

Correlation between Teacher Performance with Managerial Skills of Head of School, Training, Motivation of Work, and Organization Climate in Private Education Institution

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ABSTRACT

Teachers are an integral part of educational resources that determine the success of education, influence decision-making by participating in planning, developing, monitoring, and improving teaching programs within the school. Teachers have a central and strategic role in improving the quality of education. Thus, the effectiveness of schools is determined more by teacher performance as the dominant and decisive factor in school education. Teacher performance dimension in practice is influenced by various factors, namely organizational climate, principal managerial skills, training and work motivation. In the context of the study focused on how the description and relationship of principal managerial skills, teacher training activities, teacher work motivation, organizational climate, and teacher performance in private educational institutions. This research has descriptive-correlational research design with analysis method using path-analysis. As for testing the reliability of the instrument using Alpha Cronbach formula and for data analysis using a). Descriptive analysis; and b). Path analysis. The result is a relationship of principal managerial skills, teacher training activities, teacher work motivation, organizational climate, and teacher performance in private educational institutions.

Keywords: Performance, managerial, teacher

1. INTRODUCTION

Teachers in Indonesia are an integral part of educational resources that determine the success of education, and even have an influence in decision-making by participating in planning, developing, monitoring, and improving the teaching program within the school (Nurkolis, 2003; Surya, 2004). It is not surprising that some believe that education reform will fail in the middle of the road before any change initiative does not touch the teacher's role as the spearhead of renewal (Koesoema, 2009). It is this positioning that leads to the conclusion that teachers are key to the process of improving the quality of education and they are at the center of every educational reform effort directed at qualitative changes.

However, the reality of field education shows that teacher quality is very diverse. Various studies indicate an unprofessional teacher performance, one of which states that the level of mastery of teaching materials and skills in using innovative teaching methods is lacking. Judging from the level of education, about 20% of high school teachers and vocational schools are still less educated than those required (Jalal & Supriadi, 2001). There is also conclude that the level of performance of teachers still pay attention mainly to the components of the assessment of student learning outcomes and components of learning strategies (Yusrizal, et al., 2011). In view of the diffraction between certified and uncertified junior and senior high school teachers, the professional performance of teachers has not shown any difference (Suarman & Syahza, 2012). There is also concluded that in the dimension of learning community the teachers have not fully developed themselves as part of the learning community so that this affects the development of the institution itself (Asyari & Latip, 2013).

The formulation of the problem in this research is to know how the description and relationship of principal managerial skill, teacher training activity, teacher work motivation, organizational climate, and teacher performance in private educational institution. With such a focus, it is expected that the findings of this research can be used as information and inputs for the related parties in the field of education in order to improve the performance of teachers as an effort to improve the quality of human resources. This increase of human resources which in turn will also have an impact on improving student achievement

2. THEORITICAL REVIEW

It is this teacher performance position that needs to be viewed comprehensively with an integrated and massive rating system in school management. Because the assessment of teacher performance is very useful in making decisions about human resources, for example to improve teachers' teaching skills, which will ultimately improve the process and student learning outcomes. Assessment of teacher performance can be done through the assessment of teaching and learning activities, which is the main task of a teacher (Oliva, 1984). With this performance appraisal, organizational leaders can to make objective decisions on various aspects such as compensation, promotion, additional training needs, or even for termination of employment (Boone & Kurtz, 2007).

In assessing the performance of teachers it is necessary to have a comprehensive assessment, because the performance of independent teachers who are separated from other domains. Some think that teachers' performance is strongly influenced by the competence of teachers concerned (Mulyana, 2010), but when viewed thoroughly the performance of teachers is determined by many factors, one of which is the principal factor. Bath's opinion referred to by De Roche (1985) confirms that both the poor teaching of teachers and student learning is strongly influenced by the principal's competence. When in supervision, the principal is expected to let the teacher teach accordingly so that the teacher really knows the advantages and disadvantages (Mulyana, 2010), or also allows the teacher to participate in various trainings in order to develop his four competencies (professional, pedagogical, professional competence , and social) (Lie, et al., 2014).

