

## **The Relationship Between Principal Academic Supervision and School Culture With Teacher Performance at SDN Kabila District, Bolango Regency**

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**Abstract:** This study aims to determine: 1) the relationship between the principal's academic supervision and the performance of teachers in SD Negeri Kabila Subdistrict, Bone Bolango Regency, 2) the relationship between school culture and teacher performance in SD Negeri Kabila Subdistrict, Bone Bolango Regency, 3) the relationship between the principal's academic supervision and school culture together with the performance of teachers in SD Negeri Kabila District, Bone Bolango Regency. The method used is quantitative with correlational techniques. The population in this study amounted to 145 teachers. The sampling technique used was random sampling technique. The sample is 59 respondents. Data collection techniques using a questionnaire. Data analysis techniques 1) test the quality of the instrument using the Pearson validity test, Cronbach alpha reliability; 2) descriptive analysis; 3) normality and linearity test; 4) regression equation analysis; 5) hypothesis testing with partial and simultaneous tests. The results showed: 1) there was a positive and significant relationship between the principal's academic supervision and the performance of teachers in SD Negeri Kabila District, Bone Bolango Regency; 2) there is a positive and significant relationship between school culture and teacher performance in SD Negeri Kabila District, Bone Bolango Regency; 3) there is a jointly positive and significant relationship between the principal's academic supervision and school culture with teacher performance at SD Negeri Kabila District, Bone Bolango Regency.

**Keywords:** Principal Academic Supervision, School Culture, Teacher Performance.

the government through the Ministry of Education and Culture has issued various policies to improve the quality of education through improving the quality of teachers. These policies include the ratification of the National Education System Law, the Law on Teachers and Lecturers, National Education Standards, and Teacher Certification. In the policy related to the certification, it is stated that to become a teacher one must have an S-1 or D-4 diploma so that in the future (no later than 2015) all teachers in the entire territory of the Unitary State of the Republic of Indonesia are expected to hold a bachelor's degree, and are certified educators. This is all done in order to give appreciation to the teaching profession as a professional, improve the welfare of teachers, as well as improve the quality of education.

The principal is a figure who becomes an example and role model for teachers and students in terms of character building both in terms of discipline, as well as in terms of ethics and morals. In the application of a new curriculum that is oriented to the formation of student character. Providing knowledge about social ethics, inculcating religious values, morals, character and ethics for students, must be carried out continuously. Apart from the problem of teacher certification, of course the role of the principal as a supervisor is also getting heavier because the principal is obliged to guide teachers and provide an overview of the 2013 curriculum. Although teachers have received training on the curriculum, the reality on the ground shows that there are still many teachers who do not fully understand the 2013 curriculum. In addition, teacher misunderstanding can be seen from the confusion of teachers in preparing Lesson Plans (RPP) in accordance with the 2013 curriculum. Again, many teachers experience confusion in the implementation of learning that uses a scientific approach.

Based on observations in the field, the low professionalism of teachers can be seen from the number of teachers who have not mastered various competencies. There are still many teachers experiencing problems in implementing various learning strategies, yet creating a more interesting learning atmosphere. teachers have not been able to use a variety of learning methods. Teachers must be able to apply several learning methods that attract students. Learning methods must be varied so that students are not bored and can enjoy learning. One of the efforts to improve teacher professionalism is carried out through the academic supervision of school principals in improving teacher performance. This is in accordance with the results of research by Saifullah, S. (2020) that academic supervision can improve teacher performance. Through academic supervision, school principals will supervise teacher performance from the stages of planning, implementing and improving learning in the classroom. The existence of school principals can assist teachers in carrying out their duties, because professional principals, one of whom will be able to supervise their teachers, are expected to be able to improve the situation of the teaching and learning process which has a positive impact on improving the quality of education. So that the role of the principal is considered quite important in providing a more in-depth explanation of the 2013 curriculum. Teacher performance is not only reflected in the understanding of the current curriculum. However, if the teacher or principal does not pay attention to this problem properly, it is feared that the teacher's performance will not change. The learning will also only be like the previous curricula without any significant changes. Teachers also need supervision that is class visits, so that teachers can get input on how to teach whether it is good or there are still some things that need to be improved. Because according to the researcher's conversation with several teachers, they stated that the principal still very rarely conducts supervision that is class visits. The supervision carried out by the principal is only administrative in nature which is judged to be only a teaching tool. In addition to the importance of academic supervision, there are still things that will affect teacher performance, namely school culture. Teachers will be able to carry out their duties properly if they are supported by a good school culture. School culture, comfortable, and conducive will be able to increase teacher productivity so that it will improve teacher performance..

