



# Relationship Between School Head Supervision and Organizational Climate with Teacher Performance in Almadrasah Aliyah, Kualuh Leidong District

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## **Abstract :**

*Madrasah quality is one of the most urgent in the world of education. in this study will attempt to reveal the relationship between madrasah head leadership and teacher work participation with madrasah quality. The research method uses correlational research, namely research that seeks to see the relationship between variables. The study population was all MTs teachers in Labuhan Batu District totaling 83 people. The sample was taken using proportional random sampling technique, so that the sample was taken as many as 75 people. The instrument used was a questionnaire, data analysis techniques were carried out with data descriptions, and hypothesis testing using simple regression and multiple regression. The following results were obtained: 1) There was a positive and significant relationship between the leadership of the madrasah head (X1) and the madrasah quality (Y) in the Madrasah Tsanawiyah Labuhan Batu with moderate correlation levels with the correlation coefficient value of 0.092. While the value of the strength of the relationship that occurs between the two variables is 0.092 or 8%. 2) There is a positive and significant relationship between teacher work participation (X2) and the quality of madrasah (Y) in Laban Batu Tsanawiyah Madrasah with a moderate level of correlation with the correlation coefficient value of 0.390. While the value of the strength of the relationship that occurs between the two variables is 0.390 or 15.2%. 3) There is a positive and significant relationship between madrasah head leadership (X1) and teacher work participation (X2) with madrasah quality (Y) in Laban Batu Tsanawiyah Madrasah with moderate correlation levels with a correlation coefficient value of 0.512. While the value of the strength of the relationship that occurs between the two variables is 0.512 or 26.2%.*

## **Keywords :**

*madrasah quality; madrasah head leadership; teacher work participation*

## I. Introduction

Teacher teaching performance has a relationship with teacher behavior in carrying out tasks, conditions are often found that lead to indications of low teacher performance that will cause low school performance there are teachers who carry out tasks without preparation, the lack of teacher presence in the level of discipline needs to be improved in carrying out their duties, because within various limitations of the teacher, teachers are often faced with the problem of making program activities, while in the implementation of the task there are still many teachers who do not understand in making the program activities to be carried out, so that many activities are not carried out in the time specified.

When observed in the field at the Supreme Court in Kualuh Leidong District. That some teachers have shown maximum performance in carrying out their duties and functions as educators, instructors and trainers, but there are still some teachers who have not shown good performance, of course, will indirectly affect the teacher's performance at a macro level. The teacher's performance measurement can be seen from his sense of responsibility in carrying out his mandate, his profession, his sense of responsibility in preparing all the teaching equipment before carrying out the learning process. In accordance with observations and interviews in the

field, the teacher whose performance is maximum because he feels satisfied and comfortable in working and communicating frequently, is often supervised by the Principal, while teachers whose performance is less than optimal is caused by the lack of firmness and poor headmasters in carrying out their duties as supervisors, the factor is less comfortable working with the condition of MA schools that lack technology and lack of learning media in schools and lack of communication with the Principal.

Researchers interview with Siti Erwisyah Br Sagala (Wednesday, 16; 11:17) is an English Study Bid Teacher who works at MA Alwashliyah Teluk Pulai Luar, with researchers' questions about how teachers prepare before carrying out their PBM assignments. Ibu Erwi explained that the teachers here when they wanted to carry out PBM only capitalized on one package book that would be read by students after it was explained, the learning media were only textbooks, while the RPP and Syllabus were very minimal we noticed as capital for PBM, RPP and we do the Syllabus when there is an inspection by an External Supervisor team. Mrs. Erwi's answer when asked by the learning media, Ms. Erwi answered only the Package Book, when we wanted to make a video about the material being studied, the video could not be displayed because there was no Infokus in school. From the results of interviews in the field conducted by researchers, it is seen that there are obstacles experienced by one of the MA in the sub-district of Teluk Pulai.

Based on the interview results above, teacher performance can be seen and measured based on the competency specifications / criteria that must be possessed by each teacher consisting of pedagogical, personal, social and professional competence. The fourth competency integrated in teacher performance.

Related to Teacher Performance in class, the intended behavior is the teacher's activity in the learning process, namely: learning activities in the classroom which include planning learning programs, implementing learning activities, and evaluating learning. According to Kasmir (2016: 192) performance is translated with performance which has several meanings as follows (1) do, run, carry out (to do or carry out, execute), (2) fulfill or carry out the obligations of a promise (to discharge of fulfill as vow), (3) carrying out or perfecting responsibilities (to execute or complete an understanding), (4) doing something that is expected by a person or machine (to do what is expected of a person or machine).

Teachers play an important role in improving the quality of education, so attention to improving teacher performance is important. The development of science and technology, a teacher is required to be able to adapt himself so that the knowledge and skills provided to students are not left behind by the current development of science. Tasks include educating teachers as a profession, teaching and training. Educating means continuing and developing life values, teaching means continuing and developing skills in students.

