Relationship Between Managerial Skills and Morale With Teacher Performance: A Regression Analysis

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Abstract: This study aims to describe the relationship between managerial skills and work morale with teacher performance in Senior High School (SMA) Batu City, East Java, Indonesia. This research uses a quantitative approach with a descriptive correlational research model. The instrument used in this study was a questionnaire. The subjects who became the population in this study were teachers. The results of this study indicate that managerial skills and morale are in the medium category, while teacher performance is in the high category. There is a positive relationship between managerial skills and morale with teacher performance.

Keywords: managerial skills, morale, teacher performance

1. INTRODUCTION

School achievement in order to improve the quality of education is important. To be able to improve the quality of good education, especially in educational institutions or schools, it can be realized through good management or management activities by the leadership of the institution. Management is an effort to plan or conceptualize, organize, lead, and control organizational members as well as use all other organizational resources in order to achieve an organizational goal (Siswanto, 2005). Then the one who holds a management role in this educational institution is a school principal. As a manager, the principal has a big responsibility in managing his school.

The success of the principal in managing his school will not be separated from the ability of the principal as a leader in carrying out his roles and functions. Judging from its role in managing the workforce and teachers in schools, managerial skills will certainly be inherent in a school principal. Managerial skills, namely skills in completing tasks in managerial activities and can be interpreted as a skill in a person to carry out various kinds of activities effectively consisting of conceptual skills, technical skills and human skills.

In an educational institution, it is not only the principal who plays an important role, the teacher is also as important as the principal. The essence of educational activities is learning and teaching which requires the role of a teacher. Improving the quality of education depends on many things, especially the quality of the teacher. Morale when viewed from the point of view of educational administration is a disposition for people in a joint effort to do something or act (Purwanto, 2005). Acting productively with the aims and objectives of an organization or educational effort.

Performance, that is, the output drives from processes, human or otherwise (Sedamaryanti, 2009). From this understanding it can be interpreted that performance is the output of a process. Performance is an achievement or work result that can be seen in terms of quality and quantity achieved by labor or human resources in a certain period of time in carrying out tasks and responsibilities at work (Mangkunegara, 2006). The purpose of this study was to determine the relationship between managerial skills and morale with teacher performance.

2. METHOD

This study uses a quantitative approach with a descriptive-correlational research model to obtain an overview of the relationship between managerial skills and morale with teacher performance. The population in this study were public high school teachers in Batu City, East Java, Indonesia. The schools studied were three schools. The sampling technique used was proportional random sampling technique. The sample in this study were 114 teachers. The research instrument used in this study was a questionnaire. Researchers use a questionnaire generally used as a survey research instrument or research that uses a quantitative approach.

Analysis of the data used in this study, namely: (1) descriptive analysis, used to describe each research variable consisting of managerial skills, morale and teacher performance; (2) data analysis test consisting of normality test, multicollinearity test, heteroskedasticity test; and (3) hypothesis testing used to determine the relationship between variables.

3. RESULTS

Based on the results of descriptive analysis, it can be seen that managerial skills are included in the moderate category as listed in Table 1. Based on table 1 with 114 respondents, the results obtained are 18 respondents with a percentage of 16% stating that managerial skills are in the low category. Then as many as 53 respondents with a percentage of 46% stated that managerial skills were in the medium category. The remaining 43 respondents with a percentage of 38%. Based on this statement, it can be concluded that the managerial skills of teachers are in the medium category with a percentage of 46%.

Table 1 Description of the Frequency of Managerial Skills Variables

Category	Interval	Frequency	Percentage (%)
Low	151 - 159	18	16
Moderate	160 - 168	53	46
High	169 - 177	43	38
Total		114	100

Based on the results of descriptive analysis, it can be seen that the level of morale is included in the moderate category as listed in Table 2. Based on table 2 with 114 respondents, 9 respondents with a percentage of 8% stated that morale is in the low category. Then as many as 59 respondents with a percentage of 52% stated that morale in the medium category. The remaining 46 respondents with a percentage of 40%. Based on this statement, it can be concluded that teacher morale is in the medium category with a percentage of 52%.