## **METHOD**

The method used is quantitative with correlational techniques. The locations in this study were 15 elementary schools in Kabila District, Bone Bolango Regency. The population in this study amounted to 145 teachers. The sampling technique used was random sampling technique. The sample is 59 respondents spread across 15 elementary schools in Kabila District, Bone Bolango Regency. Data collection techniques using a questionnaire/questionnaire.

## **RESULTS AND DISCUSSION**

### **Result**

The description of the data that will be presented from the results of this study is to provide a general description of the distribution of the data obtained in the field. The data presented is in the form of raw data which is processed using descriptive statistical techniques.

### **Descriptive statistics**

#### **Teacher Performance**

Based on the results of the calculation of the frequency distribution of the teacher performance variable (Y) using the *Sturges* formula ( $K=1+3.322 \log n$ ) the data range (r)= 10, class interval (k)= 2, and class length (p)= 6 For detailed calculations, see the attachment. The prices are then presented in the table below.

**Table : Frequency Distribution of Teacher Performance Variables (Y)**

No	Interval class	Class Limit	Frequency
1	94-95	93.5	2
2	96-97	95.5	13
3	98-99	97.5	14
4	100-101	99.5	17
5	102-103	101.5	11
6	104-105	103.5	2
Amount			59

Source: Processed Results of Research Data 2021

To further clarify the observation of the frequency distribution of teacher performance (Y), a histogram graph is made which can be seen as follows:

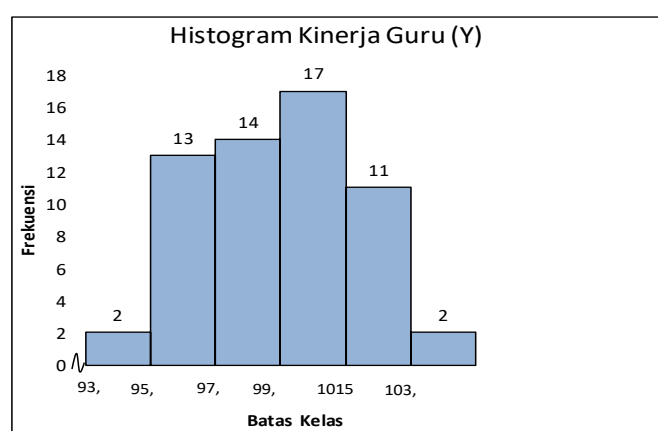


Figure : Histogram of Teacher Performance Frequency Distribution (Y)

Furthermore, to see the interpretation of the percentage score of the teacher performance variable (Y) using a formula.

$$\text{Number of Respondents} = 59$$

$$\text{Amount} = 22$$

$$\text{Question Answer Criteria} = 1 \text{ S/D } 5$$

$$\text{Criteria Score} = 22 \times 59 \times 5 = 6490$$

$$\text{Total score of all respondents} = 5866$$

$$Pr = \frac{5866}{6490} \times 100\% = 90,38\% \text{ (very good)}$$

So the interpretation of the score of the teacher performance variable (Y) is in the very good category with a percentage of 90.38%.

#### measurement scale

Coefficient Intervals	Interpretation
81-100%	Very good
61-80%	Well
40-60%	Pretty good
21-40%	Not good
0-20%	Very Not Good

## Principal Academic Supervision

Based on the results of the calculation of the frequency distribution of the school principal's academic supervision variable ( $X_1$ ) using the Sturges formula ( $K = 1 + 3,322 \log n$ ) the data range ( $r$ ) = 10, class interval ( $k$ ) = 2, and class length ( $p$ ) = 6. For detailed calculations, see the attachment. Furthermore, these prices are presented in table 4.3 below.

