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## THE INFLUENCE OF LEADERSHIP BEHAVIOR AND MANAGERIAL SKILLS OF SCHOOL PRINCIPALS ON THE PERFORMANCE OF TEACHERS AT JAKARTA SCHOOL

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### Abstract

This study aims to analyze the impact of leadership behavior and managerial skills of school principals on teacher performance at Sekolah Ekayana Dharma Budhi Bakti Jakarta. In this study, a sample was consisting of all teachers in elementary, junior high, senior high, and vocational schools under the Sekolah Ekayana Dharma Budhi Bakti Jakarta, totaling 44 individuals. The data used in this research consists of primary data obtained through a structured questionnaire and secondary data obtained from relevant documents and academic records. Data were collected through a structured questionnaire designed to assess teachers' perceptions of the principal's leadership behavior, managerial skills, and their own performance. The analysis utilized multiple linear regression, conducted with SPSS version 26. The findings indicate that the principal's leadership behavior significantly influences teacher performance. Principals demonstrating strong leadership behavior enhance teachers' motivation and discipline, which positively impacts their performance. Additionally, the managerial skills of the principal contribute to teacher performance by fostering an effective resource management and problem-solving environment. Collectively, both leadership behavior and managerial skills create a motivating work atmosphere that improves teacher performance and job satisfaction.

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### Keywords

Leadership behavior, managerial skills, teacher performance.

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## INTRODUCTION

Education is a central sector of all aspects of life because it provides various meanings of existence. Through education, every human being can learn about the nature and environment in which they live (Khiong, 2022). Currently, the state of education has experienced rapid development, marked by an increasing number of schools and their facilities. Some schools have adopted various technological advancements that can aid learning (Muljadi et al., 2022). However, the establishment of a good educational environment must also be guaranteed by the quality of the leaders of the relevant school institutions. This is because the quality of education is not only influenced by the curriculum and physical facilities but also by the teachers, who play a central role in the learning process, especially the principal as the leader (Surianto et al., 2021).

The level of educational quality reflects the capability of the school institution in providing a conducive learning environment for students *siswa* (Muhonen et al., 2018). One important aspect that influences educational quality is the performance of teachers as educators. According to Fauth et al. (2019), teacher performance has a significant positive impact on students' interest in learning. This underscores that teacher performance is a crucial aspect to maintain educational quality and a conducive environment for students (Tansel et al., 2022). Furthermore, the performance of these teachers can be influenced by several factors, one of which is the behavior of the leaders of the teachers, in this case, the principal (Nasra & Arar, 2020).

Buddhist teachings emphasize that leadership should be based on ethics, wisdom, compassion, and service (Sinaga et al., 2022). Buddha also advised in one of his sermons, the *Cakkavati Sihanada Sutta*, that a leader must possess honesty, impartiality, freedom from any form of hatred toward their subordinates, and always maintain a clear vision (Parjono, 2022). Ethics in Buddhism is not just about following moral rules, but also about developing character to remain relevant to current situations (Sapardi, 2019). It is also emphasized that a leader must have high integrity, be honest, and be reliable. Ethical leadership also means promoting justice, equality, and goodness in every action (Nyanasuryanadi, 2021).

A leader with steadfast integrity can be trusted and respected because they hold firmly to strong values. In *Lokasutta* (Ittivutaka 122), Buddha expressed that a trustworthy leader is one who practices their teachings. According to *Aganna Sutta* (DN 27), the etymological definition of the term "king" is *Dhammena janam ranjetiti raja*, which means "one who brings happiness to others through Dharma." Thus, every leader must ensure their group remains happy through good policies. A

leader is not a boss who continuously gives orders and uses harsh measures to ensure everyone follows them. With good communication techniques, they should be respected not through coercion but in a pleasant manner. They should make themselves a person that others enjoy being with.

As a leader in the field of education, the principal, who leads the teachers, should fulfill the ten obligations (*dasa raja dhamma*) to be a good leader: generosity (*dana*), morality (*sila*), sacrifice for the welfare of others (*pariccaga*), honesty and sincerity (*ajjava*), kindness and gentleness (*maddava*), living simply (*tapa*), freedom from anger (*akkhoda*), non-violence (*avihimsa*), patience (*khanti*), and respecting the opinions of the people (*avirodhana*). Exemplary qualities will enhance the well-being of the people in terms of peace and harmony (Ja.III.387). Buddha did not pass on power by appointing anyone to lead the monks or the community (Selwen, 2021). He did not want people to depend on a single figure of leadership. What was entrusted was that his followers rely on the teachings and laws of truth called Dharma. In this way, everyone becomes a leader and protector of themselves (D. II. 100). Based on these ten obligations, the role of the principal in managing teachers is crucial to ensuring the effectiveness and efficiency of educational administration in a school.

The principal must also demonstrate a strong work ethic and commitment to education (Anna et al., 2023). By working hard, being dedicated, and showing enthusiasm in carrying out their duties, the principal sets a good example for teachers regarding the importance of integrity, responsibility, and modeling in the teaching profession, thereby creating a healthy organizational environment (Smith et al., 2021). By being a positive role model and providing a strong example in behavior and cherished values, the principal should have good leadership behavior in the eyes of the teachers (Saggaf et al., 2020).