Table 2 Description of Variable Frequency of Morale

Category	Interval	Frequency	Percentage (%)
Low	79 - 84	9	8
Moderate	85 - 90	59	52
High	91 - 96	46	40
Total		114	100

Based on the results of descriptive analysis, it can be seen that the level of teacher performance is included in the high category as listed in Table 3. Based on Table 3 with the number of respondents as many as 114, the results obtained are 7 respondents with a percentage of 6% stating that the teacher's performance is in the low category. Then as many as 40 respondents with a percentage of 35% stated that the teacher's performance was in the medium category. The remaining 67 respondents with a percentage of 59%. Based on this statement, it can be concluded that the teacher's performance is in the high category with a percentage of 59%.

Table 3 Description of the Frequency of Teacher Performance Variables

Category	Interval	Frequency	Percentage (%)
Low	80 - 84	7	6
Moderate	85 - 89	40	35
High	90 - 94	67	59
Total		114	100

The results of the correlation analysis between the variables X1 and Y obtained a significance value of 0.000 and a Pearson Correlation value of 0.490. Then the value is smaller than 0.05 or (0.000 < 0.05) so from these results H0 is rejected and H1 is accepted, so it can be concluded that there is a relationship between principal managerial skills and teacher performance, and the two variables have a positive relationship because the value of the Pearson Correlation is positive. The results of the second correlation analysis between X2 and Y obtained a significance value of 0.000 and a Pearson Correlation value of 0.559.

Then the value is smaller than 0.05 or (0.000 <0.05) so from these results H0 is rejected and H1 is accepted, so it can be concluded that there is a relationship between morale and teacher performance, and the two variables have a positive relationship because the value of the Pearson Correlation is positive. The results of the third correlation analysis, namely between X1 and X2 with Y obtained a significance value of 0.000 and a Pearson Correlation value of 0.559. Then the value is smaller than 0.05 or (0.000 < 0.05) so from these results H0 is rejected and H1 is accepted, so it can be concluded that there is a relationship between managerial skills and morale with teacher performance, and the three variables have a relationship. which is positive because the Pearson Correlation value is positive.

4. DISCUSSION

Based on the results of the analysis previously described, the application of the principal managerial skills was good. This can be proven by the results of the teacher's assessment which showed that the principal managerial skills were at a moderate level with a percentage of 46%. This can indicate that the skills of the principal which include conceptual skills, technical skills, and human skills have been applied well. Managerial skills are the skills to move other people to work well. Managerial skills are also skills in carrying out and completing tasks.

Managerial skills are the ability to mobilize other people to utilize existing resources in achieving organizational goals effectively and efficiently. The measure of how efficient and efficient a manager is how well he sets a plan in achieving adequate goals, the ability to lead effectively is the key to organizational success. Principals as managers in the formal education pathway are required to have management skills in carrying out their duties and responsibilities in order to be able to achieve the objectives of the overall teaching and learning process.

The role of the school principal is that it is part of the education staff, the principal has a strategic position (Imron, 2015). As a manager in the school, the principal has the responsibility to utilize all school resources to achieve goals, especially educator resources. Through managerial skills, school principals can create school identities, and improving the quality of teachers who are

not yet professional is one of the obstacles in the application of managerial skills (Saputra, 2018). The relationship with this explanation is the role of the principal in applying managerial skills, which is related to teacher performance.

In the descriptive analysis results that have been described about teacher morale measured using a questionnaire, it can be concluded that teacher morale is in the medium category, namely with a percentage of 52%, with a high category of 40% and a low category of 8%. From these data it can be seen that the teacher has good morale. In connection with work spirit, work spirit is the ability and willingness of individuals and groups of people to collaborate actively, diligently, and discipline with a full sense of responsibility along with volunteerism and willingness to realize an organizational goal (Murdani, 2012). Employee morale, namely the mental attitude of each individual and also the group that shows seriousness in doing a job so as to encourage work better (Hendri, 2010). Teachers with high morale or morale will be enthusiastic, full of passion, full of initiative, full of joy, calm, conscientious, like to cooperate with others, resilient, steadfast and never come late (Bafadal, 2003).

