

The Influence of School's Culture and Principal's Academic Supervision on the Teaching Quality of High School Teachers

Ririn Rachmawati¹, Happy Fitria², Rohana³

¹SMA Negeri 2 Banyuasin I, South Sumatra, Indonesia, ²Badan Riset dan Inovasi Nasional, Jakarta, Indonesia, ³Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: ririnwonyong@gmail.com

Article History: Received on 6 February 2024, Revised on 3 April 2024,
Published on 20 April 2024

Abstract: The research aims to analyze the influence of school culture, academic supervision, and school culture on the teaching quality of high school teachers in Banyuasin I District, Banyuasin Regency. This research was conducted at one of the high schools in Banyuasin I District using quantitative methods. The population was 121 teachers, using probability sampling techniques. A sample of 93 people was determined using the Slovin formula. The results of the research show that school culture and principal supervision have a positive effect on the teaching quality of high school teachers in Banyuasin I District. The combination of school culture and academic supervision contributes to the overall quality of teacher teaching.

Keywords: Academic Supervision, School's Culture, High School Teachers

A. Introduction

In addition to being a vital aspect of life, education sets humans apart from other animals. The field of education concentrates its efforts on the process of teaching and learning (transfer of knowledge). Psychology is required in this process to comprehend the state of teachers and pupils (Anwar, 2014). A person's particular need, education is also a human need. needs that are irreplaceable by others. Because every person needs education to develop their unique skills, potential, and talents. Humans are shaped by education from ignorance to intelligence, from ignorance to knowledge, and from ignorance to understanding.

Since education is seen by all as a vital ability, it plays a critical role in the success of a nation. In Indonesia, the national education system aims to foster learning and active learning processes so that students can grow in their intellectual, spiritual, and personal capacities and make constructive contributions to society, the country, and the nation. The National Education Department aims to improve education by implementing government-led initiatives such as curriculum development, research, and training in line with the rapidly evolving field of education and technology,

focusing on human resource quality. This is by the opinion Sedarmayanti (2008), that the success of management in an organization, whether an organization operating in the government sector or an organization operating in the business sector, is largely determined by the human resources available in the organization. This means that humans can meet the needs of carrying out every organizational activity as expected so that the desired performance is realized.

Without prepared human resources, it appears difficult for a country or an organization to advance in any discipline. Human resources are thought to be a key component of development achievement, particularly in the area of education. As one of the most important human resources, teachers play a key role in raising the standard of education in Indonesia. This is the opinion of Syah (2002) who states that teachers as educators and instructors are the determining factor for the success of every educational endeavor. That is why discussions regarding curriculum renewal, procurement of learning tools, and even the criteria for human resources produced by education boil down to teachers. This shows how significant the role of teachers is in the world of education.

Acknowledging the significance of raising teacher engagement, innovation, caliber, and professionalism. In the context of Indonesia's educational development, teachers play a critical role in efforts to raise the standard of instruction and are one of the factors that determine students' success in school, helping to shape national character and maximize their potential (Happy et al., 2019). Teachers occupy the most strategic position and, as professionals, they must be independent in all educational activities conducted both inside and outside of the classroom. In this situation, the teacher serves as a decision-maker about lesson design, execution, and evaluation (Majid, 2005). These three items serve as gauges for the caliber of instruction provided by teachers. If these three things are implemented well by a teacher, the quality of the teacher's teaching can be said to be good.

The degree to which teachers are equipped to guide their pupils through learning activities will affect whether or not educational goals are achieved. In addition to imparting knowledge, teachers foster a learning environment that all students may participate in. Teachers and students need to communicate effectively. Students require this kind of environment to make the classroom enjoyable and to help them comprehend the lessons that the professors are teaching. Since it is in the classroom that students should receive learning services and where the quality of educational outcomes is ensured, Djam'an (2002) contends that learning takes place there is the central function of school activities and education as a whole.

There are still a lot of issues with education in Indonesia. One of them is that teachers do not yet have the best human resources at their disposal. It is challenging to locate educators who are genuinely committed to their work and who provide

their full attention and effort to fulfill their professional responsibilities. Mulyasa (2017) lists at least seven common errors that educators make when instructing students. These errors include learning shortcuts, waiting for bad behavior from students, employing destructive discipline, ignoring the unique needs and differences of each student, believing oneself to be the smartest person in the class, being unfair (discriminatory), and infringing on students' rights.

