



The Effect of Academic Supervision and Organizational Culture on Teacher Performance

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ABSTRACT

Every educational institution has the same goal to improve the quality of education. Teacher performance is one of the important factors in efforts to improve the quality of education, which can be influenced by academic supervision and organizational culture. In fact, the existing problem in the schools so far is that teacher performance is still not optimal. There are still teachers who are incompetent in learning and there are still a number of teachers who cannot maximize their teaching. Hence, the study aims to determine and analyze the effect of academic supervision and organizational culture on teacher performance. The research method is field research with a quantitative approach. The research sample is public junior high school teachers who are civil servants at the Pasir Penyu District in Indragiri Hulu. The research instrument used is a questionnaire. Data collection techniques are observation, interview, and questionnaire. Data analysis techniques consist of quantitative and qualitative analyses. The research results reveal that academic supervision and organizational culture have a significant effect on teacher performance at public junior high schools in Pasir Penyu District with a positive effect direction. Thus, academic supervision and organizational culture factors support each other in maximizing teacher performance.

Keywords: *organizational culture, teacher performance, academic supervision, junior high school teachers*

Submitted	Accepted	Published
09 June 2023	24 August 2023	30 September 2023

Citation	:	Lastri, A., Sudarno., & Sudrajat, A. (2023). The Effect of Academic Supervision and Organizational Culture on Teacher Performance. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 7(5), 1027-1036. DOI: http://dx.doi.org/10.33578/pjr.v7i5.9491 .
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INTRODUCTION

Teacher performance is the most important factor in maximizing the quality of education. This is because the teacher is the party who is quite often directly in contact with students in the learning process. Every educational institution has the same goal of improving the quality of education. The quality of education in an institution will be good if all supporting factors are met. However, in reality, the problem that exists so far in schools is that teacher performance is still not optimal, there are still teachers who are careless about learning and there are still many teachers who cannot maximize their work. Over the past few years, there has been an increasing interest in the impact of academic supervision and organizational culture on teacher performance. Academic supervision refers to the process of providing guidance, support, and evaluation to teachers to improve their teaching practices and student outcomes (Suroyo, et al 2021). On the other hand, organizational culture refers to the shared values, beliefs, and norms that shape the behavior of individuals within an organization. Both academic supervision and organizational culture have been found to have a significant impact on teacher performance, but the nature and extent of this impact are still not fully understood. Academic supervision and organizational culture are two important factors that affect teacher performance. Academic supervision is the process of providing guidance and feedback to teachers to improve their teaching practices (Suroyo, et al, 2022). Organizational culture is the shared values, beliefs, and practices that shape the behavior of individuals within an organization. This paper examines the effect of academic supervision and organizational culture on teacher performance and discusses the significant of study and theories related to this topic. Academic supervision plays a crucial role in improving teacher performance. It helps teachers to identify their strengths and weaknesses and provides them with feedback to

improve their teaching practices. Research shows that academic supervision leads to increased teacher motivation, job satisfaction, and professional growth (Kern & Clemens, 2007; Suroyo, et al 2022).

According to the Cognitive Coaching Model, academic supervision should focus on developing the thinking and problem-solving skills of teachers. This model emphasizes the importance of building a trusting relationship between the supervisor and the teacher and providing ongoing support to improve teaching practices (Costa & Garmston, 2002; Yulita, et al 2023). Another theory related to academic supervision is the Situational Leadership Model. This model suggests that supervisors should adapt their leadership style based on the level of competence and commitment of the teacher. For example, a new teacher may require more direction and guidance, while an experienced teacher may benefit from more autonomy and support (Hersey & Blanchard, 1969). Organizational culture also plays a significant role in shaping teacher performance. A positive organizational culture can lead to increased teacher motivation, job satisfaction, and commitment to the organization. On the other hand, a negative organizational culture can lead to decreased teacher morale and job dissatisfaction (Deal & Kennedy, 1982). According to the Organizational Culture Profile, there are four types of organizational cultures: Clan, Adhocracy, Market, and Hierarchy. Each type of culture has unique characteristics that shape the behavior of individuals within the organization. For example, a Clan culture emphasizes teamwork, collaboration, and employee development, while a Hierarchy culture emphasizes control, stability, and efficiency (Cameron & Quinn, 2006). Research shows that a positive organizational culture can lead to increased teacher performance. A study by Sackney and Mitchell (2003) found that a positive school culture, characterized by shared values, beliefs, and practices, was associated with higher levels of teacher commitment and job satisfaction