The role of the principal in leadership behavior must provide direction and examples as an educator capable of creating a sustainable learning ecosystem (Lamirin, 2021). If the principal can take on the role of a wise leader, it will foster a good educational atmosphere and environment. Such a conducive environment will ultimately impact the character formation of students (Gunawan, 2022). If students' character is not well-formed in school, then intellectual gaps cannot be addressed (Sage, 2023). Thus, the principal's role in implementing leadership behavior is crucial, making them a role model for both teachers and students.

In addition to being influenced by leadership behavior, teacher performance is also affected by the managerial skills of their leaders. Therefore, the principal must have the ability to manage

and guide teachers to ensure the learning process runs smoothly (Hartono et al., 2019). In this regard, the principal is responsible for providing guidance and support to teachers in their professional development. This includes providing training and resources necessary to enhance teaching skills and understanding of the curriculum (Meinda & Ye, 2020). The principal can also organize reflection sessions and collaborative learning to enrich teachers' teaching practices. Through this role, the principal significantly impacts the development of an effective school culture and improves teaching quality and teacher well-being.

The impact of managerial skills, when further examined, will influence teacher performance as there will be changes in attitudes depending on the implementation of the principal's managerial skills (Ariyanti, 2020). The attitudes and responses of teachers will affect the condition of the educational environment provided by the school. Furthermore, if the learning and teaching environment does not function well, it will impact the learning processes experienced by students (Chandra & Khiong, 2024). This underscores that the principal's managerial skills will ultimately affect the learning outcomes at school (Harliansyah & Amon, 2022). Therefore, the principal must possess strong managerial skills to effectively manage human resources in achieving the school's educational vision and mission (Tanjung et al., 2021).

Based on the two factors affecting teacher performance, the researcher found a gap in the phenomenon regarding the leadership behavior and managerial skills of the principal at Ekayana Dharma Budhi Bakti School in Jakarta. This indicates that the implementation of the principal's leadership behavior at Ekayana Dharma Budhi Bakti School has been effective. Furthermore, these results illustrate that the principal not only meets the expectations associated with their position but also succeeds in creating a supportive and motivating work environment for teachers. This success is crucial, given the central role that leadership behavior plays in determining organizational climate and job satisfaction. The effective implementation of leadership behavior, as reflected in the positive responses from teachers, suggests potential for improving teacher performance and student learning outcomes by fostering a more creative learning environment that enhances student creativity (Darani et al., 2023).

Moreover, the positive reception of the principal's managerial skills indicates an alignment between the needs and expectations of teachers and the strategies applied by school management. This serves as an important indicator of effective leadership, as it not only prioritizes the achievement of organizational goals but also considers the welfare and professional development of

school management sekolah (Suyitno, 2021). The ability to manage these aspects equitably can foster a positive school climate, enhance teacher job satisfaction, and ultimately improve the quality of teaching, which directly impacts student learning outcomes. Thus, it can be concluded that the implementation of the principal's managerial skills at Ekayana Dharma Budhi Bakti School has also been effective.

From this, it is identified that there is a phenomenon gap between the leadership behavior and managerial skills of the principal and the performance of teachers. This gap indicates that some factors influencing teacher performance have not been fully addressed through existing leadership and managerial practices. These factors may include personal and professional issues faced by teachers, such as heavy workloads, lack of educational resources, and the need for more specific and focused professional development (Pramesti & Muhyadi, 2018). Additionally, there may be aspects of the implementation of leadership and management strategies that are not fully aligned or effective in meeting the specific needs of teachers or the school environment. By proactively addressing this phenomenon gap, Ekayana Dharma Budhi Bakti School can work towards creating an environment that not only supports the theoretical application of good leadership and management practices but also ensures that these practices have a tangible and positive impact on improving teacher performance. This, in turn, will pave the way for higher educational achievement and greater job satisfaction among teaching staff.

According to research by Zaini et al. (2023), the leadership behavior of principals can enhance teacher performance as viewed from attitudes and implementation in their work. Research by Susilawati et al. (2021) also found that the implementation of leadership has a strong correlation with teacher performance, indicated by the discipline of the principal's life. Both studies are supported by research from Shanti et al. (2020), which also affirms a positive relationship between the principal's leadership and the performance of the teachers who are their subordinates. Therefore, it can be stated that previous research should indicate a relationship between the principal's leadership behavior and teacher performance, which has led to the identification of a phenomenon gap regarding the principal's leadership behavior at Ekayana Dharma Budhi Bakti School.

Additionally, research by Zohriah et al. (2022) shows a significant influence of the principal's managerial skills on teacher performance, marked by a contribution level of 91%. According to research by Zhahira et al. (2022), the principal's managerial skills will impact teacher performance because the support factors for the principal in carrying out their role to improve teacher

performance include meeting teachers' needs, adequate facilities, and a conducive school environment. These findings are also supported by research from Meidiana et al. (2020) which confirms that there is a significant influence of the principal's managerial skills on teacher performance. Based on the analysis of previous studies, it is understood that theoretically, the principal's managerial skills should influence teacher performance. However, preliminary research produced the opposite results, thereby identifying a phenomenon gap concerning the principal's managerial skills at Ekayana Dharma Budhi Bakti School.

Based on all the analyses and phenomena above, the researcher has decided to investigate the topic of leadership behavior and managerial skills of principals in relation to teacher performance. This research will be conducted at Ekayana Dharma Budhi Bakti School in Jakarta. It will utilize a quantitative approach with data collection techniques using questionnaires directed at the sample of research, which consists of the teachers at the school. Through this study, it is hoped that empirical results regarding teacher performance can be obtained.

