

The Effect of Principal Supervision and Organization Culture on Teacher Performance at SD Sirah Pulau Padang, Ogan Komering Ilir Regency

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ABSTRACT

The research purposed to determine the influences of principals supervise and Organization Culture on the teacher's elementary school performance at SD Sirah Pulau Padang, Ogan Komering Ilir Regency. This study's locations were SD Negeri 1 Batu Ampar, SD Negeri 2 Batu Ampar, SD Negeri 1 Awal Terusan, SD Negeri 2 Awal Terusan with 64 pupils as samples. The methodology of this research was quantitative that use questionnaires and documentation as instruments. The technique of analyzing data was classics test such as normality and heteroscedasticity test. The result of this research that there are the influences of principal's supervise and Organization Culture on the teacher's performance.

Keywords: The Principal Supervise, Organizational Culture, Teacher's Performance.

1. INTRODUCTION

School is a center of the ledge that regulates and manages activities to focus on significant improvement experience. Therefore, the principal plays an essential role in increasing teacher performance to be more enthusiastic and professional in teaching and developing themselves in transferring knowledge to students. Principal supervision activities should be carried out periodically every three months. So, in an academic year the principal will supervise four times [1]. While, based on the pre-observation result at Sirah Pulau Padang, supervision is carried out twice during a school year. The academic supervision activities are carried out once in the odd semester and once in the even semester. Therefore, it can be said that the supervision carried out by the principal of the teacher regarding elementary school learning in Sirah Pulau Padang has not been maximized. Another problem that arises related to academic supervision activities by the principal is feedback after supervision. Based on the interview results that several elementary school teachers in Sirah Pulau Padang District, it was revealed that they had not received guidance from the principal to improve

their ability to manage the learning as a follow-up to the implementation of academic supervision

Supervision carried out by the principal aims to increase the competence of teachers in teaching and learning activities, so that it is expected to fulfill the teaching mission they carry or the mission of national education in a wider scope. The purpose of supervision is to improve teaching and learning situations through coaching and to improve the teaching profession [2].

Organization Culture in schools provides an overview of how all academic activities interact, act, and solve problems in all matters in the school environment [3]. The habit of developing themselves, especially how each group member at school tries to improve themselves and improve the quality of their work, both through the activities of the Teacher Working Group (KKG) and various forms of training and seminars, is a culture that lives as a tradition that is no longer considered a workload. The school culture is built by the work patterns that its residents carry out every day, such as the Monday flag ceremony, ceremonies and activities to commemorate national holidays, activities to commemorate religious holidays, KKG

activities, as well as meetings and school community meetings. This daily life then forms a school culture which is then embraced as a value that has become a school tradition. The tradition that is carried out by the school repeatedly, becomes a ritual, then appears as a school culture that its members continue to maintain from generation to generation.

Teacher performance is the teacher's result in carrying out the tasks given to him which is based on skills, experience, seriousness, and use of time. Efforts to improve teacher performance in schools need to pay attention to the factors that influence it. These factors include the level of teacher education, teaching supervision, upgrading programs, a conducive climate, facilities and infrastructure, physical and mental conditions of teachers, leadership styles of school principals, welfare security, principal managerial abilities and others [4]. Based on the factors that affect teachers' teaching performance above, the supervision factor and school Organization Culture are important factors in the teaching performance of teachers in elementary schools, especially at the Sirah Pulau Panggang District Elementary School Ogan Komering Ilir Regency.

2. METHODS

Quantitative methods of research are characterized as methods based on positivism theory, used to study certain populations or samples, sampling techniques are typically performed randomly, data collection uses research tools, and data analysis is quantitative / statistical to test the hypothesis identified [5]. This research method is quantitative, data collection using research instruments, and data analysis is a quantitative or statistical method that aims to test the hypothesis. The documentation in this study is used to see the habits of the teachers in their daily duties and in dealing with all the policies of the school principal [3]. This research was conducted at SD Sirah Pulau Padang District, Ogan Komering Ilir Regency. The population in the study were all teachers in SD Negeri 2 Awal Terusan and 64 teachers as the sample. The instruments used in this study were questionnaires and documentation. In this study, the questionnaire consists of statements related to the principal's academic supervision, organizational culture, and teacher performance. For each of these variables, 20 statement items have been prepared. This means that the researcher's total statements to obtain information related to the research variables were 60 statements. According to Arikunto [6], a questionnaire is a list of questions given to other people willing to respond according to user requests.