The issue of poor teacher quality is also present at SMA Negeri 2 Banyuasin I, located in the Banyuasin Regency. Based on the findings of preliminary research interviews with KJ, a teacher at SMA Negeri 2 Banyuasin I District, on April 6, 2020, researchers know that there are still several teachers at this high school who are not yet performing to the best of their abilities as educators, particularly when it comes to the learning process. Comprehend the tenets or basis of education, have not created a curriculum or syllabus, have not created a learning plan, and have not used technology to enhance learning. Furthermore, according to KJ, there are still some teachers who are not optimal in carrying out educational learning, do not understand the condition of students, and are not optimal in developing the potential of students. This causes the quality of teaching of teachers at these schools to not be optimal.

The not-yet-optimal quality of teacher teaching is also demonstrated by the results of the academic supervision of the principal of SMAN 2 Banyuasin I, the results of the average recapitulation of academic supervision over the last 2 years are as follows:

Table 1. Results of Teacher's Academic Supervision

No	Type of Activity	2017/2018	2018/2019
1	Planning Learning Activities	79%	81%
	Implementation of Learning		
2	Activities	79%	80%

Source: Head of Curriculum at SMAN 2 Banyuasin I, 2020

It is evident from the data in Table 1.1 above that the quantity of learning activities planned and carried out annually reflects the low value of the supervision results. Among the many ways to raise the caliber of instruction provided by teachers is to conduct academic supervision. One of a school principal's responsibilities, according to Mulyasa (2009), is to supervise the job that educational staff members do. Therefore, in addition to being a leader, the principal also serves as an academic supervisor, advising and guiding instructors to improve instruction and establish conducive learning environments.

The ability of the school to manage and control its resources is critical to the success of education and learning in the classroom. This is mostly because of the school's grasp of management and leadership, as well as the way that staff members, instructors, administrators, and students communicate with one another. This is important because it helps the school adjust to changes in the community, technology, and globalization. To create engaging, high-quality interactions, all of this truly calls on the professionalism and competency of school principals (Mulyasa, 2015).

As a leadership process in education, academic supervision seeks to support teachers' professional growth, particularly in the area of teaching. It is predicated on meticulous, unbiased observation and data analysis, which serves as a roadmap for modifying instructional strategies (Gunawan, 2011). In this instance, supervision relates to the teacher's viewpoint on the coaching or guidance that the school principal is implementing. Does this affect raising the standard of instruction? Teachers who feel positively about the principal's academic supervision will teach well, as supervision entails direction or coaching toward better teaching practices.

Academic supervision is motivation and input in improving the quality of teaching, and whether or not it will not improve the quality of teaching and teacher motivation. School culture is often referred to as work climate, which develops the working atmosphere and relationships between all teachers, school principals, and education staff. The school culture can be characterized by an attitude of cooperation (cooperative), a level of intimacy (intimate), a level of friendship (collegial), and mutual support (supporting) (Hasanah, 2008). This situation can raise the caliber of instruction provided by teachers since it affects all four aspects of school culture. Examples of school cultures that might encourage students' passion for learning include a safe and orderly learning environment, high expectations from the school community, school health, and student-centered activities. Since school culture sets the tone for the institution, increased efforts are required to increase student productivity.

In connection with the school culture at SMA Negeri 2 Banyuasin I, researchers also conducted a preliminary research interview, one of the teachers at SMAN 2 on April 6, 2020. According to interviewer, there are still several teachers who are difficult to communicate with and work well with, still Weak enforcement of discipline, support, and control systems from school principals can be seen from the fact that there are still several teachers who have a habit of not arriving on time. These are negative habits that still frequently occur and appear in daily behavior in the school environment which ultimately risks becoming a negative and non-conducive school culture.

Various factors such as low supervision, support and control from the school principal, salary factors that are insufficient and still far from adequate standards of needs, social climate, other activities outside of teaching hours at school, culture in the school environment that is less supportive and others, then School culture factors and principal supervision are thought to have a significant influence on the teaching quality of high school teachers in Banyuasin I District, Banyuasin Regency. Therefore, researchers are interested in researching "The Influence of School Culture and Academic Supervision of School Principals on the Teaching Quality of High School Teachers in Banyuasin I District, Banyuasin Regency".

