



Enhancing Teacher Competence: Exploring Managerial Activities, Academic Supervision, and Organizational Climate in Public Elementary Schools

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Abstract

This study aims to examine the direct and indirect relationships between managerial activities, academic supervision, organizational climate, and teacher professional competence in SD Negeri Kuripan District, Barito Kuala Regency. A quantitative approach with a correlational method was employed, utilizing a path analysis model. The sample consisted of 55 teachers selected through saturated sampling. Data was collected using questionnaires and documentation of PKG results. Data analysis involved descriptive statistics, prerequisite tests (normality, linearity, multicollinearity), validation and reliability tests, multiple regression hypothesis testing (t-test, F-test), effective contribution analysis, relative contribution analysis, and path analysis. The findings revealed a direct relationship between managerial activities and teacher professional competence (0.352), managerial activities and organizational climate (0.424), academic supervision and teacher professional competence (0.335), academic supervision and organizational climate (0.380), and organizational climate and teacher professional competence (0.346). Moreover, there were indirect relationships between principal's managerial activities through organizational climate and teacher professional competence (0.147), as well as academic supervision through organizational climate and teacher professional competence (0.131). In conclusion, this study confirms both the direct and indirect relationships between managerial activities, academic supervision, organizational climate, and teacher professional competence.

Keywords: *Managerial; Climate; Professional Competence; Teachers*

Introduction

Education plays a crucial role in fostering human resources and driving development, as emphasized in Law Number 20 of 2003 regarding the national education system. Chapter 1, Article 3 of the law states that national education functions to enhance individuals' capabilities, cultivate a dignified national character and civilization, and educate citizens in various aspects of life. Its ultimate goal is to develop students' potential to become God-fearing, morally upright, healthy, knowledgeable, creative, independent, and responsible individuals within a democratic society. While acknowledging the

contributions of other components, the teacher component stands out as a fundamental factor in determining the quality of education.

Teachers hold a prominent position as public figures and central figures in the educational process. The success of education largely hinges upon the quality and competence of teachers. The primary role of teachers encompasses education, guidance, training, direction, assessment, and evaluation within the educational process. Given their significant influence, teachers must uphold the established quality standards and norms in education. Consequently, teachers should not be seen merely as supplementary figures or learning partners but rather as indispensable figures far exceeding such expectations. Numerous studies have underscored the pivotal role of teachers as a determining factor for educational success (Yusuf, 2014; Reza Zeinabadi, 2014; Yelgün & Karaman, 2015; Seebruck, 2015).

Professional competence refers to the mastery of theoretical and practical knowledge, skills, and abilities required by teaching staff to effectively fulfill their duties as educators. A teacher is deemed professional when they possess and apply both theoretical and practical expertise in the teaching and learning process (Janawi, 2011; Taylor & Hamdy, 2013; Martín-Gutiérrez et al., 2015).

The close relationship between teacher competence and educational success is supported by various research studies. Rijal and Roesminingsih (2014) and Wulandari (2016: 102) found that teacher competency significantly influences learning success. Yusuf and Ruslan (2014) concluded that teacher professional competence has a significant impact on student learning outcomes. Simon and Aleksander (Mulyasa, 2009) highlighted two key factors for improving student achievement: the effective use of class time by teachers and the quality of their teaching abilities. School effectiveness research by Keith and Robert (1991), Özgenel & Mert (2019), Suratman et al. (2020), and Indajang et al. (2021) showed that 32% of teacher performance is influenced by the quality of school management. School principals play a crucial role in enhancing teacher professional competence through their managerial activities. Yogaswara's research (2018) demonstrated a significant contribution of the school principal's managerial ability to teacher performance.

Academic supervision by the school principal is also essential for improving teacher professional competence. Aslamiah (2018) found that supervision by school principals positively affects teacher personal abilities and performance. Suariansyah (2016) stated that supervision activities serve as a communication medium between teachers and principals, helping teachers overcome difficulties in their duties. Sergiovanni (1991) emphasized that supervision should be viewed as a collaborative process involving teachers as partners.

The school principal's academic supervision, as an educational consultant and support system for teachers, aims to improve the quality of the learning process. Prastania (2021) concluded that academic supervision significantly influences teacher performance. It is crucial for the school principal to carry out academic supervision that helps teachers develop their professional skills and manage the learning process effectively. The organizational climate of the school also plays a significant role in enhancing teacher professional competence. Imanuddin (2019) and Khoirunnisa (2018) highlighted the relationship between the school's organizational climate and teacher performance. A conducive climate fosters teacher motivation and enthusiasm, leading to better teaching quality and performance.

The present study aims to examine the relationship between school principals' managerial activities, academic supervision, organizational climate, and teacher professional competence in SD Negeri Kuripan District, Barito Kuala Regency. The research seeks to understand the direct relationship between managerial activities and teacher professional competence, as well as the impact of academic supervision and organizational climate on professional competence. The study aims to shed light on the various factors influencing teacher professional competence in the targeted schools.

Research Methods

This research was conducted in all public elementary schools (SDN) in the Kuripan District, Barito Kuala Regency. Based on the permit and research recommendations, from May 9 2023 to May 31 2023 data collection was carried out in all public elementary schools in Kuripan District. The initial research step is to determine the population and research sample. The population was taken from all teachers of Public Elementary Schools in Kuripan District as many as 55 people from 9 schools, and the entire population was taken, namely 55 teachers as a sample of research respondents using non-probability sampling technique. Then carry out validity and reliability tests by distributing instrument questionnaires. After all the instruments were declared valid, then on May 15 2023 a questionnaire was distributed to 55 public elementary school teachers in Kuripan District as the actual research sample. The questionnaire distribution technique was carried out by directly visiting each school and asking the picket teachers to distribute questionnaires to each teacher.

The characteristics of the respondents observed in this study included gender, age, education, years of service and teacher certification. The characteristics of the respondents were obtained based on the answers of the respondents in the questionnaire which were distributed and processed using the SPSS 26 software to make it easier to obtain accurate data about the distribution of the characteristics of the respondents in this research based on the characteristics of the respondents determined.

Results and Discussion

Research Result

The results of the description of the variable categories describe respondents' responses regarding the relationship between the principal's managerial activities (X1) and academic supervision activities (X2) and teacher professional competence (Y) through the organizational climate (Z) of SD Negeri in Kuripan District. Based on the ideal mean value and ideal standard deviation, the research data are categorized into 5 groups, namely:

$\text{Skor} > \text{Mi} + 1,8 \text{ SDi}$: Very high
$\text{Mi} + 0,6 \text{ SDi} < \text{Skor} < \text{Mi} + 1,8 \text{ SDi}$: High
$\text{Mi} - 0,6 \text{ SDi} < \text{Skor} < \text{Mi} + 0,6 \text{ SDi}$: Medium
$\text{Mi} - 1,8 \text{ SDi} < \text{Skor} < \text{Mi} - 0,6 \text{ SDi}$: Low
$\text{Skor} < \text{Mi} - 1,8 \text{ SDi}$: Very low

The explanation for the categorization of each variable in this study is as follows:

a. Principal Managerial Activity Variables

The results of the principal managerial activity variable questionnaire from 35 statement items given to 55 public elementary school teacher respondents in Kuripan District, the following results were obtained:

Table 1. Descriptive Statistical Variables of Principal Managerial Activities

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Managerial Activities	55	34	91	125	106.89	8.993
Valid N (listwise)	55					

Based on the table above, the highest score obtained is 125 from the maximum ideal score of $(4 \times 35) = 140$ and the lowest score is 91 from the ideal minimum score of $(1 \times 35) = 35$. The stages of compiling the frequency distribution of the principal's managerial activity variables as following:

1) Counting the number of intervals

$$\begin{aligned} \text{Number of intervals (K)} &= 1 + 3,3 \text{ Log } n \text{ (n = number of respondents)} \\ &= 1 + 3,3 (1,74) \\ &= 6,74 \text{ rounded up to 7 classes} \end{aligned}$$

2) Calculate the range of data

$$\begin{aligned} \text{Data range (R)} &= \text{highest data} - \text{lowest data} \\ &= 125 - 91 \\ &= 34 \end{aligned}$$

3) Calculate the length of the class

$$\begin{aligned} \text{Class length (P)} &= \text{data range} / \text{number of class intervals} = 34/7 \\ &= 5,86 \text{ rounded up to 5} \end{aligned}$$

Based on the calculation results above, a table of frequency distributions can be made as follows:

Table 2. Variable Frequency Distribution of Principal Managerial Activities

No	Interval Class (P)		Frequency (F)	Percentage (%)
1	91	- 95	6	10,91
2	96	- 100	8	14,55
3	101	- 105	11	20,00
4	106	- 110	10	18,18
5	111	- 115	10	18,18
6	116	- 120	7	12,73
7	121	- 125	3	5,45
Total			55	100

Based on the table above, a histogram can be described to provide a clearer picture of the concentration and distribution of variable data on the principal's managerial activities, namely:

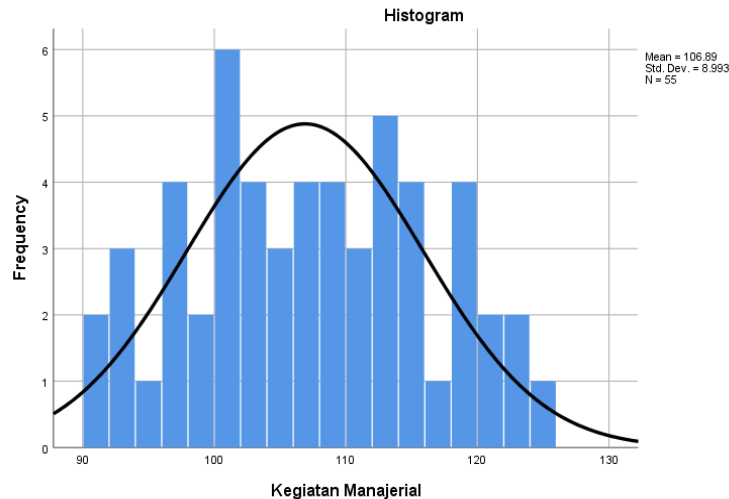


Figure 1. Histogram of Centralization and Distribution of Principal Managerial Activity Data

Knowing the trend of good or bad levels regarding the managerial activity variables of school principals in this study uses the mean (Mi) and standard deviation (SDi) values obtained by the formula:

$$\text{Mean Ideal (Mi)} = \frac{1}{2} (\text{ideal highest score} + \text{ideal lowest score})$$

$$= \frac{1}{2} (140 + 35)$$

$$= \frac{1}{2} (175)$$

$$= 87,5$$

$$\text{Ideal Standard Deviation (SDi)} = \frac{1}{6} (\text{ideal highest score} - \text{ideal lowest score})$$

$$= \frac{1}{6} (140 - 35)$$

$$= \frac{1}{6} (105)$$

$$= 17,5$$

$$\text{Mi} + 1,8 \text{ Sdi} = 87,5 + 1,8 (17,5) = 119$$

$$\text{Mi} + 0,6 \text{ Sdi} = 87,5 + 0,6 (17,5) = 98$$

$$\text{Mi} - 0,6 \text{ Sdi} = 87,5 - 0,6 (17,5) = 77$$

$$\text{Mi} - 1,8 \text{ Sdi} = 87,5 - 1,8 (17,5) = 56$$

Based on the categorization calculations above, the variable categories of school principal managerial activities can be seen in the following table:

Table 3. Variable Frequency Distribution of Principal Managerial Activities

No	Interval Class	Frequency		Category
		Absolut (f)	Relatif (%)	
1	>119	5	9,09	Very high
2	98 - 119	40	72,73	Tall
3	77 - 97	10	18,18	Currently
4	56 - 76	0	0	Low
5	< 56	0	0	Very low
Total N		55	100	

Based on the table above, it can be seen that the managerial activities of school principals in Public Elementary Schools in Kuripan District with the results of the questionnaire answers which are in the very high category, namely 5 respondents or 9.09%, the results of the questionnaire answers which are in the high category are 40 respondents or 72.73%. , the results of the answers included in the moderate

category were 10 respondents or 18.18% and no response results included in the low or very low category.

The following presents the average respondent's answers to each indicator and sub-variable.

Table 4. Average Sub Variables and Variable Indicators of Principal Managerial Activities

No	Sub Variables and Indicators	Average Indicator	Average Sub Variable
A	Conceptual Skills		
1	Planning school activities	3,04	3,11
2	Ability to diagnose school problems	3,09	
3	Ability to solve problems	3,11	
4	Coordinate school activities	3,11	
5	Evaluate school activities	3,15	
6	Develop curriculum	3,14	
7	Develop staff to achieve school goals	3,15	
B	Human Relation Skill		
1	Collaborate with teachers and school boards	2,93	2,95
2	Maintain communication with teachers	2,89	
3	Resolving conflicts at school	3,03	
4	Building enthusiasm / motivating teacher work,	3,05	
5	Involve teachers in formulating decision making	3,05	
6	Give awards to outstanding teachers	2,87	
7	Pay attention to teacher welfare	2,81	
C	Tehnickal skill		
1	Supervise teachers	3,00	3,08
2	Guiding teachers in carrying out the teaching and learning process	3,02	
3	Coordinate the use of teaching equipment	3,13	
4	Helping teachers in diagnosing student learning difficulties as well as counseling guidance to students	3,07	
5	Guiding teachers in carrying out school/classroom administration	3,15	
6	Develop a school budget	3,15	
Overall Average		3,05	

Based on the table above it can be seen that the total average value of the managerial activity variables of principals in SD Negeri Kuripan District is 3.05, this figure indicates a high value referring to the results obtained after all the sub-variables are averaged to an average value the overall average for the principal's managerial activity variables. Several sub-variables which are included in the high category and must be maintained such as aspects of conceptual skills, the average respondent's answer is 3.11 including the high category, in accordance with the results of the average sub-variable where the figure shows a tendency for respondents' answers with a value 3, namely agreeing with the statements put forward in the research, where the principal has been able to think about and determine activities or programs that will be carried out in the future to achieve organizational goals. In the aspect of technical

skills, the average respondent's answer to this subvariable shows a value of 3.08 which is also high, with a tendency for respondents' answers to have a value of 3, namely agreeing with the statements submitted in the research questionnaire, in this case the school principal is good In his managerial activities, the school principal directs his subordinates and how other people carry out essential tasks in creating a pleasant atmosphere to work together.

Sub-variables in the managerial activities of school principals that still need to be improved, such as human relations skills, which only get an average score of 2.95 out of a maximum score of 4, which means that there are respondents who give an answer of 2 or disagree with the statement. given, in which case the principal needs to improve the ability to manage relationships with other people, the ability to build networks with other people, the principal understands the various factors that make him likeable and the ability to establish good communication with teachers so that the principal can be more know the problems faced by teachers at work, also the principal can involve teachers more in making a policy so as not to increase the workload of teachers or harm the welfare of teachers. These things still need to be improved in order to increase managerial activities in order to accelerate the achievement of school organizational goals at SD Negeri Kuripan District.

b. Academic Supervision Variable

The academic supervision variable was measured using a questionnaire consisting of 30 statement items given to 55 respondents. The descriptive results of the frequency analysis of academic supervision variables are as follows:

Table 5. Descriptive Statistics of Academic Supervision Variables

	Descriptive Statistics					
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Supervisi Akademik	55	40	70	110	88.67	10.726
Valid N (listwise)	55					

Based on the table above, the highest possible score is 110 of the maximum possible score of $(4 \times 30) = 120$ and the lowest score is 70 of the minimum possible score of $(1 \times 30) = 30$. Then arrange the variable frequency distribution of academic supervision by determining the number of class intervals (K), data range (R) and class length (P) calculated by the Sturgess equation, which is as follows:

1) Counting the number of intervals

$$\begin{aligned} \text{Number of intervals (K)} &: = 1 + 3,3 \text{ Log } n \text{ (n = number of respondents)} \\ &= 1 + 3,3 (1,74) \\ &= 6,74 \text{ rounded up to 7 classes} \end{aligned}$$

2) Calculate the range of data

$$\begin{aligned} \text{Data range (R)} &= \text{highest value} - \text{lowest value} \\ &= 110 - 70 \\ &= 40 \end{aligned}$$

3) Calculate the length of the class

$$\begin{aligned} \text{Class length (P)} &= \text{data range} / \text{number of class intervals} \\ &= 40/7 \\ &= 5,71 \text{ rounded up to 6} \end{aligned}$$

Based on the calculation results above, a table can be made regarding the distribution of academic supervision frequency as follows:

Table 6. Frequency Distribution of Academic Supervision Variables

No	Interval Class (P)	Frequency (F)	Percentage (%)
1	70 - 75	8	14,55
2	76 - 81	7	12,73
3	82 - 87	9	16,36
4	88 - 93	10	18,18
5	94 - 99	12	21,82
6	100 - 105	5	9,09
7	106 - 110	4	7,27
Total		55	100

Based on the table above, a histogram can be described to provide a clearer picture of the concentration and distribution of academic supervision variable data, namely:

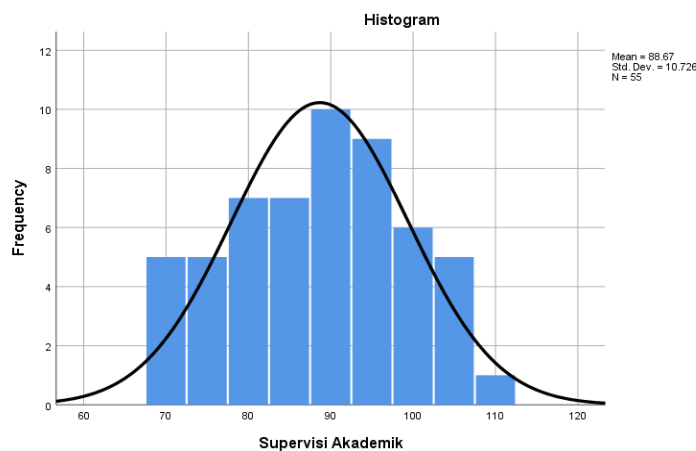


Figure 2. Graph of Academic Supervision Variable Data Distribution

The distribution graph above shows a normal curve, meaning that the variable data on the academic supervision of State Elementary School teachers in Kuripan District is normal. Knowing the high or low tendency regarding academic supervision variables using the ideal mean or average (Mi) and ideal standard deviation (SDi). The mean (Mi) and standard deviation (SDi) prices are obtained by the following formula:

$$\text{Mean Ideal (Mi)} = \frac{1}{2} (\text{ideal highest score} + \text{ideal lowest score})$$

$$= \frac{1}{2} (120 + 30)$$

$$= \frac{1}{2} (150)$$

$$= 75$$

$$\text{Ideal Standard Deviation (SDi)} = \frac{1}{6} (\text{ideal highest score} - \text{ideal lowest score})$$

$$= \frac{1}{6} (120 - 30)$$

$$= 15$$

$$\text{Mi} + 1,8 \text{ Sdi} = 75 + 1,8 (15) = 102$$

$$\text{Mi} + 0,6 \text{ Sdi} = 75 + 0,6 (15) = 84$$

$$\text{Mi} - 0,6 \text{ Sdi} = 75 - 0,6 (15) = 66$$

$$\text{Mi} - 1,8 \text{ Sdi} = 75 - 1,8 (15) = 48$$

Based on the above categorization calculations, the categories of academic supervision variables can be seen in the following table:

Table 7. Variable Categories of Academic Supervision

No	Interval Class	Frequency		Category
		Absolut (f)	Relatively (%)	
1	>102	6	10,91	Very high
2	84 - 102	31	56,36	Tall
3	66 - 83	18	32,73	Currently
4	48 - 65	0	0	Low
5	< 48	0	0	Very low
Total N		55	100	

Based on the table above, it can be seen that the level of academic supervision of public elementary school teacher respondents in Kuripan District with the results of the questionnaire answers which are included in the very high category, namely 6 respondents or 10.91%, the results of the questionnaire answers which are included in the high category are 31 respondents or 56.36%. , the results of the answers included in the moderate category were 18 respondents or 32.73%, and there were no results from the respondents' answers including the low and very low categories.