The relationship between the principal's leadership and teacher performance is a key aspect of the overall dynamics of a school. A principal with strong and inspirational leadership can motivate teachers to achieve better performance (Hartiwi et al., 2020). By providing a clear vision and fostering enthusiasm for achieving common goals, the principal can inspire teachers to commit to delivering quality teaching. A principal who offers appropriate support and guidance to teachers will help enhance their performance (Kaso et al., 2019). By providing necessary training, guidance, and resources, the principal can assist teachers in developing their skills and competencies.

In the context of Buddhism, the relationship between the principal's leadership and teacher performance can be understood through the fundamental principles contained in Buddhist teachings. Although Buddhist teachings do not specifically address school leadership, some concepts in Buddhism can provide relevant insights into this relationship (Handayani & Rasyid, 2015). Two main concepts in Buddhism are loving-kindness (*mettā*) and wisdom (*paññā*). A principal who practices loving-kindness will have a genuine concern for the welfare of the teachers in their school. They will strive to understand the needs and aspirations of the teachers and provide the necessary support and guidance to enhance their performance (Simanungkalit et al., 2023). Additionally, a wise principal will be able to make appropriate and strategic decisions in managing the school, thereby creating a conducive work environment for teacher performance. The importance of creating a positive and harmonious environment is strongly emphasized. An effective

principal will play a role in shaping a positive organizational culture in the school, where values such as cooperation, mutual respect, and justice are upheld (Indajang et al., 2021:403). This positive organizational culture will motivate teachers to work with enthusiasm and dedication while feeling valued and supported in developing their potential.

Thus, from a Buddhist perspective, the principal's leadership based on the values of loving-kindness, wisdom, and the development of inner qualities can positively contribute to teacher performance. A principal who practices these values will create a motivating and supportive work environment for teachers to achieve quality educational goals.

The relationship between the principal's managerial skills and teacher performance is crucial in the context of effective school management. A principal with good managerial skills can efficiently manage school resources, including budgets, facilities, and personnel (Manik & Siahaan, 2021). With proper resource allocation, the principal can provide a conducive and supportive learning environment for teachers, which in turn will positively affect their performance. Managerial skills enable the principal to design and implement effective educational programs and school policies (Pratiwi et al., 2023). By identifying the needs and challenges faced by teachers, the principal can develop appropriate training and support programs to enhance their skills.

In the context of Buddhism, the relationship between the principal's managerial skills and teacher performance can be viewed through the lens of the values and principles contained in Buddhist teachings. Although Buddhist teachings do not specifically address school management, the principles found in the Dhamma can provide relevant insights into the importance of wise management in achieving educational goals. In Buddhist teachings, the importance of managing resources is recognized, including time, energy, and material goods. A principal with good managerial skills will be able to wisely manage these resources, ensuring their efficient use to support educational activities (Darwin et al., 2022). Thus, this resource management skill will impact teacher performance by providing a conducive and supportive work environment.

Therefore, in the context of Buddhism, the principal's managerial skills can be seen as a means of applying the values and principles of Dhamma in school management. A principal with good managerial skills will be able to create a work environment that aligns with Buddhist ethical and moral principles, which will ultimately have a positive impact on teacher performance and overall educational outcomes.

The relationship between the principal's leadership behavior and managerial skills in relation to teacher performance is complex and interconnected. Inspirational leadership behavior and strong managerial skills can provide additional motivation for teachers to improve their performance (Mamonto et al., 2019). A principal who can provide clear direction and positive encouragement to school staff will motivate teachers to work more effectively. Principals with constructive leadership behaviors and good managerial skills will be able to effectively nurture and develop school staff (Sujianto et al., 2022). They will provide the necessary training, guidance, and support for teachers to enhance their teaching and classroom management skills.

Inclusive leadership behavior, combined with good managerial skills, will help shape a positive organizational culture in the school (Alkhusyaeri et al., 2022). A supportive, collaborative culture that values individual contributions will enhance teacher performance and motivate them to contribute fully. Communicative leadership behavior and strong managerial skills will facilitate effective communication among the principal, staff, and teachers. Clear and open communication will help build strong relationships and mutual understanding within the school, which in turn will enhance teacher performance (Rakhmawati et al., 2021).

From a Buddhist perspective, the relationship between leadership behavior and managerial skills of the principal concerning teacher performance can be understood through the principles of Dhamma taught by the Buddha. Buddhism emphasizes the importance of ethical and moral leadership behavior. A principal who exhibits good leadership behavior will demonstrate qualities such as honesty, fairness, and empathy in their interactions with school staff and teachers (Maruf et al., 2022). This creates a harmonious and supportive work climate, which in turn affects teacher performance. Buddhist teachings emphasize the wise management of resources and activities. A principal with strong managerial skills will effectively manage the school, ensuring the appropriate allocation of resources to support educational activities. By providing adequate facilities and a conducive learning environment, the principal can create conditions that support teacher performance.

A wise principal will be able to combine strong leadership with appropriate managerial skills. Such a principal must make decisions considering the common interests and long-term educational goals, positively impacting teacher performance. Moreover, principals who practice Buddhist teachings in their leadership will foster a positive and supportive organizational culture. They will promote values such as cooperation, mutual respect, and self-development. This



harmonious organizational culture will motivate teachers to contribute fully and reach their potential in teaching (Alkhusyaeri et al., 2022).

