

# Optimizing School Management: The Role of Managerial Skills, Organizational Climate, and Work Motivation

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## Abstract

This study aims to analyse the influence of principals' managerial skills, organizational climate, and work motivation on the effectiveness of school management, examining both partial and simultaneous effects. The research employed a quantitative approach with a correlational method. The population consisted of 213 teachers, and a sample of 139 teachers was selected using Slovin's formula and proportional random sampling technique. Data were collected through questionnaires and analysed using descriptive statistics and both simple and multiple linear regression analyses. The prerequisite tests included normality, multicollinearity, heteroscedasticity, and linearity tests. The results indicate that the principal's managerial skills have a significant partial effect on school management effectiveness, accounting for 68.9% of the variance. Organizational climate contributes 69.0%, and work motivation has a significant influence of 68.6%. Simultaneously, managerial skills, organizational climate, and work motivation have a significant impact on school management effectiveness, contributing 72.6%. These findings highlight the importance of competent leadership, a conducive organizational environment, and high work motivation in improving school management effectiveness

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## Kata kunci:

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## Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh keterampilan manajerial kepala sekolah, iklim organisasi, dan motivasi kerja terhadap efektivitas manajemen sekolah, baik secara parsial maupun simultan. Pendekatan penelitian ini adalah kuantitatif dengan metode korelasional. Populasi penelitian terdiri dari 213 guru, dan sampel sebanyak 139 guru ditentukan menggunakan rumus Slovin dengan teknik proportional random sampling. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan teknik analisis deskriptif serta uji regresi linier sederhana dan berganda. Uji prasyarat yang dilakukan mencakup uji normalitas, multikolinearitas, heteroskedastisitas, dan linieritas. Hasil penelitian menunjukkan bahwa keterampilan manajerial kepala sekolah secara parsial berpengaruh signifikan terhadap efektivitas manajemen sekolah sebesar 68,9%. Iklim organisasi berpengaruh signifikan sebesar 69,0%, sedangkan motivasi kerja memberikan pengaruh sebesar 68,6%. Secara simultan, keterampilan manajerial kepala sekolah, iklim organisasi, dan motivasi kerja berpengaruh signifikan terhadap efektivitas manajemen sekolah dengan kontribusi sebesar 72,6%. Temuan ini menegaskan pentingnya kepemimpinan yang kompeten, lingkungan organisasi yang kondusif, serta motivasi kerja yang tinggi dalam meningkatkan efektivitas manajemen sekolah

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## INTRODUCTION

Quality education is one of the main factors in determining the progress of a nation. Vocational High Schools (SMK) have a strategic role in preparing human resources who are ready to enter the workforce with relevant skills. However, the effectiveness of schools in achieving these goals is highly dependent on the management system implemented. School management includes planning, organizing, implementing, and supervising the management of resources, including educators, facilities and infrastructure, and financial aspects, in order to achieve educational goals effectively and efficiently (Lunenburg & Ornstein, 2021; Nurhuda, Al Fajri, & bin Engku Ab, 2023).

Although school management plays a very important role in improving the quality of education, the results of the evaluation of the SMK Supervisors show that school management in several SMKs is still ineffective. This can be seen from several aspects, namely: (1) aspects of educational input that still face obstacles, such as the lack of certified educators and staff who do not yet have adequate competence, as well as school work programs that are not in line with the school's vision and mission; (2) aspects of the educational process that still show low quality learning and less than optimal curriculum management; and (3) aspects of educational output that still face challenges, such as minimal tracer study reports and low student achievement in various competitions.

Based on several research results, it is shown that the principal has a key role in determining the quality of education (Mardizal, Anggriawan, Al Haddar, & Arifudin, 2023; Solihah & Iskandar, 2023; Suhaedin, Giatman, & Maksum, 2024). The principal is not only responsible for administration, but must also have managerial skills that include planning, organizing, directing, and controlling all aspects of school operations. Effective principal leadership can create a conducive learning environment and increase the motivation and performance of educators and students (Ariyani & Zuhaery, 2021; Wang, Lee, & Hoque, 2023). Thus, the principal's managerial skills become a very important factor in the effectiveness of school management (Stronge & Xu, 2021).