In the following, the average respondent's answers are presented for each indicator and academic supervision sub-variable:

Table 8. Average Subvariables and Variable Indicators of Academic Supervision

No	Sub Variables and Indicators	Average Indicator	Average Sub Variable
A	Planning an Academic Supervision Program		
1	Make a program/planning of academic supervision	3,09	2,99
2	Determine the goals of academic supervision\ Determine the goals of academic supervision,	2,96	
3	Determine steps for academic supervision. Arrange academic supervision schedules	2,93	
4	Make an instrument of academic supervision	2,97	
B	Carry out Academic supervision		
1	Carry out an induction program for novice teachers and academic supervision	2,92	3,01
2	Applying the principles of academic supervision	3,08	
3	Applying the Academic Supervision Approach	3,03	
4	Apply various techniques of academic supervision	3,00	
C	Follow up on Academic Supervision Results		
1	Make Analysis and evaluation	2,91	2,88
2	Reporting	2,92	
3	Follow up on the results of supervision	2,80	
4	Provide reinforcement and rewards	2,90	
Overall Average		2,96	

Based on the table above it can be seen that the total average value of the academic supervision variable is 2.96, this figure indicates a fairly high value but there is still much need for improvement in improving the ability of school principals' academic supervision.

Some of the sub-variables in measuring academic supervision, the highest average sub-variable is the implementation of academic supervision obtaining an average value of 3.01 which means that the average respondent chooses an answer with a value of 3, namely agreeing with the statement given. This score is included in the high category, meaning that the average public elementary school teacher in Kuripan District has a high optimistic attitude from the implementation of academic supervision by the principal as evidenced by the ability of the principal to carry out academic supervision which obtains an average score above 3 in this subvariable with the category agreed answer.

In the sub-variable aspect of planning an academic supervision program, a score of 2.99 was obtained based on the results of the respondents' answers in this study. This figure was included in the moderate category, with the results almost touching the value of 3, which means that the average agreed but there were still some responses stating that they did not agree with some of the indicators in this sub variable.

The aspect of following up on the results of academic supervision based on the respondents' answers has the lowest average of only 2.88, which this value indicates that there are respondents who answer disagree with the statements given, namely with a value of 2. Based on the average value obtained for this sub-variable, it is necessary improvement of the sub-variables following up on the results of academic supervision so that academic supervision can run according to its functions and benefits and to improve the professional competence of teachers in learning such as knowing and identifying the various difficulties and virtues or strengths of teachers during the learning process so that they can foster teachers in improving the quality of education such as giving examples , discussion, training, and consultation. The principal can choose alternative follow-up activities according to the analysis of the results of the academic supervision of teachers.

c. Organizational Climate Variables

The organizational climate variable was measured using a questionnaire consisting of 30 statement items given to 55 respondents. The descriptive results of the frequency of organizational climate variables are as follows:

Table 9. Descriptive Statistics of Organizational Climate Variables

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Iklim Organisasi	55	34	72	106	88.65	8.703
Valid N (listwise)	55					

Based on the table above, where the highest possible score is 106 of the maximum possible score of $(4 \times 30) = 120$ and the lowest score is 72 of the minimum possible score of $(1 \times 30) = 30$. Then arrange the frequency distribution of climate variables organization:

1) Counting the number of intervals

$$\begin{aligned} \text{Number of intervals (K)} &: = 1 + 3.3 \text{ Log } n \text{ (n = number of respondents)} \\ &= 1 + 3,3 (1,74) \\ &= 6,74 \text{ rounded up to 7 classes} \end{aligned}$$

2) Calculate the range of data

$$\text{Data range (R)} = \text{highest data} - \text{lowest data}$$

$$= 106 - 72$$

$$= 34$$

3) Calculate the length of the class

$$\text{Class length (P)} = \text{data range} / \text{number of class intervals}$$

$$= 34/7$$

$$= 4,86 \text{ rounded up to } 5$$

Based on the calculation results above, a table can be made about the frequency distribution of organizational climate as follows:

Table 10. Frequency Distribution of Organizational Climate Variables

No	Interval Class (P)		Frequency (F)	Percentage (%)
1	72	- 76	4	7,27
2	77	- 81	10	18,18
3	82	- 86	9	16,36
4	87	- 91	14	25,45
5	92	- 96	8	14,55
6	97	- 101	5	9,09
7	102	- 106	5	9,09
Total			55	100

Based on the table above, a histogram can be described to provide a clearer picture of the concentration and distribution of organizational climate variable data, namely:

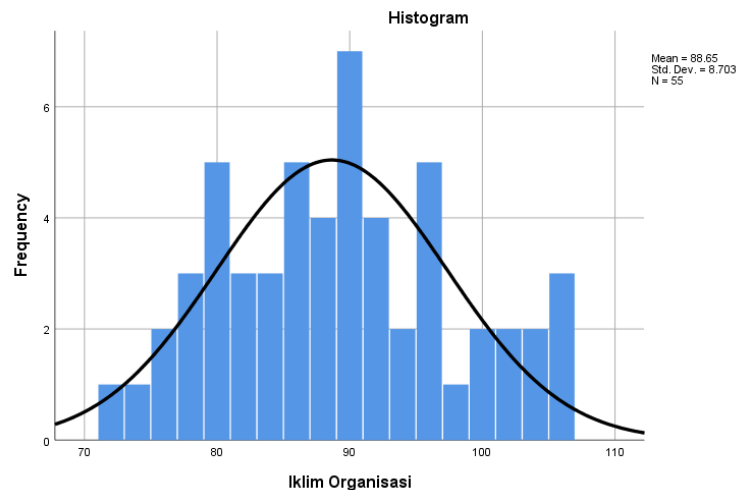


Figure 3. Histogram of Organizational Climate Variable Data Distribution

Knowing the high or low trend regarding organizational climate variables using the determination of the ideal mean (Mi) and the ideal standard deviation (SDi). The mean (Mi) and standard deviation (SDi) prices are obtained by the following formula:

$$\text{Mean (Mi)} = \frac{1}{2} (\text{ideal highest score} + \text{ideal lowest score})$$

$$= \frac{1}{2} (120 + 30)$$

$$= 75$$

$$\text{Standard Deviation (SDi)} = \frac{1}{6} (\text{ideal highest score} - \text{ideal lowest score})$$

$$\begin{aligned}
 &= 1/6 (120 - 30) \\
 &= 1/6 (90) \\
 &= 15 \\
 \text{Mi} + 1,8 \text{ Sdi} &= 75 + 1,8 (15) &= 102 \\
 \text{Mi} + 0,6 \text{ Sdi} &= 75 + 0,6 (15) &= 84 \\
 \text{Mi} - 0,6 \text{ Sdi} &= 75 - 0,6 (15) &= 66 \\
 \text{Mi} - 1,8 \text{ Sdi} &= 75 - 1,8 (15) &= 48
 \end{aligned}$$

Based on the calculation above, the organizational climate variable categories can be seen in the following table:

Table 11. Organizational Climate Variable Categories

No	Interval Class	Frequency		Category
		Absolut (f)	Very high	
1	>102	5	Tall	Very high
2	84 - 102	33	Currently	Tall
3	66 - 83	17	Low	Currently
4	48 - 65	0	Very low	Low
5	< 48	0	Category	Very low
Total N		55	100	

Based on the table above, it can be seen that the organizational climate of Public Elementary Schools in Kuripan District, the answers to the questionnaire which are included in the very high category are 5 respondents or 9.09%, which are included in the high category are 33 respondents or 60%, which are included in the medium category are 17 respondents or 30.91% and no respondent's answer is in the very low category. Based on the calculations and table above, it can be concluded that the organizational climate of Public Elementary Schools in Kuripan District which acts as a research sample is in the high category, namely with a percentage of 60% indicated by the sum of the total value ranges of the respondent's answers in the range of values 84 - 102 in the high category according to interpretation calculating the score of the questionnaire.