Based on the phenomena outlined in the background, the researcher has identified several interconnected issues occurring at Sekolah Ekayana Dharma Budhi Bakti. First, while there is a commendable implementation of leadership behavior by the principal, as recognized by the teachers, they still feel that their performance has not reached its maximum potential and indicate a need for further development. Second, although the principal demonstrates effective managerial skills that are acknowledged by the teachers, the full implementation of these leadership practices has yet to materialize, leading to insufficient enhancement of educational quality.

Furthermore, the execution of managerial skills encounters challenges stemming from a lack of communication and coordination with the teachers. This creates a notable gap between the theoretical understanding of leadership behavior and managerial skills and their actual impact on teacher performance. Thus, it becomes evident that the relationship between the principal's leadership behavior and managerial skills in relation to teacher performance is crucial. An effective principal who harmonizes inspirational leadership with robust managerial skills fosters a supportive school environment, motivating teachers to realize their highest potential in educating students.

Consequently, the objectives of this research are formulated to address the issues outlined in the problem statement, as follows:

1. To determine the impact of leadership behavior on teacher performance at Sekolah Ekayana Dharma Budhi Bakti.
2. To assess the influence of managerial skills on teacher performance at Sekolah Ekayana Dharma Budhi Bakti.
3. To examine the combined effect of leadership behavior and managerial skills on teacher performance at Sekolah Ekayana Dharma Budhi Bakti.

## **METHOD**

This study employs a quantitative research paradigm. This approach is chosen because it processes research data into numerical data, allowing for more accurate analysis and conclusions. The quantitative approach is often perceived as a research method that emphasizes the use of numbers in data collection, interpretation, and presentation of findings.

In this study, the population consists of teachers at Sekolah Ekayana Dharma Budhi Bakti across the elementary, junior high, senior high, and vocational school levels, totaling 44 individuals. A sampling process was necessary because the researcher faced limitations in investigating the entire population of the selected research subjects. However, since the sample size is less than 100 respondents, the researcher employed a saturated sampling method, using 100% of the total population. Thus, the sample for this research comprises 44 respondents.

The primary sources of data consisted of structured responses obtained through a closed questionnaire designed to measure the teachers' perceptions of the principal's leadership behavior and managerial skills, as well as their own performance. To ensure the validity and reliability of the data, the questionnaire was carefully constructed using a Likert scale, which allowed respondents to express their level of agreement with various statements Sugiyono (2019).

The data analysis technique for this study, which utilized primary data collected via a questionnaire, involved multiple linear regression analysis with the assistance of SPSS version 26. The analysis was conducted in several stages, beginning with descriptive statistics to summarize the data (Hair et al., 2017). This included calculating measures such as mean, standard deviation, variance, maximum and minimum values, and the overall distribution of responses.

According to Ferdinand (2014), the five-box method is presented as a way to interpret an index that reflects respondents' perceptions of the variables being studied. The criteria are as follows:

1. Score range  $84 < \text{score} < 100$  corresponds to the category "Very High."
2. Score range  $68 < \text{score} < 84$  corresponds to the category "High."
3. Score range  $52 < \text{score} < 68$  corresponds to the category "Moderate."
4. Score range  $36 < \text{score} < 52$  corresponds to the category "Low."
5. Score less than 36 corresponds to the category "Very Low."

To ensure the validity of the questionnaire, validity tests were performed using Pearson Product Moment correlation, which evaluates the linear correlation between two variables. Items were deemed valid if the significance level was less than 0.05, or if the calculated correlation coefficient exceeded the critical value from the correlation table (Priyatno, 2014). Reliability was assessed using Cronbach's Alpha, with values below 0.6 considered low, between 0.6 and 0.79 as acceptable, and above 0.8 as high (Priyatno, 2014).

The analysis also included classical assumption tests, such as normality, multicollinearity, and heteroscedasticity tests. Normality was assessed using the Kolmogorov-Smirnov test to ensure

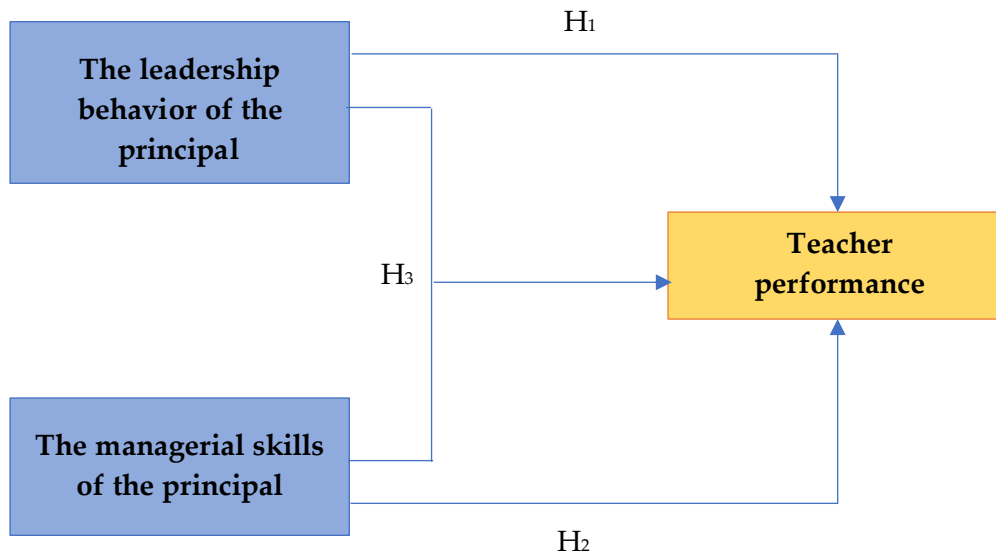
that the data distribution was normal. According to Susanto (2012), the normality test of data is conducted using the Kolmogorov-Smirnov statistic in SPSS, where decisions are based on probability (asymptotic significance). If the probability is greater than 0.05, the distribution of the regression model can be considered normal. Conversely, if the probability is less than 0.05, the distribution of the regression model is considered not normal. Multicollinearity was checked using the Variance Inflation Factor (VIF), where values between 1 and 10 indicated no multicollinearity Sujarweni Sujarweni (2015). Heteroscedasticity was examined using the Glejser test to identify any non-homogeneity in residual variance Gujarati (2012).