**Table: Frequency Distribution of Principal Academic Supervision Variables ( $X_1$ )**

No	Interval class	Class Limit	Frequency
1	58-59	57.5	2
2	60-61	59.5	3
3	62-63	61.5	19
4	64-65	63.5	25
5	66-67	65.5	9
6	68-69	67.5	1
Amount			59

Source: Processed Results of Research Data 2021

To further clarify the observation frequency distribution of the academic supervision of the school principal ( $X_1$ ) then created a histogram graph that can be seen as follows

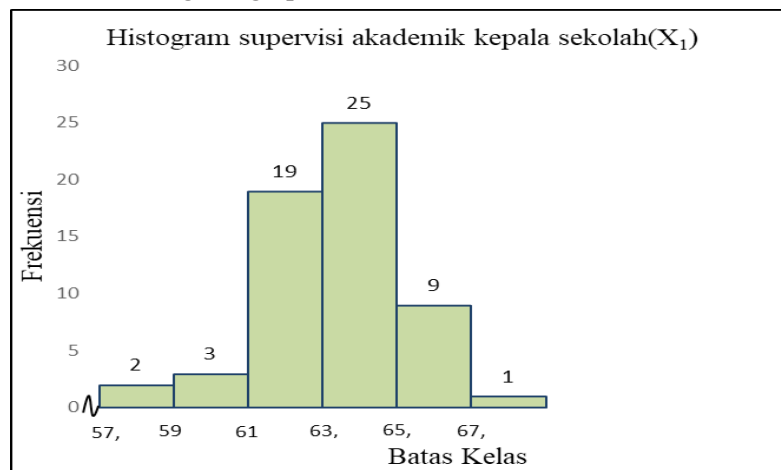


Figure : Histogram Distribution of Principal Academic Supervision Frequency ( $X_1$ )

Furthermore, to see the score interpretation percentage of the principal's leadership behavior variables ( $X_1$ ) using the formula.

Number of Respondents = 59

Amount = 15

Question Answer Criteria = 1 S/D 5

Criteria Score =  $15 \times 59 \times 5$

= 4425

Total score of all respondents = 3768

$r = \frac{3768}{4425} \times 100\% = 85,15\%$  (very good)

So the score interpretation of the principal's academic supervision behavior variable ( $X_1$ ) is in the very good category with a percentage of 85.15%.

**measurement scale**

Coefficient Intervals	Interpretation
81-100%	Very good
61-80%	Well
40-60%	Pretty good
21-40%	Not good
0-20%	Very Not Good

**School Culture**

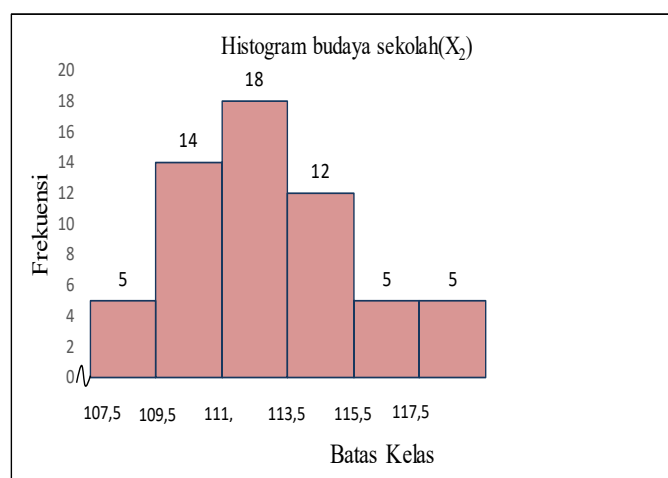
Based on the results of the calculation of the frequency distribution of the school culture variable ( $X_2$ ) using the *Sturges* formula ( $K=1+3.322 \log n$ ) the data range ( $r$ )= 11, class interval ( $k$ )= 2, and class length ( $p$ )= 6. For detailed calculations, see the attachment. Furthermore, these prices are presented in table 4.4 below.

**Table: Frequency distribution of school culture variables ( $X_2$ )**

No	Interval class	Class Limit	Frequency
1	108-109	107.5	5
2	110-111	109.5	14
3	112-113	111.5	18
4	114-115	113.5	12
5	116-117	115.5	5
6	118-119	117.5	5
Amount			207

Source: Processed Results of Research Data 2021

To further clarify the observation of the frequency distribution of school culture ( $X_2$ ), a histogram graph is made which can be seen as follows:

**Figure 4.3. Histogram of School Culture Frequency Distribution( $X_2$ )**

Furthermore, to see the interpretation of the percentage score of the work motivation variable ( $X_2$ ) using a formula.

