

Relationship between Principal Supervision, Work Culture, and Work Motivation with the Performance of Elementary Teachers in Sector 2, Binjai Utara District

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Abstract

This study aimed to determine: (1) the relationship between the supervising principal with teacher performance; (2) the relationship between work culture with the performance of teachers; (3) the relationship between work motivation with teacher performance; and (4) the relationship between the supervision of the principal, work culture and work motivation with teacher performance. Subjects were private elementary school teachers in Sector 2, Binjai Utara District with a total sample of 60 peoples. Sampling was done by random sampling proportional. Based on hypothesis testing can be concluded: (1) there is a significant relationship between the principal supervision of teacher performance $r_{y1.23} = 0.36 > r_{table} = 0.17$ and $t_{observe} = 6.12 > t_{table} = 1.65$; (2) there is a significant relationship between teachers' work culture with the performance of $r_{y2.13} = 0.21 > r_{table} = 0.17$ and $t_{observe} = 2.88 > t_{table} = 1.65$; (3) there is a significant relationship between work motivation with teacher performance by $r_{y3.12} = 0.30 > r_{table} = 0.17$ and $t_{observe} = 4.59 > t_{table} = 1.65$; and (4) there is a significant relationship between the principal supervision, cultural work, and motivation to work with teacher performance by $R_{y(123)} = 0.50 > r_{table} = 0.17$ and $F_{observe} = 13.50 > F_{table} = 2.65$. The results obtained by the principal supervision, work culture, and motivation to work together to contribute 25% of the performance of teachers, and the rest are other circumstances determined.

Keywords

principal supervision;
work culture; work
motivation; teacher
performance



I. Introduction

The low quality of Human Resources (HR) is a fundamental problem that can hamper the development and development of the national economy. The arrangement of human resources needs to be pursued in stages and continuously through a quality education system both in formal, informal and non-formal education, starting from basic education to higher education (Mulyasa, 2004:4).

Sardiman (2005: 125) argues that teachers are one of the human components in the teaching and learning process, which play a role in efforts to form potential human resources in the field of development. Therefore, teachers who are one of the elements in the field of education must play an active role and place their position as professionals, in accordance with the demands of a growing society. In this case the teacher is not merely a teacher who transfers knowledge, but also as an educator who transfers values as well as a mentor who provides direction and guides students in learning.

Teachers are one of the important human resources and very influential on the quality of education. The teacher is a figure who has a dominating influence in determining the quality of education. This can be assessed from the teacher himself, among others,

from his qualifications and performance factors. Steady teacher performance will be able to support the quality of education in schools. Mathis (2002:78), reveals that performance is basically what someone does or doesn't do. Meanwhile Soetrisno (2010: 172) states that performance is the result of a person's work seen in the aspects of quality, quantity, working time, and cooperation to achieve the goals set by the organization. A member of the organization carries a certain responsibility as part of the responsibility that is distributed by the organization. Individual responsibilities within the organization must be precise and clear. If responsibilities are not clear, then one's performance will not be measured precisely. Thus, people must really understand and understand the responsibilities assigned to them so that they can carry out their duties and responsibilities properly. Sagala (2009: 180) argues that performance is a function of motivation and ability to complete a task or job, a person must have a certain degree of willingness and level of ability.

The condition of teacher performance, especially for private elementary school teachers in Medan Petisah District, is classified as not good, which can be seen from the information that researchers got from the supervisor of SD Medan Petisah District, including: (1) as many as 60% of class teachers ask students to write material in front of the class without supervising; (2) 45% of class teachers never discuss completing homework assignments in front of the class; (3) 50% of teachers often leave class when students start writing subject matter on the blackboard; (4) 80% of teachers do not update their lesson plans; and (5) 70% of teachers make semester student learning outcomes reports when asked. These things indicate that the teacher has not worked properly in accordance with their duties and responsibilities.

From this information, teacher performance must be improved in the hope of producing good graduates later. The conditions mentioned above can be improved if there is the role of the principal in improving the performance of the teachers. The principal as a leader can carry out routine and programmed evaluations to find out how far the teacher's performance is in the teaching and learning process.

