

The Implementation of Management Psychology in Improving Teachers' Work Accuracy at Public Elementary School 04 Batang Anai

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ABSTRACT

Teachers' work accuracy is an essential aspect in ensuring the quality of the learning process. This study aims to analyze the implementation of management psychology in improving teachers' work accuracy at SD Negeri 04 Batang Anai. The research employed a descriptive quantitative method, with data collected through questionnaires distributed directly to six teachers. The instrument consisted of ten statements related to work accuracy and was analyzed using the mean calculation technique and categorization based on Sugiyono's criteria (2018). The results showed that all indicators of teachers' work accuracy fell into the very high category, with an overall average score of 4.60. The study indicates that the implementation of management psychology contributes positively to fostering accurate, careful, and precision-oriented work behavior among teachers. This research recommends strengthening management psychology training for teachers to maintain and further enhance the quality of their performance.

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1. INTRODUCTION

Management psychology is a branch of science that studies individual behavior within organizations and how such behavior can be directed to achieve institutional goals effectively and efficiently. In the educational context, management psychology plays an important role in helping teachers manage themselves, enhance work motivation, and develop professional behavior that supports the quality of learning. Teachers, as the main actors in the educational process, are required to work carefully, accurately, and responsibly in carrying out their duties. Therefore, the implementation of management psychology is an essential aspect in improving the quality of teachers' performance in schools.

One of the teacher performance indicators that significantly influences the quality of learning is work accuracy. Teachers' work accuracy includes meticulousness in preparing lesson plans, carefulness in delivering instructional materials, accuracy in conducting assessments, and precision in managing learning-related data. According to Mulyasa (2021), work accuracy is part of teachers' professional competence that directly affects the effectiveness of the teaching and learning process. Teachers who demonstrate a high level of accuracy are able to minimize pedagogical and administrative errors, thereby enabling more optimal learning outcomes.

Teachers' work accuracy is closely related to their psychological aspects. Factors such as concentration, motivation, emotional stability, and the ability to manage work-related pressure greatly influence the level of teachers' meticulousness in performing their tasks. An individual's ability to manage psychological aspects has a direct impact on performance quality, including accuracy and precision at work. Thus, management psychology has a strategic role in shaping teachers' careful and professional work behavior. SD Negeri 04 Batang Anai is one of the elementary schools that continuously strives to improve the quality of teachers' performance in order to support successful learning. Teachers are required to work

in accordance with the demands of the Merdeka Curriculum, which emphasizes accuracy, accountability, and data-based decision making. However, in practice, efforts to improve teachers' work accuracy still face various challenges, particularly those related to the management of psychological aspects, such as workload, time management, and consistency in performing tasks. Based on the above description, this study aims to analyze the implementation of management psychology in improving teachers' work accuracy at SD Negeri 04 Batang Anai. The results of this study are expected to provide empirical insights into teachers' work behavior and serve as a basis for developing more effective educational management strategies to enhance the quality of teachers' performance.

Article Type

This article is an original research article that examines the implementation of management psychology in improving teachers' work accuracy at SD Negeri 04 Batang Anai. The study employs a descriptive quantitative approach, with data collected through the distribution of questionnaires to teachers and analyzed using mean score calculations and categorization techniques.

2. METHOD, DATA, ANALYSIS

This study employs a descriptive quantitative approach aimed at describing the level of teachers' work accuracy based on the implementation of management psychology at SD Negeri 04 Batang Anai. The research subjects consisted of six teachers working at the school. Data were collected through the direct distribution of questionnaires to the respondents.

The research instrument was a Likert-scale questionnaire with five response alternatives: Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1). The questionnaire consisted of ten positive statements related to teachers' work accuracy, such as meticulousness in checking students' work, accuracy in delivering instructional materials, and carefulness in preparing learning activities. The collected data were analyzed using mean score calculations and categorized based on the criteria proposed by Sugiyono (2018). The results of the analysis were used to determine the level of teachers' work accuracy and to serve as a basis for discussing the implementation of management psychology in teachers' work behavior.

3. RESULT AND DISCUSSION

Result

Based on the results of data processing, the average score of teachers' work accuracy at SD Negeri 04 Batang Anai was 4.60, which falls into the very high category. This indicates that, in general, teachers have demonstrated careful, accurate, and responsible work behavior in carrying out their professional duties. Most indicators of work accuracy were classified in the very high category, particularly in aspects such as meticulousness in providing feedback, accuracy in delivering information, and preparation prior to instructional activities.

