Correlating Managerial Activities, Academic Supervision, and Teacher Competence in Public Elementary Schools

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ABSTRACT	Published Online: June 22, 2024

The objective of this study is to explore the immediate links between the management practices of principals and the organizational atmosphere, as well as the direct connections between the academic oversight by principals and the professional skills of public elementary school educators in the Kuripan District of Barito Kuala Regency. Utilizing a quantitative approach, this investigation employs a correlational study design that is articulated through a path analysis framework. The study encompasses a total of 55 educators, with the sample including the entire population via a comprehensive sampling method. The methodology for gathering data incorporates the use of surveys and the examination of PKG (Teacher Performance Assessment) records. The analysis of the data involves descriptive statistics, tests for normality, linearity, and multicollinearity prerequisites, alongside assessments of validity and reliability, and the execution of multiple regression analyses for hypothesis testing, including t-tests, F tests, and evaluations of effective and relative contributions, in addition to path analysis. Findings indicate a direct correlation between the principals' managerial roles and the professional capabilities of teachers at 0.352, between principals' managerial roles and the organizational environment at 0.424, between academic oversight and teachers' professional capabilities at 0.335, between academic oversight and the organizational environment at 0.380, and between the organizational environment and teachers' professional capabilities at 0.346. Indirect correlations were observed between managerial activities of principals through the organizational climate on teachers' professional capabilities at 0.147, and academic oversight through organizational climate impacting teachers' professional capabilities (Y) at 0.131. In summary, the study confirms both direct and indirect associations between the managerial tasks of principals and academic oversight, mediated by the organizational climate, with the professional competence of teachers.

KEYWORDS: Managerial Activities, Organizational Climate, Principal Academic Supervision

INTRODUCTION

Activity, as a concept, includes efforts or tasks undertaken, often as part of a particular business aimed at turning plans or programs into reality. The adjective "managerial" relates to leadership and management, originating from the English word "manage," meaning to take care of, control, and guide. This etymological understanding

emphasizes management as the act of handling, controlling, leading, or guiding. Management's definition, as described by Frederick Wmslow, emphasizes it as the art of executing tasks efficiently and cost-effectively.

Managerial performance, as discussed by various scholars including, depends on talent, role perception, and effort. These elements collectively influence a manager's ability to design plans, establish reporting systems, and implement monitoring procedures, reflecting the complexity of managerial performance.

Leadership style significantly impacts managerial performance, promoting continuous performance improvements, acting as a lever for change, advancing individual growth, and encouraging user involvement in

system development. Notably, a manager's expertise in accounting information systems is crucial for enhanced managerial performance, indicating a direct link between technical skills and managerial effectiveness.

Academic supervision, a key element in educational settings, focuses on assisting teachers in managing the learning process to achieve predefined goals. This facilitative approach aims at improving teachers' professional capabilities rather than evaluating their performance. The school principal's role in academic supervision is vital, emphasizing the enhancement of teacher performance and professional development.

Effective academic supervision aligns with multifaceted objectives, aiming to transform teaching behaviors for better student learning outcomes. The concept of work climate, as explained by Forehand and reiterated by Hardjana (2016:56), pertains to organizational members' perceptions that affect attitudes, behaviors, and performance. This climate differentiates organizations, persists over time, and influences member behavior.

The organizational climate in schools is shaped by various factors including teacher commitment, principal-teacher relationships, and morale, underscoring the importance of a positive work environment for educational success. Litwin and Stringer highlight organizational climate dimensions such as responsibility, work standards, rewards, and team spirit, emphasizing their impact on educational settings.

Teacher competence, encompassing knowledge, skills, attitudes, and values, plays a crucial role in the educational process. Professional competence is essential for teachers to effectively manage learning environments and achieve student learning outcomes. This competence involves planning for learning, implementation of active and effective learning activities, and assessment or evaluation of learning, each contributing to education quality.

Recent research emphasizes the benefits of integrating information and communication technology (ICT) and problem-based learning approaches in teaching, highlighting their effectiveness in improving learning outcomes. Active and effective learning activities, marked by engagement, motivation, and the use of appropriate resources, are critical for student achievement.

Learning evaluation, an integral part of the educational process, provides crucial feedback on student progress and assists in refining teaching methods. Effective evaluation strategies, including formative assessments, play a vital role in enhancing student learning achievement and teaching practices.

The synthesis of managerial performance, academic supervision, work climate, and teacher competence reveals a complex interplay of factors influencing educational outcomes. These elements, supported by effective leadership, management practices, and a supportive organizational

climate, are crucial in fostering an environment conducive to learning and professional development.

The integration of managerial insights and academic supervision within the educational framework highlights the multifaceted nature of teaching and learning. The focus on managerial performance, especially in the context of leadership style, reveals a nuanced understanding of how leadership dynamics can enhance or impede managerial effectiveness. This understanding extends into the realm of academic supervision, where the role of the school principal becomes critical in nurturing an environment that supports teacher development and student learning outcomes.

The concept of a work climate, especially within educational institutions, plays a significant role in shaping the experiences of both teachers and students. A positive work climate fosters a sense of belonging and motivation among teachers, which in turn, impacts their teaching effectiveness and the overall learning environment. The work climate is influenced by various factors, including the quality of relationships between teachers and school principals, the level of teacher autonomy, and the recognition and reward systems in place.

Furthermore, the discussion on teacher competence highlights the core attributes required for effective teaching. These competencies, encompassing knowledge, skills, attitudes, and values, are critical for facilitating a learning environment that is engaging and conducive to student learning. The emphasis on learning planning, active and effective learning activities, and comprehensive learning assessment or evaluation highlights the complex interplay between teaching strategies and student achievement.

