

The Effect of Academic Supervision of School Principles and School Culture on the Performance of People Technicals



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ABSTRACT: This study aims to analyze: (1) The effect of the principal's academic supervision on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency. (2) The influence of school culture on the performance of physical education teachers in public elementary schools throughout Sleman Regency. (3) The effect of the principal's academic supervision and culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency. This type of research is quantitative with an ex post facto approach. The population in this study were Physical Education Teachers at State Elementary Schools throughout Sleman Regency. Researchers did not examine the entire population, but a representative sample was taken. Calculating the sample size using the 5% error rate formula, repeating 238 teachers. The instrument used is a questionnaire. The data analysis technique used ANOVA analysis. The results showed that (1) There was a significant effect between the principal's academic supervision on the performance of teachers in public elementary schools throughout Sleman Regency, with a significance value of $0.000 < 0.05$. (2) There is a significant influence between school culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency, with a significance value of $0.000 < 0.05$. (3) There is a significant effect between the principal's academic supervision and culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency, with a value of sig. $0.000 < 0.05$.

KEYWORDS: principal's academic supervision, school culture, physical education teacher performance

INTRODUCTION

The teacher is one of the human components in the teaching and learning process, which plays a role in efforts to establish potential human resources in the field of development. One of the interesting aspects to be studied from the figure of a teacher is the aspect of performance because teacher performance is the most important input in the implementation of the education (Nadeem et al., 2011). Performance is very important in determining the quality of a person's work, including a teacher's. The main task of a teacher who becomes a routine is to educate, teach, guide, direct, evaluate, train, and administer in order to develop the abilities of students (Naydenova & Naydenova, 2016). This means that teacher performance directly affects the quality of education in each country (Nousiainen et al., 2018).

One of the factors that affect teacher performance is the supervision of the principal. The principal as the direct leader of the school, of course, is very aware of the actual situation and condition of the school. Leaders who carry out leadership effectively and have good relationships with their subordinates encourage their subordinates to set and achieve organizational goals effectively and efficiently (Solihati & Agustin, 2020). Effective leaders give meaning and relevance to the tasks carried out using their leadership style (Luyten & Bazo, 2019). In addition, the principal also knows the strengths and weaknesses of the teachers.

Effective leadership makes it easier for teachers to manage classes, learn and manage students more optimally (Cheng & Szeto, 2016). However, effective leadership in order to better influence teacher performance must be supported by teacher commitment and a conducive work environment. As an effective leader, he has the ability to influence the activities of a person or group in an effort to achieve goals in certain situations (Al-Mahdy et al., 2018). Therefore, the principal is obliged to supervise the teachers in his school without exception.

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The principal as a supervisor has the responsibility to improve the ability of teachers in managing learning activities in schools and has a very important role in the development and progress of the school (Khasanah & Kristiawan, n.d.); (Renata et al., 2018); (Murtiningsih et al., 2019). The results of Lyonga (2018) that the dominant aspect that affects teacher performance during instructional supervision by the principal is not only class visits but also teaching observations by 83%, where the principal holds sessions with teachers to guide them on how to improve teaching and learning activities. The better the supervision of the principal, the better the performance of the teacher.

In addition to influencing, teacher performance is school culture. A conducive school culture can affect the performance of teachers in schools. Schools that have a good school culture in terms of the educational environment, values adopted, heroism, certain ceremonies or special activities adopted, and a good network will provide good teacher performance as well. Each school has its own rules, which are a series of values, norms, moral rules, and habits that have shaped the behavior and relationships that occur within the school environment. School culture needs to be viewed as a shared way of understanding policy and practice, as an alternative to decisions based on policy options, and as a basis for education reform. Ahmad et al., (2019) stated that school culture is a set of characteristics that distinguish one school from another and influence the behavior of school residents. School culture has an effect not only on the activities of school residents but also on achievement, motivation, and shaping the character of students (Alemán et al., 2017). The results of this study are in line with the research (Ghanney, 2020); and (Romy et al., 2021) that there is a significant influence between school culture on teacher performance. Dahlan, et al., (2018) added that "there is a positive and significant influence of school culture on teacher performance".

The explanation above is certainly interesting to study and research more deeply, so this study aims to analyze: (1) The effect of the principal's academic supervision on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency. (2) The influence of school culture on the performance of physical education teachers in public elementary schools throughout Sleman Regency. (3) The effect of the principal's academic supervision and school culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency.

METHOD

This type of research is descriptive quantitative with an ex post facto approach. Ex post facto is research that aims to find the causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior or things that cause changes in the independent variables which as a whole have occurred. The population in this study were Physical Education Teachers at State Elementary Schools throughout Sleman Regency. Researchers did not examine the entire population, but a representative sample was taken. Calculating the sample size using the Slovin formula with an error rate of 5%, totaling 238 teachers. The instrument used is a questionnaire. The statements are composed of two component items, namely favourable (positive statements) and unfavorable. The research instrument grid is in table 1.

