The Influence of Supervision of Learning and Work Climate on Performance State High School Teacher in Dharmasraya

Wakini[1], Adripen[2], Devy Aisyah[3], Suswati Hendriani[4], Demina[5], Yetri[6]

[1]*SMA Negeri 1 Koto Besar Dharmasraya, Indonesia*
[2,3,4,5]*Institut Agama Islam Negeri (IAIN) Batusangkar, Indonesia*
[6]*Universitas Islam Negeri (UIN) Raden Intan Lampung, Indonesia*
wakinikikin759@gmail.com

Abstract

The purpose of this study was to find out the influence of learning supervision and work climate on State High School teachers in Dharmasraya. Research methods are used quantitative research with ex-post facto designs. The population in this study were all state high school civil servant teachers in Dharmasraya numbered 188. While the sampling technique is Probability Sampling (Proportional Stratified Random Sampling) with yamane formula with an error rate of 5% so that it gets a sample of 128. Research in the field shows that; (1) There is a significant influence on learning supervision on the teacher kiner with a t-count value of 9,110 with a t-table value of 1,979 with a significance value of 0.000 < 0.005. (2) There is no significant influence between the work climate on teacher performance on the basis of a t-count value of -0.129 < t-table value 1.97912 with a significance value of 0.533 > 0.005, (3) there is a significant influence on learning supervision and work climate simultaneously on teacher performance by 41.3% with a constant value of 238,194 with a coefficient of X1 of 1,218 and the price of coefficient X2 -0.129 with linear regression equation $Y = a + b_1 X_1 + b_2 X_2$ where $Y = 238,194 + 1.218 [\![X]\!]_1 + -0.129 X_2$. While from the test F simultaneously got a value of acquisition of significance F is 0.000 < 10 alpha (α) 0.05 with a value of F_hitung 44.030 > $[\![F]\!]\_tabel$ 3.07. So it can be concluded that learning supervision and work climate become variables that can affect the performance of State High School teachers in Dharmasraya.

I. Introduction

The performance of a teacher in school, continues to remind how a teacher performs his duties as a teacher, while the obligations that must be done are part of the work or position in the school. Educators are required to have good performance and high quality not just be able to complete a job. In Yuwandi (2019) opinion a school must prepare three things, so that good performance is (1) a healthy work climate, and feel comfortable in work, (2) The implementation of supervision by the principal continuously because the purpose of supervision is to find solutions in improving teacher work performance, (3) motivation, Each

individual must have this behavior so that in working the individual has a high spirit so that the teacher's performance increases.

Yuwandi & David, (2019) performance is something that has been achieved by the individual to complete the work submitted to him based on the expertise, experience and seriousness and time used. Performance can be influenced by various factors, both internal factors and environmental factors directly or indirectly. According to Ivancevich, Konopaske and Matteson (Busro in Edward, 2020) that performance shows the ability and skills of workers. Performance is a person's success in carrying out tasks, work results that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities (Wulandari, 2021). According to Yani in Syardiansyah (2020) performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. This means that in work contains elements of the standard that achievement must be met, so, for those who reach the standards set means good performance (Wahjudewanti, 2021). Rajaguguk (2017) conveys that performance is influenced by two elements, namely individual factors and environmental factors around them. 1) The Individual Factor is a) an effort force that shows a certain amount of physical and mental strength that can be used to do work. b) Abilities, is an individual trait needed in doing something work c) Role / task perception, is all behavior in activities that are considered important by someone in carrying out their duties. 2) environmental factors include: a) physical condition, b) existing equipment, c) time, d) material, 5) education, e) supervision, f) organizational design, g) training obtained, h) luck.

Based on the opinion expressed by Akhlak (2020) that teacher performance will be improved as the implementation of learning supervision carried out by school leaders to educators who have an impact on improving pedagogical competence. Murtiningsih et al., (2019) have the opinion that learning supervision is a way that is structured to help educators and principals to learn practice, in order to use knowledge and skills in serving parents better and make schools a conducive place of learning. According to George (2013) learning supervision is a way to improve the professional expertise of teachers who are reflected in conducting teaching that appears in the development of student attitudes because the implementation of learners is more active and fun so that they get optimal learning outcomes.

