

The Correlation Between the Managerial Competence of School Principal, School Climate, and Teacher's Work Spirit with the Work Commitment at Private High School Teacher in Banjarmasin



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ABSTRACT: The success of education lies in the commitment of teachers to make it happen; therefore, teachers are required to increase work commitments further optimally so that success can be achieved. Several things can strengthen the teacher's work commitment, including the managerial competence of the principal, the school climate, and the teacher's morale. This study aims to analyze the direct correlation between the principal's managerial competence and the teacher's work commitment, the school climate with the teacher's work commitment, the teacher's morale with the teacher's work commitment, the principal's managerial competence with the school climate, the managerial competence of the head of the school with the teacher's morale. It also analyzes the indirect correlation of the principal's managerial competence with the teacher's work commitment through the school climate and the indirect correlation of the principal's managerial competence with the teacher's work commitment through the teacher's morale. This research uses an influential method with a descriptive-quantitative approach with path analysis. The study sample was 148 teachers. Data collection was carried out using instruments consisting of the principal's managerial competence (67 items), school climate (15 items), teacher morale (23 items), and teacher work commitment (25 items) which has been tested for validity and reliability. This research instrument was tested for validity and reliability using a product-moment person correlation test. The research data were analyzed using path analysis to see the direct and indirect correlations between variables by conducting normality and linearity tests. The results showed that there was a positive and significant direct correlation between the principal's managerial competence and the teacher's work commitment, the school climate with the teacher's work commitment, the teacher's morale with the teacher's work commitment, the principal's managerial competence with the school climate, and the principal's managerial competence with the teacher's morale. Moreover, there is a positive and significant indirect correlation between the principal's managerial competence and the teacher's work commitment through the school climate and the indirect correlation between the principal's managerial competence and the teacher's work commitment through the teacher's morale.

KEYWORDS: principal managerial competence, school climate, teacher morale, work commitment.

I. INTRODUCTION

Skilled teachers are needed to improve the educational process in schools, both individually and collaboratively, to do something better so that education and learning become quality. Teachers as educators are the main actors in the implementation of education who always face directly students who are very decisive for the achievement of educational success. In schools, it is expected that teachers have a high work commitment. Work commitment is one of the keys that help determine the success or failure of an organization to achieve its goals (Parmin, 2013). One of the goals to be achieved is that learning in schools is of higher quality. According to Glickman (Rosalina, 2015), commitment is a person's willingness to sacrifice relatively more time and effort than has been established to improve work. Teachers with a high commitment are teachers with grave concern for students and fellow teachers who provide a lot of time and time to work.

The teacher's work commitment is essential in schools because it can create conducive school conditions so that learning can run efficiently and effectively. High work commitment can cause a person to do a job better, or do something, so that is superior. It happens because the work is done happily, and there is a strong urge to do it (Wayan, 2014).

The managerial competence of the principal affects one of the work commitments teachers raise to schools. According to Wayan (2014), one factor that affects teachers' work commitment is the managerial competence of the principal. Managerial competence is one of the efforts to achieve educational goals and improve the quality of learning in schools. As a school leader, the principal is responsible for creating a conducive teaching and learning situation. Successful principals, if they understand the

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school's existence as a complex and unique organization, can carry out the principal's role as a person who is responsible for leading the school. Siagaan (1996: 63) posits that managerial skills can make one's skills move others to work well. In this case, the principal to move the teacher to work well to make the teacher's commitment better requires managerial competence of the principal to make this happen. Ismuha et al. (2016) stated that the principal's managerial competence is the knowledge, skills, and fundamental values that a principal reflects in the habit of thinking and acting consistently. It allows him to be competent in making decisions about the provision, utilization, and improvement of the potential of existing resources to improve the quality of education in schools. Werang's research (2018) stated that the results of the analysis confirmed the working hypothesis (H_a) that an increase of one point/unit in the independent variable 'managerial skills of the principal' would have an impact on an increase of 0.624 points/unit in the dependent variable 'teacher work commitment' of Christian elementary schools in Boven Digoel Regency, Papua.