In connection with the problem of teacher performance, Sudrajat (2005) states that there are several factors that influence a person's performance, which are basically determined by internal and external factors. In this case the internal factors consist of: (1) education; (2) motivation; (3) job satisfaction; (4) commitment; and (5) work ethic. While external factors, namely: (1) income level; (2) work environment; (3) human relations; (4) leadership; and (5) organizational tradition or culture (<http://www.akuntansiku.com> downloaded on October 27, 2012 at 16.25 WIB). In line with this, the results of Suntoro's research (2007) on FKIP lecturers at the University of Lampung, show that organizational culture, leadership, job satisfaction, work motivation have a direct effect on lecturer performance (<http://www.pustaka.ilmiah.unila.ac.id/> 2012/ 10/26 downloaded on October 28, 2012 at 17.10 WIB). From this study, it can be said that teacher teaching performance can be influenced by leadership, work culture, and work motivation.

In the context of school organizations, the principal as an education manager has a task that is not easy. The task of the school principal, besides managing and making policies in schools, is also in charge of supervising and evaluating teacher performance. The results of Indrawati (2010) state that supervision by school principals can maintain teacher performance. Supervision by the principal can be in the form of supervising the teacher's ability to teach in class.

In carrying out teaching tasks in the classroom, teacher performance is also determined by work culture. Semmaila (2008) revealed that work culture affects teacher performance. Work culture greatly determines quality, without good leadership the quality

improvement process cannot be carried out and realized (Sallis, 2006: 170). The strength of the work culture will be seen from how the teacher views the work culture so that it influences behavior that is described as having high motivation, dedication, creativity, ability and commitment.

The primacy of the influence of work culture is not solely in the form of instructions, but rather as a motivation or trigger that can inspire teachers and teachers, so that their initiative and creativity develop optimally to improve their performance. (Yuniarsih dan Suwatno, 2008:166). Research Kurnain (2006) revealed that teacher work productivity can be influenced by work motivation. Work motivation that exists in a person will manifest a behavior that is directed at the goal of achieving satisfaction goals. Supardi and Anwar (2004:47) say motivation is a state in a person's personality that encourages the individual's desire to carry out certain activities in order to achieve goals. Siagian (2002: 255), states that what a person wants from his work is generally something that has important meaning for himself and for the institution. According to Heidjachman and Husnan (2003:197), motivation is a process of trying to influence someone to do something we want. To build worker productivity and motivation there are two things to do: first, look for payments for individual work; and second, help them achieve payment for any additional work assigned so that both agency and individual needs are met (Timpe, 1999:61).

Based on the description above, the researcher is interested in conducting research with the title: the relationship between school principal supervision, work culture, and work motivation with the performance of SD Sector 2 teachers in North Binjai District.

II. Research Methods

This research was conducted at SD Sector 2 in North Binjai District. This research is a quantitative type of correlational research by placing the research variables into two groups, namely the independent variable and the dependent variable, namely using a correlational study to predict the relationship between the independent variable and the dependent variable. In this study, the population was all SD Sector 2 teachers in North Binjai District, with a total sample of 60 peoples.

The research instrument used as a variable measuring instrument was developed by the researcher himself by referring to the indicators of each variable. Teacher performance indicators in this study are: planning lessons, managing classes, giving assignments, and evaluating learning outcomes. Indicators of school principal supervision in this study are: planning academic supervision programs, carrying out academic supervision appropriately, and following up on the results of supervision in order to increase teacher professionalism. The indicators of work culture in this study are: attitudes toward work, behavior at work, and cooperation. Indicators of work motivation in this study are: having a high level of personal responsibility, daring to take and assume risks, having realistic goals, having a thorough work plan and striving to realize goals, utilizing concrete feedback in all activities carried out, and looking for opportunities to realize the plans that have been programmed.

