The Influence of Man Ag Erial Competence of School Principals and School Climate on Teacher Work Motivation

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ABSTRACT: The purpose of this study is to analyze: 1) The effect of managerial competence of school principals on teacher motivation. 2) The influence of school climate on teacher motivation. 3) The influence of the principal's managerial competence on the school climate . The research approach used in this study is a quantitative approach . The population in this study was 139 kindergarten teachers in Tangerang sub-district with a sample of 103 teachers taken randomly (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 competence on the work motivation. This is evident from the results of the calculated value of the$t$-> table ($5.488 > 1.984$) and the path coefficient value of 0.440; 2) There is a direct positive and significant influence of the school climate on the work motivation. This is evident from the results of the calculated value of the table t- > ($3.506 > 1.984$) and the path coefficient value of 0.166 ; 3) There is a direct positive and significant influence of the Principal's managerial competence on the climate. This is evident from the results of the calculated value of the$t$-> table ($7.502 > 1.984$) and the path coefficient value of 0.598.

KEYWORDS: Managerial Competence; School Climate; Teacher Work Motivation

INTRODUCTION

Motivation is the driving force for someone to carry out an activity which is manifested in the form of concrete actions. Thus, the higher a person's motivation, the higher their performance and vice versa, the lower a person's motivation , the lower their performance. If teachers have high work motivation, they will be encouraged and try to improve their abilities in planning, implementing and evaluating the curriculum that applies at school so as to obtain maximum work results. Good motivation will create good performance. A teacher is said to have good performance if the teacher has carried out all the activities indicated in his responsibility to educate, teach, guide, direct and direct students in order to lead the development of students towards mental-spiritual and physical-biological maturity.

Based on observations in several kindergartens in Tangerang District, it appears that teachers' work motivation is still not optimal, this is caused by the principal's lack of approach to subordinates, so that teachers feel that their needs are not paid attention to and teachers' work motivation is lacking in carrying out their duties as educators. In everyday reality, symptoms are still found, including: 1) the creation of the teaching and learning framework is not optimal, 2) the teacher's lack of willingness to create varied learning, 3) there are still many students who do not pay attention to what is explained by the teacher so they do not absorb the lesson. obtained, 4) there are teachers who are often late.

Looking at the reality, the work motivation of kindergarten teachers in Tangerang District in carrying out their duties is still influenced by the managerial competence of the school principal. The principal as an administrator holds the key to improving the progress of the school. He must be able to lead and carry out his role so that all activities are controlled and directed in innovation efforts and trying new ideas and new practices in the form of more effective and efficient classroom management. Studies of the success of school principals show that the principal is someone who determines the center point and rhythm of a school. The study even further concluded that school success is the success of the principal. While some principals are described as having high expectations for staff and students, principals are those who know a lot about their duties and are the ones who set the tone for their schools.

In accordance with the characteristics of schools as complex and unique organizations, the duties and functions of school principals should be seen from various points of view. From a certain perspective, a school principal can be seen as a formal official, while from another perspective he can act as a manager as a leader, as an educator and, no less important, a school principal also plays a role as staff. The school principal has a very important role and function in implementing school quality and at the same time in managing improving the quality of learning, because the steps of a school organization are controlled by a school principal.

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Quality in this case is related to training and increasing teacher competency, procurement of books and learning tools, improvement of educational facilities and infrastructure. However, various indicators of improving the quality of learning have not shown significant improvements.

Based on _ _ _ _ _ _ _ _ _ _ obse r v a si beginning _ _ _ the author l a kuk a n _ _ in Kindergarten Tangerang District is temporarily found _ _ _ a number of _ _ _ _ p e r m a s a l a h a n in the implementation of the school principal 's duties as a manager who makes up the duties _ ma n a je r i a l head _ _ _ _ school _ _ not yet e rl a ksa n ad e n g a n opt i mall. The following are the results of pre-research observations regarding the leadership duties of school principals as managers in schools that researchers conducted on 30 kindergarten teachers in Tangerang District with seven indicators of managerial leadership (Mulyasa, 2016):