Table 1. Instrument Grid

Variable	Indicator	Item Number	
		Favorable	Unfavorable
Supervision Academic Principal	Planning	2, 3, 5, 6, 9, 10	1, 4, 7, 8
	Implementation	11, 12, 14, 15, 17	13, 16
	Follow-up	18, 22, 23, 24, 26	19, 20, 21, 25
School culture	Values of school and individual activities	1, 3, 6, 7, 9, 11	17, 5, 4, 8, 10, 2
	Confidence that develops in the midst of the school community	13, 15	14, 16
	Cultural Artifacts	2, 19	18, 20
Teacher Performance	Lesson Planning	1, 3, 4, 9, 10, 11	2, 5, 6, 7, 8
	Learning Implementation	12, 14, 16, 17, 19, 21, 22, 24	13, 15, 18, 20, 23
	Learning Evaluation	26, 28, 30	25, 27, 29

The data analysis technique used is a prerequisite test which consists of a normality test, linearity test, and multicollinearity test, while hypothesis testing uses partial and simultaneous tests. Analysis was performed using SPSS 23.

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FINDING

The results of the descriptive analysis are intended to determine the respondents' responses to the variables of the principal's academic supervision, school culture, and teacher performance based on the results of filling out the questionnaire. The statistical descriptive results based on the full mean and standard deviation are in Table 2.

Table 2. Descriptive Statistics

No	Variable	Statistic
1	Principal Academic Supervision	75.76±7.61
2	School Culture	55,52±6.63
3	Teacher Performance	90.05±10.93

The normality test of the data in this study used the Kolmogorov-Smirnov method. The results of the data normality test carried out in each group were analyzed using the SPSS version 20.0 software program for windows with a significance level of 5% or 0.05. The summary of the data is presented in Table 3.

Table 3. Normality Test Results

No	Variable	<i>p</i>	Sig	Description
1	Principal Academic Supervision	0.233	0.05	Normal
2	School Culture	0.361	0.05	Normal
3	Teacher Performance	0.455	0.05	Normal

Based on the statistical analysis of the normality test that has been carried out using the Kolmogorov-Smirnov test in Table 6, the principal's academic supervision variable and school culture on the performance of education and physical education teachers obtained normality test results with a significance value of $p > 0.05$, which means the data is normally distributed. The linearity test of the relationship was carried out through the F test. The relationship between the independent variable (X) and the dependent variable (Y) was declared linear if the sig value > 0.05 . The results of the linearity test can be seen in Table 4.

Table 4. Linearity Test Results

No	Functional Relationship	<i>p</i>	Sig.	Description
1	Principal Academic Supervision * Physical Education Teacher Performance	0.478	0.05	Linier
2	School Culture * Physical Education Teacher Performance	0.343	0.05	Linier

Based on the results of the analysis in Table 4 above, it can be seen that the relationship between the principal's academic supervision and the performance of Physical Education teachers with a significance value of $0.478 > 0.05$ and the relationship between school culture and the performance of Physical Education teachers with a significance value of $0.343 > 0.05$ is declared linear.

The multicollinearity test uses the Variance Inflation Factor (VIF) value in the regression model, if $(VIF) > 10$, then the variable has problems with other independent variables. The results of the multicollinearity test can be seen in Table 5.

Table 5. Multicollinearity Test Results

No	Variable	Tolerance	VIF
1	Principal Academic Supervision	0.701	1.426
2	School Culture	0.701	1.426

Based on Table 5 above, the variance inflation factor (VIF) value, the Principal Academic Supervision variable (X_1) = 1.426 and School Culture (X_2) = 1.426. The two independent variables have a VIF value of less than 10, so it can be concluded that there is no multicollinearity between independent variables.

Furthermore, hypothesis analysis is performed, namely partial test and simultaneous test. The t-test (partial) was conducted to determine the effect of each independent variable, namely the principal's academic supervision and school culture on the

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performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency. The results of the t-test analysis (partial) are presented in Table 6 as follows.

Table 6. Results of Partial Test Analysis (t test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig,
		B	Std. Error	Beta		
1	(Constant)	8.905	5.373		1.657	0.099
	Principal Academic Supervision	0.753	0.080	0.524	9.468	0.000
	School Culture	0.434	0.091	0.263	4.751	0.000
a. Dependent Variable: Teacher Performance						

The principal's academic supervision variable obtained a significance value (sig) of 0.000. Because the significance value is $0.000 < 0.05$, then H_0 is rejected, meaning that H_1 which reads "There is a significant influence between the principal's academic supervision on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency" is accepted. A positive value means that if the Principal's Academic Supervision is getting better, the teacher's performance will also be better.