For instance, a study by Liu and colleagues (2020) found that teachers who received regular and effective academic supervision reported higher job satisfaction, self-efficacy, and commitment to their profession. Similarly, a study by Chen and colleagues (2019) found that a positive organizational culture characterized by trust, support, and collaboration was associated with higher levels of teacher engagement and performance. Despite these findings, there are still gaps in our understanding of the impact of academic supervision and organizational culture on teacher performance. For example, more research is needed to identify the specific components of academic supervision and organizational culture that are most effective in promoting teacher performance. Additionally, there is a need for studies that examine the impact of these factors across different contexts, such as different types of schools or different cultural settings. By addressing these gaps, we can gain a more comprehensive understanding of how academic supervision and organizational culture can be leveraged to improve teacher performance and ultimately benefit students.

Based on data sources taken from several schools in Pasir Penyu sub-district in 2022, especially in junior high schools, on average around 81% of teachers have received teaching certificates or known as "professional teachers". If the teacher is professional, there is no doubt that the teacher's performance can certainly improve the quality of education. But in reality, teacher performance tends to still be not optimal. This can be seen from the symptoms, including: (1) teachers who are not in place during working hours or absent from work; (2) teachers leave teaching hours before class time runs out; (3) teachers are not on time to come to school, (4) the teacher's teaching process is not optimal, such as only giving assignments and notes to students without explaining the material first; and (5) learning that is still teacher-centered results in student inactivity in learning. Thus, this causes the level of student understanding and success of the material both academically and non-academically is still relatively low. One of the causes is the lack of supervision from school principals of programs or learning tools made by teachers who come from internet adoption alone and are not adjusted to the conditions of their respective educational environments, as well as learning improvements such as conducting class action research made by teachers only to meet the needs of promotion alone.

Thus, the performance of junior high school teachers in Pasir Penyu sub-district is still relatively low, thus affecting the quality of education, especially in the Pasir Penyu sub-district area.

In addition to academic supervision, the influence on teacher performance is the teacher's organizational culture. According to Suharsaputra (2010), organizational culture in education is an

organizational culture. Organizational culture can make a difference between each school where members of the school organization as a whole can carry out their duties which depend on the values, norms, and beliefs that become the culture of the school. This is relevant to the research of Sujatiningtyas (2018) found in his research that academic supervision, work motivation, and organizational culture have a partially significant effect on teacher performance. Furthermore, Pujianto, et al (2022), stated that (1) if academic supervision and organizational culture are maximized, there will be an increase in teacher performance, (2) significantly academic supervision and organizational culture have an influence reaching 70%. Meanwhile, according to Asmarazisa's research (2018), principal supervision has no positive and insignificant effect on teacher performance. Furthermore, Pakpahan, et al (2019), suggest that organizational culture simultaneously has a positive but insignificant effect on teacher performance. This is also supported by Riyanti's research (2020), namely organizational culture weakens the effect of principal supervision on teacher performance, and organizational culture does not moderate the effect of motivation on teacher performance. Based on the facts found in the field and the gap in GAP research in previous studies, this study will discuss the effect of academic supervision and organizational culture on teacher performance.

METHOD

The research design for this study will be a quantitative correlational design. This design will allow us to examine the relationship between academic supervision, organization culture, and teacher performance. The population in the study were civil servant teachers of junior high schools in Pasir Penyu District totaling 67 people consisting of 63 civil servant teachers and 4 teachers who received additional assignments as principals. The following instruments will be used in this study: - Academic Supervision Questionnaire: This questionnaire will be used to measure the level of academic supervision that teachers receive from their school administrators. The questionnaire will consist of items that assess the frequency and quality of academic supervision. - Organization Culture Questionnaire: This questionnaire will be used to measure the level of organization culture that exists within the school. The questionnaire will consist of items that assess the values, beliefs, and norms that shape the culture of the school. - Teacher Performance Scale: This scale will be used to measure the level of teacher performance. The scale will consist of items that assess the quality of teaching, classroom management, and student engagement. The data collected from the questionnaires will be analyzed using statistical software such as SPSS. Descriptive statistics will be used to summarize the data, while inferential statistics such as correlation and regression analysis will be used to test the hypotheses.

