# The Effect of Adaptability, Supervision, and Leadership Training on Managerial Performance

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**Abstract**
In educational activities, the principal acts as a leader with duties and functions related to the education progress in the school he leads. Educational leadership policies that empower teachers are essential to building superior and productive teacher performance. The organization can run effectively if the management functions such as planning, organizing, monitoring, and motivation function properly and the supporting elements are available and meet the requirements. This is descriptive qualitative research, in which the data is presented in words and pictures rather than numbers. Researchers can use understanding data collection techniques to collect data where the method shows an abstract. The data analysis is descriptive-analytical, describing the data in words and pictures rather than numbers. Data derived from manuscripts, interviews, field notes, documents, and other sources are then related to shedding light on reality or reality. In qualitative research, data analysis occurs before entering the field, in the area, and after completion. Listening and regular reflection are essential to a leader's growth. The results show that servant leaders develop the ability and commitment to recognize and clearly understand the words conveyed by others. They try to listen attentively to what is said and not said. They discover what's in their heart by listening, which goes beyond trying to beat their inner voice and understand what the body, soul, and mind are communicating.
**Keywords**: adaptability, supervision, leadership, performance, servant leadership, organizational

## 1. Introduction

In educational activities, the principal acts as a leader with duties and functions related to the education progress in the school he leads. Educational leadership policies that empower teachers are crucial to building superior and productive teacher performance. A servant leader is a leader who puts service first, starting with the natural feeling of someone wanting to serve and to put service first. Furthermore, consciously, this choice brings aspirations and encouragement to leading others . This difference is evident from the attitude conveyed by the waiter, first is to feel sure that the highest needs of others are met. The primary purpose of a servant leader is to serve and meet the needs of others, which optimally should be the primary motivation of leadership. Servant leaders will eventually develop individual attitudes around them in the hope of having the same attitude to serve well.

The principal is a manager, namely the person who carries out school management. The principal must be able to manage the human element as well as possible to improve the quality of education in schools. In this case, the principal does not carry out school operational actions himself but makes decisions to determine policies and mobilize others to carry out the principal's decisions that have been taken following the procedures outlined in the work program.

A principal, as an effective school manager, must be able to carry out management functions which include 1) Leadership can be defined as the whole process of influencing, encouraging, inviting, moving, and guiding others in the work process to think, behave, and act following rules that apply to

achieve the goals that have been set. The essence of leadership is the activity of a person moving other people so that other people are willing to carry out their duties; 2) Supervision, namely the monitoring activities that aim to determine the expectations that are achieved and make improvements to the deviations that occur. The expectations in question are the goals to be completed and the programs planned to be carried out within a certain period (Luddin, 2013). Thus, supervision in the context of education is a process of monitoring activities to find out the programs of educational institutions that have been completed and the goals that have been achieved.

Organizational commitment includes an exchange relationship between individuals and work organizations. The individual binds himself to the organization where he works for the salary and other rewards he receives from the work organization concerned. The organizational commitment that arises is not just passive loyalty but involves a dynamic relationship with the organization where the individual devotes his dedication to the success of the organization concerned (Yusuf, 2012). Adaptability is the ability of an organization to feel and understand its internal and external environment and take action to create a better fit or balance between the two domains (Dewi, 2013).

Adaptability influences organizational commitment. Adaptability or adaptability is the ability to adapt. Employee adaptability affects organizational performance (Herawan, 2008). Furthermore, Khotimah stated that adaptation is an essential aspect that must be owned by employees and is also a determining factor for the success of employees in carrying out their work in everyday life. Schools with high organizational adaptability are responsive to change, meaning that schools are able and willing to change what is happening in the organization's internal environment as a result of external changes. Adaptive employees will help organizations or agencies anticipate and respond to changes in a competitive view faster, more successfully, and at lower costs (Anjar et al., 2020).

