


Effect of Academic Supervision and School Culture on Teacher's Teaching Quality in Public Islamic Senior High School Banjarmasin

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ARTICLE INFO	ABSTRACT
<p>Article history</p> <p>Received: June Revised: January Accepted: January</p> <p>Keywords: Academic Supervision, School Culture, Teachers' Teaching Quality.</p>	<p>The research aimed at analyzing the effect of school principals' academic supervision, the effect of school culture and the effect of both of them the simultaneous influence of both on the teacher teaching quality in all MAN at Banjarmasin city is conducted through quantitative methods. Statistical data shows 93.90% of teachers believe that the school principal has implemented supervision well. 99.40% believe that the school culture encourages the existence of good teaching quality and 99.95% believe that the teachers' teaching quality is already good. Regression analysis provides conclusion that (1) there is an effect of school culture on the teachers' teaching quality in all MAN at Banjarmasin, (2) there is an influence of school culture on teachers' teaching quality in MAN at Banjarmasin, and (3) there is a simultaneous effect of principal academic supervision and school culture on the teachers' teaching quality in all MAN at Banjarmasin. Based on these data, researchers suggest that principals should implement academic supervision continuously. Principals and teachers should maintain a conducive culture at school because both have an effect which improves the teachers' teaching quality</p>
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I. Introduction

The teacher's job as a profession based on Undang-undang No. 20 of 2003 about the National Education System is planning and carrying out the learning process, assessing the results of learning, conducting guidance and training. Carrying out these tasks and responsibilities, a teacher is required to have certain abilities and skills. These abilities and skills are part of the teacher's professional competences.

The quality of education as one of the pillars of human resource development is strategic for national development. That is, the future of the nation is very dependent on the quality of today's education, and quality education will emerge if school level education is also of high quality (Suriansyah, 2017).

Quality and failure of the learning process are very dependent on the ability and behavior of the teacher in managing to learn. In other words, the teacher is an important factor that can determine the quality of learning (Novitawati and Qibtiah, 2014).

Teacher's task is closely related to increasing human resources through the education sector; therefore efforts are needed in improving the teachers' teaching quality to become professionals, therefore the improvement of education quality can be successful. If the teaching and learning process is viewed in terms of teacher's activities, it will be seen that the teacher plays a strategic role. The teacher as a component of the school has an important role even referred to as the spearhead of educational survives. In the education process, the teacher occupies a strategic position and a key role in the activities of the teaching and learning process, meaning that teachers must be able to provide assistance to students to obtain knowledge and skills in accordance with educational goals (Suriansyah, 2018). According to Majid (2005) in this context, the teacher functions as a decision-maker related to lesson planning, learning implementation and learning assessment. Those three things are indicators of teaching. If those three things, such as lesson planning (input), learning implementation (process), and learning assessment (output) are done well by the teacher, then teachers' teaching quality can be determined as a good quality of teachers.

However, there are still many problems in Indonesia education. One of them is the lack of optimizing human resources on the teacher itself. The difficult empirical facts in nowadays are the difficulty to get teachers who are truly devoted and spend their time and attention to carry out their professional duties as educators. Reality in the field indicates that teacher in MAN throughout the city of Banjarmasin have not optimally carried out their profession as teacher, especially in implementing learning, such as: not understanding the educational insight and foundation,

the situation of students, not yet optimally developing curriculum or syllabus, making learning plans, implementing learning educating and dialoguing, utilizing learning technology, evaluating learning outcomes, and developing students to actualize their various potentials. It would have an impact on the low teachers' teaching quality, therefore it can ultimately affect the quality of national education.

The teachers' teaching quality in schools as an effort to create education quality through activities that lead to the improvement of the learning process. There are several things that affect the teachers' teaching quality, involving academic supervision by principals and school culture.

Principals as supervising implementers have to be able to guide teachers efficiently, who can instill trust, stimulate and guide professional research, cooperative efforts that can demonstrate their ability to help teachers in solving problems they face and be able to conduct studies and professional developments in order to improve teaching quality and learning quality. (Karwati and Priansa, 2013). The principal in his position as a supervisor is obliged to foster and develop the teacher to become a good educator and teacher (Suhaimi and Wardaniah, 2017). There are three functions of supervision, namely: (1) as an activity to improve the quality of learning. (2) as a trigger or driver of changes in the elements associated with learning (3) as lead and guiding activities (Suriansyah, Aslamiah & Sulistiya, 2015)

The improvement of the school system is essential to build schools with the main strengths of school culture. Through understanding the school culture, the functioning of the school can be understood, various problems can be identified, and their experiences can be reflected (Suriansyah, 2013). School culture refers to a system of values, beliefs and norms that are accepted together, and carried out with full awareness as natural behavior, which is formed by the environment and which creates the same understanding among all elements and school personnel. In the hand, Suharsaputra (2013) argues that school culture occupies an important position and will influence the success of efforts in improving the quality of education. School culture refers to a system of life that is believed to be the norm or behavior pattern which is obeyed simultaneously. School culture as a guide to how each activity at school should be completed by the school community. It also a view of life that must run in synergy thus, the programs which are oriented to the quality of teaching can be implemented based on the values of humanity, professionalism and empowerment.

