

Research Article

Relationship of Managerial Skills of School Heads and Teacher Work Discipline with Teacher Performance Through Organizational Climate of Public Elementary Schools West Banjarmasin District

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ABSTRACT

This study aims to analyze the relationship between principal managerial skills and teacher performance; work discipline with teacher performance; principal managerial skills with organizational climate; work discipline with organizational climate; organizational climate with teacher performance; principal managerial skills with teacher performance through organizational climate; work discipline with teacher performance through organizational climate. The number of research samples were 224 teachers at 42 public elementary schools from a population of 509 teachers. The data collection instrument with a questionnaire that has met the validity and reliability test requirements. Data analysis to test the hypothesis using descriptive and path analysis (path analysis) with multiple regression methods. The results show that there is a direct relationship between managerial skills and teacher performance, there is a direct relationship between work discipline and teacher performance, there is a direct relationship between managerial skills and organizational climate, there is a direct relationship between work discipline and organizational climate, there is a direct relationship between organizational climate and performance. for teachers, there is an indirect relationship between managerial skills and teacher performance through an organizational climate as large as there is an indirect relationship between work discipline and teacher performance through organizational climate.

Keywords: Principal managerial skills, work discipline, organizational climate, teacher performance

Introduction

Teacher performance is an important component in improving the quality of education, which will have an impact on the quality of human resources in Indonesia. It can be

seen from classroom observations that are increasingly seen as a source of information to guide teacher development (Richmond, Salazar, & Jones, 2019). However, it will not

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be possible for teachers to lead effectively unless and until there are significant changes in how power and authority distributed within schools (Berry, 2019). Thus, teaching can be widely recognized to be the most stressful occupation which is characterized by numerous and varied challenges such as administrative burdens, long hours, classroom management difficulties, and lack of autonomy (McCarthy, 2019).

Meanwhile, Supardi (2013) states that performance is an expression of the word performance in English which has three meanings, namely: achievement, performance, and task implementation. On the other hand, in the General Indonesian Dictionary (Hasan, 2016) performance has three other meanings, namely: method, ability, and attitude or behavior. Through job performance, it can be described the individual's activities in the organization over a defined period (Yang, Seong, & Hong, 2020). Nevertheless, the individual's experience of work also depends on connection to others, for instance, co-workers, employers, customers, and to society as a whole (Ryder, 2018). Besides, performance is related to a set of factors affecting various things including the quality of work life (Leitao, Pereira, & Goncalves, 2019). These are also happened to teacher performance as well.

Teacher performance shows how far the things that have been done by the teacher can fulfill and satisfy the community as service users. Teacher performance is one of the determinants of the success of any educational effort. Hence, there are certain ideas that in reality the best way to manage such a labor of being teacher is to hire people with the right background, train them up quickly, and remove those who do not meet a minimum bar of proficiency (Goodwin & Slotnik, 2019). That is why, any educational motivation, especially in improving the human resources produced by teachers, is very important. Motivation has been studied many times. As the construction of psychology, motivation is to describe the mechanism by which individuals and groups choose particular behaviour and persist with it (McInerney, 2019). According

to Cheng (2019), based on two different cultures of Taiwan and US, the dynamics of intrinsic and extrinsic motivation work quite differently in the those two cultural settings. While, Hoffman and Kurtz-Costes (Hoffman & Kurtz-Costes, 2019). Besides, Manganeli et al. (2019) has found that autonomous motivation and critical thinking are predictive of academic performance, while students with more controlled motivation have lower academic motivation.

Indeed, many reform efforts have been made such as curriculum, methods, coaching and counseling, but all of these have not been able to improve teacher performance optimally (Purwanto, 2002). However, teacher assessment and evaluation have been put forward as an important strategy for assuring and developing educational quality in many countries (Skedsmo & Huber, 2018). It is found that competence and commitment is significantly positive effect on the performance of professional teacher (Siri et al., 2020).