Table 1.1 Pre-research Results

No	Indicator	Score	Percentage
1	Motivates work enthusiasm	12	40%
2	Discipline building	11	36.7%
3	Giving awards	13	43.3%
4	Conduct class visits	11	36.7%
5	Demonstrate exemplary attitudes and behavior that can be a role model	18	60%
6	Developing the teaching profession through group learning and upgrading	15	50%
7	Build active and creative work	17	56.7%
Average		**16.2**	**53.9%**

Source: Primary Data Processed Results, 2023

Based on the table above, it is known that from 30 teacher respondents in Kindergarten Tangerang District , the average managerial performance of school principals is still relatively low. The low performance of the principal in leading and managing the school will result in the low quality of education in the school. Another problem that the author found was low teacher motivation , this can be seen from the fact that there are still many teachers who are less enthusiastic about their work, often allowed to leave their place of duty during working hours, which is influenced by a lack of enthusiasm in carrying out their duties. This will cause teacher performance to decline.

Another thing that is also found is that the school climate is not conducive, such as there are still teachers who do not interact with other teachers, there are still teachers who do not greet each other, the relationship is not good between the principal and teachers, so that there is no closeness between teachers and the principal. intertwined. There are still teachers who are not involved in making school programs a success, and only rely on the principal's instructions.

Teacher Work Motivation

Motivation is the driving force of a conscious effort to influence a person's behavior so that he or she is moved to take action to do something so as to achieve certain results or goals (Purwanto, 2015). The word "Motive" is also defined as the effort that encourages someone to do something. Motive can be said to be the driving force within and within the subject to carry out certain activities in order to achieve a goal. Motive can even be interpreted as an internal condition (preparedness). Starting from the word motive, motivation can be interpreted as a driving force that has become active. Motives become active at certain moments, especially when the need to achieve a goal is felt or urgent (Sardiman, 2017) . Motive comes from *the* Latin root word *" movere "* which then becomes *" motion "* which means movement or motivation to move (Abror, 2018). So motive is the driving force, driving force or cause of a person to carry out various activities and certain goals. Motivation as stated in the Big Dictionary of Contemporary Indonesian is the desire that arises in a person, whether consciously or not, to carry out an action in a certain way (Salim, 2015).

"Motive is the power within a person that motivates him to do something, or the condition of a person or organization that causes his readiness to fulfill a series of behaviors or actions, while motivation is a process of activating motives into actions or behavior to meet needs and achieve goals , or the state and readiness within an individual that motivates behavior to do something to achieve certain goals (Usman, 2016). Another opinion says, "Motive is the driving force within and within the subject to carry out certain activities to achieve a goal. And motivation is a driving force that has become active (Winkel, 2017). Meanwhile, Mc.Donald believes that motivation is a change in energy within a person which is characterized by the emergence of *"feelings"* and is preceded by a response to a goal (Sardiman, 2017).

Teachers or educators are people whose job is to teach or provide lessons at school or in class. More specifically, it means people who work in the field of education and teaching, who are also responsible for shaping children into adulthood (Ramayulis,

2017). Law number 20 of 2003 concerning the National Education System explains that educators are educational personnel who are qualified as teachers, lecturers, counselors, facilitators, and other titles appropriate to their specialty and who participate in the provision of education. From the definition above, it can be concluded that a teacher or educator is a person who works to teach someone or students towards maturity. Teachers are more specific about abilities in learning, more clearly Uno defines teachers as adults who are consciously responsible for educating, teaching and guiding students (Uno , 2017) . People who are called teachers are people who have the ability to design learning programs and are able to organize and manage classes so that students can learn and ultimately reach a level of maturity as the final goal of the educational process.

From the various opinions above, it can be concluded that teachers are educators, which means adults who have knowledge and have the ability to guide, direct and transfer knowledge and values with responsibility to students towards maturity in order to achieve educational goals .

Based on the nature of motivation and teachers above, the author concludes that teacher motivation is a force that moves teachers to awaken enthusiasm within themselves in guiding, directing and transferring knowledge and values with responsibility to students towards maturity in order to achieve educational goals .

