



## STRENGTHENING SCHOOL PRINCIPAL SUPERVISION, LEARNING ORGANIZATION, AND CREATIVITY IN IMPROVING CLASSROOM MANAGEMENT EFFECTIVENESS

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### Abstract

This study aims to analyze the influence of principal supervision, learning organization, and creativity on classroom management effectiveness among civil servant teachers at public elementary schools in Cisauk District. The research method used is quantitative, utilizing SPSS for statistical calculations. The research sample consists of 120 teachers selected through purposive sampling from a population of 221 teachers. Data were collected using questionnaires that had been tested for validity and reliability. The results showed that: (1) Principal supervision had a direct positive effect on classroom management effectiveness; (2) Learning organization had a direct positive effect on classroom management effectiveness; (3) Creativity had a direct positive effect on classroom management effectiveness; (4) Principal supervision has a direct positive effect on creativity; (5) Learning organization has a direct negative effect on creativity; (6) There is an indirect effect of principal supervision on classroom management effectiveness through creativity; (7) There is no indirect effect of learning organization on classroom management effectiveness through creativity. The implications of this study emphasize the importance of improving the quality of principal supervision, strengthening learning organizations that maintain space for creativity, and encouraging teacher innovation in classroom management. It is recommended that schools conduct regular training and seminars to improve these three variables.

**Keywords:** Effectiveness; Principal Supervision; Learning Organization; Creativity; Classroom Management.

### INTRODUCTION

Teaching issues and classroom management issues in efforts to improve student education quality (Salonen et al., 2019). A well-managed classroom environment supports students' understanding of concepts, thereby improving the overall quality of school graduates. Creative, innovative, and collaborative classroom management makes students more skilled in the competencies needed in the 21st century, thereby advancing the quality of schools and, in turn, improving the achievement of national education goals. Successful classroom management is greatly influenced by the teacher's ability to design flexible approaches, such as the use of active learning methods, the integration of technology, and creative solutions to address student behavior problems. (Goodwin & Marzano, 2023). The effectiveness of classroom management is the level of achievement of learning activity objectives that are enjoyable, comfortable, safe, and constructive as a result of the optimal and efficient utilization of classroom resources by homeroom teachers and students (Hasibuan, 2023).

Managing the classroom requires teachers to use methods that enable students to follow each learning process effectively. Teachers control the classroom atmosphere to keep it active and orderly and prevent students from becoming bored. Classroom management is carried out by teachers in creative, innovative, and collaborative ways. Creativity in classroom management involves the use of media such as technology, games, and quizzes to attract students' attention. The learning atmosphere in the classroom will be more active and enjoyable for students. Thus, classroom management can be

achieved, where students learn in a pleasant atmosphere and continue to understand what the teacher conveys during the learning process (Rodriguez-Salvador & Castillo-Valdez, 2023).

Supervision has a significant influence on teacher professionalism (Mulloh & Muslim A Q, 2022). The indicators of principal supervision are characterized by: personality competence, managerial supervision competence, academic supervision competence, educational evaluation competence, research and development competence, and social competence. Therefore, teacher supervision is an activity carried out by the principal in fostering and guiding teachers in carrying out their roles as educators so that it has a positive impact on improving the effectiveness and quality of learning, as well as achieving school goals (Supit et al., 2021).

The concept of a learning organization emphasizes the importance of understanding a shared vision, learning in teams, and thinking systematically in order to build responsive classrooms (Japar et al., 2023). A comparative study shows that schools that implement the five disciplines proposed by Peter Senge have a 15% higher classroom management scale than conventional schools (Pratama et al., 2023). A learning organization is generally defined as a process of gaining new insights from experiences that impact individual behavior and organizational dynamics. A learning organization is a new type of successful organization whose environment promotes constant learning through creating, acquiring, transferring knowledge, and modifying.

Creativity is a person's ability to produce something new, both in the form of ideas and tangible works that are different from what already exists. Indicators of creativity include: (1) the ability to stimulate attention and motivation to learn, (2) the development of active learning, (3) direct student involvement, (4) the use of repetition or remedial teaching, (5) the provision of challenges, (6) giving feedback and reinforcement, and (7) paying attention to individual differences (Sojanah & Hadi, 2020). Creativity is one of the main goals of education in generating new ideas or concepts. Efforts to train creativity can be done by utilizing the development of information and communication technology (Gunawan et al., 2019). From these various opinions, it can be concluded that creativity involves the creation of new ideas at work, innovative actions, and activities that produce something new and different from what has existed before. So creativity is the act of creating ideas that contain novelty, or modifications of old ideas so that they become creative works that are relatively different from what has existed before.

