

# Correlation of Principal's Managerial Abilities and The Work Climate with The Teachers Work Ethos

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## Abstract

Teacher is a link between the values upheld by the school and the community so that it places work ethic as an important element for teachers to have. Based on preliminary observations it is assumed that teacher's work ethic and principal's managerial ability are still low, and the work climate is not conducive so that it will affect the achievement of school goals. Therefore, research is needed to test its truth. This study aims to uncover the correlation between the principal's managerial ability and work climate, either partially or simultaneously, with the work ethic of elementary school. This research uses quantitative methods with descriptive - inferential statistical analysis of correlation techniques. Data collection techniques through a Likert scale questionnaire of 43 respondents who are elementary school teachers. The results of data analysis show that (1) the principal's managerial ability correlates with the work ethic of elementary school teacher, (2) Work climate correlates with the work ethic of elementary school teachers, (3) Principal's managerial ability and work climate together correlate with the work ethic of elementary school teachers. The author suggests, that one of the efforts that can be done is by coaching the participants through seminar participation that is not only on a national scale but also internationally. This is done as a means of broadening the insight and educational knowledge of teachers so that they are motivated to see work actions as a competitive process of achieving work. If these conditions can be carried out in a sustainable manner, it can increase the chances of improving the work ethic of teachers.

**Keywords:** Principal's Managerial Ability, Work Climate, Work Ethic

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## I. INTRODUCTION

The National Education Standards aim to guarantee the quality of national education in order to educate the nation's life and shape the character and civilization of the nation with dignity. In order to achieve these goals, Government Regulation Number 32 of 2013 concerning National Education Standards, stipulates eight standards that must be met in implementing education. The eight standards in question include: content standards, process standards, graduate competency standards, standards for educators and educational staff, standards for facilities and infrastructure, management standards, financing standards and educational assessment standards. One of

the standards that affect the quality of graduates indicated by the competence of graduates is the standard of educators and educational staff. Therefore, to be able to achieve the desired quality of graduates, the quality of teaching staff (teachers) and education personnel (principals, supervisors, laboratory assistants, librarians, and administrative staff, messengers) must be improved.

As educators, teachers are often used as role models and even become personal identity figures for students. This indicates that the teacher's responsibility in teaching, as a form of educational service, is not only filled with the

provision of subject matter content but must also be accompanied by providing opportunities for students to build moral intelligence and develop their own potential. Therefore, holding the profession as a teacher requires a high level of commitment, dedication, and sincerity to educational institutions and students in achieving educational goals in the school where he works.

The high responsibility of teachers in achieving school goals indicates the high need for teachers to understand the code of ethics for the teaching profession. The professional code of ethics deals with the principles and values that teachers must apply in creating a conducive atmosphere while providing educational services to students. In this case, teachers must be actively involved in every educational process and encourage and strengthen students to become active learners by utilizing various teaching strategies and techniques based on students' freedom of expression. In addition, teachers also need to understand the individual differences, intellectual level, interests and talents of their students. This is done to help students have skills and knowledge and insights that go beyond the basic skills and knowledge they have so that they are useful for themselves and their environment. If teachers can implement the teacher professional code of ethics optimally, it will encourage the advancement of the development of schools, students, communities, communities and the nation as a whole (Sherpa, 2018).

However, in reality, the fulfillment of the professional code of ethics by teachers in daily work practices is sometimes faced with several conditions that cause ethical dilemmas to emerge in teachers so that the responses given vary in the process of solving them. This condition is shown by the results of a study conducted by Werang (2018), which shows that 85.57% of the 97 teachers who were sampled in their research stated that they prefer to help their students in any way so they can pass even though they have to violate the demands of implementing a professional honesty code of ethics. Whereas the rest, chose to uphold the code of ethics of professional

honesty rather than helping to graduate students who were deemed unable to master the material or skills being tested. On the other hand, varying teacher responses can actually have varying effects so that the solutions that are raised are not necessarily the right solutions because sometimes they deviate from the original intention / goal which is the basis for the teacher's decision making. This is shown by the results of the study by Shapira-Lishchinsky (2010) that sometimes obeying / holding firmly to the formal rules of the school can be a form of teacher caring for students, but the flexibility of teachers towards formal school rules can produce good things for students. In this case, this flexibility presents a second chance for students to improve themselves and avoid the negative risks that await them. This phenomenon shows that compliance with the teacher professional code of ethics can be a difficult task when faced with unexpected situations that require ethical decisions.