Finally, the multiple linear regression analysis aimed to model the influence of independent variables—leadership behavior and managerial skills of school principals—on the dependent variable, teacher performance Sugiyono (2019). The regression equation was formulated to predict how changes in the independent variables affect teacher performance Sugiyono (2019). The coefficient of determination ( $R^2$ ) was calculated to determine the proportion of variance in the dependent variable explained by the independent variables. Overall, this comprehensive analytical approach allowed for a robust evaluation of the data and meaningful insights into the relationships being studied Sugiyono (2019).

**Table 1.** Questionnaire Instrument Framework

<b>Variabel</b>	<b>Indicator</b>	<b>Sub-indicator</b>
Teacher performance	Quantity	Able to achieve predetermined work targets
		Able to complete the specified amount of work
	Quality	Able to maintain order while teaching students
		Able to provide high-quality teaching
	Timeliness	Able to complete work on time
		Able to effectively utilize teaching hours
Principal Leadership Behavior	Effectiveness	Able to complete work quickly and accurately
		Able to teach students effectively
	Efficiency	Able to utilize teaching resources
		Able to create a conducive teaching atmosphere
	Personality	Has a character that can be emulated by teachers
		Exhibits commendable moral values
Principal Managerial Skills	Knowledge	Able to provide good work direction
		Able to set an example in work
	Understanding of School Vision and Mission	Able to describe the goals to be achieved
		Able to guide teachers towards achieving school goals
	Decision-Making Skills	Able to set aside personal interests in decision-making
		Able to accept teachers' views and input in decision-making
Principal Managerial Skills	Communication Skills	Able to explain job descriptions clearly to teachers
		Easily communicates with teachers
	Conceptual Skills	Has a good understanding of job descriptions
		Has a good understanding of the teaching-learning process
	Administrative Skills	Able to complete administrative tasks
		Able to guide teachers in completing administrative tasks
Principal Managerial Skills	Human Relationship Skills	Has empathy and care for others
		Has the drive to help others
	Technical Skills	Has teaching abilities that can be understood by students
		Has practical skills in the teaching-learning process

Source: Theory synthesis

**Figure 1.** The Framework of the Research

Based on the framework outlined above, the research hypotheses can be formulated as follows:

**H1:** The leadership behavior of the principal has a positive influence on teacher performance at Ekayana Dharma Budhi Bakti School in Jakarta.

**H2:** The managerial skills of the principal have a positive influence on teacher performance at Ekayana Dharma Budhi Bakti School in Jakarta.

**H3:** The leadership behavior and managerial skills of the principal have a positive influence on teacher performance at Ekayana Dharma Budhi Bakti School in Jakarta.

## FINDINGS AND DISCUSSION

### Findings

This study focuses on the descriptive variables associated with the impact of principal leadership behaviors and managerial skills on teacher performance at Sekolah Ekayana Dharma Budhi Bakti. The following analysis provides insights into various leadership characteristics as evaluated by the respondents through a questionnaire.

The analysis of leadership personality reveals that a majority of respondents perceive the principals as possessing adequate personality traits for effective leadership. Notably, 73% of the respondents rated the principals in the "sufficient" category, indicating that while the principals generally demonstrate adequate personal qualities, there is room for further enhancement. Only 9%

rated the principals as exhibiting very high personality traits, suggesting that exceptional leadership presence is not common among respondents. The low percentage of respondents in the lower categories reassures that basic personality traits necessary for leadership are being met, but the overall trend indicates that improvements in personal effectiveness could lead to stronger leadership.

When assessing knowledge, the findings indicate a similar pattern, with 84% of respondents categorizing the principals' knowledge as sufficient. This finding suggests that while the principals possess the necessary knowledge for their roles, only a small fraction exhibit very high or high levels of knowledge, at 5% and 7% respectively. The substantial percentage of respondents in the adequate category reflects a foundation of knowledge among principals but also points to a potential gap in advanced understanding that could be crucial for strategic decision-making and educational innovation.

The principals' understanding of the school's vision and mission also shows that 75% of respondents rated this indicator as sufficient. This suggests that most principals grasp the fundamental goals and direction of the school; however, the presence of only 5% in the very high category raises concerns about the depth of understanding among a majority of the respondents. Enhanced comprehension of the school's vision and mission could significantly impact the overall alignment and motivation within the school community.

In terms of decision-making capabilities, 86% of respondents rated the principals as adequate. This indicates that while most principals are able to make decisions competently, there is a lack of exceptional decision-makers. The findings point to the necessity for further training in advanced decision-making techniques, as the ability to make informed, strategic decisions is vital for effective school leadership. The limited representation in the higher categories signifies a need for developing more robust decision-making skills among school leaders.

