

The Influence of Managerial Supervision of Principal to Organizational Climate, and Work Satisfaction on Performance of Elementary School Principal in Medan

Tirauyah^{1*}, Peningkat Siburian¹, Abdul Muin Sibuea¹
{* tirauyah.s@gmail.com }

Learning Development Research History Education, Magister of Administration Education
Universitas Negeri Medan, Medan, Indonesia ¹

Abstract. This research aims to discover the effect of school principal managerial supervision, organizational climate, and job satisfaction towards the performance of school principals at State Elementary Schools in Medan simultaneously and partially. This study uses quantitative methods, the model used is path analysis techniques and inferential analysis. The research population included all school principals from State Elementary Schools in Medan comprising 382 individuals from 224 schools as the sample of this study obtained determined by using Proportional Random sampling. The data were collected with questionnaire with closed-ended questions, analysed with SPSS program version 24. The research findings showed that all five hypotheses formulated were accepted. The findings showed that: (1) there was a direct effect of managerial supervision towards performance with path coefficient 0,210. (2) there was a direct effect of organizational climate towards performance with path coefficient 0,211. (3) there was a direct effect of job satisfaction towards performance with path coefficient 0,502. (4) there a direct effect of managerial supervision towards job satisfaction with path coefficient 0,509. (5) there was a direct effect of organizational climate towards job satisfaction with path coefficient 0,393. Meanwhile there was an indirect effect of managerial supervision towards performance through job satisfaction with 0,2555, and there was an indirect effect of organizational climate towards performance through job satisfaction with 0,1972. The most dominant variable towards performance was job satisfaction, while the most dominant variable towards job satisfaction was managerial supervision. Based on the research finding, it can be stated that improving the performance of school principals can be achieved through the improvement of managerial supervision, the establishment of good organizational climate, and the improvement of job satisfaction of Elementary school principals. Meanwhile, improving the Elementary school principals' job satisfaction can be achieved through the improvement of managerial supervision, and the establishment of organizational climate.

Keywords: Managerial supervision, organizational climate, job satisfaction, performance

1 Introduction

Quality human beings can be formed through education, and various efforts have been made to improve the quality of human resources, especially through the world of education. According to the [1] National Education System Law (UU-SPN) Number 20 of 2003 article 1 states that: "education is a conscious and planned effort to realize a learning atmosphere and

learning process so that students actively develop their potential to have religious spiritual power, control self, personality, intelligence, noble character, and the skills needed by him, society, nation and state. The community depends on the quality of education services in schools. The service includes school quality which is expected to have a major impact on life in the future. All of this started from the principal as the school manager. Elementary School as basic education became an important foundation in the formation of children's character.

To achieve educational goals at school. The school principal is guided to be able to help teachers get job satisfaction at work. As an administrator, the principal is tasked with utilizing available resources including: teaching management, student management, personnel management, facility management, financial management, management of school and community relations. one of the characteristics of school principals who have good performance is being able to lead the school effectively. The performance of the principal is the ability to carry out the work or tasks possessed in completing a work at the school he leads.

Based on observations and interviews conducted by the author in July 2017 of 43 principals in Medan Tembung, 28% of the 43 people (12 people) experienced principals having problems, especially regarding the performance of elementary school principals, summarized as follows: (1) ability formulating a school development plan is still low. This is seen from the small number of school development program plans contained in the school strategic plan, (2) the low implementation of supervision by the principal to the teachers. It is known from the responses of the teachers that the supervision of the principal is likely to be unscheduled and carried out according to previous plans. In addition, there is no special reprimand for the teacher if the learning device is incomplete, merely an appeal; (3) the organizational climate is closed. It is known from the teacher's response that there is little discussion space between the principal and the teacher, the principal is not emotionally close to the teacher, teacher's suggestions and criticisms for school development are often not realized. The principal's policy without the involvement of the teacher as a whole so that it has an impact on ineffective and ineffective performance. Also, the school organizational climate that is not harmonious and conducive between principals and teachers, and among fellow teachers greatly influences one's performance. (4) job satisfaction of principals and teachers is quite low. This can be seen from some of the responses of teachers and principals regarding school support facilities that are less updated and complete to support student learning even better. (Supporting facilities such as a room that is too hot there is no air conditioner, dark room because there is no lighting / lights, inadequate lavatories and other facilities) and (5) lack of optimal managerial ability of principals in carrying out their duties in school. Some principals have not been able to achieve the expected work standards. This is seen from the slow pace of the principal in carrying out / completing the assignments given to him, and the attitude that is less assertive in giving a warning / sanction to the teacher who leaves the class before the lesson ends or delays his duties.