It is important to note that teacher is a figure who carries the responsibility for realizing the goals of national education as stated in Law No. 20 of 2003 concerning SISDIKNAS that national education functions to develop abilities and shape dignified national character and civilization in order to educate the nation's life, aimed at developing the potential of students in order to be a human being who believes, has devotion to God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. These are the cultural identity which is as the manifestation of social attributes of human beings as an important medium affecting the identity of individuals and ethnic groups and national identity (Liu & Turner, 2018). Besides, research on education systems as carriers of modern orientations and democratic values worldwide predicts that educated individuals will exhibit more democratic values than less educated ones, regardless of the democracy level of the country (Kołczyńska, 2020).

In accordance with the objectives of education which have been described in National

Education, education is not only aimed at educating the nation's life but also aims at shaping the character and personality of students so that the teacher's task becomes heavier. It is because education especially for moral education might be considered as the key cultural mechanism for youth to 'thread' their lives into the culture's 'bigger picture' not only of the 'good life' but also of a 'life of good' (Moran, 2018).

The teacher's performance is closely related to management functions. Broadly speaking, it can be understood that all management activities cannot be separated from the planning, organizing, implementing, controlling, and evaluating processes (Athoillah, 2010). Performance management, in all its guises, occurs across all organizations whether formally through an official organizational process or informally through daily dialogue (Brown et al., 2018). The performance management has focus on serving organizational goals (Tweedie et al., 2018).

In connection with efforts to improve teacher performance, professional school principals will pay attention to several things as suggested by Sallies (Mulyasa, 2006), namely having a strong vision or in-depth vision of integrated quality for the institution as well as for education personnel and students in school; has a clear commitment to the process of improving the quality of education personnel; communicating messages related to the quality of education; ensure the needs of students as a concern for school activities and policies; support the development of educational personnel; do not blame the other party if there are problems that arise without being based on strong evidence; innovating in schools; building an effective work team; develop suitable mechanisms for monitoring and evaluation. Furthermore, for school principals who work in rural area, they need to work twenty four hours a day as their job is integral part in the community (Hardwick-Franco, 2018). In addition, principals also have the responsibility during hiring teachers by selecting and even encouraging teachers to

grow and develop their portfolios (Kelly & Hancock, 2018).

The results that the principal managerial ability, teacher motivation, work environment, and teacher commitment jointly affect teacher performance. The structure of the social network can be more important for access to resources than the characteristics of the particular people or organizations involved (Bridwell-Mitchell, 2019). School is defined not by the services it provides but, rather, its dedication to involving the whole community in the educational process (Purinton, Azcoitia, & Carlson, 2018). The principal instructional leadership can influence teachers' participation in mentoring, peer observation, and coaching compared to the other types of professional development (Kim & Lee, 2020).

The amount of influence the principal has determines what and how a job is carried out in the school being led. This is in line with the view of Mantja (2007) which states that the principal's leadership pays high attention to teachers, is open, cool, can adapt to teachers, smiles, is sympathetic, full of understanding, and believes that teachers are capable of carrying out tasks that are undertaken and will make them do the task happily and with full responsibility.

Another factor that can improve performance is work discipline. Discipline is an attitude of a person's willingness and willingness to obey and obey the prevailing regulatory norms around him. There is direct positive influence of work discipline, employee performance, and career development (Cedaryana & Supriyanti, 2018). Good leadership must be able to encourage or create work discipline for their subordinates by inspiring their creativity at work. Hence, the success of an organization hinges on good leadership (Zacher, 2018) that have people-oriented and task-oriented behavior (Olanrewaju & Okorie, 2019). Leaders in this case the principal must be able to practice innovations, be able to empower all subordinates and the school as an educational organization into a change in thinking, development of vision and mission by

utilizing the talents, expertise and abilities of their subordinates.

Work discipline is very influential on employee performance, discipline is implemented to encourage employees to follow various standards and rules, so that irregularities can be prevented. Its main goal is to encourage self-discipline among employees to arrive on time. By arriving on time and carrying out tasks in accordance with their duties, it is expected that performance will increase, through discipline will reflect strength, because usually someone who is successful in their work is those who have high discipline. In order to create an organization, the first thing that must be built and enforced in the company is employee discipline. So, discipline is the key to the success of an organization in achieving its goals.

