



iMProvement

Jurnal Ilmiah Untuk Peningkatan Mutu Pendidikan

e-ISSN: 2597-8543

Journal Homepage: <http://journal.unj.ac.id/unj/index.php/improvement>

Journal Email: improvement@unj.ac.id



**HONORARY TEACHERS PERFORMANCE : ACADEMIC SUPERVISION
AND ORGANIZATIONAL CULTURE IN PUBLIC JUNIOR HIGH SCHOOL,
SOUTH CIKARANG**

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ABSTRAK

Kinerja guru merupakan salah satu elemen penting di dalam pencapaian mutu di sekolah. Dikarenakan guru merupakan komponen utama dalam sistem pendidikan yang dapat mempengaruhi keberhasilan pada tujuan pendidikan. Banyak faktor yang dapat mempengaruhi kinerja guru, diantaranya adalah dilihat dari pelaksanaan supervisi akademik dan budaya organisasi yang diterapkan di lingkungan sekolah. Penelitian ini bertujuan untuk mengetahui kinerja guru honorer yang dipengaruhi oleh supervisi akademik dan budaya organisasi di SMP Negeri kecamatan Cikarang Selatan. Penelitian menggunakan metode kuantitatif dengan teknik pengumpulan data berupa kuesioner. Peneliti mengambil sampel dengan metode Purposive Sampling yaitu sebanyak 134 guru honorer SMP Negeri di kecamatan Cikarang Selatan, Bekasi. Data dianalisis menggunakan teknik analisis jalur, untuk menguji hipotesis variabel supervisi akademik (X1) terhadap kinerja guru (Y) dan budaya organisasi (X2) terhadap kinerja guru (Y) dengan bantuan SPSS 25. Hasil perhitungan analisis jalur pengaruh X1 terhadap Y, didapat thitung = 2,893 > ttabel ($\alpha=0.05$) = 1,978, diperoleh hasil bahwa variabel supervisi akademik berpengaruh terhadap kinerja guru. Kemudian analisis jalur pengaruh X2 terhadap Y, didapat thitung = 2,962 > ttabel ($\alpha=0.05$) = 1,978, diperoleh hasil bahwa variabel budaya organisasi berpengaruh terhadap kinerja guru.

Kata-kata kunci: Kinerja Guru, Supervisi Akademik, Budaya Organisasi.

ABSTRACT

Teacher performance is one of the important elements in the achievement of quality at school because the teacher is the main component in the educational system that can affect the success

of educational goals. Many factors can affect the performance of teachers, among them are seen from the implementation of supervision academic and organizational culture applied in the school environment. This research aims to determine the performance of honorary teachers who are influenced by the academic supervision and culture of organizations in the subdistrict of South Cikarang. The researchers took samples using the Purposive Sampling method of 134 honorary junior high school teachers in the subdistrict of south Cikarang, Bekasi. Data was analyzed using path analysis techniques, to test the hypothesis of the academic supervision variable (X1) on the performance of teachers (Y) and the organizational culture (X2) on the teacher performance (Y), with SPSS 25. Results of the calculation of the path analysis of X1 and Y, obtained $t_{count} = 2,893 > t_{table} (\alpha=0.05) = 1,978$, the result that the variable of academic supervision influences teacher performance. Then the path analysis of X2 and Y, obtained $t_{count} = 2,962 > t_{table} (\alpha=0.05) = 1,978$, showing that the variables of the cultural organization influence teacher performance.

Keywords: *Teachers Performance, Academic Supervision, Organizational Culture.*

INTRODUCTION

In this era of globalization, education is a process of developing one's potential to have intelligence and skills that will be used in the future. Education is the main factor in the formation of human personality. Science and technology are always developing by the times and the progress of creative and innovative human mindsets. Therefore, improving the quality of education should be the main factor that must be done in developing the potential quality of human resources.

In ensuring quality in each educational unit, good cooperation and collaboration are needed between elements in the school, such as teachers, principals, committees, and parents of students. Then the most important aspect that must be prioritized is the service produced by the teacher's performance as an educator which is the determining factor that makes quality human resources.

