

The Influence of Organizational Culture and Principal's Academic Supervision on Teacher's Performance at SMA Negeri 1 Gunung Megang

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Abstract: Teachers are one of the main components that determine the success of a school in achieving its goals because teachers are the transferors of knowledge in learning. Performance or work achievement can be interpreted as the achievement of a person's work, but in reality, there are still many teachers whose performance is less than optimal. So that teachers can improve their performance, the role of the principal as supervisor is needed. This research will be carried out at SMA Negeri 1 Gunung Megang. This research uses descriptive research type. The results obtained show that there is an influence on each variable, namely, that there is a significant influence of organizational culture on teacher performance 98.6%, there is a significant influence of the principal's academic supervision on teacher performance 83.3% and there is a significant influence of organizational culture and academic supervision of the principal together on teacher performance 99.2%. Meanwhile, the remaining 0.8% is influenced by other factors that are not included in this research.

Keywords: Organizational Culture, Principal's Academic Supervision, Teacher's Performance

A. Introduction

A crucial step in the development of the country is education. The goal shared by all nations is to reach the status of developed nations. One of the emerging nations with ongoing issues in the field of education, specifically about educational quality, is Indonesia. The endeavor of education can expedite the development of the human capacity to undertake the responsibility of nation-building. Thus, to achieve high-quality education, a workforce capable of securing strategic professions, and students capable of competing on a regional and global scale, Indonesia must generate individuals with a strong sense of independence and the ability to compete with other nations.

This is achievable if we have dependable educators who can raise a morally and intellectually upright generation of people. A strategic role for educators is to raise the standard of instruction. If the vision, mission, and educational goals are implemented in a way that ensures seamless operation, then quality, or quality of education, can be attained. To accomplish this, schools as suppliers of education must establish a supportive and cordial environment for teachers and other staff members.

Teachers, principals of schools, and administrative personnel are all considered educators and educational staff. Teachers are a key factor in determining whether a school succeeds in attaining its objectives since they are the ones who impart a variety of learning-related knowledge. The primary element directly connected to the process of teaching and learning in schools is teachers. Teachers must be serious, accountable, and perform at their best because they have a significant impact on the growth and fall of education.

The accomplishment of a person's work that has been carried out in compliance with the regulations and standards that are in effect in the organization in this case, the school can be understood as performance or work achievement. It originates from the term performance, based on the definition of the word. The word "performance" has three meanings, according to Ruky (Supardi, 2013). These are (1) "achievement" as in "high-performance car" or "a very fast car"; (2) "performance" as in "Folk dance performance" or "Folk dance performance"; and (3) "carrying out duties" as in "in performing his/her duties"

Teachers in terms of organizing and creating educational materials;3) a large number of teachers continue to lack the skills necessary to create learning models or media that incorporate technology and the environment; and 4) a large

number of instructors carry out traditional tasks. This shows that teacher performance is still relatively low. Therefore, to improve a teacher's performance, it needs to be supported by encouragement/motivation from the teacher himself or outside and also attention from the role of the school principal. So, measuring performance is not only seen from a person's personality but also from a process to achieve a predetermined goal. Other factors can influence performance, as stated by (Supardi, 2013).

In addition to oversight, the institution needs to establish an organizational culture. specifically, the customs or standards that are followed and controlled by a group. Everything appropriate, widely accepted, and required of all members of an institution or group is governed by these customs or norms. It is also the fundamental ideology of an organization, comprising common values, standards, and beliefs that form the cornerstone of how an organization operates (Wibowo, 2016)Enhancing teacher effectiveness requires a strong organizational culture and supervision (Maramis, 2013). In essence, corporate culture and work motivation affect teachers' ability to raise student accomplishment. An essential and priceless resource for schools is its teachers. Teacher performance will be high if they are well managed. This is caused by several elements, such as organizational culture and job motivation, which are linked to teacher performance and, in turn, affect how an educational organization is seen (Tetuko, 2012).

The sense of duty teachers has to fulfill their purpose, the weight of their profession, and the moral obligation they bear can all be used to gauge how well they are doing as educators. All of this will be demonstrated by compliance and faithfulness in performing teaching responsibilities both within and outside of the classroom. Alongside this mindset, there will be a sense of accountability for setting up all instructional materials before beginning the learning process (Sukendar, 2013). There are requirements or standards for teacher performance (Djamarah, 2011). The competency requirements that each teacher must meet can be used to observe and assess teacher performance. Organizational culture and job motivation also contribute to the development of two teachers' talents (Rachmawati & Daryanto., 2013).

