

**THE EFFECT OF SCHOOL PRINCIPAL SUPERVISION, SCHOOL ORGANIZATIONAL CULTURE AND TEACHER'S SELF-EFFICIENCY ON TEACHER PERFORMANCE AT SMK NEGERI TENGGARONG KOTA**

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**ABSTRACT**

This study aims to determine the effect of Principal Supervision, School Organizational Culture and Teacher Self-Efficacy on Teacher Performance at SMK Negeri Tenggara Kota. The population of this study was all teachers consisting of three different schools, namely SMKN 1, SMKN 2 and SMKN 3 Tenggara with a total sample of 110 teachers who were taken using stratified proportional random sampling technique. The data collection technique was carried out using a questionnaire to obtain data on the supervision of the principal, school organizational culture, teacher self-efficacy and teacher performance. Data analysis with instrument validation of the four variables, namely using Pearson correlation and reliability using Cronbach alpha, while for the research approach using multiple linear regression analysis. The results showed that (1) the principal's supervision had a significant effect on teacher performance, which means that the higher the principal's supervision would lead to an increase in teacher performance (2) the school's organizational culture had a significant effect on teacher performance, which means that the better the school's organizational culture, the higher teacher performance (3) teacher self-efficacy has a significant effect on teacher performance, which means the better teacher self-efficacy will result in increased teacher performance (4) principal supervision, school organizational culture and teacher self-efficacy together have a significant effect on teacher performance. Based on the results of the study, it can be concluded that the performance of State Vocational School teachers in Tenggara City can be improved by the supervision of the principal, school organizational culture and teacher self-efficacy.

**Keywords: Principal Supervision, School Organizational Culture, Teacher Self-Efficacy and Teacher Performance**

**INTRODUCTION**

Education is one of the pillars of the nation that has a strategic role to build the character of a dignified nation in order to educate the nation's life. As stated in Law Number 20 of 2003 concerning the National Education System, namely education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

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dignified nation in order to educate the nation's life. As stated in Law Number 20 of 2003 concerning the National Education System, namely education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Teachers basically have the potential to improve their performance. However, it is not uncommon to find teachers who cannot develop and improve their performance due to various factors, both internally and externally. The results of the national performance evaluation

in meeting eight national standards, in 2018 showed that it was still quite low. Faturrohman (2012) for improvement efforts need to be carried out Teacher Competency Test (UKG). As a teacher or educator, the teacher is one of the determining factors for the success of any educational effort. Teacher performance in learning, for example planning, implementing, and evaluating is a major factor in achieving educational goals.

Maximum teacher performance is also expected by all schools to be able to provide maximum contribution so that the results to be achieved are satisfactory. When the teacher is able to carry out tasks properly and carried out in a timely manner, it can affect the continuity of the teaching and learning process. In the learning process, the teacher should not be monotonous in providing material, because it can affect the mindset of students who take part in learning. When learning is carried out monotonously, students will feel bored and then lazy to accept the material presented. Teachers must use appropriate, varied methods and arouse students' creativity so as not to get bored when the learning process takes place Sharma (2011).

Furthermore, from Supardi's research (2017) entitled "The Effect of Supervision of Madrasah Principals in Improving Teacher Performance" the findings show that the supervision of madrasah principals has an influence on teacher performance, the supervision carried out by madrasah principals helps teachers in improving the quality of teacher performance so that learning process activities are maximized and quality. In choosing this research journal, the writer saw similarities with the author's research, namely the supervision of the principal and teacher performance. While the difference lies in the population at different levels and in different places.

The principal as the key driver for the development and progress of the school and is responsible for has an important role to increase accountability for the success of students and their programs. In order for this to be achieved properly, the leadership of the principal needs to be empowered, so that the principal is able to play a role in accordance with his duties, authorities, and responsibilities (Purwanti, K.,

Murniati (2014). Principals must be good at leading groups in delegating tasks and authority for school progress.