Managerial Competency

The term competency actually has many meanings, including the following: Competency is something that describes a person's qualifications or abilities, both qualitative and quantitative. Competence also means knowledge, skills and basic values that are reflected in habits of thinking and acting (Kunr, 2015). Competence comes from English, namely " *Competence* " which means skill and ability. According to the Big Indonesian Dictionary, it is authority (power) to determine and decide something. If competence means ability and skill, then this means it is closely related to the possession of knowledge and skills or skills as a teacher.

The term management has many meanings, depending on the person who defines it. The term school management is often used side by side with the term school administration. In this regard, there are three different views; first, interpreting administration as broader than management (management is the core of administration); second, looking at management more broadly than administration; and third, the view that management is synonymous with administration. In this article, the word management is interpreted the same as the word administration or management, although the two terms are often interpreted differently.

In various purposes, these two terms are often used interchangeably, as well as in various literature, they are often interchanged. Based on their main function, the terms management and administration have the same function. Therefore, the differences between the two terms are inconsistent and insignificant (Mulyasa, 201 6). Etymologically, in Indonesian there is no uniformity regarding the translation of the term *"management"* until now there have been many translations for certain reasons such as coaching, management, administration, management and management. (Siagian, 2018) .

Based on several of these formulations, it can be synthesized that the principal's managerial competence is the ability or skills possessed by the principal in managing, regulating and controlling the school and all the resources the school has so that it can run well and achieve its goals.

METHOD

Types of research
The method used in this research is a causal survey research method with path analysis techniques .

Population and Sample
The population referred to in this research is all kindergarten teachers in Tangerang , totaling 139 teachers . The sample in this study was 103 teachers taken randomly (*proportional random sampling*).

Data analysis technique
The analysis technique used is path *analysis* .

RESEARCH RESULTS AND DISCUSSION

Description research data were analyzed using descriptive statistics. Descriptive analysis is used to determine the state of each variable. The analysis carried out includes: average value, median, mode, variance, as well as data visualization in the form of tables and graphs. Based on the limitations of the research problem, this research consists of three variables, namely the managerial competency variable of the school principal (X_1), school climate variable (X_2), and teacher work motivation variable ($X3$) .

First Hypothesis:
The Influence of School Principal Managerial Competence on Teacher Work Motivation

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

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Table 1. Coefficients Regression of Variable X $_1$ against X $_3$

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	*38,401*	5,407		7.102	,000
	Principal Managerial Competencies	*,400*	.073	,479	*5,488*	*,000*

a. Dependent Variable: Teacher work motivation

From the results of the analysis table above, information is obtained that the *intercept value* of the regression line (a) is 38.401 , while the *slope value* or regression coefficient (b) is 0.400, resulting in a simple regression line equation as follows:

$$\widetilde{X_3} = a + bX_1 = 38,401 + 0,400X_1$$

From Eq the regression line above, can be explained, the constant is 38.401 ; This means that if the School Principal's Managerial Competency value is 0, then the teacher's work motivation is positive at 38.401 . The regression coefficient for the Managerial Principal competency variable is 0.400 ; This means that if the managerial competence of the principal increases by one unit, then the work motivation of student teachers will increase by 0.400 . The coefficient is positive, meaning that the influence of the Principal's Managerial Competency on teacher work motivation is positive, meaning that the better the Principal's Managerial Competence, the greater the teacher's work motivation.

Based on the t test analysis in the table above, it shows that the $_{\text{calculated t value}}$ is 5.488 . This $_{\text{calculated}}$ t value is then compared with the ttable value at the 95% significance level with df (103-2) = 101, resulting in a value of 1.984 . After comparing, it turns out that the $_{\text{calculated t value}}$ is greater than the t $_{\text{table}}$ (5.488 > 1.984). Likewise with the significance level (*p-value*) , in the table above it is known that the significance probability value (Sig.) = 0.000. This means that the Sig value < α 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 the Managerial Competence of School Principals has a significant influence on the work motivation of kindergarten teachers in Tangerang City District

