THE ROLE OF PRINCIPAL MANAGERIAL COMPETENCIES IN DEVELOPING ORGANIZATIONAL BEHAVIOR TO REALIZE SUPERIOR EDUCATIONAL QUALITY IN PUBLIC ELEMENTARY SCHOOLS IN SERANG CITY

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Abstract
This study aims to analyze the role of principals' managerial competencies in developing organizational behavior to achieve superior educational quality in Public Elementary Schools in Serang City. The research approach uses a qualitative method with interview techniques, observation, and document review, analyzed thematically using NVivo software. The results show that principals' managerial competencies have a significant influence on the formation of positive organizational behavior, particularly in the aspects of collaboration, communication, and teacher work commitment. Principals who have good planning, organizing, and supervisory skills are able to create a conducive learning environment and encourage the improvement of teacher professionalism. This study also found that organizational behavior plays a role as a link between leadership and educational quality, where a healthy work culture can strengthen educator performance. Conditions in Serang City show that variations in quality between schools are influenced by differences in managerial competencies and the effectiveness of school management. This study recommends increasing the capacity of principals through managerial training and strengthening organizational culture so that the quality of elementary education can develop evenly and sustainably.
Keywords: Principal Managerial Competence, Organizational Behavior, Educational Quality, Elementary Schools.

INTRODUCTION

Improving the quality of basic education is a strategic priority in national development. Educational management, as the foundation of school governance, plays a crucial role in ensuring all educational components operate according to standards. Suyanto (2022) explains that educational management focuses not only on administrative aspects but also on the effective management of resources through planning, organizing, implementing, and monitoring. With sound management practices, schools are able to establish internal quality assurance mechanisms that are used to evaluate achievements and identify steps for continuous quality improvement.

The focus of this research is the quality of education, understood as a school's ability to produce high-quality learning processes and outcomes. Quality is not only based on academic grades, but also on the development of students' character, communication skills, and social skills. Wahyudi (2023) emphasized that educational quality is greatly influenced by the effectiveness of the principal's management, which is able to create a conducive learning environment. At the elementary school level, educational quality is largely determined by school culture, teacher performance, and how the principal manages organizational dynamics.

This research was conducted at public elementary schools in Serang City, a city with diverse social and educational characteristics. As the capital of Banten Province, Serang City has many public elementary schools with varying quality of learning facilities, student backgrounds, and teacher capacity. In the narrative context, public elementary schools in Serang City face challenges such as varying student input, limited facilities in some areas, and the need to improve teacher competency. These factors make the principal's role as an educational manager crucial in determining the direction of school quality improvement.

The influencing factor in this research is the managerial competence of the principal. And Organizational behavior. Managerial competence encompasses the principal's skills in planning school programs, organizing resources, leading teachers and staff, and evaluating school performance. Rohanah, et al., (2024) demonstrated that managerial competence significantly influences the development of educational institution quality, particularly in aspects of quality planning and staff involvement. Meanwhile, organizational behavior describes work patterns, communication, collaboration, and school culture formed through interactions between individuals. Research by Mardiati, Listyarni, and Santoso (2024) demonstrated that organizational culture and the principal's managerial skills have a positive influence on teacher performance as important elements determining the quality of learning.

The relationship between managerial competence and organizational behavior shows that principals with good management skills are able to build a positive work climate, facilitate collaboration between educators, and foster a quality-oriented school culture. Therefore, this study is important to further examine how principals' managerial competence can encourage the formation of organizational behavior that supports the achievement of superior educational quality in public elementary schools in Serang City.

A survey conducted at several public elementary schools in Serang City indicates that school management practices are not yet fully optimal. Initial interviews with teachers and administrative staff revealed that some principals have an understanding of managerial functions, but their implementation is inconsistent. Several teachers revealed that school program planning is still carried out annually without comprehensive periodic evaluation, while internal coordination is not well structured. Field observations also revealed disparities between schools in terms of work culture, organizational communication, and teacher involvement in decision-making. These preliminary findings indicate the need for more in-depth research into the relationship between principal managerial competence, organizational behavior, and educational quality.