In addition to the principal's managerial skills, organizational climate also has an influence on the effectiveness of school management. Organizational climate reflects the working atmosphere and culture that develops in the school environment. Nabella defines organizational climate as the perception of organizational members towards internal conditions that influence their attitudes and performance. A positive organizational climate will encourage increased productivity, cooperation, and the achievement of school goals more optimally (Nabella et al., 2022).

Work motivation is also a factor that contributes to the effectiveness of school management (Olaifa, Ali, Olaifa, Oladimeji, & Akpala, 2024). High motivation will encourage educators and education personnel to work harder in achieving educational goals. Appreciation from educational institutions towards educators and school staff can increase their job satisfaction and dedication in carrying out their duties and responsibilities.

Based on this background, this study aims to analyze the influence of principal managerial skills on the effectiveness of school management, the influence of organizational climate on the effectiveness of school management, and the influence of work motivation on the effectiveness of school management. In addition, this study will also examine the influence of principal managerial skills, organizational climate, and institutional appreciation together on the effectiveness of school management at SMK Kedungwuni District, Pekalongan Regency.

## **METHODS**

This study uses a quantitative approach with a correlational research type. The study was conducted in Kedungwuni District, Pekalongan Regency. The population in this study were all teachers at SMK Kedungwuni District, totaling 213 people. The sample determination used the Slovin formula with a proportional random sampling technique so that a sample of 139 teachers was obtained. Data collection was carried out using a questionnaire compiled based on the dimensions and indicators of each research variable (Widana et al., 2023).

This study used four questionnaire instruments as measuring tools, with the following details: The principal's managerial skills variable consists of 39 statements. The organizational climate variable consists of 30 statements. The work motivation variable consists of 30 statements. The school management effectiveness variable consists of 45 statements. The instruments that have been made are then tested for validity and reliability, which show the results of the principal's managerial skills variable consisting of 35 statements, the organizational climate variable consisting of 28 statements, the work motivation variable consisting of 28 statements and the school management effectiveness variable consisting of 42 statements (Albaum, 1997).

The collected data were analyzed with several stages of prerequisite tests, including: Normality test to determine the distribution of data (Templeton, 2011). Multicollinearity test to identify the relationship between independent variables. A linearity test is used to test the linear relationship between independent and dependent variables. A heteroscedasticity test will be used to ensure that there is no non-constant variance in the data. Furthermore, a hypothesis test was carried out using the t-test technique to partially determine the effect of each independent variable on the dependent variable (Romano, Shaikh, & Wolf, 2010; Rubin & and Donkin, 2024). F test to determine the effect of independent variables simultaneously on the dependent variable. Structural test to analyze the relationship model between variables. Data analysis in this study was carried out using SPSS 25 software.

## RESULT AND DISCUSSION

### Result

#### The Influence of Principal Managerial Skills on the Effectiveness of School Management at Vocational High Schools in Kedungwuni District, Pekalongan Regency

Based on the research results on the variable of the principal's managerial skills towards the effectiveness of school management, it can be described as follows:

**Table 1 Correlation of Principal Managerial Skills to School Management Effectiveness**

		Managerial Skills of the Head	Effectiveness of school management
Managerial Skills of the Head	Pearson	1	.830**
	Correlation		
	Sig. (2-tailed)		.000
	N	139	139
Effectiveness of school management	Pearson	.830**	
	Correlation		
	Sig. (2-tailed)	.000	
	N	139	139

The results of the correlation analysis between the variable of the principal's managerial skills and the effectiveness of school management show a positive value with an r count of 0.830. While Sig (2-tailed) of 0.000 shows a unidirectional relationship between X1 and Y with a significant relationship because the value is less than 5% or  $0.000 < 0.05$ . Then the results of the simple regression analysis show that the model of the relationship between the principal's managerial skills and the effectiveness of school management is expressed by the equation  $\hat{Y} = 11.078 + 1.068 X_1$ . The results of the partial t test show a significance probability value of  $0.000 < 0.10$  so that the independent variable is a significant explanation of the dependent variable and the t count value > t table ( $17.410 > 1.656052$ ) then the variable of the principal's managerial skills partially has a significant effect on the variable of the effectiveness of school management.

