

The Influence of Organizational Culture and School Principal's Supervision on the Teaching Quality of Teacher

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Abstract: Creating quality education can be achieved through the quality of teachers' teaching; therefore, schools must have an effective organizational culture. An ineffective organizational culture affects the low quality of teachers' teaching and is also caused by the principal's inability to address problems from the outset. By observing the dynamics occurring within the school, this research reveals unique aspects that have not been fully explored in previous relevant studies. This article uses a quantitative method aimed at analyzing the partial and simultaneous influence of organizational culture and school principal's supervision on the quality of teachers' teaching at SMK Taqwa Palembang. Hypothesis testing was conducted on partial variables through simple linear regression tests and on simultaneous variables through multiple linear regression tests. The results obtained show no significant partial influence with significance values of 0.874 and 0.739, respectively. This also applies to the simultaneous variables, where no significant influence was found with a significance value of 0.949. This paper states other factors have a much greater influence on the quality of teachers' teaching at SMK Taqwa Palembang besides the factors of organizational culture and principal's supervision. This paper contributes to the principals and stakeholders of education, to know that organizational culture and principal's supervision were not significant influence teachers' teaching quality.

Keywords: Education, Organizational Culture, Principal's Supervision, Teaching Quality

A. Introduction

Education is an effort to self-develop and create systematic thinking patterns through the process of self-creation and self-building (Rusly and Bramuda, 2024). The problem frequently faced by the Indonesian nation is the low quality of education at every level, both in basic education units and in secondary education (Yulizar et al., 2020). Human resources play a very important role in

determining the success or failure of an institution; therefore, organizations must manage human resources properly and correctly. This also applies to organizations in educational institutions. Essentially, every educational institution is required to prepare itself to be able to compete with other educational institutions. A factor that plays a role in achieving the goals of educational institutions is the quality of human resources, particularly teachers; therefore, proper and effective human resource management is necessary (Masruri et al., 2016). Article 4 of the Law of the Republic of Indonesia No. 14 of 2005 explains that the position of teachers as professional personnel serves to enhance the dignity and role of teachers as learning agents, which functions to improve the quality of education. The quality of education, as outlined in Government Regulation No. 57 of 2021, emphasizes the importance of meeting national education standards through the presence of competent educators and educational personnel actively involved in education delivery. Quality education is achieved through the presence of effective teaching and management of the learning process by competent teachers (Lestari et al., 2022; Rahmawati, 2024).

The teacher is one of the determining factors of the quality of education and holds a strategic position. Every effort to improve the quality of education needs to give significant attention to enhancing the quality and quantity of teachers. Various studies and research findings that describe the strategic and decisive role of teachers as educational personnel highlight them as key factors in achieving educational goals. Teachers are human resources who act as planners, implementers, and determinants in achieving educational objectives. Therefore, to support teachers activities, a conducive school culture and good relationships among all elements within the school, including the principal, teachers, administrative staff, and students, are necessary (Prayoga and Yuniati, 2019). Organizational culture is the collective agreement on shared values within an organization that binds all its members. This culture plays a crucial role in shaping the structure and various operational systems that produce norms, regulations, and interactions within the organization. The organizational culture in a school environment also impacts teacher performance, as it is closely related to enhancing teacher performance. With the establishment of a positive organizational culture and the support of collaboration among teachers, outcomes that improve teacher performance can be achieved. Achieving a high level of performance increases the likelihood of improving the overall quality of the school. Enhanced teacher performance in classroom instruction can lead to the creation of high-quality education (Suryadi, 2020).

Creating educational quality can be achieved through the quality of teaching by teachers; therefore, schools must have an effective organizational culture. According to Meryati et al. (2018), within a school, there is an interaction that

mutually influences individuals and their environment, both physical and social. This environment is perceived and felt by each individual, resulting in certain impressions and feelings. In this context, the school must be able to create a conducive and pleasant working atmosphere for every member of the school through various arrangements of both physical and social environments. As an organization, a school has its own organizational culture that is formed and influenced by the values, perceptions, habits, educational policies, and behaviors of the people within it. Sarumaha (2022) explains that organizational culture plays a very important role in the effort to achieve organizational goals, as it represents the habits occurring within the organizational hierarchy, which embody the norms of behavior followed by all members of the organization. In this case, organizational culture significantly influences the quality of teaching by teachers, whether it be of high quality or rather low.

