

The Relationship between Principal Managerial Activities and Academic Supervision Activities through Organizational Climate and Teacher Performance at SDN Murung Pudak District



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ABSTRACT: This study aims to examine the direct and indirect link between principle administrative activities and academic supervision activities in Murung Pudak District, Tabalong Regency, and the performance of elementary school teachers. There are 251 teachers in the population. Simple proportional random selection was used to choose 154 teachers from 24 schools for the study. Data was collected using instruments that have been evaluated for validity and reliability. It included 40 items of major management actions, 30 items of academic supervision, 35 items of organizational atmosphere, and teacher performance (based on PKG scores). The researchers employed path analysis to analyze the research data. The results of the study established that there was a direct relationship among principal managerial activities, academic supervision and organizational climate with teacher performance. In addition, there was an indirect relationship between principal managerial activities and academic supervision through organizational climate with teacher performance.

KEYWORDS: Managerial, supervision, climate, teacher performance

INTRODUCTION

Teachers are professional educators with the main responsibility of educating, teaching, leading, directing, training, assessing, and evaluating pupils in early childhood education, according to RI Law number 14 of 2005 about Teachers and Lecturers, chapter I, article 1 paragraph (1). Formal education, primary education, and secondary education are all types of education (Depdiknas, 2016:04). Since teacher performance in schools refers to teachers' conduct in carrying out classroom instruction, a teacher's performance has a significant impact on the school's success as well as the educational process. A teacher's ability to achieve excellent performance is highly dependent on how well the learning process is managed.

Based on the findings of a preliminary study to determine the current performance in State Elementary Schools in Murung Pudak District through observations in several schools, it was discovered that teacher performance was still below optimal, as evidenced by the learning process in schools that were not going well, such as 1) teacher ability in learning planning, teachers still having difficulty setting learning objectives in lesson plans that pay attention to the characteristics of the students. This is shown by teachers' lesson plans, which are still broad in character and do not take into account variances in students' skills; 2) instructors are also not fully utilizing learning media and learning models during the teaching and learning process; 3) learning does not involve students in totality and 4) evaluation tools designed to measure student learning progress have not been analyzed so that the results of the reflection cannot be used as feedback for students about their learning progress and materials for the preparation of the next design. Various efforts have been made to improve employee performance, including by providing various training activities to improve teacher performance.

Many factors affect teacher performance including teacher education level, teaching supervision, upgrading program, conducive climate, facilities and infrastructure, teacher's physical and mental condition, principal's leadership style, welfare insurance, principal's managerial ability, training, and providing incentives (Siagian, 2016:45). One factor that influences teacher performance is the principal's managerial activities. Principal managerial activities are the principal's ability to move, direct, guide, protect, set an example, encourage and provide assistance to teachers in a school so that they can be utilized optimally to achieve the goals set by the school (Sinungan, 2014: 102). Keith and Robbert (1991) stated that research on school effectiveness 32% of teacher performance is influenced by the quality of school management. This means that the principal's managerial activities in education will have an impact on the performance of the teachers involved in the school (Useandi, 2017).

Managerial activities are one of the competencies that school principals must possess. This is contained in the Permendikbud concerning Assignment of Teachers as Principals in Article 15 paragraph 1 which states that the workload of the Principal is fully

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to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff. Hersey stated that in order to carry out managerial activities, three skills are needed, namely technical skills, human skills and conceptual skills. The three skills vary according to the level of the organizational manager's position (Wahjosumidjo, 2015: 99). Zazin (2014: 68) explains that technical skills are skills in using knowledge, methods, techniques and equipment to complete tasks, human skills are skills to work together, motivate, and lead, while conceptual skills are the skills to understand and operate an organization.

In addition to the principal's management responsibilities, the principal's supervision is critical in enhancing teacher performance in schools. According to the findings of Aslamiah's research study (2018: 21), principal supervision is excellent for boosting personal talents and teacher effectiveness. Suriansyah's research study (2016) showed that principal's supervision actions are intended to serve as a conduit of communication between teachers and principals, particularly when teachers require aid in overcoming challenges and barriers encountered while doing their duties.

The principal's capacity to support teacher performance in order to increase the quality of the learning process, guidance, learning media, assessment, and professional development is known as academic supervision (Wahyusumidjo, 2015:52). Academic monitoring is a method of assisting instructors in improving the professionalism of the educational process (Priansa, 2014: 107). This success will be enhanced if the principal's academic supervision skill is used not only to evaluate teacher performance in controlling the teaching and learning process, but also to aid instructors in enhancing their performance. One of the principal's responsibilities, according to Permendikbud No. 6 of 2018, is to monitor teachers and education workers. As a result, monitoring is one of the primary responsibilities whose goal is to improve teacher performance in the classroom. Through the implementation of effective academic supervision, school principals can control, foster, encourage and motivate teachers to carry out their duties with higher quality. Another factor that influences teacher performance is the school's organizational climate. Organizational climate is a quality of the organization's internal environment that is experienced by its members, affects their behavior, and can be described by the values of the organization's characteristics.