## **METHOD**

This study uses a quantitative approach where data processing is carried out using SPSS. The research population consists of 221 people from 17 public elementary schools in Cisauk District. The sampling technique uses the Taro Yamane formula, resulting in a sample of 120 teachers. Data collection was conducted using questionnaires for each research variable. The effectiveness variable had 5 indicators with 34 valid items. The principal supervision variable had 5 indicators with 33 valid

items. The learning organization variable had 5 indicators with 31 valid items. The creativity variable had 5 indicators with 36 valid items. The constellation of problems in this study can be seen in Figure 1.

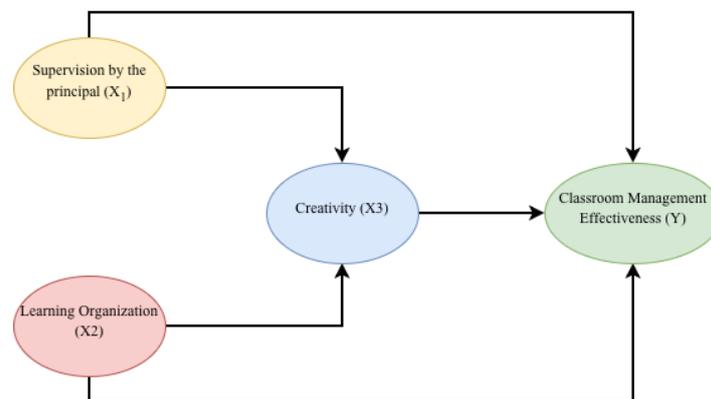


Figure 1: Research Problem Constellation

## RESULTS AND DISCUSSION

Table 1. Descriptive Statistics

	Y	X1	X2	X3
Mean	127,47	129,66	135,67	127,99
Standard Error	1,19	1,38	1,38	1,44
Median	127,00	134,00	136,50	127,00
Mode	125,00	135,00	160,00	125,00
Standard Deviation	13,01	15,11	15,17	15,76
Sample Variance	169,18	228,24	230,16	248,28
Kurtosis	0,33	0,85	1,65	3,32
Skewness	-0,40	-0,98	-0,82	-0,57
Range	67,00	78,00	81,00	116,00
Minimum	90,00	72,00	79,00	59,00
Maximum	157,00	150,00	160,00	175,00
Sum	15296,00	15559,00	16280,00	15359,00
Count	120,00	120,00	120,00	120,00

Prerequisite tests must be satisfied before performing regression and correlation. These requirements are normality testing, standard error estimation, and homogeneity as prerequisites for using regression and correlation analysis. Normally distributed  $L_{count} < L_{table}$  Liliefors (0.05).

Table 2. Normality test

Standard Error Calculated	$L_{count}$	$L_{Table}$	Conclusion
$Y - X_1$	0.056	0.081	Normal
$Y - X_2$	0.071	0.081	Normal
$Y - X_3$	0.065	0.081	Normal
$X_3 - X_1$	0.077	0.081	Normal
$X_3 - X_2$	0.066	0.081	Normal

This homogeneity test is used to determine the similarity of sample group variances obtained from the same population. The homogeneity test used in this study is Bartlett's test, with the condition that the variance is homogeneous if the value is  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ .

Table 3. Homogeneity Test

Group	$\chi^2_{\text{count}}$	$\chi^2_{\text{table}}$	Conclusion
Variable Y based on X1	41.09	97.35	Homogeneous
Variable Y based on X2	-819205.95	85.96	Homogeneous
Variable Y based on X3	60.87	89.39	Homogeneous
Variable X3 based on X1	46.65	97.35	Homogeneous
Variable X3 based on X2	47.65	87.10	Homogeneous

The linearity test in this case is to test whether the regression line of the independent variable on the dependent variable has a linear relationship or otherwise. If the two data sets are linearly related, then the predictions of the two variables have a unidirectional relationship. Using the ANOVA (analysis of variance) table assisted by the F table, linear regression is considered significant if  $F_{\text{count}} < F_{\text{table}}$  with a significance level of 0.05.

Table 4. Linearity Test

Group	Significance	Conclusion
Variable Y based on X1	0.902	Linear
Variable Y based on X2	1.212	Linear
Variable Y based on X3	2.824	Linear
Variable X3 based on X1	1.268	Linear
Variable X3 based on X2	1.153	Linear

Next, regression model testing and hypothesis testing were conducted both directly and indirectly, as shown in the table below.

