principal's Visionary Leadership on Teacher Work Effectiveness

Based on the results of the t-test analysis, the calculated t-value (t-count) is 7.354. This t-value is then compared with the t-table value with $df = 107$, which is 1.982. After comparison, it is evident that the t-count is greater than the t-table ($7.354 > 1.982$). Similarly, in terms of the significance level (p-value), the table above shows a significance probability (Sig.) value of 0.000. This means that $\text{Sig.} < \alpha$ ($0.000 < 0.05$), and thus it can be concluded that H_0 is rejected and H_1 is accepted.

Based on the analysis of the correlation coefficient (r_{xy}) between the principal's visionary leadership (X_1) and teacher work effectiveness (X_3), the obtained value is 0.579 with a Sig. (2-tailed) of 0.000. This means that $\text{Sig.} (0.000) < \alpha (0.05)$. The coefficient value is 0.579. Thus, it can be concluded that there is a significant relationship between the principal's visionary leadership and teacher work effectiveness, categorized as moderate.

This research finding is also in line with the study by Robbins cited in Wahyudi (2019), which states that a school principal's visionary leadership is the leader's ability to create and articulate a realistic, credible, and attractive vision of the future for an organization or organizational unit that continues to grow and improve to this day. Komariah (as cited in Wahyudi, 2009:24) stated, "Visionary leadership can be defined as the leader's ability to create, formulate, communicate, socialize, transform, and implement ideal thoughts originating from themselves or as a result of social interaction among organizational members and stakeholders, which are believed to be the organization's future ideals that must be achieved through the commitment of all personnel."

Based on the results of the research and the discussion above, it can be indicated that one of the efforts to improve teacher work effectiveness is by enhancing the principal's visionary leadership. The significant positive relationship between the principal's visionary leadership and teacher work effectiveness implies that the better the implementation of visionary leadership by the principal, the better the achievement of teacher work effectiveness.

The Influence of Pedagogical Competence on Teacher Work Effectiveness

Based on the results of the t-test analysis, the t-count value was 5.053. This t-value was then compared with the t-table value with $df = 109$, which was 1.984. After comparison, it is evident that the t-count is greater than the t-table ($5.053 > 1.984$). Similarly, regarding the significance level (p-value), the probability value (Sig.) is 0.000. This means that $\text{Sig.} < \alpha$ ($0.000 < 0.05$), thus it can be concluded that H_0 is rejected and H_2 is accepted. Therefore, it can be concluded that pedagogical competence has a significant effect on the work effectiveness of elementary school teachers at Cluster 4 in Tangerang District.

The correlation coefficient (r_{xy}) between pedagogical competence (X_2) and teacher work effectiveness (X_3) was 0.439 with a Sig. (2-tailed) of 0.000. This means that $\text{Sig.} (0.000) < \alpha (0.05)$. Hence, it can be concluded that there is a significant relationship between pedagogical competence and teacher work effectiveness, with a moderate or sufficient category.

Based on the research findings, teacher competence has a positive and significant influence on the work productivity of elementary school teachers in Cluster 4, Tangerang District. These findings align with studies conducted by Syelviani (2018), Titien Septria et al. (2018), Nofriyanti and Kuswanto (2019), Thomas (2013), Prasasti (2016), and Hamdani and Krismadinata (2017). However, these findings contradict those of Aisyah et al. (2021), who stated that there is no influence of competence on work productivity.

Baharun (2017) stated that teacher competence is a set of skills performed with a high level of responsibility, which are essential for an individual as a requirement related to the ability to carry out

expected tasks and jobs. Wibowo (2017) explained the characteristics inherent in competence: motives (consistent internal drivers behind actions), traits (enduring physical and behavioral responses to situations or information), self-concept (attitudes, values, or self-descriptions), knowledge (specific information possessed by a person), and skills (the ability to perform specific physical or mental tasks).

A teacher is considered competent if they demonstrate an understanding of their roles and responsibilities, perform actions that promote high quality, and show a strong motivation to achieve. Teacher competence influences work productivity. Therefore, competence must be managed and developed to remain relevant to instructional needs. The management and development of competence must be structured and planned to improve work productivity. It is undeniable that the development of science, technology, and society contributes to the evolution of students' learning styles. Consequently, schools must make efforts to update teacher competencies.

Several studies indicate that teacher competence is still suboptimal, as evidenced by weaknesses in instructional innovation, literacy linearity, contextual learning, and personal character (Anggraeni, 2020). One of the obstacles in implementing teacher competence is the suboptimal application and the inadequacy of development procedures (Andina, 2018). As a result, a variety of teacher competencies are evident, with uncertified teachers in some cases outperforming certified ones. This highlights the shared responsibility to manage and identify the needs for fulfilling teacher competencies and to articulate them in efforts to improve teacher work productivity.

The Influence of the Principal's Visionary Leadership on Pedagogical Competence

Based on the results of the t-test analysis, the t-count value was 3.256. This value was then compared to the t-table value at a significant level with $df = 109$, which was 1.984. After comparison, it was found that the t-count is greater than the t-table ($3.256 > 1.984$). Likewise, regarding the significance level (p-value), the table above shows a significance probability (Sig.) value of 0.000. This means $\text{Sig.} < \alpha$ ($0.000 < 0.05$), and it can be concluded that H_0 is rejected and H_3 is accepted. Therefore, it can be concluded that the principal's visionary leadership has a significant influence on the pedagogical competence of public elementary school teachers in Cluster 4 of Tangerang District.

The correlation coefficient (r_{xy}) between the principal's visionary leadership (X_1) and pedagogical competence (X_2) was 0.300 with a Sig. (2-tailed) of 0.019. This means that $\text{Sig.} (0.019) < \alpha$ (0.05). The coefficient value of 0.300 falls into the category of weak correlation. Therefore, it can be concluded that there is a significant relationship between the principal's visionary leadership and pedagogical competence, with a weak level of correlation.

These research findings are consistent with previous studies conducted by Ginanjar and Surur (2018), who stated that school leadership affects the improvement of teachers' pedagogical competence. Leadership is closely related to how school principals support the development of teacher competence. The behavior of school principals should be able to enhance teacher competence by providing motivation, showing friendliness, being approachable, and demonstrating thoughtful consideration toward teachers. As the person responsible for education and learning in schools, principals must be able to assure the community that everything is running well, including the effective use and provision of teaching resources.

Nonetheless, the principal is a vital element in the effectiveness of an educational institution. A good principal is dynamic and able to prepare various educational programs (Sulistiyorini, 2019). Managerial skills and leadership are two different roles. A good manager is someone who can handle organizational complexity, is a strategic and operational planning expert, honest, capable of organizing activities in a coordinated manner, and able to evaluate reliably and validly. Meanwhile, an effective leader is able to build staff motivation, set direction, manage change appropriately, and act as a catalyst who influences staff attitudes and behaviors (Jegen Musfah, 2015).

CONCLUSION

The findings of this study demonstrate that visionary leadership by school principals and teachers' pedagogical competence both have significant and positive effects on the effectiveness of teacher performance. Specifically:

1. The Principal's Visionary Leadership Significantly Influences Teacher Work Effectiveness
The analysis revealed a strong and statistically significant relationship between the principal's visionary leadership and teacher performance. The better the visionary leadership is implemented, the higher the effectiveness of the teachers' work.
2. Pedagogical Competence Significantly Influences Teacher Work Effectiveness
Teachers' pedagogical competence also has a moderate but significant effect on work effectiveness. This confirms that improving teachers' pedagogical skills will positively impact their productivity and quality of work.
3. The Principal's Visionary Leadership Significantly Influences Teachers' Pedagogical Competence
Although the relationship was found to be weak, it remains statistically significant. This suggests that the principal's leadership contributes to the development of teachers' pedagogical competence, particularly through supportive, motivational, and well-structured leadership practices.

These findings highlight the critical role of leadership in fostering teacher competence and effectiveness. School leaders must therefore be both visionary and strategically involved in supporting teacher development. Moreover, structured efforts to manage and enhance teacher competence are essential to meet the evolving demands of education in an increasingly complex and dynamic learning environment.

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THE INFLUENCE OF PRINCIPAL INNOVATIVE LEADERSHIP AND SCHOOL CLIMATE ON THE QUALITY OF TEACHER SERVICES IN PUBLIC ELEMENTARY SCHOOLS

JURNAL KEPEMIMPINAN PENDIDIKAN

2025, Vol. 8(1) PAGE 1041 – 1048

©Author, 2025

p-ISSN 2086-2881

e-ISSN 2598-621

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ABSTRACT

The quality of teacher services in elementary schools is an integral part of improving the quality of national education. However, the suboptimal performance of teachers in providing professional services remains a crucial problem. This study aims to determine and analyze the influence of innovative leadership of the principal and school climate on the quality of teacher services in Public Elementary Schools in Periuk District, Tangerang City. This study uses a quantitative approach with a causal survey method and path analysis techniques. The population in this study were all 145 public elementary school teachers, with a sample of 106 teachers selected by proportional random sampling. The research instrument was a closed questionnaire using a five-point Likert scale. The results of the analysis show that: (1) innovative leadership has a positive and significant effect on the quality of teacher services ($t = 7.652$; $\beta = 0.429$; $r = 0.600$; $p < 0.001$); (2) school climate has a positive and significant effect on the quality of teacher services ($t \text{ count} = 7.171$; $\beta = 0.384$; $r = 0.575$; $p < 0.001$); and (3) innovative leadership has a positive and significant effect on school climate ($t \text{ count} = 5.093$; $\beta = 0.447$; $p < 0.001$). This study shows that strengthening the leadership capacity of school principals and developing a conducive school climate are strategic steps in improving the quality of teacher services.

Keywords: *Innovative Leadership, School Climate, Quality of Educator Services*

INTRODUCTION

The quality of basic education is largely determined by the quality of services provided by teachers, which in turn depends on the supportive school environment and the effective leadership of the principal. In the era of disruption and the Independent Curriculum policy, teachers are required to be more independent, creative, and professional. However, numerous studies indicate that teachers still

face internal and structural barriers, including weak support from school management.

The innovative leadership of the principal is considered a factor influencing the quality of educational services. A principal who possesses the ability to innovate, adapt to change, and promote effective learning can create a conducive learning environment and encourage improvements in educational quality (Raptis et al., 2024).

As the spearhead of education delivery, the principal is required to be committed and possess effective leadership in school management. The principal's presence is needed to initiate a new paradigm for change in both processes and interactions. Adjusting goals, objectives, procedures, inputs, processes, and outputs to suit the demands of the times. Innovative leadership in managing and developing change in schools can be an alternative option (Suyitno, 2021). The key to school success essentially rests on the efficiency and effectiveness of the principal. Criteria for school success include a qualified and empowering principal. There are three basic skills that a principal must master: conceptual skills, human skills, and technical skills (Chandra et al., 2020).

In addition to innovative leadership, another factor influencing the quality of educational services is school climate (Safitri & Prasetyo, 2022). School climate is also considered to influence the quality of educational services. A positive school climate, such as good relationships between teachers, students, and parents, as well as a safe and comfortable learning environment, can support the achievement of educational goals (Muh Nasir et al., 2023).

School climate is the conditions and situations that occur within the school environment. School climate arises from open interactions between school elements, and a conducive school climate influences the performance of educational institution employees (Ideswal et al., 2020). In other words, one of the factors contributing to the progress or decline of an educational institution is influenced by the institution's ability to manage the school climate. School climate refers to the school environment, the interactions between elements within the school, and the management of a conducive school environment. The benefits of school climate include: a conducive learning environment, creating an effective school culture, and supporting leadership, motivation, and job satisfaction (Farooq et al., 2021).

This research is urgently needed in Periuk District because this area faces challenges such as disparities in quality among public elementary schools and suboptimal implementation of leadership supervision and school work environment development.

This research draws on three main concepts: the quality of educator services, innovative leadership, and school climate, each of which has a strong theoretical foundation and empirical evidence from international academic literature.

The Quality of Educator Services

The development of the teaching profession is a global concern, as the duties, functions, and roles of educators extend beyond conveying information about science and technology to shaping the attitudes and attitudes of students so they can survive in the era of globalization. Educators, as an integral part of the learning system designed to enhance student abilities, play a crucial role in determining the direction and objectives of the educational process (Khuluqo, 2017). Assuring the quality of education, as implied by the Minister of National Education Regulation No. 63 of 2009 concerning the Education Quality Assurance System, is a systematic and integrated activity in the implementation of education to improve the nation's intellectual life.

Given the strategic role of education, improving the quality of education services is currently a key government program to educate the nation. To achieve this, the government has enacted various regulations, one of which mandates schools to implement educational services in accordance with the standards stipulated in Government Regulation No. Government Regulation No. 57 of 2021 and its revision in Government Regulation No. 4 of 2022 maintain the principle that National Education Standards are the minimum criteria that must be met by the education system throughout Indonesia, but

with a greater emphasis on curriculum relevance, particularly for primary and tertiary education. This revision also includes specific provisions for the Pancasila curriculum, involving coordination with Pancasila ideology institutions to strengthen character development in accordance with national values.

Guaranteeing the quality of education, as implied by Minister of National Education Regulation No. 63 of 2009 concerning the Education Quality Assurance System, is a systematic and integrated activity in the implementation of education to improve the level of intelligence of the nation. Given the strategic role of education, currently improving the quality of education services is a primary government program to educate the nation. To achieve this, the government has enacted various regulations, one of which mandates schools to implement educational services in accordance with those stipulated in Government Regulation No. 19 of 2005, which has undergone several revisions, namely Government Regulation No. 57 of 2021, which was then revised through Government Regulation No. Article 1, Point 1, of Law No. 4 of 2022, states the minimum criteria that must be met in the implementation of the education system in Indonesia. This National Standard (SNP) covers aspects that must be implemented by every educational institution in accordance with the values of Pancasila and the goals of national education. The goal is to ensure equal quality of education throughout the jurisdiction of the Unitary State of the Republic of Indonesia.

The quality of education differs from the quality of a company that produces goods, because it concerns the quality of people through the learning process. The quality of education depends on the ability of teachers to provide quality learning services to students. A key indicator of quality service is customer satisfaction. In this context, students are the primary customers of schools.

Therefore, the quality of educational services provided by schools must be oriented towards student needs and consider students' perceptions of the educational services provided by the school. In the context of education, the definition of quality refers to the educational process and educational outcomes. A quality educational process involves various inputs, such as teaching materials (cognitive, affective, psychomotor), methodology (varying according to the lecturer's abilities), infrastructure and other resources, as well as the creation of a conducive atmosphere.

Innovative Leadership of School Principals

Leadership is a crucial element in a company. Leadership is a process by which an individual becomes a leader through continuous activity, thereby influencing those they lead (followers) in order to achieve organizational goals. Leadership qualities should be continuously improved to meet the aspects of competence, commitment, professionalism, honesty, fairness, trustworthiness, high integrity, and a comprehensive, integral, and holistic mindset, attitude, and behavior for the benefit of employees and the company.

Innovation is one of the factors supporting a leader's success. A truly successful leader is an innovative leader. In today's era of globalization, creative and innovative leaders are essential. Innovative leadership is a leadership style that emphasizes courage in creating change, a willingness to embrace new ideas, and the ability to inspire and motivate teams in facing organizational challenges. Innovative leaders are required to have a clear strategic vision, be customer-oriented, build a climate of trust, be open to ideas from various levels of the organization, be communicative, persuasive, and able to take calculated risks to achieve goals. In the context of education, innovative leadership is becoming increasingly important in response to the complexity of school issues and the demands of curriculum reform.