Recent research on the integration of ICT in learning planning and the adoption of contextual and problem-based learning approaches underscores the evolving nature of educational methodologies. These approaches not only enhance the relevance and effectiveness of learning activities but also encourage critical thinking and problem-solving skills among students. The role of active and effective learning activities, underscored by teacher mastery of the subject matter and the use of appropriate learning resources, is pivotal in stimulating student engagement and facilitating deeper learning.

The significance of learning evaluation cannot be overstated. Effective evaluation practices provide critical feedback that informs teaching strategies and curriculum development. By employing a variety of evaluation methods and engaging in formative assessments, educators can better understand student needs, tailor learning experiences, and ultimately, improve learning outcomes.

Essentially, the interrelation between managerial performance, academic supervision, work climate, teacher competence, and effective evaluation practices forms the backbone of a quality educational system. These elements, when effectively aligned, create a robust framework that

supports teacher professional development, enhances teaching and learning processes, and fosters an environment conducive to educational excellence. Moving forward, the challenge lies in continuously adapting these elements to meet the evolving demands of education and society, ensuring that learning environments remain dynamic, inclusive, and responsive to the needs of all students.

RESEARCH METHODS

This investigation was conducted across all the State Elementary Schools in the Kuripan District, Barito Kuala Regency, following the acquisition of essential research permits and endorsements. Data collection was undertaken from May 9, 2023, to May 31, 2023, targeting all the elementary schools within the district. The initial step was to identify the population and sample for the study, which included all elementary school educators in the district, amounting to 55 teachers across 9 schools. The entire cohort of 55 educators was chosen as the study's sample utilizing a non-probability sampling method. The next step involved the validation and reliability testing of the study's instruments through questionnaire dissemination. After confirming the validity of the instruments, the questionnaires were handed out to the 55 educators on May 15, 2023, marking them as the definitive sample for this investigation. The distribution of questionnaires was conducted through direct visits to each school, during which the duty teacher was asked to distribute the questionnaires to their peers.

Furthermore, the research explored several demographic variables of the participants, including gender, age, educational qualifications, length of service, and whether they had received teacher certification. The characteristics of the respondents were detailed through the analysis of the questionnaire data, utilizing SPSS 26 software to ensure a detailed depiction of the demographic distribution among the participants. This method allowed for an in-depth understanding of the demographic landscape of the educators participating in the study, offering significant insights into the educational environment in the Kuripan District.

RESEARCH RESULT

The variable concerning organizational climate was assessed through a questionnaire composed of 30 items, which was administered to 55 participants. The frequency of responses related to the organizational climate variable was described as follows:

Table 1. Descriptive Statistics of Organizational Climate Variables

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

Referring to the table provided, the maximum score achieved was 106 out of a potential 120, calculated as (4 x 30), while the minimum score recorded was 72, with the lowest possible score being 30, calculated as (1 x 30).

Following this, the frequency distribution of the organizational climate variables was compiled:

Based on the results of the calculations above, a table can be created regarding the frequency distribution of organizational climate as follows:

Table 2: Frequency Distribution of Organizational Climate Variables

No	Interval Class (P)			Frequensi (F)	(%)
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 then be drawn to provide a clearer picture regarding the concentration and distribution of organizational climate variable data, namely:
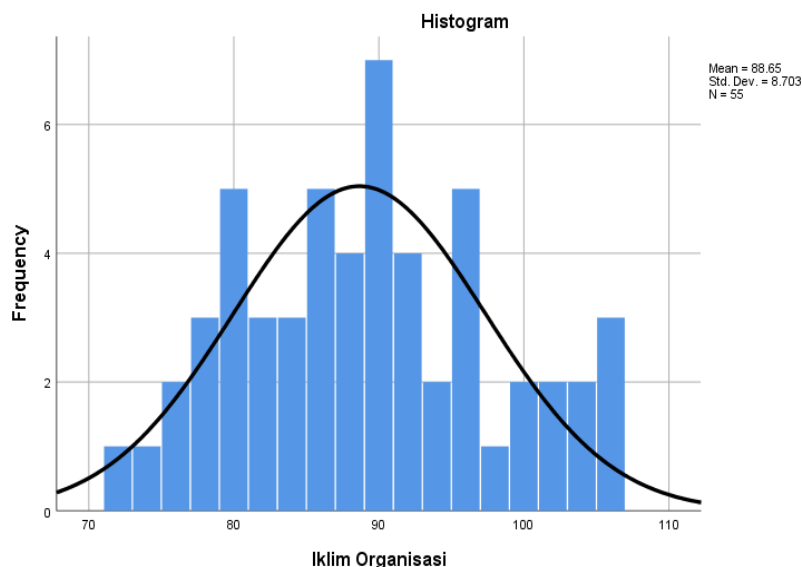
Figure 1. Histogram of Data Distribution for Organizational Climate Variablesi

Knowing the high or low tendency of organizational climate variables using determining the ideal mean (Mi) and ideal standard deviation (Sdi). The mean price (Mi) and standard deviation (SDi) are obtained using the following formula:

Table 3 Categories of Organizational Climate Variables

No	Interval Class	Frequency		Category
		Absolut (f)	Relatively (%)	
1	>102	5	9,09	Very high
2	84 - 102	33	60	Tall
3	66 - 83	17	30,91	Currently
4	48 - 65	0	0	Low
5	< 48	0	0	Very low
	Total N	55	100	

The table presented indicates that the organizational atmosphere at State Elementary Schools in the Kuripan District reflects a predominantly positive outlook. Specifically, 5 participants, representing 9.09%, provided responses that fell into the very high category, while a significant majority, 33 respondents or 60%, were categorized as high. Additionally, 17 participants, equating to 30.91%, were placed in the medium category, with none of the responses falling into the very low category. From these results and the accompanying table, it is evident that the organizational climate within the State Elementary Schools of Kuripan District, which served as the study's focus, predominantly ranks in the high category. This categorization is supported by the collective response scores ranging from 84 to 102, which places them in the high category based on the score interpretation from the questionnaire.