In this study, the data analysis technique, including; 1) Validity test, is carried out in stages, namely tested through expert validation and construct validation tests. Expert validation will be done by asking for an expert opinion on whether the instrument used is feasible or needs improvement. The construct validity test was carried out by calculating the validity of the instrument through statistical analysis. Reliability test is the accuracy of an instrument. Measurement of reliability used the Cronbach Alpha formula, alternative answers are more available. 2) The normality test is a test that is conducted to determine whether or not the data distribution is usually distributed in a group of data or variables. In this analysis, the data normality test was conducted with the aid of the SPSS 26.00 software. 3) The Heteroscedasticity Test is a test that determines whether all observations in the linear regression model have inequality of variance from the residuals.

3. RESULTS AND DISCUSSION

The questionnaire used in this study contained 25 items with scoring of one to four, meaning that the higher the score, the higher the supervision carried out by the principal. The result is 39% of respondents answered high and 61% of respondents answered very high to the principal's supervision. the existence of the principal in providing supervision to the school creates a relationship of trust and a good working climate [7]. Table 1 shows the magnitude of the description of the principal's supervision data with a maen is 90.16 and a standard deviation is 3.93. In Figure 1, we can see the histogram of principal supervision from SPSS output.

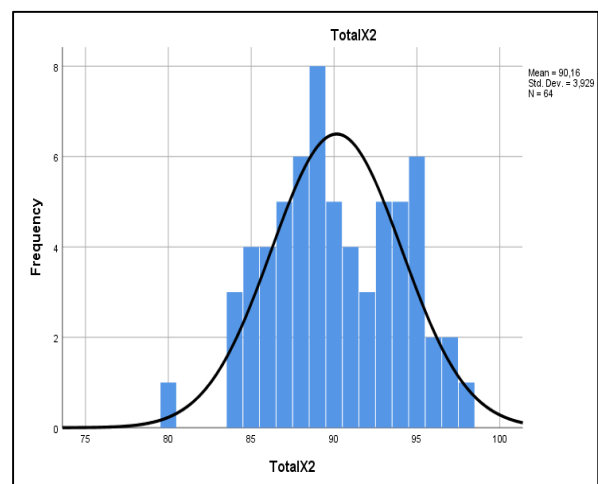


Figure 1. The histogram of principal supervision

Table 1. Statistics Description

Statistics Description of the principal supervision			
N	64	Max	98
Mean	90.16	Min	80
Std. Error of Mean	0.49	Std. Dev	3.93
Statistics Description of the Cultural Organization			
N	64	Max	98
Mean	90.16	Min	80
Std. Error of Mean	0.49	Std. Dev	3.93
Statistics Description of Teacher Performance			
N	64	Max	99
Mean	91.3	Min	84
Std. Error of Mean	0.56	Std. Dev	4.48

As for the results of data collection for organizational culture, 1% answered low, 35% answered high, and 64% answered very high. From the results of this percentage, it means that there are respondents who want a very high organizational culture. Culture is very important to increase appreciation for teacher [8]. In Table 2, it can be seen that the description of the work culture data with mean is 90.91 and a standard deviation is 3.82. In Figure 2, we can see the histogram of Organization Culture from SPSS output.

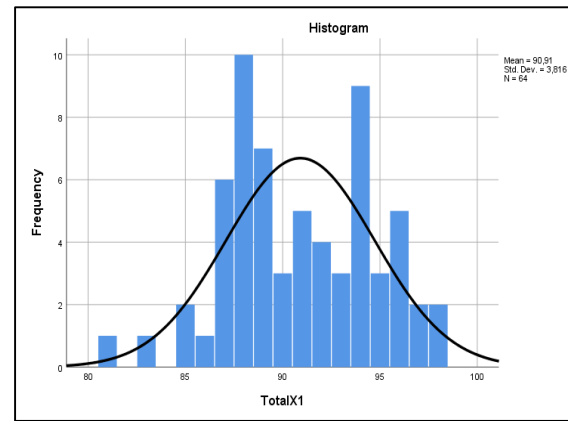


Figure 2. The histogram of organizational culture

As for the results of the collection of teacher performance data, there is an average of 35% of respondents answered high, and 65% of respondents answered very high. From the results of the above percentage, it means that there are respondents who want the role of the principal to be very high. A principal has to balance the role of principal-supervisor, where he or she is the leader, manager, policy maker, teacher, and in many instances, evaluator of teacher performance [9]. In the table 3, it can be seen the magnitude of the description of teacher performance data with a mean is 91.30 with a standard deviation of 4.48. In Figure 3, we can see the histogram teacher performance from SPSS output.