Research by Zenger and Folkman in Fitrah et al. (2021) identifies ten characteristics of innovative leaders, including: possessing a strategic vision, listening from the bottom, creating a culture of mutual trust, providing open feedback, and being able to move the organization quickly and measurably. Innovative leadership in education is seen as an absolute necessity in addressing global challenges and driving continuous improvement in the quality of educational services (Rusdiana, 2014).

School Climate

Etymologically, climate can be defined as the atmosphere or state of an organization, both internally and externally. School climate is closely related to several dimensions within the organizational environment. School climate is a set of measurable characteristics of the work environment, based on the collective perceptions of the community living and working in the environment, and has been shown to influence their behavior. This means that a conducive school climate will impact teacher performance, reflecting that a conducive school atmosphere strongly supports improved teacher performance (Hoy & Miskel, 2019).

The school climate in a school or madrasah (Islamic school) refers to the conditions surrounding the school/madrasah, a quiet and comfortable atmosphere that is suitable and conducive to learning, which can enhance academic achievement. School climate is the atmosphere within a school. The school climate in a school reflects the cheerful and friendly atmosphere of the school community, characterized by mutual concern and care for one another. A friendly relationship within the school/madrasah climate occurs due to good relationships between the principal and teachers, and between teachers and students (Supardi, 2022).

A school's work climate, in detail, encompasses performance facilities, communication with colleagues, the principal's leadership, incentives, and rewards. According to Kusnadi, performance is conscious movement, actions, implementation, activities, or actions directed toward achieving a specific goal or target, in carrying out activities or as someone responsible for assigned tasks and obligations. A conducive school work climate is influenced by factors such as personnel placement, fostering dynamic relationships and resolving conflicts, utilizing information, and improving working relationships (Lubis & Wulandari, 2018).

The school work climate is a policy that must be considered by the Ministry of National Education (Depdiknas) to improve the quality of education. A conducive school work climate is expected to support an effective learning process, ensuring a comfortable environment for all parties involved (Mulyasa, 2020). One important aspect supporting the success of the teacher learning process is the school work climate. A conducive school work climate is one that truly aligns with and supports the smooth and continuous learning process carried out by teachers. Therefore, it is important to understand several factors that play a crucial role in achieving a conducive school work climate: the physical environment, the social environment, and the cultural environment.

The physical environment provides opportunities for movement and all aspects related to refreshment efforts, including sufficient and adequate learning infrastructure. The social environment relates to the patterns of interpersonal interaction within the school environment in general. A positive social environment allows for positive interactions between school members, including students, teachers, and students, teachers, and teachers with other educational staff. Conducive learning conditions can only be achieved if social interactions occur effectively. Good social interactions allow each member of staff to create relationships without any disruptions. The cultural environment provides a pattern of life that aligns with the lifestyles of its members (Supardi, 2022).

Based on the definition of school work climate above, it can be concluded that school work climate reflects the state of the school community, related to relationships between members of the school community, influenced by the physical, social, and cultural environment, which will ultimately impact teacher performance.

Relationships Between Concepts

The relationships between concepts in this study illustrate the functional link between the principal's innovative leadership, the school's work climate, and the quality of educator services. Innovative leadership is a transformational force capable of driving positive change in the school environment through strategic vision, the ability to inspire, and the courage to take innovative risks. Innovative leaders build an open and adaptive work culture and encourage teachers to improve the

quality of the educational services they provide.

Therefore, innovative leadership has a direct influence on the quality of educator services. Furthermore, school climate, as the social, psychological, and physical conditions within the work environment, also plays a crucial role in creating a comfortable and motivated work environment for teachers. A positive and supportive work climate will support teacher professionalism and encourage them to provide optimal educational services.

Therefore, school climate is thought to directly influence the quality of educator services. Furthermore, the principal's innovative leadership is also believed to contribute to establishing a conducive school climate. Innovative leaders are able to create a communicative, collaborative, and trusting work environment, which ultimately strengthens the work spirit of the entire school community. Based on this relationship, it can be concluded that the principal's innovative leadership directly influences the quality of educator services and indirectly through the school climate they create.

METHOD

This research uses a quantitative research method with a causal study. A causal study aims to examine the causal relationship between variables and the object under study, thus including independent and dependent variables (Sugiyono, 2016). This study will seek to establish the influence of innovative leadership and school work climate on the quality of teacher services. The results will then be presented descriptively.

The population in this study was all elementary school teachers in Cluster 1 of Periuk District, Tangerang City, totaling 145 teachers, with a sample size of 106 teachers. Because the number of teachers in each school varies, the sample was taken based on proportional random sampling. The analytical technique used was path analysis.

FINDINGS AND DISCUSSION

1. First Hypothesis: The Effect of the Principal's Innovative Leadership on the Quality of Educator Services

Based on the results of the t-test analysis, the calculated t value was 7.652. This calculated t value was then compared with the t table value with $df = 104$, resulting in a value of 1.983. The comparison revealed that the calculated t value was greater than the t table ($7.652 > 1.983$). Similarly, the significance level (p-value) in the table above shows that the probability of significance (Sig.) value is 0.000. This means that the Sig. value is $< \alpha$ ($0.000 < 0.05$), thus H_0 is rejected and H_1 is accepted.

Based on the correlation coefficient analysis (r_{xy}) between the principal's innovative leadership (X_1) and the quality of educator services (X_3), the value was 0.600 with a Sig. (2-tailed) of 0.000. This means that the Sig. value is $< \alpha$ ($0.000 < 0.05$). ($0.000 < \alpha$ (0.05)). The coefficient value of 0.600, when entered into the Pearson Correlation table, falls within the range of 0.600-0.799, categorizing it as a strong correlation. Therefore, it can be concluded that the principal's innovative leadership and the quality of educator services have a significant and strong influence.

This is consistent with research conducted by (Fitrah et al., 2021), which showed that the principal's innovative leadership influences the quality of educator services. Principals who implement innovative leadership are able to create a more dynamic, collaborative work environment and support teacher professional development. This leadership style not only encourages teachers to continuously improve their skills and teaching methods but also creates a more inspiring and productive work atmosphere. With the support of a visionary leader, teachers are more motivated to provide quality educational services, which ultimately has a positive impact on student learning outcomes.

Another study by (Hidayat & Rugaiyah, 2023) indicates that the principal's innovative leadership influences the quality of educator services. Principals who implement innovative leadership are able to create a work environment that supports teacher professional development, encourages creativity in learning, and improves the effectiveness of school management. Furthermore, innovative leadership allows for adaptation to changes in education policy and technological developments, thereby continuously improving the quality of teacher services. Therefore, this study reinforces previous findings that innovative leadership by principals is a key factor in improving the quality of educational services and optimally achieving learning objectives.

Based on the above findings, it can be concluded that innovative leadership by principals has a significant influence on the quality of teacher services. Innovative principals are able to create a work environment that supports teacher professionalism, encourages creativity, and adapts to change. This impacts the quality of learning and the optimal achievement of educational objectives. Therefore, innovative leadership is a key factor in effective and high-quality school management.

2. The Influence of School Climate on the Quality of Educator Services

Based on the results of the t-test analysis, the calculated t value was 7.171. This calculated t value was then compared with the t table value with $df = 104$, resulting in a value of 1.983. The comparison revealed that the calculated t value was greater than the t table ($7.171 > 1.983$). Similarly, the significance level (p-value) showed that the probability of significance (Sig.) was 0.000. This means that the Sig. value is $< \alpha$ ($0.000 < 0.05$), thus H_0 is rejected and H_2 is accepted. Therefore, it can be concluded that school climate significantly influences the quality of educator services at elementary schools in Periuk District, Tangerang City.

Based on the correlation coefficient analysis (rxy) between school climate (X2) and educator service quality (X3), the value was 0.575 with a Sig. (2-tailed) of 0.000. This means that the Sig. value is $< \alpha$ ($0.000 < 0.05$). The coefficient value of 0.575, when entered into the Pearson Correlation table, falls within the range of 0.400–0.599, categorizing it as a moderate correlation. Therefore, it can be concluded that there is a significant relationship between school climate and the quality of teacher services, categorized as moderate.

This is consistent with research conducted by (Syafaruddin et al., 2021), whose results showed a significant influence between school climate and the quality of teacher services. These findings highlight that schools that implement a collaborative and innovative culture enable teachers to continuously improve their skills and teaching methods, thus resulting in improved quality of education services. These factors indicate that a conducive school climate not only impacts teacher well-being but also directly influences student learning outcomes.

Another study conducted by (Dasor, 2022) demonstrated a significant influence between school climate and the quality of teacher services. A good school climate, characterized by supportive leadership, harmonious interpersonal relationships, and a supportive physical environment, can increase teacher motivation and professionalism in teaching. Furthermore, social and emotional support from colleagues and students contributes to a more comfortable and productive work environment.

Based on the above opinion, it can be concluded that a positive school climate can influence the quality of educator services. This can be seen in their skills and teaching methods. Furthermore, supportive leadership, good interpersonal relationships, and social and emotional support create a comfortable and productive work environment. Consequently, the quality of educational services improves, which not only impacts teacher well-being but also directly contributes to improved student learning outcomes.

3. The Influence of the Principal's Innovative Leadership on School Climate

Based on the results of the t-test analysis, the calculated t-value was 5.093. This calculated t-value was then compared with the t-table value at the significance level ($df = 104$), resulting in a value of 1.983. The comparison revealed that the calculated t-value was greater than the t-table ($5.093 > 1.983$). Similarly, the significance level (p-value) in the table above indicates that the probability of significance (Sig.) is 0.000. This means that the Sig. value $< \alpha$ value ($0.000 < 0.05$), thus H_0 is rejected and H_3 is accepted. Therefore, it can be concluded that the innovative leadership of the principal has a significant effect on the school climate of elementary schools in Periuk District, Tangerang City.

Based on the correlation coefficient analysis (rxy) between the innovative leadership of the principal (X1) and school climate (X2), a value of 0.447 was obtained with a Sig. (2-tailed) of 0.000. This means that the Sig. value ($0.000 < \alpha$ (0.05)). The coefficient value of 0.447, when entered into the Pearson Correlation table, is in the range of 0.400-0.599, with a moderate correlation category. Thus, it can be concluded that there is a significant relationship between the innovative leadership of the principal and school climate in the moderate category.

This aligns with research conducted by Susanto et al. (2019), whose results showed a significant influence of innovative principal leadership on the quality of teacher services. Innovative principals are able to create and implement new ideas in school management, encourage teacher creativity, and adapt to changes in policy and technology. Furthermore, innovative leadership is also characterized by efforts to build collaboration between educators and related parties to improve the quality of educational services. Innovative principals actively conduct continuous evaluation and improvement through academic supervision, teacher training, and professional development programs. Therefore, the more innovative the principal's leadership, the higher the quality of services provided by educators, which ultimately impacts the quality of learning and the optimal achievement of educational goals.

Other research conducted by Safitri & Prasetyo (2022) shows that innovative principal leadership influences school climate. Innovative principals are able to create a more positive, collaborative, and supportive environment, thereby increasing the comfort and motivation of teachers and students. This leadership style encourages a work culture that is open to change, innovation in teaching, and harmonious relationships among all school members. Thus, a conducive school climate resulting from innovative leadership contributes to improving the quality of educational services and positively impacts student learning outcomes.

Based on the above opinion, it can be concluded that innovative leadership by a principal can positively influence school climate. An innovative principal is able to build an environment that supports collaboration, innovation in teaching, and harmonious relationships within the school. This positive school climate then increases teacher motivation and professionalism, which ultimately impacts the quality of educational services and student learning outcomes.

CONCLUSION

The conclusions of this study, based on the findings, analysis, and discussion, are as follows:

1. There is a direct positive and significant effect of the principal's innovative leadership (X1) on the quality of teacher services (X3) at elementary schools in Periuk District, Tangerang City. This is also evidenced by the calculated $t > t$ table ($7.652 > 1.983$) and the path coefficient value of 0.429. Furthermore, the correlation coefficient analysis shows a value of 0.600 with a Sig. (2-tailed) of 0.000. This indicates a significant but weak relationship between the principal's innovative leadership and teacher service quality.
2. There is a direct positive and significant effect of school climate (X2) on the quality of teacher services (X3) at elementary schools in Periuk District, Tangerang City. This is also evidenced by the calculated $t > t$ table ($7.171 > 1.983$) and the path coefficient value of 0.384. Furthermore, the

correlation coefficient analysis showed a value of 0.575 with a Sig. (2-tailed) of 0.000. This indicates a significant and very strong relationship between school climate and the quality of teacher services.

3. There is a direct, positive and significant effect of the principal's innovative leadership (X1) on the school climate of teachers (X2) at elementary schools in Periuk District, Tangerang City. This is evident from the calculated t value $> t$ table ($5.093 > 1.983$) and the path coefficient value of 0.447 with a Sig. (2-tailed) of 0.000. This indicates a significant and moderate relationship between the principal's innovative leadership and school climate.

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THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP, WORK CULTURE, AND SELF-CONCEPT ON TEACHER PERFORMANCE

JURNAL KEPEMIMPINAN PENDIDIKAN

2025, Vol. 8(1) PAGE 1049 – 1059

©Author, 2025

p-ISSN 2086-2881

e-ISSN 2598-621

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ABSTRACT

The purpose of this study is to analyze, and test: the influence of transformational leadership, work culture and self-concept on teacher performance in driving schools throughout Tangerang City. This study uses a causal survey method with a path analysis technique. The population in this study is all driving teachers in Tangerang City totaling 165 teachers with a sample of 117 teachers taken based on proportional random sampling. The analysis technique used is the path analysis technique. Based on the results of the analysis, it is known: 1) There is a direct positive and significant influence of transformational leadership on teacher performance; 2) There was a direct positive and significant influence of work culture on teacher performance; 3) There was a direct positive and significant influence of teachers' self-concept on teacher performance; 4) There was a direct positive and significant influence of transformational leadership on teachers' self-concept; 5) There was a direct positive and significant influence of work culture on teachers' self-concept; 6) There was a direct positive and significant influence of transformational leadership on work culture.

Keywords: *Transformational Leadership, Work Culture, Self-Concept, Teacher Performance*

INTRODUCTION

Teacher performance must be a focus of attention for various parties to ensure the continuity of the teaching and learning process, enabling students to develop and achieve. Therefore, teacher quality is a crucial factor in improving the quality of education. Teachers have the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, primary education, and secondary education. The most important thing is to translate these abilities into behavior through carrying out tasks in relevant and realistic work situations.

It is known that students' literacy and numeracy skills nationally are only in the moderate category. Another problem is that many teachers lack creativity in creating learning tools or media, which contributes to students' low understanding of the material being taught. Teachers lack variety in their teaching methods; most still use the lecture method in class, presenting material and then giving assignments without in-depth discussion. In reality, these problems can be addressed through the

intervention of many parties. The government and school principals should collaborate, synergize, and work together to address the various challenges faced by teachers, particularly those related to teacher performance.

Teachers are a key component of the education system, playing a role in transferring knowledge and values to students. Therefore, teacher performance has a significant impact on the quality of education. One factor that can influence teacher performance is leadership in the context of Education.