School groups typically comprise a varied range of individuals with varying origins, personalities, emotions, and egos. As a result, developing an organizational culture inside the school is crucial to achieving its educational objectives and raising teacher effectiveness. According to the findings of several

studies, organizational culture and higher levels of motivation at work are associated (Rachmawati & Daryanto., 2013). The principal's function as a supervisor is necessary to help instructors perform better. Supervisors have direct interaction with workers who generate commodities and services. In the field of education, a principal's function as a supervisor is to help instructors fulfill their responsibilities, resolve problems, and enhance their performance by offering support, advice, or other services. Supervision is the supervision of the implementation of educational technical activities in schools, not just the supervision of physical materials. An activity called supervision is designed to support educators and other staff members in their efficient performance of their jobs (Herman, 2014).

Encouragement is still necessary to make someone desire to work to the best of their abilities because not all teachers are willing to exert themselves to the fullest extent possible. This study was conducted at Gunung Megang's SMA Negeri 1. The study "The Influence of Organizational Culture and Academic Supervision of School Principals on Teacher Performance at SMA Negeri 1 Gunung Megang" is of interest to researchers based on these ideas.

B. Methods

From May to July 2021, this study will be conducted in SMA Negeri 1 Gunung Megang Jalan Negara Gunung Megang, Gunung Megang District, Muara Enim Regency, South Sumatra Province. A quantitative research approach was taken in this study. The goal of quantitative research, according to Sugiyono (Sugiyono, 2018), is to determine the partial influence between variables that are already in place. Organizational Culture (X_1) Principal Academic Supervision (X_2) on Teacher Performance (Y) is one of the variables in this quantitative study, and the hypothesis is being tested jointly by Organizational Culture (X_1) Principal Academic Supervision (X_2) on Teacher Performance (Y).

There were 64 teaching staff members at SMA Negeri 1 Gunung Megang in the Gunung Megang District, who made up the study's population. Next, 64 respondents, or 100% of the SMA Negeri 1 Gunung Megang population, were selected by the researchers. Therefore, a census technique is the use of the entire population as the unit of observation without the need to draw a study sample. Researchers employed questionnaires and documentation as data-gathering methods in this study.

C. Results and Discussion

1. The influence of organizational culture on teacher performance at SMA Negeri 1 Gunung Megang

Drawing from the research hypothesis, which posits that organizational culture has a noteworthy impact on teacher performance at SMA Negeri 1 Gunung Megang, and the findings of the analysis of the coefficient of determination utilizing basic linear regression, which examines the relationship between organizational culture and teacher performance at SMA Negeri 1 Gunung Megang via the output value of the Model Summary, the obtained R-number was 0.993. Given that the correlation value is between 0.800 to 1.000, it can be concluded that the organizational culture at SMA Negeri 1 Gunung Megang has a significant impact on teacher performance.

To find the proportion that the independent variable contributed to the dependent variable's influence, one might analyze the coefficient of determination. It is mentioned that organizational culture can have a 98.6% impact on teacher performance at SMA Negeri 1 Gunung Megang, as indicated by the coefficient of determination R Square (R^2) of 0.986. This study supports the findings of the (Handayani & Rasyid, 2015) investigation, which concluded that organizational culture has a major impact on high school teachers' job motivation in Wonosobo Regency. Organizational culture affects high school teachers' performance in Wonosobo Regency by 20.2%. (Sulistiya, 2013) conducted research at Agus Salim Middle School in Semarang regarding the impact of organizational culture on teacher performance. The findings indicated that there was a 61% effect of organizational culture on teacher performance.

The findings of a study titled "The Influence of Organizational Culture on Teacher Performance in State Plus High Schools in Riau Province" (Rizki, 2018) are consistent with this. According to the research's findings, State Plus High Schools in Riau Province have an organizational culture that rates 97% in the "Very Good" category. This implies that an instructor's performance increases with an improved organizational culture and decreases with a worsened organizational culture.

In addition to that, research by Yulizar, Arafat, and Rohana strengthens it. The study "The Influence of Organizational Culture and Principal Leadership on Teacher Performance in Public High Schools in Tanjung Raja District (Yulizar et

al., 2020) was conducted. According to the research's findings, the organizational culture at Tanjung Raja District's State High School significantly affects teachers' performance. According to the (Mulyadi, 2012) definition of the theoretical papers included in this research, organizational culture is a framework that determines employees' daily behavior, helps them make decisions, and guides their activities to accomplish corporate goals.

Organizational culture, in the words of (Tobari, 2016), is made up of practices, values, and beliefs that are simple to comprehend, put into effect, and serve as the foundation for carrying out organizational tasks. According to (Fahmi, 2018), organizational culture is a long-standing custom that is employed in work activities as a motivator for raising the caliber of work produced by leaders and subordinates.

As the cornerstone of school activities geared toward attaining high-quality learning, the organizational culture prioritizes the implementation of the teaching and learning process in its leadership (Khan et al., 2020). To get the greatest results, leaders look for novel approaches, both those that are thought to be widely employed and those that are uncommon. Teachers are oriented toward preparedness for effective teaching performance since orientation is the best (Schuldt & Gomes, 2020).