Communication skills are another critical area evaluated in this analysis. The results show that 82% of respondents rated the principals' communication abilities as sufficient. This finding indicates that principals generally communicate adequately with staff and students, yet the limited representation in the high and very high categories suggests opportunities for improvement. Effective communication is essential for fostering a collaborative school environment, and enhancing these skills could lead to better engagement and support among all stakeholders in the educational process.

The study examines various aspects of managerial skills possessed by school principals, focusing on conceptual, administrative, human relationship, and technical skills. The descriptive analysis offers insight into the skill levels among the respondents and indicates areas where further development may be needed.

The analysis reveals that the majority of respondents perceive the conceptual skills of school principals to be adequate. A significant 84% of respondents rated the principals within the "sufficient" category, suggesting that these skills are present but not at an exceptional level. Only 5% rated the skills as very high, indicating that while some principals demonstrate exceptional conceptual understanding, they are not the norm. This finding points to a potential gap in the advanced strategic thinking and problem-solving abilities that are crucial for effective school leadership. The small percentage of respondents in the lower categories indicates that the majority of principals are at least meeting the basic expectations in conceptual skills.

Similarly, the administrative skills of school principals showed a dominant trend towards adequacy. An impressive 86% of the respondents rated these skills as "sufficient." This consistency across various skill indicators suggests a stable administrative environment in which most principals function competently. The very low percentages in the high and very high categories highlight a lack of outstanding administrative leaders, which may imply that while many principals manage their responsibilities, few excel in creating innovative administrative practices that could significantly enhance the school's operational efficiency. The absence of principals rated as very low in administrative skills further reassures that basic administrative competencies are being met.

When assessing human relationship skills, the findings echo similar trends observed in previous categories. The majority of respondents rated principals as having sufficient skills in this area, with 86% falling into the adequate category. This suggests that most principals are capable of maintaining positive relationships with staff and students, a critical aspect of effective leadership. However, the small number of respondents in the higher categories, especially the single respondent in the high category, raises concerns about the ability of school leaders to foster exceptionally strong interpersonal connections that could contribute to a more cohesive school community. The effective management of human resources is fundamental to creating a supportive and collaborative school atmosphere, and the current ratings indicate room for improvement.

The analysis of technical skills presents a slightly more optimistic picture, with 70% of respondents rating the principals' technical skills as high. This suggests that many principals possess

the necessary technical knowledge to support their roles effectively. The presence of 7% rated as very high indicates that some principals are leveraging their technical expertise to enhance educational practices and implement innovative teaching methodologies. However, with 23% categorized as sufficient, it is essential to consider how this skill set can be further developed to keep pace with the evolving demands of educational technology and pedagogy. As technical skills are increasingly critical in modern education, ongoing professional development in this area should be prioritized.

Turning to the performance of teachers, the study evaluated several indicators: quantity, quality, accuracy of work, effectiveness, and efficiency. The findings across these indicators reveal a consistent pattern of "sufficient" ratings, with most teachers falling within the adequate category.

In terms of quantity, 80% of respondents rated the teachers as adequate. This indicates that while teachers are fulfilling their roles, there is a lack of outstanding performance in terms of the volume of work produced. The absence of any respondents rating teachers as very high raises questions about the potential for increased productivity and whether teachers are being adequately supported to exceed basic expectations.

Quality mirrors quantity, with 80% again categorized as sufficient. This suggests that while the foundational quality of teaching is present, there may be barriers preventing teachers from achieving excellence. Addressing these barriers through targeted professional development could enhance teaching quality across the board, ultimately benefiting student learning outcomes.

When it comes to the accuracy of work, the responses again indicate that 75% of teachers are performing at a sufficient level. While this is reassuring, it also suggests that there is a significant opportunity for improvement. Ensuring that teachers possess the necessary skills and resources to achieve greater accuracy in their work is vital for overall educational success.

Both effectiveness and efficiency also reflect a predominance of adequate ratings, with 84% and 89%, respectively, indicating a strong foundation but limited exceptional performance. The low percentages in the higher categories suggest that while teachers are meeting essential educational goals, there is potential for further development in instructional strategies that could lead to more impactful teaching practices.

Simple linear regression analysis aims to predict the value of a dependent variable based on changes in an independent variable and to identify the direction of the relationship between them, whether positive or negative. In the context of this research, regression analysis is used to



understand the influence of leadership behavior and managerial skills of the principal on teacher performance at Sekolah Ekayana Dharma Budhi Bakti.

Based on the analysis results, the calculated F value is 79.835 with a significance level of 0.000, which is less than 0.05, indicating that this regression model is significant. This suggests that the regression model can be used to predict teacher performance based on the variables of leadership behavior and managerial skills of the principal. Furthermore, the coefficient of determination ( $R^2$ ) of 0.796 indicates that 79.6% of the variation in teacher performance can be explained by the independent variables in this model. Detailed analysis can be found in the following Figure 2.

**Figure 2.** The model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.892 <sup>a</sup>	.796	.786	8.82545

a. Predictors: (Constant), Keterampilan\_Manajerial, Kepemimpinan

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12436.453	2	6218.227	79.835	.000 <sup>b</sup>
	Residual	3193.433	41	77.889		
	Total	15629.886	43			

a. Dependent Variable: Kinerja\_Guru

b. Predictors: (Constant), Keterampilan\_Manajerial, Kepemimpinan

The multiple regression equation model used in this research is expressed with the formula  $Y = a + b_1X_1 + b_2X_2$ . Before validating this model, it is necessary to conduct tests to ensure that the regression equation is significant and explains the relationship between the variables. The significance of the multiple regression model is tested using the F-test. Detailed analysis can be found in the ANOVA output in Figure 3.

