

The Influence of Organizational Culture, Academic Supervision and Work Motivation on PAUD Teacher Performance in Medan Selayang District

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Abstract. This study aims to determine and examine the direct influence of: (1) organizational culture on teacher work motivation; (2) organizational culture on teacher work motivation; (3) academic supervision of teachers' work motivation; (4) academic supervision on teacher performance and (5) work motivation on teacher performance. The population of the study was PAUD teachers in Medan Selayang Subdistrict totaling 141 people. By using the Slovin formula, a sample of 105 people was obtained which was determined by proportionate simple random sampling. The research method is path analysis which aims to test the theory and obtain information about the research. Based on hypothesis testing, it can be concluded that there is a direct effect: (1) organizational culture on teacher work motivation with $31 > r_{table}$ ($0.328 > 0.159$) and $t_{count} > t_{table}$ ($3.652 > 1.645$); (2) academic supervision of teachers' work motivation with $32 > r_{table}$ ($0.253 > 0.159$) and $t_{count} > t_{table}$ ($2.813 > 1.645$); (3) organizational culture on teacher performance with $41 > r_{table}$ ($0.270 > 0.159$) and $t_{count} > t_{table}$ ($2,994 > 1.645$); (4) academic supervision on teacher performance with $42 > r_{table}$ ($0.211 > 0.159$) and $t_{count} > t_{table}$ ($2.396 > 1.645$) and (5) work motivation on teacher performance with $43 > r_{table}$ ($0.264 > 0.159$) and $t_{count} > t_{table}$ ($2.822 > 1,645$). The results of the study provide an overview of organizational culture, academic supervision, and work motivation which together affect teacher performance by 29.1% and the rest is determined by other conditions.

Keywords : Organizational culture, Academic supervision, Work motivation, Teacher performance

1 Introduction

Early childhood education is a form of education that focuses on physical growth and development of fine and gross motor skills, thinking power, creativity, emotional intelligence, spiritual intelligence, socio-emotional such as attitudes and behavior as well as religion, language and communication. Improving the quality of education is also inseparable from activities to improve the quality of teacher resources who have responsibility for learning activities in the classroom. In this case the teacher's performance is highly demanded to experience improvements towards expertise in teaching, managing or organizing classes,

motivating students, conducting appropriate assessments, and making improvements and enrichment according to student needs (Priyanto, 2015: 1021-1022).

To achieve a quality education, it is necessary to have professionalism and optimal performance from various elements, both principals, teachers, and students in carrying out their duties. Sagala (2013:179) considering the important role of education personnel in schools, school management must have education and training programs to improve skills and knowledge while improving the quality of school performance. With high performance quality, it is hoped that it can make a very significant contribution to the performance and ability of schools, especially the quality of education. Based on this statement, it can be concluded that to achieve an educational goal, especially in achieving a better quality of education, it is necessary to have high ability, professional quality and performance.

A good teacher in carrying out his duties and functions will try to develop the potential that exists in students, as mandated by the National Education System Law Number 20 of 2003. But in reality education in Indonesia is still experiencing many problems such as teachers who do not meet the standards, ineffective teaching methods, incompetent principals, suboptimal school management, and community involvement in education which are in accordance with UNICEF observations in 2011. Based on data released by UNDP in 2020, Indonesia's HDI in 2019 is at 107 from 189 countries. Even in Southeast Asia, it still loses to Singapore which is ranked 11th, Brunei Darussalam is ranked 47th, Malaysia is ranked 62nd and Thailand is ranked 79th, this data shows that the quality of Indonesian education is still low.

Early childhood education (PAUD) is part of the pre-school education unit which is held on formal, non-formal and informal channels, the PAUD Unit in its implementation must carry out performance accountability to the public, accountability can be carried out in the form of accreditation. According to the head of the North Sumatran Early Childhood Education Accreditation Agency that there are still many PAUD units in North Sumatra that have not been managed properly, and shown by the accreditation data from 2015-2019 of 8820 units, there are still 2035 units or 23.07% that have been accredited, and not yet accredited 6,785 units 76.93%; of the total units accredited, the value of A = 66 units or 3.24%; the value of B = 751 units or 36.90% and the value of C = 1218 units or 59.85%.

Of the 43 PAUD units in the Medan Selayang sub-district, there is only 1 institution that is accredited A, 7 units are accredited C, and there are 35 units or 81.39 that have not been accredited, this shows that the quality of PAUD units in the Medan Selayang sub-district is still far from what is expected.