In addition to principal managerial skills and work discipline to improve teacher performance is the creation of a conducive organizational climate. It is important aspect on influencing creativity and innovation (Olsson, Paredes, & Johansson, 2019). Organizational climate reflects employees' perceptions of the work environment that can improve workplace deficiencies (Lan et al., 2020). And also can have effect on mediating of organizational climate on the relationship between transformational and transactional leadership styles on innovative behavior (Sethibe & Steyn, 2018). In addition Nurani (2016) also suggests factors that can affect a person's performance, including: training and work experience, education, personality attitudes, organizational climate, leaders, social conditions, individual needs, physical conditions of the workplace, ability, work motivation and so on.

Creating an organizational climate that is able to bring its members to improve performance in order to achieve organizational goals is not an easy thing. This is because basically humans have different behavioral characteristics according to the level of their needs. If there are differences or gaps between the perceptions of members and the perceptions of the leadership regarding the perceived and expected climate, then this will

allow the creation of job dissatisfaction from members, so that it can lead to abuse of rights and obligations which ultimately results in organizational goals not being fulfilled optimally. Hence, for organisations that ignore the climate will make the employees' work engagement and effectiveness might be very low (Rozman & Strukelj, 2020). This is in line with Pradityo's (2017) research which states that organizational climate has a positive and significant effect on performance.

Material and Methods

The study population was 509 teachers at SD Negeri Banjarmasin Barat. The research sample was 224 teachers. The data collection instrument with a questionnaire that has met the validity and reliability test requirements. Data analysis to test the hypothesis using path analysis (path analysis) with multiple regression methods. There are 4 questionnaires used in this study, namely the principal managerial skills questionnaire, the work discipline questionnaire, the organizational climate questionnaire, and the teacher performance questionnaire. In accordance with the conceptual relationship model between variables.

In accordance with the conceptual model, data analysis to test the hypothesis uses path analysis, namely: H_1 : There is a direct relationship between principal managerial skills and teacher performance; H_2 : there is a direct relationship between work discipline and teacher performance; H_3 : There is a direct relationship between principal managerial skills and organizational climate; H_4 : there is a direct relationship between work discipline and organizational climate; H_5 : there is a direct relationship between organizational climate and teacher performance; H_6 : There is an indirect relationship between headmaster managerial skills and teacher performance through organizational climate; H_7 : there is an indirect relationship between work discipline and teacher performance through teacher performance. Analysis of the research results using descriptive statistics, multiple regression using SPSS Window Version 20.

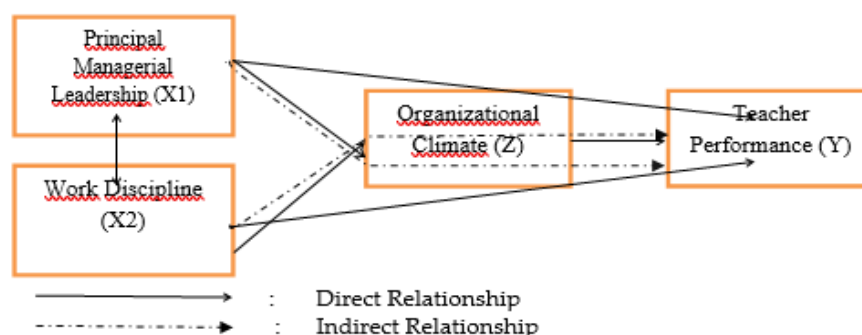


Figure 1. Conceptual relationship model between variables explanation

In accordance with the conceptual model, data analysis to test the hypothesis uses path analysis, namely: H_1 : There is a direct relationship between principal managerial skills and teacher performance; H_2 : there is a direct relationship between work discipline and teacher performance; H_3 : There is a direct relationship between principal managerial skills and organizational climate; H_4 : there is a direct relationship between work discipline and organizational climate; H_5 : there is a direct relationship between organizational climate and teacher performance; H_6 : There is an indirect relationship between headmaster

managerial skills and teacher performance through organizational climate; H_7 : there is an indirect relationship between work discipline and teacher performance through teacher performance. Analysis of the research results using descriptive statistics, multiple regression using SPSS Window Version 20.

Results and Discussion

The results of descriptive statistical analysis of respondents' responses to the research variables are shown in figure 1 which includes the characteristics of the respondents.