**Table 2 Summary Test of Principal Managerial Skills Variables on School Management Effectiveness**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.830 <sup>a</sup>	.689	.686	6.641

The R Square value is 0.689. This value means that there is a strong influence between the principal's managerial skills (X1) on the effectiveness of school management (Y) which is 68.9% while 31.1% of the effectiveness of school management (Y) is influenced by other variables that are not studied or other than the principal's managerial skills and organizational climate. Then the r count value is 0.830 which

shows a very strong influence between the principal's managerial skills on the effectiveness of school management.

### **The Influence of Organizational Climate on the Effectiveness of School Management at Vocational High Schools in Kedungwuni District, Pekalongan Regency**

Based on the research results on the organizational climate variable on the effectiveness of school management, it can be described as follows:

**Table 3 Correlation of organizational climate with school management effectiveness**

		Organizational Climate	School Management Effectiveness
Organizational Climate	Pearson Correlation	1	.831**
	Sig. (2-tailed)		.000
	N	139	139
School Management Effectiveness	Pearson Correlation	.831**	
	Sig. (2-tailed)	.000	
	N	139	139

The results of the correlation analysis between the Organizational Climate variable and the effectiveness of school management show a positive value with an r count of 0.831. The results of the simple regression analysis show that the Organizational Climate model on the effectiveness of school management is expressed by the equation  $\hat{Y} = 14.439 + 1.287 X_2$ . The results of the partial t test show a significance probability value of  $0.000 < 0.10$  so that the independent variable is a significant explanation of its dependent variable and the t count value  $> t$  table ( $17.459 > 1.656052$ ) then the Organizational Climate variable partially has a significant effect on the variable of school management effectiveness.

**Table 4 Summary Test of Organizational Climate on School Management Effectiveness**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831 <sup>a</sup>	.690	.688	6.629

The R Square value of 0.690 means that there is a strong influence between Organizational Climate ( $X_2$ ) on the effectiveness of school management ( $Y$ ), which is 69.0%, while 31.0% of the effectiveness of school management ( $Y$ ) is influenced by other variables that are not studied. Then the correlation coefficient value  $r$  is 0.831, which shows a powerful influence between Organizational Climate on the effectiveness of school management.

### The Influence of Work Motivation on the Effectiveness of School Management at Vocational High Schools in Kedungwuni District, Pekalongan Regency

Based on the research results on work motivation variables on the effectiveness of school management, it can be described as follows:

**Table 5 Correlation of work motivation with school management effectiveness**

		Work motivation	School Management Effectiveness
Work motivation	Pearson Correlation	1	.797**
	Sig. (2-tailed)		.000
	N	139	139
School Management Effectiveness	Pearson Correlation	.797**	
	Sig. (2-tailed)	.000	
	N	139	139

The results of the correlation analysis between work motivation variables and the effectiveness of school management show a positive value with an r count of 0.797. The results of the simple regression analysis show that the work motivation model on the effectiveness of school management is expressed by the equation  $\hat{Y} = 28.451 + 1.086 X_3$ . The results of the partial t-test show a significance probability value of  $0.000 < 0.10$  so that the independent variable is a significant explanation of its dependent variable and the t-count value  $> t$  table ( $11.385 > 1.656052$ ). Then, the work motivation variable partially has a significant effect on the school management effectiveness variable.

