

The Influence of Academic Supervision and Organizational Culture on the Professionalism of Public Middle School Teachers in Pemulutan District

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Abstract: Supervision in schools helps teachers and supervisors learn about daily tasks, providing better services to students and schools as effective learning communities. Teacher professionalism is the teacher's ability to manage learning well. A teacher can manage learning if he masters the subject matter, manages the class well, understands various learning strategies and methods, and uses existing learning media and resources. The principal's leadership and school organizational culture also play a role in increasing teacher professionalism. A conducive working atmosphere greatly influences the quality of teacher work. Organizational culture influences the performance and systems in schools, influencing school effectiveness. This quantitative research with a descriptive approach aims to reveal the influence of academic supervision and organizational culture on the professionalism of SMP Negeri teachers in the Pemulutan District. The research results show that academic supervision has a significant effect on teacher professionalism, while organizational culture has a significant effect.

Keywords: Academic Supervision, Organizational Culture, Professionalism

A. Introduction

A nation's ability to survive is greatly influenced by its educational system. One method for creating morally upright, self-reliant, and educated people is education. Education is a process of developing a nation's character, creating systematic thought patterns, and preparing people to support the growth of their country and state. Teachers are frequently referred to as the leaders of education because they play a crucial and strategic role in assisting students to become more independent, mature, and mature. A teacher needs to be dependable in addition to possessing technical knowledge of education to fulfill their tasks and serve as an example for the community, families, and pupils. To the Minister of National Education Regulation of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, teachers must have four main

competencies, namely pedagogical competence, personality competence, social competence, and professional competence.

Thus, in addition to imparting knowledge, teachers also serve as "educators" by imparting values and as "guides" by giving guidance and helping pupils learn. In the process of teaching and learning, teachers essentially play a special and intricate function in helping pupils reach the appropriate level. Teaching implies continuing and expanding science and technology, training means growing students' skills, and becoming an educator includes continuing and developing life values.

As the world becomes more interconnected, educators play a more important and strategic role in producing competent human resources. Given their important role in the educational system, teachers must deliver the best possible performance outcomes. Teachers who do well also possess high self-esteem, a sense of fulfillment in their work, an upbeat attitude, and complete physical and emotional engagement in their tasks.

In Indonesia, the public is closely examining the teaching profession. According to the Right Education Index study, Indonesian education is currently far above average and appears to be falling behind; it is not as good as that of Malaysia and the Philippines. With a score of 38.61, it ranks sixth in the 2019 Global Talent Competitiveness Index. Because of this, education falls well short of expectations (Nabila, 2019).

Even though it is anticipated that 300,000 education graduates graduate from Indonesia each year, one of the reasons why the country's education quality is still relatively low at this point is the number of instructors who do not meet quality criteria. According to UNESCO data from Global Education Monitoring (GEM), there are still 25% of teachers who do not meet the requirements for academic qualification, and 52% of them—nearly half—do not hold professional credentials (Nabila, 2019).

Teachers are viewed by society as the leaders of the educational process. Therefore, a teacher's effectiveness is always correlated with the level of instruction they provide. Teachers play a pivotal role in attempts to educate the future of the country's educators. As a result, to increase public confidence in the teaching profession, educators need to be imaginative and inventive in the classroom and attentive to the latest advancements in science and technology. Teachers are human resources who are planners, actors, and determinants of achieving educational goals.

To generate high-caliber human resources capable of competing in the global era, teacher competence must be enhanced further to support their activities given the problems faced by the education sector. A teacher needs to possess four fundamental

competencies—pedagogical, social, personality, and professional competencies—to be referred to as a professional teacher. According to Minister of National Education No. 045/4/2002, competency is a collection of responsible and intelligent activities used to complete duties related to a specific employment (Susanto, 2020).

Put differently, competency refers to the conduct, knowledge, and abilities that educators need to possess to meet learning objectives. Through education, training, and individual study with the use of already available learning resources, competence can be attained. According to Fitriani & Usman (2017), 89 teacher competency is defined as the ability to master a task (teaching and educating) and the attitudes, abilities, and appreciation necessary to support the achievement of the learning process they carry out.

Teacher professionalism is the teacher's ability to carry out their duties as educators which includes mastery of pedagogy, methodology, management, and so on which is reflected in their performance in the educational environment (Dudung, 2018). Professionalism is an attitude that refers to seeing work as a primary responsibility and not as a hobby or something to do for enjoyment. An expert with the knowledge necessary for his work is referred to as a professional. Responsibility for decisions both intellectually and attitudinally, and upholding professional ethics in a dynamic organization (Sagala, 2008).

