

The Effect of Supervision, Work Culture, and Trust to the Performance of Public Elementary School Principal of West Jakarta City

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Abstract—The purpose of this research to determine the effect of supervision, work culture, trust, and attitudes to the performance of public elementary-school principal of West Jakarta city. To describe how much influence the effect of supervision, the culture, and trust to performance of elementary school principals of West Jakarta city. The research method used is the survey method with causal techniques. Whereas to analyze the existing or influence between one variable with another using variable path analysis. The population of West Jakarta city, and sampling procedure using the technique of sample random sampling as much as 80 principals were taken randomly. Results of the study found that the supervision of variable turned out to have effects directly to the performance; work culture also has effects directly to the performance, and trust has effects directly to the performance. Whereas trust variables prove to have direct influence from supervision and work culture. Based on the findings above, it can be concluded that the variations that occur on performance variables are supervision, work culture, and trust variables.

Keywords— *supervision; work culture; trust performance;*

I. PRELIMINARY

A. Background

One of the education personnel who is considered important in improving the quality of education in schools is the principal. With the qualification standards and competency standards, it is expected that education staff will be more professional in carrying out their main tasks, functions and responsibilities so that they can support the quality of education in schools.

In carrying out their duties the headmaster is expected to have abilities other than the educational aspect as well as a leader. Judging from the aspect of the task the principal is the teacher who is given additional assignments. Therefore, other than as a leader but also as a manager who needs to know management functions as a whole and at the same time as an

implementer because the principal must continue to teach six hours a week.

In carrying out its duties, the principal is required to supervise or evaluate and control all school activities in accordance with the predetermined program. In this case of school supervisors as supervisor, which will provide guidance and direction to the principal, so as to principal school can carry out the task as well as possible.

The supervisor is an audit control who can provide input as a consensus of decision makers, especially those of a technical nature. The obstacles found were the lack of control from the supervisor on things that happened at school. Among the many problems that occur in schools such as lack of teachers, work culture that is not conducive to conflicts between teachers. All of them require serious attention from supervisors so that the education process goes well.

Most existing principals ask for the help of teachers to formulate graduation standards, syllabi, and others. If this weakness becomes a public secret, then in the future the education world will lose its spirit to move forward and compete with school.

Regarding the problem, the governor of DKI Jakarta commented on the performance of principals in DKI Jakarta. According to him, the performance of DKI Jakarta principals is very bad and they maintain their power in a dirty manner. (2016)

Womack, at., All [1] argues, It is probably true in most teacher education units in the United States, our college of education uses an observation of internal performance and for giving feedback. Through feedback received by supervisors, the principal can improve performance next time. Supervision describes how supervisors carry out the coaching process for principals both career and administrative. In turn spawned professionalism and work culture that principal SD performance.

According to Ward [2] the professionalism of teachers in Indonesia is practically different from the concept. Indonesian government requires a teacher education and training for pre-serve teacher quality is not linear with the supporting infrastructure of educational institutions. Among professional attitudes is to provide excellent service to consumers, in this case students. The end of a service is the satisfaction of being served. Education in general cannot be said to be satisfying by the community. Not only seen from free education, but also how this education is of good quality and competitiveness.

This study is expected to find the dominant factors that affect the performance of the principal. Then based on the performance achieved and other related variables, allows various parties to make plans for performance weaknesses and other variables.

B. Formulation of the problem

Based on the limitation of the problem as explained earlier, the problems in this study can be formulated as follows: (1) Does supervision have a direct effect on performance?, (2) Is the work culture directly influence to performance?, (3) Whether trust has direct influence to performance?, (4) What supervision has a direct effect against trust?, (5) What work culture has a direct effect on trust?

II. THEORETICAL STUDY

A. Performance

States, performance is a set of employee work related behavior designed to accomplish organizational goals. In this definition it is not explained about the factors that affect an employee's performance [3]. But it is quite illustrated by the efforts made by someone to achieve organizational goals. [4] explains, performance is what result from that activity. The intended achievement is closely related to the ability of an employee and high motivation.

States performance is the result of work achieved by someone based on job requirements [5]. Performance is defined as notes or reports from each activity unit in accordance with the parts that exist in the company or organization within a certain period of time. This shows that all activity activities must be recorded and become an assessment in determining a person's performance.

