

## The Influence of Academic Supervision of School Heads and Organizational Culture on Teachers Performance

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### Abstract

This study aims to determine the effect of principal academic supervision and organizational culture on teacher performance. The location of this research was carried out in SD Negeri in Cluster I, Betung District. This type of research is quantitative research with ex post facto research design. The sample in this study were consisting of 55 teachers. The data collection technique used a questionnaire. The data analysis technique used quantitative descriptive techniques and multiple linear regression. The results of the study stated that 1) there was a significant effect of the principal's academic supervision on the performance of public elementary school teachers; 2) there is a significant influence of organizational culture on the performance; 3) there is a significant influence on the academic supervision of the principal and organizational culture together on the performance of SD teachers in Cluster I, Betung District

**Keywords:** *Principal Academic Supervision, Organizational Culture, Teacher Performance.*

### INTRODUCTION

The secret to improving the quality of education is teacher success. Performance is the appearance of work actions defined in accordance with procedures by flexibility of motion, rhythm, and work order, such that results are obtained that meet the criteria for quality, speed and quantity. In line with that, Smith in notes that performance is "output derive processes, human or other wise. "So performance is the product of a process or output.

Teachers need encouragement in order to achieve superior competence in teacher results, of course, as the primary function in educating future generations. Coaching is carried out to enhance the success of teachers in the application of learning. In order to increase teacher performance, full supervision, such as assistance offered by the principal, should be carried out in order to strengthen the skills of teachers and other school staff [1].

Pratami (2018:3) notes that several factors are responsible for the poor performance of teachers, including (1) teachers are not enthusiastic about completing their tasks related to learning devices, (2) teachers still do not have a good teaching program, (3) there is still a lack of teacher imagination in selecting techniques and learning approaches, or teachers are still dominant using traditional methods, and (4) there are still teachers who prioritize their personal interests instead of fulfilling their teaching duties [2].

The researchers obtained information from the result of preliminary observations that all SD Negeri in cluster 1 of Betung District had sufficient educational services and facilities. However, because of the lack of professionalism in preparing, executing, and assessing the learning process and the undisciplined nature of teachers, there are still some teachers who demonstrate poor teaching efficiency. This indicates that the principal's academic oversight has not had a real effect on the process of providing students with professional learning services.

Principal academic supervision is carried out to encourage teachers to improve their competence, carry out their teaching duties better by applying their knowledge and skills and have serious attention to their duties and responsibilities as teachers [3].

The academic oversight role of the performance of school principals and teacher teaching can be an indication that the school has or is not yet able to create a beneficial

organizational culture, namely an organizational culture that can build teacher discipline, spirit of teacher accomplishment, and performance of teacher teaching.

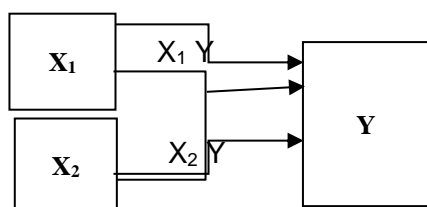
There is a direct positive impact of organizational culture on teacher efficiency [4]. The results of this research suggest that teacher success is positively determined by organizational culture. The findings of this study provided the direction that organizational culture is closely linked to improving teacher performance.

To create a good school culture, the role and academic supervision of the principal is very important as a supervisor, a supervisor that leads to the quality of teacher teaching so that the results achieved by students are as expected [5].

The role of school and work culture is very significant in promoting the implementation of the best performance of teachers in educational institutions. Teachers are required to aspire to enhance teaching performance in educational institutions, especially at the primary school level.

## METHOD

This analysis is a quantitative study with a design for ex post facto research. This study's theoretical structure is as follows:



**Figure 1.** Impact Constellation between Variables

Information:

→ Influences

X<sub>1</sub> : Academic Suoervation Principal

X<sub>2</sub> : Society Organizational

Y : Success of Teacher Teaching

Figure 1 explains how the impact of primary academic supervision (X<sub>1</sub>) on teacher performance (Y), the impact of organizational culture (X<sub>2</sub>) on teacher performance (Y), and the combined impact of primary academic supervision (X<sub>1</sub>) and organizational culture (X<sub>2</sub>) on teacher performance (Y)

In cluster 1, Betung District, the population in this study was SD Negeri teachers. Determination of the sample in this study using the proportional random sampling technique calculated with a total sample of 55 primary school teachers in Betung District, Cluster I. In this analysis, the data collection methodology used a questionnaire to assess the impact on teacher output of principal instructional supervision and organizational culture [6].

Instrument research is achieved by testing the instrument's validity and the instrument's reliability. This validity is the validity that is achieved when there is compatibility between parts of the instrument as a whole [7]. The validity and reliability checks were assessed using the software program SPSS version 24 in this analysis. The normality test, homogeneity test, and linearity test were used as criteria for the analysis of research results. As a requirement for using parametric statistical analysis, this is achieved. Simple linear regression analysis (t test) and multiple linear regression analysis (F test) are used to test how the influence of each independent variable (X) on the dependent variable (Y) influences the effect of independent variables (X<sub>1</sub> and X<sub>2</sub>) on the dependent variable (Y).