III. Results and Discussion

3.1 Results

a. Relationship Principal Supervision and Teacher Performance

From the Product Moment correlation calculation, the correlation between X1 and Y = 0.37 is obtained. Thus the price of $r_{y1} > r_{table}$ ($0.37 > 0.18$). Then a correlation significance test was performed using the t-test. With a price of $r_{y1} = 0.37$, $t_{observe} = 4.37$ is obtained. Because $t_{observe} > t_{table}$ ($4.37 > 1.65$) then $H_0: r_{y1} \leq 0$ is rejected and $H_a: r_{y1} > 0$ is accepted, which concludes that there is a positive and meaningful relationship between the principal's supervision and teacher performance can be accepted and verified. Furthermore, to see a pure relationship without other independent variables, a partial correlation test was carried out which gave a correlation between X1 and Y = 0.36. Thus the price is $r_{y1.23} > r_{table}$ ($0.36 > 0.18$). Because $t_{observe} > t_{table}$ ($6.12 > 1.65$) the proposed research hypothesis can be accepted namely: there is a positive and meaningful relationship between the supervision of school principals and teacher performance, with work culture variables and work motivation controlled.

b. Relationship Work Culture and Teacher Performance

From the Product Moment correlation calculation, the correlation between X2 and Y = 0.23 is obtained; while the r_{table} with N = 60 and a significance level of 5% is 0.18. Thus the price of $r_{y2} > r_{table}$ ($0.23 > 0.18$). Then a correlation significance test was performed using the t-test. With a price of $r_{y2} = 0.23$, $t_{observe} = 2.61$ is obtained. Because $t_{observe} > t_{table}$ ($2.61 > 1.65$) then $H_0: r_{y2} \leq 0$ is rejected and $H_a: r_{y2} > 0$ is accepted, which concludes that there is a positive and meaningful relationship between work culture and teacher performance that can be accepted and proven true. Furthermore, to see a pure relationship without other independent variables, a partial correlation test was carried out which gave a correlation between X2 and Y = 0.21. Thus the price of $r_{y2.13} > r_{table}$ ($0.21 > 0.18$). Then a partial correlation significance test was performed using the t-test. At a price of $r_{y2.13} = 0.21$, $t_{observe} = 2.88$ is obtained. Because $t_{observe} > t_{table}$ ($2.88 > 1.65$) the proposed research hypothesis can be accepted namely: there is a positive and meaningful relationship between work culture and teacher performance, with the principal's supervision variable and work motivation controlled.

c. Relationship Work Motivation and Teacher Performance

From the calculation of the Product Moment correlation, the correlation between X3 and Y = 0.32 is obtained. Thus the price of $r_{y3} > r_{table}$ ($0.32 > 0.18$). Then a correlation significance test was performed using the t-test. With a price of $r_{y3} = 0.32$, $t_{observe} = 3.76$ is obtained. Because $t_{observe} > t_{table}$ ($3.76 > 1.65$) then $H_0: r_{y3} \leq 0$ is rejected and $H_a: r_{y3} > 0$ is accepted, which concludes that there is a positive and meaningful relationship between work motivation and teacher performance can be accepted and tested for truth. Furthermore, to see a pure relationship without other independent variables, a partial correlation test was carried out which gave a correlation between X3 and Y = 0.30. Thus the price is $r_{y3.12} > r_{table}$ ($0.30 > 0.18$). Then a partial correlation significance test was performed using the t-test. At a price of $r_{y3.12} = 0.30$, $t_{observe} = 4.59$. Because $t_{observe} > t_{table}$ ($4.59 > 1.65$) the proposed research hypothesis can be accepted namely: there is a positive and meaningful relationship between work motivation and teacher performance, with the principal's supervision variable and work culture controlled.

d. The Relationship Principal Supervision, Work Culture, and Work Motivation on Teacher Performance