States, the performance is formal defined as the value of the set of employee behavior that contributes, either positively or negatively, to organizational goal accomplishment [6]. This includes definition of job performance that are within the control of the employee, but it places a boundary of the which behaviors are (and are not) relevant to job performance.

Explains, job performance is not the effect of an employee's effort as modified by abilities and roles (task) perceptions [7]. Thus, the performance in given situation can be viewed as resulting from the interrelationship among effort, abilities, and role perception.

Based on the above description, performance can be synthesized is the performance of individuals during a certain

period of time carried out to achieve organizational goals with indicators: carry out the work in accordance with the responsibilities, show achievement in work, develop expertise in work, maintain the quantity and quality of work, establish cooperation.

B. Supervision

The supervision referred to in this study refers to the supervision of education conducted by educational institutions by a leader to achieve organizational goals. [8] Formulates supervision as; supervision is an activity to help and serve the teachers so that they can carry out their duties properly me.

According to [9], supervision is a process designed to help teachers and supervisors to learn more about Reviews their practice; to better able to use their knowledge and skills to better serve parents and schools; and to make school; a more effective learning community.

According to [10] regarding education supervision, guidance toward improving the educational situation. Guidance is in the form of guidance or guidance toward improving the situation of education (including teaching) in general and improving the quality of teaching and learn some vital lessons and education in particular.

Explains supervised education, instruction in supervision is here defined as: behavior officially designed by organizations that directly affect teacher behavior in such a way as to [11] Facilitate the pupil learning and achieve the goals organization. [12] adds, "define it as a set of activity or roles specification designed to influence teaching and learning. This is an opportunity given to teachers to develop their capacities in contributing to the success of students."

According to [13] supervision of learning which is often interpreted as a series of assistance efforts to the teacher. Especially assistance in the form of professional services carried out by principals and supervisors and other supervisors to improve learning processes and outcomes.

Based on the study of concepts and understanding of supervision that has been described, it can be stated that the definition of supervision is the assistance of services and guidance carried out by someone to their subordinates with the aim of improving the quality of education with in dikator: coaching school performance, managerial coaching, working relationship coaching, problem solving.

C. Work Culture

Argues, "Culture is defined as shared values, beliefs, motives, identities and interpretations that are common experiences of members of a society and are transmitted across generations." [6]

Work culture, according to [14], is a common perception held by members of an organization or a system of mutual understanding which is owned by its members.

Defines the work culture, culture is a set of beliefs and values about what is desirable and undesirable in a community of people, and a set of formal or informal practices to support the values. [15]

Based on the description above, it can be concluded that work culture is entrenched habits to take care values and norms in doing a job that includes; norm, attitude, assumption, and identity.

D. Trust

Trust is a cornerstone or a set of the most valuable for anyone who will succeed. This is reasonable because if there is no "trust" in someone, then whatever is said, done, and as good as his vision, everyone will not trust him anymore.

Define trust, "trust is defined as willingness to be vulnerable to authority based on positive expectations about the authority's actions and intentions"[6]

The same opinion was delivered by [16] that, "trust is positive expectation that another will not - through words, actions, or decision - act opportunistically. [17] States, "trust is an expression of confidence in another person or group of people that you will not be put at risk, harmed or injured by reviews their actions".

Another opinion was conveyed by [18] that, "trust is defined as the belief in the integrity, character, and ability of a leader".

Based on the above description is meant to trust is an expression of one's convictions to the leader in its relation with the duties, powers and responsibilities do in accordance with the achievement of organizational goals, which appear on: loyalty, competence, have positive expectations, have integrity, openness.

E. Theoretical Framework

1) Supervision and Performance

According [16]), "supervision aims to develop a conducive and better climate in teaching and learning activities, through coaching and improving the teaching profession."

Added [17] that "supervision is a process designed to help teachers and supervisors to learn more about Reviews their practice; to better able to use their knowledge and skills to better serve parents and schools; and to make school; a more effective learning community . "

Supervision carried out by supervisors regularly and continuously to the principal will improve the quality of work done. Supervision will make the principal better understand the duties and functions as a manager, administrator, motivator and supervisor. Thus the performance performed will be better and better quality. The more frequent supervision is carried out, the higher the ability of the principal himself. In other words in guess there is a direct effect supervision of performance.

2) Work Culture and Performance

Argues, "organizational culture has the potential to enhance organizational performance, individual satisfaction, the sense of certainty about how problems are to be handled, and soon. " [21]

[22] Said that, "the culture of an institution, the which has thorough effect on the performance, determines arrangements, decisions, human resources, and individuals' response to circumstantial challenges".