B. Methods

This research was carried out at one of the SMA Negeri in Banyuasin I District, Banyuasin Regency. This research uses quantitative research methods and the research design takes the form of an influence study and data collection using instruments, namely questionnaires. The population in this study were all high school teachers in Banyuasin I District, totaling 121 teachers. In this sampling technique the author uses a probability sampling technique. Probability sampling is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a member of the sample. The researcher determined a sample of 93 people which the researcher obtained from Slovin's formulation.

C. Results and Discussion

The Influence of School Culture on the Quality of Teacher's Teaching

School culture in this research is the basic pattern or rules in high schools in the Banyuasin I subdistrict which were created by the principal, teachers, students, community, stakeholders, and the environment to achieve the expected goals. The study's findings indicated that Hypothesis H01 was rejected and Hypothesis Ha1 was accepted. Put another way, these findings suggest that specific school culture variables have an impact on the high school teacher's ability to teach in Banyuasin I sub-district. This implies that if school culture improves, so will the high school teacher's ability to teach, and vice versa if school culture declines. The study's coefficient of determination test results indicates that school culture accounts for 62.7% of the teaching quality of high school instructors in the Banyuasin I subdistrict.

The results of the descriptive study showed that a variety of elements, including language, attitudes, and conduct, had a favorable impact on the SMA school culture in Banyuasin I. With a total of 412 points and a ratio of 4.40, individual initiative is the most significant characteristic, followed by conflict tolerance, which has a total of

331 points and a ratio of 3.6. The study's findings support Zamroni (2013) assertion that school culture consists of the customs, rituals, values, and other behaviors that have long developed within the institution and are, whether intentionally or not, passed down from one generation to the next. School culture is the dominant values supported by the school or the philosophy that guides school policies towards all elements and components of the school including educational stakeholders, such as how to carry out work at school and the basic assumptions or beliefs held by school personnel.

A key element of effective school management is school culture, which is intentionally distilled from the institution's vision and mission into straightforward procedures that are used by students regularly. Thus, it is clear that what is meant to be recognized as school culture is a long-standing practice that has been carried down from generation to generation. One of the advantages and uniqueness of a school is that it has a school culture that is strong and continues to exist. The combination of all elements (three in one) including teachers, students, and parents who work together to create a better community through quality education, and are responsible for improving the quality of learning in schools, thus making a school superior and a favorite in the community.

School culture refers to a system of values, beliefs, and norms that are mutually accepted, and implemented with full awareness as natural behavior, which is formed by an environment that creates a common understanding. among all school elements and personnel, including principals, teachers, staff, students and, if necessary, form the same community opinion as the school. The findings of this study corroborate those of the Rini (2018) study, which showed that school culture affects teachers' ability to become more competent individuals, which in turn affects the caliber of instruction provided by teachers. Suhayati (2017) discovered that school culture has an impact on the caliber of instruction provided by teachers. The degree to which school culture affects the caliber of instruction provided by teachers is 35.6%. Tanggapili (2016) found that school culture had a positive and significant effect on the teaching quality of state elementary school teachers in Uepai District, Konawe Regency. Aulia (2018) also found results that there was a significant influence in the category of high closeness between school culture and teacher performance in carrying out duties at SMA Negeri 2 Kotabumi, North Lampung Regency for the 2017/2018 academic year. A good school culture will result in optimal teacher performance in carrying out their duties.

The results of this research further confirm that school culture is a very important factor in the learning and teaching process in schools in improving the quality of teacher teaching. The higher or better the school culture, the more it contributes to improving the quality of teacher teaching. School culture includes basic patterns or

rules created by the principal, teachers, students, community, stakeholders, and the environment to achieve the expected goals.

The Influence of the Principal's Academic Supervision on the Quality of Teacher's Teaching

The principal's academic supervision in this research is a principal's effort to develop teachers so that they can improve the quality of their teaching through planning steps, concrete teaching performances, and making changes rationally to improve student learning outcomes. In other words, the academic supervision variable of individual school principals has an influence on the quality of high school instruction in the Banyuasin I sub-district. The study's findings indicate that Hypothesis H02 was rejected and Hypothesis Ha2 was accepted. This means that if the principal's academic supervision has increased, the quality of high school instruction in the Banyuasin I sub-district will also increase, and vice versa if the principal's academic supervision decreases.