**Table 4 Summary Test of Work Motivation on School Management Effectiveness**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 <sup>a</sup>	.686	.682	8.533

The R Square value of 0.686 means that there is a strong influence between work motivation ( $X_3$ ) on the effectiveness of school management ( $Y$ ) which is 68.6% while 31.4% of the effectiveness of school management ( $Y$ ) is influenced by other variables that are not studied. Then the correlation coefficient value  $r$  is 0.797 which shows a strong influence between work motivation on the effectiveness of school management.

### The Influence of Principal Managerial Skills, Organizational Climate and Work Motivation on the Effectiveness of School Management at Vocational High Schools in Kedungwuni District, Pekalongan Regency

Based on the results of research on the variables of the influence of the principal's managerial skills, organizational climate and work motivation on the effectiveness of school management, it can be described as follows:

**Tabel 5 Correlation Coefficient of the Influence of Principal's Managerial Skills, Organizational Climate and Work Motivation on School Management Effectiveness**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 Constant)	7.388	5.640		1.310	.192
Managerial Skills	.550	.151	.427	3.631	.000
Organizational Climate	.682	.159	.440	4.282	.000
Work motivation	.214	.225	.209	2.112	.000

The results of multiple regression analysis show that the relationship model of principal managerial skills, organizational climate and work motivation towards the effectiveness of school management is expressed by the equation  $\hat{Y} = 7.388 + 0.550 X_1 + 0.682 X_2 + 0.214 X_3$ . The results of the partial t-test show that the t-value of  $X_1$  against  $Y$  is 3.631, while the t-table value is 1.656052. This means that  $t\text{-value} > t\text{-table}$  ( $3.631 > 1.656052$ ), and the variable of principal managerial skills partially has a significant effect on the variable of school management effectiveness. The t-value of  $X_2$  against  $Y$  is 4.282, while the t-table value is 1.656052. This means that  $t\text{-value} > t\text{-table}$  ( $4.282 > 1.656052$ ) then the variable of organizational climate partially has a significant effect on the variable of school management effectiveness. The calculated t value of  $X_3$  against  $Y$  is 2.112, while the t table value is 1.656052. This means that  $t \text{ count} > t \text{ table}$  ( $2.112 > 1.656052$ ), so the work motivation variable partially has a significant effect on the school management effectiveness variable.

**Table 6 Summary Test of Principal's Managerial Skills, Organizational Climate and Work Motivation on School Management Effectiveness**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852 <sup>a</sup>	.726	.720	6.273

The R Square value is 0.726. This value indicates that the variation in the effectiveness of school management ( $Y$ ) can be explained by the variables of the principal's managerial skills ( $X_1$ ), organizational climate ( $X_2$ ) and work motivation ( $X_3$ ) together by 72.6%, which means that the coefficient of determination of the variable is included in the strong category. This is by Sugiyono, who stated that the coefficient of determination in the range of 0.60-0.799 is said to be strong(Sugiyono, 2023).

So it can be concluded that there is a strong influence between the principal's managerial skills ( $X_1$ ), organizational climate ( $X_2$ ) and work motivation ( $X_3$ ) on the effectiveness of school management ( $Y$ ). Then, the value of the correlation coefficient  $r$  is 0.852, which means that the correlation coefficient of the variable is included in the very strong category. This is in accordance with Sugiyono, who stated that a correlation

coefficient in the range of 0.80-1,000 is said to be very strong (Sugiyono & Lestari, 2021). So it can be concluded that there is a strong influence between the principal's managerial skills (X1), organizational climate (X2) and work motivation (X3) on the effectiveness of school management (Y).

## Discussion

### **The Influence of Principal Managerial Skills on the Effectiveness of School Management at Vocational High Schools, Kedungwuni District, Pekalongan Regency.**

Based on the results of the study on the variable of the principal's managerial skills on the effectiveness of school management, it can be described as follows: The results of the correlation analysis between the variable of the principal's managerial skills on the effectiveness of school management show a positive value with an  $r$  count of 0.830. The results of the simple regression analysis show that the relationship model of the principal's managerial skills on the effectiveness of school management is expressed by the equation  $\hat{Y} = 11.078 + 1.068 X_1$ . The magnitude of the influence of the variable of the principal's managerial skills (X1) on the effectiveness of school management (Y) is obtained from the R square value of 68.9%. While the remaining 31.1% is still influenced by other factors outside the variables studied. Based on the description above, the findings of this study indicate that there is a significant influence of the principal's managerial skills on the effectiveness of school management at SMK Kedungwuni District, Pekalongan Regency of 68.9%.