School leadership is important because research shows that it has a direct impact on teacher performance, including satisfaction, performance, motivation, student performance, and school performance (Yeigh et al., 2019). Transformational leadership is related to their decision-making style, which can significantly influence teacher performance, satisfaction, and motivation levels. Effective leaders are those who can create a supportive school environment and involve teachers in decision-making.

Transformational leadership has been shown to have a significant impact on various outcomes such as job satisfaction, organizational commitment, and employee performance (Mayora & Purwanto, 2019). For example, a study on the influence of transformational leadership and self-leadership on adaptive performance found that both types of leadership influence psychological empowerment, which in turn influences adaptive performance (Oktavian et al., 2022).

In addition to the principal's transformational leadership, work culture is an important factor in improving the quality of education and teacher performance. Schools, as social systems, have a unique culture, namely dominant, shared values and beliefs that influence behavior. Culture, as the values, principles, traditions, and ways of working shared by members, Organizational culture influences how teachers act. In most organizations, shared values and practices have evolved rapidly over time and significantly influence how the organization is run.

Work culture can reflect the dominant values espoused by the school, or the philosophy that guides school policies for all elements and components of the school, including educational stakeholders. This includes how work is carried out at school and the basic assumptions or beliefs held by school members. This situation has the potential to improve teacher performance. However, it can become an obstacle if personal changes, such as a sufficient income, give rise to an unhealthy work culture.

Research related to work culture conducted by several researchers concluded that work culture has a direct, positive influence on teacher performance (Mujiono, 2017). Work culture influences teacher performance and school effectiveness. Schools with high values, beliefs, and confidence in achievement are schools with a culture of quality.

Furthermore, teacher self-concept is also considered to influence teacher performance. Self-concept is a teacher's ability to understand, assess, and manage their perceptions and views of themselves, including awareness of their potential, role, and responsibilities as educators. A positive self-concept helps teachers feel confident, motivated, and able to face challenges in the learning process, so that it can have an impact on improving the quality of performance and interactions with students.

Previous research conducted by Sari on teachers at public elementary schools in Semarang City showed that transformational leadership and self-concept significantly influence teacher performance. Transformational leadership positively contributes to creating a learning environment that supports teachers in improving their performance, while self-concept enables teachers to manage the learning process more effectively (Sari, D.P., 2022). Another study conducted by Sulistyani (2021) on teachers at junior high schools in West Bandung Regency found that transformational leadership positively influenced teacher performance. However, this study did not find a significant relationship between self-concept and teacher performance (Sulistyani, 2021).

Based on initial observations conducted by researchers at several leading schools in Tangerang City, several problems were identified related to the influence of transformational leadership, work culture, and self-concept on teacher performance. Among them, some principals still lack forward-

thinking and visioning about the future of their schools, how they can advance and improve their teaching and learning. Furthermore, schools have not periodically reviewed and evaluated their vision, mission, and goals. In formulating its vision, mission, and goals, the school does not involve many stakeholders, such as parents, experts, or other members of the community. Furthermore, teachers believe that the principal's decisions and policies still fall short of meeting teachers' expectations and aspirations, and they provide insufficient space and opportunity for teachers to contribute suggestions, express criticism, or complain.

Researchers also found low teacher performance, as evidenced by: 1) Some principals still lack foresight and foresight regarding the future of their schools, and how they can advance and improve learning. 2) Principals have not periodically reviewed and evaluated the school's vision, mission, and goals. 3) In formulating its vision, mission, and goals, the school does not involve many stakeholders, such as parents, experts, or other members of the community. 4) Principals, in making decisions and policies, still fall short of meeting teachers' expectations and aspirations, and they provide insufficient space and opportunity for teachers to contribute suggestions, express criticism, or complain. 5) Teachers are still found to lack discipline, such as arriving late or being absent without a clear reason. 6) Learning methods tend to be monotonous and lack active student participation. 7) Minimal use of technology and innovative learning media in the teaching and learning process. 8) Lack of support and facilities from schools. 9) Inadequate learning facilities and infrastructure, such as uncomfortable classrooms or a lack of supporting equipment. 10) Insufficient budget for training or workshops for teachers. 11) Minimal supervision and evaluation of teacher performance by the school (Author's interview with a teacher, October 5, 2024).

These issues can serve as a basis for further research on the influence of transformational leadership, work culture, and self-concept on teacher performance. By identifying these problems, the author can provide recommendations or appropriate solutions to improve teacher performance in the schools studied.

METHOD

This research was conducted at Tangerang City's Mover Schools, namely 1) SDN Bojong 2, located on Jl. Rani Blik A Kunciran Indah Piang; 2) SDN Gebang Raya 2, located on Jl. Perum Pondok Makmur, Periuk; 3) SDN Total Persada, located on Jl. Sumatra Blok Total Gembor Periuk; 4) SDN Karawaci 3, located on Jl. Beringin Raya Perumnas Tangerang; 5) Sekolah Alam Tangerang, located on Rt 003/004 Bojong Jaya Karawaci; and 6) SDN Periuk 1, located on Jl. Raya Mauk Periuk. The research was conducted over a period of 6 (six) months, starting with preliminary research from December 2024 to May 2025.

This research used a quantitative research method with a causal study type. A causal study is a research study that aims to examine the causal relationship between variables and the object under study. Therefore, the study includes independent and dependent variables (Sugiyono, 2021). This study will seek to establish the influence of transformational leadership, work culture, and self-concept on teacher performance.

The population of this study was all teachers at the Driving Schools in Tangerang City. There are 30 schools (kindergarten-high school) within this population. The researcher chose a sampling technique appropriate to the research objectives: cluster sampling, as the researcher will only be sampling the driving schools at public elementary schools (SDN). The researcher chose driving schools at public elementary schools (SDN) because she had previously taught at a driving school at the elementary school level, facilitating data collection. In accordance with the research objectives and the provisions outlined above, the researcher selected six driving schools as the population for this study, with a total of 165 teachers.

The data collection technique used in this study was a questionnaire. The questionnaire used in

this study was a Likert-type scale, which is used to capture a person's attitudes, opinions, and perceptions about social phenomena. On a Likert scale, the variables to be measured are broken down into indicator variables, which then serve as the starting point for compiling instrument items in the form of questions or statements. Responses to each item range from very positive to very negative, such as: strongly agree (SS), agree (S), sometimes (KD), disagree (TS), and strongly disagree (STS).

The data analysis technique used in this study involved several stages: descriptive statistics, classical assumption testing, and path analysis.

FINDINGS AND DISCUSSION

Based on the statistical analysis described above, the statistical values for each variable and the level of influence between them can be identified. These results serve as the basis for the research discussion, as follows:

1. The Effect of Transformational Leadership on Teacher Performance

The path analysis between the transformational leadership variable (X1) and the teacher performance variable (X4) was 0.190, with a significance probability of $p_{x4x1} = 0.002$. Since the p-value (Sig.) is less than α ($0.002 < 0.05$), it is concluded that transformational leadership has a significant effect on teacher performance. This finding aligns with the theory of Robbins & Judge (2021), which states that transformational leaders can increase subordinate motivation, creativity, and commitment through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Principals who implement this style provide a clear vision, encourage teacher participation, and create a collaborative work environment, thereby improving teacher performance. These results are also consistent with research by Khuluqo (2019), which found a significant influence of transformational leadership on teacher performance in Islamic junior high schools (Madrasah Tsanawiyah). However, the relatively low coefficient (0.190) indicates that transformational leadership is not the sole determinant of performance and needs to be supported by other variables such as work culture and self-concept.

These results align with a study by Karsim et al., 2023. This study demonstrated that a leadership style that inspires, motivates, and provides individual attention to teachers can improve their work effectiveness. Well-implemented transformational leadership can encourage teachers to be more innovative, increase their commitment to their duties, and create a work environment conducive to their professional development. Thus, transformational leadership not only plays a role in improving individual teacher performance but also contributes to improving the overall quality of education.

A similar study by Marlina et al., 2023, showed a significant influence of transformational leadership capabilities on teacher performance. Transformational leadership, characterized by a clear vision, inspiration, motivation, and empowerment, encourages teachers to perform optimally in carrying out their duties. The results of this study indicate that teachers led by principals with strong transformational leadership skills tend to be more innovative, professional, and have higher performance in the learning process. Therefore, the stronger the principal's transformational leadership, the higher the teacher's performance in carrying out their duties and responsibilities.

Based on the above statement, it can be concluded that transformational leadership has a significant influence on teacher performance. This is evident in the principal's ability to plan, organize, and direct resources effectively, create a conducive work environment, provide constructive supervision, and motivate teachers to improve their professionalism and learning effectiveness.

2. The Influence of Work Culture on Teacher Performance

The path analysis between the work culture variable (X2) and the teacher performance variable (X4) was 0.401, with a significance probability of $p_{x3x1} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it is concluded that work culture has a significant effect on teacher performance. This finding supports the theory of Triguno and Sofyan et al. (2019), which states that a strong work culture, such as discipline, openness, and cooperation, creates an environment conducive to productivity. The higher coefficient value compared to transformational leadership indicates that work culture is a crucial factor in driving teacher performance. This aligns with research by Mujiono (2017), which confirms that schools with an achievement-oriented work culture tend to have teachers who are more innovative and responsive to change. This finding also reinforces the importance of synergy between organizational values and daily practices in driving schools. The results of this study align with those of Fitriyani & Miyono (2022), who found a significant influence of work culture on teacher performance. These findings indicate that a positive, disciplined, and collaboration-oriented work environment can improve teachers' effectiveness and professionalism in carrying out their duties.

A similar study conducted by Dauhan (2020) showed a significant influence of work culture on teacher performance. These findings indicate that a conducive work environment, professional values, and positive work habits can encourage improvements in the quality and effectiveness of teacher performance.

Based on the above statement, it can be concluded that work culture significantly influences teacher performance. A positive work culture encourages teachers to continuously improve their professional competencies, whether through training, scientific discussions, or the application of innovative learning methods. With a work culture oriented towards quality improvement, teachers are more open to change and more responsive to challenges in the world of education.

3. The Influence of Teacher Self-Concept on Teacher Performance

The path analysis between teacher self-concept (X3) and teacher performance (X4) showed a significance probability of 0.746, with a significance value of $p_{x4x3} = 0.000$. Since the p-value (Sig.) is less than α ($0.000 < 0.05$), it is concluded that transformational leadership has a significant effect on teacher self-concept. This finding aligns with the theory of Agustiani (2018) and Hutagalung (2022), which states that a positive self-concept (including self-identity, self-assessment, and belief in abilities) encourages teachers to be more confident, reflective, and adaptive in facing learning challenges. This finding also supports research by Sari (2022), which states that teachers with high self-concept tend to be more effective in designing learning strategies. This high coefficient confirms that teachers' psychological aspects are the main foundation for improving performance, even more dominant than external factors such as leadership and work culture. The results of this study align with those of Ningsih et al., 2020, which showed a significant relationship between self-concept and teacher performance. This suggests that teachers with a positive self-concept tend to perform better than those with a negative self-concept. Self-concept, which encompasses an individual's perception of their abilities, self-worth, and belief in their potential, plays a crucial role in building self-confidence, motivation, and work enthusiasm.

A similar study conducted by Safri et al., 2022, showed a significant relationship between self-concept and teacher performance. A positive self-concept enables teachers to have confidence in their abilities, maintain positive relationships with colleagues and students, and increase their commitment to optimally carrying out their duties. This study explains that teachers with a positive self-concept are more likely to demonstrate self-confidence, think creatively, and be problem-solving oriented.

Based on the above statement, it can be concluded that there is a significant relationship between self-concept and teacher performance. The better the teacher's self-concept, the better their performance. Conversely, a less positive teacher's self-concept leads to less positive teacher performance.

4. The Effect of Transformational Leadership on Teacher Self-Concept

The path analysis between transformational leadership (X1) and teacher self-concept (X3) showed a significance probability of 0.529, with a significance value of $p_{x3x2} = 0.000$. Since the p-value (Sig.) is less than α ($0.000 < 0.05$), it is concluded that transformational leadership has a significant effect on teacher self-concept. This finding aligns with Krishnan's (2005) theory, which states that transformational leaders can change subordinates' perceptions and beliefs through empowerment and recognition of individual contributions. Principals who provide emotional support, training, and space for innovation can increase teacher self-confidence. These results also support research by Novalianti & Laihad (2022), which found that transformational leadership mediates the influence of work motivation on teacher performance.

These results align with a study conducted by Siburian et al., 2022, which showed that transformational leadership significantly influences teacher self-concept. Principals who implement this leadership style are able to create a positive work environment, increase motivation, and build effective communication with teachers. The results of this study indicate that teachers led by principals with strong transformational leadership skills tend to be more innovative, professional, and have higher performance in the learning process. Therefore, the stronger the principal's transformational leadership, the higher the teacher's performance in carrying out their duties and responsibilities.

A similar study conducted by (Afif & Niam, 2021) showed that transformational leadership significantly influences teacher self-concept. Transformational leadership implemented by principals can positively shape teacher self-concept, leading to teachers feeling more confident in carrying out their duties, having higher motivation, and being more proactive in developing professional competencies. Principals who are able to provide inspiration, encouragement, and a clear vision can create a work environment that supports teacher growth and development, thus making them more motivated to improve the quality of teaching. Thus, transformational leadership impacts not only teacher performance but also how they view and develop themselves in their profession.

Based on the above, it can be concluded that transformational leadership is a crucial factor influencing teacher self-concept. Principals who implement transformational leadership are able to increase teacher motivation, self-confidence, and professionalism in carrying out their duties.

5. The Influence of Work Culture on Teacher Self-Concept

The path analysis between the work culture variable (X2) and the teacher self-concept variable (X3) was 0.531, with a significance probability value of $p_{x3x2} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it is concluded that work culture has a significant effect on teacher self-concept. This finding aligns with the theory of Nawawi & Martini (2020), which emphasizes that a work environment that values collaboration, transparency, and self-development can strengthen teachers' professional identity. A positive work culture, such as recognition for achievement and support from colleagues, helps teachers internalize organizational values as part of their self-identity. These results are consistent with research by Rusmawati et al. (2021), which states that a healthy organizational climate contributes to improved teacher self-concept and performance.

The results of this study align with those of Safitri (2023), who found that work culture significantly influences teacher self-concept. A positive work culture, such as a supportive, collaborative, and professional development-oriented environment, contributes to building teacher self-confidence and motivation in carrying out their duties.

A similar study conducted by Widyanigshih et al., 2024, showed that work culture has a significant influence on teacher self-concept. This study explains that when teachers feel valued, supported, and given space to innovate in a positive work environment, they tend to have better self-perceptions. This increases self-confidence, work motivation, and belief in their professional

competence. Conversely, a less conducive work culture, such as conflict between colleagues, lack of support from leadership, or excessive work pressure, can negatively impact teacher self-concept, thus affecting their performance and dedication.

Based on the statement above, it can be concluded that work culture has a positive and significant influence on teacher self-concept. A healthy and supportive work culture is crucial for encouraging the development of a more positive teacher self-concept, which ultimately impacts the effectiveness of the learning process.

