

THE EFFECT OF SCHOOL PRINCIPAL SUPERVISION AND ORGANIZATIONAL CLIMATE ON PRIMARY SCHOOL TEACHER PERFORMANCE

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ABSTRACT

This research aims to investigate the influence of: 1) principal supervision on teacher performance, 2) organizational climate on teacher performance, 3) principal supervision on organizational climate. This research is quantitative research with a correlational design which aims to describe or describe whether there is an influence between two or more variables. The variables studied were principal supervision (X1), organizational climate (X2), and teacher performance (X3). The population of this study was 182 teachers with a sample size of 125 teachers determined using the Slovin formula with a trial sample size of 30 teachers. Data was collected using an instrument in the form of a questionnaire via Google Form Likert scale model and analyzed with descriptive statistics. To test the hypothesis, a multiple linear regression test was used which was calculated using SPSS 22. The research results show that: First, there is a positive and significant direct influence of principal supervision (X1) on teacher performance (X3). The significance value is $0.000 < 0.05$ and t count is $6.542 > t$ table 1.97960. The coefficient of determination 21.07%. Second, there is a positive and significant direct influence of organizational climate (X2) on teacher performance (X3). The significance value is $0.000 < 0.05$ and t count is $62.005 > t$ table 1.97960. The coefficient of determination 41.99%. Third, there is a positive and significant direct influence of principal supervision (X1) on organizational climate (X2). The significance value is $0.000 < 0.05$ with the correlation coefficient is 0.653 and a coefficient of determination of 42.64%.

Keywords: *Principal Supervision, Organizational Climate, Teacher Performance*

INTRODUCTION

Teacher performance is carried out in carrying out duties and responsibilities as an educator at school. Teacher performance is an important element in education. Apart from that, it is also a determinant of high and low quality (quality of education). Therefore, every teacher must understand

the goals of national education, so that every attitude and action in teaching students is directed towards the national education goals that have been formulated.

The role of teachers as educators is the main pillar in achieving national education goals. Furthermore, Education System Law Number 20 of 2003 states that the position of teacher as an educator is a professional position that has a central and strategic role in realizing national education goals.

Teacher performance is one of the factors that measures school success. Performance is achievement, work results or performance. The teacher's performance in question is the result of the teacher's work which is reflected in planning, implementing and assessing the process of teaching and learning activities whose intensity is based on the work ethic and professional discipline of the teacher in the learning process. The work results shown must also be high.

Teacher performance that was not optimal was also found in the cluster 2 area of Ciledug sub-district, Tangerang City. On this occasion the researcher carried out initial observations with direct interviews with teachers in the cluster 2 area of Ciledug sub-district, Tangerang City. From this activity the researcher got enough information to make Teacher Performance the focus of his research. The less than optimal performance of teachers in the cluster 2 area of Ciledug sub-district, Tangerang City in particular and Indonesia in general, as stated in research conducted by (Cahyo et al., 2022) with the title "Teacher Performance and Factors that Influence It" which was published in the Rokania Education Journal Volume 7 number 1 March 2022, with the following results: in general teacher performance is influenced by two factors, namely internal factors and external factors. Internal factors that influence teacher performance include motivation, positive emotions, negative emotions, responsibility for tasks, discipline in completing tasks, concern for students and job satisfaction. Meanwhile, external factors include leadership style, work environment, evaluation and supervision mechanisms, information and communication technology facilities, as well as other facilities at the school such as the availability of clean water, sanitation, electricity and the condition of the school building.

Apart from that, other research related to teacher performance was also conducted by (Muljono, 2023) entitled "Evaluation of the school principals situational leadership in improving teacher performance". This research was published in the International Journal of Educational Management and Technology and the results of this research are that school principals have succeeded in motivating teachers, developing them and improving the quality of learning, with good human resource management and infrastructure improvements contributing to improved teacher performance.

Based on data from the Central Statistics Agency (BPS) that researchers obtained in an effort to improve the performance of teachers and school principals, the Ministry of Education, Culture, Research and Technology (Kemendikbudristen) on December 19 2023 in Jakarta continues to commit to realizing educational transformation, one of which is in terms of management teacher and principal performance. This is part of the transformation of ASN management launched by President Joko Widodo, the Ministry of Empowerment of State Civil Apparatus Bureaucratic Reform (KemenPAN-RB) is carrying out a transformation of performance management which is regulated through PermenPAN-RB Number 6 of 2022 concerning Management of Performance of State Civil Apparatus Employees and PermenPANRB Number 1 of 2023 concerning Functional Positions.