The organization can run effectively if the management functions, such as planning, organizing, monitoring, and motivation, are functioning correctly, and the supporting elements are available and meet the requirements. From the above functions, the supervisory function becomes very important because supervision is carried out so that the stages of work can go according to plan. No matter how good a plan, organizational form, and implementing personnel are, it will only be beneficial with the supervision factor because it must be realized that humans, as implementers have limitations.

In addition to adaptability factors that affect organizational commitment, supervisory factors also affect organizational commitment. Supervision is the whole system, technique, and method that may be used by a superior to ensure that all activities carried out by and within the organization apply the principle of efficiency and lead to efforts to achieve the overall goals of the organization.

## 2. Method

### Research design

This kind of study is known as descriptive qualitative research, and instead of statistics, the results are presented in words and images. A research method known as qualitative research generates descriptive data in the form of written or spoken words from individuals as well as data gleaned by observing their behavior. Meanwhile, descriptive research is a kind of study that focuses on describing or characterizing existing phenomena, including both natural and human-engineered phenomena. The goal of doing descriptive research is to provide a methodical, factually sound, and accurate description of the features and qualities of a certain demographic or geographic region.

The subject of the research, from whom the data may be gathered, serves as the study's primary data source. Informants are the persons who react or answer questions both in writing and verbally when interviews are used in the process of data collection. Informants are considered to be the starting point of the data. When gathering information via observation, the facts come from the items themselves, the

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motion of something, or the process of doing something. When documentation is used, the records or papers serve as the data sources.

**Data collection technique**

Researchers can acquire data by understanding data-collecting strategies, provided the approach demonstrates an abstract. It is not possible to materialize it into visible things, but it is possible to illustrate it via their application. When it comes to the collection of these data, the writers go to the location of the study item to get reliable data: 1) An interpretation of the term "observation" or "observation" might be that it refers to the methodical observation and recording of the symptoms that arise on the study object. Participatory observation, in which the researcher is intimately engaged with the day-to-day activities of the person being watched or utilized as a source of research data, is the method that is being employed for this observation. 2) An interview is a kind of discussion with a particular objective. It is carried out by two parties: the interviewer, who poses questions to the interviewee, and the interviewee, who responds by providing answers to the interviewer's inquiries. In this particular instance, the researcher decides to interview in the form of a structured interview. During such an interview, the interviewer establishes the problem and the questions to be asked to obtain responses to a hypothesis that has been rigorously formulated.

**Data analysis technique**

The data analysis is a descriptive-analytical approach, describing the data acquired using words and images rather than numerical values. After then, the information obtained through manuscripts, interviews, field notes, papers, and other sources, among other things, is explained so that it might shed light on reality or actuality. Before entering the field, while in the field, and after the study is complete, qualitative researchers analyze the data that they have collected. There are three streams of activities: the reduction of data, the display of data, and the formulation of conclusions or verification of those conclusions. 1) The process of "rough" data that arise from field notes is referred to as "rough" data reduction, and it is described as the selection process that focuses emphasis on simplification, abstraction, and transformation of "rough" data. Since data collection began, the reduction has been performed, beginning with summarizing, coding, tracing themes, writing memos, and so on, in order to set aside data or information that is irrelevant, and then the data have been verified; 2) Data presentation is a description of a structured set of information that provides the possibility of drawing conclusions and taking action; 3) Data analysis is the process of analyzing, interpreting, and drawing conclusions based on the information presented. Qualitative research findings are often given in narrative prose, intended to integrate information logically and straightforwardly; 3) the last step of qualitative research is to draw conclusions or verify the findings. The researchers must draw findings and verify the significance and accuracy of those conclusions, considering the study's environment. The researcher's interpretation of the data has to be validated in terms of its accuracy, applicability, and consistency before it can be used. When looking for meaning, researchers need to remember that they should use an emic approach; that is, they should look at things from the viewpoint of the essential information, and they should not interpret meaning according to their perspective.