Furthermore, after concluding that the regression line equation has a significant effect, the next step is to find out how strong the influence of the managerial competency variable of school principals is on the work motivation of kindergarten teachers in Tangerang City District . From the results of the analysis, the following facts were obtained:

Table 2. Correlation Coefficients X $_1$ with X $_3$

		Teacher Work Motivation
Principal Managerial Competencies	Pearson Correlation	0.479**
	Sig. (2-tailed)	0,000
	N	103

Based on the information in the table above, the correlation coefficient (r $_{x3x1}$) between the Principal's Managerial Competence ($_{x1}$) and teacher work motivation (X $_3$) obtained a value of 0.479 with Sig. (2-tailed) of 0,000. This means the Sig value. (0.000) < α (0.05) . The coefficient value is 0.479 if entered into the table *Pearson Correlation* $^{\text{is in}}$ the range 0.400 - 0.599 with a moderate/fair correlation category. Thus it can be concluded that between the Managerial competence of the Principal and Teacher work motivation has a significant relationship with the moderate/sufficient category.

Second Hypothesis:
The Influence of School Climate on Teacher Work Motivation

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

Table 3. Coefficients Regression of Variable X $_2$ against X $_3$

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	*47,465*	5,870		8,086	,000
	Work climate	*,252*	,072	,329	*3,506*	*,001*

a. Dependent Variable: Teacher work motivation

From the results of the analysis table above, information is obtained that the *intercept value* of the regression line (a) is 47.465, while the *slope value* or regression coefficient (b) is 0.252, resulting in a simple regression line equation as follows:

$$\widetilde{X_3} = a + bX_2 = 47,465 + 0,252$$

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From Eq the regression line above, can be explained, the constant is 47.465 ; This means that if the school climate has a value of 0, then the teacher's work motivation has a positive value of 47.465 . The regression coefficient for the school climate variable is 0.252; This means that if the school climate increases by one unit, teacher work motivation will increase by 0.252. The coefficient is positive, meaning that the influence of school climate on teacher work motivation is positive, meaning that the better the school climate, the more teacher work motivation will increase.

Based on the t test analysis in the table above, it shows the $_{calculated\ t\ value}$ is 3.506. This $_{calculated}$ t value is then compared with the t $_{table}$ value at the 95% significance level with df (103-2) = 101, resulting in a value of 1.984. After comparing, it turns out that the $_{calculated\ t\ value}$ is greater than the t $_{table}$ (3.506> 1.984). Likewise with the significance level (*p-value*) , in the table above it is known that the significance probability value (Sig.) = 0.001. This means that the Sig value < α value (0.001 < 0.05), so it can be concluded that H $_0$ is rejected and H $_1$ is accepted. So it can be concluded that school climate has a significant influence on the work motivation of kindergarten teachers in Tangerang City District .

Furthermore, after concluding that the regression line equation has a significant effect, the next step is to find out how strong the influence of the work school climate variable is on the work motivation of kindergarten teachers in the Tangerang City District . From the results of the analysis, the following facts were obtained:

Table 4. Correlation Coefficients X $_2$ with X $_3$

		Teacher Work Motivation
School Climate	Pearson Correlation	0.329**
	Sig. (2-tailed)	0.001
	N	103

Based on the information in the table above obtained the correlation coefficient (rxy) between school climate (X $_2$) with teacher work motivation (X $_3$) obtained a value of 0.329 with Sig. (2-tailed) of 0.0 29 . This means the Sig value. (0.001) < α (0.05) . The coefficient value is 0.329 if entered into the table *Pearson Correlation* is in the range 0.2 00 – 0.3 99 with a weak correlation category . Thus it can be concluded that between school climate and teacher work motivation has a relationship significant with the weak category .