A phenomenon emerging in the context of public elementary schools in Serang City indicates significant differences in educational quality between schools, even within the same administrative region. Schools with principals with strong managerial competencies tend to exhibit a more positive organizational culture, more stable teacher performance, and have clear and measurable quality programs. Conversely, some schools experience quality stagnation due to weak internal management

and minimal teacher collaboration in implementing learning quality improvement programs. This phenomenon highlights the importance of the principal's role not only as an administrator, but also as an educational leader capable of fostering organizational behavior conducive to quality improvement. This disparity in quality between public elementary schools in Serang City is a fundamental phenomenon that requires more serious academic study.

The main problem emerging from the initial findings is the low consistency of principals' managerial competencies in managing all aspects of the school organization. Some principals have not been able to carry out planning functions effectively, or have not been able to build organizational communication that encourages cooperation between teachers. Furthermore, the organizational culture that has developed in some schools shows weak discipline, low commitment to the school's vision, and minimal learning innovation. This condition has a direct impact on the uneven quality of education, characterized by variations in student learning outcomes, a lack of teacher professional development programs, and suboptimal curriculum implementation. These problems demonstrate the urgent need to empirically understand how principals' managerial competencies and organizational behavior can influence the quality of education in Serang City's public elementary schools.

Several studies confirm that improving educational quality is inextricably linked to internal school factors such as organizational culture, leadership, and the behavior of school personnel. Suwandi (2021) found that a conducive organizational culture creates harmonious work patterns and increases learning effectiveness. Meanwhile, Rahmadani and Yusuf (2022) stated that a principal's transformational leadership can build motivation and influence teacher behavior in carrying out their duties professionally.

Another study by Putra and Kurniawan (2023) showed that the principal's managerial competence, particularly in planning and controlling educational programs, directly impacts the quality of the teaching and learning process. Furthermore, Wardani (2024) revealed that good organizational behavior, including open communication, collaboration, and work commitment, plays a crucial role in supporting improvements in educational quality. Furthermore, Hamzah and Lestari (2025) emphasized that the integration of a strong organizational culture with transformational leadership can shape productive teacher behavior and impact the quality of educational services. These findings demonstrate the importance of considering these factors within a unified model.

Research in the past five years has addressed principal managerial competency, organizational behavior, and educational quality, but most have examined these variables separately. Few studies have examined the relationship between managerial competency and the formation of teachers' organizational behavior in improving educational quality. Furthermore, research from 2021–2025 focused primarily on urban schools, thus failing to fully reflect the dynamics of public elementary schools in Serang City, which have distinct organizational characteristics. This gap highlights the need

for comprehensive research with an integrative model that more deeply explains the relationships between variables.

The novelty of this research lies in its integrative approach, which combines principals' managerial competencies and organizational behavior to directly explain educational quality within a single, cohesive analytical framework. Unlike research in the past five years, which generally examines managerial competencies or organizational behavior separately, this study comprehensively examines how principals' managerial abilities directly shape teachers' organizational behavior and contribute to improving educational quality. Furthermore, this study provides a new perspective by contextualizing the phenomenon within public elementary schools in Serang City, which have different organizational characteristics and leadership dynamics than larger urban schools. This approach produces a more relevant and adaptive model of understanding the need to strengthen the quality of basic education.

LITERATURE REVIEW

Principal Managerial Competence

A principal's managerial competence is the ability to effectively manage all educational resources to achieve school goals. This competence encompasses planning, organizing, supervising, decision-making, and program evaluation. According to Rahayu (2022), principals with high managerial competence are able to create structured work systems and encourage improvements in the quality of learning. Wijaya and Hartati (2024) explain that managerial competence plays a role in building professional organizational governance, thus influencing teacher behavior and overall school performance. This theory emphasizes that the principal's role is crucial in determining the quality of educational services.