The school culture variable obtained a significance value (sig) of 0.000. Because the significance value is $0.000 < 0.05$, then H_0 is rejected, meaning that H_2 which reads "There is a significant influence between school culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency" is accepted. A positive value means that if the school culture is getting better, the teacher's performance will also be better.

The F test is used to test the hypothesis of whether the independent variables simultaneously (simultaneously) affect the dependent variable. H_3 reads "There is a significant influence between the principal's academic supervision and school culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency". The results of the analysis are in Table 7.

Table 7. F Test Analysis Results (Simultaneous)

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig,
1	Regression	14019.612	2	7009.806	115.110	0.000 ^a
	Residual	14310.678	235	60.897		
	Total	28330.290	237			
a. Predictors: (Constant), School Culture, Principal Academic Supervision						
b. Dependent Variable: Physical Education Teacher Performance						

Based on Table 7 above, the calculated F coefficient is 115.110, and the value of sig. $0.000 < 0.05$, then H_0 is rejected, meaning. The alternative hypothesis which reads "There is a significant influence between the principal's academic supervision and school culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency", is accepted.

The coefficient of determination is essentially used to measure how far the regression model's ability to explain the variation of the dependent variable is. The results of the analysis in Table 8 are as follows.

Table 8. Results of the Coefficient of Determination . Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.703 ^a	0.495	0.491	7.80362
Predictors: (Constant), School Culture, Principal Academic Supervision				

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The value of the coefficient of determination R Square or the principal's academic supervision and school culture in explaining or predicting the teacher performance variables at the Yogyakarta City Elementary School is 0.495 or 49.5%. This means that the principal's academic supervision variable and school culture have an influence on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency by 49.5%, while the rest is influenced by other factors of 50.5% outside this study. Other variables that influence such as supervision, motivation, and others.

DISCUSSION

The effect of principal's academic supervision on teacher performance

Based on the results of the study, showed that there was a significant influence between the principal's academic supervision on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency. These results are in line with the research (Sherly et al., 2021); (Prasetyono et al., 2018); (Hoque et al., 2020); (Lyonga, 2018); (Yousaf et al., 2018); (Yusuf et al., 2020) which proves that there is an effect of principal supervision on teacher performance.

The influence of academic supervision on teacher performance is positive, it shows that the better the academic supervision, the better the teacher's performance, and vice versa, the lower the academic supervision, the less good the teacher's performance. Supervision is a professional effort of a supervisor in improving the learning situation organized by the teacher. The more intense and quality of supervision, the better the teacher's performance (Ampofo et al., 2019), (Darishah et al., 2017). Academic supervision will look real if the principal can encourage teacher performance to his subordinates to be willing, willing, and able to carry out all activities in order to achieve the school's vision, mission, and goals.

Supervision is an activity to help the task well. Supervision is guidance given to all school staff so that they can improve their ability to develop better teaching and learning situations. The principal as a supervisor is certainly inseparable from the organizational culture in the school itself, which means that teachers in carrying out professional duties in an organization always require action from supervisors so that through supervision the principal will be able to provide direction to teachers to be able to carry out their duties. which in turn can improve teacher performance.

A school principal must understand and carry out the supervisory function correctly and appropriately because the principal's supervision is very important to improve and improve the performance of a teacher. As a leader, the principal is a person who understands and masters effective managerial and supervision. Successful supervision is shown by the ability of the principal to carry out effective learning, form good leadership characters, develop staff, manage teaching staff, to be able to form responsive and anticipatory attitudes in school personnel, to be able to bring schools toward change for the better, be able to create a school environment. safe and orderly. The principal in his supervision must also be able to be open in leading and can motivate school personnel to excel.

Academic supervision empowers teachers professionally in carrying out their responsibilities as professionals, so that teacher performance in the learning process can be optimal and of high quality. With the academic supervision of quality, regular, and continuous school supervisors through the stages of planning, implementation, and evaluation, it is hoped that the function of academic supervision will be realized. The success of academic supervision can occur if all aspects function properly and do not exclude other objectives. Teacher performance is the behavior and ability of "teachers in carrying out tasks that produce an achievement that can be measured through the competencies that must be possessed by the teacher, namely" pedagogic competence, social competence, personality competence and professional competence that must be possessed by every teacher to carry out the teaching profession in support the learning process. Many things can affect teacher performance, in this study, it is seen that the academic supervision of school supervisors affects teacher performance.

The results of findings of this study indicate that the supervisory function in education is not just a control to see whether all activities have been carried out in accordance with the plans or programs that have been outlined, but more than that, namely increasing the ability and competence of teachers in carrying out teaching tasks. In addition, the supervision carried out by the principal is very necessary for the creation of an effective teaching and learning situation, and efforts to improve teacher teaching in the classroom.