While the competence of the principal itself when viewed from the duties and responsibilities, more emphasis on managerial competence and leadership education (Blumberg, 1980). When reviewed in detail and comprehensive, then the role of principals include: a). As an evaluator that is measuring the aspects of education; b). As a manager who plays managerial functions by conducting planning, organizing, moving, and coordinating processes; c). As administrator as controlling organizational structure and implementing substantive administration covering all school administration; d). As a supervisor who is obliged to provide guidance to teachers and other education personnel and administrators; e). As a leader capable of moving his subordinates to carry out their obligations; and f). As an innovator that is the motivator to teachers and

educational staff and other administrators (Nurkolis, 2003). The most important domain to be done by the principal is to provide effective education and foster schools together with the community to be able to produce educational output in accordance with the vision and mission of the school. Getting better relationships between teachers, principals and communities will create a conducive school organizational climate to lead to effective learning.

3. RESEARCH METHODS

This research uses descriptive-correlational research design with analytical method using path-analysis or path analysis to test the proposed and determined relationship model, not to determine the cause. Therefore, the exact position of this research is in the position of recursive causal relationships, because in the theory study found that one variable affects or strongly affects other variables, one variables depend on another variable, one variable determines another variable.

While the sample in this research is as much as 244 with the instrument of the attitude scale used to collect the data of research variables with the measuring tool linkert scale. And to test the validity of each item (indicator items) using correlation technique that is Product Moment correlation from Pearson, while for testing its instrument reliability using Cronbach Alpha formula and for data analysis using a). Descriptive analysis; and b). Path analysis.

4. RESEARCH RESULT

In the aspect of principal managerial skill data, based on the result of descriptive analysis, it is found that there is a minimum value of 36 and maximum 114 with an average of 80.6 and standard deviation of 17.4. Where the data can be categorized as in the following table:

Table 1. Principal Managerial Skills

No	Category	Frequenc y	(%)
1.	Very Good	26	11
2.	Good	75	30
3.	Medium	105	43
4.	Ugly	32	15
5.	Very poor	6	1
Amount		244	100

Source: Primary data, processed 2015

Table 1 shows that in general the managerial skills of principals in private educational institutions have medium category with frequency 105 (40%). This provides an understanding indicator that the principal's managerial skills need to be improved by a coaching pattern through the flow of education and training.

In the aspect of organizational school climate data, based on descriptive analysis results obtained the result that the minimum value of 35 and maximum 132 with an average of 90 and standard deviation 17.6. Where the data can be categorized as in the following table:

Table 2. School Climate Organizations

N o	Category	Frequenc y	(%)
1.	Very good	12	5
2.	Good	67	27
3.	Medium	122	50
4.	Ugly	41	17
5.	Very poor	2	1
Amount		244	100

Source: Primary data, processed 2015

Table 2 shows that generally the school organizational climate in private educational institutions has a moderate category with a frequency of 122 (50%). This provides an indicator of the understanding that the school's organizational climate needs to be handled seriously by the internalities of private educational institutions so that the school's organizational climate is more conducive to the learning process.

While on teacher training activity aspect, based on result of descriptive analysis obtained result that minimum value 10 and maximum 45 with average 29,5 and standard deviation of 7,6. Where the data can be categorized as shown in the following table:

No	Category	Frequenc y	(%)
1.	Very good	52	21
2.	Good	65	27
3.	Medium	89	36
4.	Ugly	27	11
5.	Very poor	11	5
Amount		244	100

Source: Primary data, processed 2015

Table 3 shows that generally teacher training activities in private educational institutions have moderate categories with a frequency of 89 (36%). This provides an indicator of understanding that teacher training activities need to get serious attention from various parties, especially from the principal. That is, the condition still needs to improve the quantity and quality of training of teachers in each private educational institution.

In the aspect of work motivation data of the teachers councils in private educational institutions, based on the results of descriptive analysis obtained results that the minimum value 23 and maximum 68 with an average of 46 and standard deviation 11. If the data is categorized in a table will look as follows: Tabel 4. Motivasi Kerja Dewan Guru

No	Category	Frequenc y	(%)
1.	Very good	51	21
2.	Good	59	24
3.	Medium	92	38
4.	Ugly	39	16
5.	Very poor	3	1
amount		244	100

Source: Primary data, processed 2015

Table 4 shows that in general the work motivation of teachers in private educational institutions has medium category with frequency 92 (38%). This provides an indicator of understanding that teacher work motivation needs to be maintained and improved in the future. The emerging frequency positions dominate other frequencies, so this position is relative to be maintained or even enhanced to obtain maximum performance results in educational institutions.