Third Hypothesis:
The Influence of Principal Managerial Competence on School Climate

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

Table 5. Coefficients Regression of Variable X $_1$ against X $_2$

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	*33,204*	6,462		5,138	,000
	Principal Managerial Competencies	*,653*	,087	,598	*7,502*	*,000*

a. Dependent Variable: School climate

From the results of the analysis table above, information is obtained that the *intercept value* of the regression line (a) is 33.204, while the *slope value* or regression coefficient (b) is 0.653, resulting in a simple regression line equation as follows:

$$\widetilde{X_2} = a + bX_1 = 33,204 + 0,653X_1$$

From Eq the regression line above, can be explained, the constant is 33.204 ; This means that if the School Principal's Managerial Competency value is 0, then the school climate has a positive value of 33.204 . The regression coefficient for the school climate variable is 0.653; This means that if the managerial competence of the principal increases by one unit, then the teacher's work motivation will increase by 0.653. The coefficient is positive, meaning that the influence of $^{the\ Principal's\ Managerial\ competence\ on}$ the school climate is positive, meaning that the better the Principal's Managerial competence, the more the school climate will improve.

Based on the t test analysis in the table above, it shows the $_{calculated\ t\ value}$ is 7.502. This $_{calculated}$ t value is then compared with the t $_{table\ value}$ at the 95% significance level with df (103-2) = 101, resulting in a value of 1.984. After comparing, it turns out that the tcount value is greater than the ttable $_($ 7.502> 1.984). Likewise with the significance level (*p-value*) , in the table above it is known that the significance probability value (Sig.) = 0.02. This means that the Sig value < α value (0.02 < 0.05), so it can be concluded that H $_0$ is rejected and H $_1$ is accepted. So it can be concluded that the managerial competence of school principals has a significant effect on ^{Kindergarten} school climate in Tangerang City District .

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Furthermore, after concluding that the regression line equation has a significant effect, the next step is to find out how strong the influence of the School Principal's Managerial Competency school variables is on the work school climate. Kindergartens in Tangerang City District . From the results of the analysis, the following facts were obtained:

Table 6. Correlation Coefficients X $_1$ with X $_2$

		School Climate
Principal Managerial Competencies	Pearson Correlation	0.598**
	Sig. (2-tailed)	0,000
	N	103

Based on the information in the table above obtained the correlation coefficient (r_{x2x1}) between the Principal's Managerial Competence (X $_1$) and school climate (X2) obtained a value of 0.598 with Sig $_.$ (2-tailed) of 0.0 00 . This means the Sig value. (0.000) < α (0.05) . The coefficient value is 0.598 if entered into the table *Pearson Correlation* is in the range 0.4 00 - 0.5 99 with a moderate correlation category . Thus it can be concluded that between Managerial competence of the Principal with school climate have that relationship significant with the medium category .

After knowing the influence of X $_1$ on X $_3$, X $_2$ on X $_3$, and X $_1$ on X $_2$, then The relationship between the variables Principal Managerial Competency Style (X $_1$), school climate (X $_2$) and work discipline (^{X} $_3$) can be described in *path analysis* as follows:

Based on the results of the analysis using SPSS, it is known that the path coefficient between the Principal Managerial Competency Style variables (X $_1$), school climate (X $_2$) and work discipline (X $_3$) is:

Table 7. Path Coefficient Values X $_1$ to X $_3$ and X $_2$ to X $_3$

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	36,714	6,091		6,027	,000
Principal Managerial Competencies	,367	,091	*,440*	4,021	,000
School climate	,051	,084	*,166*	3,608	,005

a. Dependent Variable: Teacher work motivation

Based on the table above, it is known that the path coefficient value (*Standardized Coefficients Beta*) between the Principal Managerial Competency variable (X $_1$) and the teacher work motivation variable (X $_3$) is 0.440 with a significance probability value of ρ_{x3x1} = 0.000. Because the p-value (Sig.) is smaller than α (0.000 < 0.05), it is concluded that the path coefficient is significant, so that H $_0$ is rejected and H $_1$ is accepted. Thus, it can be concluded that the managerial competence of the principal has a significant effect on teacher work motivation.

The path coefficient value (*Standardized Coefficients Beta*) in the table above between the school climate variable (X $_2$) and the teacher work motivation variable (X $_3$) is 0.166 with a significance probability value of ρ_{X3x1} = 0.005. Because the p-value (Sig.) is smaller than α (0.005 < 0.05), it is concluded that the path coefficient is significant, so that H $_0$ is rejected and H $_2$ is accepted. Thus it can be concluded that school climate has a significant effect on teacher work motivation.