Teachers are required to have certain abilities and skills. These abilities and skills are part of the teacher's professionalism competence. Competence is an absolute ability possessed by the teacher so that his task as a teacher can be done well.

Making teachers as professional educators is necessary to hold coaching continuously and continuously through various efforts including through structuring activities, training and learning opportunities to a higher level of education. But it is also necessary to pay attention to improving teacher professionalism from other aspects such as improving discipline, preparing a comfortable workplace, preparing work facilities that are comfortable and safe, creating a harmonious working

environment, providing guidance through supervision, with professionalism so as to enable teacher performance to be expected to improve.

Many factors increase the success of teachers in implementing PBM, both internal and external factors such as high teacher performance is the desire and sincerity of someone to do their job well and be disciplined to achieve maximum performance. Teachers who have high performance will be more successful compared to teachers who do not have performance or sincerity in their assignments who are able to work hard and are responsible for good learning activities. How schools value their attitudes and treat their human resources will influence their attitudes and behavior in carrying out performance. Teacher performance is shown by how the process of activities take place to achieve goals. High-performance schools always pay attention to the existence of teachers. Teachers need to be involved in preparing various plans. Setting goals so that they will also be involved and jointly take responsibility for achieving those goals.

## **II. Theoretical Review**

### **2.1 Teacher Performance**

Many experts or researchers give different understandings of teacher performance. Wibowo (2007: 7) Teacher performance can be interpreted as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set during certain periods in the framework of achieving educational goals. Supardi (2013: 400) states about the meaning of teacher performance is a behavior or response that gives results that refer to what they do when he faces a task. Mangkunegara (2008: 67) states, Performance (work performance) is the work of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to him.

While in the Republic of Indonesia Law No. 20 of 2003 concerning National Education System article 39 paragraph (2), states that educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training and conducting research and community service, especially for educators at tertiary institutions. In Law No. 14 of 2005 Chapter IV Article 20 (a) concerning Teachers and Lecturers states that the standard work performance of teachers in carrying out their professional duties, teachers are obliged to plan learning, carry out quality learning processes and assess and evaluate learning outcomes. The main task of the teacher is realized in teaching and learning activities is a form of teacher performance. Based on Permendiknas No. 41 of 2007 concerning Process Standards for Secondary Education Units outlined the workload of teachers includes the main activities: (1) planning learning; (2) implementing learning; (3) assessing learning outcomes; (4) guiding and training students; (5) carrying out additional tasks.

### **2.2 Organizational Climate**

Organizational climate consists of two words namely climate and organization, while according to the big Indonesian dictionary climate is the condition, the weather (temperature) or the weather of an area (KBBI, 2001: 42). According Wahjosumidjo (2007: 60) that the organization is a collection of people who are working together through the division of labor to achieve the general purpose.

The organizational climate by Robbins and Coulter (1996: 111) says as a system or patterns of values, symbols, rituals, myths, and practices that continue to direct people to behave and in efforts to solve problems. Arni Muhammad (2007: 82) explains that organizational climate is as a

concept that reflects the content and strength of general values, norms, attitudes, behavior and feelings and members of a social system.

Organizational climate is the quality of the processes within an organization to achieve the goals set. One of the important tasks of school administrators is to realize a positive climate in the schools they manage. Organizational climate refers to all attitudes of school members to each other and it becomes an obligation for education managers to realize a positive work environment at school, although there are individual differences between school activities, the climate must continue to grow and develop from interactions between school activities with teachers, teachers with students, teachers with teachers, students with students, and among other school personnel, with a harmonious work environment will increase the enthusiasm of teachers in carrying out their duties as educators.

### **2.3 Supervision of the Principal**

Mulyasa (2000: 154) interprets etymological interpretation of the words "super" and "vision" which means to see and review from above or to assess from above what is done by superiors on the activities, creativity, and performance of subordinates. Some terms are almost the same as supervision even in their implementation they are often used interchangeably. These terms include, supervision, inspection and inspection. Supervision means an activity to conduct observations so that the work is carried out in accordance with the provisions. The examination is intended to see how the activities carried out have achieved the objectives. Inspection is intended to find out deficiencies or errors that need to be corrected in a job.

Permendiknas Article 54 of 2017 explains, The workload of heads of education units is entirely to carry out managerial tasks, entrepreneurship development, and supervision of teachers and education personnel. Ngalim purwanto (2006: 103) believes that supervision is an activity planned to help teachers and employees others do their jobs effectively. Supervision is defined as a service provided by leaders to help teachers, people led to become competent personnel in accordance with the development of science in general and education in particular in order to be able to increase the effectiveness of teaching and learning in schools.