The ethical decisions that a teacher makes during work are formed from the sense of meaning and what he values about his job (Klampe, 1983: 2). This of course also includes work habits, characteristics or traits regarding the work methods that are owned which are completely wrapped in the work ethic of the teacher. This is what makes work ethic an important element for teachers to have. For the sake of optimizing educational services, work ethic plays a role in teacher performance because it does not only focus on typical behavior but also includes motivation which is the basis for teacher assessment elements to take an action.

The work ethic of the teacher is a set of beliefs and attitudes that are wrapped in work ethics and reflect the core values of work aimed at educational goals. The benchmarks for the work ethic of teachers can be seen from seven aspects which include: (1) work centrality, (2) self-confidence, (3) hard work, (4) use of free time, (5) morality / ethics, (6) procrastination. joy / satisfaction, and (7) time utilization (Miller et al., 2002). Several studies of previous researchers show that a high work ethic is important for teachers because it is one of the

standards for the quality of education in schools. Teachers with a high work ethic will have the awareness to commit to school regulations and always direct their behavior towards achieving educational goals and developing school innovation (Al-Hothali, 2018). In addition, the high work ethic of teachers also has a significant effect on performance (Narung and Samidjo, 2020; Waang et al., 2019), teacher technology pedagogical content knowledge skills (Ambaryati et al., 2019), and increased student learning effectiveness (Asmarajaya and Supardi, 2018).

Another virtue of the work ethic of the teacher is shown through its role as the main indicator of modeling and development of students, especially elementary school (SD) students, as the next generation of the nation who are responsible and independent (Turk and Vignjević, 2016). This happens because students at elementary school age have a high tendency to imitate someone who is idolized and will generally follow the words and actions of their teachers more than their parents (Alfin, 2015). Therefore, the high work ethic of the teacher, which is shown through the fair behavior of teachers in the classroom, will become a role model and be reflected positively in student behavior. On the other hand, the teacher's low work ethic, which is shown through the lack of justice in the classroom, can lead to tension, resentment, and mismatch between teachers and students.

The magnitude of the impact that a teacher's work ethic can have on service standards and the achievement of educational goals in schools underlies the need for further study of the work ethic of teachers and the elements that influence it, especially at the elementary level. When viewed from the pattern of its formation, the teacher's work ethic shown through the work behavior of the teacher is built due to vertical and horizontal interactions between teachers and other teachers and with the principal (Dani, 2014). This indicates that the school management strategy used / compiled by the principal has the potential to contribute to determining the level of teacher work ethic.

Adapun strategi yang dimaksud terangkum ke dalam empat kemampuan manajerial kepala sekolah, meliputi *planning*, *organizing*, *actuating*, dan *controlling* (Djafri, 2017).

The managerial ability of school principals is one of the five abilities that school principals must possess as stated in Ministerial Regulation Number 13 of 2007 concerning Principal Skill Standards. Based on the results of studies of previous researchers, it is known that the principal managerial competence has a significant effect on teacher performance (Mawaddatullin, 2017), teacher productivity (Harahap and Rusdinal, 2017), and teacher professionalism (Ariyanti et. Al, 2019). The measure of teacher performance can be seen from the sense of responsibility in carrying out the mandate and profession that they carry, the sense of moral responsibility on their shoulders, as well as their obedience and loyalty in carrying out their teacher duties in the classroom and outside the classroom (Sujana et al., 2018). On the other hand, high and low teacher work productivity is related to the high and low work ethic of teachers (Bashiroh, 2017).

Based on preliminary observations made by the author in several schools, several phenomena were found that led to less than optimal managerial abilities of school principals. For example, there are still some school principals who have not optimally coordinated with teachers and other education personnel in forming a program that leads to the achievement of the school's vision and mission. As a result, school planning prepared by the principal has not optimized the strengths, weaknesses, opportunities, and challenges that schools have or face. Meanwhile, the ability of school principals to organize school performance and curriculum development also appears to be low. This is indicated by the unclear distribution of the main duties and functions of each school member. In addition, the empowerment of school resources is still lacking. One example can be seen from the low number of publications on classroom action research conducted by teachers related to the development of learning techniques in their

class. Based on the above phenomenon, it appears that the principal managerial ability is not optimal so that it can affect the work ethic of teachers. However, it should also be realized that work ethic is a complex concept and is built internally and has a basis of work culture values. Therefore, the driving force for the work ethic of teachers can also come from other external factors, one of which can be caused by the work climate in which they work.