Table 5. Regression Model

Inter-Variable Hub Model	Regression model	Significance Test Results
Y over X1	$\hat{Y} = 81.696 + 0.353X$	Significant
Y over X2	$\hat{Y} = 109.237 + 0.134X$	Significant
Y over X3	$\hat{Y} = 97.201 + 0.236X$	Significant
X3 over X1	$\hat{Y} = 106.827 + 0.163X$	Significant
X3 over X2	$\hat{Y} = 213.551 + -0.628X$	Significant

Table 6. Testing the Direct Effect Hypothesis with the Significant Condition:  $t_{\text{count}} > t_{\text{table}}$

Inter-Variable Influence	$t_{\text{count}}$	$t_{\text{table}}$	Hypothesis Test Results
X1 on Y	0.926	1.650	There is a direct effect.
X2 on Y	4.149	1.650	There is a direct effect.
X3 on Y	5.079	1.650	There is a direct effect.
X1 on X3	7.844	1.650	There is a direct effect.
X2 on X3	-13.912	1.650	There is no direct effect.

Supervision carried out by the principal consists of several stages. In the planning stage, the principal designs a supervision strategy that covers important aspects of classroom management, such

as facility management and interactions between students and teachers. During the supervision socialization stage, the principal ensures that teachers understand the standards and expectations that must be achieved in classroom management. During the implementation stage, the principal has the opportunity to provide direct guidance and advice to teachers on effective classroom management. During the supervision monitoring stage, the principal monitors and ensures that teachers carry out orderly classroom management that supports a conducive learning atmosphere, including student discipline and handling of classroom issues. The principal can help teachers identify obstacles they may encounter. Furthermore, the principal provides useful feedback on the results of supervision so that teachers can continue to improve their classroom management practices. In the evaluation stage of supervision, the principal can provide constructive assessments, helping teachers understand the impact of their management practices on learning. The principal provides guidance on optimizing learning facilities, creating a conducive classroom atmosphere, and promoting positive interactions between students and teachers to help improve the achievement of learning objectives.

The practice of learning organizations encourages teachers to continuously develop their skills and capabilities in managing classrooms. Schools that implement learning organizations will facilitate the improvement of classroom management skills through training and guidance for teachers. Through the development of constructive mental models, teachers are encouraged to think positively and find solutions when facing classroom management challenges, so that a conducive learning atmosphere is easier to create and maintain. Strengthening a shared vision and collaboration within the team encourages optimal interaction in the classroom. Teachers who teach in schools with a strong shared vision tend to create a classroom atmosphere that supports cooperation and mutual respect among students. Through collaborative learning within the team, teachers can exchange ideas and methods for effective discipline in the classroom. The support of colleagues within the learning organization helps teachers find the best strategies to guide students to comply with classroom and school rules, so that the learning process can run more efficiently and productively. Teachers who develop a systematic way of thinking are better able to see the influence between various elements in the classroom, such as student character, teaching methods, and the dynamics of interaction between students, so that they can identify the root causes of problems and find appropriate solutions.

Teachers who possess creativity will generate new ideas in implementing more enjoyable learning activities. The novelty of a teacher's perspective has the potential to produce creative ideas that support the learning process. Creative teachers with their original ideas can keep the classroom atmosphere fresh and dynamic, thereby attracting students' interest and encouraging them to participate more actively in learning. Teachers' flexibility in thinking can help them overcome various challenges in the classroom, including student discipline issues. Teachers can elaborate on innovative solutions that are appropriate for the characteristics of their class. The ability to elaborate on these ideas allows teachers to create a conducive and optimal learning atmosphere, where classroom

facilities are utilized to the maximum and interactions between students and between students and teachers take place more harmoniously. Teachers who are creative and flexible in their thinking have the potential to design rules that are not only effective but also easily accepted by students. Creativity in problem solving helps teachers design innovative learning methods so that learning objectives are optimally achieved.