Table 8. Path Coefficient Value X $_1$ to X $_2$

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	33,204	6,462		5,138	,000
Principal Managerial Competencies	,653	,087	,598	7,502	,000

a. Dependent Variable: School climate

Based on the table above, it is known that the path coefficient value (*Standardized Coefficients Beta*) between the Principal Managerial Competence variable (X1) and the teacher school climate variable (X $_2$) is 0.598 with a significance probability value of ρYx1 = 0.000. Because the p-value (Sig.) is smaller than α (0.000 < 0.05), it is concluded that the path coefficient is significant, so H0 is rejected and H3 $_{is}$ accepted. Thus it can be concluded that the Managerial competence of the Principal has a significant influence on the school climate.

Next, to calculate the value ε1 which indicates the amount of *variance* in the teacher work motivation variable which is not explained by the Headmaster's Managerial Competence variable and the teacher's school climate , the formula is used:

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

Based on this formula, first find R *Square* . 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	.482a	,233	,217	4,391

From the output results in the table above, it is known that the value of R *Square* = 0.233, so the value of ε1 is known as follows:

$$\rho\,\varepsilon \quad = \sqrt{1 - R^2} \qquad = \sqrt{1 - 0{,}233} \quad = \sqrt{0{,}767} \qquad = 0{,}875$$

Based on the results of the analysis above, the path analysis equation of the variables X $_1$ to X $_3$, X $_2$ to X $_3$, and X $_1$ to X $_2$ can be described as follows:

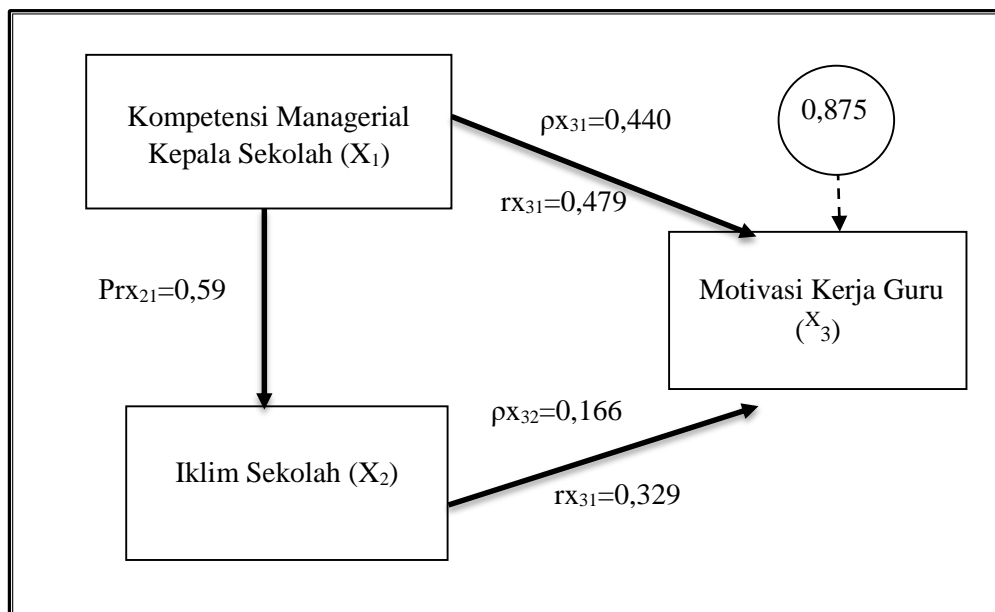$$\widetilde{X_3} = 0{,}440X_1 + 0{,}166X_2 + 0{,}783\varepsilon_1$$

Figure 4.4. Variable Path Analysis Results

X $_1$ to X $_3$, X $_2$ to X $_3$, and X $_1$ to X $_2$

Based on the results of the determination analysis , it is known that the correlation coefficient (R) value is 0.482 with an R *square value* of 0.233. The coefficient value of 0.482 indicates a close relationship $_{between}$ the $_{variables}$ X $_1$ and currently . $_{The}$ R *square* value $_{is}$ 0.233 , this means that the $_{influence}$ of $_{X\,1}$ and and school climate variables (X $_2$).

