



### The Mediation Effect of Work Discipline in the Relationship Between School Culture and Academic Supervision and Teacher Performance in Public Senior High Schools in Magelang City

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#### Article Info

##### Article History:

Received 8 August 2023

Accepted 29 Oktober 2022

Published 23

December 2022

##### Keywords:

School Culture, Academic Supervision, Work Discipline, Teacher Performance

#### Abstract

The aim of this research is to better understand how work discipline mediates the relationship between school culture, academic supervision, and teacher effectiveness. The success of a leader can be judged by how well they carry out their duties as a leader, which include putting plans into action, taking decisive action, and overseeing others. How well instructors accomplish their jobs is influenced by factors such as school culture, academic supervision, and workplace discipline. This study employed a quantitative approach to research. There were 162 educators from Magelang city's public high schools used as a sample for this research. The data was collected using a cluster proportional sampling method. The validity and reliability of the questionnaire employed in the study were established beforehand. Path analysis and partial least squares (PLS) were employed to examine the mediator variable in the data analysis for hypothesis testing. Results There was a correlation between teacher effectiveness and school climate, administrative support, and workplace rules and regulations. The relationship between work culture and academic management was mediated by workplace discipline. It follows that a teacher's effectiveness in the classroom can be improved by instituting stricter work rules and procedures.

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p-ISSN 2252-7001

e-ISSN 2502-454X

## INTRODUCTION

A teacher's obligations span the professional, human, and societal realms. It is the professional responsibility of educators to ensure that their pupils grasp subject-matter concepts. Teachers have a moral and ethical obligation to help their pupils develop into good people who can contribute to society and the world. Educators have a responsibility in the public sphere to instill in their charges a desire to contribute to the betterment of society, the state, and the nation's standard of living.

Daryanto (2013) explains how teachers should take the lead during class time by doing the following. patiently monitor their pupils' progress as they study and actively participate in helping them succeed; Offer genuine assistance, encouragement, or motivation; Actively seek out and collect comprehensive data on each student's behavior; Provide objective coaching and mentoring based on this data; Have a welcoming demeanor, be quick to smile and introduce themselves; Encourage and model disciplined and well-behaved student conduct; Encouraging families and neighbors to keep the area around the school free of anything that could disrupt students' ability to study and grow, especially in terms of their moral character.

According to Suyanto (2001: 10), "teacher performance is an effort that must be achieved by teachers in a school organization in accordance with their respective authorities and responsibilities in order to achieve the objectives of the organization concerned, not violating the law in accordance with morals." Most of a teacher's time is spent working, thus how happy they are doing that work is crucial to how well they do their job.

In the research (Mulyani et al., 2022) teachers' effectiveness in primary schools in Wonosalam Subdistrict, Demak Regency, is positively influenced by school culture by 38.1%. (Deniz et al., 2020) productivity is improved as a result of school and classroom climate and administration. The citation (Nurhidayanti et al., 2021) conclude that the variable of Academic Supervision has a favorable and statistically significant effect on Teacher Performance in SDN Rupert District. A teacher's performance improves in direct proportion to the frequency with which the principal observes them in the classroom. (Febriani et al., 2021) draw the following conclusions about the effects of extrinsic motivation on employee performance: (1) extrinsic motivation positively affects performance; (2) a disciplined work environment positively affects performance; (3) work environment positively affects performance through work discipline; (4) extrinsic motivation positively affects performance; (5) extrinsic motivation positively affects performance through work discipline; (6) extrinsic motivation positively affects performance through work discipline. (Jufrizen et al., 2021) in the research work motivation positively affects work discipline, job satisfaction favorably affects work discipline, both positively and significantly affect performance, work discipline favorably affects performance without mediating or moderating the effect of work motivation on performance, and work discipline is positively associated with higher levels of performance. (Nugraha et al., 2020) employee performance is positively impacted by fingerprint attendance and motivation, both immediately and after mediation by work discipline.

The Psychological Perspective theory serves as the study's primary theoretical framework. This theory is an integration of several schools of thought within the fields of behavioral and cognitive psychology. Through his research on organizational behavior, Luthans (1985: 23) posited that a

stimulus-response approach is the best method for understanding how people behave in workplace settings. According to this theory, organizational culture and academic supervision have a direct effect on employees' performance, while work discipline acts as a mediator between the two. With the same presumptions as the S-O-R model, Luthans expanded it into S-O-B-C (Stimulus Organism-Behavior-Consequences) (Noverina et al., 2020).