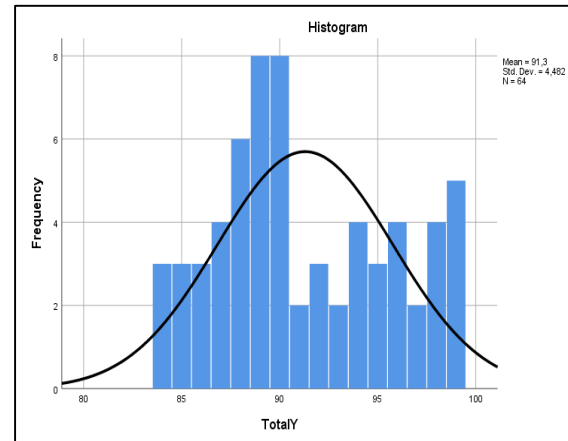


Figure 3. The histogram of teacher performance

In table 2, we can see that the statistical test is 0.92 and a significance of 200, meaning > 0.05, the distribution test is normal.

Table 2. Normality test

		Unstandardized Residual
N		64
Normal Parameters ^{a,b}	Mean	.000
	Std. Dev	4.051
Most Extreme Differences	Absolute	.092
	Positive	.056
	Negative	-.092
Test Statistic		.092
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

In Table 3, it is known that the R square of principal supervision on teacher performance is 0.121> from 0.05 and the R square of Organization Culture on teacher performance is 0.54> from 0.05. This means that there is the effect the principal's supervision and Organization Culture on teacher performance.

Table 3. Measures of Association

	R	R Squared	Eta	Eta Squared
Principal Supervision * Teacher Performance	.348	.121	.526	.277
Organization Culture * Teacher Performance	.233	.054	.603	.363

Y is expressed in the form of the regression equation $Y = 27.812 + 0.410 X1$. The regression equation significance test can be presented in the Table 4. Based on the significance test of the Principal Supervision variable (X1) on teacher performance (Y), it is known that the significance value is $0.003 < 0.05$ and the t value is $3.099 >$ from t table 1.99962 (t table = $t(\alpha / 2; nk-1) = t(0.025; 64-2-1) = t(0.025; 61) = 1.99962$) then H_{a1} is accepted so that there is a significant influence between the supervision of the principal (X1) on teacher performance (Y). Based on the significance test of the Organization Culture variable (X2) on Teacher Performance (Y), it is known that the significance value is $0.036 < 0.05$ and the t value is $2.147 >$ from t table 1.99962 (t table = $t(\alpha / 2; nk-1) = t(0.025; 64-2-1) = t(0.025; 61) = 1.99962$) then H_{a2} is accepted so that there is a significant effect of Organization Culture (X2) on Teacher Performance (Y).

Table 4. The Effect of Principal Supervision (X1) and Organization Culture (X2) on Teacher Performance (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.8	17.56		1.58	.118
	Organizational Culture	.292	.136	.249	2.15	.036
	X1 Principal Supervision	.410	.132	.359	3.09	.003

a. Dependent Variable: YTeacher Performance

In Table 4 we can know that, the regression equation constant value (a) is 27.812 and the coefficient value for the independent variable (b1) is 0.292 and the value (b2) is 0.410, the regression equation is:

$Y = 27.812 + 0.292 X2 + 0.410 X1$. This means that the Organization Culture and supervision of the principal has increased positively with teacher performance. It can be seen on Table 5.

Table 5. The results of the multiple regression analysis

Model	Sum of Squares	df	Mean	F	Sig.
Regression	231.38	2	115.69	6.83	.002 ^b
Residual	1033.98	61	16.95		
Total	1265.36	63			

a. Dependent Variable: YTeacher_Performance

b. Predictors: (Constant), X1Supervision_Principal, Organizational_Culture

Based on Table 5, it is known that the F_{count} value is 6.825 with Sig. equal to 0.002. Meanwhile, the critical value of the F_{table} distribution is 3,150. It is known that the value of $F_{count} = 6.83$ while $f_{table} = 3.150$ then $F_{count} > f_{table}$ which means that H_0 is accepted. Thus the hypothesis in this study states that there is influence between Organization Culture and school principal supervision on teacher performance. To find out how much effect the supervision principal and Organization Culture have on the teacher performance simultaneously can be seen in Table 6.

Table 6. The results of the Model Summary

Model	R-Value	R-Square	Adjusted R Square	Std. Error
1	.428 ^a	.183	.156	4.117

a. Predictors: (Constant),
b. X1Supervision_Principal, Organizational_Culture

Based on Table 6, it can be obtained that the R square value is 0.183, thus the termination coefficient is 18.3%, so it can be concluded that the supervision of the principal and Organization Culture on teacher performance together is 18.3% and the remaining 81.70% is influenced with other factors that not examined in this study. Schools are complicated places—multifaceted organisms as well as part of larger systems and schools are far more socially and politically complex than businesses [10]. So, many factors can be the effect of teacher performance.

4. CONCLUSION

Based on the findings, we can infer that there is an effect on teacher success with R square value of 0.183 between Organization Culture and school principal supervision. Moreover, as participants, elementary school

teachers want the position of the principal to be very high.

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