It is suggested that the professionalism of education professionals, especially teachers, is necessary to achieve education in Indonesia as we wish, based on research by Nuraini (2015). Two aspects affect teacher professionalism: external elements about the surrounding environment (including policies, facilities, and infrastructure), as well as training and professional development after training. Internal factors include hobbies and skills. It is desired that educators will exhibit both excellent behavior and high competence levels. required behavior.

Professionalism in teaching is demonstrated by the way tasks are carried out, which is marked by knowledge of the subject matter and techniques. The professional image of a teacher is exhibited by their accountability in completing all tasks. It should be within the purview of professionals to fulfill their duties as educators to students, parents, society, country, state, and religion. According to Yusutria (2017), professional instructors have moral, intellectual, spiritual, and social obligations. For the very simple reason that instructors play a crucial part in defining the caliber of instruction delivered, they need to carefully consider and plan how to improve teacher quality to boost student learning chances.

The principal of the school is the main figurehead who plans and oversees operations to ensure that they are directed, targeted, and significantly improved. As a result, principals of schools have a significant influence on how well teachers

perform, helping them to become more passionate and skilled educators who can impart knowledge to students. Article 15 of Minister of Education and Culture Regulation Number 6 of 2018 outlines the principal responsibilities of school principals. The sole responsibilities of the principal are the monitoring of educators and teachers, the growth of entrepreneurship, and the execution of basic managerial activities.

Supervision is a procedure specifically developed to help teachers and supervisors master the various kinds of daily work at school, so that they may use their knowledge and abilities to deliver better services to parents of students and the school as an effective learning community. As part of his supervisory responsibilities, the principal must assist teachers in providing support so they can effectively fulfill their roles as instructors and educators. Responsible for enhancing teachers' abilities in managing learning activities and has a very essential role in the development and progress of the school. Professional educators, need to possess specialized knowledge that must be nurtured and developed over a set amount of time in the classroom, as well as the ability to master the ins and outs of education and teaching.

Teachers' effectiveness and commitment to teaching can be enhanced by the mentoring that school principals provide to them. The task of a supervisor is to help, encourage, and give confidence to teachers that the teaching and learning process can provide the development of various experiences, knowledge, attitudes, and skills of teachers and the teaching and learning process carried out by the teacher must be assisted professionally so that teachers can develop in their work, namely to improve effectiveness and efficiency of the teaching and learning process.

The purpose of supervision is to produce better teaching and learning conditions through coaching and strengthening the teaching profession. in detail, namely enhancing the efficacy and efficiency of instruction, supervising the application of educational technical fields in schools in compliance with established guidelines and policies, guaranteeing that instruction and learning activities occur in compliance with relevant laws and regulations to ensure optimal outcomes, evaluating the degree to which the school has fulfilled its obligations, offering direct assistance in correcting issues, shortcomings, and mistakes as well as aiding in the resolution of issues the school faces to avoid making the same mistakes twice.

Enhancing the quality of education in a school is a strategic responsibility of the school principal. In addition to leading-learners, the principal also oversees all other leadership responsibilities within the school, including scheduling, career development, coordinating, and assessment. To be a knowledgeable supervisor, the principal must be able to plan how to handle issues that develop among the instructors under his direction and collaborate with them to adjust to new

circumstances and plans. In addition to the principal's guidance, the organizational culture of the school contributes to the rise in teacher professionalism. An environment that is conducive to learning can make teachers feel comfortable, which has a significant impact on the caliber of their job.

In addition to the leader, other factors that contribute to teacher professionalism include the work environment, coworkers in the same profession and school, and what is referred to as organizational culture in the workplace or school. According to Barnawi & Arifin (2014), a lack of a positive work culture is the reason why many instructors perform below expectations, not because they are incompetent. This indicates that a leader's effectiveness depends not just on his ability to lead others but also on how much his subordinates' work environments foster success.

A school's organizational culture is the result of the conscious development of norms, values, conduct, customs, beliefs, attitudes, and traditions by community members, parents, teachers, and other school personnel to accomplish specific school objectives. Organizational culture in schools has a significant impact on all aspects of performance as well as the efficacy of the systems currently in place. It is crucial for organizing and carrying out organizational discipline initiatives in schools.