This implies that if the academic supervision that the principal of the school conducts is evaluated using three levels of indicators, specifically: developing a program for academic supervision; conducting academic supervision; and monitoring the supervision's outcomes; The level of instruction provided by high school teachers in Banyuasin I sub-district will rise if the principal's academic supervision is improved, and the opposite will also occur if the principal's monitoring is subpar. With a total score of 366 and an average of 3.94, the variable component of academic supervision for high school teachers in the Banyuasin I subdistrict with the highest score is preparing an academic supervision program. This shows that planning a supervision program is the component that has the most dominant influence on the quality of teacher teaching, while the smallest component is carrying out academic supervision with a total average score of 343 and an average weight of 3.68.

Implementation indicators demonstrate that the school principal can learn about the execution of the teacher-led learning activities through a sequence of academic supervision, also known as the observation phase. Continuous supervision is necessary to enable the principal to appropriately oversee teachers' performance in executing instructional activities. This claim also has to do with initiatives aimed at raising teacher effectiveness in the classroom. According to Asf & Mustofa (2013), an individual's motivation, abilities, and education are examples of internal elements that affect their work performance. External factors that affect an individual's performance include the work environment, pay scale, and other aspects. Included as an external factor that influences the quality of teacher teaching is the leadership of the school principal, including through supervision/supervision of the school principal.

According to Pidarta (2009), in particular, the role of the principal as a supervisor entails the specific responsibility of guiding teachers toward becoming professionals, a role that must be preserved and enhanced. Guidance for teachers encompasses personal aspects of the teacher, ongoing professional development, correcting process flaws in instruction, mastering lesson content, offering guidance regarding different teacher abilities, regional variations, and the teacher's capacity to collaborate with the community.

The act of advising and supporting teachers in carrying out their instructional responsibilities in the classroom is known as the principal's academic supervision. Based on the respondent's perspective of the program's design, academic supervision's execution, and the principal's evaluation of the program's outcomes, the academic supervision of the principal is evaluated. The responsibility for academic supervision falls on the principal. Effective academic supervision demands technical, interpersonal, and conceptual abilities (Glickman, 2007). School principals need to comprehend and be proficient in the notion of academic supervision, which encompasses its goals, functions, guiding principles, and scope.

The principal's academic supervision is any form of assistance from school leaders that aims to develop the leadership of teachers and other school staff in achieving educational goals. Furthermore, supervision is a guidance activity designed to help teachers and other school staff carry out their work effectively. The results of the coefficient of determination test in this study show that 29.3% of the teaching quality of high school teachers in the Banyuasin I sub-district can be explained by the principal's academic supervision.

According to the descriptive analysis results, the academic supervision variable used by high school administrators in the Banyuasin I subdistrict was agreed with by an average of 62.4% of respondents, with 9.97% highly agreeing. This demonstrates that the high school principals in the Banyuasin subdistrict are in charge of academic monitoring. I fall into the "very good" category. Put another way, when asked about the impact of the academic supervision provided by high school principals in the Banyuasin I subdistrict, high school teachers in the subdistrict gave very good answers. This indicates that the principal's advice, which is provided at every supervision meeting, truly aids teachers in raising the caliber of their instruction, particularly in classroom instruction.

The study's findings support the Yulianti (2018) assertion that the principal's academic supervision has a positive and significant impact on students' learning effectiveness at Tulang Bawang District Public High School. Specifically, the more the principal supervises, the more effectively the teachers will demonstrate their ability to learn. According to research by Zulfakar et al. (2020), school principals' goal of academic monitoring is to help instructors become more proficient and

skilled at their jobs. Academic supervision of high school principals in the Banyuasin I sub-district must be carried out based on cooperation, participation, and collaboration, and must provide convenience and help teachers develop their potential optimally. The assistance provided is professional assistance through systematic design, careful observation, and objective and immediate feedback.

According to the study's findings, one of the things that can affect how well high school teachers in the Banyuasin I sub-district teach is the principal's ability to oversee their academic performance. As a result, the principal is expected to be able to regularly supervise the teachers under his direction to help them become more competent educators. This is in line with Mushlih & Suryadi (2018) assertion that supervision is related to issues of improvement. The primary focus of academic supervision is the supervisor's monitoring of learning activities that take place both within and outside of the classroom. Academic supervision is a guiding activity that strives to enhance teachers' professional abilities and improve the quality of learning by offering technical help to instructors in carrying out the learning process. The goal of supervision is to elevate the professionalism of teachers. The presence of a professional school principal, who can oversee their teachers, can enhance the quality of education by improving the teaching and learning process (Fathurrohman, 2011). As a result, having a school principal can aid teachers in performing their duties more effectively.