In addition to the qualities of the principal, a conducive work climate is also necessary for achieving the success of organizational goals. According to Kuntjoro (2002), work commitment is also effected by the work climate of the organization where an employee works. Suppose the work climate in the organization is less supportive, for example. In that case, work relations are less harmonious, and social security and security are lacking; automatically, employees' work commitment to the organization becomes less. Intimate correlations in the school work climate occur because there is a good correlation between the principal, teachers, and between teachers and students. The school climate is one of the most important elements contributing to teacher work commitments (Solihin, 2020). It is crucial to consider teachers' perceptions of the school climate to facilitate positive and better teacher commitments. Developing a positive school climate by creating active learning processes will make teachers more strongly committed. Choiriyah's research (2017) states that the correlation coefficient between the school climate and work commitments of 0.797 is included in the strong category, meaning that if there is a change in the school climate, it will show a change in work commitments in the same direction.

The success of education is characterized by a high commitment to the work of teachers to create a conducive school climate. According to Martinis (2006), a climate that is not conducive will have a negative impact on the learning process, students will feel restless, bored, and saturated, while a conducive and interesting climate will make the creation of learning objectives and the learning process carried out fun for students. The school climate is vital in determining the success of the learning process in schools (Gustituati & Hadiyanto, 2018). Each school is expected to have a conducive and positive school climate, such as good interaction between teachers and students, teachers with teachers, and teachers with residents in the school environment. High responsibility for a job given by the organization will cause high work commitment to the organization's members (Sarwintono, 2006).

Optimal work commitment can also be generated by optimal morale. Parmin (2013) states that optimal work commitment is caused by maximum morale. Morale is a behavior shown by a person or group towards their workplace to show the extent of passion in carrying out their duties and responsibilities in the organization. A conducive work commitment can be formed from morale. According to Mar'at (2000), the morale of teachers is one indication of teacher commitment. Mar'at (2000) states that teachers with high commitment have high morale and vice versa. Research conducted by Darmawan & Wibawa (2019) noted that the results of the multiple linear regression analysis tests showed that morale with employee work commitment obtained a significance value of $0.007 < 0.05$ (significant). It proves that employee morale partially has a positive and significant effect on employee work commitment.

II. METHODOLOGY

This research included a descriptive correlational research, which aims to describe and analyze direct and indirect correlations. The population in this study was all private senior high school teachers in Banjarmasin, with as many as 235 teachers. The study sample was calculated using the Slovin formula. The ampelous in this study were as many as 148 teachers whose determination of sample members was taken using the Proportional Random Sampling technique. Data collected through the principal's managerial competence instruments were measured through planning, developing organizations, leading teachers and staff, managing teachers and staff, managing facilities and infrastructure, managing school-community relations, managing student affairs, managing curriculum development, and learning activities, managing finances, managing administration, managing special service units, implementing principles of entrepreneurship, creating a culture and work climate, managing information systems, skilled in utilizing advances in information technology, skilled in managing production/service activities, carrying out supervision. School climate instruments were measured through work responsibilities, interpersonal correlations in schools, and work support. The instrument of teacher morale was measured through earnestness, passion, friendliness, cooperation, innovation, maintaining ethics, and success. The teacher's work commitment instrument was measured through affective, continuance, and normative. Instrumen was analyzed through validity and reliability tests of the description of the collected data using path analysis to see direct and indirect correlations by first performing normality and linearity test.

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III. RESEARCH RESULTS AND DISCUSSION

Based on the findings of aid data with SPSS, direct and indirect coefficients were found. as illustrated in Figure 1.