Fortunately et al. (2019) states that an educator who has good performance is expected to have a level of productivity and success is even more maximal. Where success in work is not born by itself, but is motivated by many factors, including organizational climate and organizational habits. Employee performance is influenced by many factors including his motivation in work, his ability to work, his equipment and facilities, its external environment, leadership, organizational mission, strategy, company culture, the performance of both individuals and organizations, management practices, structure, and work climate (Baskara 2018). In this study, indicators in the working climate became something interesting to study. Mansyur (2019) that said the work climate is the atmosphere, influence or motivation of the external in the form of physical influence, and social conditions that affect the performance of teachers. Climate is the quality of the work environment of social institutions and educator activities directly affect the work of teachers. A good working climate in schools contributes to an effective learning process. According to Baskara (2018) the presentation of a healthy school work climate makes all school residents want their work and role to the maximum.

In the minang community prioritizes the integrated values of local wisdom. In minangkabau custom that always upholds ethics, which is seen the meaning of kato nan ampek which means the word four. Kato means the norm in our speech should be paying attention to others. When should we say meekly, when should we say firmly set in the

ampek cathode. Demina (2016) said that if the working climate is maintained then internal relations in school institutions will be well formed so that the institution's goals are achieved.

Seeing the importance of learning supervision and work climate to improve teacher work performance, so the author wants to look for evidence in a scientific way related to learning supervision by the principal and work climate and wants to see its relationship with teacher work performance, so researchers want to research about the Influence of Supervision of Learning and Work Climate on Performance State High School teacher in Dharmasraya.

II. Research Methods

This type of research is kuantiative (expost facto research) which is a research on causal relationships that usually occur to analyze the factors that cause the occurrence of a phenomenon influenced by certain variables (Sukmadinata, 2016). The study tried to test the hypothesis of how independent variabel influences learning supervision (X1) and work climate (X2) while the dependent variable is teacher performance (Y). The research population is all state high school educators in Dharmasraya amounted to 16 high schools, while the sample was 7 state high schools that have accreditation A whose educators numbered 188 public servants from various levels. The sampling technique is probability sampling (proportional stratified rondom sampling) from its level of braid.

Instrument development in this study, researchers use questionnaires. Meanwhile, the source of this research data is in the form of primary data and secondary data. In this study the author analyzed the data, divided into two parts, namely descriptive statistical approaches and using regression. The two will be used together in this study.

Data analysis is carried out in three stages, the yakninya stage of decryption, the stages of the analysis prasyarat test (normality test, multicollinearity test, autocorrelation test and heteroskedastisity test) and hypothesis testing stage (T-test and F-test). Before the questionnaire is distributed to respondents, the questionnaire will be conducted validation and reliability tests of the instrument.

III. Discussion

3.1 Data Description

A description of data related to the supervision of learning, work climate, and teacher performance, for the provision of each variable. Based on the total value can be determined the interval of each value.

a. Analysis Requirements Testing

1. Normality Test

This normality test has a purpose to see whether the distribution of research data is normal or not. To test the normality test using the following method:

- ***Kolmogorov-Smirnov Test***

  The normality test uses one sample of kolmogrov–Smirnov based on taking the decision used that is if the value of asymp.sig. (2 tailed) < alpha value of 5% (0.05) so that it can be said that the data is sourced from normal distribution, or vice versa when the value of asyimp.sig. (2 tailed) ≥ of the alpha value of 5% (0.05) so it can be said that data is sourced from an abnormal population, Nuryadi (2017). The results of the data normality test with the help of SPSS version 25 are:

Table 1. Normalitas One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		128
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	28,68829813
Most Extreme Differences	Absolute	,066
	Positive	,061
	Negative	-,066
Test Statistic		,066
Asymp. Sig. (2-tailed)		,200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table above, the value asymp.sig is obtained. (2 - tailed) of 0.200. The result of this acquisition is seen 0.200 > 0.05 (alpha value) so that it can be concluded that the three variables (two independent variables and 1 dependent variable) have a normal data distribution. Based on this it can be said that the answers collected from respondents can represent the population.