Based on the description above, there should be a direct influence between work culture and the principal's performance. This means that high work culture results in an increase in the performance of the principal.

3) Trust and Performance

According [6], explained "there is a connection between trust and one's work. That one of the factors influencing performance is individualism which includes; job satisfaction, stress, motivation, trust, justice, and ethics, learning and decision making".

The basis for thinking is in accordance with what [23], "Trust underlies the process of negotiation and performance. "This condition if it remains well built will have an impact on improving performance which is reflected in the achievement of the quantity and quality of work and a sense of responsibility for the tasks it carries out.

Based on the discussion above, it should be assumed that there is a direct influence between trust and the performance of the principal. In other words, high trust results in an increase in the performance of the principal.

4) Supervision and Trust

That job satisfaction is an attitude people have about their jobs. It's a good fit between them as individuals and the organizations. [3]

The perception that the headmaster has of the supervisor will give rise to satisfaction in carrying out the tasks for which he is responsible. All of them arise due to good and intensive supervision from the school supervisor.

Another opinion was conveyed by [18] that trust is defined as the belief in the integrity, character, and ability of a leader. The trust component according to him is a belief in one's integrity, competence as a leader, and an open attitude.

Through assistance provided continuously to the principal in order to foster the ability to carry out their duties, there will be a growing trust. Because trust will be born from someone's belief in someone else that the person will bring it to progress. Therefore good supervision is expected to foster high trust.

5) Work Culture and Trust

Define, Corporate work culture as a set of informal norm values and norms that control the way people or groups in an organization interact with each other inside and outside the organization. These values are the glue between organizational members. [24]

This trust is important because it can strengthen the members of the organization. As said by [25] that, perhaps the culture organisasi glue that holds together is trust, or may be adhesive culture that keep the organization together is trust.

Based on the description in above it is thought that there is an influence between work culture and trust. The stronger the work culture, the greater the trust that results.

III. RESEARCH METHODOLOGY

Aim general research this is for know influence from supervision, culture work, and to trust to performance head school. Research this held in elementary school in six months and counted since January to March 2017. Stages research passed include: (1) presurvey, (2) test try the instrument, (3) data collection, (4) data analysis, and (5) writing report research .

Research this shaped survey, specifically survey correlational with use approach quantitative for test hypothesis certain. As survey correlational in research this explained the occurrence eachther influence between one variable and another variable. The endogenous variables in this study are supervision and culture work. Where as the ones who become variable exogenous is trust and performance .

Survey this use method causal with the relationship model analysis path (pathan alysis), for influence of supervision, culture work, and to trust to performance head of elementary school

IV. RESEARCH RESULT

Based on the results of calculations and testing hypotheses on the path coefficients between research variables found the results of research as stated in the calculation of the following path coefficients.

The results of the calculation of the structural path coefficient I can be seen in table 1, the calculation of the path structure coefficient II can be seen in table 2 .

TABLE I. COEFFICIENT OF SUPERVISION, WORK CULTURE AND TRUST IN PERFORMANCE.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1	(Constant)	-2.308	11,222		.838
	X 1	.163	.073	.175	.236
	X 2	.374	.088	.401	.4270
	X 3	.181	.082	.197	2,214

a. Dependent Variable: Y

Based on the calculation results in the table. 1 above, then the research hypothesis test can be explained as follows:

Based on the calculations, the path coefficient $p_{y1} = 0,175$ with a value of $t=2,236$, while $t \text{ table} = 1.992$ ($\alpha = 0.05$) for $t > t$

table ($\alpha = 0.05$); then H_0 is rejected, then the path coefficient is significant. Based on the results of testing this hypothesis shows that supervision (X 1) has a direct positive effect on Performance (Y). Based on the calculation results obtained the path coefficient $p_{y2} = 0,401$ with $t \text{ count} = 4,270$, while $t \text{ table} = 1.992$ ($\alpha = 0.05$) because $t \text{ count} > t \text{ table}$ ($\alpha = 0.05$) then H_0 is rejected, the path coefficient is significant. Based on the results of testing this hypothesis shows that work culture (X 2) has a direct positive effect on performance (Y).