Academic supervision, work culture, and work discipline can be positioned as a stimulus (S) for the formation of employee performance as a response (R/B) based on the motives and attitudes that develop within the organization (O) of individual employees, according to the psychological perspective theory that adheres to the S-O-R model, which was later developed by Luthans into the S-O-B-C model. This research focuses on how workers' output changes in response to the S-O-R paradigm. Work discipline, academic supervision, and organizational culture form the basis of the study according to the scope of the research undertaken and the opinions of experts consulted. The S-O-R model, which is based on a psychological theory, would classify this element as a stimulus (S) (Noverina et al., 2020).

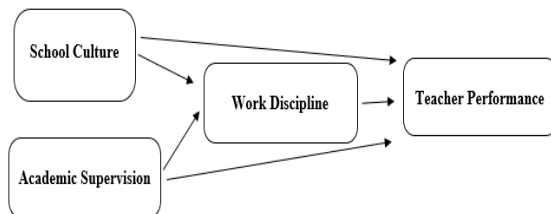
Locke's (1968) Goal-Setting Theory serves as the overarching theoretical framework (grand theory) for this study. One school of thought on what drives people is called goal-setting theory. The link between intentions and outcomes is a central tenet of goal-setting theory. The core idea is that an employee's actions in the workplace will be influenced by how well he understands the organization's goals. According to Robbins

(2008), those who set goals for themselves are more likely to succeed. A person's actions and the results of their performance will be affected by their level of dedication to reaching their goals. Achieving one's goals (objectives) can be thought of as the desired degree of performance. When it comes to actualizing performance, good intentions in connection to goals are a powerful motivator. A person's performance can only be evaluated with the help of their skills, goals, and feedback. Employees' actions and output in the workplace might be influenced by the degree to which the organization's goals are met.

**METHOD**

To better understand the relationship between school culture, academic supervision, and teacher effectiveness in Magelang city's public high schools, this study employs an explanatory quantitative approach. Descriptive analysis, or study of issues in the form of existing data on a population, is the method used in the author's research. Descriptive research aims to utilize quantitative approaches to determine the influence between the variables researched in order to test hypotheses or answer questions about the current state of the issue under study. The researcher chose this methodology because she wanted to understand the big picture of high school teaching in Magelang city, including the effects of the stated research variables on factors like school culture, academic supervision, work discipline, and teacher performance.

Based on the description above, the design in this study as a whole can be described as follows:



**Figure 1.** Research Framework

Magelang city's 273 public high school educators made up the sample population. The

Slovin formula suggests using at least 162 people in your sample to ensure statistical significance. Proportional random sampling was used to distribute samples from 5 different public high schools in Magelang city. One independent variable, one mediating variable, and one dependent variable are used in this investigation. Methods of quantitative analysis were utilized for this study. Analysis of a quantitatively realized problem is what quantitative analysis is all about. Given the qualitative nature of the data collected, a ratio scale and a 5-point Likert scale were employed to facilitate quantitative analysis. In order to analyze the data, the Smart PLS (Partial Least Square) application was employed. The PLS (Partial Least Squares) approach was chosen because this research is latent and hence needs indicators or queries to shed light on it. Because we want to see how each independent variable influences the dependent one, we're use the Smart PLS (Partial Least Squares) technique. The Smart PLS (Partial Least Square) analysis consists of the following steps:

When testing the relevance between constructs in a PLS structural model, we use R2 for the dependent construct, the path coefficient value, or e-values for each path to evaluate the model. The R2 value is a useful statistic for gauging the extent to which one independent variable can influence another independent one. The significance level in hypothesis testing is represented by the path coefficient value or inner model. To have a significance level of less than 0.05, the t-statistic value representing the inner model score must be more than 1.96.

**RESULTS AND DISCUSSIONS**

The SEM-PLS method of analysis is used in this study. Using a combination of measurement models and structural models, SEM-PLS performs a structural analysis. In this case, the structural model is studied to check the suggested research hypothesis, while the measurement model is used to verify the precision and accuracy of the measuring instruments. The measurement model and the structural model are put through their paces using

SmartPLS 2.0 M3 software at the same time to generate findings.