The following are some organizational culture tactics that can be used to generally improve teacher performance: 1) Principals consistently encourage teachers to uphold the spirit and values that have been established collectively; 2) The principal assesses, in collaboration with all relevant teachers, the degree to which every element of the educational system is contributing to the school's advancement; and 3) school culture is developed as an institutionalization and implementation process that results in work habits both inside and outside the school. According to this research, work activities that are directly oriented toward a teacher's primary responsibilities can be developed in an organizational culture that values dedication to work, hence improving teacher performance.

2. The Influence of the Principal's Academic Supervision on Teacher Performance at SMA Negeri 1 Gunung Megang.

An R number of 0.912 was found for the impact of the principal's academic supervision on teacher performance at SMA Negeri 1 Gunung Megang based on the findings of the analysis of the coefficient of determination using simple linear

regression. Given that the correlation value is between 0.900 to 1.000, it can be concluded that the principal's academic supervision has a significant impact on the performance of teachers at SMA Negeri 1 Gunung Megang.

The percentage contribution of the principal's academic supervision on teacher performance at SMA Negeri 1 Gunung Megang is calculated using the coefficient of determination analysis. The coefficient of determination R Square (R_2) of 0.833 can be used to interpret the result, indicating that academic supervision At SMA Negeri 1 Gunung Megang, the principal was able to influence and contribute to teacher performance to the tune of 83.3%.

The findings of a study titled "The Influence of Principal Managerial Competence and Academic Supervision on Teacher Performance at SMA Negeri 3 Martapura" by (Meidiana et al., 2020) support this. The study's findings indicate that academic supervision has a big impact on teachers' effectiveness. In addition, research entitled "The Influence of Leadership Style, Principal Academic Supervision, and Organizational Culture on the Performance of Elementary School Teachers in Cluster III Sukasada District" by (Rauh et al., 2013) further reinforced it. The study's findings indicated that organizational culture, the principal's academic supervision, and leadership style all made major contributions of 43.0%, which was a strategic component that also contributed 65.5% concurrently.

An activity called supervision is designed to support educators and other staff members in their efficient performance of their jobs (Herman, 2014). According to (Muslim, 2010), academic supervision is the process of helping instructors by offering them professional services from the principal or teachers the principal appoints, to enhance the caliber of the teaching and learning process and outcomes. Purwanto (2012) defines academic supervision as any support provided by school administrators to teachers and other staff members to help them become more capable of leading their students toward academic success. Planning academic programs, carrying out academic supervision programs, and monitoring academic supervision programs are ways to increase academic supervision competency.

Thus, efforts to improve teacher teaching performance can be made by increasing the academic supervision of school principals. School principals should oversee academic matters (Rahabav, 2016). There is an aspiration to obtain something better through high effort. This high level of effort may require the

involvement of all aspects of oneself so that the goal does not remain a goal. However, it is implemented in one's own life. The ability to work will ultimately have an impact on the results of the work itself (Noor & Sofyaningrum, 2020) His desire to be able to work more effectively in the future drives him to work hard and use all of his resources to produce his finest work possible. Order for the activity itself to ultimately serve as the teacher's realization of his goals. The teacher has worked to enhance his performance in general and his teaching performance in particular. He will teach more effectively than he did during the prior term.

3. The influence of organizational culture and the principal's academic supervision together on teacher performance at SMA Negeri 1 Gunung Megang

Using the output of the Summary Model as a basis, the findings of multiple linear regression analysis based on the impact of organizational culture and the principal's academic supervision jointly on teacher performance at SMA Negeri 1 Gunung Megang yielded an R number of 0.996. Thus, it can be concluded that the principal's academic supervision and the organizational culture at SMA Negeri 1 Gunung Megang have a significant impact on the performance of the teachers there. since the range of the multiple correlation value is 0.900 to 1.000.

The percentage contribution of the principal's academic supervision and organizational culture on teacher performance at SMA Negeri 1 Gunung Megang was calculated using the coefficient of determination analysis. The principal's academic supervision and the organizational culture at SMA Negeri 1 Gunung Megang were found to have a 99.2% influence on teacher performance, according to the coefficient of determination (R^2) of 0.992. Other factors not covered in this study were responsible for the remaining 0.8% of the influence.

Since instructing and learning are a teacher's primary responsibilities, teaching, and learning are teacher activities. The degree to which a teacher fulfills their responsibilities is measured by their performance as an educator. When a teacher performs well in the classroom, it indicates that they have done their job properly; on the other hand, when a teacher performs poorly, it indicates that they have not done their job properly. The findings of this study are consistent with those of (Absah & Lumbanraja, 2014) research, which found that organizational

culture and teacher work motivation significantly and favorably affect teacher performance at SMP Negeri 1 Pandan by 59.5%.