Number of Respondents = 59

Amount = 27

Question Answer Criteria = 1 S/D 5

Criteria Score =  $27 \times 59 \times 5$

= 7965

Total score of all respondents = 6667 (see attachment)

$$Pr = \frac{6667}{7965} \times 100\% = 83,70\% \text{ (high)}$$

So the score interpretation of the school culture variable ( $X_2$ ) is in the very good category with a percentage of 83.70%.

measurement scale

Coefficient Intervals	Interpretation
81-100%	Very good
61-80%	Well
40-60%	Pretty good
21-40%	Not good
0-20%	Very Not Good

### Data Normality Test

Testing the normality of the data in this study using the chi square test using the chi square method or the *chi goodness of fit normal distribution* using the approach to the sum of the deviations of the observation data for each class with the expected value. For the purposes of testing the normality of the data, the chi square test was used at a significant level of  $\alpha = 0.05$  or 5%. With the criteria if the value of  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ , then the data is normally distributed. However, if  $\chi^2_{\text{count}} > \chi^2_{\text{table}}$  then the data is not normally distributed. Furthermore, the results of the chi square test of the three variables can be described as follows.

### Teacher Performance Variable Normality Test (Y)

For the calculation of the normality of the teacher performance variable data (Y) in detail can be seen in the appendix. As for the summary of the results of the normality test of the data on the teacher performance variable (Y) at a significant 5%, it can be presented in the following table:

**Table. Calculation of Normality of Teacher Performance Variables (Y)**

No	interval	Observation frequency (O <sub>i</sub> )	Class limit	Z value	Class area	Expected frequency (E <sub>i</sub> )	Chi Square Value
1	94-95	2	93.5-95.5	-2.14and-1.42	0.0616	3.6344	0.734
2	96-97	13	95.5-97.5	-1.42and-0.70	0.1642	9.6878	1.132
3	98-99	14	97.5-99.5	-0.70and-0.02	0.2500	14.75	0.038
4	100-101	17	99.5-101.5	-0.02and0.74	0.2624	15.4816	1,547
5	102-103	11	101.5-103.5	0.74and1.46	0.1575	9.2925	0.313
6	104-105	2	103.5-105.5	1.46and2.18	0.0575	3.3925	0.571
Amount		59					4.335

Source: Processed Results of Research Data 2021

Based on table 4.5, the calculated Chi squared value ( $\chi^2_{\text{count}}$ ) is 4,335. while seen from the table Chi squared value at  $\alpha = 0.05$  with  $dk = 6 - 1 = 5$  of 11,070. thus,  $\chi^2_{\text{count}} = 4,335 < 11,070$  ( $\chi^2_{\text{count}}$  is smaller than  $\chi^2_{\text{table}}$ ) this result can be concluded that teacher performance variable data above come from a normal distribution are acceptable means of data distribution is normal.

### Normality Test of Principal Academic Supervision Variables ( $X_1$ )

For the calculation of the variable data normality academic supervision of the school principal ( $X_1$ ) are detailed in appendix .As rangkungan data normality test results on the academic supervision of the principal variable ( $X_1$ ) at the 5% significance can be presented in the following table:

**Table 4.6. Normality Calculation of Principal Academic Supervision Variable ( $X_1$ )**

No	interval	Observation frequency ( O i )	Class limit	Z value	Class area	Expected frequency ( E i )	Chi Square Value
1	58-59	2	57.5-59.5	-1.27and-0.85	0.0957	5.6463	2,354
2	60-61	3	59.5-61.5	-0.85and-0.44	0.1323	7.8057	2,958
3	62-63	19	61.5-63.5	-0.44and-0.03	0.158	9.322	0.392
4	64-65	25	63.5-65.5	-0.03and0.37	0.1323	7.8057	0.722
5	66-67	9	65.5-67.5	0.37and0.79	0.1409	8.3131	0.056
6	68-69	1	67.5-69.5	0.79and1.20	0.0997	5.8823	4.052
Amount		59					10,534

Source: Processed Results of Research Data 2021

Based on the table above, the calculated Chi squared value ( $X^2_{\text{count}}$ ) is 10,534. while seen from the table Chi squared value at = 0.05 with dk = 6  $\hat{=}$  1 = 5 of 11,070. thus,  $X^2_{\text{count}} = 10\ 534 < 11,070$  ( $X^2_{\text{count}}$  is smaller than  $X^2_{\text{table}}$ ) this result can be concluded that the academic supervision of variable data above principals come from a normal distribution are acceptable means of data distribution is normal.