The provided text outlines that the document includes detailed statistics on respondent feedback across various indicators and sub-variables, characterized by average scores. This detailed statistical breakdown helps in understanding the specific aspects of the organizational climate at State Elementary Schools in Kuripan District. However, the actual averages for each indicator and sub-variable are not provided in your request. If you have specific data or further details you'd like to include or need assistance with, please provide them for a tailored paraphrasing or analysis.

Table 4. Average Subvariables and Indicators of Organizational Climate Variables

No	Sub Variables and Indicators	Average Indicator	Average Sub Variable
A	**Working Relationship (Affiliation)**		
1	Trust in fellow colleagues	3,18	
2	Willingness to provide mutual assistance,	3,14	3,13
3	Have many friends among coworkers	3,12	
4	Acceptance of colleagues	3,09	
B	**Freedom and Trust (Staff Freedom)**		
1	Freedom and confidence in carrying out tasks.	3,00	
2	Freedom to choose teaching methods or styles	3,18	3,15
3	Freedom to use textbooks and learning materials.	3,26	
C	**Policy Participation (Participatory Decision Making)**		
1	Involvement of teachers in policy making	2,89	
2	Ability to solve problems yourself	2,96	2,87
3	Active role in the organization	2,76	
D	**Ideas for Change (Innovation)**		
1	Openness to new ideas in teaching	2,81	
2	Readiness to accept curriculum changes	2,96	2,90
3	Experiment the teaching process	2,92	
E	**Resource Availability (Resource Adequacy)**		
1	Level of availability of teaching materials	3,00	
2	Level of availability of media and multimedia equipment.	2,81	2,90
F	**Interest (Professional Interest).**		
1	Interest in increasing teacher competency	2,62	
2	Interest in career development	2,65	2,63
	Overall Average		**2,93**

The organizational climate at Kuripan District Elementary School, with an overall average of 2.93 across six sub-variables, is relatively high, highlighting strengths in work relations and teacher freedom, where averages stand at 3.13 and 3.15 respectively. These dimensions reflect a supportive environment where teachers trust and assist each other, alongside enjoying autonomy in their teaching methods, which fosters creative freedom. However, areas such as participatory decision-making, innovation, resource adequacy, and professional interest, with scores ranging from 2.63 to 2.90, indicate a need for improvement. Enhancements in these areas could involve greater teacher involvement in policy-making, openness to new teaching approaches, and better resource and training opportunities to bolster teaching effectiveness and school infrastructure.

Significant focus is required on enhancing the school's organizational climate by addressing the lower scoring dimensions of policy participation, ideas for change, and resource availability. Efforts should aim at involving teachers more in decision-making processes, encouraging innovation in teaching, and ensuring adequate resources and materials are available for an enriched learning experience. Furthermore, addressing the lowest-scoring dimension of professional interest, at 2.63, is crucial. Strategies such as providing more professional development opportunities and encouraging active participation in school decision-making could enhance teacher engagement and competency, contributing to a more vibrant and effective educational environment.

The appraisal of teachers' professional competence in Kuripan District's elementary schools is conducted through principal evaluations using the Teacher Capability Assessment Application, as mandated by the State Minister for Administrative Reform and Bureaucratic Reform's regulation. This process underscores the ongoing efforts to quantify and improve teaching standards, aiming to uplift the overall educational quality and organizational climate within the schools.

Table 5. Descriptive Statistics of Teacher Professional Competency Variables

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

Based on the table above, the highest score obtained is 50 from the maximum score that can be achieved of (4 x 14) = 56 and the lowest score is 30 from the minimum score that can be achieved (1 x 14) = 14.

Based on the results of the calculations above, a table regarding frequency distribution can be created as follows:

Table 6. Frequency Distribution of Teacher Professional Competence Variables

No	Class Interval (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 then be drawn to provide a clearer picture regarding the concentration and distribution of teacher professional competency variable data, namely:
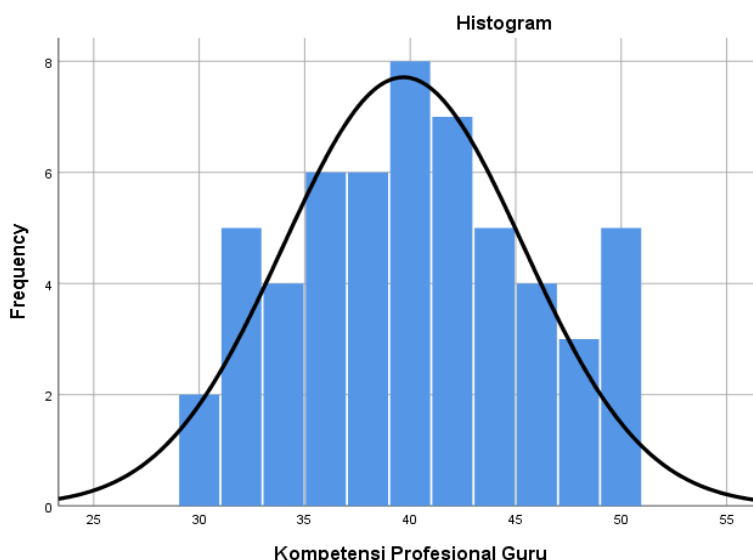
Figure 2. Histogram of Centering and Distribution of Teacher Professional Competence Variable Data