Thus, to enhance and refine the process of student learning outcomes and align guidance activities with teacher professional development, the principal of Banyuasin I sub-districts academic supervision program focuses supervision primarily on academic issues, that is, all matters about activities. learning that occurs when pupils are working through a lesson in the classroom. This is consistent with the view expressed by Sahertian that the goal of supervision is to help teachers both individually and in groups to enhance their teaching. As a result, it is impossible to dispute the principal's crucial position in educational institutions. The principal is an example and role model for teachers and students in terms of character development both in terms of discipline and in terms of ethics and morals. Moreover, nowadays we have implemented a new curriculum that is oriented towards forming the character or characteristics of students. Providing knowledge about social ethics, and fostering religious values, morals, character, and ethics for students, must be carried out continuously.

The findings of this study corroborate those of Suhayati (2017) and Tanggapili (2016), whose research indicates that academic supervision provided by school principals has a noteworthy and favorable impact on the quality of instruction. The findings of the studies by Kartini et al. (2020) and Mardalena et al. (2020) demonstrate that the principal's academic supervision has a favorable and significant impact on teacher performance. Tanggapili (2016) discovered that the

academic supervision provided by the principal had a noteworthy and favorable impact on the quality of instruction provided by public elementary school teachers in Uepai District, Konawe Regency. This positive relationship can be interpreted as meaning that the more the quality of the implementation of academic supervision increases, the more the teacher's teaching quality in learning activities will increase. The relationship between the influence of academic supervision on the quality of teacher teaching in learning is shown by a percentage of 62.7%.

To achieve the quality of teacher teaching, which includes implementing academic supervision, school principals, teachers, and other stakeholders in the field of education in high schools in the Banyuasin I sub-district must be concerned about the impact of academic supervision implementation on the quality of teacher teaching in learning. The accomplishments of deserving educators are anticipated to have several beneficial effects, such as raising student learning outcomes, fostering professional development among educators, and enhancing Indonesian educational standards.

Based on the discussion above, it can be concluded that academic supervision is a very important part of achieving learning goals. The aim of academic supervision, especially in high schools in the Banyuasin I sub-district, is to guide teachers in providing improvements in the learning process to improve the quality and learning outcomes. Academic supervision is needed by the school principal to be directly involved and see how the learning process is in the classroom. Academic supervision in the form of guiding teachers directly is expected to improve the teaching quality of high school teachers in the Banyuasin I sub-district in the learning process so that students' academic achievement can also be better.

The Influence of School Culture and the Principal's Academic Supervision on the Quality of Teacher's Teaching

The quality of teacher teaching in this research is a set of behaviors demonstrated by high school teachers in the Banyuasin I sub-district when carrying out their duties and obligations in the field of teaching which can meet students' needs to produce a good education. Teaching quality in this study is a result achieved by high school teachers in the Banyuasin I sub-district in carrying out the learning tasks assigned to them which are based on indicators of teacher teaching quality, namely: mastering the material, managing the teaching and learning program, managing the class, using learning media/resources, mastering the basics of education, managing teaching and learning interactions, assessing student achievement, getting to know the functions and guidance and counseling programs in schools, and getting to know and administering school administration.

It can be concluded that the variables about school culture and the principal's academic supervision together have a significant impact on the quality of teacher teaching because the results of the simultaneous test of the variables about the principal's academic supervision and school culture show that the probability is much smaller than 0.05 and F_{count} is greater than F_{table} , leading to the rejection of H_0 and the acceptance of H_a . This also shows that, if the school culture and academic supervision of the principal increases, this will be followed by an increase in the quality of teacher teaching and conversely, if the school culture and academic supervision of the principal decreases, it will be followed by a significant decrease in the teaching quality of high school teachers in the Banyuasin I sub-district.

The principal's academic supervision and school culture variables accounted for 67.2% of the teacher teaching quality variables, according to the results of the coefficient of determination test. In the meantime, additional factors not covered in this study, such as working conditions, pay and benefits, and so on, account for the remaining 36.3%. Mastering the fundamentals of education has the highest and most significant score (413 total and 4.40 average) among the variable components of the teaching quality of high school teachers in the Banyuasin I subdistrict; mastering the material has the lowest total average score (385 average and 4.14 average weight).