DISCUSSION OF RESEARCH RESULTS
Based on the statistical analysis described above, the statistical result values for each variable and the level of relationship between variables can be identified. These results are used as a basis for discussing research, as follows:

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Based on the results of the t test analysis, it shows that the t value is 5.488. This tcount value is then compared with the ttable value with df = 101, resulting in a value of 1.984. After comparing, it turns out that the tcount value is greater than ttable (5.488 > 1.984). Likewise with the significance level (*p-value*) , in the table above it is known that the significance probability value (Sig.) = 0.000. This means the Sig value < α value (0.000 < 0.05), then it can be concluded that H0 is rejected and H1 is accepted.

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Based on analysis of the correlation coefficient ($r_{x\,3x1}$) between the Principal's Managerial competence (X1) and teacher work motivation (X3) obtained a value of 0.479 with Sig. (2-tailed) of 0,000. This means the Sig value . (0.000) < α (0.05). The coefficient value is 0.479. Thus it can be concluded that between Managerial competence of the Principal with Teacher work motivation has a relationship with the moderate/sufficient category.

The results of this research are in line with and support the findings of Karweti (2010) who found that managerial competence has a positive effect on employee performance through work motivation. These findings indicate that managerial competence indirectly influences employee performance, but first through work motivation. The results of these findings and previous findings show that the managerial competency variable is one of the variables that has an influence on increasing teacher work motivation.

Therefore, a school principal's managerial competence that is implemented well will contribute to teacher achievement motivation to achieve optimal performance. The results of this research have proven that there is a positive and significant influence of the principal's managerial competence on teacher achievement motivation. This indicates that school principals who have the ability to apply their managerial competencies can contribute to teacher achievement motivation. Therefore, school principals must apply their managerial competence well because teacher achievement motivation is determined by the school principal's managerial competence. Thus, the allegation that the principal's managerial competence influences teacher motivation can be accepted or proven true in kindergartens throughout the Tangerang City District.

The school principal has the role of educator, *manager* , *administrator* , *supervisor* , *leader* , *innovator* and *motivator* . The school principal as a supervisor is expected to be able to carry out his duties by supervising the teacher's learning process in the classroom. Henny (2015) stated that the principal in carrying out teaching supervision can encourage teachers to apply their abilities in carrying out their teaching duties, encourage teachers to develop their own abilities, and encourage teachers so that they have serious attention (*commitment*) to their duties and responsibilities, so that through teaching supervision, the principal as supervisor can increase teacher work motivation while improving the quality of learning in the classroom.

The school principal as a manager must be able to maximize his managerial abilities in carrying out management functions which include planning, organizing, mobilizing and supervising activities to achieve predetermined goals through the utilization of the resources he has. This statement is in accordance with the opinion of Kusnan (2017) who stated that the duties and responsibilities of the school principal are to plan, organize, direct, coordinate, supervise and evaluate all madrasa activities using existing resources. The principal's managerial competencies required as a manager in managing the resources he has include conceptual skills *,* human relations skills and technical *skills* . This indicates that the principal in carrying out his duties not only has conceptual abilities, but also needs to apply these concepts. In its implementation, the school principal also needs to establish relationships with teachers and education staff so that the implementation of tasks can run as expected in order to achieve the set goals.

The Influence of School Climate on Teacher Work Motivation

Based on the results of the t test analysis, it shows that the t value is 3.506. This tcount value is then compared with the ttable value with df 101, resulting in a value of 1.984. After comparing, it turns out that the $_{calculated\ t\ value}$ is greater than the t_{table} (3.506> 1.984). Likewise, with the significance level (*p-value*) , it is known that the significance probability value (Sig.) = 0.001. This means that the Sig value < α value (0.001 < 0.05), so it can be concluded that H0 is rejected and H2 is accepted. So it can be concluded that school climate has a significant influence on the work motivation of kindergarten teachers in Tangerang City District .