While the next data aspect is the teacher performance data in private educational institutions, based on the results of descriptive analysis obtained results that the minimum value 30 and maximum 106 with an average of 73 and standard deviation 17. If the data is categorized in a table will look as follows:

Table 5. Performance of Teachers in Private Educational Institutions

No	Category	Frequenc y	(%)
1.	Very good	34	14
2.	Good	75	31
3.	Medium	92	37
4.	Ugly	36	15
5.	Very poor	7	3
amount		244	100

Source: Primary data, processed 2015

Table 5 shows that in general the performance of teachers in private educational institutions is categorized quite well that has a frequency of 92 (37%). This fact indicates that there is still a need for coaching on certain things by maintaining things that have been considered good.

The data is then incorporated into a frame of mind which in this context takes the form of a conceptual model that is also a research hypothesis, as follows:

TP = T (PMS, T, WM, CSO);

Infomatiaon :

TP = Teacher Performance

PMS = Principal Managerial Skills

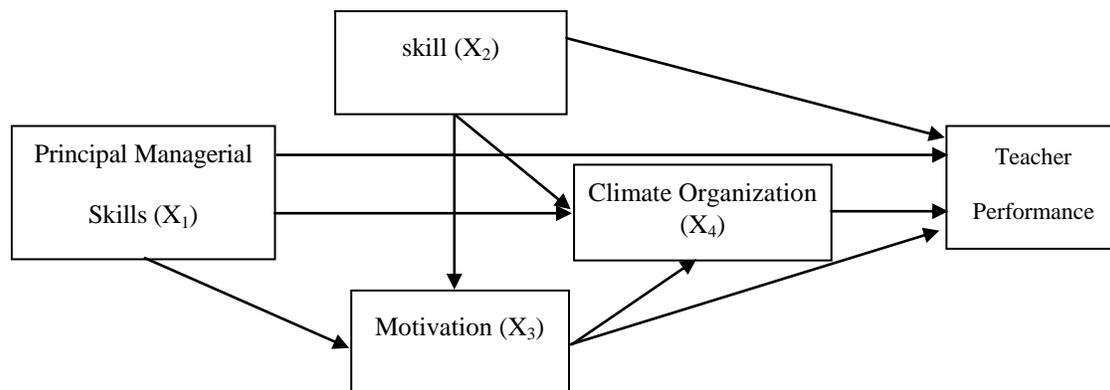
T = Training

WM = Work Motivation

CSO = Climate of School Organizations

The model states that teacher performance is a function of the principal's managerial skills, school organizational climate, training, and work motivation. Based on this conceptual framework, the path analysis model to be tested empirically as follows:

Figure 1. Model Analysis



- $X_3 = p_{31}.X_1 + p_{32}.X_2 + p_{3u}.U$
- $X_4 = p_{41}.X_1 + p_{42}.X_2 + p_{43}.X_3 + p_{4v}.V$
- $Y = p_{y1}.X_1 + p_{y2}.X_2 + p_{y3}.X_3 + p_{y4}.X_4 + p_{yw}.W$

The result of stratified regression analysis using SPSS 2.40 get the result of analysis as presented below.

Table 6. Model Summaary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.872 ^a	.760	.758	5.3987

- a. Predictors: (Constant), Training, KMKS

The result of the analysis shows that the correlation number of 0.872 means that the number is > 0.5, it can be concluded that the relationship between the dependent variable that is Training and Managerial Skills of the Principal is very strong. While the value of R² = 0.760, which means that the contribution of both variables on the work motivation of 76% and the remaining 24% influenced by other factors not included in the research

model. Table 7. ANOVA ^b

Model	Regression	Residual	Total
Sum of Squares	22210.192	7024.345	29234.537
Df	2	241	243
Mean Square	11105.096	29.147	
F	381.008		
Sig	0.000 ^a		

- a. Presictors : (Constant), Training, KMKS
 b. Dependent Variable : Work Motivation

The results of the analysis indicate that the significant value of 0.000, meaning the value is <0.05. Maka can be concluded that the variables of training and managerial skills of principals together affect the variable of work motivation in teachers. The result of analysis shows that F = 381,008 with p = 0,000. Due to the value of p <0.005, it can be concluded that there is a significant positive relationship between the principal's managerial skills and the training that teachers follow in conjunction with teacher work motivation.

