

The Effect of Principal Managerial Skills on Teacher Performance at SDN 1 Kalipucangkulon

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Abstrak

Penelitian ini dilakukan untuk mencari jawaban tentang pengaruh kemampuan manajerial kepala sekolah terhadap kinerja guru di SDN 1 Kalipucangkulon tahun ajaran 2024/2025. Jenis penelitian yang digunakan adalah kuantitatif dengan menggunakan metode survei. Lokasi penelitian di SDN 1 Kalipucangkulon dengan jumlah sampel sebanyak 15 orang guru yang ditentukan melalui teknik random sampling berdasarkan masa kerja. Jenis data yang digunakan adalah data primer dengan pengumpulan data melalui teknik observasi, angket, studi pustaka, dan dokumentasi. Hasil penelitian menemukan bahwa: 1. Dengan taraf signifikansi $0,001 < 0,050$ maka nilai F hitung sebesar 21,015 yang berarti bahwa kemampuan manajerial kepala sekolah berpengaruh terhadap kinerja guru. 2. Nilai t hitung sebesar 4,584 > nilai t tabel 1,771 dan nilai signifikansi sebesar $0,001 < 0,05$ menunjukkan bahwa kemampuan manajerial kepala sekolah berpengaruh positif dan signifikan terhadap kinerja guru di SDN 1 Kalipucangkulon. 3. Di SDN 1 Kalipucangkulon, kemampuan manajerial kepala sekolah terbukti berpengaruh positif dan signifikan terhadap kinerja guru, dengan nilai koefisien korelasi sebesar $0,001 < 0,05$ dan tingkat determinasi sebesar 61,8%. Sisanya dipengaruhi oleh faktor lain yang tidak tercakup dalam penelitian ini.

Kata kunci: *Keterampilan Manajerial Kepala Sekolah, Kinerja Guru*

Abstract

The research was conducted to find answers about the effect of the principal's managerial skills on teacher performance at SDN 1 Kalipucangkulon in the 2024/2025 academic year. The type of research used is quantitative using a survey. The research site was SDN 1 Kalipucangkulon with a sample size of 15 teachers, which was determined through random sampling techniques based on length of service. The type of data used is primary data with data collection through observation techniques, questionnaires, literature studies, and documentation. The results of the study found that: 1. With a significance level of $0.001 < 0.050$, the computed F value is 21.015, suggesting that the managerial abilities of the principal have an impact on teacher performance. 2. A t value of $4.584 > 1.771$ t table value and a significance value of $0.001 < 0.05$ indicate that principal managerial abilities have a positive and substantial impact on teacher performance at SDN 1 Kalipucangkulon. 3. At SDN 1 Kalipucangkulon, principal managerial skills are found to have a positive and significant impact on teacher performance, with a correlation coefficient of $0.001 < 0.05$ and a determination level of 61.8%. Other factors not covered in this study influence the remaining percentage.

Keywords: *Principal Managerial Skills, Teacher Performance*

INTRODUCTION

The goal of national education development is to improve the quality of education as part of efforts to improve the overall quality of Indonesians. Among the many factors that contribute to a school's success in meeting educational goals are the managerial skills of the principal, which support teacher performance.

These skills are the hallmark of a competent principal in managing a school and include a variety of management activities like designing strategies, assigning tasks, making decisions, and supervising performance. An effective principal must also be able to comprehend the concept of

education as a whole, cultivate positive relationships with all members of the school, and master technical skills in managing school resources. In order for a principal to fulfill his or her role as a manager, Rostikawati (2022:25) states that the principle must comprehend and be able to apply the values within the three skills—namely: First, technical abilities include: a. being able to use and utilize facilities; and b. mastering knowledge of methods, processes, procedures, and techniques to carry out certain activities. the capacity to make use of the resources and tools required to support these specialized tasks. Second, human abilities a. The capacity to comprehend human behavior and the cooperative process; b. The capacity to comprehend the hearts and attitudes of others and inspire them; c. The capacity for clear and effective communication; d. The capacity to establish productive, cooperative, and cooperative partnerships. Capacity to establish realistic, diplomatic, cooperative, and successful cooperation; e. Capacity to act in a way that is acceptable. Third, conceptual skills encompass: a. The capacity for analysis; b. The capacity for logical thought; c. Expertise or proficiency in a variety of conceptions; d. The capacity to analyze a variety of occurrences. Capable of analyzing and comprehending a wide range of events; e. Capable of anticipating instructions; f. Capable of identifying a wide range of social possibilities and issues. able to identify a range of social issues and opportunities. Since management is really a matter of human connection, both vertically and horizontally, managerial abilities are directly tied to effective leadership management. Thus, the behavior of inspiring people to strive toward accomplishing specific objectives can be characterized as leadership.