**Figure 3.** ANOVA Output

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12436.453	2	6218.227	79.835	.000 <sup>b</sup>
	Residual	3193.433	41	77.889		
	Total	15629.886	43			

a. Dependent Variable: Kinerja\_Guru

b. Predictors: (Constant), Keterampilan Manajerial, Kepemimpinan

The results of the ANOVA analysis, as shown in Figure 3, indicate a significance value (Sig.) of 0.000. Since this significance value is less than 0.05, the multiple regression model is considered significant, meaning that the hypothesis stating that leadership behavior and managerial skills of the principal simultaneously influence teacher performance is accepted. Furthermore, the calculated F value of 79.835 is greater than the F table value of 2.57. Based on these results, it can be concluded that both leadership behavior (X1) and the managerial skills of the principal (X2) have a significant simultaneous effect on teacher performance at Sekolah Ekayana Dharma Budhi Bakti.

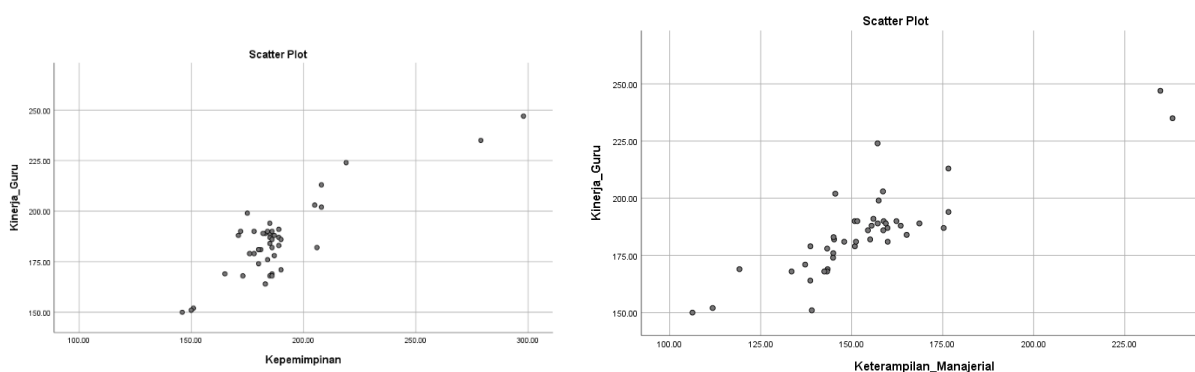
The results of the hypothesis test were obtained through multiple linear regression analysis, as detailed in Figure 2. Based on the output from SPSS 26.0, the constant value (Constant) is 63.202, and the regression coefficient for the principal's leadership variable is 0.336 with a significance value of 0.001. Meanwhile, the regression coefficient for the principal's managerial skills is 0.381 with a significance value of 0.001. The obtained regression equation is:

$$Y = 63.202 + 0.336X_1 + 0.381X_2$$

Here,  $X_1$  and  $X_2$  represent the variables of the principal's leadership and managerial skills, respectively. The analysis results indicate that both regression coefficients have significance values below 0.05 (i.e., 0.001), which means there is a positive and significant influence of both independent variables on teacher performance. The positive coefficients for both variables indicate that each one-unit increase in the principal's leadership behavior and managerial skills will enhance teacher performance.

Therefore, the results of this regression analysis support the alternative hypothesis ( $H_a$ ), indicating that there is a positive and significant impact of the principal's leadership behavior and managerial skills on teacher performance. For further details, the results of the tests can be found in the Figure 4.

**Figure 3. Scatter Plot**



## Discussion

The teachings of Buddhism emphasize leadership based on principles such as wisdom, compassion, and mindfulness (Purwanto, 2023). Leadership in Buddhist teachings extends beyond administrative aspects to include spiritual and moral development (Ismoyo, 2020).

In Buddhist teachings, wisdom (*panna*) is a crucial quality for a leader (Tantra, 2021). A school principal who demonstrates wise leadership behavior will serve as a good role model for teachers. For instance, a leader capable of making fair and wise decisions will enhance respect and trust among teachers. This wisdom helps in providing clear direction and effective strategies for addressing issues (Duryat et al., 2021). In the context of this research, the wise and considerate leadership behavior of the principal contributes to improved teacher performance. A principal who practices wisdom in their actions and decisions can better motivate and guide teachers.

Compassion (*metta*) is another important aspect of Buddhist teachings. A principal who applies compassion is more likely to offer emotional and professional support to teachers. By showing empathy and concern for the well-being of teachers, the principal creates a positive and supportive work environment. A compassionate principal can enhance teacher motivation and discipline in a more natural and humane manner. Teachers who feel valued and emotionally supported will be more enthusiastic in fulfilling their duties.

Mindfulness (*sati*) refers to being fully aware of situations and circumstances. A principal with good mindfulness will be more effective in managing resources and solving problems. In Buddhist teachings, mindfulness helps identify and address challenges effectively. A principal who demonstrates mindfulness and active engagement in the educational process can ensure that the needs of both teachers and students are well met.