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

Table 7. Teacher Professional Competency Variable Categories

No	Interval Class	Frequency		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 as many as 5 respondents (9.09%), the professional

competence of teachers included in the high category is 21 respondents (38.18%), 24 respondents (43.64%) included teacher professional competence in the medium category and 5 respondents (9.09%) included teacher professional competence in the low category. 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 act as research

samples is only in the medium category, namely 24 respondents (43.64%).

An overview of the level of respondents' answers to each statement item submitted for each sub-variable and indicator can be seen through the average for each indicator and sub-variable. Below are presented the average respondents' answers to each indicator and sub-variable:

Table 9. Average of Subvariables and Indicators of Teacher Professional Competence Variables

No	Sub Variables and Indicators	Indicator Average	Average of Sub Variables
A	Learning Planning		
1	The teacher formulates learning objectives in the lesson plan in accordance with the curriculum/syllabus and pays attention to the characteristics of the students	3,40	3,02
2	Teachers arrange 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	Teachers start learning effectively	2,78	2,79
2	Teachers master the subject matter	2,73	
3	Teachers apply effective learning approaches/strategies	2,78	
4	Teachers utilize learning resources/media in learning	2,80	
5	Teachers trigger and/or maintain student involvement in learning	2,84	
6	Teachers use 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 students' learning progress and success	2,80	2,68
2	Teachers use various strategies and assessment methods to monitor students' progress and learning outcomes in achieving certain competencies as written in the RPP	2,60	
3	Teachers utilize various assessment results to provide feedback to students regarding progress and materials for preparing further learning plans	2,65	
	Overall Average		**2,83**

The average competency score of State Elementary School teachers in Kuripan District is 2.83, indicating moderate professional competence. The highest average is in the learning planning sub-variable at 3.02, reflecting teachers' ability to effectively plan lessons aligned with curriculum objectives and student characteristics. However, the selection of appropriate learning resources/media, indicated by the lowest score of 2.79, needs enhancement to improve material delivery. Additionally, the learning assessment sub-variable scored the lowest at 2.68, suggesting a need for better strategies and methods in monitoring and assessing student progress and utilizing assessment results for feedback and

future learning planning. This aligns with the professional competence values assessed by school principals on the APKG. For regression analysis, data normality is confirmed if the significance value (Asymp Sig 2-tailed) is greater than α (0.05), as per the analysis summary provided.

1) Normality Regression Model 1 (X1, X2, Z →Y)

The results of the model 1 normality test are the results of testing the level of normality of data on the principal's managerial activity variables (X1), academic supervision (X2) and organizational climate (Z) with teacher professional competency variable data (Y) as follows:

Table 10. Interpretation of Regression Model Normality Test Results 1

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		55
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.29686952
Most Extreme Differences	Absolute	.064
	Positive	.048
	Negative	-.064
Test Statistic		.064
Asymp. Sig. (2-tailed)		.200[c,d]

The table above shows that the significance of Kolmologorov-Smirnov (Asymp Sig 2-Tailed) for the principal managerial activity variables (X1), academic supervision (X2), organizational climate (Z) and teacher professional competence variable data (Y) is $0.200 > \alpha$ (0.05) so that the data distribution is normally distributed. The following graph is an illustration of the normality of the model 1:
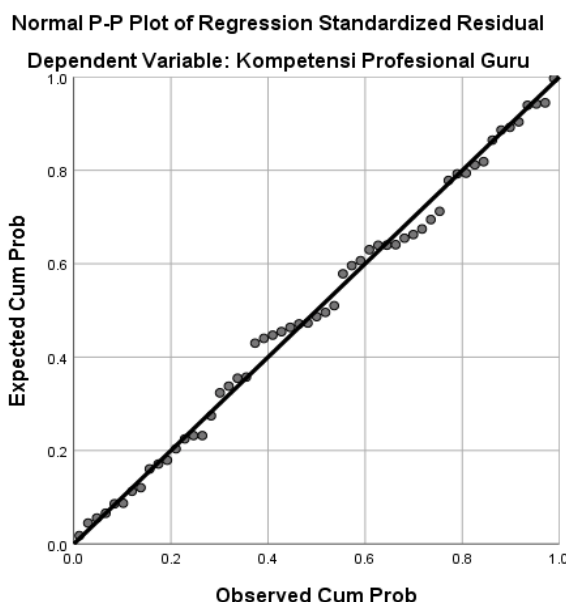

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Kompetensi Profesional Guru

Figure 3. Normality of Data X1, X2, Z →Y

The diagonal line in the graph above illustrates the condition of normally distributed data. The points around the line are the condition of the data tested. It can be seen that the points are very close to the line or attached to the line, so it can be concluded that the data is normally distributed.