Accreditation data from 2015-2019 the number of PAUD units is 8820, the number that has been accredited is 2035 units or 23.07% and has not been accredited 6,785 units 76.93%; of the total accredited units the value of A, 66 units or 3.24%, the value of B, 751 units or 36.90% and the value of C, 1218 units or 59.85%. Based on BP-PAUD and Dikmas North Sumatra (2019) the average quality achievement is met every standard in the 8 National Education Standards (SNP) Against 987 PAUD units in North Sumatra Province shows (1) the achievement of the standard level of child development achievement is 46%; (2) standard content of 34%; (3) 52% process standard; (4) the standard of educators and education personnel is 35%; (5) standard of facilities and infrastructure 59%; (6) management standard 38%; (7) 35% financing standard and (8) 48% valuation standard.

The quality achievement data above illustrates that the average quality achievement of PAUD units in North Sumatra is still low, namely 44%, and the average quality achievement of educators and education personnel is also low. Data on Average Quality Achievements in Medan City Sub-districts 2019 are: Medan Sunggal 48.04%; Medan Baru 49.04%; Medan Denai 48.04%; East Medan 48.13%; Sandpaper Field 48.14%; Medan Tembung 48.35%; Medan Deli 48.33%; Medan Johor 48.37%; Profit Field 48, 73%; West Medan 48.93%; Medan City 49.3%; Medan Area 48.81%; Medan Marelan 48.31%; Medan Labuhan 48.54%; Helvetia Terrain 49.07%; Medan Maimun 49.52%; Petisah Field 49.54%; Medan Polonia 49.55%; Field of Struggle 48.83%; Medan City Belawan 48.41% and Medan Selayang 48.02%. Based on the data above, it can be concluded that the Medan Selayang Subdistrict has the lowest average PAUD quality achievement in the city of Medan. This shows that the achievement of PAUD quality in Medan Selayang District must be improved.

Furthermore, it can be seen in the results of the 2019 North Sumatra PAUD educator competency test of 50 participants, only 20 people were declared competent. The success of an education cannot be separated from the performance of a teacher in carrying out his duties. For this reason, it is very important for a teacher to improve his performance in order to improve the quality of education.

According to Purba (2013: 25) in general, principals must lead from the center (lead from the center), be democratic, delegate responsibilities, give power in decision making, and develop elaborative efforts that bind students, teachers and parents. In other words, it can be interpreted that the principal should be in the middle of the organizational components. In line with the statement of Fitria et al (2018: 190) having supervisory knowledge can be used to provide direction by the principal to the teacher. This means that the principal has a strategy or effective way to provide assistance in the form of direction. The principal with the abilities possessed is not only tasked with regulating but also being able to provide more effective and motivating work.

This is also emphasized by Sutisna (1983) that principals serve and support teachers and provide opportunities to learn and improve teaching. The teacher is a manager in the classroom who is responsible for the learning process, this is in accordance with what Hasruddin (2008) stated that the teacher's role in the learning process includes many things including as a teacher, class leader, supervisor, environmental regulator, participant, planner, supervisor, motivator, and counselor. Through supervision, a PAUD teacher is motivated to change, grow and improve abilities and work in order to increase the effectiveness and efficiency of the learning process (Ittihad, 2019:102) Thus, teachers as the backbone of education are expected to be able to carry out their duties and functions as teachers in order to achieve goals education. The teacher is an important component in learning, this is in accordance with what Mutmainah (2007) expressed, namely the important and main element that determines the quality of education is the teacher. Furthermore, according to Hasruddin (2008) the teacher's role in learning includes many things, including teachers, class leaders, supervisors, environmental regulators, participants, planners, super visors, motivators, and counselors.

Teacher performance is basically focused on teacher behavior in meeting school goals. Teacher performance can have an influence on students. Specifically, performance goals also require teachers to make specific decisions where learning objectives are clearly stated in the form of

insights which are then transferred to students. Teacher performance is the behavior of teachers who contribute, both positively and negatively to the fulfillment of school goals.

The reality on the ground states that the teacher's performance is still said to be unsatisfactory. This was obtained based on interviews conducted by researchers to the Head of BP PAUD, North Sumatra Province, it was found that teacher performance was still not as expected. Based on the information from the Head of BP PAUD, it shows that there are still teachers who have not carried out lesson planning, and there are still teachers who do not carry out assessments of learning outcomes, so that in the implementation of learning they have not. Based on this, it can be said that the performance of PAUD teachers is still not satisfactory and needs to be improved optimally to achieve quality education.

Robbins (2006) describes the organization as a consciously coordinated social unit with a reactive boundary that can be identified by working continuously to achieve goals. Within the school organization there are interrelated components, namely human resources which is the most important factor for the activities in it. The human resources that are components include school principals, teachers, employees, counselors, students, and school management. All human resources in the school organization work together to achieve the goals that have been set. This is in accordance with Fattah's (1996) opinion which states that school is a place for the educational process that has a complex and dynamic system.