The description of the level of respondents' answers to each statement item submitted for each sub-variable and indicator is seen through the average for each indicator and these sub-variables. The following presents the average respondent's answers to each indicator and sub-variable:

Table 12. Average Subvariables and Organizational Climate Variable Indicators

No	Sub Variables and Indicators	Average Indicator	Average Sub Variable
A	Work relationship (<i>Affiliation</i>)		
1	Trust in co-workers	3,18	3,13
2	Willingness to provide mutual assistance	3,14	
3	Has many friends among colleagues	3,12	
4	Co-worker acceptance.	3,09	
B	Freedom and Trust (<i>Staff Freedom</i>)		
1	Freedom and confidence to carry out the task.	3,00	3,15
2	Freedom to choose teaching method or style	3,18	
3	Freedom to use textbooks and study materials.	3,26	
C	Participatory Decision Making		
1	Involvement of teachers in policy making	2,89	2,87

No	Sub Variables and Indicators	Average Indicator	Average Sub Variable
2	Ability to solve own problems	2,96	
3	Active role in the organization	2,76	
D	Innovation		
1	Openness to new ideas in teaching	2,81	2,90
2	Readiness to accept curriculum changes	2,96	
3	Experimental teaching process	2,92	
E	Availability of Resources (<i>Resource Adequacy</i>)		
1	Level of availability of teaching materials	3,00	2,90
2	Availability level of media and multimedia equipment.	2,81	
F	Profesional Interest		
1	Interest in increasing teacher competence	2,62	2,63
2	Career development interest	2,65	
Overall Average		2,93	

Based on the table above, it can be seen that the overall average value regarding the organizational climate variable in SD Negeri Kuripan District is 2.93 out of the six existing sub-variables, this figure indicates a fairly high category value. Judging from the sub-variables the highest average score is the aspect of labor relations (affiliation) of 3.13 and teacher freedom (staff freedom) of 3.15 with the tendency of respondents to answer with a value of 3 or agree with the statements given in this sub-variable. The organizational climate in SD Negeri Kuripan District has a high affiliation dimension when the teachers gain trust in fellow co-workers to provide mutual assistance, provide mutual encouragement. Besides that, on the staff freedom dimension, teachers also feel freedom and confidence in carrying out their duties, such as choosing a teaching method or style and there are not too many rules that can limit the creativity of teachers.

Several things still need to be improved and improved in building a school organizational climate such as the dimension of participatory decision making which gets an average score of 2.87, which means that in this dimension a lot of improvement is needed in terms of involving teachers in policy making. as well as the teacher's active role in providing input on school policy. The dimensions of the idea of change (innovation) and the dimension of resource availability (resource adequacy) get an average score of 2.90 which is included in the medium category, in this case it also means that for these two dimensions there is a need to increase so that the organizational climate in SD Negeri Kecamatan Kuripan can run well and ideally. Things that need to be improved in these two dimensions are openness for new ideas in teaching, the willingness of teachers to try new teaching methods that have never been tried before to increase their competence, as well as in terms of supporting school facilities and infrastructure with the availability of learning materials. complete and varied learning media that are sufficient in schools to support the learning process

The last dimension of organizational climate at SD Negeri Kuripan that needs to be improved is the dimension of interest (professional interest) which gets the lowest score, which is only 2.63, which means that this number indicates that there are respondents' answers with a value of 2 or disagree with the questionnaire statements given. To increase the interest in teacher professionalism, one method that can be used is such as giving teachers the opportunity to attend seminars/training in improving teacher competence. Teachers are also given more opportunities to participate and be involved in decision making and opportunities to play an active role in the school.

d. Teacher Professional Competency Variables

The results of the assessment of the professional competence of public elementary school teachers in Kuripan District were obtained from the principal's assessment of teacher professional competence through the Teacher Capability Assessment Application (APKG) according to the Regulation of the Minister of State for Administrative Reform and bureaucratic reform number 16 of 2009. The results of data calculations can be seen in the table following:

Table 13. Descriptive Statistics of Teacher Professional Competency Variables

	Descriptive Statistics					
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Teacher Professional Competence	55	20	30	50	39.67	5.690
Valid N (listwise)	55					

Based on the table above, the highest possible score is 50 of the maximum possible score of $(4 \times 14) = 56$ and the lowest possible score is 30 of the minimum possible score of $(1 \times 14) = 14$. Then arrange the frequency distribution of professional competence variables teacher carried out the following steps:

1) Counting the number of intervals

$$\begin{aligned} \text{Number of intervals (K):} &= 1 + 3,3 \text{ Log } n \text{ (n = number of respondents)} \\ &= 1 + 3,3 (1,74) \\ &= 6,74 \text{ rounded up to 7 classes} \end{aligned}$$

2) Calculate the range of data

$$\begin{aligned} \text{Data range (R)} &= \text{highest data} - \text{lowest data} \\ &= 50 - 30 \\ &= 20 \end{aligned}$$

3) Calculate the length of the class

$$\begin{aligned} \text{Class length (P)} &= \text{data range} / \text{number of class intervals} \\ &= 20/7 \\ &= 2,86 \text{ rounded up to 3} \end{aligned}$$

Based on the calculation results above, a table of frequency distributions can be made as follows:

Table 14. Variable Frequency Distribution of Teacher Professional Competence

No	Interval Class (P)	Frequency (F)	Percentage (%)
1	30 - 32	7	12,73
2	33 - 35	7	12,73
3	36 - 38	9	16,36
4	39 - 41	12	21,82
5	42 - 44	8	14,55
6	45 - 47	5	9,09
7	48 - 50	7	12,73
Total		55	100

Based on the table above, a histogram can be described to provide a clearer picture of the concentration and distribution of teacher professional competence variable data, namely:

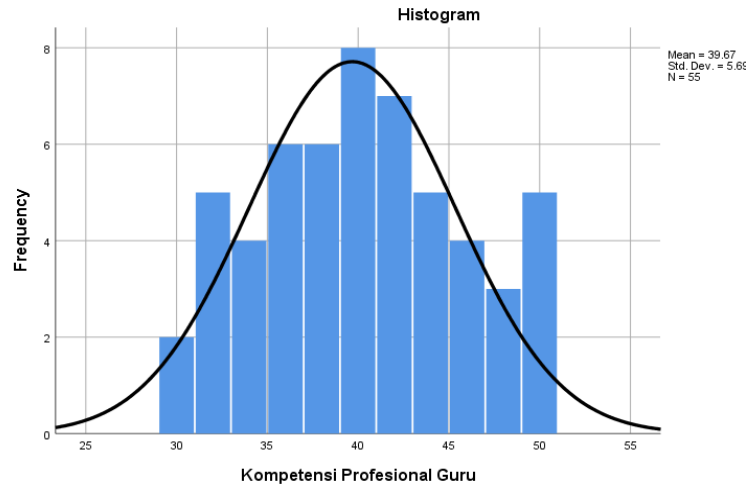


Figure 4. Histogram of Concentration and Data Distribution of Teacher Professional Competency Variables

Knowing the high or low tendency regarding the teacher's professional competency variable in this study uses the determination of the mean or ideal average and the ideal standard deviation obtained by the formula:

$$\begin{aligned}
 \text{Mean Ideal (Mi)} &= \frac{1}{2} (\text{ideal highest score} + \text{ideal lowest score}) \\
 &= \frac{1}{2} (56 + 14) \\
 &= \frac{1}{2} (70) \\
 &= 35 \\
 \text{Ideal Standard Deviation (SDi)} &= \frac{1}{6} (\text{ideal highest score} - \text{ideal lowest score}) \\
 &= \frac{1}{6} (56 - 14) \\
 &= \frac{1}{6} (42) \\
 &= 7 \\
 \text{Mi} + 1,8 \text{ Sdi} &= 35 + 1,8 (7) = 48 \\
 \text{Mi} + 0,6 \text{ Sdi} &= 35 + 0,6 (7) = 39 \\
 \text{Mi} - 0,6 \text{ Sdi} &= 35 - 0,6 (7) = 31 \\
 \text{Mi} - 1,8 \text{ Sdi} &= 35 - 1,8 (7) = 22
 \end{aligned}$$

Based on the categorization calculations above, the categories of teacher professional competence can be seen in the following table:

Table 15. Category of Teacher Professional Competency Variables

No	Interval Class	Ffrequency		Category
		Absolut (f)	Relatively (%)	
1	>48	5	9,09	Very high
2	40 - 48	21	38,18	Tall
3	32 -39	24	43,64	Currently
4	22 - 31	5	9,09	Low
5	< 22	0	0,00	Very low
Total N		55	100	

Based on the table above, it can be seen that the level of professional competence of state elementary school teachers in Kuripan District is included in the very high category of 5 respondents

(9.09%), the professional competence of teachers is included in the high category of 21 respondents (38.18%), 24 respondents (43.64%) fall into the moderate category of teacher professional competence and 5 respondents (9.09%) fall into the low category of teacher professional competence. Based on the calculations and table above, it can be concluded that the level of professional competence possessed by public elementary school teachers in Kuripan District who served as the research sample was only in the moderate category, namely 24 respondents (43.64%).