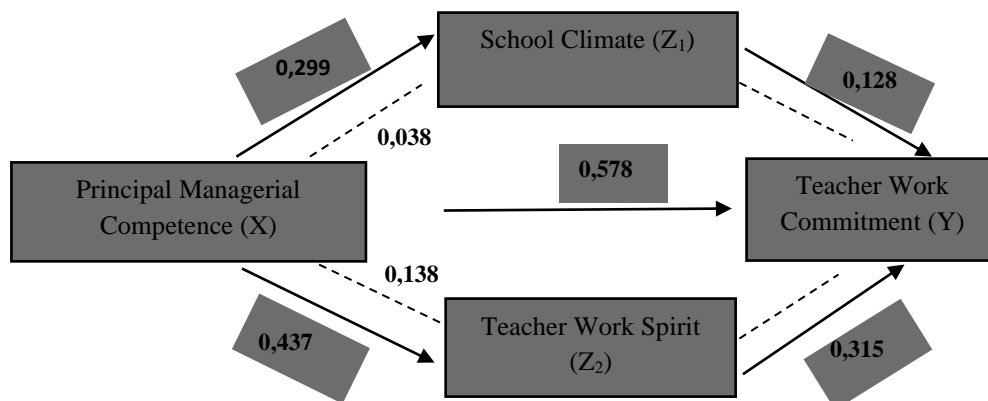


Figure 1. X, Z₁, Z₂, and Y Path Analysis Models

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

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

Hypothesis		Sig	Decision
H ₁	There is a positive and significant correlation between the principal's managerial competence and the teacher's work commitment	0,000	Accepted
H ₂	There is a positive and significant correlation between the school climate and the teacher's work commitment	0.015	Accepted
H ₃	There is a positive and significant correlation between teacher morale and teacher work commitment	0,000	Accepted
H ₄	There is a positive and significant correlation between the principal's managerial competence with the school climate	0.000	Accepted
H ₅	There is a positive and signifying correlation between the principal's managerial competence and the teacher's morale	0,000	Accepted

Table 3. Summary of H₆ and H₇ Hypothesis Testing Decisions

Hypothesis				Decision
		Immediately	Indirect	
H ₆	There is an indirect correlation between the positive and significant competence of the principal managerial with the commitment to teacher work through the school climate.	0.578	0,038	Accepted
H ₇	There is an indirect correlation between the positive and significant managerial competence of the principal with the commitment to the teacher's work through the morale of the teacher	0.578	0,138	Accepted

Table 2 summarizes decisions H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05. Hence the hypothesis is accepted. Table 3 summarizes the decision to test hypotheses H₆ and H₇ provided that if the direct correlation coefficient is greater than the indirect correlation coefficient, then the hypothesis is accepted. Based on the analysis results in Tables 2 and 3 above, in this study, a correlation between variables was found that can be explained as follows.

A. The Correlation between the Managerial Competence of the Principal and the Work Commitment of Private High School Teachers in Banjarmasin

The results of the path analysis show that the principal's managerial competence has a standardized coefficient beta value of 0.578 with a significance value of 0.000, which means that the principal's managerial competence directly has a positive and significant correlation with the work commitment of private high school teachers in Banjarmasin.

Sopiah's research (2018) showed principals' managerial ability in State MTs in Pangandaran District, measured based on the dimensions of planning and making school programs, organizing, actuating, supervising, and leading schools, are at a high

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criterion. However, some indicators need to be improved: supervision and implementation of corrective actions. The hypothesis test results showed that the principal's managerial ability had an effect of 33.2% on teacher commitment and 66.8% on other factors. Thus, the managerial ability of the principal has a positive impact on the commitment of the teacher. It means that the higher the managerial ability of the principal, the more the teacher's commitment increases. Penresearchain Hartini et al. (2021) stated that the managerial competency variable obtained a t-count value of $2,116 > 1,994$ (t-table), where the significance level was $0.044 < 0.05$. Thus, managerial competence has a positive and significant effect on the commitment of teachers of State Junior High Schools in Liukang Tangaya District.

The results of this study are in line with the opinion expressed by Chairani (2021), stating that the results of the multiple regression test can be seen that there is a significant correlation between the principal's managerial skills variable (X1) and the work commitment of teachers (Z) of SMPN in Aluh-Aluh District, Banjar Regency. Research (Aslamiah & Normianti, 2019) states a direct correlation between the principal's managerial skills to the teacher's work commitment. Syarwani's study (2018) noted that the results showed a significant correlation between the principal's managerial skills and teacher commitment. Shobirin (2016). The results of his research state that managerial roles affect commitment, proven. The significance value of the t-test of 0.000 pieces of evidence. The value of the regression coefficient of 0.418 indicates a positive effect from the managerial role of the leader. That is, the better the manager's role, the higher the teacher's commitment.

B. The Correlation between School Climate and The Work Commitment of Private High School Teachers in Banjarmasin

The results of the path analysis show that the school climate has a standardized coefficient beta value of 0.128 with a significance value of 0.015, which means that the school climate directly has a positive and significant correlation with the work commitment of private high school teachers in Banjarmasin.