1) Normality of Regression Models 2 (X_1, $X_2 \rightarrow Z$)

The results of the normality test for model 2 are the results of testing the normality of the data for the principal's managerial activity variables (X1), academic supervision (X2) and organizational climate (Z) as follows:

Table 11. Interpretation of Regression Model Normality Test Results 2

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		55
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.67152478
Most Extreme Differences	Absolute	.100
	Positive	.100
	Negative	-.043
Test Statistic		.100
Asymp. Sig. (2-tailed)		.200[c,d]

The table above shows that the significance of Kolmologorov-Smirnov (Asymp Sig 2-Tailed) for the principal managerial activity variables (X1), academic supervision (X2) and organizational climate (Z) is $0.200 > \alpha$ (0.05) so that the data distribution does not deviate from the normal curve or it can be stated that the data is normally distributed. The following graph is an illustration of the normality of the model 2:
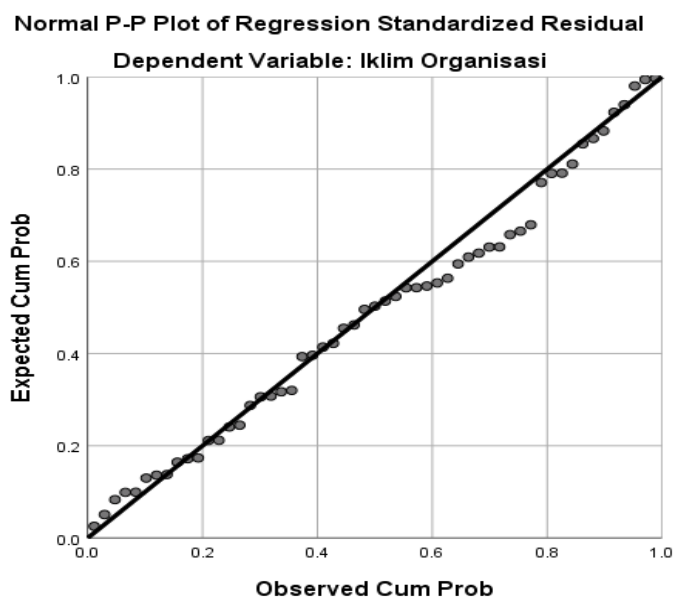
Figure 4. Data Normality X1, X2→ Z

The diagonal line in the graph above illustrates the condition of normally distributed data. The points around the line are the condition of the data tested. It can be seen that the points are very close to the line or attached to the line, so it can be concluded that the data is normally distributed.

a. Linearity Test Results

The test aims to determine if there's a linear relationship between the independent variable (X) and the dependent variable (Y) by utilizing the F test. Linearity is confirmed if the Deviation from Linearity (DfL) in the ANOVA table's Sig column, specifically in the Linearity row, is greater than 0.05 for a 5% significance level. A value below 0.05 indicates linearity, thus fulfilling the linearity criteria. The outcomes of this test are as follows:

Table 12. Linearity Test Results for Research Variables

Model Linear	Variable	Significance Value		Taraf Sig	Ket
		Linearty	Df.L		
X₁, X₂, Z → Y	Principal Managerial	0,000	0,433	0,05	Linear
	Academic Supervision	0,000	0,539	0,05	Linear
	Organizational Climate	0,000	0,568	0,05	Linear
X₁, X₂ → Z	Principal Managerial	0,000	0,538	0,05	Linear
	Academic Supervision	0,001	0,846	0,05	Linear

The linearity test conducted via the SPSS program, as reported in the ANOVA table from the Compare Means test output, indicates that for both model 1 and model 2—comprising variables of principal managerial activities (X1), academic supervision (X2), and organizational climate (Z) against teacher professional competency variables (Y)—the data shows deviations from linearity (DfL) greater than 0.05 with significance values less than 0.05. This suggests that the data for both models align with linear functions.

b. Multicollinearity Test Results

The multicollinearity test aims to test whether the regression model found any correlation between the independent variables. A good regression model should have no correlation between independent variables. In this study, to detect the presence or absence of multicollinearity in the regression model, the Tolerance and Variance Inflation Factor (VIF) values were used. If the Tolerance value is > 0.10, and the VIF value is < 10, it can be concluded that the regression model does not have multicollinearity. The results

of the multicollinearity test for all research models are explained as follows.

Table 13. Multicollinearity Test Results for Research Variables

Model Linear	Variable	Calculate Value		Ket
		Tolerance	*VIF*	
$X_1, X_2, Z \rightarrow Y$	Principal Managerial	0,721	1,387	Non Multikolonieritas
	Academic Supervision	0,754	1,326	Non Multikolonieritas
	Organizational Climate	0,588	1,702	Non Multikolonieritas
$X1, X_2 \rightarrow Z$	Principal Managerial	0,925	1,081	Non Multikolonieritas
	Academic Supervision	0,925	1,081	Non Multikolonieritas

Based on the multicollinearity test via the SPSS program with the Tolerance and Variance Inflation Factor (VIF) values in the Colinearity Statistics section contained in the Cofficients table according to the output of the multiple regression test results according to the linear model written in the table above, it can be seen that in model 1 the managerial activity variables are visible. principal (X1), academic supervision (X2) and organizational climate (Z) with teacher professional competency variable data (Y) producing a tolerance value > 0.10 and a VIF value < 10, so it can be concluded that the regression model does not have multicollinearity. The multicollinearity test in model 2 shows that the principal's managerial activity variables (X1), academic supervision (X2) and organizational climate (Z) produce a tolerance value > 0.10, and a VIF value < 10, so it can be concluded that the regression model does not have multicollinearity, so it can be concluded It was concluded that the data was non-multicollinearity in the regression model.