### Normality Test School culture variable ( $X_2$ )

For the calculation of the data normality school culture ( $X_2$ ) are detailed in appendix .As rangkungan data normality test results in school culture variable ( $X_2$ ) at the 5% significance can be presented in 4.7 below:

**Table of Normality Calculation of School Culture Variables ( $X_2$ )**

No	interval	Observation frequency ( O i )	Class limit	Z value	Class area	Expected frequency ( E i )	Chi Square Value
1	73-78	8	72.5-78.5	-1.90 and -1.38	0.0551	11.4057	1.016
2	79-84	33	78.5-84.5	-1.38 and -0.86	0.1117	23.1219	4.220
3	85-90	47	84.5-90.5	-0.86 and -0.33	0.1758	36.3906	2,942
4	91-96	49	90.5-96.5	-0.33 and 0.18	0.2007	41.5449	1.337
5	97-102	20	96.5-102.5	0.18 and 0.70	0.1166	24.1362	0.708
6	103-108	22	102.5-108.5	0.70 and 1.22	0.1308	27.0756	0.950
7	109-114	13	108.5-114.5	1.22 and 1.75	0.0711	14.7177	0.200
8	115-120	10	114.5-120.5	1.75 and 2.27	0.1295	6.1065	2,482
9	121-126	5	120.5-126.5	2.27 and 2.79	0.015	3.105	1.156
Amount		207					15,011

Source: Processed Results of Research Data 2021

Based on the table above, the calculated Chi squared value ( $X^2_{\text{count}}$ ) is 9,845. while judging from the table Chi squared value at = 0.05 with dk = 9  $\hat{=}$  1 = 8 of 15,011. thus,  $X^2_{\text{count}} = 15\ 011 < 15\ 507$  ( $X^2_{\text{count}}$  is smaller than  $X^2_{\text{table}}$ ) this result can be concluded that the school culture variable data above come from a normal distribution are acceptable means of data distribution is normal.

## Discussion

### The Relationship between Principal Academic Supervision and Teacher Performance at Public Elementary Schools, Kabila District, Bone Bolango Regency.

Principal's Academic Supervision has a significant relationship to teacher performance with a regression coefficient of 0.538. Substantially these results indicate that the principal's academic supervision shows a significant relationship with teacher performance or 28.94% of teacher performance is determined by the principal's academic supervision. Thus, the better the principal's academic supervision, the better the teacher's performance, and conversely, the lower the principal's academic

supervision, the lower the teacher's performance at the Kabila District Elementary School, Bone Bolango Regency.

In line with the results of research conducted by Suchyadi (2018) that the principal's academic supervision of teachers is good in supporting teacher performance. The teacher's assessment score reached 81.22%. This shows that the principal as a supervisor can help teachers to further improve teacher performance. The test results for the correlation coefficient value of the relationship between the school principal's academic supervision (X1) and teacher performance (Y) can be calculated as follows:

$$r = \frac{59(374639) - (3768)(5866)}{\sqrt{\{59(240856) - (3768)^2\} \{59(583560) - (5866)^2\}}}$$

$$r = \frac{22103701 - 22103088}{\sqrt{\{14210504 - 14197824\} \{34430040 - 34409956\}}}$$