In this investigation, reflective measures were used for all variables. In this way, the SEM-PLS model stage starts with hypothesis testing (Inner Model) and moves on to testing the measurement model (Outer Model). With the SEM PLS model's measurement methodology, we can ensure that our indicators are reliable. Convergent and discriminant validity are used to evaluate validity. It is necessary to re-specify and re-evaluate the measurement model if the findings do not match expectations. The purpose of the validity analysis is to ensure that the research instrument is capable of measuring the relevant variables.

Table 1. Variable Correlation

|                      | School Culture | Work Discipline | Teacher Performance | Academic Supervision |
|----------------------|----------------|-----------------|---------------------|----------------------|
| School Culture       | 1.000          | 0.577           | 0.523               | 0.548                |
| Work Discipline      | 0.577          | 1.000           | 0.558               | 0.537                |
| Teacher Performance  | 0.523          | 0.558           | 1.000               | 0.498                |
| Academic Supervision | 0.548          | 0.537           | 0.498               | 1.000                |

None of the latent variables have a very high correlation (greater than 0.90), as measured by the correlation value.

In order to determine whether or not an item is reliable, the loading factor is examined. The results of the loading factors are shown in the following diagram. All items have loading factors higher than the threshold of 0.70, as determined by the analysis. Several measurements of dependability, including composite reliability and Cronbach's Alpha, are provided.

Table 2. Reliability Testing

|                      | Cronbach's Alpha | rho A | Composite Reliability | Average Variance Extracted (AVE) |
|----------------------|------------------|-------|-----------------------|----------------------------------|
| School Culture       | 0.953            | 0.958 | 0.958                 | 0.603                            |
| Work Discipline      | 0.894            | 0.917 | 0.917                 | 0.611                            |
| Teacher Performance  | 0.950            | 0.955 | 0.955                 | 0.589                            |
| Academic Supervision | 0.932            | 0.944 | 0.944                 | 0.677                            |

In the range between 0.917 and 0.958, all latent variables have composite reliability scores over 0.70. Consistency estimates with respect to reliability that are considered acceptable. Values for Cronbach's Alpha are also above 0.60, ranging from 0.894 to 0.953. These findings provide strong evidence that the selected measuring items accurately capture the targeted latent variables.

**Table 3.** R<sup>2</sup> Values

|                     | R Square Adjusted |
|---------------------|-------------------|
| Work Discipline     | 0.395             |
| Teacher Performance | 0.386             |

The value of the R<sup>2</sup> statistic for the educator performance variable is 0.386. This suggests that factors such as school climate, academic supervision, and workplace discipline account for 38.6% of a teacher's effectiveness. While the value of R<sup>2</sup> for the variable of "work discipline" is 0.395. This indicates that the variables of corporate culture and academic supervision account for 39.5% of the total influence on work discipline.

**Table 4.** Hypothesis Testing

|   | Original Sample (O) | P Values | Description |
|---|---------------------|----------|-------------|
| School Culture -> Work Discipline           | 0.404               | 0.000    | Significant |
| School Culture -> Teacher Performance       | 0.229               | 0.026    | Significant |
| Work Discipline -> Teacher Performance      | 0.318               | 0.002    | Significant |
| Academic Supervision -> Work Discipline     | 0.316               | 0.000    | Significant |
| Academic Supervision -> Teacher Performance | 0.202               | 0.020    | Significant |

**Table 5.** Mediation Hypothesis Testing

|  | Original Sample (O) | P Values | Description |
|--|---------------------|----------|-------------|
| School Culture -> Work Discipline -> Teacher Performance       | 0.128               | 0.011    | Significant |
| Academic Supervision -> Work Discipline -> Teacher Performance | 0.100               | 0.022    | Significant |

**Results of the Effect of School Culture on Work Discipline**

Work discipline in Magelang city's public high schools can be improved by changes in school culture. This means that as the school cultures of Magelang city's public high schools become more positive, the work discipline of teachers in these schools will also improve. This demonstrates how a school's success is tied to the norms and practices that make up its "culture." Work culture refers to the way a group of people interact while they're on the clock. Humans have a deep familiarity with the concept of "school culture," but educators may take some time to grasp the idea that a job's success hinges on its values and routines.