The description of the level of respondents' answers to each statement item submitted for each sub-variable and indicator is seen through the average for each indicator and these sub-variables. The following presents the average respondent's answers to each indicator and sub-variable:

Table 16. Average Subvariables and Indicators of Teacher Professional Competency Variables

No	Sub Variables and Indicators	Average Indicator	Average Sub Variable
A	Learning Planning		
1	The teacher formulates learning objectives in lesson plans according to the curriculum/syllabus and pays attention to the characteristics of students	3,40	3,02
2	The teacher arranges teaching materials in a coherent, logical, contextual and up-to-date manner	2,98	
3	Teachers plan effective learning activities	2,95	
4	The teacher chooses learning resources/learning media according to the learning strategy material	2,75	
B	Implementation of Active and Effective Learning Activities		
1	The teacher starts learning effectively	2,78	2,79
2	The teacher masters the subject matter	2,73	
3	The teacher applies an effective learning approach/strategy	2,78	
4	Teachers utilize learning resources / media in learning	2,80	
5	Teachers trigger and/or maintain student engagement in learning	2,84	
6	The teacher uses correct and appropriate language in learning	2,80	
7	The teacher ends the lesson effectively	2,82	
C	Learning Assessment		
1	Teachers design evaluation tools to measure the progress and success of student learning	2,80	2,68
2	Teachers use various assessment strategies and methods to monitor the progress and learning outcomes of students in achieving certain competencies as written in the lesson plans	2,60	
3	Teachers take advantage of various assessment results to provide feedback for students about progress and materials for preparing subsequent learning plans	2,65	
Overall Average			2,83

Based on the table above, it can be seen that the total average value of the professional competence of public elementary school teachers in Kuripan District is 2.83, this figure indicates a moderate value. Judging from the average results per sub-variable, there is a learning planning sub-variable that has the highest average score of 3.02, meaning that in this sub-variable the teacher is quite

good at planning learning with the teacher formulating learning objectives in lesson plans according to the curriculum/syllabus and paying attention the characteristics of students, the teacher arranges teaching materials in a sequential, logical, contextual and up-to-date manner and the teacher plans effective learning activities, it's just that in the teacher's ability to choose learning resources/learning media in accordance with the learning strategy material must continue to be built and accustomed so that every lesson uses media to facilitate the delivery of material to students, this can be seen from the value of the indicator "The teacher chooses learning resources/learning media in accordance with the learning strategy material" which shows the lowest score of 2.79 according to the teacher's professional competency value in the APKG as assessed by the school principal.

In addition, it is necessary to increase and pay more attention to improving teacher professional competence in learning, such as the learning assessment sub-variable with the lowest average score of 2.68 according to the value of teacher professional competence in APKG which is assessed by the school principal. This means that the teacher should have a strategy and assessment method to monitor the progress and learning outcomes of students in achieving certain competencies as written in the lesson plans and teachers take advantage of various assessment results to provide feedback for students about progress and materials for preparing further learning plans and what needs to be done. must be improved in terms of teachers designing evaluation tools to measure the progress and success of student learning.

Discussion

1. Description of Principal Managerial Activities at SD Negeri Kuripan District

The principal has a very influential role in coordinating, mobilizing and harmonizing all the educational resources available at school. Principals are required to have adequate management and leadership skills to be able to take initiatives and initiatives to improve the quality of schools and to be able to protect the rights of teachers and provide them with access to the necessary resources so that they are able to provide the best service for members of the education community.

Based on the results of the description of the managerial activities of the principal at SD Negeri Kuripan District, it can be seen that the total average score is 3.05, this figure indicates a high score referring to the results of this research. Several sub-variables are included in the high category and must be maintained and improved such as aspects of conceptual skills with an average value of respondents' answers of 3.11, where the principal has been able to think, plan, determine and coordinate activities or programs that will be carried out in the future to achieve organizational goals, and be able to encourage teachers to achieve high professional standards. Thus, they can provide the best service for students in their learning environment.

In line with the opinion of Ubben and Hughes (Rivai, 2014: 104) stated that this conceptual skill is absolutely necessary for managers because one of the managerial functions is planning. Principals must be able to carry out the planning process, both short term planning, medium term planning, and long term planning. The planning process is one of the important skills considering that good is half the success of a job. Good planning principles will always refer to the question of what to do (what) who does (who) when to do (when) where to do (where) and how something (how) these details will be the key to the success of the work.

Katz (Danim, 2014: 40) suggests conceptual skill is the ability to effectively run each school component and educational program as a teaching system based on theoretical abilities, such as planning school activities, ability to diagnose school problems, ability to solve problems, coordinating school activities, evaluating school activities, and developing curricula, as well as developing staff to achieve school goals.

Previous research conducted by Zulfikar (2021) entitled "The Influence of Principals' Conceptual Skills on School Performance" concluded that the principal's conceptual skills have a significant influence on school performance in achieving organizational goals. In the context of education management, school principals who have good conceptual skills are able to direct and manage schools effectively, influence organizational culture, develop appropriate strategies and policies, and ensure the achievement of the desired goals.

Based on the technical skill aspect, the average respondent's answer to this sub-variable shows a value of 3.08. This school principal is already good in managerial activities, it can be seen that the principal is able to direct subordinates and how other people carry out essential tasks in creating a pleasant atmosphere for working together such as being able to guide teachers in carrying out the teaching and learning process, coordinating the use of teaching equipment, assisting teachers in diagnosing difficulties student learning, guiding teachers in carrying out school/class administration, and being able to compile a school budget for sustainable and transparent funding of school activities which is supported by the results of respondents' answers with an average score on this indicator above number 3 for technical skills) headmaster.

The results of the description of the technical skill activity sub-variable of the school principal at SD Negeri Kuripan District are in line with the opinion of Made Pidarta (2011: 230-231) which states that most of the technical skills need to be mastered by front-line managers. Because frontline managers deal directly with education officers, especially teachers. Front managers as well as supervisors, who are obliged to guide and control the work of the teachers. The foremost manager in an educational institution is of course the school principal. In order to be able to guide and control properly, the manager (principal) needs to understand the techniques used by educational staff in processing students from the time they study at the institution until they graduate. In general, these techniques can be classified into two, namely: techniques related to the teaching and learning process and administrative techniques. In the first group of techniques, it includes techniques for managing the learning environment and educational media, compiling lesson materials. Setting the class atmosphere, guiding students to study counseling, compiling structured and independent assignments, how to make measuring instruments and how to assess. Meanwhile, the administrative engineering group includes administration of teaching, student affairs, staffing or personnel, equipment.

The managerial abilities of school principals based on Permendiknas Number 13 of 2007 concerning school principal standards include personality competencies, managerial competencies, entrepreneurial competencies, supervision competencies, and social competencies.

Managerial ability is important in efforts to achieve organizational goals which are carried out by empowering various organizational resources through influencing processes (Sagala, 2015: 172). Managerial competencies include: preparing school plans for the implementation level; develop school organizations according to needs; lead the school in the context of optimal utilization of school resources; managing school change and development towards a selective learning organization; creating a conducive and innovative school culture and climate for students; managing teachers and staff in the context of optimal utilization of human resources; manage school infrastructure in order to increase teacher professionalism by using academic supervision approaches and techniques for teachers in order to increase teacher professionalism.

The managerial activities of school principals that still need to be improved according to the results of this research are human relations skills which only get a subvariable average score of 2.95 according to the answers of the respondents in this study at SD Negeri Kuripan District, where in this case the principal schools need to improve the ability to manage relationships with other people, the ability to build networks with other people, the principal should be able to understand the various factors that make him likeable and the ability to establish good communication with teachers so that the principal can know

more about the problems faced by teachers at work, also principals can involve teachers more in making a policy so as not to increase the workload of teachers or harm the welfare of teachers by providing policies that are pro-teachers and can reward teachers to increase their achievement and welfare.

Katz (Danim 2014:40) argues that human relations skills are skills in establishing communication and human relations to create a cooperative atmosphere and between the parties involved, such as establishing cooperation with teachers and school boards, establishing communication with teachers, resolving conflicts in schools, building enthusiasm/motivating teacher work, involving teachers in formulating decision making, giving awards to outstanding teachers, and paying attention to teacher welfare.

Based on the results of the description of the managerial activities of the principal at SD Negeri Kuripan District, it can be concluded that in general the principal has demonstrated good managerial skills. Several sub-variables, such as conceptual skills and technical skills, show high scores, indicating that the principal is capable of planning, coordinating activities, and encouraging teachers to achieve high professional standards. However, in the aspect of human relations skills that still need to be improved, with an average sub-variable value of only 2.95. Principals need to improve their ability to manage relationships with other people, build networks, and establish good communication with teachers. This will enable school principals to better understand the problems faced by teachers and involve them in making policies that do not burden teachers and support their welfare.

In order to improve the managerial quality of school principals, it is necessary to make efforts to develop human relations skills, such as holding training or workshops that focus on communication skills, building good relationships, and understanding the needs and aspirations of teachers. In addition, school principals can also create an inclusive and supportive work environment, where the participation and contribution of teachers is valued and recognized.

Thus the results of the description of the managerial activities of principals in SD Negeri Kuripan in this study indicate that principals already have good managerial skills in conceptual and technical aspects, but need to improve in human relations skills. Efforts to improve and develop human relations skills will help principals create a positive work environment, understand the needs of teachers, and involve them in making decisions that have an impact on improving teacher welfare and achievement.

2. Overview of Academic Supervision at SD Negeri Kuripan District

Based on the results of the description of the scores on the level of academic supervision of the respondents of public elementary school teachers in Kuripan District, the majority of the answers to the questionnaire respondents included in the high category of 31 respondents or 56.36% according to the results of the interpretation of the questionnaire score calculation on the academic supervision variable. The results of the description of the level of respondents' answers to each statement item mean the total value of the academic supervision variable is 2.96, this figure indicates a moderate value but still needs a lot of improvement in improving teacher professional competence.

Supervision has the role of optimizing the responsibilities of all programs, because supervision is related to all research efforts that focus on all aspects which are critical success factors. By knowing the conditions of these aspects in detail and accurately, it can also be known exactly what is needed to improve the quality of the organization concerned (Afriansyah, 2019:12).