Aside from organizational culture, low teaching quality by teachers is also caused by the inability of school principals to address issues from the outset (Nursidah et al., 2022). Consequently, teachers must design learning with appropriate mechanisms and create an environment supportive of effective learning processes (Sarifudin, 2019). Comfort et al. (2017) explains that the school principal, as the implementing supervisor, must be able to guide teachers efficiently, instilling confidence, stimulating, and guiding professional research, and cooperative efforts that demonstrate their ability to help teachers solve problems they face. The principal should also be capable of conducting studies and professional development to improve the quality of teaching and learning. In their role as a supervisor, the principal is obligated to foster and develop teachers into good educators and teachers. The function of supervision is to enhance the quality of learning, act as a catalyst or driver of change in elements related to learning, and serve as a guide and activity for development (Irdiyanti, 2021).

As direct leaders in the school, principals undoubtedly understand the actual situations and conditions within the school, including knowing the strengths and weaknesses of the teachers (Raberi et al., 2020). This necessitates principals to supervise the teachers under their leadership. According to Rahmawati (2024), supervision is a professional service provided by school leaders to teachers with the aim of enhancing their abilities in managing learning. This is carried out through planning, monitoring, evaluation, and supervisory guidance to achieve educational goals.

Educational supervision is interconnected with the realm of education. It is a personalized coaching program for teachers, which is a component of educational administration activities, but does not include administrative or operational management aspects (Amelia et al., 2022). In previous concepts,

supervision was seen as an outdated activity focused on finding others' faults or inspection. In contemporary concepts, supervision takes on a different role, aiming to improve the quality of teaching in relation to enhancing teacher competence (Rosidi and Rosidi, 2021). Risman et al. (2024) explain that the primary objective of supervision is to enhance teaching and learning quality through guidance, constructive feedback, and professional support, encompassing various activities such as classroom observation, reflective discussions, lesson plan analysis, and pedagogical skills training. Therefore, through supervision, teachers are expected to identify strengths and weaknesses in their teaching practices, receive practical suggestions for improvement, and contribute to fostering a collaborative culture in the school so that they feel supported and motivated to continue growing. Assessment of a teacher's performance is necessary to evaluate their abilities, aiming to assess the teacher's progress regarding strengths and weaknesses in their role, and provide feedback accordingly (Budiati et al., 2024).

According to Amrullah et al. (2024), supervision is an integral part of the entire educational administration process, primarily aimed at enhancing the effectiveness of school personnel's performance in relation to the main educational tasks. In other words, supervision is viewed as a subsystem of the school administration system. As a subsystem, supervision is intertwined with the administrative system, which also involves non-teaching staff, including principals, teachers, and administrative officers. Educational supervision aims to improve the professional and technical capabilities of teachers, principals, and other school personnel to ensure a higher quality educational process in schools.

The research by Nursidah et al. (2021) published in the *Jurnal Pendidikan Ekonomi (JUPE)* aims to determine the partial and simultaneous effects of the principal's academic supervision and school culture on the teaching quality of teachers at SMAN 6 Wajo. The results of the study explain that there is a simultaneous effect of the principal's academic supervision and school culture on the teaching quality of teachers, where the indicator for the principal's supervision falls into the good category, while school culture and teaching quality of teachers are descriptively in the very good category. Partially, the principal's academic supervision has a significant effect on the teaching quality of teachers, meaning that the better the principal's academic supervision, the higher the teaching quality of teachers. Similarly, a significant effect of school culture on the teaching quality of teachers at SMAN 6 Wajo was found, indicating that the better or more conducive the school culture, the higher the teaching quality of teachers.

According to Putri and Jamilus (2022), supervision encompasses all forms of assistance from school leaders aimed at developing the leadership of teachers

and other school personnel in academic activities, including the teaching and learning process, and the supervision of teachers instructing students. The activities involve identifying weaknesses that need to be addressed and the causes if educators are not successfully performing their duties. Based on this, follow-up actions are taken in the form of guidance and improvement for the teachers at the school. The objective is to achieve educational goals by providing encouragement, guidance, and opportunities for the growth of teachers' skills and competencies. This includes guidance in implementing educational innovations, teaching methods, selecting better teaching tools and methods, and improving assessment techniques. Supervision is a developmental activity planned to assist educators in achieving their goals more effectively. According to Mailani and Nazir (2023), the implementation of academic supervision by the school principal is key to addressing issues related to teacher professionalism. Supervision is carried out in a planned, systematic, and continuous manner, involving various stakeholders in the educational institution. The objectives of educational supervision in schools include general and specific goals, with the essence of supervision being to provide assistance, support, guidance, motivation, and direction to teachers in overcoming difficulties. Academic supervision by the school principal is not just about monitoring mistakes but also involves providing guidance, direction, and support to teachers to enhance their quality and competence.