RESULTS AND DISCUSSION

This study discusses the general description of respondents and research data regarding the effect of academic supervision and organizational culture on teacher performance at SMPN in Pasir Penyu District, Indragiri Hulu Regency. In this study, questionnaires were distributed to 67 civil servants of SMPN in Pasir Penyu District with a total of 85 items each with 15 questions of academic supervision variables, 55 questions of organizational culture variables, and 15 questions of teacher performance variables. Based on the data generated, the majority of respondents answered "4" to various statements related to academic supervision. Based on the overall value of the actual score and the percentage of respondents' answers that the academic supervision variable is 5599 (72.7%). Thus, these results indicate that the majority of respondents assess academic supervision at junior high schools in Pasir Penyu District, Indragiri Hulu Regency in the good category. The results of the field data obtained show that most of them answered "5" to the statements about organizational culture. Based on the overall value of the actual score and the percentage of respondents' answers that the organizational culture variable is 15745 (85.5%). These results indicate that respondents tend to assess the organizational culture at SMPN in Pasir Penyu District, Indragiri Hulu Regency is very good. The results of the field data obtained show that most of them answered "4" to the statements about teacher performance. Based on the overall value of the actual score and the percentage of respondents' answers that the teacher performance variable is 4430 (88.2%). These results indicate that the majority of respondents rated

the performance of teachers at junior high schools in Pasir Penyu District, Indragiri Hulu Regency in the very good category.

Moreover, The validity test is carried out to test whether the statement in the questionnaire can be used as a measure that shows the level of validity or validity of an instrument. The criteria used in this study are the value of $r_{count} > r_{table}$ which means valid. Meanwhile, the Cronbach's Alpha value on the academic supervision and teacher performance variables is 0.954, and 0.971. This shows that the Cronbach's Alpha value is above 0.600, which means that all statements related to academic supervision on teacher performance are declared reliable.

Table 1. Multiple Linear Regression Result

Variable(s)	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
Constant	21,386	5,092		4,200	0.000
Academic Supervision	0.193	0.073	0.274	2,653	0.010
Organizational Culture	0.108	0.029	0.399	3,787	0.000

Source: Research Data (2023)

The constant (a) obtained is 21.386, which means that if the variables of academic supervision and organizational culture are zero, the value of teacher performance is obtained (Y) of 21.386. The regression coefficient on the academic supervision variable is obtained 0.193, the positive X1 regression coefficient shows a unidirectional relationship between teacher performance and academic supervision, which means that if academic supervision is related to an increase of up to 1 unit, teacher performance will increase by 0.193 assuming that the other independent variables remain. The regression coefficient on the organizational culture variable is 0.108, the positive X2 regression coefficient value shows that there is a unidirectional relationship between the teacher performance variable and work culture, which means that if the organizational culture increases up to 1 unit, teacher performance will increase by 0.108 assuming that the other independent variables are fixed. From the calculation of multiple linear regression analysis, the tcount is 2.653 with a significance of 0.010. Because the tcount is $2.653 > t_{table} 1.998$ and significant $0.010 < 0.05$, it can be concluded that academic supervision has a significant effect on teacher performance with a positive relationship direction with a significance of 0.05 (5%) or it can be said, the academic supervision variable has a significant positive effect on teacher performance with a confidence level of 95%. Moreover, From the calculations that have been carried out, the tcount is 3.787 with a significant $0.000 < 0.05$. Because the tcount is $3.787 > t_{table} 1.998$ and significant $0.000 < 0.05$, it is concluded that organizational culture has a significant effect on teacher performance with a positive relationship direction with a significance of 0.05 (5%) or it can be said, organizational culture has a significant positive effect on teacher performance with 95% confidence level.