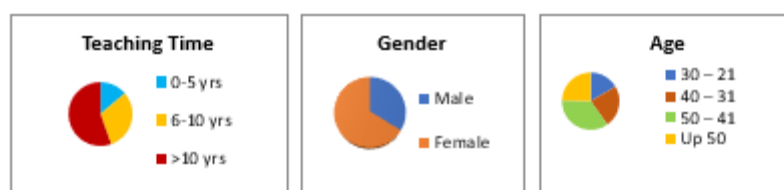


Figure 1. Characteristics of respondents

Descriptive data in figure 1 provides the fact that in diagram 1 shows that the length of teaching SDN teachers in the District of West Banjarmasin is more in the range above 10 years. This is due to the large number of quotas for the appointment of PNS teachers for elementary schools from 2009 to 2011. Diagram 2 shows that the gender of SDN teachers in the district of West Banjarmasin is more

dominated by female teachers than male teachers.

Diagram 3 shows that the age of SDN teachers in the district of West Banjarmasin is dominated by the age range of 41-50 years because the respondents are relatively retired so that the performance shown tends to be better.

The results of descriptive statistical analysis of respondents' responses to research

variables, namely principal managerial skills, work discipline, organizational climate and teacher performance measured on a scale of 5 are shown in table 1 which includes mean, standard deviation, and stage.

Descriptive data in table 2 shows the respondents gave the highest emphasis in answering the research questionnaire on teacher performance.

The results of the residual normality test of principal managerial skills data, work discipline data, organizational climate data, and teacher performance data using a scatter plot

show that the four residuals are normally distributed. Meanwhile, the results of the linearity test show that there is a correlation between principal managerial skills and teacher performance, work discipline and teacher performance, organizational climate with teacher performance, principal managerial skills with organizational climate, and teacher work discipline with a linear organizational climate.

The results of the test analysis requirements have been met, the next step is to interpret the results of the path analysis with a summary of the results in table 3.

Table 1. Mean, standard deviation, and variable stage of research

Variabel	Mean	Standard Daviation	Step
Principal Managerial Skills	96,76	5,309	High
Work Discipline	92,65	3,829	High
Organizational Climate	110,97	7,554	High
Teacher Performance	144,01	7,440	High

Table 2. Summary of path analysis results

Structural 1

Principal managerial skills, work discipline on organizational climate

Variable	Path coefficient	T	P	R ²
Principal Managerial Skills	0,250	1,664	0,000	0,499
Work Discipline	0,083	1,836	0,000	0,477

Structural 2

Principal managerial skills, work discipline, organizational climate on teacher performance

Variable	Path coefficient	T	P	R ²
Principal Managerial Skills	0,875	5,748	0,000	0,766
Work Discipline	0,615	3,497	0,000	0,378
Organizational Climate	0,778	12,770	0,000	0,604

Table 3. Summary of Hypothesis Testing Decisions H₁, H₂, H₃, H₄, dan H₅

Hypothesis	P	Decision
H ₁ ; There is a direct relationship between principal managerial skills and teacher performance	0,000	Accept
H ₂ ; There is a direct relationship between work discipline and teacher performance	0,000	Accept
H ₃ ; There is a direct relationship between principal managerial skills and organizational climate	0,000	Accept
H ₄ ; There is a direct relationship between work discipline and organizational climate	0,000	Accept
H ₅ ; There is a direct relationship between organizational climate and teacher performance	0,000	Accept

Table 4. Summary of hypothesis testing decisions H₆ dan H₇

Hypothesis	Relationship Coefficient		Decision
	Direct	Accept	
H ₆ ; Iklim organisasi merupakan perantara hubungan antara keterampilan manajerial kepala sekolah dengan kinerja guru	0,875	0,076	Accept
H ₇ ; Iklim organisasi merupakan perantara hubungan antara disiplin kerja dengan kinerja guru	0,615	1,044	Accept

The results of the path analysis seen in table 2 are used to answer the formulated research hypotheses whose decisions are given in tables 4 and 5. hypothesis is accepted.