This article contributes positively to the educational literature by presenting the comprehensive findings of direct research conducted at SMK Taqwa Palembang. The study aimed to explore how the complex interaction between organizational culture and school principal's supervision significantly influences the teaching quality of teachers in the SMK Taqwa Palembang environment, both partially and simultaneously. By examining the dynamics within the school, this research uncovers unique aspects that have not been fully explored in relevant previous studies. Through a holistic approach, the study delves into various factors and mechanisms involved, offering new insights crucial for the development of sustainable educational policies and practices. The primary rationale behind this research is to gain a deeper understanding of how these factors interact and affect the teaching quality of teachers at SMK Taqwa Palembang. With a better understanding of the influence of organizational culture and school principal's supervision, it is hoped that effective strategies can be identified to enhance the teaching quality of teachers at SMK Taqwa Palembang and strengthen the learning process for students.

B. Methods

The method used in this research is the quantitative method. Quantitative research is an approach that collects and analyzes data based on numbers and

numerical measurements (Jailani, 2023), with the aim of describing, explaining, and testing relationships among variables using statistical analysis. This study was conducted with a causal study design to assess the relationship between three variables: organizational culture (X_1) and school principal's supervision (X_2), which are independent variables, and teaching quality of teachers (Y), which is the dependent variable.

The data obtained in this research come from both primary and secondary sources. The technique for collecting primary data involves observation, surveys, and documentation. Observation is conducted by directly observing an object at the research location. Surveys gather information about the opinions, attitudes, behaviors, or characteristics of respondents, involving 10 sampled teachers through a Likert scale questionnaire. Meanwhile, the documentation technique involves collecting, sorting, and interpreting data found in documents or written records. Additionally, the technique for collecting secondary data involves literature review. Literature review is obtained by collecting and analyzing relevant scholarly sources such as journal articles, books, research reports, and other informational sources. Analyzing literature can strengthen the scientific discussion content of the research and provide valuable insights into previously researched issues and existing findings.

The testing of this research was conducted using IBM SPSS Statistics 22 software, which converts the data from the instruments into numerical form for statistical analysis. The instrument testing of this research involved validity and reliability tests. According to Kartikaningrum (2024), a validity test is a process aimed at showing the extent to which a measurement tool accurately measures the object it is intended to measure. Meanwhile, Wita and Waluyo (2024) explain that a reliability test in a research instrument is a process to determine whether the questionnaire used has achieved an adequate level of reliability in collecting research data.

The data analysis technique used in this research involves prerequisite tests to determine whether the data analysis can proceed to hypothesis testing. The prerequisite tests include data normality and data linearity tests, each with a significance level (α) of 5%. According to Indah and Farida (2021), the 5% significance level is commonly used in statistical testing. Permata et al. (2023), state that the normality test aims to determine whether the data distribution follows or approximates a normal distribution pattern. Meanwhile, the linearity test aims to determine whether there is a linear relationship between two variables (Meizary and Magdalena, 2024; Sari and Judaniastuti, 2024).

The criteria for testing the research hypothesis include the parameters to be tested: organizational culture (X_1), school principal's supervision (X_2), and

teaching quality of teachers (Y). The null hypothesis (H_0) states that there is no significant influence of organizational culture and school principal's supervision on the teaching quality of teachers at SMK Taqwa Palembang, both partially and simultaneously. In contrast, the alternative hypothesis (H_a) indicates that there is a significant influence of organizational culture and school principal's supervision on the teaching quality of teachers at SMK Taqwa Palembang, both partially and simultaneously. The hypothesis testing in this research is conducted with both partial and simultaneous variables. For partial variables, hypothesis testing is done using simple linear regression analysis. Simple linear regression analysis is a method aimed at making predictions based on known variable values and involves only one independent variable and one dependent variable (Ginting et al., 2019). Meanwhile, for simultaneous variables, hypothesis testing is performed using multiple linear regression analysis. Multiple linear regression analysis is a method that describes how the dependent variable is related to more than one influencing independent variable (Triyanto et al., 2019; Hartati et al., 2020; Setiadi et al., 2024).