6. The Effect of Transformational Leadership on Work Culture

The results of the path analysis between the transformational leadership variable (X1) and the work culture variable (X2) were 0.649, with a significance probability value of $p_{x2x1} = 0.000$. Because the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it is concluded that transformational leadership has a significant effect on work culture. This finding supports Yukl's (2019) theory, which states that transformational leaders act as catalysts for organizational culture change through communicating vision, creating collaborative norms, and eliminating ineffective practices. Principals who inspire and involve teachers in decision-making can foster a dynamic, quality-oriented work culture. These results also align with research by Maheshwari (2022), which found that transformational leadership styles improve job satisfaction and organizational culture in Vietnamese schools.

These results align with a study by Hartono et al. (2023), which showed a positive and significant effect between transformational leadership skills and work culture. Principals who implement transformational leadership are able to create a more positive, collaborative, and innovative work culture within the school environment. With a clear vision, inspiration, and motivation provided to teachers, transformational leadership encourages the creation of a work environment that supports professional development and performance improvement. A positive work culture, in turn, impacts teacher self-concept and the quality of learning in schools. Thus, transformational leadership not only directly influences teacher performance and self-concept but also plays a role in shaping a conducive and productive work culture.

Similar research conducted by (Saputra et al., 2023) showed a positive and significant influence between transformational leadership skills and work culture. Principals with a transformational leadership style are able to create a work culture that is more collaborative, innovative, and oriented towards improving the quality of education. Through a clear vision, effective communication, and providing motivation and inspiration, principals can create a work environment conducive to teacher professional development. With a positive work culture, teachers will be more motivated, have a better self-concept, and improve their performance in the learning process. Therefore, transformational leadership not only directly impacts teacher performance but also plays a role in building a work culture that supports the growth and professionalism of educators.

Based on the above, it can be concluded that transformational leadership has a significant influence on work culture. A positive work culture is characterized by harmonious relationships between individuals, a supportive work atmosphere, and a sense of trust in leadership.

CONCLUSION

Based on the research results and discussion, several important conclusions can be drawn as follows:

1. There is a positive and significant direct effect of transformational leadership on teacher performance at the School Leaders throughout Tangerang City. The path analysis between transformational leadership (X1) and teacher performance (X4) is 0.190, with a significance

probability of $p_{x4x1} = 0.002$.

2. There is a positive and significant direct effect of work culture on teacher performance at the School Leaders throughout Tangerang City. The path analysis between work culture (X2) and teacher performance (X4) is 0.401, with a significance probability of $p_{x4x2} = 0.000$.
3. There is a positive and significant direct effect of teacher self-concept on teacher performance at the School Leaders throughout Tangerang City. The path analysis between teacher self-concept (X3) and teacher performance (X4) is 0.746, with a significance probability of $p_{x4x3} = 0.000$.
4. There is a positive and significant direct effect of transformational leadership on the self-concept of teachers at the School of Mover throughout Tangerang City. The path analysis between the transformational leadership variable (X1) and the teacher self-concept variable (X3) is 0.529 with a significance probability value of $p_{x3x1} = 0.000$.
5. There is a positive and significant direct effect of work culture on the self-concept of teachers at the School of Mover throughout Tangerang City. The path analysis between the work culture variable (X2) and the teacher self-concept variable (X3) is 0.531 with a significance probability value of $p_{x3x2} = 0.000$.
6. There is a positive and significant direct effect of transformational leadership on the work culture of the School of Mover throughout Tangerang City. The path analysis between the transformational leadership variable (X1) and the work culture variable (X2) is 0.649 with a significance probability value of $p_{x2x1} = 0.000$.

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THE INFLUENCE OF THE PRINCIPAL'S MANAGERIAL COMPETENCE, WORK CLIMATE AND TEACHER'S SELF CONCEPT

JURNAL KEPEMIMPINAN PENDIDIKAN

2025, Vol. 8(1) PAGE 1060 – 1069

©Author, 2025

p-ISSN 2086-2881

e-ISSN 2598-621

SUMINAR

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ABSTRACT

The purpose of this study is to analyze, test and find out: the influence of the principal's managerial competence, work climate and teacher's self-concept on the performance of public elementary school teachers in Karawaci District, Tangerang City. The method used in this study is a causal survey method with a path analysis technique. The population in this study is all elementary school teachers in State Elementary School in Karawaci District, Tangerang City, totaling 180 teachers with a sample of 124 teachers taken based on proportional random sampling. The analysis technique used is the path analysis technique. Based on the results of the analysis, it is known: 1) There is a direct positive and significant influence of the principal's managerial on teacher performance; 2) There was a direct positive and significant influence of work climate on teacher performance; 3) There was a direct positive and significant influence of teachers' self-concept on teacher performance; 4) There was a direct positive and significant influence of the principal's managerial on the teacher's self-concept; 5) There was a direct positive and significant influence of work climate on teachers' self-concept; 6) There was a direct positive and significant influence of the principal's managerial on the work climate.

Keywords: *Managerial Competence, Work Climate, Teacher's Self-Concept, Teacher Performance*

INTRODUCTION

Teacher performance is the performance demonstrated by teachers in carrying out their duties as educators. The quality of teacher performance significantly determines the quality of educational outcomes, as teachers are the parties with the most direct contact with students during the educational/learning process in educational units/schools. Teacher performance is a crucial factor in the quality of learning/education, which in turn impacts the quality of educational outcomes after completing their education at school. Various efforts have been undertaken to improve the quality of education, including improving teacher competency through training and workshops, as well as improving school learning facilities and infrastructure. This is reflected in the 2022 performance report of the Directorate General of Teachers and Education Personnel, which established three program targets with five program performance indicators.

However, in practice, improving teacher competency is not sufficient; teachers require special attention from the principal's leadership. In education, the principal's role is significant in developing the potential of teachers and students, enabling them to acquire spiritual knowledge for self-control, personality, skills, and intelligence. Perdirjen GTK No. Regulation No. 7327/B.B1/HK.03.01/2023 regulates the principal competency model, which encompasses personal, social, and professional competencies. This is used as a reference for performance assessment and ongoing principal competency development. Personality competencies encompass moral, spiritual, and emotional management skills, which play a crucial role in building a conducive school environment (Ministry of Education, Culture, Research, and Technology, 2023).

Teachers play a strategic role in the learning process and developing student potential. Therefore, it is crucial to consider factors that can influence teacher performance, particularly at the elementary education level. One factor that can influence teacher performance is the principal's managerial competency (Moreira et al., 2023). Principals with strong managerial competencies will be able to effectively manage school resources, including developing teacher potential through ongoing coaching and supervision.

Research conducted by Khuluqo in the *International Journal of Educational Technology* revealed that principal managerial competency has a significant influence on teacher performance (Khuluqo & Tenkahary, 2021). The results of this study align with a study conducted by Sari in the *Journal of Multidisciplinary Science (JIM)*, which showed that principals' managerial leadership contributes to improving teacher performance (Sari & Hasri, 2022).

In addition to the principal's managerial competence, the work climate is also a crucial factor that can influence teacher performance. A conducive work climate, characterized by harmonious relationships, a comfortable working atmosphere, and adequate support, can encourage teachers to work optimally and achieve optimal performance. A conducive work climate can enhance collaboration, motivation, and productivity among all parties involved in the educational process. In this context, principals play a crucial role in creating and maintaining a positive work climate in the school environment (Schein, 2022).

Research conducted by Rusmawati, Ghani, & Khuluqo in *Advances in Social Science, Education, and Humanities Research* found that work climate has a significant influence on teacher performance (Rusmawati et al., 2021). The results of this study align with a study conducted by Tenkahary in the *Journal of Educational Technology*, which showed that a positive work climate contributes to improved teacher performance (Khuluqo & Tenkahary, 2021).

Based on the author's initial observations at elementary schools in the Karawaci District of Tangerang City, it was found that teachers, on average, had not yet created and completed teacher administration. Although some teachers did have and created teacher administration, they did so only for supervision purposes, as most teacher administration was still in soft copy form. This phenomenon indicates the suboptimal implementation of principals' managerial skills. This is indicated by the continued presence of teachers who stated that principals' managerial skills were inadequate. Principals' supervision, not aimed at improving learning, emphasized administrative responsibilities and provided insufficient guidance to teachers. Teachers were still confused about creating learning materials, resulting in teachers simply copying and pasting lesson plans.

Another finding I found was a less than conducive work climate at the school. This was evident in the teachers frequently gathering and chatting in the staff room when they were supposed to be starting class. Several teachers stated that the work climate, particularly regarding discipline and communication between teachers, teachers, and the principal, teachers, and students, and teachers and parents, was lacking.

Based on these facts, the researcher was interested in conducting a more in-depth study of principals' managerial competencies and teacher work climate, and their influence on teacher performance. This paper, entitled: "The Influence of Principals' Managerial Competencies, Work

METHOD

This research employed a quantitative research method with a causal study approach. A causal study aims to examine the causal relationship between variables and the object under study, thus including independent and dependent variables (Sugiyono, 2021). This research will seek to establish the influence of variables, namely principal managerial competence, work climate, and teacher self-concept, on teacher performance.

Population, in short, refers to the entire research subject. A population is a collection of individuals, objects, or events that meet predetermined criteria and become the focus of the research (Sugiyono, 2021). The population in this study was all 180 public elementary school teachers in Karawaci District, Tangerang City. The stages in population selection were as follows:

- a. The target population in this study was all public elementary school teachers in Karawaci District, Tangerang City, consisting of four clusters: clusters 1, 2, 3, and 4.
- b. The researcher used a random sampling technique, thus selecting Cluster 1 as the accessible population.

In this study, researchers used nine schools with a population of 180 teachers. Using the Slovin formula, the sample size for this study was 124 teachers, and for the instrument trial, 30 teachers were selected from outside the research sample.

In this study, the data collection technique used was a questionnaire. A questionnaire is a data collection technique that involves providing respondents with a set of questions to answer (Sugiyono, 2018). Data collection was conducted by administering questionnaires to respondents, which were filled out directly regarding the principal's managerial competence, work climate, and teacher performance, also known as primary data. The questionnaire was used to obtain the necessary information and support the research.

The questionnaire used in this study was a Likert-type questionnaire, which is used to capture individuals' attitudes, opinions, and perceptions about social phenomena. In the Likert-type scale, the variables to be measured are broken down into variable indicators, which then serve as the starting point for developing instrument items in the form of questions or statements. The answers to each item have a gradation from very positive to negative, such as: always (SL), often (SR), sometimes (KD), rarely (JR), never (TP).

The data analysis technique used in this study involved several stages: descriptive statistics, classical assumption testing, and path analysis.

FINDINGS AND DISCUSSION

Based on the statistical analysis described above, the statistical values for each variable and the level of influence between them can be identified. These results serve as the basis for the research discussion, as follows:

1. The Influence of Principal Managerial Competence on Teacher Performance

The path analysis between the principal managerial competency variable (X1) and the teacher performance variable (X4) was 0.520, with a significance probability value of $p_{x4 \times 1} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it is concluded that the principal's managerial competency has a significant effect on teacher performance.

These results align with a study conducted by Salamah (2024), which found a significant

positive influence between principal managerial competency and teacher performance. This finding indicates that the higher the principal's managerial competency, the better the teacher's performance in carrying out their professional duties. A principal's managerial competency includes the ability to formulate the school's vision and mission, manage human resources, create a conducive work environment, and ensure optimal learning quality.

A similar study conducted by (Siregar, 2022) showed a significant influence between the principal's managerial ability and work climate. These results illustrate that the principal's ability to manage various aspects of management, such as planning, organizing, and controlling resources, significantly contributes to teacher effectiveness. Furthermore, a conducive work climate, characterized by harmonious working relationships, good communication, and a supportive work environment, also plays a crucial role in increasing teacher productivity and motivation. The synergy between the principal's managerial ability and a positive work climate creates a work atmosphere that supports the optimal achievement of educational goals.

Based on the above, it can be concluded that the principal's managerial competence significantly influences teacher performance. This is evident in the principal's ability to plan, organize, and direct resources effectively, create a conducive work environment, provide constructive supervision, and motivate teachers to improve their professionalism and learning effectiveness.

2. The Influence of Work Climate on Teacher Performance

The path analysis between the work climate variable (X2) and the Teacher Performance variable (X4) was 0.519, with a significance probability value of $p_{x3x1} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it can be concluded that work climate has a significant effect on Teacher Performance.

The results of this study align with those of a study conducted by Hafizah et al., 2024, which found a significant influence of work climate on teacher performance. A conducive work climate, characterized by harmonious working relationships, effective communication, and a supportive work environment, can increase teacher motivation, productivity, and job satisfaction. Teachers who work in a positive work environment tend to be more enthusiastic, focused on their tasks, and contribute more optimally to achieving educational goals. These findings emphasize the importance of creating and maintaining a healthy work climate to support the continuous improvement of teacher performance.

A similar study conducted by Marzuqoh et al. (2024) showed a significant influence of work climate on teacher performance. A positive work climate, such as harmonious working relationships, support between colleagues, and effective communication, encourages teachers to perform optimally. A supportive work environment also increases teachers' motivation, comfort, and commitment to their duties. These findings emphasize the importance of creating a conducive work climate to support improved teacher performance and the success of the learning process in schools.

Based on the above statement, it can be concluded that work climate significantly influences teacher performance. This can be seen in harmonious working relationships, effective communication, and a supportive work environment, all of which contribute to increased teacher motivation, productivity, and job satisfaction. A positive work climate creates a conducive atmosphere for teachers to perform optimally, which in turn impacts the quality of learning and the achievement of educational goals.

3. The Influence of Teacher Self-Concept on Teacher Performance

The path analysis between teacher self-concept (X3) and teacher performance (X4) showed a significance probability of 0.923, with a significance probability of $p_{x4x3} = 0.000$. Since the p-value (Sig.) is less than α ($0.000 < 0.05$), it is concluded that the principal's managerial competence

significantly influences teacher self-concept.

The results of this study align with those of Ningsih et al., 2020, which showed a significant relationship between self-concept and teacher performance. This suggests that teachers with positive self-concepts tend to perform better than those with negative self-concepts. Self-concept, which encompasses an individual's perception of their abilities, self-worth, and belief in their potential, plays a crucial role in building self-confidence, motivation, and work ethic.

A similar study by Safri et al., 2022, showed a significant relationship between self-concept and teacher performance. A positive self-concept enables a teacher to have confidence in their abilities, maintain good relationships with colleagues and students, and increase their commitment to optimally carrying out their duties. This study explains that teachers with a positive self-concept are more likely to demonstrate self-confidence, think creatively, and be problem-solving oriented.

Based on the statement above, it can be concluded that there is a significant influence between self-concept and teacher performance. The better the teacher's self-concept, the better the teacher's performance. Conversely, if the teacher's self-concept is less positive, the teacher's performance will also be less positive.

4. The Effect of Principal Managerial Competence on Teacher Self-Concept

The results of the path analysis between the principal's managerial competence variable (X1) and the teacher's self-concept variable (X3) are 0.175, with a significance probability value of $p_{x3x2} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.005 < 0.05$), it is concluded that the principal's managerial competence has a significant influence on teacher self-concept.

The results of this study align with those of Priyanti et al., 2023, which showed that principals' managerial competence significantly influences teachers' self-concept. This study revealed that principals who are competent in managing resources, motivating staff, and building effective communication can increase teachers' self-confidence and positive self-perceptions. Good managerial support also helps teachers feel valued for their contributions, thus encouraging them to continuously improve their competence and gain greater confidence in their abilities.