Stinnett stated that it has long been recognized that there is a high correlation between good working conditions and high levels of performance by workers (Hadiyanto, 2014: 19). Organizational climate is a situation around the school and a quiet and comfortable atmosphere that is suitable and conducive to learning that can improve academic achievement. This shows that when the organizational climate is conducive it will have a direct or indirect influence on teacher performance when teachers carry out their duties (Supardi, 2014: 121).

Based on the description above, there are many factors that affect the performance of teachers, especially teachers of SD Negeri Murung Pudak District, such as managerial activities of school principals in planning school activities, organizing teachers and employees, managing performance evaluation, and supervision of school principals to increase their knowledge and teaching skills as well as to manage a conducive organizational climate.

METHOD

At SDN Murung Pudak District, Tabalong Regency, this study seeks to examine the direct and indirect relationship between variables: principal management actions and academic supervisory activities through organizational environment with teacher performance. This research had a total of 251 participants, all of whom were teachers. Simple Proportionate Random Sample was utilized as the sampling method. With a total of 154 teachers in 24 schools, the number of samples was calculated using Cronbach's Alpha formula. Data collection was carried out using instruments consisting of principal managerial activities (conceptual skills, human relations skills, technical skills), academic supervision (planning academic supervision programs in order to increase teacher professionalism, carrying out academic supervision of teachers using appropriate supervision approaches and techniques, following up on the results of academic supervision of teachers in order to improve teacher professionalism), organizational climate (work relations, freedom and trust, policy participation, change ideas, availability of resources, interests) and teacher performance (based on PKG results). The instrument was analyzed using a Likert scale consisting of 4 alternative answers (strongly agree, agree, disagree and disagree) in which the validity had been tested on 30 teachers who were not included in the research sample and their reliability was based on Cronbach's Alpha values for each variable. The data collected were analyzed using path analysis to see the direct and indirect relationships between variables, by first conducting the normality test, linearity test, and multicollinearity test.

RESULTS

The results of data processing assisted by SPSS established coefficients showing direct and indirect relationships between variables, which can be described in Table 1.

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Table 1: Summary of Path Analysis Results in Structural Models 1 and 2

Substructural 1

Managerial Activities, Academic Supervision, Organizational Climate on Teacher Performance

Variable	Path Coefficient	T	p	R ²
Managerial Activities	0.305	4.386	0.000	
Academic Supervision	0.269	3.638	0.000	0.578
Organizational Climate	0.313	4.277	0.000	

Substructural 2

Managerial Activities, Academic Supervision and Organizational Climate

Variable	Path Coefficient	T	p	R ²
Managerial Activities	0.305	4.164	0.000	0.474
Academic Supervision	0.462	6.310	0.000	

Based on Table 1 and Figure 1, the rejection and acceptance of the hypothesis in this study can be seen in Tables 2 and 3.

Table 2. Summary of Hypothesis Testing Decisions H₁, H₂, H₃, H₄, H₅

Hypothesis	P	Decision
H ₁ : There is a direct relationship between the principal's managerial activities and teacher performance	0.000	Received
H ₂ : There is a direct relationship between the principal's managerial activities and organizational climate	0.000	Received
H ₃ : There is a direct relationship between academic supervision and teacher performance	0.000	Received
H ₄ : There is a direct relationship between academic supervision and organizational climate	0.000	Received
H ₅ : There is a direct relationship between organizational climate and teacher performance	0.000	Received

Table 3. Summary of Hypothesis Testing Decisions H₆ and H₇

Hypothesis	Relationship Coefficient		Decision
	Direct	Indirect	
H ₆ : There is an indirect relationship between the principal's managerial activities and teacher performance through the organizational climate	0.305	0.095	Received
H ₇ : There is an indirect relationship between academic supervision and teacher performance through organizational climate	0.269	0.145	Received

The results of the path analysis as shown in Table 1 are used to answer the seven research hypotheses that have been formulated whose decisions are given in Table 2 and Table 3. Table 2 is a summary of the decisions of H₁, H₂, H₃, H₄, and H₅ with the criterion of significance value is less than 0.05, then the hypothesis is accepted. Table 3 is a summary of the decisions on hypothesis testing H₆ and H₇ provided that if the direct correlation coefficient is greater than the indirect relationship coefficient; therefore, the hypothesis is accepted.

DISCUSSION

A. Direct Relationship between Principal Managerial Activities and Teacher Performance

The results of this study indicate that there is a direct relationship between principal managerial activities and teacher performance of 0.305. This shows that if the principal's managerial activities increase, the teacher's performance will increase. This result is in line with the research study of Charirani and Aslamiah (2021) concluding that the higher the managerial ability of the principal, the higher the teacher's performance will be. On the other hand, the lower the managerial quality of the principal, the lower

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the teacher's performance. The results of this study also support the results of previous studies by Chairani and Aslamiah (2021), Nurhadaniah (2019), Fitriansyah (2019), Armstrong and Baron (Zazin, 2014:122), Handoko (2014:85), Enueme & Ekwunye (Danim, 2014), and Winardi (2014:65) whose results are related to the direct relationship between principal managerial activities and teacher performance.