## 3. Result and Discussion

**Principal Managerial Performance**

In the Government Regulation of the Republic of Indonesia Number 101 of 2000 concerning employee training in article 2, it is stated that one of the aims of education and training is to increase knowledge, expertise, skills, and attitudes to be able to carry out professional duties based on the personality and ethics of employees following the needs of the agency or organization.

Leadership training influences organizational commitment. The expected benefits and impacts of organizing the education and training for employees and leaders of an organization or agency are to

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increase a sense of responsibility. Each worker has responsibilities; only the level and needs vary depending on the workload and work he is assigned (Matondang & Syahril, 2021). What is meant by responsibility here is the obligation of a worker to carry out the work assigned to him as well as possible according to their respective abilities. The higher the organization or agency hierarchy, the greater the responsibility assigned. Education and training are essential in developing quality management (Siregar et al., 2016). Furthermore, all organization members, from top management to the lowest employees, must receive education and training to improve their abilities.

Listening and regular reflection are essential to a leader's growth. Servant leaders develop the ability and commitment to recognize and understand the words of others. They try to listen attentively to what is said and not said. They discover what is in their heart by listening, which goes beyond trying to beat their inner voice and understand what the body, soul, and mind are communicating. The servant leadership dimension is organizational stewardship. It describes how the leader prepares the organization to positively contribute to its environment through community service and development programs and encouraging higher education as a community (Mulyani, 2012).

The description of performance involves three essential components, namely goals that will provide direction and influence the organization's expected work behavior for each personnel (Yonata et al., 2020). The second is a measure; it is needed to determine whether personnel has achieved the expected performance, for that quantitative and qualitative performance standards for each personal task and position play an important role. Third, regular performance appraisal is linked to the process of achieving the performance goals of each personnel. This action will make personnel always be goal-oriented and behave following and in line with the goals to be achieved. Principals who have high organizational adaptability will be proactive in managing change. A responsive and proactive attitude to these changes will affect the improvement of the principal's managerial performance.

Adaptability influences the principal's managerial performance. Performance is a multidimensional construct, and its measurement also varies depending on the complexity of the factors that make up performance (Yonata et al., 2020). One of the factors that influence performance is personal/individual factors which include: knowledge, skills, abilities, self-confidence, motivation, and commitments possessed by each individual. Measurement of adaptability certainly needs to be done by looking at the aspects of the individual's adaptability in work. One of the dimensions of individual adaptability is cognitive adaptability, which is taken from individual situation awareness, mental ability to deal with change, and adaptive orientation in terms of attitudes and beliefs to deal with change (Herawan, 2017).

**Factors Affecting Managerial Performance**

Every implementation of an education program requires supervision or supervision, as well as the implementation of the principal duties of the principal needs to be escorted by stakeholders to determine its implementation. The party authorized to supervise education units and school principals is the school supervisor.

Principals' performance appraisal is the school supervisors' responsibility (Permendiknas number 28 of 2010). The principal's performance assessment is carried out annually and cumulatively every four years. The implementation of the annual performance appraisal is carried out by school supervisors using nationally applicable school principal performance appraisal guidelines covering six competencies, namely: 1) personality and social; 2) leadership; 3) school development; 4) managerial; 5) entrepreneurship; 6) Supervision of learning.

Two factors affect a person's performance, one of which is situational factors in the form of social and organizational factors, including organizational regulations, types of training and supervision, the wage system, and the social environment (Adrianto, 2011). In addition to the adaptability factor that affects the principal's managerial performance, the supervisory factor also affects the principal's managerial

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performance. Supervision is a process of determining performance measures in actions that can support the achievement of the expected results following the predetermined measures (Ekada et al., 2016).