The appropriate academic supervision of the principal and a good school culture would affect the teachers' teaching quality in MAN (Islamic senior high school) in Banjarmasin. This hypothesis was an

interesting background of the authors' interest in doing this research. The purpose of this study was to analyze the effect of the school supervisor's academic supervision, the influence of school culture and the influence of both simultaneously on the quality of teaching teachers in MAN Banjarmasin.

2. Research Method

A good methodology will yield good results on the objectives of the research that will be achieved according to Dalle 2010 (Suhaimi and Khalik, 2018). This research was aimed to find out the effect of the school principal's academic supervision and school culture on the quality of teachers' teaching was done by using a quantitative approach. The population in this study were all MAN teachers in Banjarmasin city which spread out across three schools namely MAN I, MAN 2 and MAN 3 in the sum of 109 people. The sample in this study is to provide opportunities or opportunities for all members of the population. Questionnaires as an instrument were analyzed statistically as the data collection.

There were two stages of analysis that were applied, namely descriptive statistical analysis and inferential statistics. In the inferential analysis, particularly regression analysis was done on the data that has been collected in order to test the influence of several independent variables towards the dependent variable in two ways, namely; (1) Partial Test (t-test). This test is used to determine the effect of independent variables on the dependent variable individually (partial), (2) Simultaneous tests (Test F). This test is conducted to find out whether all independent variables together (simultaneous) which can influence the dependent variable.

3. Research Results and Discussion

Research Findings

I. Academic Super Visi Principal

Table 1. School supervising planning; Results show as next

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Presen tation</i>
Strongly Agree	5	37	185	39,78%
Agree	4	66	264	56,77%
Quite Agree	3	5	15	3,23%
Disagree	2	0	0	0,00%
Strongly Disagree	1	1	1	0,22%
Total		109	465	100%

Out of 109 respondents who responded, 39.78% were strongly agree, 56.77% were thought they agree and 3.23% were quite agree. The sum of 0.00% of those who were disagree and strongly disagree as much as 0.22%. In general, it can be said that 99.78% of respondents think that principals make planning supervision and 0.22% argue otherwise.

Table 2. Implementation of school principal supervision

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Presen tation</i>
Strongly Agree	5	250	1250	25,05%
Agree	4	521	2084	41,76%
Quite Agree	3	467	1401	28,07%
Disagree	2	77	154	3,09%
Strongly Disagree	1	102	102	2,04%
Total		1417	4991	100%

Out of 109 respondents who gave a response, 25.05% were strongly agreed, 41.76% were thought the agree and 28.07% quite agreed. The sum of 3.09% thought they did not agree, and as many as 2.04% were of the opinion that they strongly disagree. In general, it can be said that 94.87% of respondents think that principals have supervised the school where they are assigned, and as many as 5.13% think otherwise

Table 3. Evaluation of principal supervision

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Presen tation</i>
Strongly Agree	5	36	180	21,33%
Agree	4	125	500	59,24%
Quite Agree	3	50	150	17,77%
Disagree	2	7	14	1,66%
Strongly Disagree	1	0	0	0,00%
Total		218	844	100%

The 109 respondents who responded, 21.33% strongly agreed, 59.24% argued agreed and 17.77% agreed enough and 1.66% thought they did not agree. In general, it can be said that 98.34% of respondents think that the principal has evaluated the implementation of supervision in the school where they are assigned, and as many as 1.66% think otherwise

2. School Culture

Table 4. Principles of school culture

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Presentation</i>
Strongly Agree	5	251	1255	28,27%
Agree	4	687	2748	61,91%
Quite Agree	3	133	399	8,99%
Disagree	2	18	36	0,81%
Strongly Disagree	1	1	1	0,02%
Total		1090	4439	100%

The 109 respondents who gave responses, as much as 28.27% strongly agreed, 61.91% argued agreed and 8.99% quite agreed and as much as 0.81% argued disagree and 0.02 strongly disagree. In general, it can be said that 99.17% of respondents think that principals have applied the cultural principles of the school in which they are assigned, and as many as 0.83% think otherwise