The results of this study are reinforced by the results of research conducted by Amri. The results of the study showed that: the correlation between the variable of the principal's managerial skills and the variable of school effectiveness was 0.815, which is included in the fairly strong category (Amri, Murniati, & Miyono, 2020). Then Suyitno's research results showed that there was a positive and significant influence between the principal's managerial skills and the effectiveness of school-based management of 56.8% (Suyitno, 2021).

Seeing these results shows that the principal can carry out managerial supervision of the performance carried out by teachers to be able to improve the effectiveness of school management. Teachers must be able to plan and implement learning well to achieve learning goals. Managerial skills can be interpreted as the ability to manage resources through planning, organizing, directing, and supervising activities to achieve organizational goals effectively and efficiently. (Darim, 2020). Several studies also show that the principal's managerial skills are the principal's ability to utilize all school resources to achieve educational goals at school (Hallinger & Murphy, 1985; Rostini, Syam, & Achmad, 2022; Werang, 2010).

The effectiveness of school management in SMK Kedungwuni District, Pekalongan Regency can continue to increase if the principal can manage the school by maximizing managerial implementation which will later be able to increase the effectiveness of school management. The principal must be able to synergize the potential they have by utilizing existing resources and learning sources so that they can

produce good school management performance and effectiveness, especially in the field of education administration and learning processes.

The implications of these results indicate that principals who have high managerial skills can supervise teachers well, encourage the implementation of structured learning, and create an effective school environment. Therefore, improving the managerial skills of principals needs to be facilitated by the education office through training or continuous competency development programs.

### **The Influence of Organizational Climate on the Effectiveness of School Management at Vocational High Schools, Kedungwuni District, Pekalongan Regency.**

Based on the results of the study on organizational climate variables on the effectiveness of school management, it can be described as follows: The results of the correlation analysis between organizational climate variables and the effectiveness of school management show a positive value with an  $r$  count of 0.831. The results of a simple regression analysis show that the relationship model of organizational climate on the effectiveness of school management is expressed by the equation  $\hat{Y} = 14.439 + 1.287X_2$ . The magnitude of the influence of organizational climate variables ( $X_2$ ) on the effectiveness of school management ( $Y$ ) is obtained from the  $R$  square value of 69.0%. While the remaining 31.0% is still influenced by other factors outside the variables studied.

Based on the description above, the findings of this study indicate that there is a significant influence of organizational climate on the effectiveness of school management at SMK Kedungwuni District, Pekalongan Regency by 69.0%. The results of this study are reinforced by the results of research conducted by Ahmad and Haryani that the school organizational climate ( $X_1$ ) has a significant positive effect on learning management ( $Y$ ) (Ahmad & Walid, 2022; Haryani, 2017). Organizational climate needs to be improved so that the effectiveness of school management can increase. Especially related to internal factors of teachers in working. According to Sagala, the organizational climate of a school is a relative quality of input from the organizational environment which is an experience experienced by members of the organization that influences their behavior (Sagala, 2009). Or it can also be defined as a series of characteristics of the work environment, which are assessed directly or indirectly by employees, which are the main force in influencing employee behavior.

The organizational climate of a school is the relationship between personnel, social and cultural factors that influence the behavior of individuals and environmental groups within the school (Amini, Irvan, & Putri, 2021; Luthfi & Iba, 2023). Therefore, to create a good organizational climate, the principal and teachers at SMK Kedungwuni District, Pekalongan Regency must continue to cultivate and be role models for colleagues and students. In addition, the role of the principal is needed to be able to improve and develop the organizational climate so that teachers are motivated to work well so that the achievement and effectiveness of school management will be better. This is proven by the results of the regression analysis that the coefficient of work motivation

on the effectiveness of school management at SMK Kedungwuni District, Pekalongan Regency is positive and significant.