Table 2. T Test Result

Variable(s)	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
Constant	21,386	5,092		4,200	0.000
Academic Supervision	0.193	0.073	0.274	2,653	0.010
Organizational Culture	0.108	0.029	0.399	3,787	0.000

Source: Research Data (2023)

Furthermore, F test or regression coefficients together with the aim of understanding whether the variables of Academic Supervision, Work Motivation and Work Culture together have an influence on teacher

performance stimulantly. This test is carried out by observing *Prob. F- statistics* (F count). If F count > 0.05 then the independent variable has no effect on the dependent variable stimulant. Likewise, if F count < 0.05, so that the independent variable has an influence on the dependent variable stimulant (Table 3). Meanwhile it shows that the Ftable is 2.748, the Fcount is 32.314 and *Prob (F-Statistics)* 0.000. Because Fhitung 32.314 > Ftable 2.748 and sig. 0,000 < 0,05. So it is concluded that academic supervision and work culture have a significant influence on teacher performance simultaneously

Table 3. Simultaneous Test Results (F Test)

Model(s)	Sum of Square	Df.	Mean Square	F	Sig.
Regression	1718,337	3	572,779	32,314	,000 ^b
Residuals	1116,708	63	17,726		
Total	2835,045	66			

Source: Research Data (2023)

Table 4. Simultaneous Test Results (F Test)

Model(s)	Sum of Square	Df.	Mean Square	F	Sig.
Regression	1718,337	3	572,779	32,314	,000 ^b
Residuals	1116,708	63	17,726		
Total	2835,045	66			

Source: Research Data (2023)

The correlation coefficient is 0.779, this result shows that there is a relationship (correlation) between the variables of academic supervision and organizational culture with teacher performance in the strong classification, this is because these results are between 0.60- 0,799. However, the *R-Square* of 0.606 or 60.6% means that academic supervision, work culture, work motivation are able to describe teacher performance simultaneously up to 60.6% while the remaining 39.4% is described (influenced) by other factors not examined in this study

Discussion

The Effect of Academic Supervision on Teacher Performance at State Junior High Schools in the pasir penyu sub-district area

Academic supervision is a process that involves monitoring, evaluating, and providing feedback on the performance of teachers in educational institutions. The purpose of academic supervision is to ensure that teachers are delivering high-quality education to their students and to identify areas where teachers may need support and development. In the Pasir Penyusub-district area, academic supervision plays a crucial role in improving teacher performance at state junior high schools. The effectiveness of academic supervision in this area can be attributed to several factors. Firstly, academic supervision provides teachers with feedback on their teaching practices. This feedback helps teachers to identify their strengths and weaknesses and to make improvements in areas where they may be struggling. By providing teachers with regular feedback, academic supervision helps to ensure that teachers are continuously improving their teaching practices. Secondly, academic supervision helps to ensure that teachers are following the curriculum and teaching the required content. This is particularly important in the Pasir Penyusub-district area, where state junior high schools are required to follow a specific curriculum. Academic supervision ensures that teachers are following the curriculum and teaching the required content in an effective and engaging way.

Thirdly, academic supervision provides teachers with support and guidance. Teachers in the Pasir Penyusub-district area often work in challenging environments with limited resources. Academic supervision helps to provide teachers with the support and guidance they need to overcome these challenges and to deliver

high-quality education to their students. Finally, academic supervision helps to improve the overall quality of education in the Pasir Penyusub-district area. By ensuring that teachers are delivering high-quality education, academic supervision helps to improve student outcomes and to prepare students for future success. However, academic supervision plays a crucial role in improving teacher performance at state junior high schools in the Pasir Penyusub-district area. By providing teachers with feedback, ensuring that they are following the curriculum, providing support and guidance, and improving the overall quality of education, academic supervision helps to ensure that students receive a high-quality education and are prepared for future success.

Academic supervision has a positive and significant influence on teacher performance. This means that academic supervision or supervision carried out will improve teacher performance. This is in line with the results of research conducted by Sujatiningtyas (2018) which shows that principal supervision, work motivation, and organizational culture partially have a significant influence on teacher performance. Similar results were also found in previous research by Nikmah, Walid Saputra and Abdul Latif (2022), stating that if academic supervision is increased, it will result in teacher performance will also increase. This means that academic supervision has a positive and significant effect on teacher performance. Academic supervision is a mandatory task of a principal that is important to carry out. In carrying out this task, the principal must have the skills and master the concepts of academic supervision, such as definitions and concepts, principles, dimensions, as well as the objectives and functions of academic supervision. It aims to provide teachers with an understanding of the characteristics of student learning development, guiding teachers in using strategies, models, methods, learning techniques that can increase student potential. Based on the respondents' responses, it can be concluded that academic supervision has been carried out well so that it has a strong influence on the performance of public junior high school teachers in the Pasir Penyusub-district area. Based on the results of research reinforced by previous research, Hypothesis 1 (Ha1) is accepted.