Work climate is an atmosphere with respect to the overall work situation in the implementation of duties and functions. The benchmarks of school work climate can be seen from the level of support (supportive), the level of friendship (colegial), and the level of intimacy (intimate) formed in a work environment (Hoy and Miskel, 1978). The work climate that teachers perceive as positive increases the intensity and resilience of teachers in facing pressure on work (Kasturi et al., 2017). As a result, teachers become more responsible for their work because they are driven by the habit of seeing workloads as challenges for teachers to achieve educational goals. Meanwhile, the perception that the work environment has a harmonious climate, encourages meeting challenges at work, career justice, and equal promotion opportunities can move teachers to do the best of their abilities while working (Budawati, 2017). Therefore, the more conducive the work climate is, the potential for enhancing the work ethic of the teacher.

Based on the results of preliminary observations made by the author regarding the work climate of teachers in several schools, it can be seen that the physical conditions including the condition of the building, cleanliness of the workplace, and smooth administration still need to be considered. Of the nine primary schools in target schools V that have a physical condition of the building in good condition, it reaches 66%, in terms of cleanliness of the workplace it reaches 33%, while from smooth administration it reaches 83%. Meanwhile, psychological conditions such as kinship and familiarity between teachers and school principals are quite good.

However, there are still groupings among teachers based only on the suitability of character or interests and their alma mater when they work. Competition between teachers is not always related to work performance. In addition, there is a tendency for teachers to avoid job challenges such as making scientific papers or PTK with titles that show novelty from a scientific side.

Based on the background put forward and the phenomena related to teacher performance, an assessment of related problems needs to be done in order to improve the work ethic of teachers, especially when it involves the role of principal managerial abilities and the work climate of teachers. Based on this phenomenon, the research aims to determine: (1) the magnitude of the correlation between the managerial abilities of principals and the work ethic of teachers; (2) the magnitude of the correlation between teacher work climate and teacher work ethic; (3) the magnitude of the correlation between the principal's managerial ability and the work climate of the teacher together with the work ethic of the teacher.

Ability is often juxtaposed with the term competency which comes from English, namely competency which means proficiency, ability and authority. A person is declared competent in a certain field if they master the skills to work as an expertise in line with their field. In managing the education unit, the principal is required to master certain skills and competencies that can support the implementation of his duties. Sahertian (Supardi, 2014: 28) defines competence as the ability to carry out something that is obtained through education and training. Thus, the ability of the principal is the basic knowledge, skills and values that the principal reflects in the habit of thinking and acting consistently which allows him to be competent or capable of making decisions about the provision, utilization and improvement of potential resources to improve the quality of education in schools. This requires leadership from an effective and efficient school principal.

In the Regulation of the Minister of National Education (Permendiknas) Number 13 of 2007 concerning School Principal Standards, it is stated that there are five abilities that must be possessed by school principals, namely: personality; managerial; entrepreneurship; supervision; social. Personality abilities as referred to include: (a) developing a culture and tradition of noble morals, and being role models of noble morals for the school community; (b) have personal integrity as a leader; (c) have a strong desire for self-development as the Principal of the School; (d) being open in carrying out its main duties and functions; (e) self-control in dealing with problems as the principal; and (f) have talents and interests as educational leaders. Noble morals for the school community; (a) have personal integrity as a leader; (b) have a strong desire for self-development as the Principal of the School; (c) being open in carrying out its main duties and functions; (d) self-control in dealing with problems as the principal; and (e) have talents and interests as educational leaders.

Managerial skills include (a) compiling school plans for various planning levels; (b) develop schools according to needs; (c) leading the school in the context of optimally utilizing school resources; (d) managing school change and development towards effective learning organizations; (e) creating a culture and school climate that is conducive and innovative for student learning; (f) managing teachers and staff in order to empower human resources optimally; (g) managing school facilities and infrastructure in order to optimize utilization; (h) managing relationships between schools and communities in order to seek support for ideas, learning resources, and funding; (i) managing students in the context of admitting new students and placing the capacity building of students; (j) managing curriculum development and learning activities in accordance with the direction and goals of national education; (j) managing school finances in accordance with the principles of accountable, transparent and efficient management; (k) managing school administration in support of achieving school

goals; (l) managing a special service unit in supporting student learning in schools; (m) managing school information systems in the framework of programming and decision making; (n) take advantage of advances in information technology for improving learning and school management; and (o) monitoring, evaluating, and reporting the implementation of school activity programs with appropriate procedures and planning follow-ups.

Entrepreneurial abilities include (a) creating useful innovations for schools; (b) strive to achieve the success of the school as an effective learning organization; (c) has a strong motivation to succeed in carrying out its main duties and functions as a school leader; (d) never give up and always look for the best solution in facing the obstacles faced by schools; and (e) have an entrepreneurial instinct in managing school production / service activities as a learning resource for students.