Teacher performance is one of the important elements in terms of achieving quality in schools. Teacher performance is a process carried out by teachers in learning activities or interactions with students. The achievement of education quality is influenced by the performance of teachers. Teacher performance can also be said to be a work achievement carried out by teachers based on their ability to manage teaching and learning activities, which includes planning, implementing, evaluating learning and fostering relationships with their students.

Regarding teacher performance, (UU No.14 Guru & Dosen, 2005) Law number 14 of 2005 explains the standards of educators and education personnel. The law explains that teachers must have 4 competencies, namely pedagogic, professional, personality and social competence. Based on the Regulation of the Minister of State PAN and RB Number 16 of 2009, Teacher Performance Assessment (PKG) is an assessment carried out on each item of the teacher's main duties to foster his career, position and rank. In improving their performance, every teacher must carry out a Teacher Performance Assessment (PKG). PKG is an open and objective assessment process of performance through observation, discussion and agreement by established standards. PKG is carried out to identify teacher competencies, plan programs for sustainable professional development plans (PKB), and ensure that teachers carry out their duties professionally and qualitatively.

Based on the results of a study conducted by (Hidayatulloh, 2023) it is known that there is a close relationship between teacher performance, workload, and human resource planning. The more proportionate the teacher's workload and sufficient resources for the

needs of teacher personnel, the teacher's performance will be optimal to produce maximum learning outcomes. If the workload exceeds the limit of 40 hours/week and the teacher is less in terms of quantity, then the teacher's performance will be weak, so the learning achievement is not optimal. Regarding teacher human resources, teachers are divided into two groups, namely teachers who have the status of civil servants or what is now called ASN/PPP, and non-ASN teachers, namely honorary teachers.

Honorary teachers are teachers who are paid as non-permanent teachers, but receive an honorarium based on the number of hours of lessons given, sometimes they are paid voluntarily and even below the minimum salary (UMR). But for now, in the Bekasi Regency area, honorary teachers have received *jastek*. *Jastek* is a manpower service for honorary teachers. *Jastek* itself comes from the APBD with the aim of prospering teachers, especially honorary teachers.

To improve performance, both honorary teachers and civil servants at the beginning of each year carry out supervision activities. This supervision is carried out by the principal to know the teacher's teaching ability which will then be given as guidance so that the essence of supervision is not to assess the teacher's performance but to provide guidance to the teacher, to be able to find out the teacher's shortcomings and weaknesses and to be able to improve the teacher's performance.

(Nikmah et al., 2022) In addition to academic supervision, another factor that creates optimal teacher performance is the culture that exists in the teacher organization. School organizational culture is an organizational personality that distinguishes one school from another, how all members of the school organization play a role in carrying out their duties depending on the beliefs, values and norms that are part of the school culture.

Therefore, based on the above presentation, this study aims to see if there is an influence between academic supervision and organizational culture on the performance of honorary teachers at SMP Negeri in South Cikarang District, Bekasi.

THEORETICAL STUDIES

Teacher Performance

According to Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System article 39 paragraph (2), it states that educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators in higher education. Other information also explains that Law No.14 of 2005 Chapter IV Article 20 (a) concerning Teachers and Lecturers states that the standard of teachers' work performance in carrying out their professional duties, teachers are obliged to plan learning, carry out a quality learning process and assess and evaluate learning outcomes. The main task is manifested in teaching and learning activities which are a form of teacher performance.

According to (Taufik, 2019) Teacher performance can be influenced by various factors, internal and external factors. Internal factors include motivation, professional competence, health, education, employment period, and socioeconomic strata. Meanwhile, external factors include facilities & infrastructure, curriculum, educational programs, leadership, supervision, task structure, incentives, compensation, work atmosphere and work environment.

(Fitria, 2018) The five aspects are applications of teacher performance; (1) the quality of work, (2) speed or accuracy of work, (3) initiative in work, (4) work ability, and (5) communication.

It can be concluded that teacher performance is the result of a process in student teaching and learning activities that leads to positive things. The teacher's performance can

be seen when he carries out teaching and learning interactions in the classroom, including his preparation, both in the form of matters related to learning administration. The teaching and learning process is not as simple as it seems when the teacher delivers the subject matter in class, but in carrying out good learning, the teacher must make preparations so that carrying out learning can be directed by the learning objectives contained in the indicators of learning success. The learning process is a series of activities carried out by a teacher starting from learning preparation, and learning implementation to the final stage of learning, namely the implementation of evaluation and improvement for students who have not been successful at the time of evaluation. These indicators are used to review the results of teachers in carrying out their duties based on their abilities, skills, experience, abilities, and by their teacher competencies.