The Ministry of Education and Culture together with the State Civil Service Agency (BKN) are integrating the Independent Teaching Platform (PMM) and BKN e-Kinerja. This policy is contained in a Joint Circular Letter from the Head of the State Civil Service Agency and the Minister of Education, Culture, Research and Technology Number 17 of 2023 and Number 9 of 2023 concerning Information Systems for Managing the Performance of State Civil Apparatus Teachers. Starting January 2024, teacher and principal performance management will be more practical and relevant through the Merdeka Mengajar Platform which is integrated with BKN e-Kinerja.

Based on the results of a World Bank survey conducted in 2020, the quality of teachers in

Indonesia is categorized as still low. The low quality of teachers is not only based on competency and teaching ability, but also on socio-emotional skills. Indonesian teachers' socio-emotional values, which are important when adapting to new technology, only received a medium score, namely 3.52 out of 5.

The low ability of teachers apparently does not change significantly from year to year. Data from the Ministry of Education and Culture shows that the results of the Teacher Competency Test (UKG) are not satisfactory. UKG in 2015-2017 had an average figure of less than 70 for all levels of education. The average UKG scores in 2015 nationally for kindergarten to high school teachers were respectively 43.74 points, 40.14 points, 44.14 points, 45.38 points. This achievement is still below the Minimum Competency Standard (SKM) which is 55.

In reality, the quality of Indonesian teachers is still worrying. From the teacher competency test of around 1.6 million teachers, the results were not encouraging because most of the scores were below 50 from the highest score of 100. In fact, there were almost 130,000 teachers whose scores were between 0 and 30. Meanwhile, there were only around 200,000 teachers whose competency test results were above 60. . Director General of Teachers and Education Personnel (Dirjen GTK) Sumana Surapranata said that the UKG results were a real portrait of teacher quality. In reality, the conditions for teachers are still difficult. Therefore, UKG results are an important basis for designing appropriate teacher education and training for each teacher (Chapter 1, n.d.).

The personality competencies that teachers must have according to the Al-Qur'an surah at-Takwir verses 19-21 are (1) Teachers must have noble character because teachers are role models for students. (2) A teacher must have a strong and stable personality in order to be able to make teaching and learning activities effective and efficient. (3) The teacher must have authority and be able to maintain his authority, so that students happily carry out his orders and stay away from his prohibitions. (4) Teachers must have the character of trust (can be trusted), because the teacher's job is not an easy task so the nature of trust will help him carry out his duties sincerely.

Another factor that influences teacher performance is the level of discipline possessed by a teacher. A teacher's discipline is an attitude of complete willingness to comply with all existing rules and norms in carrying out their duties. A teacher/educational workforce is a mirror for their students in terms of attitude or role model, and the teacher's disciplined attitude will provide better educational results.

A poor organizational climate and work environment can be influenced by the school's location near a main road, causing noise which can disrupt the course of teaching and learning activities because it will disturb the teacher's concentration when teaching and also the relationship between colleagues is not good.

Systematic performance assessment is considered less objective and requires detailed assessment by looking at performance in the field. This requires attention from the parties involved to improve discipline and organizational climate so that performance increases. Without good cooperation between teachers, school principals, school committees and the government, improvements in teacher performance will not be achieved. Increasing teacher performance will influence the improvement of the quality of education.

METHOD

The research method used in this research is a causal survey method with path analysis techniques. Meanwhile, data and information in the field were collected with the help of questionnaires. This research is quantitative in nature, so data processing and analysis uses statistics which plays a role in compiling theoretical models, formulating hypotheses, developing data tools, preparing research designs, data analysis and data processing. The data analysis used is path analysis with two independent

(exogenous) variables, namely: 1) Principal Supervision and 2) Organizational Climate. And one dependent variable (endogenous) is teacher performance.

The population studied were all State Elementary School teachers in Cluster 2, Ciledug District, Tangerang City for the 2023/2024 academic year, both permanent teachers (Civil Servants and P3K) and non-permanent teachers (Honorary Teachers), totaling 182 teachers. The population in this study were all state elementary school teachers in Cluster 2, Ciledug District, Tangerang City.

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The data collection technique taken from this instrument is by using a questionnaire. Data collection was carried out by providing questionnaires which were filled in directly by respondents regarding the principal's supervision, organizational climate and teacher performance which is referred to as primary data. The instrument used in this research is in the form of a questionnaire using a Likert Model Scale which has five answer choices (options) with a rating scale of 5 to 1 for positive questions and a rating scale of 1 to 5 for negative questions.