Supervision abilities include (a) planning academic supervision programs in order to increase teacher professionalism; (b) carry out academic supervision of teachers using an appropriate approach and supervision; and (c) following up on the results of academic supervision of teachers in order to increase teacher professionalism.

Social skills include (a) working with other parties for the benefit of the school; (b) participate in social-community activities; and (c) have social sensitivity towards other people or groups.

In carrying out its function as an educator, the principal must have the right strategy to improve the professionalism of teachers as educational staff in their schools. Increasing teacher professionalism is closely related to performance, because the performance of a person in carrying out his duties. This is in accordance with Smith's opinion as quoted by Nasir et al. (2009: 63) which suggests that "Performance or performance is the work result of a process". Thus, the role of the principal as a manager greatly affects the performance of teachers in improving their professionalism as

educators. The principal as a manager needs managerial competence to be able to manage his school effectively and efficiently. Referring to the opinion of Terry (1997: 4) followed by Djafri (2017: 15), "the management process consists of planning, organizing, leading (leadership or mobilization) and controlling (controlling) all school resources effective and efficient.

The working climate at school is a condition around the school and an atmosphere that is "quiet and comfortable" which is suitable and conducive to learning that can improve academic achievement (Marzuki in Supardi, 2014: 121). The working climate in the school describes the condition of the school residents in a cheerful and intimate state or caring for one another. An intimate relationship with the work climate in schools occurs because there is a good relationship between the principal and teachers, and between teachers and students (Creemers and Scheerens, 1994: 138) cited by Supardi (2014: 121).

The principal must have human relations skills in educational organizations, namely the ability to establish an open two-way communication system with school personnel and other community members to create an atmosphere of trust in the school and improve teacher performance (Sutisna in Wahyudi, 2012: 33).

The principal in leadership skills is to influence and direct subordinates (teachers) to achieve school goals through activities (a) increasing member participation in preparing school programs; (b) creating a conducive working climate; (c) delegate some responsibilities and involve teachers in making decisions; and (d) encourage the creativity of members and provide opportunities for teachers to perform (Wahyudi, 2012: 34).

In general, the term school work climate refers to the quality of the school environment, as expressed by Hoy and Miskel cited by Hasanah (2008: 4) that: Organizational climate is a relatively enduring quality of the school environment that is experienced by teachers, affect their behavior, and is based on their collective perceptions of behavior in schools",

(organizational climate or school work climate is the quality of the school environment that teachers feel or experience, affect their behavior, and are based on perceptions of collective behavior in schools). A harmonious relationship between the school and parents of students will form a better school work climate for their students. A good school work climate will have a positive impact on teacher performance both in the aspects of planning and implementing learning.

Based on the description above, it can be seen that the work climate arises because of the process of interaction among organizational members which then brings out the characteristics of the organization. Some important things that need to be noted from the definition of work climate above are: first, related to the perception of organizational climate based on what members of the organization do and believe. Second, the relationship between other organizational characteristics and superiors' actions and the resulting climate. It is generally recognized that the work climate is an important factor in the behavior of the members of the organization itself. Therefore, the climate in an organization is unlikely to be the same as the climate in another organization, even though their overall activities may have almost the same characteristics. This is because the activator of activities in the organization is human. A work climate that describes the atmosphere and working relationship between fellow educators, between educators and school principals, between educators and other education personnel and between departments in their environment is a form of a conducive work environment. This kind of atmosphere is very much needed by educators and school principals to carry out their work more effectively.

School work climate can be described through supportive, directive, restrictive, collegial, intimate, and disengaged dimensions (Hoy and Miskel, 1978: 190-198). These dimensions form the types of work climate, namely: Open, engaged, disengaged and closed. According to Hoy and Miskel (1978: 194), among the six

dimensions of the work climate previously mentioned, the supportive, collegial, and intimate dimensions can be observed, can be measured, and have a high openness value compared to other dimensions. From these three dimensions it can be seen the level of openness of communication between people who are involved in work in an organization. Where the level of openness in this case is one of the categories of organizational climate known as open climate. Therefore, this study will not identify these types of climate as a whole, but one type of climate, namely the type of open climate (open climate) with the dimensions explored are: supportive, collegial and intimate which have the potential to improve teacher work ethics.

## WORK ETHIC

Miller (2002) categorizes work ethic into seven components, namely work centrality, self-confidence, hard work, free time utilization, morality / ethics, delaying joy / satisfaction, and time utilization. The seven components are used as dimensions of the teacher's work ethic in this study. The descriptions of the seven dimensions are given below.