According to the Big Indonesian Dictionary, leadership (*ke-pe-mim-pin-an*) means to lead and how to lead. Leadership is the art, technique, and method of leading to achieve goals. Leadership is one part of management that is dominant, crucial, and critical in all efforts to increase work productivity, both in individuals, groups, and in institutions, agencies or organisations. Leadership is not just about giving orders, not just giving directions, but also about creating an environment that supports collaboration and innovation. In carrying out management, leadership plays a very important role. A leader may boost output at all levels by using their influence, decision-making, partner-building, and adaptability skills. Effective leadership has numerous advantages for both individuals and groups, and it also significantly boosts an organization's overall performance.

In order to demonstrate performance, the principal must take action to ensure that objectives are met successfully and efficiently. Accordingly, a principal who successfully implements school autonomy meets the following standards: (1) Capable of enabling educators to conduct the educational process effectively, efficiently, and efficiently. (2) Capable of finishing assignments and working within the allotted time. (3) Capable of fostering amicable relationships with the community in order to actively engage them in the realization of education and schools. (4) Effectively implement leadership concepts in line with the maturity level of educators and other school personnel. (5) Cooperate with the leadership group (6) Effectively accomplish school objectives while adhering to established school policies Zhaohira (2022).

The implementation of educational activities, school administration, mentoring other educators, and the use and upkeep of facilities and infrastructure fall within the purview of school principals. This is crucial since the principal's responsibilities are becoming more complex and need for more effective and efficient performance assistance. Principals must therefore possess a variety of abilities in order to perform their duties. The Minister of National Education's Regulation No. 13 of 2007 states that school principals must possess five competencies: social, management, entrepreneurial, supervisory, and personality competency. According to Minister of Education and Culture Regulation number 6 of 2018 regarding the Assignment of Teachers as Principals, competence is defined as the knowledge, attitudes, and abilities innate in the managerial, entrepreneurial, social, and supervisory dimensions of personality.

Teachers' performance determines the quality of graduates from educational institutions, and their involvement in the teaching and learning process continues to be crucial (Studi et al., 2023). Teachers are educational leaders at the microtechnical level; they set the course of learning in the classroom and demonstrate their leadership abilities in the way they perform their responsibilities (Saputra, 2013). Accordingly, the quality of learning is greatly influenced by the performance of teachers, which in turn affects the quality of educational output that students

receive after graduating. According to an empirical study titled *The Effect of Managerial competency and Principal Leadership Style on Teacher Performance* (Sartika et al., 2023), the principal's managerial competency and leadership style have an impact on teacher performance. However, other research indicates that participation in school committees and principal leadership have a major impact on teacher effectiveness (Imansyah et al., 2020).

The principal's leadership in making use of school resources and community involvement to enhance the caliber of services and learning outcomes in education units has an impact on teacher performance. Thus, "THE INFLUENCE OF MANAGERIAL SKILLS OF SCHOOL LEADERS ON TEACHER PERFORMANCE AT SDN 1 KALIPUCANGKULON" was the title chosen by the researcher for this study. In general, the purpose of this study was to obtain an overview of the effect of the principal's managerial skills on teacher performance. In detail, the objectives of this study are:

1. To determine the relationship between principals' managerial skills and teachers' performance.
2. To determine the effect of the principal's managerial skills on teacher performance

METHODS

This study used a quantitative research design and survey methodology, gathering data from a sample of instructors at SDN 1 Kalipucangkulon via a questionnaire.

1. Research Variables

According to theory, variables are characteristics of an individual or an item that exhibit "variations" between individuals or between objects (Hatch and Farhady, in Sugiyono: 2018). The following are the variables in this study:

- a. Free Variable (X): Principal's managerial skills
- b. The dependent variable (Y): Teacher performance

2. Population and Sample

A population is a category for generalization made up of items or persons with specific attributes chosen by researchers for analysis before conclusions are made. The population of this study consisted of SDN 1 Kalipucangkulon teachers.

The sample is a component of the population's size and makeup. Techniques are used to ensure that samples are representative of the community and yield generalizable findings. Stratified random sampling based on length of service is used in this investigation.

- Working period 0-5 years: 4 teachers (20% of the total population).
- Working period 6-10 years: 5 teachers (30% of the total population).
- Tenure > 10 years: 9 teachers (50% of the total population).