Based on the results of the descriptive analysis that has been carried out, it is illustrated that the teacher's performance is in the very good category. With 67 respondents with a percentage of 59% at the high category level. The level of teacher performance is closely related to the success of education. The success of education, which is primarily a factor of teachers as professional educators. One thing that should be considered is how to improve teacher performance while still trying to pay attention to the factors that influence the formation of this good performance. Performance itself is defined as a work result that has a strong relationship with an organization's strategic goals, customer satisfaction, and contributes to the economy.

Performance is about doing work and the results achieved from that work (Hamali, 2016). Aspects that reflect teacher performance which include the preparation of learning programs, implementation of learning, and implementation of evaluation in general have certainly been implemented properly by the teacher. The teacher has compiled a lesson plan: (1) analyzing the subject matter; (2) carry out the learning process according to plan; (3) managing the class; (4) build educational relationships with students; (5) formulating, selecting, and using appropriate evaluation techniques; (6) carry out daily, weekly, monthly, quarterly and semester evaluations; (7) preparing and filling out a list of student learning scores; (8) submitting examination results to students for discussion; and (9) providing individual guidance to weak students.

Based on the results of the multiple linear regression test, which aims to determine whether there is a relationship between two or more independent variables and the dependent variable. In order to find out whether there is a significant relationship between managerial skills and teacher performance, the t test can be done, the t test is used to partially determine the role of the independent variable on the dependent variable. Each independent variable obtains a significance value of 0.000, it can be stated that there is a significant relationship between the independent variable (X) and the dependent variable (Y). If you look at the results of the t test, it is obtained that the t-count value of the managerial skills variable is 2.594. When compared with the t-table value of 1.981, the t-count value is greater than the t-table value. So, it can be stated that there is a relationship between the managerial skills variable (X1) and the teacher performance variable (Y). The relationship between these two variables has a strong and positive relationship because the Pearson Correlation value is positive.

Furthermore, the analysis of the calculation of the work morale variable (X2) of 0,000 results when compared with a value of 0.05, the significance value of 0.000 is smaller than the value of 0.05 or (0.000 <0.05). So it can be stated that there is a relationship between morale (X2) and teacher performance (Y). Morale has a considerable influence on employee productivity, in this case it means that teacher performance can increase (Nitisemito, 2002). With the increased enthusiasm and passion for work, work will be completed more quickly and all the bad effects of decreased morale such as attendance and will subsequently be minimized and further increase morale and work enthusiasm which means it is hoped that performance will increase.

Based on the results of hypothesis testing to test whether there is a relationship between the variable managerial skills and morale with the performance of the teacher, it can be concluded that there is a significant and positive relationship between the three variables. In schools, it is not only teachers who are the focal point of educational success, but there are several other parties who participate in determining the success of education. The principal is a determinant of the success of education through his managerial skills, namely how the principal determines plans, implements, and supervises, in this case teacher performance is also one of the focuses that must be endeavored to improve its quality. The principal is also a motivator for teachers so that teachers have an encouragement to increase good performance in schools in terms of teaching and other additional tasks. The principal must be able to mobilize teachers in order to develop their maximum performance through the three aspects of managerial skills, namely conceptual skills, technical skills and human skills.

5. CONCLUSION

Based on the results of the analysis and discussion obtained and presented in this study, it can be concluded that there is a significant relationship between managerial skills and teacher performance. Both of these variables

have a strong and positive relationship because the Pearson Correlation value is positive. So, the higher the managerial skills will have an impact on teacher performance. There is a significant relationship between the morale variable and teacher performance.

Both of these variables have a strong and positive relationship because the Pearson Correlation value is positive. If, the higher the morale of the teacher, the higher the teacher's performance. There is a significant relationship between the variable managerial skills and teacher morale with teacher performance, the relationship between these variables is in the strong category. The improvement of managerial skills and morale together can encourage maximum teacher performance.

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