1). Work Neutralization. The centrality of work refers to the importance of someone placing their opportunity to work. The centrality of work exceeds the need and desire for compensation and represents a major framework relating to one's self-identification (Hirschfeld and Field, 2000). Pryor and Davies (1989) examined the concept of true centrality of work and focused on three concepts, namely: 1) Believing that work is good and work provides dignity (Buchholz, 1976); 2) The centrality of work is a "residual concept", or in other words someone's less attention in non-work activities and more focus on the centrality of work (Pryor, 1987); and 3) A person's affective attention to work and focus on processes (Dubin et al., 1975).

2) Self-confidence. People who are confident in their own abilities and have realistic expectations, even when their expectations do not come true, they remain

positive and can accept them. Self-confidence is also associated with determining one's career (Miller, 2002). The confident teacher displays a strong tendency for self-expression and a desire to take responsibility, to make decisions that affect and function autonomously or independently of others.

3) Hard work. Hard work is meant here is the belief that a person can become a better person and achieve his goals through a commitment to the value and importance of work. People who are committed to working hard can overcome almost any obstacle, can achieve personal goals, and become a better person. (Miller, 2002). Every work that is done by a teacher must always be carried out with sincerity of heart and mind and strived to be done properly and prioritize quality. The tasks that become burdens and responsibilities are always done optimally. Consideration of students is done wholeheartedly with patience and persistence, so that those who are guided and nurtured achieve success.

4) Use of leisure time. According to Feldman and Hornik (1981) leisure time is not working time. People who understand work-leisure need a clear distinction between potential leisure time, leisure time activities and leisure time orientation (Shamir and Ruskin, 1983). Potential leisure time is flexibility in doing what a person wants to do when he wants to do it. Leisure activities are participation in non-work activities, and work time orientation is the desire to participate in non-work activities. In the context of this research, the reference to leisure time is meant to refer to work time orientation, or in other words the importance of individuals placing non-work / leisure activities.

5) Morality / ethics. The terms morality and ethics refer to points around character, habits and issues of behavior. Normally morality is used to describe how people act, while ethics is used to establish the study of standards of behavior, specifically rules of

right and wrong (Gbadamosi, 2004). More often, the terms ethics and morality are used interchangeably as a way of referring to the issues on which people act or are expected to act. In this study work ethic, "morality and ethics" are combined to explain belief in a justice and moral existence (Miller, 2002). One of the factors that make students successful and education progressively develops is the morality / ethics of the educators. To be a role model and role model for many people in this regard, students; co-workers; parents of students; supervisors and the community, teachers are required to act fairly and correctly in carrying out their daily duties and responsibilities.

6) Procrastination of Joy / Satisfaction. Delay in joy or satisfaction reflects the ability to forget short-term rewards in order to get some benefits in the future (Joy and Witt, 1992), or in other words, delay of joy / satisfaction is an individual's ability to maintain a part of the action chosen for the achievement of goals. long term although there are alternative trials that offer short term satisfaction.

7) Time is wasted / wasted. Time wasted in this context refers to a series of entities with one side representing a high commitment to managing time in order to maximize productivity and the other hand categorizing a low commitment to managing time. Efficient and constructive use of time is consistent with a strong work ethic (Herma, 2002), and it has long been understood that improved performance is not negotiable when it comes to efficient use of time (Mudrack, 1999). Procrastination and poor time management have been identified as barriers to productivity.

Teachers who have a positive attitude and assessment of work efficiency and effectiveness will strongly agree if before teaching, the teacher must make a learning plan, whether it's an annual, quarterly, weekly or daily program. The teacher must also manage and utilize the available time in such a

way that the learning objectives that have been formulated can be achieved effectively and efficiently. In implementing PBM, teachers must be able to choose and use ICT methods and media that are in accordance with the learning objectives in order to achieve educational productivity. Thus, the teacher must be a professional, expert, and responsible.

## **II. METHOD**

Based on the objectives to be achieved and the identification of the proposed problem, this study uses a quantitative approach, with descriptive statistical analysis methods - inferential correlation techniques. Descriptive statistics are used to describe the data obtained, while inferential statistics are used to make conclusions. The research design used was a causal design to analyze the correlation between variables, namely the principal managerial ability (X<sub>1</sub>), work climate (X<sub>2</sub>), and the work ethic of the teacher (Y).