The school climate is essential to teacher work commitments (Solihin, 2020). It is important to consider teachers' perceptions of the school climate to facilitate positive and better teacher commitments. Developing a positive school climate by creating active learning processes will make teachers more strongly committed. This research is in line with the results of the study by Ariansyah (2021), stated that based on the test results, it was known that the correlation between organizational climate and teacher commitment in PAUD Strobery Cluster, North Banjarmasin District, was 0.784. With these results, the organizational climate should be created so that the teacher feels comfortable carrying out his job duties in line with Steer's opinion (Hadiyanto, 2016: 102) by using the concept of organizational climate and the correlation between organizational climate and commitment. It can be concluded that the ECCE climate also determines commitments. The results of this study align with the research of Satria (2005), which concluded that there is a positive and very significant correlation between the organizational climate and commitment to employees of the Muhammadiyah University of Surakarta.

According to Kuntjoro (2002), work commitment is also effected by the work climate of the organization where an employee works. Suppose the work climate in the organization is less supportive, for example. In that case, work relations are less harmonious, and social security and security are lacking; automatically, employees' work commitment to the organization becomes less. Kutty & Xin's research (2022) states that Pearson's correlation analysis shows a significant positive correlation between the school climate and the commitment of novice teachers in Selangor public schools. The results of the Pearson correlation test analysis showed that the correlation between school climate ($r=0.570$, $p<0.01$) and the commitment of novice teachers was positive and significant. Hakim (2021) stated that the school climate affects teacher commitment in SMK Sub Rayon 04 East OKU Regency, South Sumatra Province; the better the school climate at SMK Sub Rayon 04 East OKU Regency, South Sumatra Province, the teacher commitment will increase. Yusoff's research (2016) stated that there was a significant and positive correlation and showed a simple correlation between the school climate and teacher commitment ($r=0.506$, $p<0.01$)

The results of Rahmayanti's research (2017) are known that the organizational climate is related to teacher commitment, especially in terms of when the school organizational climate is supportive, it has a close correlation with teacher commitment in the process of implementing work in the field at Ibtidaiyah schools in South Banjarmasin District. Yunan et al. (2021) stated that the findings carried out through direct effect tests showed that the organizational climate variable (X) had a significant effect on organizational commitment (Y1) with a significance value level of 0.000 smaller than 0.05 and a coefficient value of 0.558. It means that alternative Hypothesis 1 is accepted. Hanafi & Sanosra (2018) explained that a better organizational climate would be able to increase organizational commitment. The results of previous research conducted by Firnanda & Budiani (2019) also found a significant correlation between the organizational climate and organizational commitment, which shows that a high organizational climate will make the level of organizational commitment will be increased as well.

C. The Correlation between Teacher Morale and Work Commitment of Private High School Teachers in Banjarmasin

The results of the path analysis show that the teacher's morale has a standardized coefficient beta value of 0.315 with a significance value of 0.000, which means that the teacher's morale directly has a positive and significant correlation with the work commitment of private high school teachers in Banjarmasin.

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Optimal work commitment can be generated by optimal morale. Parmin (2013) states that optimal work commitment is caused by maximum morale. The results of this study are following the expert opinion of Meyer and Allen (Suriansyah, 2014). They state that commitment is built from the wants, obligations, and needs of members of the organization. The strong morale of the teacher will make the teacher want to stay in the school organization. It is also supported by Salmawati's research (2022), stating that morale has a positive and significant effect on affective commitment. The study by Ursa & Majorsy (2007) found that a person's work morale partially affects organizational commitment.

Juani's research (2020) states that one of the factors related to work commitment is morale. Morale is shown more vigorously and earnestly in working to obtain maximum results. The results of his research were that there was a direct and significant correlation between teacher morale and the work commitment of junior high school teachers in Banjarbaru, based on the results of analysis produced a calculated value of 3,994 (sign. 0.000). The value of t table with $df=222$ is 1.971., so it can be known that the teacher's morale has a direct and significant correlation to the work commitment of junior high school teachers in Banjarbaru because the calculated value is greater than t table, a significant value smaller than 0.05. An increase in teacher morale will have a direct impact on increasing teacher work commitment. Based on this, teacher morale needs to be improved to strengthen work commitment for individual teachers.

D. The Correlation between the Principal's Managerial Competence and the Climate of Private High Schools in Banjarmasin

The results of the path analysis show that the principal's managerial competence has a standardized coefficient beta value of 0.299 with a significance value of 0.000, which means that the principal's managerial competence directly has a positive and significant correlation with the climate of private high schools in Banjarmasin.