FINDINGS AND DISCUSSION

The research entitled "The Influence of Principal Supervision and Organizational Climate on the Performance of State Elementary School Teachers in Cluster 2, Ciledug District, Tangerang City", was collected by collecting data by distributing questionnaires in the form of a Google form containing 33 questions for variable X1, namely Principal Supervision. , 32 questions for variable X2, namely Organizational Climate and 30 questions for variable X3, namely Teacher Performance. This research was conducted on 125 public elementary school teacher respondents in the cluster 2 area of Ciledug sub-district, Tangerang City, with a participant participation rate of 100%.

This research was conducted by using two independent variables, namely School Principal Supervision (X1) and Organizational Climate

Based on the results of hypothesis testing, it can be seen that the first hypothesis, second hypothesis, and third hypothesis are acceptable, meaning: a) there is a direct positive influence of principal supervision on teacher performance, b) there is a positive direct influence of principal supervision on teacher performance, and c) there is a positive direct influence of principal supervision on teacher performance, and c) There is a direct positive influence of principal supervision on organizational climate.

Effect of Principal Supervision (X1) on Teacher Performance (X3)

Based on the results of hypothesis testing, it is known that the three hypotheses proposed in this research are significantly acceptable. The first test (H1) can be concluded that there is a positive and significant influence between Principal Supervision on Teacher Performance in cluster 2 of Ciledug sub-district, Tangerang City. In the hypothesis test carried out in this research, data was obtained by calculating the t test, namely: it is known that the significance value for the influence of X1 on

The direct influence of the principal's supervision on teacher performance is $KD = \rho^2 \times 100\% = 0.459 \times 0.459 \times 100\% = 21.07\%$, the remaining 78.93% is influenced by other factors outside the principal's supervision.

Based on the results of the calculations above, the research results are appropriate and in line

with the proposed research hypothesis which states that there is a direct positive influence of principal supervision on teacher performance.

The results of this research prove that there is an influence between Principal Supervision and Teacher Performance. This is in line with the concept conveyed by (El Khuluqo MPd, n.d.) that a school principal, namely a leader, will be admired by his subordinates if he has high competence in understanding the desires and needs of his subordinates. This is also similar to research conducted by (Hindun Negeri Nalumsari, n.d.-a), where the results of the research stated that the principal's academic supervision had a positive and significant effect on teacher performance, both partially and simultaneously. Ideal and effective principal supervision will encourage teachers to be more productive and improve the expected performance in realizing the school goals to be achieved.

Influence of Organizational Climate (X2) on Teacher Performance (X3)

Testing the second hypothesis, it can be concluded that there is a positive and significant influence between Organizational Climate (X2) and the Teacher Performance variable (X3) in State Elementary Schools in cluster 2 of Ciledug District, Tangerang City. In the hypothesis test carried out in this research, data was obtained by calculating the t test, namely the significance for the influence of X2 on

The magnitude of the direct influence of organizational climate on teacher performance is $KD = p322 \times 100\% = 0.648 \times 0.648 \times 100\% = 41.99\%$, the remaining 58.01% is influenced by other factors outside the organizational climate.

Based on the results of the calculations above, the research results are appropriate and in line with the proposed research hypothesis which states that there is a direct positive influence of organizational climate on teacher performance.

These results are in line with the concept presented by (Seniwati et al., 2022) that Organizational Climate is the perception of organizational members (individually or in groups) and those who are in constant contact with the organization regarding what exists or happens in the organization's internal environment on a regular basis. which influences organizational attitudes and behavior and the performance of organizational members which then determines organizational performance (Wirawan, 2015, p. 122).

This is also similar to previous research conducted (Seniwati et al., 2022) entitled "The influence of leadership, organizational climate, motivation and job satisfaction on the performance of teachers at Gugus IV Tampan Pekanbaru Elementary School". The results of the research show that organizational climate has a positive and significant effect on work performance. The higher the Organizational Climate score of a school, the more it will support the teacher's performance policies.

Effect of Principal Supervision (X1) on Organizational Climate (X2)

The results of the T Test and Sig Test calculations show that between the Principal Supervision variable and the Organizational Climate variable there is a direct and significant positive influence at the real level $\alpha = 0.05$. The findings in this research indicate that there is a significant correlation between Principal Supervision and organizational climate. This is shown by the correlation coefficient figure of 0.653 and sig, $0.000 < 0.05$.

There is a direct and significant influence of principal supervision on organizational climate, this is shown by the path coefficient value of 0.653 (greater than 0.05).

A positive correlation value states that the better the principal's supervision, the more positive

the influence on the organizational climate. On the other hand, the less good the principal's supervision can reduce the school's organizational climate. The principal's supervision contributes to improving the organizational climate. So teachers are expected to be able to create a conducive organizational climate in the teaching and learning process, namely a learning environment that fosters an organizational climate.