Hasanah (2008) states that the following characteristics of school culture can be used to characterize it: a cooperative attitude, a collegial level of friendship, an intimate level of closeness, and a helpful attitude. This situation can potentially enhance the caliber and professionalism of teachers because it affects all four aspects of school culture. There were still instructors in a few of the successfully observed schools who preferred to work in groups and gave their group priority over socializing with other teachers. Aside from that, the feeling of community among teachers has started to wane, as has the feeling of family in the schools where they work.

The results of research by Handayani et al., (2021), which indicate that there is a beneficial relationship between organizational culture in schools and teacher professionalism, support the idea that organizational culture in schools also promotes teacher performance. Pidarta (2000) asserts that organizational culture has a significant impact on the establishment of successful schools. As an organizational structure, schools have a unique culture that shapes the look of a comprehensive and unique system.

Based on the aforementioned research findings, it can be concluded that the establishment of an effective school and the development of teacher professionalism are closely related to school organizational culture. Put another way, a robust organizational culture inside a school can impact both the development of successful schools and the professionalism of teachers.

Additionally, Hafizoh et al (2020) came to the following conclusions based on their research: (1) teacher professionalism has a significant impact on teacher performance; (2) principal supervision has a significant impact on teacher performance; and (3) teacher professionalism and principal supervision together have a significant impact on teacher performance.

Then, according to research by Messi et al (2018), academic supervision is carried out using official, partner, and kinship approaches, and supervisors have developed a wide variety of techniques for doing so; (2) one supervisory obstacle to doing academic supervision is the excessive number of teachers who have limited time; and (3) general academic supervision is implemented quite well and can carry out its duties and functions well. (4) the aspects that are targeted for supervision by school supervisors are still limited, as not all academic aspects are supervised; (5) the frequency of visits by school supervisors in carrying out supervisory academic activities is considered insufficient because it is uneven; teachers receive class visits from supervisors; and (6) the supervisor's efforts in carrying out academic supervision at SMP Negeri 44 Palembang have not been optimal in guiding teachers.

According to experts, it is crucial to determine the extent to which academic supervision and school organizational culture impact teacher professionalism in the Pemulutan sub-district, based on the findings of other studies previously mentioned.

The researcher's initial observation carried out on May 31 2021 with one of the SMP supervisors in Pemulutan District was that there was a shortage of supervisors in Ogan Ilir Regency where the number of managerial supervisors for the 81 junior high schools in Pemulutan Regency was only 9 supervisors. Ten target schools are supervised by one supervisor. For every 81 junior high schools, there should be a standard of 25 supervisors. Ogan Ilir Regency does not have supervisors for supervision; instead, each junior high school's principal supervises students with assistance from the deputy principals.

SMP 7 Negeri are located throughout the Pemulutan area, and this research was conducted in one of the SMP Negeri in the Pemulutan sub-district. On June 10, 2021, two public junior high schools in the Pemulutan sub-district—SMPN 3 Pemulutan and SMPN 5 Pemulutan—were selected by the researchers for preliminary observations. From the two SMPNs observed, the number of teachers consisted of 37 teachers, consisting of 28 civil servants and 9 honorary teachers. The findings from the observations and interviews revealed that the quality of academic supervision provided by teachers remained low, that some teachers continued to copy lesson plans from the internet rather than creating their own, that their implementation of learning models was not at its best, that they were still primarily comfortable using the lecture method, that senior teachers were reluctant to learn how to use IT in the classroom due to inadequate facilities, that teachers lacked understanding when it

came to assessing the attitudes of their students, and that they had not prepared learning tools. This affects both the professionalism of teachers and the quality of learning.

Researchers discovered several items about organizational culture, including the subpar discipline of SMPN instructors in the Pemulutan subdistrict. because the teachers' homes are distant from the teaching location. Teachers so frequently arrive late for work. Another finding was that, as previously mentioned, teacher discipline was still a major factor in the low performance of this school's teachers. In addition, researchers saw effective communication between teachers and other educational staff members as well as between educators themselves. From the results of open interviews conducted by researchers with several teachers at the two state junior high schools, in general, the researchers obtained information that the teachers had understood the things that were their work responsibilities. Therefore, based on these initial observations, the researcher believes that SMP Negeri 3 and SMP Negeri 5 Pemulutan are suitable places for this research.