Academic Supervision

Academic supervision is closely related to teacher performance in managing learning. (Asih & Roesminingsih, 2018) states that "academic supervision deals with stimulating and directing the development of teachers, it can be interpreted that academic supervision is an educational supervision activity which coordinate, stimulate and direct the development of teachers".

Meanwhile, according to (Mulyasa, 2017) Academic supervision is professional assistance to teachers, through a systematic planning cycle, careful observation, and objective feedback. Furthermore, Permendiknas number 13 of 2007, concerning Standards for School Principals must have 5 competencies, namely personality, managerial, entrepreneurial, supervisory and social competencies. One of the competencies of school principals is academic supervision which includes three aspects, namely:

1. Planning an academic supervision program to improve the professionalism of teachers, with a description of their sub-competencies;
2. Carry out academic supervision of teachers with the right supervision approach and techniques;
3. Follow up on the results of academic supervision of teachers to improve teacher professionalism.

Suharsimi Arikunto within (Hartono, 2019) explain the specific objectives of academic supervision as follows:

1. Improving student performance to achieve optimal learning achievement.
2. Improving the quality of expected performance.
3. Increasing the effectiveness of the curriculum.
4. Increasing the effectiveness and efficiency of facilities and infrastructure
5. Improving the quality of school management,
6. Improving the quality of schools so that a calm situation is created,

From several opinions about the meaning of academic supervision, it can be concluded that academic supervision is a coaching and guidance activity carried out by the principal or the authority, to teachers in carrying out the learning process, supporting the learning process which aims to improve teachers' professional abilities and improve the quality of effective learning. Academic supervision is the core of supervision in general, because of the implementation of education in schools, the main activity is academic activities. Academic supervision is the assistance and services provided to teachers to continue to improve the quality of their learning, foster creativity, and improve together by selecting and revising educational objectives, teaching materials, teaching models and methods, teaching evaluation to improve the quality of teaching, education and teaching curriculum, education and curriculum in the development and teaching and learning to obtain good results.

Organizational Culture

Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in formal education units. This regulation was made to consider cultural diversity in Indonesia that upholds noble morals, values and ethics. The process of forming a character begins with habituation. This habituation process is known as culture. School culture is the character of a school. School culture is traditions, policies, norms, and routines in schools that can be built, strengthened, and maintained through leaders and teachers in schools and become a characteristic of school character in the wider community (Saputra et al., 2021).

Culture according to Edward B. Tylor in the Book of Organizational Culture by (Sobirin, 2019) "Culture or civilization is that complex whole which includes knowledge, belief art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society"

The school organizational culture is also a set of norms, values, behaviors, customs, beliefs, attitudes and traditions that are deliberately built by all school personnel to achieve school goals. The organizational culture in the participating school can affect all performance and systems in the school. Therefore, the organizational culture built by a school for the effectiveness of the school plays a very important role, not only in planning activities but also in the implementation of school organizational discipline activities.

School organizational culture is essential because it is a means of forming school characteristics that can be identified through the values it adheres to, and the habits shown by school residents, of course, the application of school culture has a function when it is applied in school. According to Victor Tan in (Putri, 2014) there are ten points, namely: (1) Individual initiative, (2) risk tolerance, (3) direction, (4) Integration, (5) management support, (6) control, (7) identity, (8) reward system, (9) conflict tolerance, and (10) communication pattern.

Organizational culture in educational units is closely related to the activities and work rules that apply to educational institutions. The school's organizational culture will affect the performance produced by the human resources in the school. The conclusion of some of the opinions above about organizational culture, especially in schools, is a value, norm, habit, language, and behavior that is carried out by all school residents, in terms of showing the performance of the school organization to achieve the goals that have been determined together effectively.

RESEARCH METHODS

The subject of this research is an honorary teacher of a State Junior High School in South Cikarang District. Meanwhile, the sample amounted to 134 honorary teachers in 5 State Junior High Schools. The researcher uses probability sampling with the Purposive Sampling method, which is a sampling technique by determines characteristics that are by the research objectives.