Referring to the research conducted by Ashlan (2017) entitled "Implementing The Teaching Supervision By Principals In Improving The Performance Of Teachers In Aceh Besar", the opportunity factors for implementing teaching supervision by the principal, namely (a) the principal to motivate, activate, and the welfare of teachers, (b) Cooperating with teachers in implementing program learning, and (c) the existence of awareness and enthusiasm of teachers to increase motivation in teaching. One of the main limiting factors is the lack of skills to carry out supervision of principals' teaching in terms of availability to carry out the supervision themselves, and no demonstration of renewable teaching techniques. In choosing this research journal, the writer saw similarities with the author's research, namely the supervision of the principal and teacher performance. While the difference lies in the population and samples of different levels and different places in the study.

Organizational culture is the application of values, norms, and beliefs instilled by the leadership of the organization in running the organization as a limitation that can be carried out by members of the organization. A strong organizational culture will have a good impact on the organization in general. In addition, good behavior from the application of organizational culture will be used as a reference in carrying out obligations and duties in the organization (school) so that teachers can understand and understand the direction of policies taken by schools in the future.

Every organization has an organizational culture that serves to form rules and guidelines in thinking and acting in achieving the goals set. This means that an organizational culture that grows and is well maintained will be able to spur the organization towards better development. The main pressure in organizational culture change and development is trying to change the values, attitudes and behavior of organizational members in the workplace as a whole Prihayanto, Susandi. & Ratnawati (2011).

According to research by Sugeng Prayoga and Safrida Yuniati (2018) entitled "The Influence of School Organizational Culture on Public High School Teacher Performance in Mataram City" shows the results that the better the school organizational culture, the performance of public high school teachers in Mataram City will increase. In choosing this research journal, the author sees similarities with the author's research, namely school organizational culture and teacher performance. While the difference lies in the population and samples at different levels and in different places.

In a study conducted by Achmad Sjamsuri and Nani Muliyani (2019) entitled "The Effect of Self-Efficacy on Teacher Performance at SMA PGRI 3 Jakarta" the results show that self-efficacy has a direct effect on efforts to improve teacher performance. Therefore, from these findings it can be concluded that self-efficacy is an important factor that influences and supports the effectiveness of the performance of middle school teachers at SMA PGRI 3 Jakarta.

Vocational High Schools (SMK) as one of the educational institutions, must actually take part in efforts to achieve national education goals and be able to respond to challenges in the world of work by having competency standards and expertise during their education. The existence of Vocational High Schools (SMK) until now is because graduates are able to compete in the world of work or can compete in the job market offered. It is not surprising that Vocational High Schools are the focus of the current government's hopes and attention in creating reliable human resources (HR) both in terms of intellectual and expertise in the present and in the future.

Based on the background of the problem above, several state vocational high schools in Tenggara City have made efforts to improve the performance of teachers. However, the reality in the field of principal supervision, organizational culture and teacher self-efficacy are still many shortcomings. Therefore, the authors are interested in conducting research with the title "The Effect of Principal Supervision, School Organizational Culture and Teacher Self-

Efficacy on Teacher Performance at State Vocational Schools in Tenggara City".

## METHODS

The approach used in this study is a quantitative approach, which is a measurement of social symptoms or indications which are translated into scores or numbers for statistical analysis. The method used is the correlational method (connecting several variables) with the analysis technique using multiple linear regression analysis. The method used in this study is the correlational method (connecting several variables), namely 3 independent variables, namely the supervision of the principal and symbolized by (X1), school organizational culture and symbolized by (X2), teacher self-efficacy and is symbolized by (X3) and one the dependent variable is teacher performance and is denoted by (Y).

Regression analysis technique is a technique used to analyze the pattern of relationships between variables with the aim of knowing the effect of a set of independent variables (X) on the dependent variable (Y) (Riduwan. 2014) Based on the theories that have been put forward, a conceptual framework can be made schematically in the research. To see the effect of the variables in this study, a research design was made.