Table 8. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.851	1.467		1.731	.085
KMKS	.771	.039	1.220	19.736	.000
Training	-.632	.089	-.440	-7.109	.000

- a. Dependent Variable : Work Motivation

While the relationship of each variable separately, it can be concluded that: 1). There was a significant positive correlation between principal managerial skills with teacher work motivation (p = 0.000 <0.005 with value t = 19.736); 2). There was a significant negative relationship between teacher-attended training with teacher work motivation (p = 0.000 <0.005 with t value = -7.109). Thus, the training variables are excluded from the analysis and then re-analyzed.

The results of regression analysis between principal managerial skills with work motivation are presented below.

Table 9. Model Summaary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.842 ^a	.709	.708	5.92567

- a. Predictors: (Constant), KMKS

The result of the analysis shows that the correlation number of 0.842 means that the number is > 0.5, it can be concluded that the relation between the dependent variable that is the Headmaster's Managerial Skills is very strong. While the value of R² = 0.709, which means that the contribution of both variables on the work motivation of 70.9% and the rest of 28.1% influenced by other factors not included in the research model.

Table 10. ANOVA ^b

Model	Regression	Residual	Total
Sum of Squares	20737.044	8497.493	29234.537
Df	1	242	243
Mean Square	20737.044	35.114	
F	590.570		
Sig	0.000 ^a		

- a. Presictors : (Constant), KMKS
 b. Dependent Variable : Work Motivation

The result of analysis shows that the value of F = 590,570 with p = 0,000. Because the value of p < 0.005, that it can be concluded that there is a significant positive relationship between the principal managerial skills with teacher work motivation
 The results of the analysis of the relationship between principal managerial skills, training and motivation with organizational climate, are presented below.

Table 11. Model Summaary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.928 ^a	.861	.860	6.58389

- a. Predictors: (Constant), Work Motivation, Training, KMKS

The result of analysis shows that the correlation number is 0.928 which means that the number is > 0.5, it can be concluded that the relation between independent variable that is work motivation, training and managerial skill of principal is very strong. While the value of R² = 0.861, which means that the contribution of these three variables to the organizational climate of 86.1% and the remaining 13.9% influenced by other factors not included in the research model.

Table 12. ANOVA ^b

Model	Regression	Residual	Total
Sum of Squares	6458.405	10403.410	74987.816
Df	3	240	243
Mean Square	21528.135	43.348	
F	496.640		
Sig	0.000 ^a		

- a. Presictors : (Constant), Work Motivation, Training, KMKS
- b. Dependent Variable : Iklim Organisasi

The result of analysis shows that the value of $F = 496,640$ with $p = 0,000$. Due to the value of $p < 0,005$, it can be concluded that there is a significant positive relationship between the principal managerial skills, training, and teacher work motivation simultaneously with the school organization climate.

Table 13. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	13.824	2.022		6.838	.000
KMKS	.750	.077	.741	9.727	.000
Training	.104	.119	.045	.871	.385
Work Motivation	.275	.079	.172	3.503	.001

- a. Dependent Variable : Iklim Organisasi

Based on Table 13 it can be seen that the relationship of each variable separately, can be concluded: 1). There was a significant positive correlation between principal managerial skills and organizational climate ($p = 0,000 < 0,005$ with value $t = 9,727$); 2). There was no significant relationship between teacher-led training and school organizational climate ($p = 0,385 > 0,005$ with t value = $0,871$); and 3). There is a significant positive relationship between teacher work motivation and organizational climate ($p = 0,000 < 0,005$ with t value = 3.503). Thus, the training variables are excluded from the analysis and then re-analyzed.

The result of regression analysis between principal managerial skill and work motivation with organizational climate is presented below.

Table 14. Model Summaary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.928 ^a	.861	.860	6.58058

- a. Predictors: (Constant), Work Motivation, KMKS

The result of the analysis shows that the correlation number is 0.928 which means that the number is > 0.5 , it can be concluded that the relation between independent variable that is work motivation and managerial skill of principal is very strong. While the value of $R^2 = 0.861$, which means that the contribution of these three variables to the organizational climate of 86.1% and the rest of 13.9% influenced by other factors not included in the research model.