B. Methods

This research will be carried out on SMP Negeri teachers in Pemulutan Main District. The type of research used in this research is quantitative research with a descriptive approach. According to Sugiyono (2016), quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/ statistics with the aim of testing predetermined hypotheses.

The population in this study were all SMP Negeri teachers in Pemulutan District, Ogan Ilir Regency, totaling 128 teachers from SMP Negeri in Pemulutan District. In this research, sampling was carried out using a purposive sampling technique. Based on the description above, the sample obtained was 75 respondents. The number of samples that have been obtained is then used as a sample. The data collection carried out by the researcher is that first the researcher carries out pre-research, then the trial stage, at this stage the researcher distributes questionnaires or research instruments.

C. Results and Discussion

Analysis of the Influence of Academic Supervision on the Professionalism of Public Middle School Teachers in Pemulutan District

The first hypothesis is accepted in light of the test results, which show that the academic supervision variable affects teacher professionalism in a partial and

significant way. Theoretical foundation of understanding that academic supervision influences professionalism in SMP Negeri in Pemulutan District, Ogan Ilir Regency. Accordingly, teacher professionalism will rise along with improvements in academic monitoring.

With a t count of $4.450 > t$ table 1.993 and a significance of $0.00 < 0.05$, the results of testing hypothesis -1 with the SPSS version 25 tool demonstrate that partial academic supervision has a positive and significant effect on teacher professionalism. The influence of academic supervision on teacher professionalism is 0.213 , or 21.3% . This indicates a successful confirmation of the theoretical framework about the impact of academic supervision on teacher professionalism; the theory is consistent with the empirical research conducted at SMP Negeri in the Pemulutan District of Ogan Ilir Regency.

With an average rating of 4.03 on a scale of 1 to 5 , the description of academic supervision for instructors at SMP Negeri Pemulutan District, Ogan Ilir Regency, is extremely good. The statement from the principal discussing goals not met in learning activities to find the best solution is the dominant indicator of the academic supervision variable, with a value of 4.43 . The statement from the principal directing teachers to choose learning materials in line with PBM learning objectives has the lowest value, with a value of 3.68 .

With an average rating of 4.40 on a scale of 1 to 5 , SMP Negeri in the Pemulutan sub-district of the Ogan Ilir district had very strong teacher professionalism. With a score of 4.65 , the assertion that teachers have specific learning objectives is the strongest signal of the teacher professionalism variable, while teachers have the lowest score. Have high expectations for every student who receives a 4.15 .

With an average coefficient of 4.40 on a scale of $1-5$, respondents' opinions of the academic supervision provided by State Middle School teachers in Pemulutan District, Ogan Ilir Regency, are very positive. Similarly, respondents' opinions of the professionalism of the teachers at SMP Negeri are highly positive. Put differently, teachers at Public SMP, Pemulutan District, Ogan Ilir Regency, report that academic supervision is excellent and that teacher professionalism is high, provided that the principal offers guidance on procedures and learning implementation and that teachers maintain classroom discipline effectively.

The principal's assistance to teachers in choosing materials based on fundamental abilities is the lowest indicator in the academic supervision variable. has a 3.68 , or very good, rating. However, the variable measuring teacher professionalism has the lowest score in the statement, making it the lowest indicator. Instructors hold all students who receive a 4.15 or above in high regard. Put another way, the administrator needs to strengthen the guidance he gives teachers when choosing

materials based on fundamental competencies, and teachers shouldn't hold themselves to a high standard for every kid.

Taryono et al (2021), found that academic supervision at Ogan Komering Ulu SMA Negeri significantly affects teacher performance. At Ogan Komering Ulu SMA Negeri, organizational culture has a big impact on how well teachers perform. At Ogan Komering Ulu State High School, organizational culture and academic supervision both have a major impact on teachers' performance. Hafizoh et al (2020) research came to the following conclusions: (1) teacher professionalism has a significant impact on teacher performance; (2) principal supervision has a significant impact on teacher performance; and (3) teacher professionalism and principal supervision together have a significant impact on teacher performance.

According to research by Puspitasari et al (2021), teacher performance at Tanjung Raja District Public Elementary School is influenced by the principal's management; teacher professionalism at Tanjung Raja District Elementary School does not affect teacher performance; and at Tanjung Raja State Elementary School, teacher performance is unaffected by both school management and teacher professionalism combined.