Basically, what is discussed in this research is that the supervision activities emphasize more on the development and improvement of the performance capabilities of the teaching staff in schools in carrying out their duties. In essence supervision consists of several main activities, namely ongoing coaching, development of personnel skills, improvement of the teaching and learning situation, with the ultimate goal of achieving educational goals and students' personal growth. In other words, in supervision there is a service process to help or foster teachers. This coaching causes improvement or increase in ability which is then transferred into teaching behavior so as to create a better teaching and learning atmosphere so that in the end it also improves the quality of students.

## **III. Research Methodology**

Judging from the type of research is to be collected, this research is classified as quantitative research with a correlation approach or causal (causal) relationship. Sugiyono (2014: 13) explains that this method is called a scientific method because it has fulfilled scientific principles that are concrete / empirical, objective, measurable, rational and systematic. This method is called quantitative because this research data in the form of numbers and analysis using statistics. From the above explanation it can be understood that quantitative research is research based on the quantity of data whose results are presented in the form of descriptions using statistical figures in

order to test a theory that explains the relationship between the theory and social reality in the field.

In this study using a limited population type, the population in the study were teachers in MA Se Kualuh Leidong District numbered 47 people with the provisions: in MA Al-Washliyah Teluk Pulaui Luar numbered 23 people, MA Al-Furqan Kualuh Kelapa Sebatang Village amounted to 24 people . a sample of 47 teachers because the total study population was less than 100.

#### **IV. Discussion**

Principal supervision has an impact or relationship with teacher performance. This can be seen from the results of research that the authors conducted that the relationship between the supervision of the principal (X<sub>1</sub>) with Teacher Performance. This can be shown by the tcount of 1,082 regression coefficient (b<sub>1</sub>) of 0.484 and a significance value of 0.035. Because the significance value (p) <0.05 and the regression coefficient has a positive value and is also indicated by a correlation number of 0.626. This means that the good and bad performance of the teacher is very dependent on the good and bad of the principal carrying out the supervision activities of the principal.

Organizational climate that has a relationship with teacher performance in MA Se Kualuh Leidong District. This can be seen from the results of the study by the author that the relationship between Organizational Climate (X<sub>2</sub>) and Teacher Performance (Y) has a positive and significant relationship shown from the tcount of 4.599 with a significance value of 0.022 and a regression coefficient (b<sub>2</sub>) of 0.279. Because the significance value (p) <0.05 and the regression coefficient has a positive value and is also indicated by a correlation number of 0.684. This means that the good and bad performance of the teacher is very dependent on the Organizational Climate in the school.

The results showed that there was a significant influence on the supervision of school principals and organizational climate together on teacher performance. This can be seen from the results of the study by the author that Supervision of School Principals (X<sub>1</sub>) and Organizational Climate (X<sub>2</sub>) with Teacher Performance is shown with a correlation number of 0.942. Based on the guidelines in providing interpretation of the correlation index numbers. Then the number 0, 942 is between the value of 0.90-1,000, which means the relationship between the Supervision of School Principals (X<sub>1</sub>) and Organizational Climate (X<sub>2</sub>) with Teacher Performance (Y) has a very high effect. The results of testing with the F test obtained Fcount value of 16, 373 with a significance value of F of 0,000 or F <0.05. The results of multiple regression testing showed that the coefficient of determination (R<sub>2</sub>) was 0.559 or 55.9%. The coefficient of determination shows the effective contribution of the two independent variables to the dependent variable. The effective contribution means the supervision of the school principal and organizational climate affects 55.9% of teacher performance while the remaining 44.1% is influenced by other variables not examined in this study.

#### **V. Conclusion**

There is a positive and significant relationship between the supervision of the principal and the performance of teachers in MA in Kualuh Leidong District. This can be shown by the t value of 1.082 regression coefficient (b<sub>1</sub>) of 0.484 and a significance value of 0.035. Because the significance value (p) <0.05 and the regression coefficient have a positive value, it can be concluded that there is a positive and significant influence of the principal's supervision on the performance of teachers in MA in Kualuh Leidong District.

There is a positive and significant relationship between organizational climate and teacher performance in MA in Kualuh Leidong District. This can be shown from the t value of 4.599 with a significance value of 0.022 and a regression coefficient (b2) of 0.279. Because the significance value (p) <0.05 and the regression coefficient have a positive value, it can be concluded that there is a positive and significant relationship of organizational climate to the performance of teachers in MA in Kualuh Leidong District.

There is a positive and significant relationship between the supervision of the school principal and organizational climate on the performance of teachers in MA in Kualuh Leidong District. This is indicated by the calculated F value of 16, 373 with a significance value of F of 0,000. Because the significance value is  $F < 0.05$ , there is a correlation between the principal's supervision and the organizational climate together with the teacher's performance. The coefficient of determination (R<sup>2</sup>) is 0.559 or 55.9%. The coefficient of determination shows that 55.9% of teacher performance can be explained by the principal supervision variable and organizational climate while the remaining 44.1% is explained by other variables not examined in this study. The effective contribution of each variable is 15.65% for the principal supervision variable and 40.24% for the organizational climate variable.

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