The Effect of Organizational Culture on Teacher Performance at State Junior High Schools in the pasir penyusub-district area

Organizational culture plays a significant role in determining the performance of teachers at state junior high schools in the Pasir Penyusub-district area. The culture of an organization encompasses the values, beliefs, attitudes, and behaviors shared by its members, which shape the way they interact with one another and approach their work. When the organizational culture aligns with the goals and objectives of the school, it can create a positive and productive work environment that promotes teacher performance. One of the most significant effects of organizational culture on teacher performance is motivation. A positive organizational culture that fosters open communication, collaboration, and recognition of teacher contributions can motivate teachers to perform at their best. Teachers who feel valued and supported are more likely to be enthusiastic about their work, feel a sense of ownership over their responsibilities, and take pride in their achievements. In contrast, a negative organizational culture can lead to demotivation, low morale, and burnout among teachers. Another effect of organizational culture on teacher performance is professional development. An organizational culture that supports professional development can lead to a more knowledgeable and competent teaching staff. When teachers are given opportunities for growth and development, they can enhance their skills and knowledge, which can improve student outcomes. On the other hand, a culture that does not prioritize professional development can hinder teacher growth and limit their effectiveness in the classroom.

Organizational culture can also influence the level of collaboration among teachers. A culture that values collaboration and teamwork can lead to a more cohesive and effective teaching staff. Teachers who work in such an environment are more likely to share ideas, resources, and strategies, which can lead to better teaching practices and improved student outcomes. On the other hand, a culture that promotes competition and individualism can lead to a lack of collaboration, which can limit teacher effectiveness. Finally, organizational culture can affect teacher satisfaction and retention. A positive culture that supports teacher well-being and work-life balance can lead to higher job satisfaction and lower turnover rates. In contrast, a negative culture that does not prioritize teacher well-being can lead to dissatisfaction and burnout, which can lead to high

turnover rates and difficulty in recruiting and retaining quality teachers. Moreover, organizational culture plays a crucial role in shaping the performance of teachers at state junior high schools in the Pasir Penyusub-district area. A positive culture that fosters motivation, professional development, collaboration, and teacher well-being can lead to better teacher performance and improved student outcomes. On the other hand, a negative culture can lead to demotivation, low morale, and burnout among teachers, which can hinder their effectiveness in the classroom. Therefore, it is essential for school leaders to prioritize and cultivate a positive organizational culture that aligns with the school's goals and objectives. Organizational culture of the organization has a significant effect on teacher performance at public junior high schools in the Pasir Penyusub-district area. The results of this study are in line with the results of previous research conducted by Suprpto, et al (2020) the results of a study entitled "The Effect of Organizational Culture and Transformational Leadership on teacher performance (Case study at SMA Negeri 90 Jakarta) state that there is a positive and significant effect on the performance of SMA Negeri 90 Jakarta teachers. Likewise, the results of research by Musbikah, et al (2021) explain that there is an influence of organizational culture and work motivation on teacher performance. Based on the results of the study, it shows that organizational culture has a very strong influence on teacher performance. A high organizational culture will provide a strong impetus for teachers to work well, resulting in maximum performance. Organizational culture is formed due to good interaction or communication between individuals (teachers with teachers, teachers with principals). In this interaction. The creation of mutual understanding, learning and mutual influence on behavior brought from the culture of the community from which they come. So that with a good organizational culture, each individual (teacher and principal) will be responsible for the tasks assigned to him and can be completed effectively and efficiently. From the results reinforced by previous research, Hypothesis 2 (Ha2) is accepted.

The Effect of Academic Supervision and Organizational Culture on Teacher Performance at State Junior High Schools in the pasir penyusub-district area

Based on the results of the study, it shows that there is a positive and significant effect of academic supervision and organizational culture together on the performance of public junior high school teachers in Pasir Penyusub-district, Indragiri Hulu district. Based on the observations of researchers, the variables of academic supervision and organizational culture are interrelated in improving teacher performance. With good academic supervision or supervision, it will also have good performance. Likewise with organizational culture, a high organizational culture will tend to have high performance as well. This is in accordance with the results of previous research conducted by Pudjianto, et al (2022), stating that (1) academic supervision and organizational culture are maximized, there will be an increase in teacher performance, (2) academic supervision and organizational culture have a significant influence reaching 70%.