According to Robbins (2013), The principal's managerial competence is the principal's ability to organize and develop school resources to create a school climate, especially in a more effective and efficient learning environment. Principals must have skills in developing the human resources available in their schools to truly be empowered and contribute to achieving educational goals in schools. According to Susanto (2016), one factor that affects the school climate is the managerial tension of the principal. Taqillah et al. (2022), in their research, produced a positive and significant correlation between the principal's managerial competence and the school climate, which was shown by the results of the hypothesis test $F_{count} > F_{table} = 6.612 > 1.684$. The results showed that the managerial competence of the principal with the school climate in Madrasah Ibtidaiyah in Kalideres District was significantly related. In addition, Daniel (2019) stated that there is a positive and significant correlation between the principal's managerial competence (X1) and the school climate (X2), obtaining a correlation coefficient of 0.463, meaning it has a positive correlation and is quite strong. It is also in line with Siregar (2022). The principal's managerial ability variable significantly affects the work climate at SMA Negeri 1 Pancur Batu with 0.628. It means that it shows that there is a robust correlation between the managerial ability to the work climate and teacher performance

The results of this study are in line with Rizani's research (2021) which shows that the analysis of the path coefficient between the principal's managerial skills to the school climate obtained a path coefficient value of 0.327 with a t count of 11.725 and a significance of 0.000 so that the significance value is less than 0.05. It proves that the principal's managerial skills can positively and directly affect the school climate at SD Negeri in Martapura Subdistrict. Alfi's research (2021) stated that based on the results of data analysis, it was obtained that the correlation between the principal's managerial skills and the school climate was 0.829 (82.9%). Thus it can be interpreted that the effect of managerial skills on the school climate is 68.7%.

Salabi's research (2014) entitled The correlation between Principal Management Skills, Organizational Communication, Conflict Control, and School Climate with the Organizational Effectiveness of Madrasah Aliyah Negeri in South Kalimantan Province, the results of which showed that there was a direct correlation between the skills of principal managers and the school climate in Ma Negeri in South Kalimantan province; the results of this study show that the higher the skills of the principal manager, the more open the school climate.

E. The Correlation between the Principal's Managerial Competence and the Morale of Private High School Teachers in Banjarmasin

The results of the path analysis show that the principal's managerial competence has a standardized coefficient beta value of 0.389 with a significance value of 0.000, which means that the principal's managerial competence directly has a positive and significant correlation with the morale of private high school teachers in Banjarmasin.

Stoner (Kompri, 2017) explained that the managerial competence of the leader is related to his subordinates; if the managerial competence of the leader is excellent, the subordinate will work more actively; on the contrary, if the managerial competence of the leader is not good, the subordinates will be lazy to work and there is a decrease in morale. Fitriana et al. (2021) in their research stated that the managerial skills of school principals have a significant correlation with the morale of teachers in State High Schools throughout the Regency and Mojokerto. It means that if the principal's managerial skills are improved, the morale of other teachers will also increase. It is because the principal's managerial skills are one factor that plays a significant role

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in the organization. The organization's good and bad often depend on the leadership factor. Surana (2010) shows that the managerial skills of principals in junior high school teachers in Bantul District significantly affect teacher performance. These results mean that the principal's managerial skills can increase teachers' enthusiasm and improve students' abilities.

This study's results align with Suryahadi's opinion (2015), stating that employees who have organizational commitment will perform tasks that not only functions that have become their devote but also do other work. In contrast, if there are employees who are unable to do a job, then these committed employees tend to help their colleagues to achieve the goals expected by the company without comparing their abilities with employees who have another.

Dongoran (2020) states that a high commitment will make employees more loyal and work hard to achieve the organization's goals and progress. This commitment will cause satisfaction in working with the mutual support provided by the organization to employees and able to encourage employees to improve their performance. Furthermore, Tranggono & Kartika (Dangoran, 2020) stated that organizational commitment positively affects employee performance. If the organization experiences an increase or improvement, it will positively impact employee performance and vice versa. Pamungkas (Dongoran, 2020) stated that performance could be improved if the employee's commitment to the company's organization is vital.

In another study, Berliana & Ginanjar's (2021) results on organizational commitment variables obtained an average score of 3,427 with good criteria. The employee performance variable obtained an average score of 3,858 with good criteria. Organizational commitment has a positive and significant effect on employee performance with the value of the regression equation $Y = 11.465 + 0.849X$ and the value of the correlation coefficient 0.774 or having a strong degree of correlation with a determination value of 59.9%. The hypothesis test obtained a significance of $0.000 < 0.05$.