1. Inferential Hypothesis Test Results

The analysis test results consist of linear regression test results, t test results (partial) and coefficient of determination (R2). In this section, each regression model for each research model will be discussed.

a. Model Regression Test Results 1 (X1, X2, Z → Y)

Model 1 regression testing tested the direct relationship between principal managerial activity variables (X1), academic supervision (X2) and organizational climate (Z) with teacher professional competency variable data (Y) carried out using multiple regression analysis. The results of the multiple linear regression test consist of the results of the t test (partial), simultaneous test (F-test) and coefficient of determination (R2). Model 1 regression test results can be seen in the following table:

Table 14. Summary of Structural Regression Analysis Test Results 1

Model	Unstandardized Coefficients		Stand.Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	19.959	6.130		3.256	.002
Managerial Activities	.223	.060	.352	3.686	.001
Academic Supervision	.178	.050	.335	3.587	.001
Organizational Climate	.226	.069	.346	3.268	.002

Based on the calculation of the structure 1 hypothesis test which produces data as shown above, it can be determined:

1) Regression Line Equation

Based on table 4.26 above, it shows a constant value (a) of 19,959, which means that if there was no relationship between the principal's managerial activity variables (X1), academic supervision (X2) and organizational climate (Z), then the teacher's professional competency value would have consistent value of 19,959.

The relationship between the principal managerial activity variables (X1), academic supervision (X2) and organizational climate (Z) with the teacher professional competency variable (Y) in the Kuripan District Public

Elementary School can be seen from the structure of the multiple regression line equation in model 1. It can be expressed in the equation as follows:

$$Y = 19.959 + 0{,}352X_1 + 0{,}335X_2 + 0{,}346Z + 0{,}580$$

Based on the multiple regression equation above, it can be seen that:

a) The relationship between the principal's managerial activity variable and the teacher's professional competence is 0.352, proven by the regression equation which states that if the principal's managerial activity variable increases by 1 point, the teacher's professional competence will increase by 0.352 points. The regression coefficient value is positive, so the coefficient relationship has a positive direction, which

means that the higher the managerial activities of the school principal can increase the teacher's professional competence.

b) The relationship between the academic supervision variable and teacher professional competence is 0.335, proven by the regression equation which states that if the academic supervision variable increases by 1 point, the teacher's professional competence will increase by 0.335 points. The regression coefficient value is positive, so the coefficient relationship has a positive direction, which means that higher academic supervision can increase teacher professional competence

c) The relationship between organizational climate and teacher professional competence is 0.346, proven by the regression equation which states that if the organizational climate variable increases by 1 point, teacher professional competence will increase by 0.346 points. The regression coefficient value is positive, so the coefficient relationship has a positive direction, which means that a higher organizational climate can increase teacher professional competence.

1) Significance Test (Uji t)

Significance testing The t test is used to test the relationship between the independent variable and the dependent variable partially or individually. The criteria used is if the Sig value. < 0.05 then the relationship that occurs is a direct relationship, conversely if the Sig. > 0.05, then there is no direct relationship. Apart from that, judging from the significance if Tcount > Ttable then the relationship that occurs is a direct relationship.

The t-test results for each variable, based on table 4.26 above, are as follows:

1. The t-test of the variable principal's managerial activities and teacher's professional competence has a significance value (Sig.) of 0.001 < 0.05 and a Tcount value of 3.686 > 1.673 (Ttable) meaning that there is a direct relationship between the principal's managerial activities and teacher's professional competence. According to the hypothesis, it is stated that Ho is rejected.

2. T-test for the variables of academic supervision and teacher professional competence, the significance value (Sig.) is 0.001 < 0.05 and the T value is 3.587 > 1.673 (Ttable) meaning that there is a direct relationship between academic supervision and teacher professional competence, according to the hypothesis it is stated Ho rejected.

3. The t-test of the variables of organizational climate and teacher professional competence has a significance value (Sig.) of 0.002 < 0.05 and a T value of 3.268 > 1.673 (Ttable) meaning that there is a direct relationship between organizational climate and teacher professional competence, according to the hypothesis it is stated Ho was rejected.

2) Simultaneous Test (Uji-F)

Simultaneous test (F-test) to determine the extent of the relationship between the principal's managerial activity variables (X1), academic supervision (X2) and organizational climate (Z) with teacher professional competence (Y) together (simultaneously). The F-test results for model 1 using can be seen in the Anova table below:

Table 15. Summary of Simultaneous Test Results (F-test) Model 1

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1161.164	3	387.055	33.631	.000[b]
	Residual	586.945	51	11.509		
	Total	1748.109	54			

Based on the SPSS Anova output of the research results, a relationship significance value of 0.000 < 0.05 was obtained and an Fcount value of 33,631 > 2.77 (Ftable). According to the basis of the F-Test decision making, there is a direct relationship between the principal's managerial activity variables, academic supervision and organizational climate simultaneously (simultaneously) with the teacher's professional competence. Thus it can be concluded that Ho is rejected.

3) Coefficient of Determination

The coefficient of determination aims to find out how big the relationship between all independent variables and the dependent variable is. The results of data calculations on the magnitude of the correlation coefficient or coefficient of determination are known in the following table:

Table 16. Model Determination Test Results 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.815[a]	.664	.644	3.392

Based on the results of data analysis, it can be seen that the R Square coefficient value is 0.664, meaning that 66.4% of changes in the teacher professional competency variable are explained by the managerial activity variables of the principal, academic supervision and organizational climate, while the remaining 100% - 66.4% = 33.6 % explained by other variables outside regression model 1.