A similar study conducted by Siahaan et al., 2023, showed that principals' managerial competence significantly influences teachers' self-concept. Principals' managerial competence, such as the ability to plan, organize, lead, and supervise, directly contributes to the creation of a supportive work environment. Principals who are able to provide clear direction, establish effective communication, and provide professional development opportunities for teachers can increase teachers' positive self-perceptions.

The relatively small effect of principals' managerial competence on teachers' self-concept (0.175) may be due to the predominance of intrinsic factors in the formation of teachers' self-concept. According to research (Davidova et al., 2024), teacher well-being in a school environment is more influenced by individual factors such as personal motivation, teaching experience, and social support from colleagues than by the principal's leadership. This indicates that even though the principal has good managerial skills, their influence on teacher self-concept remains limited because teachers rely more on internal factors and personal experiences in building their self-confidence. Thus, although the relationship between principal competence and teacher self-concept is significant, the magnitude of the influence is still low because other factors are more dominant in the formation of self-concept.

Furthermore, the work environment and organizational culture within the school also play a significant role in shaping teacher self-concept. If a school has a supportive, collaborative environment that rewards teacher performance, teacher self-concept tends to develop positively without relying too heavily on the principal's managerial skills. According to (Davidova et al., 2024), in the context of arts education in Latvia, teachers who have good relationships with fellow teachers and receive support from the teaching community demonstrate higher levels of well-being and self-concept than those who rely solely on the principal's leadership. Therefore, the study's findings, which show a small effect,

can be explained by the significant role of social and cultural factors within the school, which have a greater influence on teacher self-concept than the principal's competence. Based on the above statement, it can be concluded that the principal's managerial competence is an important factor influencing teacher self-concept. Principals with strong managerial competence are able to create a supportive work environment, provide clear direction, and encourage teacher professional development. This contributes to increased self-confidence, positive self-perception, and work motivation for teachers. Thus, efforts to improve principals' managerial competencies require attention so that teachers' self-concept can develop optimally, ultimately positively impacting performance and learning quality.

5. The Influence of Work Climate on Teacher Self-Concept

The path analysis between the work climate variable (X2) and the teacher self-concept variable (X3) was 0.906, with a significance probability value of $p_{x3x2} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it is concluded that work climate has a significant effect on teacher self-concept.

These research findings align with a study by Chandra & Sutarmin (2022) that found that work climate significantly influences teacher self-concept. This study demonstrated that motivation and work climate contribute to creating a better self-concept among elementary school teachers. Work climate in the educational context involves interactions that create a positive or negative work atmosphere in the school environment, including relationships between teachers, principals, and students. Research shows that a supportive work climate contributes to a better teacher self-concept, which encompasses how teachers perceive their abilities, values, and role in education.

A similar study conducted by Widyanigshih et al., 2024, found that the work climate significantly influences teacher self-concept. This study explains that when teachers feel valued, supported, and given space to innovate in a positive work environment, they tend to have a better self-perception. This increases their self-confidence, work motivation, and belief in their professional competence. Conversely, a less conducive work climate, such as conflict between colleagues, lack of support from leadership, or excessive work pressure, can negatively impact teachers' self-concept, thus affecting their performance and dedication.

Based on the above, it can be concluded that the work climate has a positive and significant influence on teacher self-concept. A healthy and supportive work climate is crucial for fostering the development of a more positive teacher self-concept, which ultimately impacts the effectiveness of the learning process.

6. The Influence of Principal Managerial Competence on Work Climate

The path analysis between the principal's managerial competence (X1) and the work climate (X2) showed a significance probability of 0.830, with a significance value of $p_{x2x1} = 0.000$. Since the p-value (Sig.) is less than α ($0.000 < 0.05$), it is concluded that the principal's managerial competence significantly influences the work climate.

These results align with a study by Miyono & Nanik (2021), which showed a positive and significant influence between the principal's managerial competence and the work climate. This study explains that a competent principal can build a harmonious work culture, support open communication, and demonstrate appreciation for teachers and staff. Such a work climate creates a positive atmosphere in the school environment, which ultimately increases work enthusiasm, collaboration, and motivation among teachers and staff.

A similar study conducted by Ariyanti et al., 2020, found a positive and significant influence between the principal's managerial skills and the work climate. This finding indicates that the better a

principal's managerial skills, the more conducive the work climate created within the school. A principal's managerial skills encompass the ability to plan, organize, direct, coordinate, and evaluate various aspects of school operations. A principal who is able to implement management functions effectively can create a comfortable, productive work environment that supports collaboration between teachers and staff.

Based on the above, it can be concluded that a principal's managerial skills have a significant influence on the work climate. A positive work climate is characterized by harmonious relationships between individuals, a supportive work atmosphere, and a sense of trust in leadership. Therefore, this study emphasizes the importance of principal managerial training and development to improve the quality of the work climate, which ultimately impacts teacher performance and student learning outcomes.

CONCLUSION

Based on the research results and discussion, several important conclusions can be drawn as follows:

1. There is a direct positive and significant influence of principal managerial competence on the performance of elementary school teachers in Karawaci District, Tangerang City. The path analysis between principal managerial competence (X1) and teacher performance (X4) is 0.520, with a significance probability value of $p_{x4x1} = 0.000$.
2. There is a direct positive and significant influence of work climate on the performance of elementary school teachers in Karawaci District, Tangerang City. The path analysis between work climate (X2) and teacher performance (X4) is 0.519, with a significance probability value of $p_{x4x2} = 0.000$.
3. There is a direct positive and significant influence of teacher self-concept on the performance of elementary school teachers in Karawaci District, Tangerang City. The path analysis between teacher self-concept (X3) and teacher performance (X4) is 0.923, with a significance probability value of $p_{x4x3} = 0.000$.
4. There is a positive and significant direct influence of principal managerial competence on the self-concept of elementary school teachers in Karawaci District, Tangerang City, as shown in the path analysis between the principal's managerial competence variable (X1) and the teacher self-concept variable (X3) of 0.175, with a significance probability of $p_{x3x1} = 0.005$.
5. There is a positive and significant direct influence of work climate on the self-concept of elementary school teachers in Karawaci District, Tangerang City, as shown in the path analysis between the work climate variable (X2) and the teacher self-concept variable (X3) of 0.906, with a significance probability of $p_{x3x2} = 0.000$.
6. There is a positive and significant direct influence of principal managerial competence on the work climate of elementary school teachers in Karawaci District, Tangerang City, as shown in the path analysis between the principal's managerial competence variable (X1) and the work climate variable (X2) of 0.830, with a significance probability of $p_{x2x1} = 0.000$.

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THE EFFECT OF PRINCIPAL SUPERVISION, SCHOOL CULTURE, AND WORK MOTIVATION ON THE PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS

JURNAL KEPEMIMPINAN PENDIDIKAN

2025, Vol. 8(1) PAGE 1070-1081

©Author, 2025

p-ISSN 2086-2881

e-ISSN 2598-621X

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ABSTRACT

The purpose of this study is to analyze the effect of principal supervision, school culture, and teacher work motivation on teacher performance. The method in this study is a causal survey method with path analysis techniques. The population in this study were all elementary school teachers in Cluster 1 of Periuk District, Tangerang City, totaling 139 teachers. With a sample of 103 teachers taken based on proportional random sampling, with path analysis techniques. The findings of this study reveal that principal supervision plays an important role in improving teacher performance. Effective supervision not only provides direction and control but also motivates teachers to carry out their tasks more responsibly and professionally. Likewise, school culture is shown to have a significant positive influence on teacher performance, where a conducive and collaborative culture fosters discipline, responsibility, and innovation among teachers. In addition to its direct impact on performance, principal supervision also has a strong effect on teacher work motivation, while school culture contributes positively to encouraging teachers to remain enthusiastic and committed in fulfilling their duties. Furthermore, teacher work motivation itself significantly enhances teacher performance, indicating that motivated teachers are more likely to achieve optimal results in the learning process. Another important finding is that principal supervision strongly shapes school culture, suggesting that leadership style and supervisory practices influence the values, norms, and habits that develop within the school environment. Collectively, these results highlight the interrelationship between supervision, school culture, and teacher motivation as key determinants of teacher performance improvement.

Keywords: *Principal Supervision, School Culture, Teacher Work Motivation, School Teacher Performance*

INTRODUCTION

Teacher performance is the ability demonstrated by teachers in carrying out their duties or work. Performance is considered good and satisfactory if the objectives achieved are in accordance with the

established standards. In carrying out their professional duties, teachers are obliged to plan learning, implement a quality learning process, and assess and evaluate learning outcomes. The success of an educator can be seen if these criteria are achieved as a whole, then the teacher's performance will be considered to have good work quality. According to Law No. 14 of 2005 concerning Teachers and Lecturers article 10 paragraph (1), leadership style includes professional competence, pedagogical competence, personality competence, and social competence, which are obtained through professional education. This description shows diversity in examining the dimensions of leadership style. However, the substance boils down to the same dimensions.

To improve the quality of education, various efforts have been made, such as improving the competence of teachers through training and education, as well as improving learning facilities and infrastructure in schools. This is in accordance with the 2022 performance report of the Directorate General of Teachers and Educational Personnel, which sets three program targets with five program performance indicators, with the following achievement levels:

Table 1.1
Program Performance Indicator Achievement Data

| Program Objective | Program Performance Indicator | Target | Realization | Achievement Percentage |
|--|---|--------|-------------|------------------------|
| [SP 1] Improving the availability of professional educators and education personnel | [PPI 1.1] Percentage of regions with a good teacher distribution index and availability of education personnel | 29.20 | 31.51 | 108.12 |
| | [PPI 1.2] Percentage of teachers and education personnel who improved their competence | 47.84 | 50.95 | 106.49 |
| | [PPI 1.3] Percentage of teachers and education personnel who advanced in their career level | 18.94 | 20.13 | 106.28 |
| [SP 2.1] Improving accountability in services and management of education, culture, research, and technology budgets | [PPI 2.1] SAKIP rating of the Directorate General of Teachers and Education Personnel | A | A | 100 |
| [SP 3.1] Improving the implementation of bureaucratic reform at the Ministry of Education, Culture, Research, and Technology | [PPI 3.1] Number of work units in the Directorate General of Teachers and Education Personnel obtaining ZI-WBK/WBBM predicate | 8 | 7 | 87.50 |

Source: 2022 Performance Report of the Directorate General of Teachers and Educational Personnel

Consequences As professionals, following the enactment of Law No. 14 of 2005 on Teachers and Lecturers, teachers are required to be able to carry out: 1) Their main duties of educating, teaching, guiding, directing, assessing, and evaluating students. 2) Additional duties relevant to the functions of the school/madrasah. 3) Therefore, teachers must be able to fulfill their obligations: a) Plan, implement, assess, and evaluate learning/guidance outcomes and implement improvements and enrichment. b) Continuously improve and develop academic qualifications and competencies in line with developments in science, technology, and the arts. c) Acting objectively and non-discriminatorily towards students (regarding gender, religion, ethnicity, race, and certain physical conditions, family background, and socioeconomic status). d) Upholding laws and regulations, legal and ethical codes for teachers, as well as religious and ethical values. e) Maintaining and fostering national unity and integrity.

Teachers should be fully responsible and highly committed in carrying out their duties. In order

for teachers and principals to perform well, supervision is necessary. Principals are often referred to as supervisors in the context of schooling. Supervision can be carried out by the principal or by the principal who performs the main duties and functions of guiding and supervising the educational unit. Educational supervision is guidance from the principal and/or school principal to teachers to improve the teaching and learning situation. Supervision activities are guidance to improve teacher capacity. The principal provides guidance to teachers regarding problems experienced by teachers. Good guidance is not looking for mistakes made by subordinates. Attention and good relationships in supervision activities will influence the success of supervision activities, which will ultimately affect teacher performance.

The influence of principal supervision, school culture, and work motivation on teacher performance has been discussed in several studies. Research findings show that principal supervision, organizational climate, and work motivation influence teacher performance (Rusmawati et al., 2021). Other studies also conclude that there is an influence of principal supervision on teacher performance (Najilah & Atikah, 2023), and research that concludes that there is an influence of principal supervision on the development of school culture (Wibowo & Mulyadi, 2020).

Based on the author's initial observations at elementary schools in the Periuk sub-district of Tangerang City, it was found that teaching was still not being carried out optimally and routinely as a product of teachers' work, there was a lack of mastery of teaching materials, a lack of teaching aids/learning media, teaching methods that were not yet varied, suboptimal implementation of the subject curriculum, evaluation or assessment only conducted when approaching mid-semester and end-of-semester exams, and a lack of alignment between teacher participation in training and the implementation of tasks. In addition, supervision activities by the principal are still oriented towards control, with the main focus being on administration, so that a partnership between teachers and the principal is not created and teachers even feel psychologically burdened by the thought of being assessed. In fact, supervision activities would be effective if the feeling of being free from various pressures was replaced with an atmosphere of service and fulfillment of informal needs.

Another problem found is the low level of teacher motivation. This is evident in the teaching and learning process in the classroom, where there are still teachers who merely deliver material without further explanation. For example, teachers simply write material on the board and then ask students to take notes. Not only that, there are also teachers who leave class early. Teachers who frequently leave the classroom will result in a reduction in teaching hours that could otherwise be used to provide additional explanations of the material being taught. The lack of education and training provided to teachers has resulted in low teacher competence. Many teachers experience excessive workloads, such as too many teaching hours, participating in extracurricular activities, and taking care of administrative tasks, which can reduce the time and energy they can spend on improving their performance.

Based on the problems and phenomena described above, the researcher is interested in conducting research with the title "The Effect of Principal Supervision, School Culture, and Teacher Work Motivation on the Performance of Public Elementary School Teachers in the Periuk District of Tangerang City." This research needs to be conducted to determine how principal supervision and work motivation affect teacher performance. In addition, it is hoped that it will encourage good principal supervision and work motivation so that the performance of public elementary school teachers in the Periuk District of Tangerang City will improve.

METHOD

Based on the author's initial observations at elementary schools in the Periuk sub-district of Tangerang City, it was found that teaching was still not being carried out optimally and routinely as a product of teachers' work, there was a lack of mastery of teaching materials, a lack of teaching

aids/learning media, teaching methods that were not yet varied, suboptimal implementation of the subject curriculum, evaluation or assessment only conducted when approaching mid-semester and end-of-semester exams, and a lack of alignment between teacher participation in training and the implementation of tasks. In addition, supervision activities by the principal are still oriented towards control, with the main focus being on administration, so that a partnership between teachers and the principal is not created and teachers even feel psychologically burdened by the thought of being assessed. In fact, supervision activities would be effective if the feeling of being free from various pressures was replaced with an atmosphere of service and fulfillment of informal needs.

Another problem found is the low level of teacher motivation. This is evident in the teaching and learning process in the classroom, where there are still teachers who merely deliver material without further explanation. For example, teachers simply write material on the board and then ask students to take notes. Not only that, there are also teachers who leave class early. Teachers who frequently leave the classroom will result in a reduction in teaching hours that could otherwise be used to provide additional explanations of the material being taught. The lack of education and training provided to teachers has resulted in low teacher competence. Many teachers experience excessive workloads, such as too many teaching hours, participating in extracurricular activities, and taking care of administrative tasks, which can reduce the time and energy they can spend on improving their performance.