The three variables in this study are measured based on the dimensions that construct each variable. The dimensions used to measure the managerial ability of school principals include planning, organizing, leading (leadership or movement) and controlling (Djafri, 2017). Meanwhile, the work climate dimension includes supportive, friendship level (collegial), and intimacy level (intimate) (Hoy and Miskel, 1978). Meanwhile, the dimensions of the teacher's work ethic include work centrality, self-confidence, hard work, use of free time, morality / ethics, delaying joy / satisfaction, and time utilization (Miller et al., 2002).

The population in this study were all elementary school teachers at the Fostered School V Wanasari District, Brebes Regency, totaling 75 people. The sample calculation technique uses cluster random sampling where the minimum sample determination uses the Slovin formula (Riduwan, 2013: 120). Based on the calculation, it is known that the sample in this study amounted to 43 respondents. Data collection through questionnaires with reference to the Likert scale as a form of



construction of the question items in the questionnaire with five alternative answers.

The collected data were processed using descriptive analysis to determine the general tendency of each variable of this study using the average percentage formula obtained from dividing the average score of each variable with the ideal score of each variable. The percentage value is then consulted by adopting the interpretation of the percentage of research variables proposed by Arikunto (2006: 245). While the research hypothesis testing is done through correlation analysis using the Product Moment correlation coefficient. The magnitude of the correlation coefficient is interpreted based on the interpretation of the correlation coefficient interval proposed by Riduwan (2013: 136).

### III. RESULTS AND DISCUSSION

Based on the results of descriptive statistical calculations, it is known that the general tendency of the conditions for the variables X<sub>1</sub> and X<sub>2</sub> has very good criteria, while the Y variable has good criteria. The results of the calculations are summarized in Table 1.

Table 1. Descriptive Statistics

N	Valid	X <sub>1</sub>		X <sub>2</sub>		Y	
		43	34	43	20	43	28
	Missing		0		0		0
<b>Mean</b>		152,58		86,49		11186	
<b>Total Max Ideal Score</b>		7310		4300		6020	
<b>Total Score</b>		6561		3719		4810	
<b>Variable Percentage</b>		89,8%		86,5%		79,9%	
<b>Criteria</b>		Very good		Very good		good	

Meanwhile, the calculation of the percentage of each dimension in variable X<sub>1</sub> shows more detailed results as can be seen in Table 2.

Table 1. Descriptive Statistics

Dimensi	Mean	Persentase	Kriteria
<b>Planning</b>	92,43	92%	Very good
<b>Organizing</b>	88,84	89%	Very good
<b>Leadership</b>	89,40	89%	Very good

<b>Pengendalian</b>	86,98	87%	Very good
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Based on Table 2, all dimensions of the principal managerial ability variable are in very good condition. Of all the existing dimensions, the lowest average score is in the control dimension of 86.98 with a percentage value of 87%. While the highest average score is in the planning dimension of 92.43 with a percentage value of 92%.

The calculation of the percentage of each dimension in variable X<sub>2</sub> shows more detailed results as can be seen in Table 3.

Table 3. Calculation of Percentage of Variable Dimension X<sub>2</sub>

Dimension	Mean	Percentage	Criteria
<b>Support</b>	81,94	82%	Good
<b>Friendship</b>	85,87	86%	Very good
<b>Intimacy</b>	91,86	92%	Very good

Based on Table 3, almost all dimensions of the work climate variable are in very good condition, except for the support dimension with a good condition. Of all the existing dimensions, the lowest average score is in the support dimension of 81.94 with a percentage value of 82%. While the highest average score is in the intimacy dimension of 91.86 with a percentage value of 92%.

Next, the calculation of the percentage of each dimension in variable Y shows more detailed results as can be seen in Table 4.

Table 4. Calculation of the Percentage of Variable Dimensions Y

Dimension	Mean	Percentage	Criteria
<b>Support</b>	81,94	82%	Good
<b>Friendship</b>	85,87	86%	Very good
<b>Intimacy</b>	91,86	92%	Very good

Based on Table 4, the confidence dimension is in the medium category with an average score. Meanwhile, several dimensions such as the centrality of work, hard work, use of leisure time, delays in joy / satisfaction, and time wasted / wasted are categorized as good. However, the dimension of morality is in a very good condition. Of all the existing dimensions, the lowest average score is in the confidence dimension of 69.77 with a percentage value of 70%. While the highest average score is found in the dimension of morality of 89.38 with a percentage value of 89%.

Meanwhile, the main objective of this study was to determine the correlation of the principal managerial ability ( $X_1$ ) and work climate ( $X_2$ ), either partially or simultaneously (together), with the work ethic of the teacher ( $Y$ ). The first hypothesis testing is related to testing the correlation between  $X_1$  and  $Y$ , which results are summarized in Table 5.