However, there is data that deviates from the theory, indicating that organizational climate is not the only factor that influences the effectiveness of school management. This is an important indication that strengthening other factors is also needed to support overall effectiveness. A positive organizational climate is one of the main foundations in supporting the improvement of school management effectiveness. With a strong and supportive organizational climate, teachers are more motivated to improve their competence, learning quality, and school management effectiveness. Therefore, educational institutions need to create and maintain an organizational climate that supports the improvement of school management effectiveness.

### **The Influence of Work Motivation on the Effectiveness of School Management at Vocational High Schools in Kedungwuni District, Pekalongan Regency.**

Based on the research results on work motivation variables on the effectiveness of school management, it can be described as follows:

The results of the correlation analysis between work motivation variables and the effectiveness of school management show a positive value with an  $r$  count of 0.797. The results of a simple regression analysis show that the relationship model between work motivation and the effectiveness of school management is expressed by the equation  $\hat{Y} = 28.451 + 1.066 X_3$ . The magnitude of the influence of the work motivation variable ( $X_3$ ) on the effectiveness of school management ( $Y$ ) is obtained from the  $R$  square value of 68.6%. While the remaining 31.4% is still influenced by other factors outside the variables studied.

Based on the description above, the findings of this study indicate that there is a significant influence of work motivation on the effectiveness of school management in SMK Kedungwuni District, Pekalongan Regency, amounting to 68.6%. The results of this study strengthen the results of research conducted by Muthia, there is a positive influence of principal motivation on the performance of SMK principals throughout Pekanbaru of 4,949 (Trinovismi, Gimin, & Marzuki, 2018).

Work motivation needs to be improved so that the effectiveness of school management can increase. Especially related to the learning process and competencies possessed by teachers. According to Simon, the definition of work motivation is a psychological process that arouses, directs and perseveres in carrying out voluntary actions that are directed at achieving goals (Simon, 2022). Furthermore, several researchers stated that work motivation is an effort that can give rise to behavior, direct behavior, and maintain or preserve behavior that is appropriate to the work environment in an organization (Arfan, 2021; Basalamah, 2021; Perkasa, Susiang, Parashakti, & Rostina, 2023; Sitopu, Sitinjak, & Marpaung, 2021).

Therefore, to realize good work motivation, teachers at SMK Kedungwuni District, Pekalongan Regency must continue to have good work enthusiasm and motivation. In addition, the role of the principal is needed to be able to increase work

motivation so that teachers are encouraged to work well so that the achievement and effectiveness of school management will be better. This is evidenced by the results of the regression analysis that the coefficient of work motivation on the effectiveness of school management at SMK Kedungwuni District, Pekalongan Regency is positive and significant.

The results of all analyses and tests related to the calculation of cultural regression on the effectiveness of school management above obtained good results, there are some data that deviate from the samples studied. In theory, when work motivation is good, the effectiveness of school management will also be good, but it was found that several samples studied deviated from the theory. This shows that the effectiveness of school management is not only influenced by work motivation but also by several other factors, meaning that work motivation is not the only factor that influences the high and low effectiveness of school management.

Work motivation has a close relationship with increasing the effectiveness of teacher school management. With good motivation, teachers are more enthusiastic to continue learning, innovating, and providing the best teaching for students. Therefore, support from schools, government and the community is very important to maintain and increase teacher work motivation.