B. Direct Relationship between Principal Managerial Activities and Teacher Organizational Climate

The results of this study indicate that there is a direct relationship between the principal's managerial activities and the teacher's organizational climate of 0.305. Principals who carry out good managerial activities will be able to utilize all school resources and create an atmosphere that can foster enthusiasm and enthusiasm for the work of teachers so that they can build a conducive organizational climate. This is in accordance with the findings of Nurohiman (2017), who found that the principal's management skill has a favorable and substantial impact on the organizational environment.

The findings of this study also shore up the previous studies by Nurohiman (2017), Fitriansyah (2019), Syauta & Troena (2018), Tresnabudi (2019), Thalib & Manda (2016), and Robbin (Aslamiah, 2018: 27), all of which found a direct link between the principal's managerial and organizational climate.

C. Direct Relationship between Academic Supervision and Teacher Performance

The results of this study indicate that there is a direct relationship between academic supervision and teacher performance of 0.269. Academic supervision can improve teacher performance.

The results of this study deepen the results of previous studies by Abdulkareem (2020), Rismawan (2018), Priyanto (2019) in their research finding a positive and significant influence between academic supervision and performance. In this study, it was concluded that academic supervision had a direct relationship with teacher performance.

D. Direct Relationship between Academic Supervision and Teacher Organizational Climate

The results of this study indicate that there is a direct relationship between academic supervision and teacher climate of 0.462. The higher the managerial activities of the principal can improve the organizational climate. This is in line with previous research by Triwidiani (2020) which states that the better the implementation of academic supervision, the better the level of school organizational climate. This study results strengthen the results of previous studies by Triwidiani (2020), Rismawan (2018), Normasari (2020), Runiartha (2019), Priyanto (2019), Normasari (2020) showing that the better the academic supervision applied, the better the organizational climate that is built. It can be concluded that academic supervision and teacher organization have a direct relationship.

E. Direct Relationship between Organizational Climate and Teacher Performance

Further, this study indicates that there is a direct relationship between organizational climate and teacher performance of 0.313. It is in line with previous research by Suprihatiningkrum (2016: 89) which stated that that employees at work need a supportive climate to interact and cooperate with colleagues or work groups. The benefits of interaction between individuals in the workplace is that they can exchange information, experience, and most importantly, the social relationships of co-workers can be harmoniously established so that employees feel comfortable and happy, not feeling pressured and free to be able to realize themselves in showing their abilities. This is supported the previous studies conducted by Suprihatiningkrum (2016:89), Aslamiah (2018), Hidayat (2018), Thalib & Manda (2016) and Syauta & Troena (2018), Suprihatiningkrum (2016:89), Fattah (2013:52) that there is a direct relationship between organizational climate and teacher performance.

F. Indirect Relationship between Principal Managerial Activities and Teacher Performance through Organizational Climate

The findings of this study revealed that there is a direct relationship between principal managerial activities and teacher performance through the organizational climate variable, with a value of 0.095 indicating that the relationship is positive, implying that there is a positive indirect relationship between the principal's managerial activities and teacher performance via the organizational climate variable. This study reinforces Tresnabudi's (2019) findings, which highlight that principal management and school organizational environment values have a beneficial impact on teacher performance.

Previous study by Tresnabudi (2019), Lunenburg (Rivai, 2014:333), Hidayat (2018), Yogaswara (2018), and Tiara (2018) has found that Principal Managerial and Organizational Climate have a simultaneous and substantial link with teacher performance. There is a managerial relationship principals and teacher performance through work climate interventions.

G. Indirect Relationship between Academic Supervision and Teacher Performance through Organizational Climate

The findings from this study indicate that through the organizational environment of 0.145, there is a clear association between academic supervision and teacher effectiveness. If the principle can effectively organize supervision, carry out supervision, and follow up on the outcomes of supervision, he or she will undoubtedly establish a positive work environment. The principle, as a supervisor, is concerned with teacher conduct at work, ensuring that instructors are comfortable and do not feel pressurized, and that they are confident in their abilities. As a result, the teacher's job motivation increases, as evidenced by his duties, accomplishments, self-development, and independence. This study supports the findings of Runiartha (2019), who found that the values of the workplace atmosphere can boost principal oversight of teacher performance. There is an indirect link between

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academic supervision and teacher performance, according to Runiartha (2019), Rismawan (2018), Abdulkareem (2017), Sagala (2014: 228), Rismawan and Edi (2018), and Normasari, Linda (2020).

CONCLUSIONS

Based on the findings of this study's analysis and discussion, it can be stated that the principal's management activities, academic supervision, and organizational climate are largely in the high category, although teacher performance is in the medium category. The principal's managerial activities and teacher performance are inextricably linked. There is a direct relationship between the principal's managerial activities and the organizational climate. Academic oversight and teacher performance are linked in a direct way. Academic supervision and the organizational climate of teachers are inextricably linked. Through the organizational atmosphere, there is an indirect relationship between principal managerial activities and teacher performance. Also, there is an indirect relationship between academic supervision and teacher performance through the organizational climate.

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