Since a school is a system, a variety of factors related to the school's operations affect how well teachers educate. As in this study, two of these diverse systems are work motivation and organizational culture. It has been demonstrated that teacher performance is impacted by efforts to improve these two factors. According to the (Hendarman, 2018) explanation of the theoretical study used in this research, the principal of the school serves as the central figurehead for organizing and managing activities that are directed, focused, and significantly improved. Therefore, school principals play an important role in improving teacher performance to be more enthusiastic and professional in teaching and developing themselves.

By imparting knowledge to students, school principals play a pivotal role in elevating academic achievement within their institutions. This is because the principal of the school is responsible for overseeing planned activities to ensure that they are successful, directed, and focused (Hendarman, 2018). As per (Susanto, 2013) p. 7), school principals need to possess fundamental managerial abilities, which include: (1) technical skills, (2) human relations skills, and (3) conceptual skills. Technical abilities are related to the specialized knowledge needed to perform the primary duties of a school administrator. Human relations skills relate to the school principal's ability to collaborate with other people and motivate teachers to work seriously (Daryanto, 2013). Concurrently, conceptual abilities refer to the principal's capacity for decision-making and the identification of critical connections in accomplishing tasks like prioritizing, assessing the surroundings, and supervising and managing classroom activities (Hendarman, 2018).

As culture is applied more and more in daily life, societal values that govern balance, harmony, and concord are also developed. According to (Danim, 2015), these principles are understood as cultural values (p. 8). Every person's social behaviors are always grounded in and directed by the values or value systems that permeate society as a whole. This indicates that these values have a significant impact on how people behave and act, whether they are in groups, individually, or as a community, about what is good, bad, right, wrong, appropriate, or inappropriate (Daryanto, 2013).

Professional teachers need to possess specialized knowledge that must be gained over a set amount of time in the classroom, as well as the ability to grasp the ins and outs of education (Mulyasa, 2013). The principal bears the responsibility of ensuring that the school culture and teacher performance are more professional and passionate. for the fundamental reason that educators have a critical role in influencing the caliber of instruction that is delivered (Ruslan, 2016).

It is expected of teachers to actively manage the teaching and learning process by serving as facilitators and constantly attempting to establish order in the classroom. They should also use their teaching strategies, attitudes, and other personal traits to help manage the process (Suharsaputra, 2018). According to pertinent research findings, such as those of (Metriza, 2016), academic supervision is implemented by school principals as a means of enhancing teacher teaching professionalism. The program is carried out in two ways: (1) through the creation and compilation of an academic supervision program. The entirety of the learning resources, such as the creation and planning of curricula, yearly and semester programs, minimum completion criteria (KKM), and learning preparation plans (RPP), are under supervision. (2) Group techniques and individual techniques are the two methods used to carry out academic supervision procedures. Group methods include subject-teacher meetings, workshops, seminars, group discussions, and supervision meetings (MGMP). Individual strategies include self-evaluation, personal interactions, classroom visits, and observation; (3) Barriers to the implementation of academic supervision by school principals include lack of training and socialization regarding the concept of academic supervision, and limited knowledge and skills regarding academic supervision techniques. The principal of the school is occupied with other intricate duties, such as finishing a construction project for school repair; (4) The process of analysis and assessment is the first step in the follow-up to the introduction of academic monitoring. Subsequently, teachers were advised to participate in topic teacher deliberation (MGMP) activities, which included sharing, upgrading, and training (Andriani et al., 2018).

D. Conclusion

Based on the research results, the conclusions of this study are described as follows.

1. After conducting the analysis, it was determined, concerning the first hypothesis, that organizational culture at SMA Negeri 1 Gunung Megang significantly influences teacher performance. At SMA Negeri 1 Gunung Megang, the impact of organizational culture on teacher performance was greatest, accounting for 98.6% of the total.
2. About the second hypothesis concerning the impact of the principal's academic supervision on the performance of teachers, it was determined that the principal's academic supervision had a noteworthy influence on teacher performance at SMA Negeri 1 Gunung Megang. At SMA Negeri 1 Gunung Megang, the principal's academic supervision had a significant impact on teachers' performance, accounting for 83.3% of the total.
3. Regarding the third hypothesis, which concerns the combined impact of organizational culture and the academic supervision of the principal on teacher performance, the findings indicate that both factors have a noteworthy effect on teacher performance at SMA Negeri 1 Gunung Megang. The magnitude of the contribution of the influence of organizational culture and the principal's academic supervision together on teacher performance at SMA Negeri 1 Gunung Megang contributed 99.2%. Meanwhile, the remaining 0.8% is influenced by other factors not included in this research.

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