Principals are required to make changes in an effort to improve the quality of school quality, not only in teaching methods and curriculum, but also in management and organization. Principals must master managerial competencies, in addition to other competencies such as personality competencies, and entrepreneurship. A successful school principal in carrying out his duties is the principal who shows his professional skills as a leader, has broad insight and understands the school's vision and mission so that the school's objectives reached. A conducive and pleasant organizational climate will certainly be a big capital and will have a major impact on achieving organizational goals.

The linkage of organizational climate to job satisfaction is explained by [2] Wirawan that organizational climate can influence employee behavior and ultimately affect employee morale, job satisfaction and organizational performance. If employee morale decreases, it will have a negative impact on the development of an organization. Organizational climate directly becomes a factor that will affect job satisfaction in organizations. Based on the above background and consideration of how important the role of the principal's performance is allegedly influenced by: managerial supervision of school supervisors, organizational climate, and job satisfaction, the authors are interested in making research entitled "The Effect of Principal Managerial Supervision, Organizational Climate, Job Satisfaction on the Performance of Elementary Schools Principal in Medan".

In general, the study aims to find an overview of the influence of the principal's managerial supervision, organizational climate, and job satisfaction on the performance of the principal of the elementary school in Medan City. Specifically, this research aims to find out about: (1) Effect of managerial supervision of principals on the performance of public elementary school principals in Medan City, (2) Effect of organizational climate on the performance of Elementary School principals SD in Medan. (3) Effect of job satisfaction on the performance of Elementary School principals in Medan. (4) Effect of managerial supervision of principals on job satisfaction of Elementary School principals in Medan. (5) Effect of organizational climate on job satisfaction of Elementary School principals in Medan.

Tabel 1. Iktisar Perpektif Kinerja (Sonntag, 2012. p. 9)

	Individual differences perspective	Situational perspective	Performance regulation perspective
Core question	Which individuals perform best?	In which situations do individuals perform best?	How does the performance process look like? What is happening when someone is 'performing'?
Core assumptions and findings	Cognitive ability Motivation and Personality Professional experience	Job characteristics Role stressors Situational constraints	Action process factors Adequate hierarchical level
Practical implications for performance improvement	Training Personnel selection Exposure to specific experiences	Job design	Goal setting Feedback interventions Behavior modification Improvement of action process Training Job design

[3] Sonntag also said that individual performance can be viewed from three perspectives, namely the perspective of individual differences, the situational perspective, and the regulatory perspective of performance. The perspective of individual differences includes differences in competencies or abilities, personality, motivation, interests, traits, attitudes, etc. The perspective of individual differences corresponds to individual psychological theories. Whereas the situational perspective includes the internal and external environmental conditions of the organization that support actions in achieving performance. The situational perspective is in line with the expectation theory (expectancy), the theory of failure and punishment, fairness and equity, the theory of work facilities and technology. Regulatory

perspectives include worker competency engineering, which is supported by industrial psychology theory, work psychology.

[4] Colquitt, Lepine, and Wesson propose an organizational behavior integration model that explains that organizational mechanisms, group mechanisms, and individual characteristics directly influence individual mechanisms, and then individual mechanisms directly influence outcomes. individual results. In language, [5] the word supervision comes from English supervision which means supervision (Tim, 2001a: 84). [6] This word comes from two super words and vasion which means to look carefully at the work as a whole (Thaib and Subagio, 2005: 2).

[7] Newstrom and Davis state that the organization's climate is that which concerns all existing environments or faced by humans in an organization where they carry out their work. [8] Gibson states that, "Organizational climate is the study of individual perceptions regarding various aspects of the organizational environment. "The elements can be perceived and experienced by members of the organization and reported through the right questionnaire.

[4] Colquitt, LePine, and Wesson suggest job satisfaction is defined as a pleasant feeling resulting from assessment of work or work experience. [9] Wegner and Hollenbeck state that job satisfaction is a pleasant feeling that results from the perception that work someone fulfills or allows for the fulfillment of important work values. Job satisfaction includes three main components: value, importance of values, and perception. Value is not the same as the need in the sense that the needs are the most basic for life, such as the need for oxygen and water. The second component is the importance of values. People not only differ in the values they believe in, but also in their weight for those values, and critical differences affect their level of job satisfaction.