From the calculation of the multiple correlation between variables X_1 , X_2 , and X_3 with Y , the correlation coefficient $R_{y(123)} = 0.51$ is obtained. Thus the price of $R_{y(123)} > r_{table}$ ($0.51 > 0.18$). Then a correlation significance test was performed using the F-test. With the price $R_{y(123)} = 0.51$, $F_{observe} = 13.50$ is obtained. The value of F_{table} for $N = 60$ at the 5% significance level is 2.65. Because $F_{observe} > F_{table}$ ($13.50 > 2.65$) then $H_0: R_{y(123)} \leq 0$ is rejected and accepts $H_a: R_{y(123)} > 0$, which concludes that there is a positive and meaningful relationship between school principal supervision, culture work, and work motivation together with teacher performance can be accepted and verified. For more details, see the following Figure 1.

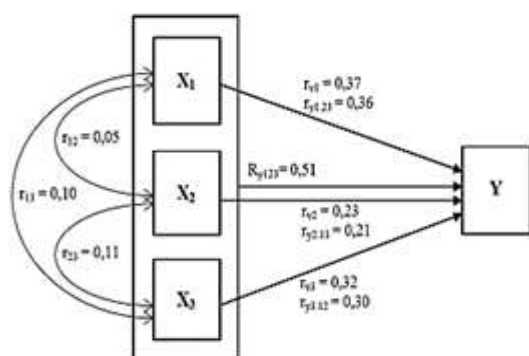


Figure 1. The Relationship Between the Independent and Dependent Variable

3.2 Discussion

From the results of the study, it was found that there was a relationship between the principal's supervision and teacher performance. Supervision of the principal is academic assistance provided by the principal so that teachers are more professional in their work. Supervision by the principal can be in the form of supervising the teacher's ability to teach in class. With proper supervision, school principals can provide assistance to teachers in terms of improving teaching programs. Improvement of the teaching program will give teachers an increase in their teaching abilities. This of course will improve teacher performance. These results support the research conducted by Indrawati (2010) which states that there is an influence of supervision on employee performance. With the better supervision of the principal, the better the performance of SD Sector 2 teachers in North Binjai District.

The results of the study also reveal that work culture has a relationship with teacher performance. Work culture is a system of values and behavior adopted by teachers towards working conditions in schools. Work culture greatly determines quality, without good leadership the quality improvement process cannot be carried out and realized. The strength of the work culture will be seen from how the teacher views the work culture so that it influences his behavior and ability to teach. Good ability will bring teachers to improve their performance. These results support research conducted by Semmaila (2008) which revealed that there is an influence of culture on employee work productivity. The better the work culture, the better the performance of SD Sector 2 teachers in North Binjai District.

The results of the study also reveal that work motivation has a relationship with teacher performance. Work motivation is the encouragement of a teacher to do a job in achieving the desired goals. Work motivation that exists in a person will manifest a behavior that is directed at the goal of achieving satisfaction goals. Motivation is a state in

a person's personality that encourages the individual's desire to carry out certain activities in order to achieve goals. If the goal is increased work, then work motivation will lead to increased performance. These results support the research conducted by Kurnain (2006) which revealed the influence of motivational factors on employee work productivity. The better the work motivation, the better the performance of SD Sector 2 teachers in North Binjai District.

From the research results it was also found that there was a positive and meaningful relationship between the principal's supervision, work culture, and work motivation and teacher performance at SD Sector 2 in North Binjai District. Teacher performance is the performance of teachers in carrying out daily tasks at school. Teacher performance will be improved if the teacher gets support from the surrounding environment, both from the principal as the leader and from the support of his colleagues. Assistance from school principals can be in the form of supervision assistance in order to improve teaching programs. Meanwhile, support from colleagues is through the creation of a work culture that supports the implementation of teacher teaching duties. In addition, motivational factors give teachers encouragement to achieve their desired teaching goals. This provides information that teacher performance can be improved with good supervision by the school principal, work culture and work motivation.