Organizational Behavior

Organizational behavior is the study of how individuals and groups act in the work environment, including interaction patterns, motivation, and work commitment. Syamsuddin (2021) states that positive organizational behavior can create a conducive work environment that encourages teacher productivity. Lestari and Gunawan (2023) emphasize that organizational behavior is closely related to leadership and school culture, which ultimately influence educational quality. Therefore, organizational behavior is seen as a crucial foundation for building effective, adaptive schools that are oriented toward improving the quality of educational services.

Quality of Education

Educational quality reflects a school's level of success in meeting national standards through effective learning processes, quality educational services, and optimal learning outcomes. Fathurrahman (2023) emphasized that educational quality is largely determined by school

management, the principal's competence, and the behavior of the school community. Amalia and Putri (2025) states that educational quality will improve if there is strong organizational support and a leadership style capable of driving change. This theory emphasizes that educational quality does not exist in isolation, but rather is the result of the interaction of various managerial and organizational components.

RESEARCH METHODS

This study uses a qualitative approach because it aims to deeply understand the phenomena of managerial competence, organizational behavior, and educational quality based on the real-life experiences of informants. A qualitative approach was chosen because it can describe the meaning of human behavior contextually. According to Haryanto (2021), qualitative research is effective for exploring the dynamics of leadership and educational management practices that cannot be measured quantitatively. Yuliana (2023) emphasizes that a qualitative approach allows researchers to understand the patterns of relationships between factors in the school environment in a more naturalistic manner. Thus, this study provides a comprehensive interpretation of the principal's managerial process in creating organizational behavior that supports educational quality.

Types and Design of Research

This research is descriptive qualitative, which seeks to provide an in-depth overview of the interactions between school organizational structures. This design aligns with the view of Siregar and Lestari (2022), who stated that qualitative descriptive research is able to capture the social reality of education more comprehensively. This design allows for exploration of how principals' managerial competencies influence organizational behavior, as well as how both variables influence educational quality. Referring to Fauzan (2024), a descriptive design is an appropriate choice when researchers want to understand organizational practices without altering the natural conditions.

Research Location and Informants

The research was conducted at several public elementary schools in Serang City, each with varying educational quality and managerial capacity. Informants were selected through purposive sampling, considering relevant experience. This technique aligns with Rahim's (2022) explanation, which states that purposive selection of informants allows for rich and in-depth information. Informants included principals, teachers, education staff, school committee members, and school supervisors. The number of informants was determined to reach saturation point, according to Lubis (2025). that saturated data is important to maintain the validity of qualitative findings.

Data Collection Techniques

Three techniques were used: in-depth interviews, observation, and documentation. The interviews were semi-structured so that researchers could explore the meaning directly from the informants' experiences. Observations were conducted to examine patterns of organizational behavior and managerial practices in a real-world context. Documentation was used to strengthen the primary data. This combination of techniques follows Setiawan's (2023) recommendation regarding method triangulation in educational research.

Data Analysis Techniques

Data analysis was performed using NVivo 14, which supports AI-based automatic coding and theme mapping. NVivo helps speed up the process.*coding*, *theme comparison*, and analysis of relationships between variables. According to Pratama (2024), the latest version of NVivo is able to increase the accuracy of qualitative analysis through the following features:*auto coding* And *cluster analysis*Sundari and Mahmud (2025) revealed that the use of NVivo in educational management research strengthens validity because it is able to visualize relationships between themes systematically.

Data Validity

Data validity is maintained through source triangulation, technique triangulation,*member checking*, and audit trail. This aligns with Hasibuan's (2022) view that trustworthiness in qualitative research must encompass credibility, transferability, dependability, and confirmability.

RESEARCH RESULTS AND DISCUSSION

The results of this study describe the empirical conditions regarding the relationship between organizational culture, transformational leadership, and principal managerial competence on educational quality, with organizational behavior as a mediating variable. The study was conducted at several educational institutions, observing the internal dynamics of schools and teachers' perceptions regarding the work atmosphere, leadership practices, and the principal's ability to carry out managerial functions.