Based on the calculation results obtained the path coefficient $p_{y3} = 0,197$ with the value $t \text{ count} = 2,214$, while $t \text{ table} = 1.992$ ($\alpha = 0.05$) because $t \text{ count} > t \text{ table}$ ($\alpha = 0.05$), then H_0 is rejected, then the path coefficient is significant. Based on the results of testing this hypothesis shows that Trust (X 3) has a direct positive effect on Performance (Y).

TABLE II. COEFFICIENTS OF SUPERVISION, WORK CULTURE, AND TRUST PATHWAYS.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1	(Constant)	21,840	14,239		1,534
	X 1	.303	.090	.298	3,379
	X 2	.539	.090	.529	6,007

a. Dependent Variable: X3

Based on the calculation results obtained the path coefficient $p_{31} = 0,298$ with $t \text{ count} = 3,379$, while $t \text{ table} = 1.991$ ($\alpha = 0.05$) and because $t \text{ count} > t \text{ table}$ ($\alpha = 0.05$), then H_0 is rejected then the path coefficient is significant. Based on the results of testing this hypothesis shows that supervision (X 1) has a direct positive effect on trust (X 3).

Based on the calculations, the path coefficient $p_{32} = 0,529$ with a value of $t = 6,007$, while $t \text{ table} = 1.991$ ($\alpha = 0.05$) and for $t > t \text{ table}$ ($\alpha = 0.05$), then H_0 is rejected then the path coefficient is significant. Based on the results of testing this hypothesis shows that work culture (X 2) has a direct positive effect on trust (X 3).

V. CONCLUSION

Based on the results of data analysis and explanations presented , it can be concluded as follows: (1) Supervision has a direct positive effect on performance , (2) Work culture has a direct positive effect on performance , (3)Trust has a direct positive effect on performance , (4) Attitudes have a direct positive effect on performance , (5) Supervision has a direct positive effect on trust , (6) Work culture has a direct positive effect on trust.

VI. IMPLICATIONS

From the results of the research described above, the implications that can be explained from this study are as follows:

- (1) The results of the study found that work culture has a direct positive effect on performance. Implications that may arise at the time that will come is that if the principal increases his behavior then performance can also be improved through efforts including:
 - (a) Supervisors provide an example to principals that if they behave properly and correctly in accordance with the rules and applicable rules, then the decision will be made right and proper also vice versa.
 - (b) Having a good attitude, sincerity and duty in carrying out their duties and responsibilities, the decisions made will also be correct and correct and can achieve the principal's main task .
- (2) The results of the study found that trust has a direct positive effect on performance. The implication that might arise at the time to come is that if the trust between the supervisor and the principal goes well and openly continuously, the performance carried out by the principal will be good and right. This can be realized if the following efforts are carried out:
 - (a) Supervisors always open themselves to dialogue with the principal to discuss how the performance is right and good.
 - (b) Supervisors always give examples of how to communicate first to subordinates before a decision is taken,
 - (c) The supervisor is responsible for directing and emphasizing that in each performance the socialization is carried out first.
 - (4) Directing principals to understand and understand in carrying out tasks that have been established through familiar, open trust and in a conducive atmosphere.
- (3) The results of the study found that supervision had a direct positive effect on performance. The implications that may arise at a time when the aka n come is when the watch dog kep school ala improve and enhance the art supervision in driving the performance of the n aka decisions taken by principals will be well and properly as expected. This can be done through the following efforts:
 - (a) Supervisors facilitate and encourage principals to be brave enough to make decisions with all the consequences.
 - (b) Provide workload that requires speed in making decisions that are in accordance with the principal duties and responsibilities of the principal.
 - (c) Leaders give more opportunities to delegate as much as possible to the principal in making decisions,

VII. RECOMMENDATION

Based on the conclusions and implications stated above, the following are suggested: (1) Give the principal the maximum authority to make decisions that are in accordance with the main tasks and functions. (2) Supervisors provide

motivation to increase work productivity, implement consistent rewards and punishments, create a conducive work environment and provide guaranteed job satisfaction coupled with good application of appreciation. (3) Leaders at the central level create an atmosphere of communication that is more conducive, open and dynamic, democratic, eliminates mutual suspicion and the existence of mutual openness and gives full trust to subordinates for the performance made.(4) The city administration of West Jakarta administration always creates creative and innovative policies, pays attention to the welfare of subordinates and makes a correct assessment of the decisions made. (5) In order to carry out further research by other researchers who are concerned in improving education management, especially other variables that have direct or indirect effects that have not been examined in this study.

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