The next stage is to calculate each coefficient of determination partially by calculating the Effective Contribution (SE) and Relative Contribution (SR) with the following steps:

a) Make a summary of the correlation table and model regression table 1.

Table 17. Variable Correlation and Regression Results

Variable	Standardized Coefficients Beta	Pearson Correlation (rxy)	R Square
Principal Managerial Activities	0,352	0,626	
Academic Supervision	0,335	0,603	0,664
Organizational Climate	0,346	0,698	

b) Calculate the Effective Contribution (SE) of each variable.

Based on the table above, you can calculate the effective contribution (SE) using the

The relative contribution is based on these 3 variables related to teacher professional competence (Y), the determination of the principal's managerial activities (X1) is 33.2%, academic supervision is 30.4% and organizational climate is 36.4% so that the total relative contribution is 100%.

b. Structural Regression Test Results 2 (X1, X2, →Z)

Structural regression testing 2 tests the direct relationship between principal managerial activity variables, academic supervision and organizational climate variables among Kuripan District Public Elementary School teachers. The results of the model 2 regression test can be seen in the following table:

Table 18. Summary of Model Regression Analysis Test Results 2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.436	12.044		1.448	.154
	Managerial Activities	.411	.107	.424	3.838	.000
	Academic Supervision	.308	.090	.380	3.438	.001

Based on the calculation of the hypothesis test, structure 2 which produces data as shown above can be determined:

1) Regression Line Equation.

Based on the table above, it shows a constant value (a) of 17.436, which means that if there was no relationship between the principal's managerial activities and academic supervision, then the organizational climate variable would have a consistent value of 17.436..

The equation of the multiple regression line in structure 2 can be expressed in the following equation:

$$Z= 17.436 + 0{,}424X_1 + 0{,}380X_2 + 0{,}767$$

Based on the multiple regression equation above, it can be seen that:

a) The relationship between the principal's managerial activity variable and organizational climate is 0.424, as evidenced by the regression equation which states that if the principal's managerial activity variable increases by 1 point, the organizational climate will increase by 0.424 points. The regression coefficient value is positive, so the coefficient relationship has a positive direction, which means that the higher the managerial activities of the school principal can improve the organizational climate.

b) The relationship between academic supervision variables and organizational climate is 0.380, proven by the regression equation that if the academic supervision variable increases by 1 point, the organizational climate will increase by 0.380 points. The regression coefficient value is positive, so the coefficient relationship has a positive direction, which means that higher academic supervision can improve the organizational climate.

2) Significance Test (Uji t)

Significance testing The t test is used to partially test the closeness of the relationship between variable X and

variable Y. The t-test looks at the significance value (Sig) obtained from data processing with the SPSS program. The criteria used is if the Sig value. < 0.05 then the relationship that occurs is a direct relationship, conversely if the Sig. > 0.05, then there is no direct relationship. Apart from that, judging from the significance if Tcount > Ttable then the relationship that occurs is direct. The t-test results for each variable are as follows:

1. The t-test of the principal's managerial activities and organizational climate variables has a significance value (Sig.) of 0.000 < 0.05 and a T-count value of 3.838 > 1.673 (Ttable) meaning that there is a direct relationship between the principal's managerial activities and organizational climate. According to the hypothesis, it is stated that Ho is rejected.

2. The t-test of academic supervision and organizational climate variables has a significance value (Sig.) of 0.001 < 0.05 and a T value of 3.438 > 1.673 (Ttable) meaning that there is a direct relationship between academic supervision and organizational climate, according to the hypothesis, it is stated that Ho is rejected.

3) Simultaneous Test (F-Test)

This simultaneous test aims to determine the relationship of all independent variables contained in the model together (simultaneously) with the dependent variable. The F-test results for model 2 using can be seen in the Anova table below:

Table 18. Simultaneous Test Results (F-test) Model 2

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1686.937	2	843.469	18.249	.000[b]
	Residual	2403.499	52	46.221		
	Total	4090.436	54			

Based on the SPSS Anova output of the research results, a relationship significance value of 0.000 <0.05 was obtained, so Ho was rejected and H1 was accepted. This can also be seen from the Fcount value of 18,249 > 3.16 (Ftable). According to the basis of F-Test decision making, there is a simultaneous relationship between principal managerial activity variables and academic supervision and organizational climate in Kuripan District Public Elementary Schools..

3) Koefisien Determinasi

The results of data calculations on the magnitude of the coefficient of determination are known in the following table:

Table 19. Model Determination Test Results 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642[a]	.412	.390	6.799

Based on the results of data analysis, it can be seen that the R Square coefficient value is 0.412, meaning that 41.2% of the changes in the organizational climate variable are explained by the variables of the principal's managerial activities and academic supervision, while the remaining 100% - 41.5% = 58.8% is explained by the variables other than structural regression 2.

The next stage is to calculate the coefficient of determination by calculating the Effective Contribution (SE) and Relative Contribution (SR):

Make a summary of the correlation table and model regression table 1

Table 20. Variable Correlation and Regression Results

Variable	Standardized Coefficients Beta	Pearson Correlation (rxy)	R Square
Principal Managerial Activities	0,424	0,528	0,412
Academic Supervision	0,380	0,496	

The table presents statistical data indicating the relationship between two variables—Principal Managerial Activities and Academic Supervision—and their respective influences on an undisclosed dependent variable. The Standardized Coefficients Beta for Principal Managerial Activities is 0.424, suggesting a moderate positive influence on the dependent variable. Academic Supervision has a slightly lower Standardized Coefficient Beta of 0.380, indicating a positive but less strong impact than Principal Managerial Activities.