In general, research results indicate that educational quality is determined not only by structural factors such as infrastructure and curriculum, but also by internal mechanisms that play a role in driving individual behavior within the school environment. A strong and consistent organizational culture has been shown to encourage teachers to work in alignment with the institution's vision. Transformational leadership exerts influence through the leader's ability to inspire, motivate, and instill positive values for change in teachers. The principal's managerial competence contributes to creating an organized, directed, and supportive work environment.

All research results will be presented through four descriptive tables, each describing organizational culture, transformational leadership, managerial competency, and educational quality.

Each table is structured in three columns and explained narratively without using numbers. The purpose of this descriptive presentation is to demonstrate the pattern of respondents' responses, which will form the basis for further analysis.

The research confirms that a conducive organizational culture forms the basis for positive work behavior. Teachers who perceive values of togetherness, openness, and a consistent work system demonstrate higher levels of commitment. This improves educational quality because teachers are more motivated to provide the best academic services to students. Furthermore, consistently applied transformational leadership encourages teachers to work innovatively. When principals are able to communicate a vision, set an example, and encourage creativity, teachers feel intrinsic motivation to perform optimally. This condition supports improvements in the quality of the learning process.

The principal's managerial competence is a key finding in improving the effectiveness of school organizations. The ability to develop work programs, manage time, organize teaching staff, and establish effective communication significantly contributes to the smooth running of the educational process. Teachers experience clarity of tasks, systematic direction, and managerial support, which encourages continuous improvement in the quality of their performance, making it easier to achieve school goals.

Educational quality, as the dependent variable, illustrates how all these internal mechanisms lead to a superior teaching and learning process. Teachers assess that educational quality can be seen in improved professional skills, a more conducive learning environment, and improved student achievement.

Table 1. Description of Organizational Culture

Aspect	Category	Description
Work value	High	Teachers feel that there is consistent application of work values and that collaboration is encouraged.
Organizational attitudes	Positive	The school environment is considered to have a culture of mutual respect.
Compliance with the rules	Strong	Teachers demonstrate compliance with applicable norms.

Source: Field research results, 2025

This table shows that the organizational culture is positive, characterized by alignment of values, discipline, and collective commitment among teachers. A work environment with a strong culture helps create behavioral stability, increases loyalty, and encourages teachers to act consistently toward school goals, thus supporting the creation of better educational quality.

Table 2. Description of Transformational Leadership

Aspect	Category	Description
Inspiration of leaders	High	The principal is able to provide clear direction and motivation.
Exemplary behavior	Consistent	The principal demonstrates exemplary

		behavior.
Innovation drive	Active	Teachers feel they are given space to develop their creativity.

Source: Field research results, 2025

The principal's leadership is considered strong in fostering a spirit of change. Teachers feel more motivated because the leader provides ongoing moral and intellectual support.

Table 3. Description of Principal Managerial Competencies

Aspect	Category	Description
Planning	Good	The principal is able to develop clear and focused programs.
Organizing	Neat	Teachers' tasks and authorities are well distributed.
Supervision	Effective	School activities are monitored with a constructive approach.

Source: Field research results, 2025

The principal's managerial competence is at a level that supports work effectiveness. Teachers assess that the principal is capable of optimally managing educational resources and programs.

Table 4. Description of Education Quality

Aspect	Category	Description
Quality of learning	Increase	Teachers feel an increase in teaching effectiveness.
Teacher competency	Stable	Teachers experience better competency development.
Student achievement	Good	Students demonstrate progressive learning outcomes.

Source: Field research results, 2025

The quality of education is showing positive signs, as evidenced by the improvement in learning and student academic achievement. This is a result of the strong role of the principal and the organizational culture.

Discussion

1. Organizational Culture in Educational Quality

Organizational culture has been shown to contribute significantly to improving educational quality. Schools with consistent values, a respectful work environment, and well-maintained collaborative processes demonstrate a more productive work environment. This finding aligns with research by Sakhur et al. (2021), which asserts that a conducive organizational culture encourages teachers to optimally carry out their professional duties because they feel part of a structured community with a clear direction. Research by Ramdani (2022) found that a positive school work culture directly impacts the quality of teacher learning services. Wahyudi (2023) noted that organizational culture serves as the foundation for shaping teachers' professional behavior, which then leads to improved educational quality. These research findings confirm that when schools

have a healthy work culture, educational quality can significantly improve through changes in teacher behavior, motivation, and commitment.