The hypothesis is a temporary answer to the formulation of the research problem, where the formulation of the research problem has been expressed in the form of a question sentence, [10]Sugiono. Based on the research paradigm above, the following hypothesis is formulated:

- a. There is a direct influence of the principal's managerial supervision on the job satisfaction of elementary school principal in Medan.
- b. There is a direct influence of the organizational climate on the job satisfaction of elementary school principal in Medan.
- c. There is a direct influence of the principal's managerial supervision on the performance of elementary school principal in Medan .
- d. There is a direct influence of the organizational climate on the performance of elementary school principal in Medan .
- e. There is a direct influence of job satisfaction on the performance of elementary school principal in Medan.

2 Methodology

The model used is a path analysis model (path analysis) or often referred to as a causal relationship pattern. The variables used in the study include four variables, which consist of independent variables namely managerial supervision of the principal (X1), and organizational climate (X2); intervening variables namely job satisfaction (X3); and the dependent variable is the performance of the principal (X4). This research was conducted through quantitative field studies by distributing instruments in the form of questionnaires given to respondents.

Table 2. Summary of the Results of the Conference of Relative Direct Effect of Manajerial Supervision (X1) on Job Satisfaction (X3) and the Relative Direct Effect of Organizational Climate (X2) on Job Satisfaction (X3).

Variable	Direct Influence to (X3)	Total Effect	Correlation Coefficien (r)
X ₁	0,509	0,509	0,793
X ₂	0,393	0,393	0,760

Table 3 Summary of the Results of the Conference The Direct Influence of Proposed Manajeria Supervision (X1) on Job Satisfaction (X3) and the proposed Direct of Organizational Climate (X2) on Job Satisfaction (X3).

Variable	Direct Influence to (X3)	Total Effect
X ₁	0,2591	0,2591
X ₂	0,1544	0,1544

Table 4. Summary of Results of the Conference Relative Influence of Management Supervision (X1), Organizational Climate (X2) and Job Satisfaction (X3) on Performance (X4).

Variable	Influences			Total Effect	Unlane		Correllation R
	Direct to X4	Indirect X4 to			S	U	
		X1	X2				
X ₁	0,210		0,255	0,465		0,488	0,850
X ₂	0,211		0,197	0,408	0,0805	0,381	0,743
X ₃	0,502			0,502	0,0805	0,163	0,866

Table 5. Summary of Results of Proportional Proportional Effects of Manajeria Supervision (X1), Organizational Climate (X2) and Job Satisfaction (X3) on Performance (X4).

Variable	Influences			Total Effect	Unlane	
	Direct to X4	Indirect X4 to			S	U
		X1	X2			
X ₁	0,441		0,083	0,524		0,152
X ₂	0,445		0,080	0,525		0,151
X ₃	0,252			0,252	0,1068	0,163
	Total			0,301	0,1068	0,466

3 Result and Discussion

3.1 Managerial Supervision (X1) Directly Affects Performance (X4) Elementary School Principal in Medan

The results of this study partially show that managerial supervision variables have a positive and significant direct effect on the performance of elementary school principal in Medan with the acquisition of $\rho_{41} = 0.210$ and t count = 3.021 with a probability of 0.001; means H_0 is rejected or H_a is accepted thus it can be concluded that managerial supervision has a direct positive and significant effect on the performance of Elementary School principal in Medan

3.2 Organizational Climate (X2) Directly Affects Performance (X4) Elementary School Principal in Medan City

The results of this study partially show that the organizational climate variable has a significant positive direct effect on the performance of the Head of Public Elementary School in Medan City with the acquisition of $\rho_{42} = 0.211$ and t count = 3.761 with a probability of 0.000; means H_0 is rejected or H_a is accepted thus it can be concluded that the organizational climate has a direct positive and significant impact on the performance of Elementary School Principal in Medan.

3.3 The Effect of Managerial Supervision on Job Satisfaction of Elementary School Medan

The results of this study partially show that the Managerial Supervision variable has a significant positive direct effect on Job Satisfaction of the Head of Public Elementary School in the City of Medan North Sumatra with the acquisition of $\rho_{31} = 0.509$ and t count = 9.618 with a probability of 0.000; means that H_0 is rejected or H_a is accepted thus it can be concluded that managerial supervision has a direct positive and significant impact on job satisfaction of the head of Elementary School principal in Medan.