$$r = \frac{613}{\sqrt{(12680)(20084)}}$$

$$r = \frac{613}{\sqrt{254665120}}$$

$$r = \frac{613}{15958.23}$$

$$r = 0.538$$

$$r^2 = (0.538)^2$$

$$r^2 = 0.2894$$

$$r^2 = 28.94\%$$

The value of r table for the 5% error rate with n = 59 is obtained by r table = 0.252. Because the r count is greater than the r table for an error rate of 5% (0.538 > 0.252), it can be concluded that there is a positive and significant relationship between the academic supervision of the school principal and teacher performance of 0.538. The coefficient of determination is  $r^2 = 0.538 = 0.2894$ . This means that teacher performance is determined by the principal's academic supervision of 28.94%. The research is reinforced by the results of research Mohammed (2021) Effect of Supervision of Academic Principal, School Culture and Motivation Against Primary School Teacher Performance Scope Unit. Department of Education and Culture, Peusangan Bireuen District. The results of this study indicate that teacher performance will be more professional if balanced with regular and structured academic supervision services to school principals as a quality school culture.

### **The Relationship between School Culture and Teacher Performance at Public Elementary Schools in Kabila District, Gorontalo Regency.**

School culture has a significant relationship with teacher performance with a regression coefficient of 0.533. Substantially these results indicate that school culture shows a significant relationship to teacher performance or 28.40% of teacher performance is determined by school culture. Thus, the better the school culture, the better the teacher's performance, on the contrary, the worse the school culture, the worse the teacher's performance. To test the correlation coefficient value of the relationship between school culture (X2) and teacher performance (Y) it can be calculated as follows:



$$\begin{aligned}
 r &= \frac{N(\sum xy) - (\sum X1)(\sum y)}{\sqrt{\{N(\sum X1^2) - (\sum X1)^2\} \{N(\sum y^2) - (\sum y)^2\}}} \\
 r &= \frac{59(662915) - (6667)(5866)}{\sqrt{\{59(753777) - (6667)^2\} \{59(583560) - (5866)^2\}}} \\
 r &= \frac{39111985 - 39108622}{\sqrt{\{44472843 - 44448889\} \{34430040 - 34409956\}}} \\
 r &= \frac{3363}{\sqrt{(23945)(20084)}} \\
 r &= \frac{3363}{\sqrt{480911380}} \\
 r &= \frac{3363}{21929.69} \\
 r &= 0.533 \\
 r^2 &= (0.533)^2 \\
 r^2 &= 0.2840 \\
 r^2 &= 28.40\%
 \end{aligned}$$

The value of r table for the 5% error rate with n = 59 is obtained by r table = 0.252. Because r count is greater than r table for an error rate of 5% ( $0.533 > 0.252$ ), it can be concluded that there is a positive and significant relationship between school culture and teacher performance of 0.533. The coefficient of determination is  $r^2 = 0.533 = 0.2840$ . This means that teacher performance is also determined by school culture by 28.40%.

In line with the results of Niswah's research (2020) that the principal's academic supervision and school culture have a significant influence on teachers' pedagogic competence with a correlation value of 0.55. So, this means that there is a significant influence of principal's leadership and school culture on teacher performance.

### **The Relationship between Principal Academic Supervision and School Culture Together with Teacher Performance at Public Elementary Schools, Kabila District, Bone Bolango Regency.**

The principal's academic supervision and school culture together with teacher performance have a positive and significant relationship. This is evidenced by the  $f_{\text{calculated}}$  value of 41.746 which is greater than  $f_{\text{table}}$  1.673 with a significant 5% ( $41.746 > 1.673$ ). Thus stating that there is a significant relationship between the principal's academic supervision and school culture with teacher performance.

Pengujian signifikansi korelasi simultan

$$\begin{aligned}
 F_{\text{hitung}} &= \frac{R^2/k}{(1-R^2)/(n-k-1)} \\
 &= \frac{(0,77)^2/2}{(1 - 0,6000)/(59 - 2 - 1)} \\
 &= \frac{(0,5929)/2}{(0,4)/56}
 \end{aligned}$$

$$= \frac{0,2964}{0,0071}$$

$$= 41,746$$

## Conclusion

There is a positive and significant relationship between the principal's academic supervision and the teacher's performance of 0.538 or 28.94% at SDN Kabila District, Bone Bolango Regency. There is a positive and significant relationship between school culture and teacher performance sebesar 0,533 atau 28,40% at SDN Kabila District, Bone Bolango Regency. There is a jointly positive and significant relationship between the principal's academic supervision and school culture with the performance of teachers of 41,746 in SD Negeri Kabila sub-district, Bone Bolango district.

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