Academic supervision and organizational culture are two critical factors that have a significant impact on the performance of teachers in any educational institution. In the Pasir Penyusub-district area, the importance of these factors cannot be overemphasized, especially for state junior high schools. This essay will examine the effect of academic supervision and organizational culture on teacher performance at state junior high schools in the Pasir Penyusub-district area. Academic supervision is a process of monitoring and evaluating the work of teachers to ensure that they are meeting the required standards of teaching. In the Pasir Penyusub-district area, academic supervision has been found to have a positive effect on teacher performance. Teachers who receive regular academic supervision are more likely to be motivated to improve their teaching skills and knowledge. This leads to better student outcomes in terms of academic achievement and overall performance. Furthermore, academic supervision helps to identify areas where teachers need support and training. This allows for targeted professional development opportunities that can improve the effectiveness of teaching. In addition, academic supervision promotes a culture of continuous improvement, where teachers are encouraged to reflect on their practice and seek feedback from their colleagues. This fosters a collaborative culture where teachers can learn from each other and share best practices. Organizational culture refers to the shared values, beliefs, and practices that shape the behavior of individuals within an organization. In the context of state junior high schools in the Pasir Penyusub-district area, a positive organizational culture has

been found to have a significant impact on teacher performance. A positive organizational culture is characterized by a supportive and collaborative environment where teachers feel valued and empowered.

In a positive organizational culture, teachers are more likely to be motivated to do their best work. They are also more likely to feel a sense of belonging and commitment to the school. This leads to lower turnover rates and a more stable teaching staff, which in turn has a positive impact on student achievement. Moreover, a positive organizational culture promotes effective communication and collaboration between teachers and other members of the school community, such as administrators and support staff. This fosters a culture of teamwork and shared responsibility for student success. Teachers who feel supported and valued are more likely to go above and beyond their job requirements to help their students succeed. In conclusion, academic supervision and organizational culture are critical factors that have a significant impact on teacher performance at state junior high schools in the Pasir Penyu sub-district area. Both factors promote a culture of continuous improvement, collaboration, and support, which leads to better student outcomes and a more positive school environment. It is, therefore, essential for school administrators and policymakers to prioritize these factors in their efforts to improve the quality of education in the Pasir Penyu sub-district area.

CONCLUSIONS AND RECOMMENDATION

The findings of this study indicate that academic supervision has a strong influence on teacher performance at SMPN in the Pasir Penyu sub-district area with a positive direction of influence. In other words, the higher the supervision or academic supervision carried out on teachers, the higher the resulting performance will be. Because academic supervision is very important for teachers and students to improve the learning process in schools so that the goals of national education will be achieved which can improve the intelligence of the nation's children. Apart from academic supervision, organizational culture also has a very strong effect on the performance of junior high school teachers in Pasir Penyu District with a positive direction of influence. The high organizational culture will provide strong motivation for teachers to work well, in order to obtain optimal performance as well as a low organizational culture resulting in teachers lacking motivation to work which will result in their performance being not optimal. Academic supervision and organizational culture have a strong influence on the performance of junior high school teachers in Pasir Penyu sub-district. From the research that the factors of academic supervision and organizational culture support each other in maximizing teacher performance. In conclusion, the effect of academic supervision and organizational culture on teacher performance cannot be overstated. Both factors have been found to have a significant impact on the quality of education in state junior high schools in the Pasir Penyu sub-district area. Academic supervision promotes a culture of continuous improvement, targeted professional development opportunities, and collaboration, leading to better student outcomes. On the other hand, a positive organizational culture fosters a supportive and collaborative environment, promoting effective communication and teamwork, which leads to higher teacher motivation and commitment to student success. It is, therefore, crucial for school administrators and policymakers to prioritize these factors when developing strategies to improve the quality of education in the Pasir Penyu sub-district area. By doing so, they will create a more positive and effective learning environment for both teachers and students.

ACKNOWLEDGE

Saying accept love given to party that has given contribution to study this , in particular a number of school to be location as well as population And sample from study this . No also forgot to say accept love to para mentor And journal *PAJAR* as has willing give place for writer For emit opinion as well as work write scientific this.

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