Sample Size Strata =

$$\frac{\text{Number of strata members}}{\text{Total Population}} \times \text{Total Number of Samples}$$

So that the sample is obtained as follows:

- Working period 0-5 years : $\frac{4}{18} \times 15 = 3$ teachers
- 6-10 years of service : $\frac{5}{18} \times 15 = 4$ teachers
- Working period > 10 years : $\frac{9}{18} \times 15 = 8$ teachers

3. Data Analysis Method

Data analysis is a stage of data processing and data utilisation in such a way as to successfully conclude the truth of the data that can be used to maintain the problems raised in the research. The analytical method used in this research is quantitative analysis method, which is a method of data analysis carried out by quantitative calculations in the process of analysis. In this study, quantitative analysis consists of:

- 1) The classical assumption test is a series of statistical tests carried out before performing linear regression analysis, especially in the Ordinary Least Squares (OLS) method. This test aims to ensure that the regression model fulfils certain conditions so that the analysis results are valid and reliable. This classic assumption test includes:

a. **Normality Test**

Objective: To ensure that the distribution of residual data (errors) is normally distributed.

Test Method: Shapiro – Wilk

Sugiyono (2014: 114) the Shapiro - Wilk normality test is a test conducted to determine the distribution of random data of a small sample used to simulate data that is not more than 50 samples. population is normal.

Hypothesis:

- H_0 : Residual data is normally distributed.

- H_1 : Residual data is not normally distributed.

If the p -value > 0.05 , then the residuals are normally distributed.

- **Normal Q-Q Plot:** Looks at the distribution of residual data against the diagonal line; if the points are close to the line, then the data is considered normal.

2) **Regression Test**

Regression is an analysis to determine the dependence of the dependent variable with one or more independent variables with the aim of estimating and or predicting the population average or average value of the dependent variable based on the known value of the independent variable. In this study using **simple regression**.

The regression model can be written $Y_i = \alpha + \beta X_i + \epsilon_i$

Description:

Y : Value of the dependent variable in trial i

α, β : Parameters

X_i : The known constant, i.e. the value of the independent variable in the-1 trial.

ϵ_i : Random error term with $E(\epsilon_i) = 0$, variance σ^2 and covariance zero.

($\text{var}(\epsilon) = 0$ and $\text{cov}(\epsilon, \epsilon) = 0$)

a) **Test t**

The study hypothesis that each independent variable has a partial impact on the dependent variable was tested using the t test. One statistical test used to determine if the hypothesis—that there is no significant difference between two mean samples randomly selected from the same population—is true or false—is the T test (Sudjiono, 2010).

The criteria for the t statistical test (Ghozali, 2016):

- If the significance value of t test > 0.05 then H_0 is accepted and H_a is rejected. This means that there is no influence between the independent variable and the dependent variable.
- If the significance value of the t test < 0.05 then H_0 is rejected and H_a is accepted. This means that there is an influence between the independent variable and the dependent variable.

b) **Coefficient of determination (R^2)**

Measuring how much variation in teacher performance can be explained by principals' managerial skills

c) **Correlation Test**

Correlation is an analytical technique used to determine whether there is a relationship between the 2 variables being tested. The measure of closeness in this correlation test is usually called the correlation coefficient or rho. This study uses the Pearson correlation test which aims to determine the level of relationship between variables expressed by the correlation coefficient (r). The type of relationship between variables X and Y can be positive and negative.

The Pearson correlation test criteria according to Nugroho (2005):

- If the Significance value of is less than 0.05, then it is correlated .
- If the Significance value is more than 0.05, then it is not correlated.

The level of closeness can be described as the following table:

Coefficient Interval	Correlation Closeness
0.00 to 0.20	Very Weak
0.21 to 0.40	Weak
0.41 to 0.70	Moderate
0.71 to 0.90	Strong
0.91 to 1.99	Very Strong
1	Perfect correlation

RESULTS AND DISCUSSION

The presentation of descriptive The study's statistical findings serve as the foundation for characterizing the trend of respondents' responses from each variable pertaining to the administrative abilities of the principal and the effectiveness of the teachers. With a total of 27 statement items—15 for evaluating the managerial abilities of the principal and 12 for teacher performance—the research questionnaire was distributed to 15 respondents.