Based on the problems and phenomena described above, the researcher is interested in conducting research with the title “The Effect of Principal Supervision, School Culture, and Teacher Work Motivation on the Performance of Public Elementary School Teachers in the Periuk District of Tangerang City.” This research needs to be conducted to determine how principal supervision and work motivation affect teacher performance. In addition, it is hoped that it will encourage good principal supervision and work motivation so that the performance of public elementary school teachers in the Periuk District of Tangerang City will improve.

FINDINGS AND DISCUSSION

Based on the statistical analysis described above, the statistical values for each variable and the magnitude of the influence between variables can be determined. These results are used as the basis for the discussion of the research, as follows:

The Influence of Principal Supervision on Teacher Performance

The path analysis results between the principal supervision variable (X1) and the teacher performance variable (X4) are 0.241 with a significance probability value of $p_{x4x1} = 0.000$. Because the p-value (Sig.) is smaller than α ($0.030 < 0.05$), it can be concluded that principal supervision has a significant effect on teacher performance.

The results show that principal supervision has a significant effect on teacher performance with a path coefficient of 0.241 and a p-value of 0.000. When compared to the theoretical study in Chapter II, these results are in line with the theory proposed by (Sergiovanni, 2021), which also confirms that good supervision can provide constructive feedback to teachers, thereby increasing their motivation and productivity. Thus, the results of this study reinforce the theory that principal supervision is not only supervision but also guidance that can improve teachers' professionalism in teaching.

The results of this study are in line with the results of a study conducted by (Afriyanli & Sabandi, 2020), which showed that principal supervision has an effect on teacher performance. Teachers who receive good supervision are better able to improve their professionalism and apply innovations in learning. Another study conducted by (Rawis et al., 2021) shows that principal supervision has an effect on teacher performance. This study emphasizes that principal supervision is a key factor in

improving teacher performance and the quality of education in schools. With effective supervision, teachers can be more motivated to develop their competencies, thereby contributing to the creation of a better and higher quality learning process.

Based on the above statements, it can be concluded that with good supervision, teachers are more encouraged to improve their competence, apply more creative learning methods, and create a conducive learning environment for students. In addition, supervision also helps to ensure that educational standards in schools are maintained, so that the quality of learning can continue to be improved. Therefore, principal supervision is not just an evaluation, but also a continuous coaching process to create professional and qualified educators.

The Influence of School Culture on Teacher Performance

The path analysis results between the school culture variable (X2) and the teacher performance variable (X4) are 0.461 with a significance probability value of $p_{x3x1} = 0.000$. Because the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it can be concluded that school culture has a significant effect on teacher performance.

This study found that school culture has a positive influence on teacher performance with a path coefficient value of 0.461 and a p-value = 0.000. When compared to the theoretical study in Chapter II, these results are in line with the theory proposed by (Handayani, 2020), which asserts that a good school culture can increase teacher motivation and create a conducive environment. The results of this study reinforce the theory that effective principal supervision can encourage teachers to work better with higher motivation.

The results of this study are in line with the results of a study conducted by (Riana, 2020), which showed that school culture has an influence on teacher performance. A strong school culture encourages teachers to continue to develop, innovate in learning, and improve their competencies in order to achieve better educational outcomes. Thus, creating a positive school culture is an important factor in efforts to improve teacher performance and overall education quality.

Another study conducted by (Pratama & Sri, 2021) showed that school culture has an influence on teacher performance. A positive school culture, such as a supportive school culture, inspirational leadership, and values that encourage professionalism, can increase teachers' motivation and dedication in carrying out their duties. When the school culture promotes collaboration, innovation, and appreciation for teacher performance, teachers tend to be more enthusiastic about teaching and strive to improve the quality of learning. Thus, a conducive school culture not only affects teacher performance but also contributes to improving the quality of education in schools.

Based on the above statements, it can be concluded that school culture has a significant influence on teacher performance because a positive and supportive environment can increase their motivation and professionalism in teaching. A good school culture, such as inspirational leadership, effective communication, and values that encourage collaboration and innovation, enables teachers to develop and be more dedicated to their duties. With a conducive school culture, teachers feel more appreciated and motivated to improve their competence and the quality of learning, which ultimately has an impact on improving the overall quality of education.

The Effect of Principal Supervision on Work Motivation

The path analysis results between the principal supervision variable (X1) and the teacher work motivation variable (X3) are 0.810 with a significance probability value of $p_{x3x1} = 0.000$. Because the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it can be concluded that principal supervision has a significant effect on teacher work motivation.

This study found that effective supervision can increase teacher work motivation through

guidance and constructive feedback. When compared to the theoretical review in Chapter II, these results are in line with the theory proposed by (Rivai & Murni, 2020), which states that supervision is a motivational factor that increases job satisfaction. The results of this study support the theory that effective principal supervision can increase teacher motivation through the support provided.

The results of this study are in line with the results of a study conducted by (Rochimin et al., 2023), which showed that principal supervision has an effect on teacher motivation. Principals should intensify supervision evaluations, increase monitoring of teacher performance, and encourage teacher involvement in school activities to increase their motivation.

Another study conducted by (Hamdani et al., 2024) shows that principal supervision has an effect on teacher work motivation. Principal supervision plays an important role in increasing teacher work motivation through effective guidance, evaluation, and mentoring. With good supervision, teachers feel appreciated, receive clear directions, and are encouraged to improve their competence and innovation in learning.

Based on the above statements, it can be concluded that optimal supervision also increases teachers' sense of responsibility and job satisfaction. Constructive feedback and support from the principal can increase teachers' enthusiasm and commitment, thereby having a positive impact on the quality of teaching and the professionalism of educators.

The Influence of School Culture on Work Motivation

The path analysis results between the school culture variable (X2) and the teacher work motivation variable (X3) are 0.186 with a significance probability value of $p_{x3x2} = 0.000$. Because the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it can be concluded that school culture has a significant effect on teacher work motivation.

This study found that school culture affects teacher work motivation with a coefficient value of 0.186 and a p-value = 0.000. When compared to the theoretical study in Chapter II, these results are in line with the theory proposed by (Anwar & Halim, 2021), which states that a strong school culture can increase teacher loyalty and commitment. The results of this study are in line with the theory that a positive school culture contributes to an increase in teacher work motivation.

The results of this study are in accordance with the results of a study conducted by (Stiawati & Maisaroh, 2022), which showed that a positive school culture has a significant influence on teacher work motivation, because a conducive school culture can increase their enthusiasm and dedication in carrying out their duties. A school culture that reflects the values of professionalism, cooperation, and innovation creates an atmosphere that supports teacher growth and development. When schools implement a culture that values achievement, provides moral support, and encourages active participation, teachers will feel more motivated to improve their performance and competence.

Another study conducted by (Murni & Sulasmi, 2021) found that school culture has a significant effect on work motivation. A good school culture plays a role in building a sense of togetherness and collective responsibility among teachers. Teachers who feel appreciated and supported in the school culture tend to be more enthusiastic in carrying out their duties and have a higher commitment to the institution where they serve.

The results of the study show that school culture has a significant but minimal influence on teacher work motivation. This can be explained by the fact that teacher work motivation is more influenced by intrinsic factors such as job satisfaction, professional recognition, and psychological well-being than by the organizational culture environment. According to research (Kadarsih et al., 2025), although a positive school culture can create a conducive work environment, the main factors that drive teacher motivation come from personal satisfaction and a sense of achievement in their work. Therefore, school culture only serves as a supporting factor that helps create a comfortable working atmosphere, but it is not the main factor that determines individual motivation levels.

In addition, school culture often takes a long time to have an impact on individual behavior and attitudes. According to research (Arafat et al., 2025), principal policies and incentive systems have a more direct impact on teacher motivation than elements of organizational culture, which tend to be abstract and develop gradually. Other factors such as financial well-being, workload, and interpersonal relationships with colleagues are often more dominant factors in increasing or decreasing teacher motivation. Therefore, although school culture contributes to teacher motivation, its impact is relatively small compared to other factors that are more directly related to daily work experiences.

Based on the above statements, it can be concluded that with a strong and positive school culture, teachers are not only more motivated but also better prepared to face challenges in the world of education. They will be more open to change, more creative in developing learning methods, and more oriented towards achieving better results for students. Therefore, building a supportive school culture is a strategic step in improving teacher motivation and the overall quality of education.

The Influence of Work Motivation on Teacher Performance

The results of the path analysis between the work motivation variable (X3) and the teacher performance variable (X4) show a coefficient of 0.295 with a significance probability value of $p_{x3x1} = 0.295$. Since the p-value (Sig.) is smaller than α ($0.013 < 0.05$), it can be concluded that work motivation has a significant influence on teacher performance.

This study found that work motivation has a positive effect on teacher performance, with a coefficient value of 0.295 and a p-value of 0.013. When compared to the theoretical framework in Chapter II, this result is consistent with the theory proposed by Purwanto (2021), which emphasizes that individuals with high motivation tend to demonstrate better job performance. The findings of this research support the theory that work motivation is an important factor in improving teacher performance.

The results of this study are also in line with the findings of Utami et al. (2024), which revealed that work motivation significantly influences teacher performance. Work motivation plays a major role in enhancing teacher performance because strong internal and external drives encourage teachers to work more optimally. Highly motivated teachers tend to be more disciplined, dedicated, and committed to giving their best in the teaching process. With strong motivation, teachers are more active in developing their competencies, applying innovative teaching methods, and creating an inspiring learning environment for students.

Similar findings were reported by Salim (2020), who concluded that work motivation significantly affects teacher performance. This study shows that work motivation is crucial in enhancing teacher effectiveness and efficiency in carrying out their tasks. Motivated teachers not only follow the curriculum but also take the initiative to improve themselves through training, seminars, or educational research. High motivation also increases creativity and resilience in facing challenges, such as managing heterogeneous classrooms or adapting teaching strategies to student needs.

Based on the above findings, it can be concluded that high work motivation positively impacts the overall quality of education. Teachers with strong motivation are more likely to create interactive and engaging learning experiences, ultimately improving student achievement. Therefore, it is important for schools and policymakers to continuously provide support, recognition, and a conducive school culture to maintain and enhance teacher motivation.

The Influence of Principal Supervision on School Culture

The results of the path analysis between the principal supervision variable (X1) and the school culture variable (X2) show a coefficient of 0.944 with a significance probability value of $p_{x2x1} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it can be concluded that principal

supervision has a significant influence on school culture.

This study found that principal supervision significantly influences school culture, with a path coefficient of 0.944 and a p-value of 0.000. When compared to the theoretical framework in Chapter II, this finding is consistent with the theory proposed by Wibowo & Mulyadi (2020), which explains that principals who carry out regular supervision can increase teachers' awareness of positive school culture. This study confirms that principal supervision plays an important role in shaping a positive school culture. Through effective supervision, principals are able to foster an environment that supports collaboration, discipline, and innovation in learning.

The findings of this research are also in line with Suryadi (2021), who found that principal supervision significantly influences school culture. Principal supervision plays a key role in forming and strengthening school culture. Through effective monitoring, principals can ensure that positive values such as discipline, cooperation, and professionalism are consistently implemented by all school members. Proper supervision also helps create a harmonious school culture where teachers feel supported and motivated to perform optimally. Thus, a positive school culture can be formed through direction, evaluation, and guidance provided by the principal to teachers and staff.

Similarly, Wibowo & Mulyadi (2020) also confirmed that principal supervision has a positive and significant influence on teachers' adherence to school culture. Regular supervision can increase awareness among all school elements about the importance of a strong work culture. Principals who are active in guiding and supervising not only ensure compliance with school rules but also foster an innovative and adaptive culture. By providing exemplary leadership and constructive feedback, principals encourage teachers and staff to maintain a conducive work atmosphere and strengthen positive interactions within the school culture.

Based on these findings, it can be concluded that consistent supervision enables school culture to develop in a better direction. Teachers who receive supportive supervision are more likely to align themselves with school standards and demonstrate greater responsibility. This leads to the creation of a disciplined, communicative, and quality-oriented work culture. Therefore, principal supervision is not only aimed at improving individual performance but also at building a healthy and productive school ecosystem.

CONCLUSION

Based on the research results and discussion, several important conclusions can be drawn as follows:

1. There is a direct positive and significant effect of principal supervision on the performance of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. The path analysis between the principal supervision variable (X1) and the teacher performance variable (X4) is 0.241, with a significance probability value of $p_{x4x1} = 0.030$, with a percentage value of 93.4%.
2. There is a direct positive and significant effect of school culture on the performance of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. The path analysis between the school culture variable (X2) and the teacher performance variable (X4) is 0.461, with a significance probability value of $p_{x3x1} = 0.000$, with a percentage value of 93.8%.
3. There is a direct positive and significant effect of principal supervision on the work motivation of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. The path analysis between the principal supervision variable (X1) and the teacher work motivation variable (X3) is 0.810 with a significance probability value of $p_{x3x1} = 0.000$, with a percentage value of 97%.
4. There is a positive and significant direct effect of school culture on the work motivation of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. The path analysis

between the school culture variable (X2) and the teacher work motivation variable (X3) is 0.186 with a significance probability value of $p_{x3x2} = 0.000$, with a percentage value of 90.3%.

5. There is a positive and significant direct effect of work motivation on the performance of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. The path analysis between the work motivation variable (X3) and the teacher performance variable (X4) is 0.295 with a significance probability value of $p_{x3x1} = 0.013$, with a percentage value of 94.1%.
6. There is a positive and significant direct effect of principal supervision on the school culture of elementary school teachers in Cluster 1 of the Periuk District, Tangerang City. the path between the principal supervision variable (X1) and the school culture variable (X2) is 0.944 with a significance probability value of $p_{x2x1} = 0.000$, with a percentage of 89.2%

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THE INFLUENCE OF PEDAGOGICAL COMPETENCE AND TEACHER SELF- EFFICACY ON INCLUSIVE EDUCATION SERVICES

JURNAL KEPEMIMPINAN PENDIDIKAN

2025, Vol. 8(1) PAGE 1082-1088

©Author, 2025

p-ISSN 2086-2881

e-ISSN 2598-621X

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ABSTRACT

The purpose of this study is to examine the direct effects of: (1) teachers' pedagogical competence on inclusive education services, (2) teachers' self-efficacy on inclusive education services, and (3) pedagogical competence on teachers' self-efficacy at the elementary school level in Tangerang City. This research used a causal survey method with path analysis. The population consisted of 183 inclusive school teachers in Jati uwung and Periuk Districts, with a sample of 126 selected through proportional random sampling. The results show that: (1) pedagogical competence has a positive and significant effect on inclusive education services ($t = 8.378 > 1.979$, path coefficient = 0.407, correlation = 0.601, $p = 0.000$), with a weak relationship; (2) teacher self-efficacy has a positive and significant effect on inclusive education services ($t = 7.962 > 1.979$, path coefficient = 0.366, correlation = 0.582, $p = 0.000$), with a very strong relationship; and (3) pedagogical competence has a positive and significant effect on teacher self-efficacy ($t = 6.962 > 1.979$, path coefficient = 0.530, $p = 0.000$), with a moderate relationship.