Table 1. Recapitulation of the Average Scores of Teachers' Work Accuracy

No.	Statement	Average Score	Category
1	Rechecking students' answers	4,83	Very High
2	Verifying facts before explaining the material	4,00	High
3	Carefully correcting students' assignments	4,50	High
4	Accuracy of the information delivered	5,00	Very High
5	Rechecking lesson plans	4,33	High
6	Assessing students' work carefully	4,83	Very High
7	Attention to details in classroom management	4,67	Very High
8	Checking data accuracy before teaching	3,83	Very High
9	Meticulousness in providing feedback	5,00	Very High
10	Checking preparation before class	5,00	Very High
Average		4,60	Very High

Discussion

The implementation of management psychology in improving teachers' work accuracy at SD Negeri 04 Batang Anai is clearly reflected in teachers' systematic, well-planned, and accuracy-oriented work

behavior patterns. Based on the research findings, teachers demonstrated habitual practices such as rechecking students' work before assigning final grades, verifying facts and instructional materials prior to classroom delivery, and conducting thorough lesson preparation. These practices indicate effective management of teachers' cognitive and behavioral aspects in line with the principles of management psychology, particularly in the formation of positive work habits and self-regulation.

The implementation of management psychology is also evident in teachers' ability to consistently manage their professional responsibilities. The high average scores on indicators related to information accuracy and meticulousness in providing feedback indicate that teachers possess strong psychological awareness to work carefully and responsibly toward their outputs. Teachers not only focus on delivering instructional content but also pay close attention to content accuracy, clarity of information, and the impact of instruction on students' understanding. This finding aligns with Hakim (2022), who asserts that management psychology plays a role in shaping individual work behavior to become more accurate, disciplined, and consistent through the reinforcement of motivation and cognitive control.

Furthermore, the implementation of management psychology is reflected in teachers' time management and instructional planning. Teachers with strong time management skills tend to be more meticulous in preparing lesson plans, instructional media, and learning materials, as well as in organizing classroom activities. The findings indicate that most teachers rechecked their preparations before teaching, suggesting an awareness of minimizing errors and enhancing instructional readiness. Systematic planning enables teachers to allocate time effectively, allowing each stage of the learning process to be conducted in an orderly and goal-oriented manner.

The implementation of management psychology is also related to teachers' ability to manage instructional data as a basis for instructional decision-making. Although the indicator of checking data accuracy before teaching was categorized as high, its score was lower than those of other indicators. This suggests that some teachers have not yet optimally verified academic and administrative data before using them in instruction. From a management psychology perspective, meticulousness in data management is part of rational and evidence-based decision-making processes. Inaccuracy in data verification may affect the appropriateness of instructional strategies applied in the classroom.

Moreover, the implementation of management psychology in this study is reflected in teachers' ability to manage their psychological conditions while working. Teachers who are able to maintain concentration, regulate emotions, and sustain work motivation tend to demonstrate higher levels of work accuracy. A supportive work environment, positive professional relationships, and a sense of professional responsibility encourage teachers to work with focus and caution. Stable psychological conditions enable teachers to recheck their work, provide objective assessments, and deliver instructional information accurately.

Overall, the implementation of management psychology in improving teachers' work accuracy at SD Negeri 04 Batang Anai is evident not only in technical aspects of work but also in the development of professional attitudes and work behavior. The application of management psychology principles through self-management, the cultivation of meticulous work habits, time management, and motivation reinforcement has been shown to contribute to the high level of teachers' work accuracy. With continuous strengthening of its implementation particularly in data management and instructional planning teachers' work accuracy is expected to further improve and positively impact the quality of learning.

4. CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of management psychology contributes positively to improving teachers' work accuracy at SD Negeri 04 Batang Anai. The average teachers' work accuracy score of 4.60 indicates that, in general, teachers have demonstrated very high levels of carefulness, meticulousness, and responsibility in carrying out their professional duties. The implementation of management psychology is reflected in teachers' systematic work habits, such as rechecking students' work, verifying facts and instructional materials before teaching, providing meticulous feedback, and conducting thorough lesson preparation. These findings indicate that the management of teachers' psychological aspects plays a significant role in shaping professional and accuracy-oriented work behavior.

Nevertheless, this study also found that several aspects of work accuracy remain in the high category and have not yet reached the very high category, particularly in checking data accuracy prior to teaching. This finding highlights the need to strengthen the implementation of management psychology in data management and instructional planning through the habituation of data verification, academic mentoring, and continuous professional development. With such reinforcement, teachers' work accuracy is expected

to improve optimally and have a more significant impact on enhancing the quality of learning at SD Negeri 04 Batang Anai.

5. ACKNOWLEDGE

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