Table 15. ANOVA ^b

Model	Regression	Residual	Total
Sum of Squares	64551.549	10436.266	74987.816
Df	2	241	243
Mean Square	32275.775	43.304	
F	745.304		
Sig	0.000 ^a		

- a. Presictors : (Constant), Work Motivation, KMKS
- b. Dependent Variable : Iklim Organisasi

The result of analysis shows that the value of $F = 745,330$ with $p = 0,000$. Due to the p value $< 0,005$, it can be concluded that there is a significant positive relationship between the principal's managerial skills and teacher work motivation with school organizational climate.

Table 16. Coefficients^a

Model	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	13.822	2.021		6.841	.000
KMKS	.804	.045	.794	17.821	.000
Work	.247	.071	.154	3.456	.001
Motivation					

a. Dependent Variable : Iklim Organisasi

Based on the results of quantitative calculations can be used as a basis in discussing qualitatively the relationship between teacher performance which is a function of the presence of principal managerial skills, school organizational climate, training, and work motivation. If discussed individually (item per item) as a result of data analysis showing that there is a significant positive direct relationship between the principal managerial skills and teacher training with teacher work motivation in private educational institutions. The positive relationship indicates that the higher the principal's managerial skills and the training that the teacher follows, the higher the teacher's motivation in working on his duties as a teacher. Similarly, the lower the managerial skills and the intensity (quality) of training that teachers follow, the lower the motivation of teachers in work. Although on the one hand, the teacher training does not have a direct impact on the performance of teachers in private educational institutions.

If so, the results of this study support the results of existing research (theory), ie there is a significant relationship between the principal managerial skills with teacher work motivation or improvement of teacher performance. Karweti (2010) in his research stated that to realize an effective school it is required that the principal not only as a school personification figure, but also understand about the purpose of education, have a vision of the future and able to actualize all the potential that exist into a synergy force in order to achieve educational goals. Sukendar (2013) in his research also concluded that leadership skills of principals have a positive and significant effect on teacher performance with correlation coefficient of 0.499 with contribution of 0.240 or 24% and the remaining 76% influenced by other variables. This means that the better the principal's leadership skills will further improve teacher performance. Similarly, in the study of Rohmah & Karwanto (2014) stating that the low managerial skills possessed by the head will affect the ability of heads of schools in managing schools, especially in managing teachers. The principal is required to have the ability to manage the teacher so that the teacher has optimal performance. This suggests that the principal's managerial skills affect a person's work motivation built through human relationships.

However, the results of this study are somewhat contrary to Johnson's (1976) opinion which states that training is related to work motivation. That is, training affects work motivation. Training is intended to: a). Increase productivity; b). Improving the quality of performance and achieving morale; c). Develop new skills, knowledge, understanding and attitudes; d). Use of new tools, methods; e). Reduce ineffectiveness, such as absence, delay; f). Implement new policies and regulations; and g). Meet the standards of competence standards, ensure the survival and growth of the organization. According to Johnson, training is expected to change individual behavior by providing additional knowledge of skills or attitudes that serve as professional development efforts and required to achieve performance standards. Training can be a solution to solve problems in order to achieve optimal productivity. Similarly, Robbins (2002) stated that training has an effect on work motivation; or also the results of research from Hasanah (2010) which states that there is influence of teacher leadership training on teacher performance, increasingly follow the leadership training of teacher hence will result increase of teacher performance in school environment.

In analyzing the differences, it can actually be drawn a common thread that in principle the intensity, frequency and quality of training that teachers follow are related to their work motivation. That is, the quality of the training has a correlation with the motivation level of teacher work motivation. Where they follow attended training is attributable to improving their own knowledge and competencies. Suwondo, et al. (Supriadi, 2003) states that improving the professional ability of teachers can be done by training. Mitchel (1982) in this context indicates that things that can be changed through training, among others: 1).

Knowledge; 2). Attitude; 3). Skills; and 4). Concept. Although domain attitudes, skills and concepts are difficult to measure directly, but there is a side that can be observed directly ie the domain of knowledge.