Keywords: *Pedagogical Competence, Teacher Self-Efficacy, Inclusive Education Services*

INTRODUCTION

Inclusive education is a modern form of education designed for children with special needs. Essentially, an inclusive education system must be willing to accept all students regardless of their circumstances, including their weaknesses and limitations. The philosophical foundation for implementing inclusive education is Bhineka Tunggal Ika (Unity in Diversity), which states that the diversity and differences within society are a national treasure that must be upheld. One of the legal foundations for implementing inclusive education is Law Number 20 of 2003 concerning the National Education System, Article 5, paragraph 2, which states that citizens with physical, emotional, mental, intellectual, and/or social disabilities have the right to receive special education.

This foundation clearly states that all citizens with any disability have the right to attend school, whether in special schools or regular schools, without exception. However, in practice, the

implementation of inclusive education has encountered many problems. The problems that arise are caused by various factors, including teachers, parents, students, school management, government, community, and so on (Tarnoto, 2017).

Regarding teacher factors, the problem experienced is a lack of understanding of children with special needs. This is because teachers do not meet educational competency standards (Aprilia, 2019). Competence is a key requirement for every teacher, as it is a crucial element in carrying out their professional duties, ensuring the successful achievement of educational goals. A lack of professionalism in teachers is evident in their lack of friendliness toward children with special needs. This can occur because teachers do not meet competency standards. Therefore, inclusive schools require a special assistant teacher (Aurina & Zulkarnaen, 2022).

In addition to teacher competency, varying levels of knowledge and personality, including attitudes of tolerance, friendliness, and patience, as well as low teacher self-efficacy, also impact inclusive education services (Shu & Ng, 2015). Melanie (2015) suggests that one factor influencing the success of inclusive practices is self-efficacy. Teacher efficacy is the teacher's level of confidence, indicating their ability to complete tasks. Teacher confidence, derived from self-efficacy, motivates them and influences their students' learning environment.

Teachers must be confident that they are capable of providing instruction to their students appropriate to their backgrounds and developmental levels. Educators/instructors with high self-efficacy are able to solve academic problems and will exert significant effort in the face of difficulties while fulfilling their duties (Shu & Ng, 2015).

Based on initial observations conducted by researchers at public elementary schools in Tangerang City, several problems were identified, including: 1) Lack of teacher understanding of inclusive education. This is evident in teachers' lack of comprehensive understanding of the concepts, principles, and practices of inclusive education. This makes it difficult for teachers to design and implement learning that is appropriate to the needs of children with special needs. For example, teachers lack knowledge of appropriate learning strategies for teaching children with autism or how to modify the curriculum to meet the needs of children with visual impairments. 2) Teachers' lack of teaching skills for children with autism, as evidenced by a lack of differentiated learning skills and collaboration skills with various stakeholders. This results in teachers being unable to provide quality educational services to children with autism.

Another finding researchers uncovered is low teacher self-efficacy in teaching children with autism, as evidenced by teachers' lack of confidence in their ability to teach children with autism. This leads to anxiety and frustration in teaching children with autism, which can negatively impact the quality of learning for children with autism. For example, teachers feel unsure how to handle tantrums or feel incapable of helping children with complex learning difficulties.

Research shows a positive relationship between pedagogical competence and teacher self-efficacy and effective inclusive education services (Heward & Schlosser, 2011). Teachers with high pedagogical competence and self-efficacy are more likely to implement effective inclusive education practices in their classrooms (Heward & Schlosser, 2011). A study by Fithroni et al. (2018) showed that counselors' pedagogical competence can be improved through the Job Embedded Professional Development model, which allows counselors to develop their learning and classroom management skills. This can help improve inclusive education services at the public elementary school level. In another study, Laily Nurmalia and Dewi Setiyaningsih (2018) found that teacher pedagogical competence and motivation have a significant effect on teacher self-efficacy. Teachers with strong pedagogical competence and high motivation are more likely to have high self-efficacy, which can help them develop more inclusive learning strategies. Although previous studies have concluded a significant influence, gaps remain in the optimal delivery of pedagogical competence and teacher self-efficacy in the field. Therefore, this study aims to further examine the influence of pedagogical competence and teacher self-efficacy on inclusive education services, as well as identify influencing

factors and strategies for optimizing both aspects, particularly in public elementary schools in Tangerang City.

METHOD

This research employed a quantitative research method with a causal study approach. A causal study aims to examine the causal relationship between variables and the object under study, thus including independent and dependent variables (Sugiyono, 2021). This study aimed to establish the influence of pedagogical competence and teacher self-efficacy on inclusive education services. The population consisted of 183 elementary school teachers participating in the inclusive school program in the Jatiuwung and Periuk Districts of Tangerang City. The calculation yielded a sample size of 125.6, rounded up to 126, resulting in a total of 126 students. Random sampling was used for the sampling.

The data collection technique used was a questionnaire. A questionnaire is a data collection technique that involves providing respondents with a set of questions to answer (Sugiyono, 2021). Data collection was conducted by providing respondents with questions about pedagogical competence, teacher self-efficacy, and quality, also known as primary data. The questionnaire was used to obtain the necessary information and support the research.

The questionnaire used in this study was a Likert-scale questionnaire, which is used to capture individuals' attitudes, opinions, and perceptions about social phenomena. On a Likert scale, the variables to be measured are broken down into indicator variables, which then serve as the starting point for compiling instrument items in the form of questions or statements. Responses to each item ranged from very positive to very negative, such as: strongly agree (SS), agree (S), sometimes (KD), disagree (TS), and strongly disagree (STS).

FINDINGS AND DISCUSSION

Based on the statistical analysis described above, the statistical values for each variable and the level of influence between them can be identified. These results serve as the basis for the research discussion, as follows:

1. The Influence of Pedagogical Competence on Inclusive Education Services

The results indicate that pedagogical competence has a positive and significant influence on inclusive education services, as evidenced by a path coefficient of 0.407 and a correlation of 0.601. Statistically, this relationship is significant because the calculated t value is greater than the t table ($8.378 > 1.979$) with a Sig. (2-tailed) of 0.000, indicating that the higher a teacher's pedagogical competence, the better the inclusive education services provided.

Pedagogical competence encompasses a teacher's ability to manage learning, understand student characteristics, design effective learning strategies, and objectively assess learning outcomes. In the context of inclusive education, teachers with strong pedagogical competence are able to adapt the curriculum, implement diverse learning methods, and create a conducive learning environment for students with special needs (Kadriu et al., 2024). Therefore, improving pedagogical competence is crucial for supporting the success of inclusive education.

In practice, strong pedagogical competence enables teachers to employ a differentiation-based learning approach, where teaching methods are tailored to individual student needs. For example, for students with sensory impairments, such as those with visual or hearing impairments, teachers can use tactile or sound-based learning media, thus maintaining effective learning (Alnahdi et al., 2022). This demonstrates that pedagogical competence not only impacts teaching effectiveness but also contributes

to increasing the participation of students with special needs in the regular school environment.

Based on these findings, it can be concluded that improving pedagogical competence is an effective strategy for improving inclusive education services. With high pedagogical competence, teachers are not only able to provide more adaptive teaching but also contribute to creating more inclusive and welcoming schools for all students, including those with special needs.

2. The Effect of Teacher Self-Efficacy on Inclusive Education Services

This study found that teacher self-efficacy has a positive and significant effect on inclusive education services, as evidenced by a path coefficient of 0.366 and a correlation of 0.582. Statistically, this relationship is significant because the calculated t value is greater than the t table ($7.962 > 1.979$) with a Sig. (2-tailed) of 0.000, indicating that teachers with high self-efficacy are better able to provide better inclusive education services.

Self-efficacy refers to teachers' confidence in their ability to teach, manage the classroom, and overcome challenges that arise in inclusive learning. Teachers with high self-efficacy are more likely to use innovative strategies and persevere when dealing with students with diverse needs (Code, 2020). Thus, self-efficacy is a crucial factor in improving teacher motivation and performance in inclusive education settings.

In the context of inclusive education, teachers with high self-efficacy are more confident in adapting teaching methods, providing emotional support to students, and creating a more supportive classroom environment (Nur et al., 2023). For example, a teacher with high self-efficacy will be more proactive in seeking solutions when facing challenges in working with students with intellectual disabilities or those on the autism spectrum.

Based on the results of this study, it can be concluded that improving teacher self-efficacy is a strategic step in strengthening inclusive education services. With high self-efficacy, teachers are better prepared to face challenges, more flexible in adapting learning methods, and more solution-oriented in addressing the diverse needs of students.

3. The Effect of Pedagogical Competence on Teacher Self-Efficacy

The results of the study indicate that pedagogical competence has a positive and significant influence on teacher self-efficacy, with a path coefficient of 0.530 and a correlation of 0.530. Statistically, this relationship is significant because the calculated t value $> t$ table ($6.962 > 1.979$) with a Sig. (2-tailed) of 0.000, indicating that the higher a teacher's pedagogical competence, the higher their teaching self-efficacy.

Pedagogical competence reflects a teacher's ability to design, implement, and evaluate learning effectively, which is closely related to their confidence in managing a classroom. Teachers with strong pedagogical competence will be more confident in developing learning strategies, managing heterogeneous classes, and adapting teaching methods to student needs, particularly in inclusive education (Schunk & DiBenedetto, 2021). This demonstrates that pedagogical competence not only improves teaching quality but also strengthens teacher self-efficacy.

In the context of inclusive education, teachers who have a deep understanding of learning theory, classroom management, and differentiation-based learning strategies will be more confident in facing various challenges. Teachers who are able to adapt their teaching methods to the needs of students with special needs are more likely to feel competent and prepared to face challenges in the classroom (Honicke et al., 2023). For example, a teacher who has skills in using assistive technology to support students with hearing impairments will be more confident in teaching them than a teacher who lacks such competencies.

Based on the results of this study, it can be concluded that pedagogical competence plays a crucial

role in enhancing teacher self-efficacy. With strong pedagogical competence, teachers are not only more confident in managing their classrooms but also better prepared to face the challenges of inclusive education. Therefore, investing in teacher professional development should be a top priority in inclusive education policies.

CONCLUSION

Based on the research results and discussion, several important conclusions can be drawn as follows:

1. There is a direct, positive, and significant influence of pedagogical competence on inclusive education services in public elementary schools in Tangerang City. This is also evidenced by the calculated $t > t$ table ($8.378 > 1.979$) and the path coefficient value of 0.407. Furthermore, the correlation coefficient analysis shows a value of 0.601 with a Sig. (2-tailed) of 0.000. This indicates a significant, but weak, relationship between pedagogical competence and inclusive education services.
2. There is a direct, positive, and significant influence of teacher self-efficacy on inclusive education services in public elementary schools in Tangerang City. This is also evidenced by the calculated $t > t$ table ($7.962 > 1.979$) and the path coefficient value of 0.366. Furthermore, the correlation coefficient analysis shows a value of 0.582 with a Sig. (2-tailed) of 0.000. This means that teacher self-efficacy and inclusive education services have a significant and very strong relationship.
3. There is a direct, positive and significant effect of pedagogical competence on teacher self-efficacy among inclusive elementary school teachers in Tangerang City. This is evident from the calculated t value $> t$ table ($6.962 > 1.979$) and the path coefficient value of 0.530 with a Sig. (2-tailed) of 0.000. This means that pedagogical competence and teacher self-efficacy have a significant and moderate relationship.

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BALANCED SCORECARD ANALYSIS AS A COMPANY PERFORMANCE MEASUREMENT TOOL (CASE STUDY AT PT TIMAH MAKMUR SEJAHTERA)

JURNAL KEPEMIMPINAN PENDIDIKAN

2025, Vol. 8(1) PAGE 1088-1096

©Author, 2025

p-ISSN 2086-2881

e-ISSN 2598-621X

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ABSTRACT

This study aims to analyze the performance of PT Timah Makmur Sejahtera using the Balanced Scorecard (BSC) approach. The BSC was chosen because it can assess the company's performance comprehensively through four perspectives: financial, customer, internal business processes, and learning and growth. Data used were obtained from financial reports, customer surveys, and internal company documentation. The analysis results indicate that PT Timah Makmur Sejahtera has positive performance in both financial and customer aspects, but still needs improvement in the efficiency of internal business processes and strengthening the culture of innovation in the learning and growth perspective.

Keywords: *Balanced Scorecard, Kinerja Perusahaan, PT. Timah Makmur Sejahtera*

INTRODUCTION

Perkembangan dunia bisnis yang semakin kompetitif menyebabkan perubahan besar dalam hal persaingan, produksi, pemasaran, pengelolaan sumber daya manusia, dan penanganan transaksi antara perusahaan dengan konsumen dan perusahaan dengan perusahaan lain. Persaingan yang bersifat global dan tajam menyebabkan terjadinya penciptaan laba yang diperoleh perusahaan-perusahaan yang memasuki persaingan tingkat dunia. Hanya perusahaan yang mempunyai keunggulan yang mampu memuaskan atau memenuhi kebutuhan konsumen, mampu menghasilkan produk yang bermutu, dan cost effective (Kiswara, 2011).

Selama ini pengukuran kinerja secara tradisional hanya menitikberatkan pada sisi keuangan. Manajer yang berhasil mencapai tingkat keuntungan yang tinggi akan dinilai berhasil dan memperoleh imbalan yang baik dari perusahaan. Penilaian kinerja perusahaan yang semata-mata dari sisi keuangan

akan dapat menyesatkan, karena kinerja keuangan yang baik saat ini dapat dicapai dengan mengorbankan kepentingan-kepentingan jangka panjang perusahaan. Dan sebaliknya, kinerja keuangan yang kurang baik dalam jangka

pendek dapat terjadi karena perusahaan melakukan investasi-investasi demi kepentingan jangka panjang. Untuk mengatasi masalah tentang kelemahan sistem pengukuran kinerja perusahaan berfokus pada aspek keuangan dan mengabaikan kinerja non keuangan, seperti kepuasan pelanggan, produktivitas karyawan, dan sebagainya, maka diciptakanlah sebuah model pengukuran kinerja yang tidak hanya mencakup keuangan saja melainkan non keuangan pula, yaitu konsep balanced scorecard.

Penilaian kinerja bertujuan untuk menentukan kontribusi suatu bagian dalam perusahaan terhadap organisasi perusahaan secara keseluruhan, memberikan dasar bagi penilaian mutu prestasi manajer bagian dalam perusahaan, dan memberikan motivasi bagi manajer bagian di dalam menjualkan bagiannya seiring dengan tujuan pokok organisasi perusahaan secara keseluruhan Mulyadi (2007: 139).

Pengukuran kinerja adalah tindakan pengukuran yang dilakukan yang dilakukan terhadap berbagai aktivitas dalam rantai nilai yang terdapat di dalam perusahaan, hasil pengukuran kemudian dipergunakan sebagai umpan balik yang akan memberikan informasi tentang prestasi pelaksanaan suatu rencana dan titik dimana perusahaan memerlukan penyesuaian-penyesuaian atas aktivitas perencanaan dan pengendalian (Yuwono, Sukarno dan Ichsan (2007: 3).