C. Results and Discussion

The selected research instruments are valid and reliable, having undergone prerequisite tests, and then the hypotheses were tested using regression analysis. As the aim of this study is to determine whether there is an influence of organizational culture and principal supervision on the teaching quality of teachers, both partially and simultaneously, this study proposes three hypotheses that need to be empirically tested. These three hypotheses are as follows:

The partial influence of organizational culture (X_1) on the teaching quality of teachers (Y)

H_0 : There is no positive and significant partial influence of organizational culture on the teaching quality of teachers at SMK Taqwa Palembang.

H_a : There is a positive and significant partial influence of organizational culture on the teaching quality of teachers at SMK Taqwa Palembang.

Table 1. Results of Simple Linear Regression of Variable X_1 on Y

		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
Model		Unstandardized Coefficients B	Std. Error			
1	(Constant)	40.667	8.174		4.975	.001
	Organizational Culture	.033	.204	.058	.164	.874

a. Dependent Variable: Teacher's Teaching Quality

Based on table 1, it is found that the constant value of the regression equation is $a = 40.667$ and the coefficient value of the variable is $b = 0.033$, resulting in the regression equation $Y = a + bX = 40.667 + 0.033X$. This means that organizational culture positively influences the teaching quality of teachers. Additionally, to determine the accuracy of hypothesis testing in this simple linear regression, an F-test can be conducted. The following are the results of the data analysis:

Table 2. Results of the F-Test Variable X_1 on Y

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.100	1	.100	.027	.874 ^b
Residual	29.900	8	3.738		
Total	30.000	9			

a. Dependent Variable: Teacher's Teaching Quality
 b. Predictors: (Constant), Organizational Culture

The results of the testing in table 2 show that the significance value of 0.874 is greater than 0.05, hence H_0 is accepted, indicating that there is no positive and significant partial influence of organizational culture on the teaching quality of teachers at SMK Taqwa Palembang. In addition to using the F-test, hypothesis testing is also conducted using the T-test. Based on the output in table 1, it is found that the significance value of the regression constant $a = 0.001$ is less than 0.05, so this constant or coefficient can be used in the regression equation.

Furthermore, coefficient of determination test can also be conducted. The coefficient of determination test is used to determine how much influence independent variables have on the dependent variable. The data obtained from the Model Summary output are shown in the following table 3:

Table 3. Results of Determination Coefficient Test for Variable X_1 on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.058 ^a	.003	-.121	1.933

a. Predictors: (Constant), Organizational Culture

Based on the table 3 above, the R Square value obtained is 0.003. Thus, the coefficient of determination is 0.3%, indicating that the teaching quality of teachers at SMK Taqwa Palembang is influenced by organizational culture only by 0.3%, while the remaining 99.7% is influenced by other factors not included in this variable.

The partial influence of school principal's supervision (X₂) on the teaching quality of teachers (Y)

H₀: There is no positive and significant partial influence of school principal's supervision on the teaching quality of teachers at SMK Taqwa Palembang.

H_a: There is a positive and significant partial influence of school principal's supervision on the teaching quality of teachers at SMK Taqwa Palembang.

Table 4. Results of Simple Linear Regression of Variable X₂ on Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	40.515	4.350		9.314	.000
1 School principal's supervision	.040	.116	.121	.345	.739

a. Dependent Variable: Teacher's Teaching Quality

Based on table 4, it is found that the constant value of the regression equation is $a = 40.515$ and the coefficient value of the variable is $b = 0.040$, resulting in the regression equation $Y = a + bX = 40.515 + 0.040X$. This means that school principal's supervision positively influences the teaching quality of teachers. Additionally, to determine the accuracy of hypothesis testing in this simple linear regression, an F-test can be conducted. The following are the results of the data analysis:

Table 5. Results of the F-Test Variable X₂ on Y

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.439	1	.439	.119	.739 ^b
1 Residual	29.561	8	3.695		
Total	30.000	9			

a. Dependent Variable: Teacher's Teaching Quality
 b. Predictors: (Constant), School Principal's Supervision

The results of the testing in table 5 show that the significance value of 0.739 is greater than 0.05, hence H₀ is accepted, indicating that there is no positive and significant partial influence of school principal's supervision on the teaching quality of teachers at SMK Taqwa Palembang.