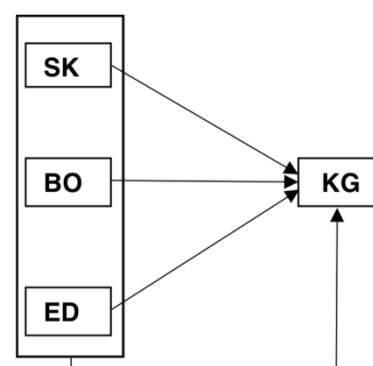


Figure 3.1 Research Design

X<sub>1</sub> : Principal Supervision

X<sub>2</sub> : School Organizational Culture

X<sub>3</sub> : Teacher Self Efficacy

Y : Performance of State Vocational High School Teachers in Tenggara City

## RESULTS AND DISCUSSION

In this study, the researcher wanted to find out how the influence of each independent variable, namely the supervision of the principal, school organizational culture and teacher self-efficacy had an effect on the performance of State Vocational High School teachers throughout Tenggara City. The results of the data analysis carried out then the discussion was carried out for each hypothesis. This study entitled The Effect of Principal Supervision, School Organizational Culture and Teacher Self-Efficacy on Teacher Performance at State Vocational High Schools in Tenggara City. The researcher proposed four hypotheses and showed that all four hypotheses were accepted. This research is in line with other research that has been studied with other researchers and has an acceptable hypothesis analysis that supports this research. In connection with the acceptance of the hypothesis, it is necessary to carry out further discussion as follows:

### 1) Principal Supervision ( $X_1$ ) and Teacher Performance (Y)

Educational supervision is an effort to stimulate, coordinate and guide the continuous growth of teachers in schools, both individually and collectively, to better understand and be more effective in realizing all learning functions so that they can stimulate and guide the growth of each student, so that they are able and more capable of participating in a modern democratic society, Supardi (2013).

The function of supervision in education refers to part of education for certain purposes, while the purpose of supervision is the details of what should be done in supervision activities. Thus the function of supervision is to help schools create graduates who are good in quantity and quality, as well as to help teachers to be able and able to work professionally in accordance with the conditions of the community where the school is located, Made Pidarta (2000).

There are a number of objectives of educational supervision such as helping teachers develop their professional, personal and social skills, assisting school principals to adapt educational programs to the conditions of the local community, and participating in the

struggle to increase the quantity and quality of reliable graduates. all of this can run properly if the principal of the State Vocational School in Tenggara City is able to carry out the main duties and functions very highly, especially as a supervisor.

The results showed that there was a positive influence between the principal's supervision on the performance of State Vocational School teachers throughout Tenggara City, this happened because the principal was able to conduct research, improvement, coaching, development, coordination, motivation, and assessment. So, in supervision activities, teachers are not considered as passive implementers, but are treated as working partners who have ideas, opinions, and experiences that need to be heard and appreciated and included in efforts to improve school education.

### 2) School Organizational Culture ( $X_2$ ) and Teacher Performance (Y)

The results of the study indicate that there is a positive influence between school organizational culture on the performance of State Vocational High School teachers, therefore, teacher performance can be interpreted as the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which include learning planning, implementation of learning, evaluation of learning and fostering personal relationships between teachers and students.

A leader with his style and behavior can create values, work rules that are easily understood and mutually agreed upon, and are able to influence or regulate the behavior of individual teachers in it, so that these values become a shared role model in the school environment. Organizational culture is a set of assumptions or belief systems, values, and norms developed in an organization that is used as a behavioral guide for its members to overcome external and internal adaptation problems. Mangkunegara (2015)

The results showed that there was an influence of school organizational culture on the performance of State Vocational High School teachers. A good school organizational culture will result in good teacher performance.

It was found in the results of the study, that school organizational culture affects a teacher in improving teacher performance, this means that the better the school organizational culture, the higher the influence in improving the performance of State Vocational School teachers throughout Tenggara City. These results are in line with research conducted by Sugeng Prayoga and Safrida Yuniati (2018) which concludes that there is a positive and moderate relationship between school organizational culture and teacher performance.