A Likert scale, which is used to gauge an individual's or a group's attitudes, views, and perceptions of social phenomena, was employed in this study. The variables to be measured are converted into variable indicators using a Likert scale, and the indicators serve as a basis for creating instrument items, which are statements or questions. There are five options on the principle managerial skills and teacher performance scale. answers, each scored as follows:

Table 1.1 Principal's managerial skills and teacher performance scale

Options	Score
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Source: Sugiyono (2019: 147)

Table 2.1 Principal's Managerial Ability Scale Grid

Variables	Aspects of Competence	Number of Items	Item number	Score				
				1	2	3	4	5
Teacher Performance	Professional	3	1-3					
	Pedagogics	3	4-6					
	Personality	3	7-9					
	Social	3	10-12					

Table 3.1 Teacher Performance Scale Grid

Variables	Aspects	Number of Items	Item number	Score				
				1	2	3	4	5
Principal Managerial Skills	Planning	3	1-3					
	Organising	3	4-6					
	Leadership	3	7-9					
	Surveillance	3	10-12					
	School Development	3	13-15					

The results of the analysis obtained the following data:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Principal Managerial Skills	.144	15	.200 [*]	.913	15	.152
Teacher Performance	.088	15	.200 [*]	.982	15	.980

From the results, it is known that "Principal's managerial skills," the p-value is 0.152, which is greater than 0.05, indicating that the data is normally distributed. For "Teacher performance," the p-value is 0.980, also greater than 0.05, indicating that the data is normally distributed.

Regression

ANOVA ^a						
Sum of Model		Squares	df	Mean Square	F	Sig.
1	Regression	25.289	1	25.289	21.015	.001 ^b
	Residuals	15.644	13	1.203		
	Total	40.933	14			

From these results it is known that the calculated F value is 21.015 with a significance level of 0.001 < 0.050, it means that there is an effect of the principal's managerial skills on teacher performance.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.786 ^a	.618	.588	1.097

From these results it is known that the magnitude of the correlation / relationship value (R) is 0.786. From these results, the R square is 0.618, which means that the effect of the independent variable (principal managerial skills) on the dependent variable (teacher performance) is 61.8%.

Coefficients ^a				
Unstandardised Coefficients				Standardised Coefficients
Model	B	Std. Error		Beta
1	(Constant)	12.578	8.880	
	KS Leadership	.651	.142	.786
				t
				Sig.

There is a significant relationship between the principal's managerial skills (X) and Teacher Performance (Y), as indicated by the SPSS "Coefficients" output table above, which shows that the variable's Significance (Sig) value is 0.001. Since the Sig.0.001 value is less than the 0.05 probability, it can be said that H0 is rejected.

Correlations			
		Principal Managerial Skills	Teacher Performance
Principal Managerial Skills	Pearson Correlation	1	.786 ^{**}
	Sig. (2-tailed)		.001
	N	15	15
Teacher Performance	Pearson Correlation	.786 ^{**}	1
	Sig. (2-tailed)	.001	
	N	15	15

The SPSS output table "Correlations" above indicates that the pearson correlation value is 0.786 and the significance value (Sig) is 0.001. The two variables have a positive correlation since the Sig.0.001 value is less than 0.05. The performance of the instructor increases with the principal's managing abilities.

Research Discussion

The purpose of this study is to investigate how the managerial abilities of the principal affect the performance of the teachers at SDN 1 Kalipucangkulon. The outcome attained by instructors in accordance with preset standards and criteria is known as teacher performance. One of the elements influencing the enhancement of teacher performance is principal skills. The ability or knowledge a leader possesses to fulfill his responsibilities and ensure that education runs well are known as principal managerial skills.

According to an analysis of the research findings, the performance of the teachers at SDN 1 Kalipucangkulon is positively impacted by the principal's abilities. The coefficient value of 0.786, which is higher than the rtable of 0.514, indicates this outcome. Furthermore, $F_{count} = 21.015$ and $F_{table} = 4.667$ have significance values of $0.000 < 0.05$. If $F_{hitung} > F_{tabel}$ with $\alpha = 0.05$ (5%) and a value of $21.015 > 4.667$, the H_0 criteria is failed. The coefficient of determination (R^2) of 61.8% yields the effective contribution. Thus, it can be concluded that the managerial abilities of the principal at SDN 1 Kalipucangkulon affect teacher performance in 61.8% of cases, while 38.2% are not included in this study.

Through the results of these research findings, this study is in line with those conducted by (Satria & Imam, 2024) with the results of the research findings, namely, the variable managerial skills of the madrasah head has a positive and significant effect on teacher performance at Madrasah tsanawiyah Negeri 2 Bandar Lampung.

CONCLUSIONS

Based on the study's findings, it can be said that the administrative abilities of the principal significantly affect SDN 1 Kalipucangkulon teachers' performance by 61.8%. The researcher offers the following suggestions based on the analysis's findings and conclusions:

1. Since studies have shown a favorable and significant relationship between principals' managerial abilities and teacher effectiveness, principals should constantly develop their abilities and work cooperatively with instructors.
2. The researcher recommends that other parties carry out additional research on this guidance approach on a wider subject, more general material, and more relevant methods in order to draw generalizations, given that this study used a very limited subject, very specific material, and simple methods.

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