In fact, in private educational institutions, the intensity, frequency and quality of training that teachers follow does not generate an awareness to motivate themselves in working. One reason is the lack of control of training outcomes, both in terms of funding and rewards for those who have participated in the training. While there have been several indicators that underlie the need for training for teachers of private educational institutions, among others, the development of education such as curriculum changes, and approaches in learning. Currently the curriculum applied to the 2013 curriculum is back to educational unit level curriculum (KTSP) with a contextual teaching and learning approach. Enforcement still requires a lot of interpretation and training so that the need for upgrading and training.

Based on the analysis, the value of $R^2 = 0.371$. This means that the amount of contribution given by the training in determining teacher work motivation is $0.371 \times 100\% = 37.1\%$, while 62.9% is determined by other factors. This fact shows that the role of training in improving teacher work motivation is not too great. There are still many other factors (62.9%) that must be improved in an effort to improve teacher work motivation. That is, the role of training is not the only method for improving teacher work motivation in private educational institutions but there are still other factors that have an effect on increasing teacher work motivation.

While the school climate is the result of data analysis showing that there is a relationship between principal managerial skills, teacher training, and teacher work motivation with the climate of private educational institutions. The positive relationship indicates that the higher the principal's managerial skills, the intensity and quality of the training that teachers follow, and work motivation, the more conducive the school's organizational climate. On the other hand, the lower the managerial skill of the principal, the intensity and quality of the training that teachers follow, and work motivation, the less conducive school organizational climate.

Based on the results of the analysis, the value of $R^2 = 0.861$, means that the amount of contribution given by the principal managerial skills, teacher training, and teacher work motivation simultaneously to the organizational climate of $0.861 \times 100\% = 86.1\%$, while 13.9 % is determined by other factors. This fact indicates that the role of principal managerial skills, teacher-led training, and teacher work motivation are very much in line with the school organization climate.

The results of this study are in line with the view of Kusmintardjo (2002) which states that the climate can change from the color of the walls of the building to the principal managerial actions related to organizational goals. So also research from Baharuddin & Umiarso (2012) which states that with the leadership of the school principal who has a good morale is able to create a conducive working climate. Similarly effective leadership according to Salusu (2000) is a leadership that is able to grow, maintain, and develop business and climate cooperative in organizational life. It is common for Wiles (in Pidarta, 1998) to suggest that the principal has eight roles in realizing the school climate, among others: 1). Growing a sense of security and decent living; 2). Conditioning fun work; 3). Grow a sense of participation; 4). Treat subordinates fairly and honestly; 5). Foster a sense of ability; 6). Giving recognition and rewards for donations; 7). Teachers are included in determining school policy; and 8). Provide an opportunity to show self respect.

For the link between training with organizational climate, the research results are somewhat contrary to the opinion of Beach (1980) which explains that if the teacher in performing his duties is preceded by training, the working climate will be conducive. Theoretically, the frequency and intensity of teacher training will improve the organizational climate. But in reality, in private educational institutions there is no relationship between these trainings with the creation of school organizational climate. This is because the training attended by teachers of private educational institutions does not or rarely impact well for other teachers. Supposedly, the outcomes of the training that certain teachers follow will benefit others. In fact, with the dissemination of a teacher in a training precisely leads to the jealousy and jealousy of other teachers, resulting in a less conducive school climate.

The results of this study, related to work motivation with organizational climate in accordance with the opinion of Robbins (2002) which states that high motivation can create a conducive working climate. With high work motivation, it will create an energy or spirit that will encourage teachers to behave professionally and proportionally. This resulted in the creation of a good and conducive communication between teachers, with employees and with the principal. As a result, the school climate will be more

conducive, in the sense that competition is more emphasized on professional and proportional academic issues by avoiding unhealthy and tendentious forms of competition on personal interests.

Whereas the overall view of the principal's managerial skills, teacher-led training, and teacher work motivation, and school organizational climate with teacher performance, the results of data analysis indicate that there is a relationship between these aspects. The positive relationship indicates that the higher the principal's managerial skills, the intensity and quality of the training that teachers follow, work motivation, and organizational climate, the higher the performance of teachers in private educational institutions. Similarly, the lower the managerial skills of the principal, the intensity and quality of training that teachers follow, work motivation, and organizational climate, the lower the performance of teachers in private educational institutions.