Table 5. Simple Correlation Test for  $X_1$  and  $Y$  variables

	Koefisien Korelasi	Koefisien Determinasi	Signifikansi
$r_{yx_1}$	0,637	40,60%	$t_{hit} = 5,2936$ $t_{tabel} = 2,0195$

From Table 5, it is known that the simple correlation coefficient is 0.637, so that the correlation between the managerial ability of principals and the work ethic of teachers is good. From the coefficient of determination, it is known that the correlation percentage is 40.60%. The significance of the correlation between the principal's managerial ability and the work ethic of the teacher is seen from the results of the t test where the t-count value is 5.2936 and the t-table value is 2.0195. Thus the value of  $t_{count} > t_{table}$ , so the correlation between the managerial ability of the principal and the work ethic of the teacher is significant.

From the results of statistical calculations above, the answer to the first hypothesis in this study is that there is a correlation of 0.637, then  $r_{yx_1} > 0$ , so that  $H_0$  is rejected and  $H_1$  is accepted. This means that there is a significant

correlation between the managerial abilities of principals and the work ethic of teachers.

These findings support the research conducted by Trimono (2019) that the achievement and realization of professional teacher performance is very dependent on the managerial skills / abilities of the principal. Furthermore, Mawaddatullin (2017) in his research also shows that the managerial competence of principals contributes significantly to teacher performance.

Meanwhile, if it is seen from the results of the data description, it is known that the managerial ability of the principal and the work ethic of the teacher are in a very good and good condition respectively. This deserves to be maintained and improved again through improvements to the lowest dimension of the two variables. The results of the analysis show that control is a variable dimension of the principal's managerial ability with the lowest level of achievement of response, especially in the aspect of using performance evaluation results to make continuous improvements. In addition, one aspect of the organizational dimension related to efforts to mobilize school members to achieve competitive quality targets also has a low level of response achievement. On the other hand, self-confidence is a variable dimension of the teacher's work ethic with the lowest level of achievement of response, especially in relation to the reluctance that teachers might feel in expressing opinions during academic meetings in order to contribute to the improvement of academic programs.

The findings of data descriptions for variables  $X_1$  and  $Y$  also support the results of testing the first hypothesis in this study. In this case, when the principal is able to move the school community (teachers) to work with a competitive quality target orientation, the teachers will also get used to working by prioritizing high quality in order to maintain the excellence that can be provided by the school where they work. Efforts to maintain the quality of education, when used as a culture or habit at work, can act as an adjustment between

the high self-value and the work value of teachers so as to trigger all forms of action directed towards achieving predetermined targets. Therefore, increasing the work ethic of teachers cannot be separated from the role of the principal's managerial ability as the person responsible for meeting educational service standards in schools.

Next, testing the second hypothesis that is carried out is related to testing the correlation between  $X_2$  and Y, the results of which are summarized in Table 6.

Table 6. Simple Correlation Test for  $X_2$  and Y Variables

	Koefisien Korelasi	Koefisien Determinasi	Signifikansi
$r_{yx_2}$	0,734	53,87%	$t_{hit} = 6,9194$ $t_{tabel} = 2,0195$

From Table 6, it is known that the simple correlation coefficient is 0.734, so the correlation between work climate and teacher work ethic is good. From the coefficient of determination, it is known that the correlation percentage is 53.87%. The significance of the correlation between the work climate and the work ethic of teachers is seen from the results of the t test where the t-count value is 6.9194 and the t-table value is 2.0195. Thus the value of  $t_{count} > t_{table}$ , so the correlation between the work climate and the work ethic of the teacher is significant.

From the results of statistical calculations above, the answer to the second hypothesis in this study is that there is a correlation of 0.734, so  $r_{yx_2} > 0$ , so that  $H_0$  is rejected and  $H_1$  is accepted, meaning that there is a significant correlation between the work climate and the work ethic of the teacher.

These findings support the results of Budiawati's (2017) research which shows that a conducive work climate affects the increase in teacher motivation to excel. In this case, teachers' perceptions of the conducive working climate in fulfilling their professionalism needs to motivate teachers to do the best of their abilities while working. Furthermore, Awe

(2016) in his research also shows that the work climate of teachers is positively and significantly correlated with teacher performance.