- *Histogram* **View**

  For normality test can also be done by looking at the histogram display (such as the bar diagram below) similar to the kurnal curve means normal distribution data.
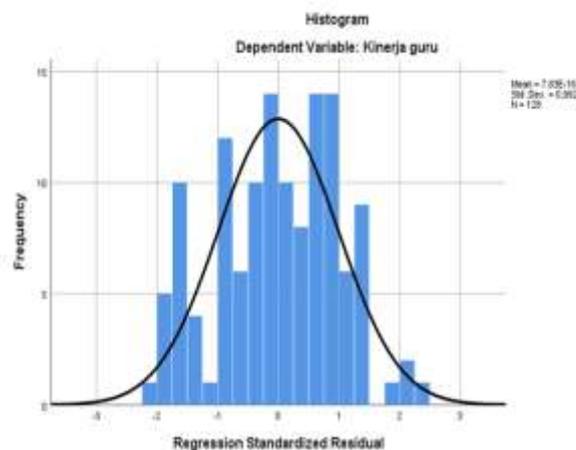

Figure 1. *Histogram Curve*

2. Linearity Test

To see the linearity by looking at the scater diagram or *probability plot* whose purpose is to see whether the regression form is linear or not linear. It is said that the form of linear regression if it has ploting data (points) can be drawn straight lines. By looking at the diagram below because it forms a straight line, it is said that each variable data has linearity.
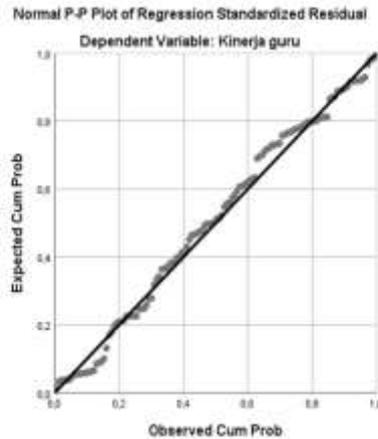
***Figure 2.** Probability Plot Curve*

3. Multicollineiearity Test

Guidelines in making decisions for multicollineiearity tests are by paying attention to the value obtained by *Variance Inflation Factor* (VIF). The criteria used are:

1. When the value obtained by VIF < 10 so that there are no symptoms of multicollinearity
2. If the value of tolerance > 0.10 then there are no symptoms of multicollinearity.

This multicollinearity test uses the help of *spss program version 25 for Windows*. The results are drawn in the following table:

Table 2. Multicollinearity Test
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	238,194	25,301		9,414	0,000		
Supervisi Pembelajaran	1,218	0,134	0,655	9,110	0,000	0,908	1,102
Iklim Kerja	-0,129	0,206	-0,045	-0,626	0,533	0,908	1,102

a. Dependent Variable: Teacher performance

Taking into account the table is written the acquisition value of VIF 1.102 < 10 and the tolerance value of both independent variables worth 0.908 > 0.10. Based on this data, it can be concluded that there are no symptoms of multicollinearity between two independent variables and can be used to test the influence of independent variables (learning supervision and work climate) on dependent variables (teacher intelligence).

4. Autocorrelation Test

By looking at the view on the Durbin-Watson summary model table and compared to the Durbin-Watson table:

Table 3. Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,643^a	0,413	0,404	28,917	1,961

a. Predictors: (Constant), Working Climate, Supervising Learners

b. Dependent Variable: Teacher performance

As seen in *the durbin-wartson summary* is 1.961 compared to the DU on the durbin-wartson table with k=2 because the independent variable 2 with the sum n =128 obtained the VALUE DU = 1.7432 from the value of 4 - DU = 4 - 1.7432 = 2.2568. so DU = 1.7432 1.961 2.2568. So in conclusion there are no symptoms of autocorrelation.

5. Heteroskedasticity Test

Test heteroskedasticity by looking at the scatter plot display terihat dot-titik spread irregularly or unclear or does not form certain patterns such as wavy, narrowed or dilated then it can be concluded that there are no symptoms of heteroskedastisity.
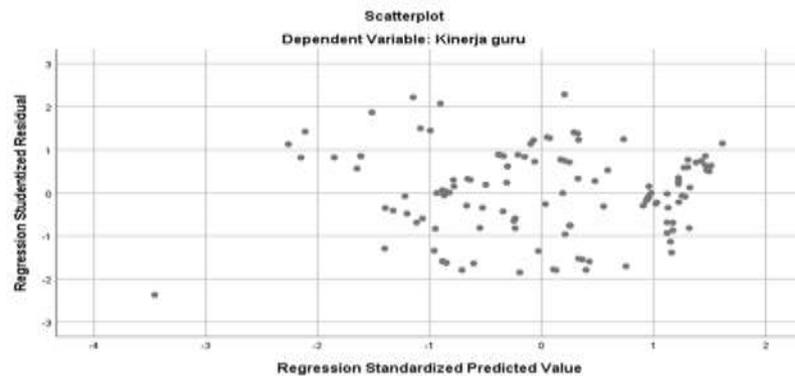