### **3) Teacher Self-Efficacy ( $X_3$ ) and Teacher Performance (Y)**

The results of the study indicate that there is a positive influence between teacher self-efficacy on the performance of State Vocational School teachers. Therefore, teacher self-efficacy is a person's self-confidence that he has the ability to carry out certain tasks assigned in order to achieve the desired goals and objectives successfully with indicators: carry out tasks, solve problems in tasks and complete tasks.

Self-efficacy is a person's belief that he has the right ability, motivation, role perception and favorable situation to complete a task successfully, McShane, Steven L. (2010). Meanwhile, teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students under his guidance by increasing student learning achievements. Therefore, teacher performance can be interpreted as a condition that shows the ability and professionalism of a teacher in carrying out their duties and responsibilities in carrying out their duties and responsibilities at school, Gusrianty (2019).

Based on the results of this study, it is in accordance with research conducted by Sjamsuri and Muliyani (2019) which concluded that there is a positive relationship between teacher self-efficacy and teacher performance. Research shows that there is an effect of teacher self-efficacy on the performance of State Vocational High School teachers. Good teacher self-efficacy will produce good teacher performance. It was found in the results of the study, that teacher self-efficacy affects a teacher in improving teacher performance, this means that the better the teacher's self-efficacy,

the higher the influence in improving the performance of State Vocational High School teachers throughout Tenggara City.

### **4) Principal Supervision ( $X_1$ ), School Organizational Culture ( $X_2$ ), Teacher Self-Efficacy ( $X_3$ ) and Teacher Performance (Y)**

This research shows that the principal's supervision, school organizational culture and teacher self-efficacy together have a positive effect on the performance of State Vocational High School teachers. It can be shown that leadership is an important aspect of a supervisor's job. Supervisors are responsible for the quality of the performance of the teachers and the education they lead. Therefore, leadership skills are needed to carry out this responsibility. The supervisor's ability to lead subordinates will be greatly influenced by the productivity of his work unit.

Principals as supervisors are required to be professional in carrying out their duties, because supervision is one of the principal's activities in improving student learning processes and teaching teachers, as well as understanding their duties as "planning, organizing, leading, coordinating and controlling which aims to achieve results through other people. Compliance with organizational members to comply with or follow these habits or norms will affect a person's performance or organizational performance. Likewise, if you do not comply with habits or norms, it will reduce performance. Thus, organizational culture affects a person's performance.

Teacher self-efficacy means that a person's self-confidence that he has the ability to carry out certain tasks assigned in order to achieve the desired goals and objectives successfully with indicators: carrying out tasks, overcoming problems in assignments and completing tasks. Based on the results of the study, it was concluded that 3 variables could be seen that the more dominant influence was the supervision of the principal when compared to the teacher's self-efficacy variable and the school's organizational culture variable. With these facts, it can be interpreted that the supervision of the principal shows a positive impact marked by the presence of indicators

that compile the principal's supervision program, assessing the results of teacher evaluations on student learning outcomes, assessing teacher abilities in learning, monitoring the teaching and learning process / teacher guidance in class, analyzing learning outcomes / teacher guidance, analyzing sources of teacher teaching materials, carrying out guidance to teachers, compiling evaluation reports on supervision results, guiding teachers in making learning improvements (Eny Winaryati, 2014). From these indicators, it is proven that they are able to make a positive contribution to improving the performance of State Vocational School teachers throughout Tenggarong City.

## CONCLUSION

Based on the results of the research on regression analysis as well as correlation and discussion in Chapter IV by fulfilling all the data analysis requirements tests, namely the data normality test, linearity test, multicollinearity test and heteroscedasticity test, then hypothesis testing is carried out, then this study can be concluded as follows:

1. The coefficient of the influence of principal supervision on the performance of State Vocational School teachers in Tenggarong City is 0.328.
2. The coefficient of the influence of school organizational culture on the performance of State Vocational School teachers in Tenggarong City is 0.278.
3. The coefficient of the influence of teacher self-efficacy on the performance of State Vocational School teachers in Tenggarong City is 0.323.
4. Principal supervision, school organizational culture and teacher self-efficacy together have a significant effect on the performance of State Vocational High School teachers throughout Tenggarong City by 0.730.

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