Based on the results of the analysis, the value of $R^2 = 0.993$ which means that the amount of contribution given by the principal managerial skills, teacher training, teacher work motivation, and organizational climate simultaneously on teacher performance of $0.993 \times 100\% = 99.3\%$, while 0.7% is determined by other factors. This fact shows that the role of principal managerial skills, teacher-led training, teacher work motivation, and organizational climate simultaneously determine the teacher's teaching performance.

The effective contribution of the principal's managerial skills to teacher performance improvement is enormous, namely 86.8%. While the organizational climate, training, and motivation respectively 4.6%, 3.5%, and 4.3%. This fact shows that the principal's managerial skills determine the success of a teacher in performing his duties. Good principal management will improve a good organizational climate, increase the frequency and intensity of teacher training, improve teacher work motivation, and ultimately improve teacher performance.

The results of this study are in line with the results of Stennett's (1968) study which states that it has long been recognized that there is a high correlation between good conditions and high levels of employee performance (teacher). Similarly, Robbins (2002) argues that they (employees / employees) will work hard in carrying out their activities if driven by the desire to achieve their desired goals. Similarly, in directing employees in the process of improving the quality of education obtained through parent participation, the flexibility of management of educational institutions, professional improvement of teachers, there are rewards and punishment as a control, as well as other things that can foster a conducive atmosphere (Umiarso & Gozali, 2010).

In private educational institutions, managerial skills can improve the performance of employees / employees within an organization. This is as explained by Gitosudarmo (1992) which states that leadership (in this case managerial ability) is a very important factor in influencing the achievement of the organization. This is also pointed out by Arikunto & Yuliana (2012) that the role of leadership is very influential on the effectiveness of achieving educational management goals. On the other hand, as Robbins (2002) explains that training influences work motivation; or research results from Kunartinah & Sukoco (2010) which concluded that education and training, organizational learning and competence have a positive and significant effect on performance. Also research from Rapareni (2013) also concluded that education and training positively and significantly influence teacher productivity. Thus, work motivation will improve the quality of teacher performance that ultimately affect the learning achievement of learners.

The result of research on the relationship between principal managerial skills and teacher performance, supports some expert opinions and previous research results. As De Roche (1985) research concludes that organizational climate affects: a). Learn how to teach; b). Attitude and spirit; c). Mental health; d). Productivity; e). A sense of trust and understanding; and f). Innovation and change. Characteristics of this influence include social awards for academic excellence, where discipline and academic achievement are felt by teachers and students, learning and teaching are designed and focused on the purpose of the school, which ultimately contributes highly to student achievement. Munir's (2008) study also revealed that there is a positive relationship between principal's performance (X1) and interpersonal communication of principal (X2) together with teacher's job satisfaction (Y).

The findings of Hackman and Oldman referred to Sergiovanni (1987) suggest that teachers who are instructed in clear and reasonable job implementation techniques will be encouraged to improve their quality and workability. Similarly, the opinion Gitosudarmo (1992) which states that managerial skills is a very important factor in influencing the achievement of the organization. Ali Imron (1991) suggested that the

implementation of teacher development going well and continuously. It is common for research in Raihani (2010) to say that leadership also determines the achievement of school overall as a whole, especially transformational leadership that is believed to be effective in facilitating teachers and schools to achieve better performance. Also studies conducted by Brayfield and Crockett (in Hoy & Miskel, 1983) on teacher performance and satisfaction, concluded that there is a positive correlation between job satisfaction and teacher performance. The result of Wahyudi (1999) research in Malang concerning teacher development, that managerial skill of principal has big contribution to teacher performance. Research Baharuddin & Umiarso (2012) which states that the teacher's performance is a barrage of the principal's leadership in managing all components of the school, especially the education personnel. One of the efforts in improving the performance of teachers is to provide motivation to teachers who can be a reward as a form of appreciation of the principal's performance of teachers.

For the link between training and teacher performance, supported by the following theories and research results. Beach (1980) describes the benefits of training (training), namely: 1). Short study time; 2). Improve the performance; 3). Formation of attitudes; 4). Meet human resource needs; and 5). Help solve operational problems. Robbins (2002) explains that exercise has an effect on work motivation. In line with these findings, Culture (1994) in his research found a significant relationship between training with the performance of widya iswara. This is also in line with the analysis of Dekawati (2011) which states that training has an effect on teacher performance directly by 0.3561. Indirect effect of 0,0248. In accordance with the calculation shows that teacher performance is influenced by professional training sebesar 0.3809. The purpose of teacher training is to improve or adapt its skills with applicable curriculum changes, or with changes occurring in the business world and the industrial world, whether procedural or technological changes.