Meanwhile, when viewed from the results of the description of the data on the work climate and work ethic of the teacher, both are in good category. This needs attention to be improved again through improvements to the lowest dimension of the two variables. The results of the analysis show that support is a dimension of the work climate variable with the lowest level of achievement of response, especially in the constructive aspects of the criticism given by fellow teachers. Meanwhile, in the work ethic variable, in addition to the self-confidence dimension, it was also found that one aspect of the work centrality dimension with a low level of response achievement was related to the preparation of CAR to compare the effectiveness of various learning models.

The findings of the data descriptions for the  $X_2$  and Y variables also support the results of testing the second hypothesis in this study. In this case, the constructive nature of criticism generally not only makes the problem the main focus of the discussion but also various possible solutions adapted to conditions that previously limited the teacher's space for movement. Constructive criticism opens up opportunities to act as a place for self-evaluation and triggers a process of brainstorming among teachers towards better achievement. This condition, if it occurs / is carried out on an ongoing basis, will lead to the generation of new ideas related to educational problems that can be used as the theme of teacher research through the preparation of CAR. The virtue of preparing CAR, especially if it is done together with other teachers, enables teachers to actively develop their knowledge and skills in improving and enhancing the quality of the learning they are carrying out. The results of making CAR is indirectly related to increased teacher confidence to participate in efforts to improve school quality because they believe that the input given comes from the results of scientific studies that have been carried out. Therefore, a

conducive work climate correlates with an increase in teacher work ethic.

Furthermore, the third hypothesis testing carried out is related to testing the correlation between X<sub>1</sub> and X<sub>2</sub> together with Y, the results are summarized in Table 7.

Table 7. Multiple Correlation Test for X<sub>1</sub> and X<sub>2</sub> with Y

	Koefisien Korelasi	Koefisien Determinasi	Signifikansi
$R_{yx_1x_2}$	0,752	56,60%	$F_{hit} = 34,6722$ $F_{tabel} = 3,2257$

From Table 7, it is known that there is a good correlation between the managerial ability of school principals and the work climate together with a work ethic of 0.752. If you look at the significance with the results of the F test, it is known that the value of F<sub>count</sub> is 34.6722 and the value of F<sub>table</sub> is 3.2257 so that the value of F<sub>count</sub> > F<sub>table</sub>. Thus, the correlation between the principal's managerial ability and work climate together with the work ethic of teachers is significant.

Meanwhile, the coefficient of determination obtained is 56.60%. This means that the correlation between the principal's managerial ability and the work climate together has a good correlation with the work ethic of teachers. The rise and fall of the teacher's work ethic 56.60% is related to the managerial ability of the principal and the work climate. The remaining 43.40% is due to other variables not examined in this study.

From the results of statistical calculations above, the answer to the second hypothesis in this study is that there is a correlation of 0.7523, then  $R_{(x_1 x_2 y)} > 0$ , so that the final result H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted. Thus, there is a significant correlation between the managerial ability of school principals and the work climate together with the work ethic of teachers. This finding supports the research results of Ariyanti et al. (2019) which shows that the principal managerial competence and organizational climate together have a significant effect on teacher professionalism.

Furthermore, Vahim et al. (2019) in their research shows that the managerial competency standards of school principals and school climate together have a significant effect on teacher performance. Meanwhile, Hebarudin (2009:200-202) explained that the principal is a formal leader in educational institutions. The principal is the highest official in a school unit. The principal who has a protective, patient, not careless, flexible, assertive but not rigid nature, helps teachers in carrying out their duties causing the school atmosphere to become orderly and harmonious so as to accelerate the realization of the expected goals. It also helps create a work climate that is safe, secure, and enjoyable. Changes in the work climate that occur in schools will also correlate with the work ethic of teachers in schools in achieving targets to be achieved. Thus, improving the work ethic of teachers can be done by striving to improve the managerial abilities of school principals as effectively as possible and the work climate is optimized and made as conducive as possible so that the work ethic of teachers is even better.

#### IV. CONCLUSION

Based on the results of the analysis and discussion, it can be concluded as the principal managerial ability correlates with the work ethic of the teacher. In this case, the level of good correlation is 0.637 with a correlation percentage of 40.60%. This means that the increase or decrease in the work ethic of the teacher correlates with the principal managerial ability of 40.60%.

The work climate is correlated with the work ethic of the teacher. In this case, the level of good correlation is 0.734 with a correlation percentage of 53.87%. This means that the increase or decrease in the work ethic of the teacher correlates with the work climate of 53.87%.

The managerial ability of the principal and the work climate jointly correlate with the work ethic of the teacher. In this case, the level of good correlation is 0.7523 with a correlation percentage of 56.60%. It means that the

increase or decrease in the work ethic of the teacher is correlated with the managerial ability of the principal and the working climate together by 56.60%.

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