Based on the results of this study, to improve the quality of teacher teaching, high school principals in the Banyuasin I subdistrict need to pay attention to matters that have an impact on the achievements of the subordinate workers they lead. Many matters can influence the quality of a teacher's teaching, both relating to the teacher himself or matters relating to the school environment and the overall basis of government. Every school principal as a leader always has the desire that the teachers he leads can improve achievement, including through implementing quality academic supervision and a high school culture.

The goal of supervision is to transform different creative viewpoints into quantifiable actions and serve as professional direction provided by supervisors to enable teachers to exhibit their work as professionals. The act of providing guidance and conducting critical evaluations of the teaching-learning process that takes place in the classroom is known as supervision. The goal of supervision, as a method of providing services, is to jointly research and enhance the elements that impact children's growth and development to make learning environments for students more engaging and joyful.

To align guidance activities with the development of teachers' professional abilities, the goal of the academic supervision program is to enhance and refine the process of student learning outcomes. The supervisor of academic supervision concentrates on academic issues, that is, anything concerning the environment in which teaching and learning activities take place when students are acquiring knowledge in the

classroom. To improve the quality of instruction provided by teachers, supervision is necessary. Teachers will be strongly influenced by the principal's guidance, direction, and help when accomplishing all types of instructional activities. Principals and instructors alike may use supervision as a kind of evaluation. Until the teacher can ascertain whether or not the accomplishment satisfies the anticipated aims. Apart from the principal's academic supervision, the existence of a good school culture can also influence the teaching quality of high school teachers in the Banyuasin I sub-district. School culture is the basic pattern or rules created by the principal, teachers, students, community, stakeholders, and the environment to achieve goals. which are expected. Therefore, school culture can inspire enthusiasm. School culture is the result of several processes that are external to a person, generating enthusiasm and persistence in carrying out certain activities.

A manifestation of a conducive work environment is a school culture that can support the high school teachers in the Banyuasin I sub-district's quality of instruction. It also includes the atmosphere and working relationships among teachers, between teachers and principals, and between teachers and other education staff, as well as between agencies in their environment. This kind of environment makes the job principals and teachers do in schools more productive. The accomplishments of educators demonstrate their effectiveness in raising the standard of instruction. Moreover, the accomplishments of teachers are evident in their capacities and expertise in doing their jobs, particularly in designing the educational process.

Therefore, the results of this study support the statement that the principal's academic supervision and school culture together influence the quality of teacher teaching. Good principal academic supervision followed by a high school culture can support improving the quality of teacher teaching in learning. If the quality of the principal's academic supervision and school culture increases, the quality of teacher teaching will also increase and conversely, if the quality of the principal's academic supervision and school culture decreases, the quality of teacher teaching will also decrease.

Therefore, high school teachers in the Banyuasin I sub-district must have the opportunity to develop themselves and at the same time receive support, encouragement, guidance, and direction from the school principal because of the important role of the principal's academic supervision and the existence of a good school culture to improve quality. teach teacher. This means that improving the quality of teachers teaching in carrying out their duties every day is largely determined by the ability of the school principal to carry out supervision or monitoring and also through the existence of a school culture in the form of a conducive working atmosphere and relationships in the school, providing

enthusiasm for teachers in carrying out their duties and obligations. to prepare learning for students.

D. Conclusion

Based on the results of previous research and discussions, the following conclusions can be drawn: 1) there is a positive influence between school culture on the teaching quality of high school teachers in the Banyuasin I sub-district. Based on the figures obtained, the coefficient of determination R Square (R^2) is 0.627, which means that school culture (X1) can influence the teaching quality of teachers (Y) who contribute amounting to 62.7%; 2) there is a positive influence between the principal's academic supervision on the teaching quality of high school teachers in the Banyuasin I sub-district. Based on the coefficient of determination R square (R^2) of 0.293, this means that the principal's academic supervision (X2) can influence the teacher's teaching quality (Y) by contributing 29.3%; 3) there is a positive influence between school culture and the principal's academic supervision together on the teaching quality of high school teachers in the Banyuasin I subdistrict. Based on the determination of R Square (R^2) of 0.672, which means that school culture (X1) and principal's academic supervision (X2) can influence the quality of teacher teaching (Y) which contributes 67.2%.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues in SMA Negeri 2 Banyuasin I District, Banyuasin Regency, and Universitas PGRI Palembang who helped us with this article.