Another study was conducted by Purba (1994) which explains that there is a significant positive correlation between upgrading experience and teacher performance. While Gimin (1997) found a significant correlation between the frequency of upgrading with teacher teaching performance. Pure (1997) found a significant relationship between training experience and teacher teaching performance. Further explained that the performance affects the success of cooperative efforts in Malang. Similarly, if the experience is widely shared, then the teaching experience as a form of training and education has an effect on teacher teaching performance, Zuhriyah (2014) pointed out.

Several studies that are in line with this study of the relationship between work motivation and teacher performance such as Steers (1984) states that there are three behavioral requirements for a person working in an organization, namely: 1). Interested to join; 2). Believed to do the task; and 3). Has advantages in performance. Locke (1968) explains that saseorang behavior is determined by 2 cognitions, namely value and purpose. The values or norms that exist in a person or environment is very determine the size of the motivation owned by them. If these values provide positive support, then the motivation tend to be higher or increased, and vice versa. Goals that have been arranged and in accordance with one's beliefs will generate high motivation in working. Dewanti, et al. (2011) also pointed out the same thing that organizations need to create motivation and competence by holding the training needed by teachers that are training related to teacher performance and competence. The subject of training can be training in creating an inspiring classroom (creating an inspiring class).

Robbins (2002) states that they (employees / employees) work hard to carry out their activities because driven by the desire to achieve their desired goals. Also, Purba (1994) found a significant positive correlation between work motivation and teacher performance. Similarly, research from Bahri (2011) which states that there is a significant influence between work motivation on teacher performance; or also research Yustiyawan & Nurhikmahyanti (2014) which concluded that there is a significant influence between teachers' motivation of the certified teacher performance. The influence between the variables of motivation on teacher performance variables (X1-Y) was answered using multiple regression showing the value $t = 9,839$ with significant value $= 0,000 < 0,05$ so it can be concluded variable X1 (motivation) have significant influence terhadap Y (teacher performance) .

Empirical evidence showing the relationship between school organizational climate and teacher performance in relation to the results of this study is the research of Halpin and Croft (1984), Hoy and Miskel (1987), and Owens (1991) suggests that there is a relationship between school organizational climate and performance levels . Stennett (1963) mentions that there is a high correlation between the organizational

climate with the level of performance. While Sukotjo (1991) corroborates the findings of the study, which resulted in a positive and significant relationship between school organizational climate and teaching performance. Schools that have an open climate, confident headmasters will feel safer and more effective than schools that have a closed climate (Anderson cited by Hoy and Miskel, 1987). The findings of Hackman and Oldman cited by Sergiovanni (1987) suggest that teachers who are advised on the technical implementation of work clearly and reasonably will be encouraged to improve the quality and workability (human resources).

Other findings to support are the results of this study are Andrew's research (as cited by Hoy and Miskel, 1987) stating that teachers working in schools with an open-ended organizational climate show confidence in the effectiveness of their schools rather than colleagues who work in school the climate is closed. The study conducted by Sutomo (1995) also provides an explanation that there is a significant relationship between school organizational climate and professional ability of teachers. In college there is also a correlation between university organization climate with the performance of lecturer Budi Utomo Malang (Loesitismi, 2000). Librawati, et al. (2013) in his research also gives the same conclusion that in addition to professional attitude and leadership style, school work climate (48.7%) is very influential on teacher performance level.

5. CONCLUSION

From these results it appears that there is a relationship of principal managerial skills, teacher training activities, teacher work motivation, organizational climate, and teacher performance in private educational institutions. With the relationship pattern can be said that the performance of teachers is influenced by the principal managerial skills applied in the creation of a healthy school organizational climate. With a healthy organizational climate, the frequency and intensity of teacher training will increase which ultimately leads to high work motivation. With such a high motivation, teacher performance will increase. Therefore, teacher performance can be enhanced through the improvement of principal's managerial skills, increasing the frequency and intensity of teacher training, creating a healthy and conducive organizational climate and strong motivation to work.

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