### **The Influence of Principal Managerial Skills, Organizational Climate and Work Motivation on the Effectiveness of School Management at Vocational High Schools in Kedungwuni District, Pekalongan Regency.**

Based on the results of the study on the variables of the principal's managerial skills, organizational climate and work motivation on the effectiveness of school management can be described as follows:

The results of the multiple regression analysis show that the relationship model of the principal's managerial skills, organizational climate and work motivation on the effectiveness of school management is expressed by the equation  $\hat{Y} = 7.388 + 0.550 X_1 + 0.682 X_2 + 0.214 X_3$ . The magnitude of the influence of the variables of the principal's managerial skills ( $X_1$ ), organizational climate ( $X_2$ ) and work motivation ( $X_3$ ) together on the effectiveness of school management ( $Y$ ) is obtained from the R square value of 72.6%, the remaining 27.4% is influenced by other factors. The results of this study are reinforced by the results of research conducted by (Trinovismi et al., 2018) There is a positive influence of managerial skills and motivation together on the performance of vocational school principals throughout Pekanbaru by 2,463. Then the research conducted by Himah which together, managerial skills, teacher work motivation, and school organizational climate affect the professional skills of vocational teachers of SMK in the field of Business and Management Expertise in Jepara Regency by 71.7% (Hikmah, Yuliejantiningih, & Miyono, 2023).

Seeing the results above, it takes the principal's managerial skills, organizational climate and good work motivation to improve the effectiveness of school management. The principal and teachers are one of the determining factors for the high and low

results of education. The success of education is very much determined by the extent to which the principal and teachers are prepared to have good performance to create high-achieving students. It takes seriousness from each principal and teacher to improve the effectiveness of school management to achieve maximum achievement. By having good work motivation and supported by the principal's managerial skills and good work motivation, it is hoped that it can improve the effectiveness of school management.

Principal managerial skills, organizational climate, and work motivation have a significant and complementary influence in improving the effectiveness of school management. Therefore, education managers need to ensure that these three factors run harmoniously. Principal managerial skills must be carried out periodically, organizational climate needs to be built with supportive values, and work motivation must be continuously maintained through various incentives and awards.

In this research process, there are limitations that affect the results of the study, namely: 1) There are limitations in research time, energy, and researcher abilities. 2) There is a lack of respondent ability in understanding the statements in filling out the questionnaire and honesty in providing answers so that there is a possibility that the results are less accurate. 3) This study only examines the principal's managerial skills, organizational climate, work motivation and effectiveness of school management so that further research needs to be developed to be studied, so it is hoped that there will be further research on the principal's managerial skills, organizational climate, work motivation and effectiveness of school management with different research methods, more samples, and the use of different and complete research instruments.

## CONCLUSION

The results of the study indicate that the principal's managerial skills have a positive and significant effect on the effectiveness of school management. This can be seen from the regression equation  $\hat{Y} = 11.078 + 1.068 X_1$ , with a coefficient of determination of 68.9%. The correlation value of 0.830 indicates a very strong relationship between these two variables. Furthermore, organizational climate also has a positive and significant effect on the effectiveness of school management, as shown by the regression equation  $\hat{Y} = 14.439 + 1.287 X_2$ . The coefficient of determination of 69.0% indicates that this variable contributes greatly to the effectiveness of school management, with a correlation of 0.831 which is included in the very strong category. In addition, work motivation also has a positive and significant effect on the effectiveness of school management. The regression equation obtained is  $\hat{Y} = 28.451 + 1.086 X_3$ , with a coefficient of determination of 68.6%. The correlation value of 0.797 indicates a strong relationship between work motivation and the effectiveness of school management.

The three variables, namely the principal's managerial skills, organizational climate, and work motivation, simultaneously have a significant effect on the effectiveness of school management. The regression equation obtained is  $\hat{Y} = 7.388 + 0.550 X_1 + 0.682 X_2 + 0.214 X_3$ , with a coefficient of determination of 72.6%. The correlation value of 0.852 indicates a very strong relationship between these three factors

and the effectiveness of school management. This finding confirms that to improve the effectiveness of school management, it is necessary to strengthen the principal's managerial skills, create a conducive organizational climate, and increase the work motivation of teachers and staff. Therefore, educational policies and leadership training programs must focus on improving these three aspects to support more effective and quality school management.

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