According to Mc. Shane and Glinow (2008) organizational culture is the basic pattern of shared values and assumptions governing the way employees within an organization think about and act on problems and opportunities. What can be interpreted as organizational culture is the basic pattern of values and assumptions that are thought and carried out by organizational members in an organization. Organizational culture is a characteristic/characteristic of a school that is embraced by school members. Furthermore, according to Wheelen and Hunger (2004) is The collection of beliefs, expectations corporation's and transmitted from the one generation of employees to another which can be interpreted as organizational culture is a set of beliefs, organizational expectations that are passed down from one generation to another. next generation. Paais and Jozef's research results (2020:577); A. Kadir, et al (2016: 50); Amtu, et al (2020:885) and Widodo (2011) state that there is a significant and significant influence between school culture on teacher performance by 34.60%. It is further explained that school culture affects teacher performance by 33.00% in carrying out their activities by the research of Maheasy Enny Widyaningrum (2012).

Purwanto (2014: 76) suggests supervision as a coaching activity that is planned to help teachers and other school employees in doing their jobs effectively. Supervision serves as assistance in the form of encouragement, guidance, and opportunities for the growth of the skills and abilities of teachers provided by school leaders. The principal as a leader has an obligation to carry out supervisory actions against his subordinates at school. Giessecke and Beth (210:8) state that supervisory actions from leaders lead to the achievement of organizational goals.

Robbins (2006) reveals that motivation is a process that determines the intensity, direction, and persistence of individuals in an effort to achieve goals. Supported by Uno (2007) states that motivation can encourage the desire to devote all energy to the desired goal. Motivation is a process that begins with a physiological or psychological deficiency that drives behavior or

drives aimed at goals or incentives. (Luthans, 1998). Teacher work motivation is the impetus that influences teachers to work in meeting school goals.

From the description above, it can be concluded that teacher performance plays an important role in developing the quality of education for students. Organizational culture which should be the positive values applied in schools, the implementation of the supervision of the principal which should be good and the work motivation of the teacher which should be right and will be bad if the teacher misunderstands his role which will result in the shift of the teacher's role slowly. As a result, what used to be between teachers and students needing each other becomes no longer in need of each other. Thus the learning atmosphere is no longer happy but boring. This is where conflict after conflict begins, so that the people in it become easily frustrated and end up venting it in a way that is not right.

Castetter (1981:23) suggests that there are three sources of poor performance, namely: (1) individual sources which include intellectual weakness, psychological weakness, demotivation, obsolescence/oldness, and value orientation; (2) organizational sources which include organizational systems, organizational roles, groups in organizations, behavior related to supervision, and organizational culture and (3) external environmental sources covering family, economic conditions, political conditions, legal conditions, social values, the job market, and technological change.

Colquitt (2007) suggests that performance can be influenced by organizational mechanisms, team mechanisms, and individual characteristics. Organizational mechanisms include organizational culture and organizational structure. Team mechanisms include leadership behaviors and styles, leadership power and influence, team processes, and team characteristics. Individual characteristics include personality and ethical values, and abilities in the form of intelligence including intelligence and emotional intelligence. Individual mechanisms include job satisfaction, stress or pressure, motivation, justice, and decision making. While the expected results are performance and commitment.

Based on the results of the analysis of this study, it was found that empirically organizational culture, academic supervision, and teacher work motivation on PAUD teacher performance.

2 Research Method

The research was conducted in PAUD, Medan Selayang District, Medan City, North Sumatra. The research population was all PAUD teachers in Medan Selayang District totaling 141 teachers. By using the Slovin formula and a degree of error of 0.05, the number of research samples was 105 people.

Analysis of research data was carried out by examining the effect of exogenous factors and endogenous factors using Path Analysis with an importance level of 0.05. For normality test used Liliefors test. In addition, to test the linearity of the relationship between exogenous factors and endogenous factors used Analysis of Variance (ANOVA).

3 Research Result

3.1 Results

Results of the study obtained scores of organizational culture variables (X1), academic supervision (X2), work motivation (X3), and teacher performance (X4) as Table 1.

Table 1. Summary of Research Data

		Statistics			
		organizational culture	academic supervision	Work motivation	Work
N	Valid	105	105	105	105
	Missing	0	0	0	0
Mean		136.63	101.80	134.18	118.75
Median		137.00	102.00	134.00	119.00
Mode		139	110 ^a	121 ^a	113 ^a
Std. Deviation		13.742	10.398	16.017	12.175
Variance		188.835	108.111	256.558	148.236
Minimum		102	78	99	90
Maximum		164	123	172	145

a. Multiple modes exist. The smallest value is shown

The results of the normality test of the research data are as shown in Table 2.