Several aspects of the implementation of academic supervision at Kuripan District Public Elementary School are included in the high category, such as aspects of the implementation of academic supervision obtaining an average value of 3.01, which means that the average respondent chooses an answer with a value of 3, namely agreeing with the statement given. This score is included in the high category, meaning that the average Public Elementary School teacher in Kuripan District has a high

optimistic attitude from the holding of academic supervision by the principal as evidenced by the ability of the principal to carry out academic supervision which obtains an average score in the category of agreeing answers by respondents. Academic supervision is an integral part of the entire educational administration process which is primarily aimed at developing the effectiveness of the performance of school personnel related to the main tasks of education. (Mulyasa, 2014:155)

The general purpose of academic supervision is to provide technical assistance and guidance to teachers who are able to improve the quality of their performance, especially in carrying out the learning process (Daryanto, 2017: 55). Implementation of supervision provides benefits to teachers and school organizations with the aim of improving the quality of education by assessing the ability of teachers as educators and teachers in their respective fields to help teachers make improvements when needed by pointing out their deficiencies.

Hermiono (2014: 144) explains that the purpose of academic supervision is to help teachers develop their ability to achieve the learning objectives set for their students. Through academic supervision it is hoped that the academic quality carried out by teachers will increase. Capacity building in this context should not be interpreted narrowly, solely emphasizing on increasing teacher knowledge and teaching skills, but also on increasing teacher commitment or willingness or motivation, because by increasing teacher abilities and work motivation, the quality of learning will increase.

In the sub-variable aspect of planning an academic supervision program, a score of 2.99 was obtained based on the results of the respondents' answers in this study. This figure was included in the moderate category, with the results almost touching the value of 3, which means that the average agreed but there were still some responses stating that they did not agree with some of the indicators in this variable. The highest indicator in this subvariable is obtained from the principal's ability indicator with an average indicator score of 3.09 in making academic supervision programs/plans, where in this case the school principal has been able to plan academic supervision properly as can be seen from the suitability of the principal's program and planning. schools with valid supervision guidelines.

One of the principal's duties is to properly plan academic supervision. According to Prasojito and Sudiyono (2011: 95), said that in order for school principals to carry out their duties properly, school principals must have the competence to plan academic supervision programs. Planning for academic supervision is very important because with good planning, the goals of academic supervision can be achieved and we can easily measure their achievements. Planning for academic supervision is the same as planning in the education management function, so it needs to be mastered by supervisors.

A number of previous studies have indicated that academic supervision programs can have a positive impact on the quality of learning in schools, one of which is research conducted by Al-Abdali and Al-Qunaieer (2020) which shows that regular and structured academic supervision programs can improve teacher performance in teaching and have a positive impact on student learning outcomes.

Several things still need improvement and improvement in academic supervision activities at Kuripan District Public Elementary School such as in the aspect of following up on the results of academic supervision which only gets a sub-variable average score of 2.88, in this case some respondents answered that they did not agree on this aspect. This needs to be improved so that academic supervision can run according to its functions and benefits and to increase the professional competence of teachers in learning such as knowing and identifying various difficulties and strengths or strengths of teachers during the learning process so that they can foster teachers in improving the quality of education such as giving examples, discussions, training, and consulting. The principal can choose alternative follow-up activities according to the analysis of the results of the academic supervision of teachers. The results of supervision must be followed up so that it can have a real impact on improving teacher professionalism. The follow-up is in the form of reinforcement and awards given to teachers who have met the standards, educational

reprimands are given to teachers who have not met the standards and teachers are given the opportunity to take part in further training or upgrading (Prasojo, 2011:123).

According to the Learning Material Development Team for the School Principal's Development and Empowerment (2011: 2), the results of educational supervision need to be followed up so that they have a real impact on increasing teacher professionalism. In addition, the activities for implementing follow-up supervision as stated in the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Process Standards include: (1) Strengthening and rewarding educators whose performance meets or exceeds the standards; (2) Providing opportunities for educators to take part in continuous professional development programs.

Based on the results of research on the description of the implementation of academic supervision in SD Negeri Kuripan District, several conclusions can be drawn. In general, the implementation of academic supervision in this school is included in the high category, in the aspect of implementation of academic supervision it shows that teachers at SD Negeri Kuripan District have an optimistic attitude towards the implementation of academic supervision carried out by the school principal. Principals are also considered to have good abilities in carrying out academic supervision, as reflected in the positive answers given by respondents. However, there are aspects that still need improvement and improvement, such as the aspect of following up on the results of academic supervision which gets the lowest score of the other sub-variables. Some respondents stated that they did not agree with this aspect. Therefore, it is necessary to make improvements so that academic supervision can run according to its functions and benefits. Principals need to improve teacher professional competence in learning by understanding and identifying the various difficulties and advantages of teachers during the learning process. Thus, school principals can guide teachers to improve the quality of education through various methods such as giving examples, discussions, training, and consultations. The choice of alternative follow-up activities must be based on an analysis of the results of academic supervision of teachers.

In order to improve the implementation of academic supervision, school principals can take steps such as preparing clear supervision guidelines or guidelines, organizing training to improve the competency of school principals in supervising, and encouraging teacher participation and involvement in the supervision process. With appropriate improvement and improvement efforts, the implementation of academic supervision at SD Negeri Kuripan District can have a greater impact in improving the quality of learning and teacher professional competence.

3. Description of Organizational Climate in SD Negeri Kuripan District

Based on the results of the description of the organizational climate of Public Elementary Schools in Kuripan District, which served as the research sample, they were in the high category, with a percentage of 60% according to the results of the interpretation of the questionnaire score calculation on this variable. The overall average value regarding the organizational climate variable in SD Negeri Kuripan District shows a moderate category value at 2.93 which can mean that there are still many things that need to be improved to achieve an ideal organizational climate in SD Negeri Kuripan District.

Organizational climate in SD Negeri Kuripan District has a high affiliation dimension with an average sub-variable value of 3.13 with a tendency for respondents to answer with a value of 3 or agree with the statements given in this sub-variable, in which case the teachers gain confidence in fellow co-workers to provide mutual assistance, give encouragement to each other. In addition, for the staff freedom dimension, a score of 3.15 was obtained with an average category of respondents' answers indicating that they agreed with the statements in the research questionnaire, in this case the teacher felt freedom and confidence in carrying out his duties such as choosing a teaching method or style and not many regulations that can limit the creativity of teachers. Yuliana (2017: 73) says a pleasant climate is a climate in which employees can go towards realizing a level of behavior to achieve organizational goals.

Wirawan (2007: 122) explains that organizational climate arises from the perceptions of members of the organization individually or in groups and they are constantly in touch with the organization regarding what exists or occurs in the internal environment of the organization on a regular basis which influences the attitudes and behavior of the organization and the performance of members of the organization which then determines the performance of the organization. .

Previous studies have shown that high emotional attachment between employees and the organization has a positive correlation with job satisfaction and motivation in making a positive contribution to the organization (Cropanzano & Mitchell, 2005:874-900). In addition, other studies also show that a high level of "affiliation" can increase the productivity and performance of the organization as a whole (Baumeister & Leary, 1995:497-529).

Another study by Tekleab, Quigley, and Tesluk (2021:73-84) found that teacher autonomy has a significant correlation with job satisfaction and organizational performance, and helps increase innovation and creativity in the classroom. These results indicate that giving teachers the freedom to determine teaching methods and strategies can help improve the quality of learning and teacher performance.

Several things still need to be improved and improved in building a school organizational climate in Kuripan District Public Elementary Schools such as the dimension of participatory decision making which gets an average score of 2.87, which means that in this dimension a lot of improvement is needed in terms of involvement teachers in making policies and the active role of teachers in providing input on school policies.

According to Haudi (2021: 2), participatory decision-making is a decision-making process by determining and selecting an alternative problem from the various alternatives that exist in a democratic and deliberative manner to achieve predetermined goals. Policy participation is very important in creating a positive and productive organizational climate. When teachers, in this case at school, are involved in the decision-making process, they feel valued and trusted by the organizations they work for. This can increase the motivation, creativity and innovation of the teacher concerned, as well as result in better and more effective decisions for the organization.

Recent research by Yolanda Djunu (2021:33-46) shows that the "participatory decision making" dimension has a significant effect on job satisfaction and employees' emotional attachment to the organization. This research was conducted on teachers in SMK throughout North Bolaang Mongondow Regency, and the results show that when employees feel that they are involved in decision making, they are more satisfied with their jobs and feel more attached to the organization they work for.

In the dimensions of the idea of change (innovation) and the dimension of availability of resources (resource adequacy) an average score of 2.90 is included in the medium category, in this case it also means that for these two dimensions there is a need to increase the organizational climate in SD Negeri Kuripan District can run well and ideal. Things that need to be improved in these two dimensions are openness for new ideas in teaching, the willingness of teachers to try new teaching methods that have never been tried before to increase their competence, as well as in terms of supporting school facilities and infrastructure with the availability of learning materials. complete and varied learning media that are sufficient in schools to support the learning process.

Based on recent research, the "Innovation" dimension is an important factor for educational success. According to research conducted by Nurul Hidayah and Rachmawati (2021:61-70), increasing the dimensions of innovation in schools can improve teacher performance and student learning outcomes. This is because with innovation, teachers can update and improve their teaching methods and develop new strategies to improve student learning outcomes. In addition, another study conducted by Haryanto (2021:647-655) found that the availability of educational facilities, such as adequate classrooms, adequate learning equipment, and a complete library, has a significant positive impact on student achievement. In

this study, students who study in an environment that has adequate educational facilities tend to have better achievements than students who study in an inadequate environment.