References

- Anwar, C. (2014). *Human Nature in Education A Philosophical Review*. Suka Press.
- Asf, & Mustofa. (2013). *Educational supervision: New Breakthroughs in Improving the Performance of School Supervisors and Teachers*. Ar-Ruzz Media.
- Aulia, P. S. (2018). *The Influence of School Culture on Teacher Performance in Carrying Out Duties at SMA Negeri 2 Bumi City, North Lampung Regency, Academic Year 2017.2018*. Universitas Lampung.
- Djam'an, S. (2002). *School Based Management*. Basic Education Project.
- Fathurrohman. (2011). *Educational Supervision*. Gava media.
- Glickman. (2007). *Instructional Supervision: In the Education Profession*. Alfabeta.
- Gunawan, A, H. (2011). *School Administration*. Rineka Cipta.
- Happy, F., Kristiawan., M., & Rahmat, N. (2019). Efforts to Improve Teacher Competency Through Classroom Action Research Training. *Abdimas Unwahas*, 4(1).
- Hasanah, A. (2008). *School Management Productivity (Study of the Contribution of*

- Principal Leadership, School Culture and Teacher Performance to Junior High School Productivity in Bandung City*). Universitas Pendidikan Indonesia.
- Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*., 20(1), 156–164. <https://doi.org/ijpsat.ijsh-journals.org>
- Majid, A. (2005). *Learning Planning: Developing Teacher Competency Standards*. Remaja Rosdakarya.
- Mardalena, M., Arafat, Y., & Fitria, H. (2020). The Influence of Academic Supervision and Teacher Professional Competence on Teacher Performance in State High Schools in Tanjung Raja District. *Jurnal Intelektualita: Keislaman, Sosial, dan Sains*, 9(1). <https://doi.org/10.19109/intelektualita.v9i1.5582>
- Mulyasa. (2009). *Become a Professional School Principal*. Remaja Rosdakarya.
- Mulyasa. (2015). *Mental Revolution in Education*. PT Remaja Rosdakarya.
- Mulyasa, E. (2017). *Becoming a Professional Teacher, Creating Creative and Fun Learning*. Remaja Rosdakarya.
- Mushlih, A., & Suryadi, R. A. (2018). *Theory and Practice Educational Supervision*. Rosda Karya.
- Pidarta, M. (2009). *Contextual Educational Supervision*. Rineka Cipta.
- Rini. (2018). *The Influence of Work Motivation, School Culture and Principal Leadership Roles on the Competency of State Madrasah Tsanawiyah Teachers in Pati Regency*. Universitas IKIP PGRI Semarang.
- Sahertian. (2000). *Concepts and Techniques of Educational Supervision in the Context of Human Resource Development*. Rineka Cipta.
- Sedarmayanti. (2008). *Human Resources Management Bureaucratic Reform and Civil Servant Management (Revised)*. PT Rafika Aditama.
- Sugiyono. (2010). *Quantitative, Qualitative Research Methods and R&D*. Alfabeta.
- Suhayati, I. Y. (2017). Principal Academic Supervision, School Culture and Teacher Teaching Performance. *Jurnal Administrasi Pendidikan*, 17(1), 86–95. <https://doi.org/10.17509/jap.v17i1.6435>
- Syah, M. (2002). *Educational Psychology With a New Approach*. Remaja Rosdakarya.
- Tanggapili, R. (2016). The Relationship between Principal Academic Supervision and School Culture with the Teaching Quality of Public Elementary School Teachers in Uepai District, Konaw Regency. *Jurnal Edisi Januari*, 1(1).
- Yulianti, M. (2018). The Influence of Principal Supervision, School Climate and Teacher Work Ethic on Learning Effectiveness in State High Schools in Tulang Bawang Regency. Universitas Lampung.
- Zamroni. (2013). *Educational Management is an Effort to Improve School Quality*. Penerbit Ombak.
- Zulfakar, Z., Lian, B., & Fitria, H. (2020). Implementation of Academic Supervision in Improving Teacher Performance. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 5(2), 230. <https://doi.org/10.31851/jmksp.v5i2.3833>