Table 2. Summary of Normality Test Results

No	Variable	L _{observe}	L _{table}	Results
1	X ₃ on X ₁	0.065	0,086	Normal distribution
2	X ₃ on X ₂	0.078		Normal distribution
3	X ₄ on X ₁	0.037		Normal distribution
4	X ₄ on X ₂	0.065		Normal distribution
5	X ₄ on X ₃	0.055		Normal distribution

The results of the linearity test and the significance of the regression of the research data are as shown in Table 3.

Table 3. Summary of Linearity Test Results and Meaning

No	Variable	Regression Linearity Test			Regression Significance Test		
		F _{observe}	F _{table}	Status	F _{observe}	F _{table}	Status
1	X ₃ on X ₁	0.890	1.57	Linier	16.107	3.94	Significant
2	X ₃ on X ₂	0.771	1.57	Linier	10.507	3.94	Significant
3	X ₄ on X ₁	1.076	1.57	Linier	19.652	3.94	Significant
4	X ₄ on X ₂	1.409	1.57	Linier	12.905	3.94	Significant
5	X ₄ on X ₃	0.887	1.57	Linier	23.016	3.94	Significant

A summary of the consequences of the coefficient assessment is carried out by using an investigation method to examining speculation by looking at the results of the calculation of direct and indirect effects as shown in Table 4.

Table 4. Summary of Direct Effects and Indirect Effects

Model	Exogenous Variables to Endogenous Variables	Causal Influence			Non Line		Correlation
		Direct	Indirect on X ₃	Total	U	S	
I	X ₁ on X ₃	0.328	–	0.328	0.040	–	0.368
	X ₂ on X ₃	0.253	–	0.253	0.051	–	0.304
II	X ₁ on X ₄	0.270	0.097	0.367	0.033	–	0.400
	X ₂ on X ₄	0.211	0.080	0.291	0.042	–	0.334
	X ₃ on X ₄	0.264	–	0.264	–	0.163	0.427

Based on the path coefficient values obtained from the calculation results, the path diagram can be described as follows.

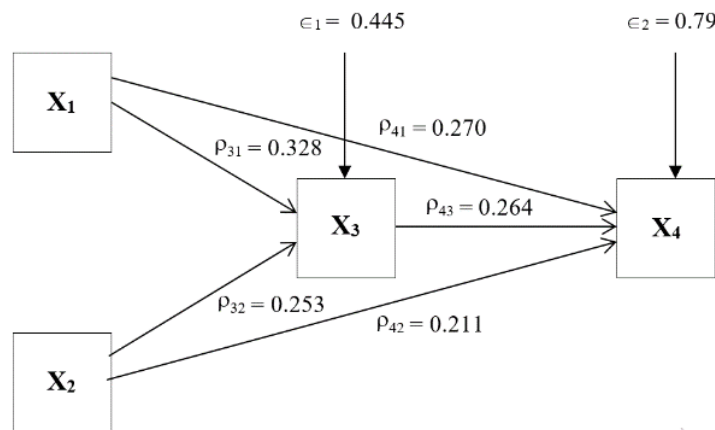


Fig. 1 . Research Path Chart

3.2 Discussion

Organizational culture has a direct effect on work motivation. The findings of this study indicate that the magnitude of the direct influence of organizational culture on work motivation is 0.328. This illustrates that organizational culture affects teacher work motivation. These results support research conducted by Hutabarat (2015: 350) and Nurasniar (2021:121), that organizational culture affects the increase in work motivation.

Organizational culture is the basis and becomes a role model for all members of the organization in carrying out their activities, both in work, socialization or other work outside and inside so that the activities that take place become valuable and meaningful. While motivation is an encouragement from within or from outside a teacher to work better at school.

Teacher motivation can also be influenced by organizational culture that is able to create a comfortable and safe work environment. With the creation of a safe and comfortable work environment, as well as supportive colleagues at school, teachers will be more motivated in carrying out their responsibilities and obligations. Thus a good and conducive organizational culture is very much needed in order to provide motivational support to teachers in carrying out their duties .

Academic supervision has a direct effect on work motivation. The results of this study indicate that the magnitude of the direct influence of academic supervision on work motivation is 0.253. This illustrates that academic supervision affects the work motivation of teachers. These results support the research conducted by Geraldine (2021:121); Ardansyah (2011:98); Prasetyono, et al (2018: 188) and Santos, et al (2020: 25), that academic supervision affects the increase in work motivation .