Academic supervision, according to Arikunto & Yuliana (2008), can assist teachers in understanding students' needs and conditions as a basis for analysis in creating appropriate plans for teaching and learning activities. It can also assist teachers in understanding education and the role that schools play in achieving their goals. Academic supervision is an endeavor whose purpose is to assist or support educators to help them develop, improve, and even elevate the process of teaching and learning. It also involves creating efficient and productive learning environments for students to meet objectives and raise the standard of instruction.

The findings of field observations demonstrated that the leadership's academic supervision was operating effectively and in compliance with established protocols. As a leader, the principal always works in tandem and coordinates with instructors at all levels of the school. This image shows the paperwork of the SMP Negeri teachers' supervision in Pemulutan:



Figure 1. Academic Supervision of SMP N 3 Pemulutan

It can be seen that teachers have used the learning media available at school and used interactive learning methods to encourage students to be active in learning.



Figure 2. Academic Supervision of SMPN 5 Pemulutan

The Pemulutan District's SMP Negeri teachers have generally engaged in more academic supervision activities, as evidenced by the increased supervision outcomes from initial observations and the use of engaging, interactive media and instructional strategies that encourage student participation in the teaching and learning process. By enhancing the learning process, academic monitoring helps teachers become more professionally trained and raises educational standards. According to Sagala's (2008) perspective, academic supervision is aimed at helping teachers become more professional to enhance the learning environment and help students become qualified. According to Oktaviani's (2018) research findings, academic supervision has a positive and significant impact on Prabumulih City SMP Negeri teachers' performance; the principal's leadership has a positive and significant impact on Prabumulih City Public SMP teachers' performance; and the combination of the education unit supervisor's academic supervision and the principal's leadership has a positive and significant impact on Prabumulih City State Middle School teachers' performance.

Organizational Culture Analysis of the Professionalism of Public Middle School Teachers in Pemulutan District

The first hypothesis is accepted since the test findings demonstrate that the organizational culture variable has a significant and partial impact on teacher professionalism. A theoretical framework for considering how professionalism in SMP Negeri in Pemulutan District, Ogan Ilir Regency, is influenced by organizational culture. Thus, teacher professionalism will rise in tandem with an improvement in the organizational culture.

With a t count of $2.945 > t$ table 1.993 and a significance of $0.00 < 0.05$, the results of testing hypothesis -2 with the SPSS version 25 tool demonstrate that organizational culture has a partially positive and significant effect on teacher professionalism. The influence of organizational culture on teacher professionalism is 0.106 or 10.6% . This indicates a successful confirmation of the theoretical framework about the impact of organizational culture on teacher professionalism. The theory aligns with the empirical work conducted at SMP Negeri in Pemulutan District, Ogan Ilir Regency.

The teacher's statement at SMP Negeri Pemulutan District, Ogan Ilir Regency, describes organizational culture very well, with an average coefficient of 4.36 on a scale of $1-5$, the dominant indicator of the organizational culture variable. This is evident in the teacher's desire to achieve both the best target and the highest achievement. The assertion that the teacher believes the leader provides strength and encouragement to subordinates, on the other hand, has the lowest indication score (3.93).

With an average rating of 4.40 on a scale of 1 to 5 , SMP Negeri in the Pemulutan sub-district of the Ogan Ilir district had very strong teacher professionalism. With a score of 4.65 , the assertion that teachers have specific learning objectives is the strongest signal of the teacher professionalism variable, while teachers have the lowest score. Have high expectations for every student who receives a 4.15 .

With an average coefficient of 4.40 on a scale of 1 to 5 , respondents' opinions of the organizational culture of State Middle School teachers in Pemulutan District, Ogan Ilir Regency, are very positive. Similarly, respondents' opinions of the professionalism of the teachers at these State Middle Schools are also highly positive. Stated differently, SMP Negeri Pemulutan, Ogan Ilir Regency boasts an excellent organizational culture and highly professional teachers—that is, as long as they maintain a strong work ethic and effectively enforce discipline in the classroom.

Teachers' perception of the school's adherence to the applicable rules is the lowest signal for the organizational culture variable, scoring 3.93 or very good. The teacher professionalism variable, on the other hand, has the lowest score in the statement,

making it the lowest indicator. Instructors hold all students who receive a 4.15 or above in high regard. Put another way, educators should approach their task with a strong sense of resolve and shouldn't hold themselves in high regard for every pupil.