The direct positive influence of the principal's supervision on the organizational climate is $KD = \rho_{212}^2 \times 100\% = 0.653 \times 0.653 \times 100\% = 42.64\%$, the remaining 57.36% is influenced by other factors outside the principal's supervision.

Based on the findings above, the principal's supervision contributes to improving the organizational climate. So teachers are expected to be able to create a conducive organizational climate in the teaching and learning process, namely a learning environment that fosters an organizational climate.

This relationship is in line with the theory presented by (Cahyo et al., 2022) that teacher performance is influenced by many factors. In this research, only two factors were studied, namely School Principal Supervision and Organizational Climate. This is based on the argument that factors that influence performance include Principal Supervision and Organizational Climate. These results are also similar to previous research by (Hindun Negeri Nalumsari, n.d.-b) entitled "The Influence of Principal Academic Supervision and Work Environment on Teacher Performance at SDN Dabin 2, Nalumsari Jepara District". Which states that there is a positive and significant influence between the Principal's Academic Supervision and the Work Environment on Teacher Performance. With the supervision of the school principal and the organizational climate/work environment, teacher performance will increase.

CONCLUSION

Based on the results of the analysis of research data, researchers can conclude that the performance of a teacher at SD Negeri Gugus 2, Ciledug District, Tangerang City can be improved through identifying and developing several indicators and the strength of influence between variables as follows:

1. There is a positive and significant direct influence of the Principal Supervision variable (X1) on the Teacher Performance variable (X3) at SD Negeri Gugus 2, Ciledug District, Tangerang City. Thus, the high and low performance of teachers can be explained by the supervision of the school principal. The path coefficient for principal supervision (X1) on teacher performance (X3) is $\rho_{31} = 0.459$. And the magnitude of the direct positive influence of principal supervision on teacher performance is $KD = \rho_{312}^2 \times 100\% = 0.459 \times 0.459 \times 100\% = 21.07\%$, the remaining 78.93% is influenced by other factors.

Based on the results of the t-test and significance test, a value was obtained ($t_{count} 6.542 > t_{table} 1.97960$) at a significance level of 0.05 or ($\alpha = 0.05 > Sig. = 0.000$). Ho's decision is rejected and H1 is accepted, meaning that Principal Supervision (X1) has a direct and significant positive effect on Teacher Performance (X3).

Based on the findings of this research, it can be concluded that "School Principal supervision has a direct and significant positive effect on Teacher Performance" is acceptable.

2. There is a positive and significant direct influence of the Organizational Climate variable (X2) on the Teacher Performance variable (X3) at SD Negeri Gugus 2, Ciledug District, Tangerang City.

The path coefficient for principal supervision (X1) on teacher performance (X3) is $\rho_{31} = 0.648$. And the magnitude of the direct positive influence of principal supervision on teacher performance is $KD = \rho_{322}^2 \times 100\% = 0.648 \times 0.648 \times 100\% = 41.99\%$, the remaining 58.01% is influenced by other factors.

Based on the results of the t-test and significance test, a value was obtained ($t_{count} 62.005 > t_{table} 1.97960$) at a significance level of 0.05 or ($\alpha = 0.05 > Sig. = 0.000$). Ho's decision is rejected and H1 is accepted, meaning that Organizational Climate (X2) has a direct and significant positive effect on Teacher Performance (X3).

Based on the findings of this research, it can be concluded that "Organizational Climate has a direct and significant positive effect on Teacher Performance" is acceptable.

3. There is a positive and significant direct influence between the Principal Supervision variable (X1) on the Organizational Climate (X2) at SD Negeri Gugus 2, Ciledug District, Tangerang City

The path coefficient of principal supervision (X1) on organizational climate (X2) is $\rho_{21} = 0.653$. And the magnitude of the direct positive influence of principal supervision on teacher performance is $KD = \rho_{21}^2 \times 100\% = 0.653 \times 0.653 \times 100\% = 42.64\%$, the remaining 57.36% is influenced by other factors.

Based on the results of the t-test and significance test, a value was obtained ($t_{count} 9.559 > t_{table} 1.97960$) at a significance level of 0.05 or ($\alpha = 0.05 > Sig. = 0.000$). Ho's decision is rejected and H1 is accepted, meaning that the principal's supervision (X1) has a direct and significant positive effect on the organizational climate (X2).

Based on the findings of this research, it can be concluded that "School Principal Supervision has a direct and significant positive effect on Organizational Climate" is acceptable.

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