The final dimension of the organizational climate at SD Negeri Kuripan that needs to be improved is the dimension of interest (professional interest) which gets the lowest score, which is only 2.63 from the results of the average respondent's answers in this subvariable, this means that there is a need to increase the interest in teacher professionalism such as provide opportunities to attend seminars/training in improving teacher competence and principals must always provide encouragement to teachers to develop their careers so that teacher professionalism increases over time.

Research conducted by Budiarti and Ulfatin (2021:1-10) shows that the professional dimension of interest is very important in increasing teacher professionalism in schools. This research was conducted on 70 teachers at a junior high school in Jakarta using a questionnaire as a data collection tool. The results of the study show that teachers who are interested in learning from colleagues and attending seminars/training have better performance than teachers who are not interested in doing so. In addition, teachers who often discuss teaching methods and strategies with their colleagues also have better performance.

Another research conducted by Wahyuningsih (2021:43-51) shows that the professional dimension of interest also has a significant influence on teacher work commitment. This research was conducted on 115 teachers at a high school in Surabaya using a questionnaire as a data collection tool. The results of the study show that teachers who are interested in learning from colleagues and attending seminars/training have a higher work commitment than teachers who are not interested in doing so.

Based on the results of the study, it can be concluded that the organizational climate in SD Negeri Kuripan District is in the high category with a percentage of 60%. Even so, there are several aspects that need to be improved and improved to achieve an ideal organizational climate. The dimensions of work relations (affiliation), freedom and trust (staff freedom) are rated high, indicating the existence of trust, support, and freedom in the teacher's work environment. However, in the policy participation domain (participatory decision making) needs to be improved so that teachers are more involved in making school policies and have an active role in providing input. In addition, in the dimensions of ideas for change (innovation) and availability of resources (resource adequacy), improvements are needed to encourage openness to new ideas in teaching, as well as ensure the availability of adequate learning facilities and infrastructure. Demensi (professional interest) also needs to be increased by providing opportunities for teachers to attend training and seminars to improve their competence. Encouragement from the principal is also important so that teachers can develop their careers professionally over time. By making improvements in these aspects, it is hoped that the organizational climate in SD Negeri Kuripan District can be better and support increased performance and achievement of school goals.

4. Direct Relationship between Principal Managerial Activities and Teacher Professional Competence at SD Negeri Kuripan District

Based on the results of the hypothesis test, there is a significant relationship between the variables of the principal's managerial activities (X1) and the teacher's professional competence (Y) of SD Negeri Kuripan District teachers. The results of this study are proven by a regression coefficient of 0.352, which if the variable of the principal's managerial activities increases by 1 point, then the teacher's professional competence will increase by 0.352 points. The value of the regression coefficient is positive, so the coefficient relationship has a positive direction, which means that the higher the managerial activities of the principal can increase the teacher's professional competence.

The results of research on the relationship between managerial activities and teacher professional competence are supported by Nurhadaniah's research (2019) which concluded that the managerial activities of school principals are beneficial for improving teacher performance in carrying out learning,

and this has a close relationship with a determination value of 57%. Chairani and Aslamiah's research (2021) concluded that the higher the managerial ability of the school principal, the higher the teacher's professional performance and competence. Conversely, the lower the managerial quality of the principal, the lower the teacher's professional performance and competence in learning.

Another study by Markus (2021) concluded from testing the hypothesis that there is influence and a positive relationship between the managerial abilities of school principals (X2) and professional competence (Y). This relationship can be presented in the form of a regression equation, namely $\hat{Y} = 57.712 + 0.1161X_2$ with a coefficient of $r^2 = 0.306$. This means that the managerial capabilities of school principals are conducive to encouraging the growth of teacher professional competence.

Based on the results of the data analysis of the coefficient of determination in this study, it can be seen that the value of the effective contribution (SE) is 22% and the relative contribution (SR) is 33.2% for the principal's managerial variable on teacher professional competence while the rest is explained by other variables in this study, which can be interpreted as one of the factors that causes the rise and fall of teacher professional competence is influenced by the managerial ability of the principal. This is also in line with previous research conducted by Ariyanti (2019), the results of which show that the managerial competence of school principals has a significant effect on teacher professionalism by 35.2%, the rest is influenced by other variables outside of the managerial competence of school principals. This shows that fluctuations in the ups and downs of teacher professionalism are influenced by the ups and downs of the principal's managerial competence.

Armstrong and Baron (Zazin, 2014: 122) argue about the factors that influence competence, one of which is managerial leadership. The managerial activities carried out by the principal are related to the quality of encouragement, guidance and support carried out by the leader or principal. To improve the professional competence of these teachers requires continuous change ideas.

The principal's managerial activities are one of the competencies that must be possessed by the principal. Managerial activities controlled by the principal are the principal's ability to mobilize, direct, guide, protect, set an example, provide encouragement and provide assistance to teachers in a school so that they can be utilized optimally to achieve the goals set by the school. The principal is the person who is at the forefront in coordinating various efforts to improve teacher professional competence, so the principal must master expertise in managerial areas such as compiling effective and efficient school programs, creating a conducive school climate and being able to build teachers' work commitments. can work harmoniously with teachers, and can guide teachers in carrying out the learning process.

The relationship between managerial activities and teacher professional competence in Kuripan District Public Elementary School seen from the results of the t-test can be seen with a significance value of $0.001 < 0.05$ and a T-count value of $3.686 > 1.673$ (Ttable) meaning that there is a direct relationship between the managerial activities of the principal and the professional competence of the teacher. This is in accordance with the opinion of Handoko (2014: 85) stating that managerial activities are one of the competencies that school principals must possess. The principal's managerial competence is the ability of the principal to mobilize, direct, guide, protect, set an example, provide encouragement and provide assistance to teachers in a school so that they can be utilized optimally to improve the professional competence of teachers in achieving the goals set by the school.

The results of this study are also supported by Rezeki's research (2021) with the title "Relationship Between Principal Management Capability and Teacher Professional Competence in Elementary Schools, Medan Marelan District, Medan City" concluding that there is a positive and significant relationship between the managerial principals and the professional competence of teachers in public elementary schools in the district. Medan Marelan City of Medan. Judging from the sig value of $0.002 < 0.05$. Besides that, seen from the value of t, which is obtained by $T_{count} > T_{table}$, namely $6.200 > 1.651$. This means that the higher or better the management of the principal, the higher the professional

competence of the teacher. As for the correlation between the managerial ability of the principal and the professional competence of teachers, in public elementary schools in the Medan Marelan sub-district, it is 0.417, with a coefficient of determination of 17.3%.

Ginting (2020: 72) mentions that the managerial leadership of school principals is one of the determining factors in the sustainability and development of educational organizations. To achieve school goals, this is not an easy job to do, because the effectiveness of a leader is measured by the performance and growth of the organization he leads and teacher satisfaction with his leadership. Therefore, a leader must be able to influence his subordinates to carry out the tasks ordered without coercion so that subordinates will voluntarily behave and perform according to organizational demands.

Based on the results of calculating the questionnaire obtained from respondents in this research regarding the managerial activities of school principals in SD Negeri Kuripan District in the aspect of conceptual skills, the average respondent's answer was 3.11 including the high category. Where the principal has been able to think about and determine activities or programs that will be carried out in the future to achieve organizational goals. In carrying out the planning of managerial activities the school principal always involves existing elements such as meetings for preparing teaching programs which are held at the end of the school year. In the meeting chaired by the school principal, the division of teaching tasks, the curriculum to be used and the facilities and infrastructure needed in learning activities in the current school year are carried out.

Enueme & Egwunyenga (Danim, 2014: 71) argues that in order to carry out managerial activities of successful principals, principals must pay primary attention to teacher professional competency development programs which consist of designing procedures to improve the role of teacher professional competence. This is in accordance with the opinion of Silalahi (2014: 128) which states that the principal as an educational leader as an administrator, as an education manager must have competence which includes skills in carrying out his duties. The skills that must be possessed are technical skills. This is also stated by Danim's opinion (2014: 111) explaining technical skills are theoretical skills into practical actions, skills in using methods, techniques, procedures or initiatives through skills, human relations skills and conceptual skills (conceptual skills) good tactic skills and complete tasks systematically.

A manager, in this case the school principal, besides having to be able to carry out management processes that refer to management functions, must also understand and implement the substance of educational activities. The school principal is able to perform management functions properly, including: (1) planning; (2) organizing; (3) direction/control; and (4) supervision. The managerial role of school principals according to Katz and Kahn (Mangkunegara, 2012: 128) is divided into three, namely: (1) Technical, involving good planning, organizing, coordinating, supervising, and controlling techniques; (2) Human, dealing with human relations and people skills, good motivating and morale building skills; and (3) Conceptual, emphasizing knowledge and technical skills related to the service (or product) of the organization.

Katz and Kahn (Wahjosumidjo, 2015:91) divide management expertise into three main areas: first, technical, involving good planning, organizing, coordinating, supervising, and controlling techniques; the second is human relations, which deals with human relations and people skills, both motivating and spirit-building skills, and the third is conceptual, emphasizing knowledge and technical skills related to the services (or products) of organizations. Managerial skills are needed to carry out managerial tasks effectively.

These elements will influence the professional competence of teachers, thus the success of educational goals will be easily achieved. The leadership function of the school principal's charisma can be seen from the attitude of the principal, namely being able to set an example for teachers such as the principal having a trustworthy nature, being able to carry out the mandate, being respected by fellow school members, and being able to make the best decisions for the benefit of the school. This is in

accordance with the opinion of Morgan (Wagiran, 2013: 51) exemplary part of Cadre-Forming to form "excellent people" for organizations, namely how companies provide opportunities for their human resources to improve and develop their abilities, creative, innovative and reliable so that have maturity in facing the future of the organization.