Suryahadi's research (2015) found that the t-count for organizational commitment was 4.421, with a significance value of 0.000 and a predetermined significance value of 5% or 0.05. Because of the probability of $0.000 < 0.05$, H_0 was rejected, so it can be said that organizational commitments partially affect employee performance. Thus, the hypothesis is accepted.

Furthermore, on the regression test results, Lataruva & Nurandini (2014) showed that affective commitment had a significant positive effect on employee performance with a regression coefficient of 0.466. It can be concluded that the higher the affective commitment, the more it can improve employee performance. In their research, Dongaran et al. (2020) obtained a sig value from the organizational commitment variable (X1). of 0.011 (sig= 0.011 < 0.050). It shows that organizational commitment variables affect employee performance. The multiple linear regression analysis results show that the organizational commitment variable partially affects employee performance.

F. The Correlation between the Principal's Managerial Competence and Teacher Work Commitment through the Climate of Private High Schools in Banjarmasin

The results of the analysis show that indirectly the managerial competence of the principal has a correlation with the teacher's work commitment through the school climate with a value of 0.038. It means that indirectly the managerial competence of the principal has a correlation with the teacher's work commitment through the climate of a private high school in Banjarmasin.

The results of this study are in line with Ariyanti's research (2019), stating that there is a correlation between the managerial competence of the principal and the work commitment of teachers at SD Negeri in Tenganan District, Semarang Regency, which amounts to 230 people with a sample of 146 teachers with results based on tests that have been carried out. It can be concluded that the correlation between the variables of the managerial competence of the principal and the organizational climate to the commitment of teachers is sufficient, indicated by the calculated r value for X1 against Y of 0.600 and X2 against Y of 0.219. Whereas sig (2-tailed), the unidirectional correlation between variables X1 and X2 to Y is 0.000 and 0.008. The second sig value of the variable < 0.05. Based on the tests that have been carried out, the results of the Anova test, the managerial competence of the principal, and the organizational climate to the commitment of teachers can be explained that the results of the regression analysis obtained a significance of 0.000 less than the significance level of 0.05 or $0.000 < 0.05$. while the F indigo counts 40.325 > from the F table at a confidence level of 0.05, which is 2.31. F hit 40,325 is greater f table 2.31. Hence hypothesis three, which reads there is an effect of the principal's managerial competence and organizational climate on teacher commitment in State Primary Schools in Tenganan District, is accepted. Damayanti (2017) states that in 48 schools with 585 teachers and 48 principals. The total sample of 30 schools with 30 principals and 378 teachers taken based on Proportionate stratified random sampling resulted in data processing based on hypothesis tests that have been carried out between the effect of the principal's managerial ability, school climate on indicators of joint work commitment of all parties obtained a correlation coefficient value of 0.782. It indicates a significant effect between the principal's managerial ability variable (X1) and the work commitment indicator (Y) and is in a strong category.

G. The Correlation between the Principal's Managerial Competence and Teacher's Work Commitment through the Morale of Private High School Teachers in Banjarmasin

The results of the analysis show that indirectly the managerial competence of the principal has a correlation with the teacher's work commitment through the teacher's morale with a value of 0.138. It means that indirectly the managerial competence of the

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principal has a correlation with the teacher's work commitment through the morale of private high school teachers in Banjarmasin.

Rizkhaini (2019) stated that competence with commitment through the morale of employees at the Riau Provincial Education Office simultaneously had a significant effect on the calculation results with the SPSS program showing that the result of the calculated F value was $169,095 > 3.91$. This result means that morale becomes an intervening or intermediary of managerial competence. Thus, morale is the dominant variable in influencing work commitment. From the findings, the value of the effect of managerial competence on morale is greater than the value of the effect of managerial competence on work commitment.

IV. CONCLUSION

There is a direct and indirect correlation between the principal's managerial competence, the school climate, the spirit of the teacher's work, and the teacher's work commitment. Teachers increase their sense of courtesy at school, such as greeting the principal or teacher in advance, and are more sensitive to teachers, such as helping fellow teachers without being asked first. In addition, teachers are also trying to improve themselves so they can carry out their work well and achieve the desired goals. Do not procrastinate on assigned work because it is their responsibility, and have an attitude to maintain their career as school teachers.

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