This is consistent with research by Nelson et al (2020) have made a noteworthy and constructive contribution to the professional work culture of teachers. Investigate According to Christina (2015), the findings of this study demonstrate the significance of school culture—that is, consistent conduct, followed norms, prevailing values, philosophy, rules, and school climate—in enhancing teacher effectiveness.

Daniel R. defines organizational culture as the set of values, beliefs, and fundamental principles that serve as the basis for management procedures, methods, and behavior that upholds and reinforces these principles (Laksmi & Riani, 2011). According to Robbins, organizational culture refers to the prevailing values that are spread across the company and serve as the work philosophy for employees. This culture then serves as a guide for organizational regulations that govern how employees and customers are managed (Laksmi & Riani, 2011). According to the findings of observations conducted at the school, instructors perform their job as educators by imparting knowledge on appropriate behavior, communication, and organizational culture within the school setting.

From observations, we can see the welcoming atmosphere for students during the COVID-19 pandemic, and the culture of washing hands and checking temperatures. The organizational culture at this school has been running well, all school regulations have been carried out well by the teachers, students, and education staff. The organizational culture at this school has been running well, all school regulations have been implemented well and communication relations between teachers have been established well, not in groups. The organizational culture of the SMP Negeri instructors in Pemulutan has generally improved over the years. This is because organizational culture has a significant role in promoting higher levels of professionalism among teachers and raising the efficacy of organizational performance.

To achieve the goals of school education and teacher professionalism, it is very important to build an organizational culture in schools. Organizational culture contains values and norms which contain elements that are mutually related to each other and must be adhered to by each member so that the work environment is conducive and the organization's goals are achieved. In line with the opinion of Zubaidah & Ayuningtyas (2015) regarding School Culture, several study results show that organizational culture in schools is correlated with increased student motivation and learning achievement as well as job satisfaction and teacher productivity. Teachers' attitudes regarding their jobs are correlated with the

organizational culture of the schools. And consistent with studies conducted by Zubaidah & Ayuningtyas (2015), which found that professionalism is one aspect of teacher competency that is truly supported by the implementation of organizational culture in schools. Enhancing organizational culture can boost teacher effectiveness, foster a positive learning environment, and motivate both teachers and students.

Simultaneous Analysis of the Effect of Academic Supervision and Organizational Culture on the Professionalism of Public Middle School Teachers in Pemulutan District

The first hypothesis is accepted based on the test findings, which demonstrate that corporate culture and academic supervision have a simultaneous and considerable impact on teacher professionalism. According to the theoretical framework, professionalism in State Middle Schools in Pemulutan District, Ogan Ilir Regency, is influenced by both organizational culture and academic supervision at the same time. Thus, teacher professionalism will rise in tandem with improvements in academic supervision and organizational culture.

The findings of testing hypothesis -3 with the SPSS version 25 tool demonstrate that when combined, academic supervision and organizational culture have a positive and significant impact on teacher professionalism. This influence is measured at 25.4%, with a significance level of $0.00 < 0.05$ and an F count of $12.253 > F$ Table 3.12. This indicates that the theoretical framework about the impact of organizational culture and academic supervision on the professionalism of teachers has been successfully verified, and the theory aligns with the empirical work conducted at State Middle Schools in the Pemulutan District of Ogan Ilir Regency.

This is consistent with research by Lataza (2020) discovered that the One Roof Foundation Jabal Nuur Duwet-Wates-Kediri's work culture and teachers' professionalism had a somewhat beneficial and considerable influence on the data analysis outcomes. There is a good & considerable influence between the principal's leadership, work culture, and work dedication on teacher professionalism at the Satu Atap Jabal Nuur Duwet-Wates-Kediri Foundation simultaneously. According to Darlima (2012), at SMP Negeri 14 Palembang City, organizational culture has a favorable and significant impact on teacher performance. Professionalism, principal leadership, and organizational culture all work together to improve teacher performance.

D. Conclusion

There is a significant influence of academic supervision on the professionalism of SMP Negeri teachers in Pemulutan District, Ogan Ilir Regency. There is a significant influence of organizational culture on the professionalism of SMP Negeri teachers in

Pemulutan District, Ogan Ilir Regency. There is a significant influence of academic supervision and organizational culture on the professionalism of SMP Negeri teachers in Pemulutan District, Ogan Ilir Regency.

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