Figure 3. Heteroskedastisitas Curve

From the picture, where the dots spread, they do not form a pattern, which means that there are no symptoms of heteroscedasticity.

b. Hypothesis Test

There are also two hypotheses in this study are hypothesis zero (H0) and alternative hypothesis (H1). The formulation of hipotesis is:

a. H_0 has no partial influence on the supervision of learning on the teachers of State High School in Dharmasraya.
   - H_0 has no partial effect on the working climate on the teachers of State High School in Dharmasraya.
   - H_0 has no influence on the supervision of learning, the work climate on the teachers of State High School in Dharmasraya.

b. H$_1$ has a partial influence on the supervision of learning on the teachers of State High School in Dharmasraya.
   - H$_1$ has a partial influence on the headmaster's work climate on the teachers of State High School in Dharmasraya.
   - H$_1$ has the influence of simultaneous supervision of learning, work climate on the work community of State High School teachers in Dharmasraya.

In calculating the hypothesis in this study is done using the help of the SPSS program version 25, which compares the probability obtained with its significance: If the Significance of 0.05 so that X partially has an influence on Y. The basis of making the decision is if the probability is obtained > 0.05 then $<$H0 is accepted and vice versa if the probability is obtained < 0.05 so that H1 is accepted.

Table 4. Coefficients Table

Coefficients^a

Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
1	(Constant)	238,194	25,301		9,414	0,000		
	Supervisi Pembelajaran	1,218	0,134	0,655	9,110	0,000	0,908	1,102
	Iklim Kerja	-0,129	0,206	-0,045	-0,626	0,533	0,908	1,102

a. Dependent Variable: Kinerja guru

Table 5. Regression Table Summary

Variabel	Koefisien regresi	T Hitung	signifikansi
konstanta	238,194	9,414	0,000
X1	1,218	9,110	0,000
X2	-0,129	-0,626	0,533
F hitung =44,030			
R2 = 0,413			

c. First Hypothesis Testing Whether There is a Significant Influence of Learning Supervision on Teacher Performance

To find out the influence of learning supervision on the performance of teachers State High School teacher in Dharmasraya the author conducted a t-test. In the early stages, multiple partial t tests are performed to see if independent variables (X1 and X2) partially affect dependent variables (Y).

Based on the data seen in the table above for the effect of X1 on Y obtained a significance value of $0.000 < 0.05$ and a calculated t-value of $9,110 >$ a t-table value of 1.979. T-table = t (it can then be said that H0 is rejected and H1 is accepted). Departing from that information can conclude that the supervision of learning (X1) partially affects the work

performance of teachers (Y) of State High School in Dharmasraya.
$$\frac{\alpha}{2} = n - k - 1) = t\ (0{,}05/2 = 128 - 2 - 1) = t\ (0{,}025{:}125) = 1{,}979,$$

d. Second Hypothesis Testing, Whether There is a Significant Influence on Working Climate ($_{x2}$) on Teacher Performance (y)

Based on the data presented in the table above can be for the effect of X2 on Y, namely the significance value of 0.533 > 0.05 and the t-value of the calculation of -0.626 < the value of t-table 1.979, T-table = t (so it can be said that H0 is received and H1 is rejected. Departing on this statement can conclude that the working climate (X2) has no partial influence on the $\frac{\alpha}{2} = n - k - 1) = t\ (0{,}05/2 = 128 - 2 - 1) = t\ (0{,}025{:}125) = 1{,}979$
teacher (Y) of State High School in Dharmasraya.

e. Testing the third Hypothesis of whether there is a Simultaneous Influence of Learning Supervision ($_{x1}$) with the Work Climate ($_{x2}$) on Teacher Performance

To test this hypothesis the author uses the F test assisted by using the help of the SPSS program can be seen, namely:

Table 6. Simultaneous F Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73634,524	2	36817,262	44,030	,000[b]
	Residual	104523,343	125	836,187		
	Total	178157,867	127			
a. Dependent Variable: Teacher performance						
b. Predictors: (Constant), Working Climate, Supervising Learners						

Based on the above output obtained the significance value for the simultaneous influence of X1 and X2 on Y is worth 0.000 0.050 and the value F $<$$_{calculates}$ 44,030$>$ F $_{Table}$ 3,070. = = 3,070. When sig. F < α and > so rejected and accepted. So that it can conclude that the hypothesis 3 is accepted which means there is an effect of X1 and X2 simultaneously on Y. There are still things that can be found in the output of spss coefficients of termination seen as follows: $F\ tabel = F_{(k,n-k)} F_{(2,128-2)} F_{(2,126)} F_{hitung} F_{tabel} H_0 H_1$

Table 7. Model Summary f-test F

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,643[a]	0,413	0,404	28,917	1,961
a. Predictors: (Constant), Iklim Kerja, Supervisi Pembelajarab					
b. Dependent Variable: Kinerja guru					

From the table above obtained the value of R Square worth 0.413 this means that it has the effect of variables X1 and X2 simultaneously on variable Y which is 41.3%.