Coefficient correlation (rxy) between school climate (X 2) and teacher work motivation (X3) obtained a value of 0.329 with Sig. (2-tailed) of 0.0 29 . This means the Sig value. (0.001) < α (0.05) . Thus it can be concluded that between school climate with teacher work motivation has a relationship in the weak category.

To achieve the goals of an organization requires support from the leadership or manager of the organization. Likewise with schools, school goals will be achieved if various school parties can support each other in common goals. (Siagian, 2018) stated that a climate of mutual trust and mutual support will be able to improve the work results of an organization. In this case, it is not only measuring individual abilities in completing work tasks, but also by looking at skills in working together.

Amazon and Alen in (Delviyandri and Azhar 2016) suggest several ways to increase organizational support, namely: paying attention to the existence of organizational members and paying attention to interests (the fate of the organization). In company decisions regarding organizational members, the organization must be ready to help when organizational members need help. The organization recognizes the contributions of organizational members, the organization values the suggestions of organizational members, and the organization is proud of the work (achievements) of organizational members.

Based on the research results, it appears that the school organizational climate in kindergartens throughout Tangerang City District needs to be improved further, the existence of a conducive organizational climate in a school will influence teacher work motivation. Therefore, if the climate in a school is good, teacher work motivation in that school will also increase. In order for the organizational climate of a school to improve, the principal must be able to create a more conducive work environment, so that all teachers continue to feel comfortable being part of the organization.

School principals are expected to provide support and trust to teachers so they work enthusiastically in carrying out their work, and school principals must foster good cooperation with teachers. If the principal's cooperation with teachers is good, a conducive organizational climate will be created within the organization. Sergiovanni and Starratt in (Sutjipto and Hadiyanto, 2013)

said that educational supervision in schools can improve the school organizational climate. Climate is one aspect that needs to be touched on in changing a school towards an effective school.

Apart from that, according to (Wahyuningrum 2018) school leaders can make seven efforts to improve the school organizational climate, namely: establishing teacher relationships and partnerships, mentoring teachers, sharing tasks/delegating, resolving conflicts, providing motivation (gifts and recommendations, etc.), collecting and using information, and coordinating and enriching it. work and study environment.

The Influence of the Principal's Managerial Competence on School Climate

Based on the results of the t test analysis, it shows that the t value is 7.502. This tcount value is then compared with the ttable value at a significant level with df 102, resulting in a value of 1.984. After comparing, it turns out that the tcount value is greater than ttable (7.502> 1.984). Likewise with the significance level (*p-value*) , in the table above it is known that the significance probability value (Sig.) = 0.02. This means that the Sig value < α value (0.02 < 0.05), so it can be concluded that H0 is rejected and H3 is accepted. So it can be concluded that the Managerial competence of the Principal school has a significant effect on [Kindergarten] school climate in Tangerang City District.

Coefficient correlation (rxy) between the Principal's Managerial Competence (X1) and school climate (Y) obtained a value of 0.598 with Sig. (2-tailed) of 0.0 19 . This means the Sig value. (0.000) < α (0.05) . A coefficient value of 0 is in the moderate correlation category . Thus, it can be concluded that the Principal's Managerial competence and school climate have a significant relationship in the medium category.

The principal is seen as capable of preparing school plans and able to create a conducive and innovative school culture and climate. Psychologically, the character of the school principal can provide a comfortable atmosphere for conducive and constructive teaching and learning activities to take place. School principals are seen as capable of carrying out organizations well, such as dividing work tasks with teachers and staff, delegating school tasks, and collaborating and coordinating with related parties, both private and government institutions. Because in improving the quality of educational services, school principals must be able to optimize existing stockholders according to the competency and composition of these stakeholders according to their needs.

The principal's high level of leadership shows the quality of carrying out his leadership, so that teachers as his subordinates are willing and enthusiastic to follow him. One concrete action is to show good performance. If all of this is realized, a conducive school climate will be created.

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