This study uses a quantitative approach, survey methods and analysis including descriptive analysis and inferential statistics. Descriptive analysis is used to obtain an overview of each variable, while inferential statistics form correlation and path analysis techniques.

The researcher distributed a questionnaire containing indicators of teacher performance variables, academic supervision and organizational culture. Various answers were compiled and structured using the Likert Scale, with five categories: Strongly Agree, Agree, Disagree, Disagree and Strongly Disagree with the highest score of 5 and the lowest score of 1 for positive statements, while the highest score of 1 and lowest 5 for negative statements.

Furthermore, before carrying out the research, the researcher first carries out a validity

and reliability test on the question item, then the implementation of instrument trials, improvement & refinement of instruments, research, data analysis, hypothesis testing and explaining the results of the research.

RESULTS AND DISCUSSION

The data produced includes the measurement of 3 variables, namely teacher performance as a bound variable (Y), academic supervision variable as an independent variable (X₁) and organizational culture as an independent variable (X₂).

The validity test on the indicator statement items of the research variables used the Pearson Bivariate Correlation formula (*Pearson Moment Product*), with the validity criteria of each statement being that if the calculation is > the table, then the instrument is declared valid, from the teacher performance variables 28 statements are declared valid, academic supervision 34 statements are declared valid, and organizational culture 24 statements are declared valid. Meanwhile, to calculate the reliability coefficient using the Alpha Cronbach formula, the criteria for the research instrument are said to be reliable, if the reliability coefficient (r_{11}) > 0.40. The point is that all the items of the statement are at a very high level.

A descriptive analysis of teacher performance variables obtained a minimum score of 83, a max of 133, then the results of the descriptive statistical calculation of the score range were 50, a mean of 114.66, a median of 115.50, a mode of 118, with a standard deviation of 7.657, the variance of 58.631 and a sum of 15365. Descriptive analysis on the academic supervision variable obtained a mean score of 116, max 170, then the results of the descriptive statistical calculation of the score range were 54, mean 137.92, median 137.00, mode 144, with a standard deviation of 9.802, variance of 96.076 and a sum of 18481. Furthermore, the descriptive analysis of the organizational culture variable obtained a minimum score of 80, and a max of 110, then the results of the descriptive statistical calculation of the score range were 30, mean of 97.49, median of 97.50, mode 101, standard deviation of 6,460, variance of 41,726 and sum 13064.

Furthermore, for the normality test of estimation error data using the Liliefors test technique, the population will be distributed normally if the Lcount < Ltable. The following results were obtained:

Table of Estimation Error Normality Test Results

No	Data Galat Taksiran	L _{hitung}	L _{tabel} ($\alpha=0,05$)	Hasil
1	X ₃ - X ₁	0,0645	0,0765	Normal
2	X ₃ - X ₂	0,0680	0,0765	Normal

For significance and linearity tests using the help of the SPSS program, shown in the following ANOVA table:

ANOVA table of teacher performance variables with academic supervision

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Supervisi_Akademik * Kinerja_Guru	Between Groups	(Combined)	3279.108	33	99.367	1.046	.418
		Linearity	960.179	1	960.179	10.108	.002
		Deviation from Linearity	2318.929	32	72.467	.763	.807
	Within Groups		9498.989	100	94.990		
Total			12778.097	133			

The results of the significance and regression linearity test were obtained that Fcal =

10.108 was greater than $F_{table} (0.05:1:32) = 4.149$ at $\alpha=0.05$, so the regression equation was declared significant. Meanwhile, for the linearity test, $F_{cal} = 0.763$ is smaller than $F_{table} (0.05:32:100) = 1.559$ with the formula description that $F_{table} = df$ deviation from linearity; df within groups, it can be concluded that there is a linear relationship between teacher performance and academic supervision.

ANOVA table of teacher performance variables with organizational culture

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Budaya_Organisasi *	Between Groups	(Combined)	1588,302	33	48,130	1,215	0,229
Kinerja_Guru		Linearity	431,890	1	431,890	10,903	0,001
		Deviation from Linearity	1156,413	32	36,138	0,912	0,605
	Within Groups		3961,190	100	39,612		
	Total		5549,493	133			

The significance and regression linearity test results showed that the value of $F_{count} = 10.903$ was greater than $F_{table} (0.05:1:32) = 4.149$ at $\alpha=0.05$, so the regression equation was declared significant. Meanwhile, for the linearity test, the value of $F_{count} = 0.912$ was obtained smaller than $F_{table} (0.05:32:100) = 1.559$ with the formula description that $F_{table} = df$ deviation from linearity; df within groups, it can be concluded that there is a linear relationship between teacher performance and organizational culture.