Balanced scorecard memiliki beberapa kegunaan, yaitu: mengklarifikasi dan menghasilkan konsensus tentang strategi; menyelaraskan berbagai tujuan departemen dan pribadi dengan strategi perusahaan; mengaitkan berbagai tujuan strategik dengan sasaran jangka panjang dan anggaran tahunan; mengidentifikasi dan menyelaraskan berbagai inisiatif strategik; mendapatkan umpan balik yang dibutuhkan untuk mempelajari dan memperbaiki strategi (Tunggal, 2002: 22)

Balance scorecard memiliki keistimewaan yaitu mengukur kinerja dengan menggunakan empat perspektif yaitu perspektif keuangan, perspektif pelanggan, perspektif proses bisnis internal dan perspektif pembelajaran dan pertumbuhan. Oleh karena itu maka balance scorecard dianggap sesuai dengan iklim usaha saat ini. Pengukuran kinerja dengan menggunakan pendekatan balance scorecard pada perusahaan diharapkan dapat menjadi pemicu peningkatan kinerja perusahaan (Jariah, 2022).

Dalam lingkungan bisnis global yang semakin kompetitif, pengukuran kinerja tidak hanya berorientasi pada hasil keuangan, melainkan juga pada aspek non-keuangan. Balanced Scorecard (BSC) merupakan salah satu metode yang digunakan perusahaan untuk menilai kinerja secara komprehensif dan terintegrasi. BSC dikembangkan oleh Kaplan dan Norton (1992) dengan empat perspektif utama yang mencerminkan keberhasilan jangka pendek maupun keberlanjutan jangka panjang.

PT Timah Makmur Sejahtera sebagai salah satu perusahaan pengolahan timah nasional menghadapi tantangan besar dalam menjaga stabilitas keuangan, memperluas pasar, meningkatkan efisiensi produksi, dan mengembangkan sumber daya manusia. Oleh karena itu, diperlukan analisis berbasis Balanced Scorecard untuk menilai sejauh mana strategi perusahaan telah berjalan sesuai tujuan.

Dengan pengukuran Balance Scorecard ini perusahaan bisa menilai apakah tingkat keberhasilan kinerja sudah baik atau cukup bagi perusahaan dan dalam pengukuran Balance Scorecard ini bisa menjadi perbaikan kinerja perusahaan agar lebih maksimal.

METHOD

In this case, the Balanced Scorecard method can be used. The Balanced Scorecard is a performance measurement tool that combines financial and non-financial performance measures. The Balanced Scorecard measures performance from four perspectives: the learning and growth perspective,

the internal business process perspective, the customer perspective, and the financial perspective.

This research model uses a qualitative descriptive model with a case study of PT Timah Makmur Sejahtera. The data used were obtained from:

1. Secondary data: the company's financial statements for the 2020–2023 period.
2. Primary data: customer satisfaction surveys, management interviews, and internal documentation.

The analysis was conducted by mapping the data into the four Balanced Scorecard perspectives to measure company performance. The results of this analysis served as the basis for drawing conclusions for this study.

FINDINGS AND DISCUSSION

1. Financial Perspective

In the Balanced Scorecard (BSC), the financial perspective is one of four primary perspectives (alongside customer, internal processes, and learning & growth) used to measure organizational performance. This perspective focuses on financial results that reflect the success of the company's strategy and operations. The core of the financial perspective is:

- a. Primary objective: ensuring that the implemented strategy provides financial added value for owners or shareholders.
- b. Measurement focus: short-term and long-term financial performance.
- c. General indicators:
 - 1) Revenue Growth
 - 2) Profitability (e.g., Return on Investment/ROI, Net Profit Margin)
 - 3) Cost Efficiency (Cost Reduction)
 - 4) Economic Value Added (EVA)
 - 5) Cash Flow
 - 6) Shareholder Value

The financial perspective serves as the ultimate benchmark: if the strategies in the customer, internal processes, and learning & growth perspectives are executed well, the results will be reflected in improved financial performance.

From a financial perspective, which includes the strategy map, strategic objectives, and performance targets, the following table shows:

Table 1. Financial Perspective

| Aspect | Strategy Map | Strategic Objectives | Performance Targets |
|---------|---|---|--|
| Finance | 1. Improve profitability and cost efficiency, with an operating profit margin $\geq 15\%$, and optimize operational costs. | 1. Increase operating profit margin to $\geq 15\%$ within 2 years. Also, maintain operational expenses so that unnecessary costs do not exceed 10% of total operating expenses. | 1. Operating profit margin increases to $\geq 15\%$ within 2 years. |
| | 2. Diversify revenue sources from non-tin minerals. | 2. Increase revenue from potential non-tin minerals. | 2. Revenue from non-tin minerals increases to 10% of total revenue within 3 years. |

| Aspect | Strategy Map | Strategic Objectives | Performance Targets |
|--------|---|---|-----------------------------------|
| | 3. Ensure sustainability of funding for projects. Debt-to-Equity Ratio (DER) ≤ 1.5 and strengthen ESG project financing. | 3. Maintain DER ≤ 1.5 within 2 years, as well as implement a sustainable financing strategy. | 3. DER ≤ 1.5 within 2 years. |

From the table above, we can see that: first, there was a 15% increase in operating profit margin within two years. This was due to cost efficiencies, increased productivity, and a 10% reduction in unnecessary costs. Second, there was a 10% increase in revenue from non-tin minerals over the past three years. This was due to the development of new potential revenue sources from non-tin minerals. Third, there was a decrease in the debt-to-equity ratio (DER) to <1.5 within two years. This was due to the effective implementation of the ESG project empowerment strategy.

2. Customer Perspective

In the Balanced Scorecard (BSC), the customer perspective focuses on how the organization creates value and satisfaction for customers or service users. This perspective is important because long-term financial success depends heavily on how well the organization serves and retains customers. Core Customer Perspective

- a. Primary objective: understanding customer needs, increasing satisfaction and loyalty, and strengthening long-term relationships.
- b. Measurement focus: how well the company meets customer expectations compared to competitors.
- c. General indicators:
 - 1) Customer satisfaction
 - 2) Customer loyalty (Customer Retention, Repeat Purchase)
 - 3) New customer acquisition (Customer Acquisition)
 - 4) Market share
 - 5) Perceived value
 - 6) Customer complaint rate

The customer perspective serves as a bridge between a company's internal strategy and financial results. If customers are satisfied, loyal, and perceive added value, this will support increased revenue and profits (financial perspective). The customer perspective, which includes the strategy map, strategic objectives, and performance targets, can be seen in the following table:

Table 2. Customer Perspective

| Aspect | Strategy Map | Strategic Objectives | Performance Targets |
|----------|---|---|--|
| Customer | 1. Improve customer satisfaction in the industry, customer satisfaction survey score $\geq 85\%$, enhance supplier quality and service response. | 1. Increase customer satisfaction survey score to $\geq 85\%$ within 1 year, and improve supplier quality and service response. | 1. Customer satisfaction survey score $\geq 85\%$ within 1 year. |
| | 2. Strengthen public and community trust. | 2. Enhance public and community trust through effective CSR programs and sustainable activities, with CSR program participation rate above 20% within 1 year. | 2. Public and community trust increases, CSR program participation rate above 20% within 1 year. |
| | 3. Number of community complaints from CSR programs, community dialogue, | 3. Reduce number of community complaints by at least 25% YoY through CSR programs, | 3. Number of community complaints reduced by at least 25% YoY. |

| Aspect | Strategy Map | Strategic Objectives | Performance Targets |
|--------|--|--|--|
| | and stakeholder involvement reduced by 25% YoY. | community dialogue, and stakeholder involvement. | |
| | 4. Compliance with regulatory and environmental standards. | 4. Improve compliance with regulatory and environmental standards to achieve audit compliance score $\geq 95\%$ within 1 year. | 4. Audit compliance score $\geq 95\%$ within 1 year. |

The table above shows the following information: first, there was an increase in customer satisfaction survey scores, reaching $\geq 85\%$ within one year. This was due to improved supply quality and service responsiveness, reducing response times to customer complaints. Second, there was a 20% increase in public trust within one year. This is a positive impact of the effective and sustainable implementation of CSR programs. Third, there was a 25% reduction in the number of public complaints. This was due to the CSR program, community dialogue, and local stakeholder engagement, as well as increased effectiveness in handling public complaints by reducing response times. Fourth, there was an increase in compliance audit scores, reaching $\geq 95\%$ within one year. This was due to the excellent level of customer compliance with regulatory standards.

3. Internal Business Process Perspective

In the Balanced Scorecard (BSC), the internal business process perspective assesses how an organization's internal processes are designed and executed to create value for customers while supporting the achievement of financial goals. Core of the Internal Business Process Perspective

- a. Main objective: Ensure internal processes are efficient, effective, innovative, and capable of producing products/services according to customer needs.
- b. Measurement focus: quality, speed, innovation, and cost-effectiveness in key processes.
- c. General indicators:
 - 1) Operational efficiency (Cost per Unit, Cycle Time, Productivity)
 - 2) Product/service quality (Error Rate, Defect Rate, Service Quality Index)
 - 3) Innovation (number of new products/services, innovation launch time)
 - 4) Service speed (Order Fulfillment Time, Response Time)
 - 5) Compliance and standards (ISO, regulations, SOP compliance)

This perspective connects long-term strategy (financial and customer) with day-to-day organizational capabilities. If internal processes are well managed, customer value increases, which ultimately improves financial performance.

Viewed from the perspective of internal business processes, which includes the strategy map, strategic objectives, and performance targets, the following table shows:

Table 3. Internal Business Processes

| Aspect | Strategy Map | Strategic Objectives | Performance Targets |
|------------------|---|---|--|
| Internal Process | 1. Improve mining and logistics process efficiency. | 1. Increase mining and logistics operational efficiency to reduce costs and improve productivity. | 1. Mining productivity increases by 5–10% within 1–2 years. |
| | 2. Implement land reclamation and tailings management, with reclamation ratio of open-pit mining area $\geq 90\%$. | 2. Conduct post-mining land reclamation and tailings management, achieving a reclamation ratio $\geq 90\%$ of open- | 2. Reclamation ratio reaches $\geq 90\%$ of open-pit mining area within 2–3 years. |

| Aspect | Strategy Map | Strategic Objectives | Performance Targets |
|--------|---|--|--|
| | | pit mining area to reduce environmental impact. | |
| | 3. Reforestation and development of eco-friendly settling ponds. | 3. Carry out reforestation of mined land and construct eco-friendly tailings ponds. | 3. Reforestation process covers 100% of reclaimed land areas. |
| | 4. Strengthen GCG (Good Corporate Governance) and transparency with GCG score (from external parties) $\geq 85\%$, certification of GCG and reporting system based on digital platforms. | 4. Increase GCG score from external parties $\geq 85\%$ by implementing GCG certification and digital-based reporting systems that ensure transparency and accountability. | 4. GCG score from external parties $\geq 85\%$ within 1–2 years. |

The table above shows that: first, there was a 5-10% increase in mine productivity within 1-2 years. This was due to cost reductions and increased productivity. Second, the reclamation ratio reached >90% of the open pit area within 2-3 years. This was due to the implementation of reclamation and tailings management. Third, the planting process on reclaimed land reached 80-100% within 1-2 years. This was due to replanting activities and the construction of environmentally friendly tailings ponds. Fourth, the GCG score from external parties reached >85% within 1-2 years. This was the impact of the GCG certification program and digital-based reporting system.

4. Learning and Growth Perspective

In the Balanced Scorecard (BSC), the learning and growth perspective is the foundation for the other three perspectives (financial, customer, internal processes). This perspective focuses on the capacity of human resources, information systems, and organizational culture to support continuous improvement and the achievement of long-term strategies. Core of the Learning and Growth Perspective

- a. Primary objective: ensuring the organization has competent human resources, adequate technology, and a work culture that supports innovation and performance improvement.
- b. Measurement focus: employee development, infrastructure, and work climate.
- c. General indicators:
 - 1) Employee competency (Training Hours, Certification, Skill Index)
 - 2) Employee satisfaction and engagement (Employee Satisfaction, Turnover Rate)
 - 3) Labor productivity (Output per Employee)
 - 4) Innovation and creativity (number of new ideas/products from employees)
 - 5) Quality of information systems & technology (data access, speed of information)
 - 6) Organizational culture (collaboration, leadership, adaptability)

This perspective is a strategic foundation: without quality human resources, internal processes will not run smoothly, customer satisfaction will be difficult to achieve, and financial results will be suboptimal. Investments in learning and growth are typically oriented towards the long term, not immediate results. Viewed from the learning and growth perspective, which includes the strategy map, strategic objectives, and performance targets, the following table can be used:

Table 4. Learning and Growth

| Aspect | Strategy Map | Strategic Objectives | Performance Targets |
|---------------------|--|--|--|
| Learning and Growth | 1. Improve HR competence, with the percentage of certified technical employees $\geq 90\%$ through technical and safety training programs. | 1. Increase the percentage of certified technical employees to $\geq 90\%$ within 2 years. | 1. Certified technical employees $\geq 90\%$ within 2 years. |
| | 2. Digitalize mining operations. | 2. Implement digital technology in mining operations to improve efficiency and productivity. | 2. Mining productivity increases by 5–10% within 1–2 years. |

The table above shows the following information: first, an increase in technically certified employees to $>90\%$ within two years. This is due to the HR competency improvement program through extensive training conducted over the past two years. Second, an increase in mining productivity of 5–10% within one to two years. This is due to the implementation of digital technology in mining operations.

5. Final Company Performance Score

Within the Balanced Scorecard (BSC) framework, the final company performance score is typically obtained by measuring achievements across four perspectives: financial, customer, internal business processes, learning, and growth. The final score for each aspect, including performance achievement, weighting, and achievement score, can be seen in Table 5 below.

Table 5. Final Company Performance Score

| Aspect | Performance Achievement/Realization | Weight | Score |
|-------------------|-------------------------------------|--------|---------|
| Finance | 1. Achieved within 2 years | 1. 15% | 1. 15% |
| | 2. Achieved within 3 years | 2. 10% | 2. 10% |
| | 3. Implemented | 3. 15% | 3. 14% |
| | Subtotal | (40%) | (39%) |
| Customer | 1. Achieved 95% | 1. 5% | 1. 4% |
| | 2. Implemented 100% | 2. 5% | 2. 5% |
| | 3. Achieved 100% | 3. 5% | 3. 5% |
| | 4. Achieved 100% | 4. 5% | 4. 5% |
| | Subtotal | (20%) | (19%) |
| Internal Process | 1. Achieved 100% | 1. 5% | 1. 5% |
| | 2. Achieved 80% | 2. 5% | 2. 4% |
| | 3. Implemented 100% | 3. 5% | 3. 5% |
| | 4. Achieved 100% | 4. 5% | 4. 5% |
| | Subtotal | (20%) | (19%) |
| Learning & Growth | 1. Achieved 90% | 1. 10% | 1. 9.5% |
| | 2. Achieved 100% | 2. 10% | 2. 10% |
| | Subtotal | (20%) | (19.5%) |
| Balance | | 100% | 96.5% |

The table above shows that the overall Balanced Scorecard achievement reached 96.5%. This indicates that the company performed very well during the 2020–2023 period.

CONCLUSION

A Balanced Scorecard analysis of PT Timah Makmur Sejahtera shows that the company's performance is relatively excellent, particularly from a learning and growth perspective. However, there are some shortcomings from a financial, customer, and internal business process perspective, particularly in terms of production efficiency and innovation culture. Therefore, the company is advised to:

1. Modernize production machinery to improve efficiency.
2. Strengthen after-sales service with an integrated customer care system.
3. Build a culture of innovation through a reward system for employees who contribute creative ideas.
4. Reduce dependence on global tin prices by diversifying products.

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