In addition to using the F-test, hypothesis testing is also conducted using the T-test. Based on the output in table 4, it is found that the significance value of the regression constant $a = 0.000$ is less than 0.05, so this constant or coefficient can be used in the regression equation.

Furthermore, coefficient of determination test can also be conducted. The coefficient of determination test is used to determine how much influence independent variables have on the dependent variable. The data obtained from the Model Summary output are shown in the following table 6:

Table 6. Results of Determination Coefficient Test for Variable X₂ on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.121 ^a	.015	-.109	1.922

a. Predictors: (Constant), School Principal's Supervision

Based on the table 6 above, the R Square value obtained is 0.015. Thus, the coefficient of determination is 1.5%, indicating that the teaching quality of teachers at SMK Taqwa Palembang is influenced by school principal's supervision only by 1.5%, while the remaining 98.5% is influenced by other factors not included in this variable.

The simultaneous influence of organizational culture (X₁) and school principal's supervision (X₂) on the teaching quality of teachers.

- H₀: There is no positive and significant simultaneous influence of organizational culture and school principal's supervision on the teaching quality of teachers at SMK Taqwa Palembang.
- H_a: There is a positive and significant simultaneous influence of organizational culture and school principal's supervision on the teaching quality of teachers at SMK Taqwa Palembang.

Table 7. Results of Multiple Linear Regression of Variable X₁ and X₂ on Y

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	40.807	8.702		4.689	.002
	Organizational Culture	-.011	.265	-.018	-.040	.969
	School Principal's Supervision	.043	.152	.132	.286	.783

a. Dependent Variable: Teacher's Teaching Quality

Based on the table 7 above, it is found that the constant value of the regression equation a is 40.807, and the coefficient values of the independent variables b₁ are -0.011 and b₂ are 0.043. The obtained regression equation is $Y = a + b_1X_1 + b_2X_2 = 40.807 - 0.011X_1 + 0.043X_2$. This means that the teaching quality of teachers experiences a negative decrease in organizational culture and a positive increase in school supervision. Additionally, to ascertain the hypothesis testing, a simultaneous test is conducted using an F-test, aimed at determining the

collective influence of the independent variables on the dependent variable, as shown in the following table 8:

Table 8. Results of the F-Test Variable X₁ and X₂ on Y

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.446	2	.223	.053	.949 ^b
1 Residual	29.554	7	4.222		
Total	30.000	9			

a. Dependent Variable: Teacher's Teaching Quality

b. Predictors: (Constant), School Principal's Supervision, Organizational Culture

The test results in table 8 show that the significance value is 0.949, which is greater than 0.05, thus H₀ is accepted, indicating that there is no simultaneous influence of organizational culture and principal supervision on the teaching quality of teachers at SMK Taqwa Palembang. To determine the extent of the independent variables, influence on the dependent variable simultaneously, refer to the following Model Summary table 9:

Table 9. Results of Determination Coefficient Test for Variable X₁ and X₂ on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.122 ^a	.015	-.267	2.05476

a. Predictors: (Constant), School Principal's Supervision, Organizational Culture

Based on table 9, the obtained R Square value is 0.015, thus the coefficient of determination is 1.5%, indicating that the simultaneous influence of organizational culture and principal supervision on the teaching quality of teachers at SMK Taqwa Palembang is 1.5%, and the remaining 98.5% is influenced by other factors not included in this variable.

D. Conclusion

The conclusion that can be drawn from the research in this article is that the results obtained show no significant partial influence with significance values of 0.874 and 0.739, respectively. This also applies to the simultaneous variables, where no significant influence was found with a significance value of 0.949. Furthermore, the R Square values for the partial variables were 0.003 and 0.015, respectively, which can be concluded that the coefficient of determination is 0.3% and 1.5% influencing the quality of teachers' teaching at SMK Taqwa Palembang. Meanwhile, the R Square value for the simultaneous variables was 0.015, which can be concluded that the coefficient of determination is 1.5% influencing the quality of teachers' teaching at SMK Taqwa Palembang. By examining the coefficient of determination values

both partially and simultaneously, it is possible that other factors have a much greater influence on the quality of teachers' teaching at SMK Taqwa Palembang besides the factors of organizational culture and principal supervision.

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