Education and training are the instruments for developing apparatus resources or improving the quality of the apparatus in increasing knowledge, expertise, skills, and attitudes to carry out professional duties. Leadership education and training are human resource development activities to improve knowledge, abilities, and skills, as well as improve the leadership performance of school principals. Education and training seek to develop school principals' intellectual abilities and personalities. Therefore, every organization that wants to develop must pay attention to the education and training of principals' leadership so that it can affect the improvement of the principal's managerial performance.

Education and training are essential factors in human resource development. Leadership training influences the principal's managerial performance. To improve the professionalism of school principals in carrying out their duties, this is followed up with guidance and training activities. Professional guidance and training of principals aim to meet the demands for knowledge and skills of principals and education staff in managing academic units (Mere, 2021). Education and training are tasks to improve the workforce's knowledge, understanding, or attitudes to better adapt to their work environment (Coco, 2020). Education and training increase knowledge and work skills, thereby improving employee performance; one of the primary purposes of education and training programs is to improve performance.

Equipment to complete specific tasks. The principal also has a role as a manager. There are at least three skills that a manager, namely must possess: Conceptual skills, namely skills to understand and operate organizations; human skills, namely skills to work together, motivate, and lead; and technical skills, namely skills in using knowledge, methods, techniques, and skills. By mastering these three skills, the principal can determine school goals, organize or manage schools, instill influence/leadership authority, improve decision-making, and implement educational improvements (Aghniya, 2017).

Servant leadership influences the principal's managerial performance. Servant leadership is a leadership style that serves from the heart to serve; servant leadership can trigger morale in employees, resulting from a sense of attention given by superiors to each employee so that morale is created in these employees (Mislia et al., 2021; Setiawan et al., 2021). Performance is the result of what has been done by employees based on the goals of the organization. One of the characteristics and characteristics of the principal as a leader is personal motivation; namely, a principal must be able to motivate himself to become a great and good leader.

Organizational commitment can be translated into three individual characteristics, namely, a strong belief in and acceptance of the values and goals of the organization, a desire to provide the best results for the benefit of the organization, and trying to maintain membership in the organization, therefore one's commitment to the organization will significantly affect their activities at work which is shown through their performance.

## 4. Conclusion

One of the characteristics and characteristics of the principal as a leader is the technical component, namely, the principal has skills in analyzing, planning, drafting, organizing, delegating, authorizing, and making decisions. In addition to the organizational commitment factor that influences the principal's managerial performance, the organizational commitment factor also affects the principal's managerial performance. Organizational commitment brings positive outcomes such as high performance, low turnover, and low absenteeism. In addition, organizational commitment is also related to other desired outcomes, such as perceptions of organizational climate, namely a warm and supportive organization and being a good team member and ready to help.

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Schools with high organizational adaptability are responsive and proactive to change, meaning that schools are able and willing to change what is happening in the organization's internal environment as a result of external changes. Principals who have high organizational adaptability will be proactive in managing change. A responsive and proactive attitude to these changes will affect the improvement of the principal's managerial performance.

However, the facts on the ground show that the principal's adaptability to change has yet to be optimal. Principals who are responsive and proactive in managing change will appear to improve school achievement and community interest in the school. On the other hand, schools that are less responsive and proactive to change show low achievement, school development is stagnant, and the number of students is decreasing.

Every implementation of an education program requires supervision or supervision, as well as the implementation of the principal managerial duties of the principal needs to be supervised by stakeholders to determine its implementation. The party authorized to supervise the principal is the school supervisor. School supervisors have a significant position and influence the achievement of goals, vision and mission, and school progress. The main task of school supervisors in carrying out their functions as managerial supervisors is very strategic for school principals to improve their managerial performance so that school quality can increase.

Education and training in every organization have a significant role because, in times like the current conditions, many organizations are aware of the many mistakes in dealing with any changes. Changes that occur, such as changes from outside or within the organization, must be responded to appropriately to be immediately adjusted according to organizational conditions and not harm the organization. Dealing with and responding to these changes can be done in various ways, including education and training. Education and training are essential for an organization and its leader.

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