Overall the management performance of the school principal in Kuripan District Public Elementary School is included in the good category, because everything that the principal does in carrying out his roles and functions always involves his subordinates, this is in accordance with the opinion of Winardi (2014: 65) who says that the principal in management his leadership always involves and fulfills all his subordinates in carrying out their duties and in return the subordinates must fulfill everything that the leader wishes.

The results of this study are in line with the results of Ariyanti's research (2019) with the title "The Influence of Principal Managerial Competence and Organizational Climate on the Professionalism of Public Elementary School Teachers in Tengan District, Semarang Regency". The results of his research state that the management skills of school principals are able to influence teacher professional competence positively, meaning that every increase in managerial competence of school principals will be followed by an increase in teacher professionalism, conversely if the managerial competence of school principals is low then teacher professionalism is also low. Principals who carry out all managerial competencies well then give encouragement to teachers to develop teacher professionalism in teaching is also high so that there is an increase in the quality of graduates.

The results of another study which are also in line with this research were carried out by May, L. F (2020) with the title "The Influence of Principal Managerial Competence on Teacher Performance at Schools in Bandar Lampung". The results of his research indicate that the managerial ability of the principal is related to and has a positive and significant effect on the performance or professional competency of teachers in learning at SMKN in Bandar Lampung.

Based on the research results, it can be concluded that there is a significant relationship between the managerial activities of school principals and the professional competence of teachers in SD Negeri Kuripan District. This relationship has a positive direction, which indicates that the higher the managerial activities of the principal, the professional abilities and competencies of teachers also tend to increase. This indicates that the principal's managerial activities have a significant relationship and influence on improving teacher professional competence. Therefore, efforts to improve teacher competency can be focused on developing effective and supportive principal managerial activities. In the context of this study, these results provide empirical evidence that school principals who carry out managerial activities well can influence the improvement of teacher professional competence. Thus, it is important for school principals to develop and implement appropriate managerial strategies to improve the quality of education in SD Negeri Kuripan District.

5. The Direct Relationship between Principal Managerial Activities and Organizational Climate at SD Negeri Kuripan District

Based on the results of the hypothesis test, it appears that there is a significant relationship between the managerial activities of the principal and the organizational climate at SD Negeri Kuripan District. This is evidenced by the coefficient value of 0.424, proven by the regression equation which if the principal's managerial activity variable increases by 1 point, the organizational climate will increase by 0.424 points. The value of the regression coefficient is positive, so the coefficient relationship has a positive direction, which means that the higher the managerial activities of the principal can improve the organizational climate.

The results of this study are in line with research conducted by Fitriansyah (2019), Syauta & Troena. (2018), Tresnabudi (2019) and Thalib & Manda (2016) each concluded that the managerial

activities of school principals significantly have a significant relationship to organizational climate. In line with research by Nurohiman (2017), his research concluded that the managerial abilities of school principals are positive and significant to organizational climate.

As a manager in improving the organizational climate, the principal's strategy is to move teachers, trying to prioritize collaboration with teachers and other parties involved in carrying out activities. Organization is a container which is a system of cooperation of a group to achieve common goals. Gibson & Ivancevich (Wirawan, 2015: 102) argues that "Organization is a coordinated unit consisting of at least two people who function to achieve a common goal or set of goals". The most important subsystem in an organization is human (teacher).

As a manager, the principal has an important role in building a conducive work climate by utilizing all school resources. In addition, the principal also acts as an intermediary to overcome various problems faced by teachers. Efforts were also made to encourage the active participation of all teachers in every activity at school. In order to increase teacher professionalism, school principals can use participatory strategies based on the principles of purpose, excellence, consensus, unity, unity, empiricism, familiarity, and integrity.

Based on the graph of the tendency of the organizational climate variable in Public Elementary Schools in Kuripan District, the answers to the questionnaire are in the high category, with a percentage of 60%, while the managerial activities of school principals are included in the high category with 40 respondents or 72.73%. the majority of teachers feel that the role of the principal's managerial activities has been going well. The principal has been able to create working conditions or circumstances that provide stimulation for teachers to work optimally.

Organizational climate is determined by the social relations of the people in the organization, and the reward system used to motivate workers. Organizational climate is basically the result of the perceptions of teachers, so these perceptions must be able to be built and influenced by a school leader with various managerial skills such as the opinion of Danim (2014: 111) explaining technical skills are theoretical skills into practical actions, skills in using methods, technical, procedural or initiative skills, human relations skills and conceptual skills good tactical skills and complete tasks systematically.

Gibson & Ivancevich (Wirawan, 2015: 105) that "Organizations, large and small, domestic and global, successful and unsuccessful". So the organizational climate in schools created depends on several elements such as leadership style, managerial skills, teachers and other resources in the school environment. Davis (Tagiuri, 2013: 282) states that organizational climate can be in one place on a continuum that moves from pleasant to neutral to unpleasant depending on the managerial skills of a leader in directing it. Organizational climate is very important for the success of an organization and different organizational climates

Judging from the results of the t-test, it can be seen that the value of Sig. a significance value (Sig.) of $0.000 < 0.05$ and a T-count value of $3.838 > 1.673$ (Ttable) means that there is a direct relationship between the managerial activities of the principal and the organizational climate in SD Negeri Kuripan District. Building an organizational climate is not an easy thing, as easy as turning the palm of the hand. The organizational climate originates from a condition where the school and its environment are very safe, comfortable, peaceful and enjoyable for teaching and learning activities. A good organizational climate has a significant role for the ongoing educational process.

A good organizational climate can be formed with the management applied by the school principal. School climate is formed by the managerial principal who can regulate the behavior of teachers as a group where the managerial principal can influence the interpersonal interactions of teachers and staff in schools. Thus, the dynamics of the principal's managerial activities with the group (teachers and staff) is seen as the key to understanding variations in school climate. Robbin (Aslamiah, 2018: 27) states

that the managerial leadership of a strong principal has a considerable influence on the organizational climate directly such as reducing disputes between teachers as well as building conditions that can motivate teachers to work. The main value in a principal's managerial success is the perception of all teachers. The more teachers who receive this value, the greater their commitment to the school organization.

Several studies that support the results of this study such as Aslamiah. (2018) in his research entitled "Principal Managerial Relations, Organizational Climate and Motivation on Teaching Performance of Elementary School Teachers in East Banjarmasin District" revealed that the managerial implementation of school principals has a significant relationship to organizational climate with a beta value of 0.639, a t-count value of 5.688 and significance value of 0.000. Hidayat research results. (2018) in his research entitled "The Influence of Managerial Style and Work Climate on Employee Performance with Work Motivation as an Intervening Variable (Study at Star-rated Hotels in Yogyakarta)" the results of his research found that managerial style had a significant effect on organizational climate with a correlation obtained of 0.549 ($p < 0.05$). Furthermore, Irnawati's research. (2021) entitled "School Principal Managerial Relations, Interpersonal Communication and Organizational Climate with Teacher Performance at SDN South Banjarmasin District" concluded that managerial principals have a significant and positive relationship to organizational climate at SDN South Banjarmasin District will also increase.

Based on the results of this study, it can be concluded that there is a significant relationship between the variables of the principal's managerial activities and the organizational climate at SD Negeri Kuripan District. This relationship has a positive direction, which indicates that the higher the managerial activities of the principal, the organizational climate also tends to increase. This shows that the role of the principal's managerial activities influences the formation of a good organizational climate in SD Negeri Kuripan District. By involving school principals in effective managerial activities, schools can create a conducive work environment, inspire teachers and staff to work optimally, and improve the effectiveness and quality of education. This finding has important implications for the development of school principal management, where increasing the managerial activities of school principals can be a strategy to increase a positive organizational climate. In a good organizational climate, teachers tend to feel motivated, work effectively, and achieve common goals. Therefore, it is important for school principals to continuously improve their competency and managerial skills in order to create an environment that supports the professional development of teachers and the success of the school as a whole.

Conclusion

Based on the results of the analysis and discussion in this study, it can be concluded as follows:

1. The description of the principal's managerial activities, academic supervision and organizational climate in SD Negeri Kuripan District is mostly in the high category, while the level of professional competence of teachers is included in the medium category.
2. There is a direct relationship between the managerial activities of school principals and the professional competence of teachers in SD Negeri Kuripan District.
3. There is a direct relationship between the managerial activities of the principal and the organizational climate at SD Negeri Kuripan District.

Suggestion

Based on the results of the research, suggestions that can be put forward are as follows:

1. Principals need to improve their ability to manage relationships with other people and build strong networks. Principals must also understand the factors that make them liked and have good

communication skills with teachers. This will help principals to understand the problems teachers face in their work. In addition, school principals should involve teachers more in the policy-making process, ensuring that these policies do not increase the workload of teachers or harm their welfare.

2. Principals need to increase efforts to follow up on the results of academic supervision to ensure effectiveness and benefits are achieved and to improve teacher professional competence in the learning process. Systematic improvements are needed to ensure that academic supervision functions optimally, through identification and in-depth understanding of teacher difficulties and strengths during the learning process. Thus, the principal can provide the right support and guidance to improve the quality of education as a whole.
3. In building a school organizational climate, principals should increase interest in teacher professionalism, such as providing opportunities to attend seminars/training in improving teacher professional competence. Teachers are also given more opportunities to participate and be involved in decision making and opportunities to play an active role in the school.

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