3.2 Discussion
a. The Effect of Learning Supervision on Teacher Work Performance
Supervision of learning carried out by the principal has a very necessary function for teachers in improving teacher performance related to the main tasks and functions of educators. For the principal supervision is the main task of being a school leader (managerial, supervising and entrepreneurship). The implementation of learning supervision by the principal should be more than just the main task. It should be the principal to focus on learning supervision to be an opportunity in carrying out coaching, guidance and helping teachers in performing basic / main tasks in a professional way.

In the context of supervision Murtiningsih et al., (2019) conveyed that the principal in addressing problems found in the field always focuses on the development of technical expertise and must be supported by experienced behavior. Supervision should be a plan designed by educational institutions and supported by activities held by educators. Supervision is a process that must be designed by schools in advancing the quality of educators to solve problems in order to achieve school goals that have been set. In general, the principal's main task is to carry out school administration with all its substance and foster teachers through supervision activities (Safrul, Doho, Ghazali, & Surur, 2021). This supervision is carried out in order to improve the performance of the teacher himself.

b. Effect of the Principal's Work Climate on Teacher Performance
From the results of the study it was recorded that the work climate did not significantly affect teacher performance. So there is a difference between expert opinion and facts that authors find in the field. Mansyur, (2019) who stated that the work climate affects teacher work performance. Baskara (2018) also have the opinion that the work climate has a significant influence on teacher work performance. This finding should be carefully considered by all school residents in realizing the working climate in the school. So that the conclusion of the work climate created in school is not included in the factors that affect the level of performance of high school teachers in Dharmasraya.

c. Simultaneous Influence between Learning Supervision and Work Climate on Teacher Performance
From the results of research found that there is an influence of learning supervision and work climate simultaneously on the performance of state high school teachers in Dharmasraya. This is in accordance with what was conveyed in Mansyur's research (2019) which states that the work climate affects teacher work performance. In addition, Baskara (2018) agrees that the work climate has a significant influence and Harlawan Akhlak Hansyah & Sjarlis, (2020) states that academic supervision in this research is called learning supervision has a significant influence on teacher performance.

Related to the implementation of learning supervision becomes the main task of the principal can be found in permendikbut No. 15 of 2018, related to the fulfillment of the workload of the principal is the main task of the principal in the element of managing, supervising, and entrepreneurship. It is no longer a demand for a principal to do learning into the local in order to be able to concentrate and pokus on the main task. In detail, the main tasks of the principal related to learning supervision are 1) planning a learning supervision program, 2) carrying out learning supervision, 3) following up on the results of learning supervision in order to improve teacher professionalism. Likewise, educators must

understand the task of being a teacher not only carrying out their duties but must mean a noble task in realizing the next generation of the Indonesian nation.

IV. Conclusion

Supervision of learning significantly affects the performance of teachers on the performance of high school teachers in Dharmasraya. This is evident in the acquisition of a significance value of 0.000 < 0.05 and a calculated T value of 9,110 > a table t value of 1.979. The work climate does not significantly affect the performance of teachers on the performance of high school teachers in Dharmasraya. This is evident in the acquisition of a significance value of 0.533 > 0.05 and a calculated T value of -0.626 < a table t value of 1.979. Supervision of learning and work climate has an effect simultaneously on the performance of high school teachers in Dharmasraya. This is evident in obtaining a significance value of 0.000 0.050 and a value of F <calculated 44,030> F Table 3,070.

References

Akhlak, Harlawan Hansyah, Ahmad Firman, Sylvia Sjarlis, (2020). Pengaruh Supervisi Akademik, Kompetensi Pedagogik, Dan Kinerja Guru Terhadap Prestasi Kerja Guru Smp Negeri 6 Kalukku Kabupaten Mamuju. Jurnal Magister Manajemen Nobel Indonesia. Volume 1 Nomor 2. Hal. 200-208

Baskara, M. G. A. (2018). Pengaruh Iklim Kerja Terhadap Kinerja Karyawan PG Kebon Agung Bagian Tata Usaha Keuangan Devisi Pimpinan Dan Administrasi Pakisaji Malang.