Table 5. School culture development

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Presentation</i>
Strongly Agree	5	285	1425	34,53%
Agree	4	621	2484	60,19%
Quite Agree	3	68	204	4,94%
Disagree	2	7	14	0,34%
Strongly Disagree	1	0	0	0,00%
Total		981	4127	100%

The 109 respondents who responded, 34.53% strongly agreed, 60.19% thought they agreed and 4.94% quite agreed, while 0.34% thought they did not agree. In general, it can be said that 99.66% of respondents think that the principal has developed a school culture in the educational institution he leads, while as many as 0.34% think otherwise

3. Quality Teaching teacher

Table 6. Lesson Plan

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Presentation</i>
Strongly Agree	5	500	2500	44,60%
Agree	4	683	2732	48,73%
Quite Agree	3	124	372	6,64%
Disagree	2	1	2	0,04%
Strongly Disagree	1	0	0	0,00%
Total		1308	5606	100%

The 109 respondents who gave responses, as many as 44.60% strongly agreed, 48.73% argued agreed and 6.64% quite agreed, while as many as 0.04% thought they did not agree. In general, it can be said that 99.96% of respondents thought that the teachers had made a lesson plan before teaching, while as many as 0.04% stated that they did not make it.

Table 7. Implementation of learning

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Presentation</i>
Strongly Agree	5	310	1550	47,04%
Agree	4	352	1408	42,73%
Quite Agree	3	111	333	10,11%
Disagree	2	2	4	0,12%
Strongly Disagree	1	0	0	0,00%
Total		775	3295	100%

Out of 109 respondents who responded, 47.04% strongly agreed, 42.73% were in agreement and 10.11% quite agreed, while 0.12% thought they did not agree. In general, it can be said that 99.88% of respondents think that the teachers have carried out learning according to the learning plan that was made, while as many as 0.12% stated that they have not implemented according to the plans that have been prepared.

Table 8. Evaluating learning

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Presentation</i>
Strongly Agree	5	177	885	38,61%
Agree	4	303	195	52,58%
Quite Agree	3	65	0	8,51%
Disagree	2	0	0	3,80%
Strongly Disagree	1	0	0	2,30%
Total		545	2292	100%

The 109 respondents who responded, 38.61% strongly agreed, 52.88% thought they agreed and 8.51% quite agreed. It can be said that all respondents (100%) stated that the teacher had conducted a learning evaluation to see the suitability of the practices and plans that had been prepared

Discussion

I. Implementation of academic supervision by the principal

Facts in schools as the subject of research show in the following information.

Table 9. Facts in schools as the subject of research

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Percentage</i>
Strongly Agree	5	323	1615	26,93%
Agree	4	623	2492	41,55%
Quite Agree	3	508	1524	25,41%
Disagree	2	114	228	3,80%
Strongly Disagree	1	138	138	2,30%
Total		1706	5997	100%

Out of 109 respondents who responded, 26.93% strongly agreed, 41.55% were thought they agree and 25.41% quite agreed. The sum of 3.80% of those who disagreed and strongly disagree as much as 2.30%. From these results, in general, it revealed that 93.90% of respondents assumed that the headmaster of the school where they charged had implemented the academic supervision at schools and as much as 6.10% thought the headmaster had not implemented it.

This situation was, of course, excellent, it proved that the teachers feel that the headmaster of the school is a place that they charged had done academic supervision which strongly supports the improvement of the teachers' teaching quality. Data revealed that the academic supervision of principals influenced the teachers' teaching quality in MAN in Banjarmasin city. Statistical analysis proved that the value of t table was 1.982 while the results of the t-test showed the value of the t-test is 7.826 so that t was count > t table ($7.826 > 1.982$). According to the study of Purbasari (2015), it was concluded that the increasing quality of academic supervision implementation, the teacher's performance in learning activities increased.

The academic supervision is a series of activities to help teachers develop their abilities in managing the learning process for the achievement of learning goals (Priansa and Somat, 2014). Principals as supervising implementers have to be able to guide teachers efficiently, who can instill trust, stimulate and guide professional research, cooperative efforts that can demonstrate their ability to help teachers solve problems they face and be able to conduct studies and professional development in order to improve teaching quality and learning quality. (Karwati and Priansa, 2013).

2. The Implementation of School Culture Principles and Development

Information was collected through questionnaires relates to the school culture which was applied at schools as follows:

Table 10. Principles and Development

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Percentage</i>
Strongly Agree	5	536	2680	31,29%
Agree	4	1308	5232	61,08%
Quite Agree	3	201	603	7,04%
Disagree	2	25	50	0,58%
Strongly Disagree	1	1	1	0,01%
Total		2071	8566	100%

Out of 109 respondents who gave responses, 31.29% were strongly agree, 61.08% thought they agree and 7.04% were quite agree. As many as 0.58% of those who were disagree and were strongly disagree as much as 0.01%.