When the principal makes supervision plans, he or she can identify teachers' needs and potential for performance improvement, including in the area of creativity. Through socialization, teachers gain a better understanding of the principal's expectations regarding creativity, thereby encouraging them to develop new ideas in learning. During supervision, which involves classroom visits or direct observation, the principal can provide guidance and help teachers think creatively in designing engaging and innovative learning activities. Through supervisory activities, the principal can encourage teachers to remain consistent in generating new ideas and modifying learning according to class needs. Constructive feedback can give teachers the opportunity to evaluate and elaborate on the ideas they have implemented, encouraging them to be more flexible in their thinking and bold in trying new approaches. Teachers can be guided to view classroom situations from new perspectives and adjust their classroom management to be more effective. During the evaluation of the supervision results, the principal can review with the teachers the extent to which creativity has contributed to learning. The principal can encourage teachers to continue to generate new ideas and ways of managing the classroom. This strengthens the teachers' enthusiasm to continue to be creative in their teaching approaches.

When schools facilitate teachers in acquiring new skills, teachers will be better able to identify different perspectives in understanding situations, so that their perspectives in problem solving become more creative and in line with current developments. The development of constructive mental models among teachers encourages them to build a positive and open mindset towards change. Through activities that strengthen a shared vision and encourage collaborative learning within teams, schools provide space for teachers to think more flexibly and elaborate ideas from various perspectives. This collaboration allows teachers to exchange ideas, develop shared thinking, and enrich ideas in innovative ways that were not previously thought of. This team learning process strengthens the authenticity of the ideas produced, as each member contributes through their unique perspective. The development of systematic thinking activities among teachers is an important foundation for teachers to view problems holistically and find creative solutions. This approach helps teachers integrate various aspects of learning, facilitating them to create solutions that are not only new but also relevant and effective. Learning organizations do not merely improve teachers' technical skills but also strengthen the habit of original thinking, generating new ideas, and viewing situations from a broader perspective.

Table 6. Testing the Hypothesis of Indirect Effect with the following conditions Significant conditions:

$$Z_{\text{count}} > Z_{\text{table}}$$

Model of Relationships between Variables	$Z_{\text{count}}$	$Z_{\text{table}}$	Hypothesis Test Results
X1 to Y via X3	2.408	1.96	There is a direct effect.
X2 to Y via X3	1.822	1.96	There is no direct effect.

Table 6 shows that creativity ( $X_3$ ) is able to mediate principal supervision ( $X_1$ ) on classroom management effectiveness (Y). Thus, there is a significant indirect effect of Principal Supervision ( $X_1$ ) on the variable of Classroom Management Effectiveness (Y) through Creativity ( $X_3$ ). Furthermore, creativity ( $X_3$ ) cannot mediate Learning Organization ( $X_2$ ) on classroom management effectiveness (Y). Thus, there is no significant indirect effect of Learning Organization ( $X_2$ ) on the variable of classroom management effectiveness (Y).

Strengthening supervision, along with instructional leadership and teacher innovation, has a positive impact on the quality of learning management. Improving this area can lead to more effective classroom management and improved educational outcomes at Muhamadiyah Jakarta High School (Prapanja et al., 2023). Strengthening principal supervision through a structured, collaborative, and professional development-based approach improves teacher performance, which in turn fosters learning organization and creativity, ultimately leading to more effective classroom management and improved student learning outcomes (Ani et al., 2025). Structured and continuous principal supervision improves teachers' professional competence and fosters a conducive learning environment. Strengthening supervision through continuous training and effective policies can improve classroom management, creativity, and overall educational effectiveness (Triana, 2025). Structured and continuous educational supervision improves teachers' skills and fosters better student-teacher interactions, which are important for effective classroom management. Strengthening supervision can lead to an improved learning environment and increased creativity in teaching practices.

## CONCLUSION

Based on the results and discussion of the study, it can be concluded that the analysis of the direct and indirect effects provides a clear picture of the relationships among the examined variables. Of the five hypotheses that tested the direct influence, four were supported by empirical evidence, indicating significant and meaningful effects, while one hypothesis did not meet the criteria and was therefore rejected. This shows that not all proposed direct relationships operate as initially expected, highlighting the complexity of the factors involved in educational settings.

For the indirect influence, the findings revealed that one hypothesis was accepted while another was rejected. This outcome demonstrates that mediating relationships exist but are not uniformly strong across all variables. The accepted indirect effect suggests the presence of a pathway that

meaningfully connects variables through mediation, whereas the rejected one indicates that certain indirect linkages do not hold in practice.

The study identifies the learning organization as the most dominant factor influencing classroom management effectiveness. This underscores the importance of a school environment that encourages continuous learning, collaboration, and shared vision. Similarly, the findings also show that the learning organization exerts the strongest influence on creativity, emphasizing its crucial role in fostering innovative thinking and creative behavior among individuals in educational settings.

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