Demina. (2016). Pembelajaran Terpadu Dan Kearifan Lokal Menjunjung Tinggi Pendidikan Budi Pekerti. 197–210.

Edward, Y.R., and Purba, K. (2020). The Effect Analysis of Emotional Intelligence and Work Environment on Employee Performance with Organizational Commitment as Intervening Variables in PT Berkat Bima Sentana. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 3 (3): 1552-1563.

Fortunately, R., Asmendri, & M.Haviz. (2019). Pengaruh iklim organisasi dan budaya organisasi terhadap kinerja guru di SMA Negeri 1 pariangan 1 1. Jurnal Al-Fikrah, 7, 87–96.

Goerge, E. G. (2013). Evaluasi Kepala sekolahan Instruksional Kepala Sekolah tentang Kinerja Akademik: Kasus sameta Sekolah Dasar Kisii County, Kenya. Jurnal Pendidikan Dan Praktek, 4.

Harlawan Akhlak Hansyah, A. F., & Sjarlis, S. (2020). Pengaruh Supervisi Akademik, Kompetensi Pedagogik, Dan Kinerja Guru Terhadap Prestasi Kerja Guru Smp Negeri 6 Kalukku Kabupaten Mamuju. Jurnal Magister Manajemen Nobel Indonesia. Volume, 1.

Kuswati, Yeti. (2020). "The Effect of Motivation on Employee Performance". Budapest International Research and Critics Institute-Journal (BIRCI-Journal), Volume 3, No 2, May 2020, pages: 995-1002

Mansyur. (2019). Studi Korelasional Perilaku Kepemimpinan dan Iklim Kerja dengan Prestasi Kerja Guru Sekolah Menengah Atas Kepemimpinan dan iklim kerja merupakan dua hal yang berbeda meskipun memiliki tautan dalam konteks kerja dan interaksi antara manusia secara organisa. 12(2), 277–293. https://doi.org/http://dx.doi.org/10.31332/ atdbwv12i2.1334.

Murtiningsih, Kristiawan, M., & Lian, B. (2019). The Correlation between Supervision of Headmaster and Interpersonal Communication with Work Ethos of the Teacher. 6 (1), 246–256. Https://Doi.Org/10.5281/Zenodo.2649535

Peraturan menteri pendidikan Nomor 15 tahun 2018 tentang Standar Kepala Sekolah.

Rajaguguk, T. (2017). Pengaruh Perilaku Organisasi Terhadap Prestasi Karyawan Pada Pt. Perkebunan Nusantara II (Persero) Medan. Jurnal Ilmiah Methonomi, 3(2), 124–137.

Safrul, S., Doho, Y. D. B., Ghazali, A., & Surur, M. (2021). The Managerial Ability of the Principal in Improving Teacher Motivation and Performance. … Institute (BIRCI-Journal) …, 9113–9121. Retrieved from http://bircu-journal.com/index.php/birci/article/view/2911f

Sukmadinata, N. S. (2016). Metode penelitian Pendidikan. Bandung: PT Remaja Rosdakarya.

Syardiansah, et al. (2020). The Effect of Job Satisfaction and Organizational Culture on Employee Performance of the Royal Hotel in East Aceh District. Budapest International Research and Critics Institute-Journal (BIRCI-Journal). P. 849-857.

Wahjudewanti, A.S., Tjakraatmaja, J.H., and Anggoro, Y. (2021). Knowledge Management Strategies to Improve Learning and Growth in Creative Industries: A Framework Model. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 4 (2): 1903-1915.

Wulandari, R., Djawoto, and Prijati. (2021). The Influence of Delegative Leadership Style, Motivation, Work Environment on Employee Performance in Self-Efficiency Mediation in SNVT Housing Provision of East Java Province. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 4 (3): 3294-3311.

Yuwandi, H., & David. (2019). Analisis Pengaruh Iklim Kerja, Supervisi (Pengawasan) Kepala Sekolah Dan Motivasi Terhadap Prestasi Kerja Guru Di Sekolah Esa Sejahtera Pekanbaru. Procuratio: Jurnal Ilmiah Manajemen, 7(2), 491–502.