2. Transformational Leadership in Educational Quality

Transformational leadership plays a strategic role in shaping educational quality, particularly through strengthening teacher inspiration, motivation, and innovation support. This study aligns with the findings of Cherian & Jacob (2021), who demonstrated that transformational leadership can encourage increased work motivation and strengthen teacher professionalism. Research by Hasanah (2022) confirms that principals with a transformational style are able to generate positive behavioral changes because teachers feel valued, heard, and involved in the school development process. Research by Sutopo (2024) found that a transformational leadership style improves learning quality by creating a supportive, creative, and innovative work climate. In the context of this study, teachers perceived the principal as a source of inspiration, thus encouraging them to improve the quality of learning. This reinforces the theory that transformational leadership is a crucial factor in improving educational quality.

3. The Role of Principals' Managerial Competence in Educational Quality

A principal's managerial competence is a determining factor in influencing teacher performance and overall educational quality. This finding is consistent with Lestari's (2021) research, which states that principals with strong planning, organizing, and supervisory skills tend to create a conducive work environment for teachers. Furthermore, Arifudin's (2023) research revealed that managerial competence influences the effectiveness of school programs because teachers feel they have clear work directions and a regular evaluation system. Wijayanti (2025) reinforces that managerial competence impacts educational quality improvement because principals are able to efficiently manage resources, including teaching staff, facilities, time, and teacher professional development activities. This research confirms the previous view that a school's success in improving learning quality is strongly influenced by the principal's managerial ability to align all educational components.

4. Organizational Behavior as a Mediator of Educational Quality

Organizational behavior serves as a link between culture, leadership, and managerial competence and educational quality. Teachers with positive behavior, a sense of belonging, and high motivation will more easily adapt to professional demands. This finding aligns with research by Ianaturodiah & Wahjudi (2021), which shows that organizational behavior has a significant relationship with improving teacher performance quality. Research by Putra (2023) confirms that strong organizational behavior can accelerate the achievement of educational goals because teachers work within stable professional habits. Damayanti (2024) stated that conducive organizational behavior strengthens the influence of work culture and leadership style in improving educational quality. In this study, organizational behavior proved to be an effective mediator

because teachers perceived a positive work environment and were able to make their best contributions to the learning process. Healthy organizational behavior strengthens the role of school leadership and management in improving educational quality.

CONCLUSION

The results of research on the role of principals' managerial competencies in developing organizational behavior to achieve superior educational quality in Public Elementary Schools in Serang City indicate that school leadership and management have a very significant contribution in creating a productive work environment. Principals' managerial competencies have been proven to play a role in developing directed planning, optimizing organization, and ensuring the supervision and evaluation process runs continuously. The findings of this study also confirm that teacher organizational behavior is a key element bridging the success of school management with improving educational quality. When a collaborative culture, open communication, and a sense of responsibility develop among teachers, the quality of learning will naturally improve.

This research further strengthens the view that educational quality is not solely determined by curriculum and infrastructure, but is also strongly influenced by the quality of leadership that mobilizes all elements of the school. A healthy school environment, a positive work culture, and professional organizational behavior have proven to be the foundation for creating superior educational quality. Conditions in Serang City illustrate that variations in quality between schools are largely influenced by differences in managerial competency and principal leadership style.

Based on these findings, this study suggests the importance of enhancing principal capacity through structured managerial training, strengthening a collaborative organizational culture, and providing greater opportunity for teacher participation in school decision-making. The practical implications of this research suggest that local governments and policymakers should prioritize managerial competency as a key indicator in the recruitment and development of principals to ensure equitable and sustainable improvement in the quality of basic education.

ACKNOWLEDGMENTS

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