Academic supervision is a supervisory function relating to aspects of coaching and developing professional abilities or teacher abilities in learning in order to improve the quality of school learning. While motivation is an encouragement from within or from outside a teacher to work better at school.

As the principal and has the task of supervision, the principal is required to be able to assist teachers in developing the ability of these teachers in order to achieve educational goals. As a supervisor, the principal must be able to assist, supervising can evaluate the work of teachers optimally. Thus teachers can be motivated to carry out their duties and responsibilities in order to realize quality education .

Organizational culture has a direct effect on teacher performance. The results of this study indicate that the magnitude of the direct influence of organizational culture on teacher performance is 0.270. This illustrates that organizational culture affects teacher performance. These results support the research conducted by Hafni, et al (2020:26); Hasan, et al (2021:310); Mesnan (2021:432); Nasrun and Dody (2017:320) and Nurzal and Rodi (2019:7160), that organizational culture affects teacher performance improvement .

Organizational culture is the basis and becomes a role model for all members of the organization in carrying out their activities, both in work, socialization or other work outside and inside so that the activities that take place become valuable and meaningful. Performance is the result of showing the ability or skills of teachers in carrying out their duties, which include planning tasks, managing learning and assessing student learning outcomes.

The creation of a harmonious organizational culture is a joint effort between members in it. With the creation of conditions or a harmonious organizational culture atmosphere, the work environment, co-workers, working relationships between members within the organization or between members and leaders will be conducive. Such organizational culture conditions can have a good impact on teacher performance. Teachers can improve their performance to carry out assigned tasks because of the conditions and atmosphere as well as supportive and comfortable co-workers.

Academic supervision has a direct effect on teacher performance. The results of this study indicate that academic supervision has a direct effect of 0.211 on teacher performance. This illustrates that academic supervision affects the performance of teachers. These results support the research conducted by Amani, et al (2020:804); Budiman (2020:158); Delfauzul, et al (2021:1); Elenwo (2018:7) and Haryaka and Akhmad (2021:1018), that academic supervision affects teacher performance improvement.

Academic supervision is a supervisory function relating to aspects of coaching and developing professional abilities or teacher abilities in learning in order to improve the quality of school

learning. Performance is the result of showing the ability or skills of teachers in carrying out their duties, which include planning tasks, managing learning and assessing student learning outcomes.

In an organization or school there are many work climates, habits, and character of its members. The presence of a leader is needed in this case. In achieving the goals of the organization must have the same in carrying out the vision and mission of the organization. So that it can be said that leaders do not only lead but play an important role in directing teachers to be able to carry out their duties and vision and mission of an organization. For this reason, teacher performance can increase, if they can carry out adequate academic supervision, because they can do the right thing in the right way .

Work motivation has a direct effect on teacher performance. The results of this study indicate that work motivation has a direct effect of 0.264 on teacher performance. This illustrates that work motivation affects teacher performance. These results support the research conducted by Dias, et al (2021:10); Forson, et al (2021:1); Irhan, et al (2021:238); Margahana and Garaika (2021:3296); Romy, et al (2021:169) and Mulyana, et al (2021:99) that work motivation affects teacher performance improvement.

Activities carried out by everyone can not be separated from motivation or encouragement. This motivation is needed to be able to encourage a person to carry out or achieve his goals. Motivation can come from within oneself or from outside. If a person has a great motivation, the effort made to achieve his goals will be even greater, on the contrary if a person's motivation is low then the effort to achieve his goals is also low. If the teacher is enthusiastic and has great motivation, then the performance he does will be even better and organizational goals can be achieved properly.

4 Conclusion

Organizational culture has a direct positive effect on the work motivation of PAUD teachers in Medan Selayang District, meaning that the better the organizational culture, the better the work motivation of PAUD teachers in Medan Selayang District. Academic supervision has a direct effect on the work motivation of PAUD teachers in Medan Selayang District, meaning that the better the academic supervision, the better the work motivation of PAUD teachers in Medan Selayang District. Organizational culture has a direct effect on the performance of PAUD teachers in Medan Selayang District, meaning that the better the organizational culture, the better the performance of PAUD teachers in Medan Selayang District. Academic supervision has a direct effect on the performance of PAUD teachers in Medan Selayang District, meaning that the better the academic supervision, the better the performance of PAUD teachers in Medan Selayang District. Work motivation has a direct effect on the performance of PAUD teachers in Medan Selayang District, meaning that the better work motivation, the better the performance of PAUD teachers in Medan Selayang District .

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