The findings of this study, which show that leadership behavior influences teacher performance, align with previous research. Pardosi & Utari (2022) assert that the quality of a principal's leadership behavior has a significant impact on teacher performance, with an estimated value of 0.89. This research indicates that enhancing the quality of leadership behavior among principals contributes to improving teacher performance, confirming that effective leadership behavior enhances teacher performance.

Furthermore, Abu Nasra & Arar (2020) found that the transformational leadership style of principals positively impacts teacher performance, with the effect emerging through job perceptions. These findings support this research, which indicates that transformational leadership behavior can

encourage teacher performance.

Additionally, Kadiyono et al. (2020) demonstrate that various leadership styles, including transformational and transactional styles, positively affect teacher performance in the 4.0 education era. This result is consistent with this study, which also finds that the leadership behavior of principals positively influences teacher performance.

Thus, the results of this study support and complement the findings from previous studies, reaffirming the importance of leadership behavior in enhancing teacher performance.

The managerial skills of school principals can also be viewed through the lens of Buddhist teachings, which emphasize wise and responsible management (Nyanasuryanadi, 2021). In Buddhism, resource management encompasses not only material aspects but also spiritual and moral dimensions. A principal with good managerial skills will be able to manage resources efficiently, both in terms of budget and time. This is crucial for creating an environment that supports an effective educational process (Ristiani et al., 2024).

Effective resource management also means ensuring that all teacher needs are met, from facilities to professional support. A principal who manages resources wisely can create a conducive work environment for teachers' professional development.

In Buddhist teachings, planning (*panna*) and readiness to face challenges are part of wisdom. A principal who can develop an effective work plan will be better positioned to achieve educational goals successfully. Good planning involves a deep understanding of the needs of teachers and students, as well as the ability to adjust plans according to evolving situations.

The ability to resolve issues wisely is a highly valued quality in Buddhist teachings. A principal with good managerial skills can address conflicts and problems with a fair and considerate approach. This approach helps create a harmonious work atmosphere and minimizes stress among teachers.

The findings of this study, which indicate that managerial skills influence teacher performance, align with the results of several related studies. Sari et al. (2021) researched the impact of managerial skills, leadership styles of principals, and compensation on teacher performance in private secondary schools. Their study found that principals' managerial skills significantly influence teacher performance, consistent with this study's results, which indicate that managerial skills positively affect teacher performance.

Additionally, Hina Munir et al. (2020) examined the impact of principals' managerial skills—including effective communication, motivation, human skills, and time management—on students' academic performance. This research showed that principals' managerial skills positively correlate with student performance, supporting the findings of this study that principals' managerial skills are influential as well.

Silva (2021) also found that teachers' managerial skills, including technical, conceptual, and human skills, significantly relate to teaching effectiveness. These findings emphasize the importance of managerial skills in enhancing teaching effectiveness and teacher performance. Therefore, the results of this study align with these findings, underscoring that the development of managerial skills is a key factor in improving teacher performance.

Effective leadership behavior and managerial skills in the context of Buddhist teachings are not only independent but also complementary. A principal who can combine wisdom and compassion will create a supportive and motivating work environment for teachers. This combination helps teachers feel valued and directed, ultimately contributing to their improved performance.

Principals who integrate Buddhist principles into their leadership styles and managerial skills will be better able to build harmonious relationships with teachers and students. Principles such as patience, wisdom, and compassion help create a positive and supportive work atmosphere.

Overall, this study shows that the leadership behavior and managerial skills of principals play a crucial role in enhancing teacher performance at Sekolah Ekayana Dharma Budhi Bakti. In the context of Buddhist teachings, the combination of wisdom, compassion, and mindfulness applied by the principal can create a supportive and motivating work environment for teachers. This contributes to the quality of education and moral development aligned with Buddhist values.

By adopting the principles of Buddhist teachings in leadership and management, principals can more effectively support teachers and improve their performance. The implications of these findings are that the integration of Buddhist values into leadership and managerial practices can bring significant benefits to the educational environment, especially in the context of religious-based schools.

The results of this study, which indicate that leadership behavior and managerial skills influence teacher performance, are consistent with findings from several related studies. Budiyo et al. (2020) found that principals' leadership, academic supervision, and professional competencies

significantly impact teacher performance. This finding supports the results of this study, which also shows that the leadership behavior and managerial skills of principals contribute to the improvement of teacher performance.

Jazaudin et al. (2021) revealed that principals' leadership and management affect teacher performance both individually and collectively. This result is consistent with this research, highlighting the importance of leadership behavior and managerial skills in enhancing teacher performance.

Additionally, Kanya et al. (2021) demonstrated that principals' leadership, organizational culture, and teacher competencies significantly influence teacher performance. This finding supports this study's results, emphasizing that managerial skills, along with leadership behavior, play a key role in improving teacher performance.

Overall, the findings of this study reinforce the evidence that leadership behavior and managerial skills are important factors affecting teacher performance, as shown by related research.

## CONCLUSION

The conclusions of this study indicate that the leadership behavior and managerial skills of school principals significantly influence teacher performance at Sekolah Ekayana Dharma Budhi Bakti. Principals who exhibit effective leadership behaviors can enhance teacher motivation and discipline, thereby improving their performance. Additionally, strong managerial skills enable principals to manage resources and develop work plans effectively, creating a more organized and supportive work environment. The synergy between inspiring leadership and effective managerial skills fosters a motivating atmosphere, leading to increased job satisfaction and teacher performance. Overall, this research underscores the critical role that both factors play in enhancing the quality of education at the school.

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