Based on the results of the analysis in tables 1, 2, and 3 above, the study found the influence between variables which can be explained as follows.

- There is a direct relationship between principal managerial skills, direct influence of principal managerial skills with organizational climate, and indirect relationship between principal managerial skills and teacher performance through organizational climate.

The quality management skills of primary school principals in the West Banjarmasin region are among the upper class, because the managerial skills variable provides an important determinant of teacher performance to school principals. This shows that managerial skills are very supportive of improving teacher performance.

This is in line with the results of Ronald R. Edmonds' research in 1979 on successful elementary schools in New York City, which emphasizes the importance of expanding school policies with the agreement of teachers on a mission to achieve goals, the results of this study identify effective schools that have characteristics : (1) strong administrative leadership, (2) an orderly climate of human relations, (3) often monitors student progress, (4) expects high requirements for all students, (5) teaching is focused on the abilities of all students. This study concludes that there are no good schools with bad managers, and a good principal is necessary to make school

conditions successful and to become someone who has strong belief in the main goals of the school.

As the director of education, the principal has the responsibility to plan, implement, organize, and control all school activities and use all resources (human and material) in his school to achieve educational goals. The skills and abilities of leaders in carrying out these administrative functions will have an impact on the effectiveness of the work of the organization (school). The principal has the greatest influence in determining what and how the work is done in the school he leads.

In line with the view of Mantja (2002) explaining "The leadership of the principal who pays great attention to the teacher, is open, calming, adaptive, generous, sympathetic, full of understanding, and believes that the teacher is able to carry out the task assigned to him will make the teacher carry out the task happily. and full ".

- There is a direct relationship between work discipline and teacher performance, a direct relationship between work discipline and organizational climate, and an indirect relationship between work discipline and teacher performance through organizational climate.

To realize productive teacher performance, work discipline is needed that can affect teacher work results, because high work discipline will optimize effectiveness in achieving organizational goals.

Work Discipline has a positive direct influence on Teacher Performance. The findings of this study are in accordance with the theory put forward which states that

work discipline is an imposition and imposition of one's self-control and restraint for the purpose of building character, such as efficient work habits, appropriate behavior, attention. towards others, living in an orderly manner and controlling the stimuli and emotions of others. The characters referred to above are performance, work performance and work results achieved in the process of implementing work.

The behavior control will have an impact on the achievement of organizational goals and in it is individual performance to achieve predetermined targets. In the context of discipline, there is self-control of a person's personality in carrying out a task so that a condition is created in fulfilling optimal needs to achieve goals in the form of work performance, performance and expected work results. In this argument, discipline is a determinant of performance.

Discipline is a form of galvanizing organizational rules for employees. The goal is so that employees can meet targets according to the objectives to be achieved by the organization. One of the processes to achieve the target is performance.

The discipline as "Compliance and obedience to rules and regulations". Mutanqin (2017) explains in his research that "Every organization will have a different organizational climate. The variety of jobs that are designed in organizations, or the nature of individuals today will explain these differences. It is certain that all organizations have a strategy in managing human resources ". An open organizational climate encourages employees to express interest and dissatisfaction without fear of retaliation and anxiety.

- There is a direct relationship between organizational climate and teacher performance

An organizational climate that grows and develops well, which can be seen through organizational work practices, can lead to good management and organizational behavior, besides that it has a positive effect on improving the performance of an individual.

The conclusion of study reveals that "the organizational climate quality of public elementary schools in the city of Kupang is in the high category". This is in line with the findings of study which states that "school climate has an effect on improving the profession and work performance of teachers and planners".

Conclusion and Recommendation

Based on the results of the analysis and discussion described above, it can be concluded that there is a direct relationship between managerial skills and teacher performance, a direct relationship between managerial skills and organizational climate, a direct relationship between work discipline and teacher performance, a direct relationship between work discipline and organizational climate, a direct relationship. organizational climate with teacher performance, and there is an indirect relationship between managerial skills and teacher performance through organizational climate, and an indirect relationship between work discipline and teacher performance through organizational climate.

In addition, based on the results of the above conclusions, it is suggested that parties with an interest in education can improve the managerial skills of school heads, work discipline, organizational climate and teacher performance.

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