IV. Conclusion

4.1 Conclusions

1. There is a significant and meaningful relationship between the supervision of the principal and teacher performance at SD Sector 2 in North Binjai District, meaning that the better the supervision of the principal, the better the performance of teachers at SD Sector 2 in North Binjai District.
2. There is a significant and meaningful relationship between work culture and teacher performance at SD Sector 2 in North Binjai District, meaning that the better the work culture, the better the performance of teachers at SD Sector 2 in North Binjai District.
3. There is a significant and meaningful relationship between work motivation and teacher performance at SD Sector 2 in North Binjai District, meaning that the better the motivation to work, the better the performance of teachers at SD Sector 2 in North Binjai District.
4. There is a significant and meaningful relationship between the principal's supervision, work culture, and work motivation together with the performance of teachers in SD Sector 2 in North Binjai District, meaning that the better the principal's supervision, work culture, and work motivation, the better the performance of teachers at SD Sector 2 in North Binjai District is also good.

4.2 Implications

1. With the acceptance of the first hypothesis proposed, the effort to improve teacher performance is to increase the supervision of school principals. In this case the supervision of the principal is academic assistance provided by the principal so that teachers are more professional in working to improve teacher performance. Improving teacher performance is carried out by following up on the results of supervision in order to increase teacher professionalism. The results of supervision carried out by the principal can be used as input in improving teacher performance. The principal and the teacher must follow up on the results of supervision to get improvements in teaching in

the future. By following up on the results of the principal's supervision, teacher performance can be improved.

2. With the acceptance of the second hypothesis proposed, the effort to improve teacher performance is to improve work culture. In this case work culture is a system of values and behavior adopted by teachers regarding working conditions in schools that can improve teacher performance. Improving work culture can be done by improving teacher behavior when working at school. Improvement of work behavior can be done by making rules that must be followed by every teacher, both when teaching in the classroom and outside the classroom. By improving the work behavior of teachers in schools, it will improve the work culture in schools in a better direction.
3. With the acceptance of the third hypothesis proposed, the effort to improve teacher performance is to increase work motivation. In this case work motivation is the encouragement of a teacher to do a job in achieving the desired goals in order to improve teacher performance. Improving teacher performance through work motivation can be done by utilizing concrete feedback from each teaching activity that is carried out. The feedback that the teacher makes from each teaching activity will motivate the teacher to plan better teaching in the classroom.
4. With the acceptance of the fourth hypothesis proposed, the effort to improve teacher performance is to improve school principal supervision, work culture, and work motivation. In this case the teacher's performance is the performance of the teacher in carrying out daily tasks at school. Improvement of teacher performance can be done by improving lesson plans in class. Improvement of learning planning in the classroom can be done by paying attention to the results of the supervision carried out by the principal. In addition, the teacher must also be able to motivate himself in teaching in class by paying attention to feedback from each teaching in his class.

4.3 Suggestion

1. To improve the supervision of school principals, it is hoped that school foundations will be willing to follow up on the results of the supervision carried out by school principals on teachers. The results of supervision from the principal of the teacher must be used to increase teacher professionalism.
2. To improve the work culture, it is hoped that the school will make rules governing how teachers behave at school. This is because good teacher behavior can foster a good work culture as well. Good behavior from teachers is usually shown by prioritizing mutual respect and respect for fellow teachers at school. Every teacher always helps the difficulties faced by other teachers. With good behavior, it is hoped that the work culture will grow in a good direction, which in turn can improve teacher performance in schools.
3. To increase work motivation, it is hoped that the school will advise teachers to be willing to accept input from the principal and colleagues in an effort to improve their teaching in class. Any input (feedback) from the teaching process carried out by the teacher in class generally aims to improve teacher teaching in class, which in turn can improve teacher performance in schools. With the acceptance of the teaching process in the classroom, it is hoped that the teacher's work motivation will be better, which in turn can improve teacher performance in schools.
4. To improve teacher performance, it is suggested that the school is willing to make improvements in terms of supervising the principal, work culture, and work motivation. To improve teacher performance, schools must be able to evaluate every result of the principal's supervision and pay attention to work culture.

5. It is necessary to carry out further research on the relationship between principal supervision, work culture, and work motivation and teacher performance to expand research results.

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