Therefore, in general, it can be stated that 99.40% of respondents thought that the principal of the school where they work had applied the principles and developed the school culture. As many as 0.60% were argued otherwise, which did not practice it.

This information showed that a positive school culture contributed greatly to improving the teachers' teaching quality. According to Laraine Blaxter and Cristina Hughes (Kompri, 2015) school culture is an atmosphere of everybody's life that looks free, calm and reflective, along with it symbolizes ideas, intellectuality, skills and science. School culture consists of several truths elements that can be used as a support and become clues that cannot be ignored in real life in school today. School culture is a system of values, norms and rules related to schooling. Statistical analysis also showed that school culture influenced the quality of teachers' teaching in MAN in Banjarmasin city. The statistical analysis proved that the value of t table was 1.982 while the results of the t-test showed the value of the t-test was 6.428 so that t was count > t table ($6.428 > 1.982$). The results of the analysis reinforce the opinion of Suharsaputra (2013) which states that the school culture occupies an important position and will influence the successful efforts in improving the quality of education. Thus, it also improves the teachers' teaching quality.

3. Teaching Quality

Information about the quality of teachers' teaching collected through questionnaires as follows

Table 10. Teaching quality

<i>Attitude</i>	<i>Score</i>	<i>Frequency</i>	<i>Total Score</i>	<i>Percentage</i>
Strongly Agree	5	987	4935	44,09%
Agree	4	1338	5352	47,82%

Quite Agree	3	300	900	8,04%
Disagree	2	3	6	0,05%
Strongly Disagree	1	0	0	0,00%
Total		2628	11193	100%

Out of 109 respondents who responded, 44.09% strongly agreed, 47.2 8% agreed and 8.04% quite agreed, and as many as 0.05% thought they disagree.

These results can be concluded that 99.95% of respondents thought that they had carried out their duties and obligations as teachers. They believed that they had carried out their obligations by prioritizing the quality. Only 0.05% did not have confidence that they were including teachers who carried out tasks with a focus on quality.

The results of the analysis strengthen the view that teachers were the most important sector in striving for the quality of learning. The teacher holds a strategy war in order to improve the quality of national education. The importance of teachers is stated by Majid (2005) in the context of its function as decision-makers related to lesson planning, learning implementation and learning assessment. These three things are the indicators of the teachers' teaching quality. If those three things, lesson planning (input), learning implementation (process), and learning assessment (output) is done well by the teacher, then the teachers' teaching quality can be determined as a good quality of teachers.

Teachers' teaching quality was influenced by many factors, including academic supervision by the principal and school culture as well. It is strengthened by the results of the analysis which showed that academic supervision and school culture influenced the teachers' teaching quality in MAN in Banjarmasin city. Statistical analysis proved that the f table value was 3.082 while the f test results showed the f test value of 10.416 so that the f was count > f table (10.416 > 3.082). The results of the study are in line with Tanggapili (2016) research in his thesis entitled Relations between Academic Supervision of School Principals and school culture towards teacher Teaching Quality concluded that there is a positive and significant relationship between academic supervision and school culture with the quality of Teachers.

The teacher's task is closely related to increasing human resources through the education sector, therefore efforts are needed in improving the teachers' teaching quality to become professionals thus, improving the quality of education can be successful. This is in accordance with the opinion of Tilaar (1999), saying that: "improving the quality of education depends on many things, especially the quality of the teacher". Teachers, students and teaching materials are the dominant elements in the learning process in the

classroom. Those three elements interconnected, influence and support each other. If one element does not exist, the other two elements cannot relate properly and the learning process will not proceed properly.

4. Conclusion

Based on the research results which has been described in the description of the findings, it can be concluded that:

1. Academic supervision of principals influenced the teachers' teaching quality in MAN in Banjarmasin city. Statistical analysis proved that the value of t table was 1.982 while the results of the t-test showed the value of the t-test was 7.826 so that t was count > t table (7.826 > 1.982).
2. School culture influenced the teachers' teaching quality in MAN in Banjarmasin city. Statistical analysis proved that the value of t table was 1.982 while the results of the t-test showed the value of t-test was 6.428 so that t was count > t table (6.428 > 1.982)
3. Academic supervision of the Principal and school culture together influenced the teachers' teaching quality in MAN in Banjarmasin city. Statistical analysis proved that the f table value was 3.082 while the f test results showed the f test value of 10.416 so that the f was count > f table (10.416 > 3.082).

For further researchers who want to research and develop similar studies, the authors suggest to conduct research that covers a wider range.

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