Next is to test the hypothesis using the path analysis technique, with the help of SPSS 25, visible in the table below:

Correlations				
		Supervisi_Aka demik	Budaya_Orga nisasi	Kinerja_Guru
Supervisi_Akademik	Pearson Correlation	1	.148	.274**
	Sig. (2-tailed)		.087	.001
	N	134	134	134
Budaya_Organisasi	Pearson Correlation	.148	1	.279**
	Sig. (2-tailed)	.087		.001
	N	134	134	134
Kinerja_Guru	Pearson Correlation	.274**	.279**	1
	Sig. (2-tailed)	.001	.001	
	N	134	134	134

** . Correlation is significant at the 0.01 level (2-tailed).

The table above shows that the correlation between academic supervision (X_1) and teacher performance (X_3) is 0.274, and the correlation between organizational culture variables (X_2) and teacher performance (X_3) is 0.279. The results of the calculation of the analysis of the influence of the academic supervision variable on teacher performance, obtained a path coefficient of 0.238 with $t_{count} = 2.893$. The t_{table} coefficient ($\alpha=0.05$) = 1.978. Thus, $t_{count} > t_{table}$, H_0 is rejected and H_1 is accepted, the result is obtained that the academic supervision variable has a direct effect on teacher performance can be accepted.

The results of the calculation of the influence path analysis of organizational culture variables on teacher performance, obtained a path coefficient of 0.244 with $t_{count} = 2.962$. The t_{table} coefficient ($\alpha=0.05$) = 1.978. Thus, $t_{count} > t_{table}$, H_0 is rejected and H_1 is accepted, the result is showed that the organizational culture variable has a direct effect on teacher performance can be accepted.

CLOSING

Based on the results of the analysis and discussion above, the conclusion of this study is:

1. Academic supervision has a direct positive effect on the performance of honorary

teachers at State Junior High Schools in South Cikarang district.

2. Organizational culture has a direct positive effect on the performance of honorary teachers at State Junior High Schools in South Cikarang District.

Teacher performance can be improved by conducting regular academic supervision and building an organizational culture that can encourage teachers to develop innovations to improve performance and improve the quality of education.

Academic supervision carried out by the principal has a very big role in improving teacher performance. Principals can identify teachers' strengths and weaknesses through a collaborative approach and effective coaching. Supervisors can also facilitate the development of teacher teaching, the use of appropriate and innovative methods, and can improve the teacher's performance. Academic supervision carried out by the principal has a very big role in improving teacher performance. Principals can identify teachers' strengths and weaknesses through a collaborative approach and effective coaching. Supervisors can also facilitate the development of teacher teaching, the use of appropriate and innovative methods, and can improve the teacher's performance. Meanwhile, another thing that can improve performance is the organizational culture that exists in each educational unit. In line with the results of the research conducted, organizational culture influences improving performance.

Therefore, leaders must be careful in setting a rule or policy. Because it will affect the productivity and performance of its members. If in a school academic supervision can be carried out well, and supported by the organizational culture of the school environment that encourages teachers to develop innovation, then teacher performance will increase, and the quality of education will be even better in the future. The suggestions that can be considered are as follows:

1. For school principals, it is necessary to improve again in terms of the implementation of academic supervision in schools, carried out in a disciplined and orderly manner so that teachers encourage themselves to improve their competence. The principal must provide supporting facilities for learning, so that teachers do not have many technical obstacles. Then the principal must also create a comfortable and peaceful atmosphere at school. Because if teachers and all school residents feel comfortable, they will be able to foster a harmonious environment, which can improve good performance.
2. For teachers, it is necessary to increase their sense of responsibility in carrying out their duties, and always improve their professional abilities. And teachers must create a pleasant atmosphere of school organizational culture. Teachers create good relationships with principals or other peers.
3. For other researchers, this research can be a reference for other better research in the future. Other researchers can develop their research variables more broadly.

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