3.4 The Influence of Organizational Climate on Job Satisfaction of Elementary School principal in Medan

The results of this study partially show that the organizational climate variable has a significant positive direct effect on job satisfaction of the head of public elementary school in Medan City with the acquisition of $\rho_{32} = 0.393$ and t count = 7.422 with a probability of 0.000; means that H_0 is rejected or H_a is accepted thus it can be concluded that the organizational climate has a direct positive and significant impact on the job satisfaction of elementary school principal in Medan.

4 Conclusion

Based on the results of data analysis and discussion of research results, the following conclusions are obtained:

- a. Managerial supervision has a direct positive effect on the performance of elementary school principal in Medan. The higher the managerial supervision of elementary school principal, the better the performance of elementary school principal in Medan.
- b. The organizational climate has a direct positive effect on the performance of elementary school principal in Medan. The better the climate of the Headmaster's organization, the better the performance of the Principal of elementary school principal in Medan.
- c. Job satisfaction has a direct positive effect on the performance of elementary school principal in Medan. The higher the job satisfaction of elementary school principal, the better the performance of elementary school principal in Medan.
- d. Managerial supervision has a direct positive effect on job satisfaction of Elementary School Principal in Medan. The higher the managerial supervision of elementary school principal, the better the performance of the Principal of elementary school principal in Medan.

- e. The organizational climate has a direct positive effect on the job satisfaction of elementary school principal. The higher the climate of the Headmaster's organization, the higher the job satisfaction of elementary school principal in in Medan.

Based on the conclusion of the study, the following suggestions were submitted:

- a. For Education Office in Medan, in an effort to improve the performance of Elementary School Principals in Medan efforts need to be made to improve managerial supervision, organizational climate, and job satisfaction of elementary School Principals through various activities such as: Creating a conducive school culture and climate, then planning and implementing supervision in order to realize effective learners so that the development of a quality culture leads to superior schools. As well as identifying the strengths and weaknesses of school principals in the field of managerial supervision, organizational climate, and job satisfaction of school principals, so as to provide input to improve the performance of elementary school principal in Medan .
- b. For principals to always create a conducive school climate to create effective learning, effective managerial supervision of the principal will shape a healthy organizational climate; so that from the achievement of the managerial supervision of the principal and the formation of a good organizational climate this will form the job satisfaction of elementary school principal in the end will have a positive impact on the performance of the Principals.
- c. For supervisors of elementary school principals in Medan City, as information in fostering the improvement of school principals' performance, they should first pay attention to guidance in the field of managerial supervision of school principals, organizational climate, and job satisfaction.
- d. For the chairperson of the elementary school committee, as information in developing policies on development efforts and improving the performance of principals by first improving aspects of managerial supervision of principals' supervisors, organizational climate, and job satisfaction.
- e. For Researchers. The findings of the study can be used as researchers and other researchers to study more about the performance of the Principal, by expanding the variables studied, aside from managerial supervision variables, organizational climate, and job satisfaction which are thought to affect the performance of elementary school principal in Medan the Principal of Public Elementary Schools in Medan.

References

- [1] Undang-Undang Republik Indonesia Nomor 20, "Tentang Sistem Pendidikan Nasional," 2003.
- [2] Wirawan, *Budaya dan Iklim Organisasi: Teori Aplikasi dan Penelitian*. Jakarta: Erlangga, 2005.
- [3] S. Sabine, *Psychological Management of Individual Performance*. London: John Wiley & Son Ltd, 2012.
- [4] M. J. Colquitt, Jason A., Lepine, Jeffery A. & Wesson, *Organizational Behavior: Improving Performance and Commitment in TheWoekplace*. New York: McGraw-Hill, 2009.
- [5] Tim Ditjen Binbaga Islam Depag, *Modul dan Model Pelatihan Pengawas Pendaiss*. Jakarta: Departemen Agama RI, 2001.
- [6] A. Thaib, A., & Subagio, *Kepengawasan Pendidikan*. Jakarta: Direktorat Madrasah dan Pendidikan Agama, 2005.

- [7] K. Newstrom, John W., & Davis, *Organizational Behavior: Human Behavior at Work*. North America: McGraw-Hill, 2002.
- [8] J. L. Gibson, *Organisasi: Perilaku, Struktur, Proses*, 5th ed. Jakarta: Erlangga, 2003.
- [9] J. R. Wagner, John A. III., & Hollenbeck, *Organizational Behavior: Securing Competitive Advantage*. New York: Routledge, 2010.
- [10] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta, 2009.