The effect of school culture on teacher performance

Based on the results of the study, it shows that there is a significant influence between school culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency. In line with research ((Uçar & İpek, 2019); (Hosseinkhanzadeh et al., 2013); (Manuntun, 2019); (Bolat & Korkmaz, 2021); (Utami & Wedasuwari, 2019) prove that there is a significant influence between school culture on teacher performance.

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School culture provides a clear focus and purpose for the school, culture can be counterproductive and an obstacle to educational success; culture can also be oppressive and discriminatory for various subgroups within the school. Fundamental changes are taking place (eg changes in teaching practices or decision-making structures). School culture in general by saying that: the term school culture refers to beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how schools function, but the term also includes more concrete issues such as the physical and emotional safety of students, the regularity of classrooms and public spaces, or the extent to which schools embrace and celebrate racial, ethnic, linguistic, or cultural diversity (Hasselquist et al., 2017).

School culture must be based on attitudes, values, norms, behaviors, and expectations. If all these elements have been formed, then behavior and expectations will tend to be stable, so that the atmosphere created will be more conducive. This atmosphere ultimately provides comfort for teachers in doing their work. The greater the value of school culture, the greater the value of teacher performance. In other words, the better the school culture, the higher the teacher's performance. If traced, a positive school culture in practice will foster teacher job satisfaction (Duan et al., 2018).

Culture in schools is a habit that has been developed or formed for a long time. A good culture will also have a good performance effect on teacher performance. Vice versa, a bad culture will result in teachers being uncomfortable and unable to bring out their potential, so that their performance gets worse. Organizational climate or organizational culture is a set of characteristics of the work environment that is felt by workers either directly or indirectly. This set of good work environments aims to improve the performance of the teachers themselves.

A conducive school culture can affect the performance of teachers in schools. School culture is a set of norms, values, traditions, and beliefs that are supported and characterize the school, support the work atmosphere and bring out positive values that become the habituation of teachers and students in positive behavior at school. Based on preliminary studies in several schools that are the object of research, there are still principals who have not been able to create a conducive school culture to improve teacher performance. This can be seen from the bad school culture, for example, teachers are not disciplined in terms of time, teachers arrive late at school, teachers leave before the appointed time, teachers do not obey the rules or obey only when the principal is there. This condition will certainly greatly affect the performance of teachers in schools.

The effect of principal's academic supervision and school culture on teacher performance

Based on the results of the study, shows that there is a significant influence between the principal's academic supervision and school culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency. In line with research (Susanti et al., 2020); (Ulya et al., 2021); (Mutohar & Trisnantari, 2020); (Budiman & Saleh, 2020) shows that there is a positive and significant influence between principal leadership, educational supervision and school culture on teacher performance individually or together.

Organizational culture is a system of shared values, beliefs, and habits in an organization that interacts with its formal structure to obtain behavioral norms. Organizational culture also includes the values and standards that guide organizational behavior and determine the direction of the organization as a whole. With good organizational culture, teacher performance will also increase. Likewise, academic supervision is carried out by the principal. The importance of the teacher's role in learning, it is necessary to make efforts to improve teacher performance through the provision of guidance and encouragement from the principal.

The ability of the principal to carry out supervision is very important for the improvement of learning and educational services. Permendiknas Number 13 of 2007 concerning Standards for Principals states that a school principal is required to be able to manage all school potentials to function optimally. An effective and efficient leader is a leader who can understand the expertise of each of his subordinates. An understanding of the potential of each teacher will facilitate the principal in implementing policies and delegating tasks according to their respective abilities fairly and equitably. This will greatly support the creation of a comfortable and conducive school culture.

CONCLUSION

Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that: (1) There is a significant influence between the principal's academic supervision on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency, with a significance value of $0.000 < 0,05$. (2) There is a significant influence between school culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency, with a significance value of $0.000 < 0.05$. (3) There is a significant effect between the principal's academic

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supervision and school culture on the performance of Physical Education teachers in State Elementary Schools throughout Sleman Regency, with a value of sig. $0.000 < 0.05$.

Based on the conclusions of the research above, several suggestions can be submitted, namely: (1) The principal to continue to improve supervision, through supervision carried out by the head of the madrasa, the teacher will always receive good guidance, attention, and supervision from the principal, through supervision planning the principal, the implementation of the supervision of the principal and the follow-up carried out by the principal so that it is hoped that teachers will be able to improve their performance and further to achieve the expected learning objectives. (2) Principals should provide regular and structured academic supervision services to be able to encourage teachers to become more empowered, teaching and learning situations to be better, teaching to be effective, and teachers to be more satisfied in carrying out their work. (3) The principal should always provide an understanding of all components of the school to always maintain the traditions, and school values that characterize the school and strengthen a positive school culture, but what is more important is the culture for continuous improvement of school quality.

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