## RESULTS AND DISCUSSION

### *Hypothesis 1*

Data analysis performed in this research starts with testing hypothesis 1 for knowing the effect of the academic supervision of the principal on teacher performance using simple

linear regression analysis based on the number of questionnaire scores collected from 55 respondents for the academic supervision and teacher performance variables of the principal. For these variables with SPSS version 24 program, the table of simple linear regression coefficients is as follows.

**Table 1. Simple Linear Regression Coefficient of Principal's Academic Supervision Variables and Teacher Performance**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	62,560	10,543		5,934	,000
Supervisi Akademik	,331	,136	,317	2,435	,018

a. Dependent Variable: Kinerja Guru

The value of t is 2.435, based on the simple linear regression test above. Then in the t statistical table, the t table value is searched with alpha = 0.05 and degrees of freedom (df)  $n - 2$  or  $55 - 2 = 53$  (n is the quantity of data), the t table results are 2.005. So the value of t count  $(2.435) > t$  table (2.005),  $H_{a1}$  is accepted, so that  $H_{o1}$  is rejected.

### Hypothesis 2

Using simple linear regression analysis based on the number of questionnaire scores obtained from 55 respondents for organizational culture variables and teacher performance, hypothesis test 2 to assess the impact of organizational culture on teacher performance. For these variables with SPSS version 24 program, the table of simple linear regression coefficients is as follows.

**Table 2. Simple Linear Regression Coefficient of Organizational Culture and Teacher Performance Variables.**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14,641	7,671		1,909	,062
Budaya Organisasi	,919	,096	,797	9,601	,000

a. Dependent Variable: Kinerja Guru

The t value is obtained at 9.601 based on the simple linear regression test above. Then in the t statistical table, the t table value is searched with alpha = 0.05 and degrees of freedom (df)  $n - 2$  or  $55 - 2 = 53$  (n is the quantity of data), the t table results are 2.005. So the value of t count  $(9.601) > t$  table (2.005),  $H_{a2}$  is accepted, so that  $H_{o2}$  is rejected.

### Hypothesis 3

The testing of hypothesis 3 is to jointly (simultaneously) assess the impact of the main academic supervision and organizational culture on teacher success with multiple linear analysis using version 24 of the SPSS application software. Hypothesis analysis uses the F test or the simultaneous regression coefficient test to jointly determine, by comparing the Fcount value with the F table result, the same (simultaneous) influence of the principal's academic supervision variables and organizational culture on teacher performance. In the following table, the results of the account can be seen.

**Table 3. Simultaneous Calculation Results Effect of Principal Academic Supervision and Organizational Culture on Public Elementary School Teacher Performance in Cluster 1, Betung District**

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	870,791	2	435,395	45,519	,000 <sup>b</sup>
Residual	497,391	52	9,565		
Total	1368,182	54			

a. Dependent Variable: Kinerja Guru  
b. Predictors: (Constant), Budaya Organisasi, Supervisi Akademik

From the Anova test above, it is obtained that F count is 45.519. Then the value of the F table is sought in Table F Statistics with a significance level of  $\alpha = 0.05$ , df1 (number of variables - 1 = 2), df2 at n-k-1 (55-2-1 = 52), obtained F table of. By comparing the calculated F value and F table, it is known that the calculated F value (45.519) > F table (3.18), so that Ho3 is rejected and Ha3 is accepted. Then for the significance test the Sig value is obtained. amounting to 0,000. This value is less than 0.05, so that Ho3 is rejected and Ha3 is accepted.

After the linear regression analysis was carried out, the next analysis was the Adjusted R2 analysis or determination coefficient analysis to determine the contribution of the principal's academic supervision variables and organizational culture together on teacher performance variables. The results of the calculations are presented in the following table.

**Table 4. The Coefficient of Determination of the Principal's Academic Supervision Variable and Organizational Culture of Teacher Performance**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,798 <sup>a</sup>	,636	,622	3,093

a. Predictors: (Constant), Budaya Organisasi, Supervisi Akademik  
b. Dependent Variable: Kinerja Guru

Based on table 4, it can be seen that the contribution of the principal's academic supervision variable and organizational culture on teacher performance can be obtained from the R Square value of 0.636. Thus the coefficient of determination is 63.6%. This shows that the percentage of the contribution of the influence of the principal's academic supervision variable and organizational culture on the performance of SD Negeri teachers in Gugus 1, Betung District together is 63.6% and the remaining 36.4% is influenced by other factors not examined in this study.

## CONCLUSIONS

Based on the results of data analysis, it can be concluded that 1) there is a significant effect of the principal's academic supervision on the performance of the SD Negeri teachers in Gugus 1, Betung District. Based on the results of the t test, the t value is greater than t table which means that Ha1 is accepted; 2) There is a significant influence of organizational culture on the performance of public elementary school teachers in Cluster 1, Betung District. Based on the results of the t test, the t value is greater than t table, which means that Ha2 is accepted; 3) There is a significant effect jointly on the academic supervision of school principals and organizational culture on the performance of public SD teachers in Gugus 1, Betung District based on the results of the F test, it is obtained that F count is greater than F table which means (Ha3) is accepted. The coefficient of determination is 63.6%. shows that the percentage of the influence of the principal's academic supervision variable and organizational culture on the performance of public elementary school teachers in Gugus 1, Betung District together is 63.6% and the remaining 36.4% is influenced by other factors not examined in this study.

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