The Pearson Correlation values, which measure the strength and direction of the linear relationship between the

independent variables and the dependent variable, are 0.528 for Principal Managerial Activities and 0.496 for Academic Supervision. Both correlations are positive, implying that as the principal's managerial activities or the academic supervision increases, so does the dependent variable, to a moderate extent.

The R Square value for the model is 0.412, which means that approximately 41.2% of the variance in the dependent variable can be explained by the independent variables included in the model. This suggests that while Principal Managerial Activities and Academic Supervision are important factors, there are other variables not included in the model that also affect the dependent variable.

DISCUSSION

Based on the conducted research, the findings reveal a connection between the managerial activities of school principals, academic supervision, and the organizational climate, and the professional competence of state elementary school teachers in Kuripan District, Barito Kuala Regency. The organizational climate of State Elementary Schools in Kuripan District, which were part of the research sample, is predominantly positive, with 60% of the responses categorizing it as high. This indicates a substantial room for improvement to attain an ideal organizational climate in these schools. The high affiliation dimension within the organizational climate suggests a culture of mutual trust and support among teachers, alongside a perception of freedom in their professional duties, which is crucial for fostering innovation and teacher autonomy.

Research indicates that a strong emotional attachment between employees and the organization correlates positively with job satisfaction and the motivation to contribute positively to the organization. Furthermore, a high level of teacher autonomy is significantly associated with job satisfaction and organizational performance, emphasizing the importance of teacher freedom in improving learning quality and teacher performance. However, aspects such as participatory decision-making and resource availability need enhancement to ideally support the organizational climate in Kuripan District Public Elementary Schools.

The professional competence of teachers, as assessed through the Teacher Capability Assessment Application (APKG), reflects a moderate level of professional competence among the state elementary school teachers in Kuripan District. This suggests a need for improvement in areas like learning planning, the implementation of active and effective learning activities, and learning assessment. Professional teachers are those who deeply understand their students and can design effective learning experiences based on educational foundations and learning theories.

The study further establishes a significant relationship between the principal's managerial activities and the organizational climate in Kuripan District Elementary Schools, highlighting the principal's role in mobilizing teachers and fostering a collaborative environment for achieving common goals. Effective managerial activities by school principals are shown to positively influence the organizational climate, leading to a more conducive work environment for teachers and, subsequently, improved teaching and learning outcomes.

Academic supervision is found to have a significant relationship with teacher professional competence, indicating that better academic supervision leads to enhanced teacher professional competence. This supervision includes classroom observations and evaluations aimed at developing the teaching process and ultimately improving the quality of learning. Effective academic supervision is crucial for providing teachers with the feedback and support needed to foster their professional development and improve the learning experience for students.

In conclusion, the organizational climate and teacher professional competence in Kuripan District Public Elementary Schools are significantly influenced by the managerial activities of school principals and the quality of academic supervision. Improvements in participatory decision-making, resource availability, and professional interest are necessary for creating an ideal organizational climate. Additionally, enhancing the professional competence of teachers through effective academic supervision and professional development opportunities is essential for achieving educational goals and improving student outcomes. This research underscores the importance of strong leadership and supportive supervision in enhancing the educational environment and teacher performance in public elementary schools.

CONCLUSION

The findings of this research provide significant insights into the educational dynamics within Kuripan District's Public Elementary Schools. Initially, the study reveals a high level of managerial activities by principals, along with a robust academic supervision and a positive organizational climate, indicating a conducive environment for educational excellence. However, it's noteworthy that the professional competence of teachers falls into the medium category, suggesting room for improvement in this critical area.

Further analysis uncovers intricate relationships that underpin the educational ecosystem in Kuripan District. A direct correlation between the principal's managerial activities and the organizational climate suggests that effective management by school leaders directly contributes to creating a positive and supportive environment for both teachers and students. This positive climate is essential for

fostering an environment conducive to learning and professional development.

Moreover, the study highlights the crucial role of academic supervision in enhancing teacher competence. The direct relationship between academic supervision and teacher professionalism indicates that regular and constructive feedback is vital for teacher growth and development. This supervision not only helps in identifying areas for improvement but also in acknowledging and reinforcing effective teaching practices.

Additionally, the interplay between academic supervision and the organizational climate underscores the importance of a supportive environment in facilitating effective supervision. A positive climate fosters openness and trust, enabling more meaningful and productive interactions between supervisors and teachers.

SUGGESTION

Based on the research findings, it's recommended that school principals enhance their relational and networking skills to foster stronger connections with teachers. This involves understanding key factors that contribute to their likability, possessing effective communication skills, and actively involving teachers in policy-making to avoid policies that might overburden or negatively affect teachers' well-being. Additionally, principals should follow up on academic supervision outcomes to boost its effectiveness and the teachers' professional growth in the learning process. This requires a systematic approach to identify and fully comprehend the challenges and strengths teachers encounter, enabling principals to offer the necessary support and guidance to elevate the quality of education.

Moreover, principals should work on cultivating a school environment that promotes teacher professionalism by providing opportunities for professional development and involving teachers in decision-making processes. On the other hand, teachers are encouraged to take greater responsibility in their roles, including the development of learning materials and the continuous assessment of their performance to enhance their professional capabilities. This includes mastering the content, structure, concepts, and scientific thinking relevant to their subjects and engaging in reflective practices to foster professional growth. Future research should delve deeper into teacher professional competence, exploring additional variables to uncover new insights and factors that influence the enhancement of teacher professionalism.

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