**The influence of School Climate on Academic Achievement Findings**

Teacher effectiveness at Magelang city's public high schools can be enhanced by the existing school climate; in other words, the more positive the school climate, the better the effectiveness of Magelang city's public high school instructors. This demonstrates how school culture establishes norms and values for the institution, but it also demonstrates how school culture can be harmful to students and a barrier to their academic progress. Changes of this magnitude occur (for example, in the ways in which we educate and make decisions). More concrete issues, such as the safety of students physically and emotionally, the orderliness of classrooms and public spaces, or the extent to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity, are also encompassed by the term "school culture," which refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. Attitudes, values, norms, behaviors, and expectations are the pillars upon which a school's culture should be built. When these conditions are met, people are more likely to maintain consistent behavior and expectations, leading to an environment that is more conducive to success. Teachers are more at ease in their work because of this setting. According to Luthans's S-O-B-C model, which synthesizes psychological perspective theory, school culture serves as a stimulus (S) that shapes employee performance (R/B) in accordance with underlying motivations and attitudes (O) within an organization. Teachers' work productivity may benefit from a more positive school climate.

#### **Findings Regarding the Impact of Professional Mentorship on Employee Discipline**

To put it another way, the more effective the academic supervision provided by principals of public high schools in Magelang city, the more effective the work discipline of public high school teachers in Magelang city will be as well. This demonstrates the critical role that the principal's academic supervision plays in helping educators become more effective in carrying out their primary responsibilities. Principals are

responsible for a variety of duties, including management, supervision, and innovation within their schools. Academic monitoring implemented by principals should be more than a routine responsibility. When supervising teachers, principals should take the opportunity to coach, mentor, and otherwise aid teachers in their primary responsibilities.

As the educational system's learning leaders, principals are responsible for ensuring that all students are supervised in a methodical, consistent, and long-term fashion. Meaningful monitoring is not something that should be done haphazardly or without a plan. Systematic means that academic supervision of supervision activities is carried out regularly in a way that is logical, intact, comprehensive, and able to provide the best solution for the advancement of the learning process.

Academic supervision is a stimulus (S) for the establishment of work discipline (R/B) based on the motivations and attitudes that develop inside the organization (O) of individual employees, according to the psychological viewpoint theory created by Luthans into the S-O-B-C model. The term "procedural" refers to the fact that the activities of supervision, such as preliminary meetings before actual classroom supervision, analysis of the facts of supervision, feedback, and follow-up, must be carried out in accordance with established processes.

#### **Results of the Effect of Academic Supervision on Teacher Performance**

Teachers in Magelang City's public high schools can benefit from increased academic supervision, therefore it stands to reason that the city's public high school principals can raise teacher performance by improving academic monitoring. This demonstrates that the supervisor's capacity to supervise or monitor teacher performance is one of a number of elements determining which educators succeed and which do not in the classroom. Teachers and other staff members at a school benefit from supervision because it's an intentional form of support designed to improve their performance. In education, supervision is more than just

checking to see if everything has been done the way it was supposed to. The ability of a teacher to do their job well can grow and improve thanks to the availability of supervision. As a result, this type of oversight can be used as a metric alongside other variables in predicting a teacher's effectiveness.

Academic supervision, according to Luthans's S-O-B-C model, is a stimulus (S) that leads to the construction of teacher performance (R/B) based on the motives and attitudes that develop inside an organization's (O) personnel. Academic monitoring aims to improve both classroom instruction and student outcomes. Therefore, academic supervision has a significant impact on teachers' effectiveness in the classroom.

### **Teacher Effectiveness as Influenced by Work Discipline Outcomes**

Teachers at Magelang city's public high schools benefit from a more disciplined approach to the workplace, and the more disciplined their teachers are, the higher their students' test scores will be. This demonstrates that punishment is an effective means of influencing conduct. Work discipline has a positive effect on productivity. Good work discipline is an indication of a person's willingness to take responsibility for the tasks assigned to him. Teachers who are highly disciplined in the workplace will be able to get things done without wasting time or making mistakes since their discipline is an integral part of who they are. A teacher's ability to instill in their students a sense of self-discipline is crucial to the success of their lessons because it motivates students to adhere to the rules and standards set forth by the classroom's leadership. Discipline in the workplace is beneficial for teachers and schools in many ways. Having this kind of structure in place at work is crucial for maintaining consistency and order while getting things done. Punctuality, neatness, and organization in the workplace are all signs of discipline. Every educator needs to have these three qualities because they set the standard for their students. Dressing smartly is an example of

how discipline at work manifests itself in following protocol.

It is clear that a teacher should own work discipline in order to support the success of the learning process, as it has an effect on teacher performance in carrying out teachers, as discipline is very important because work discipline is capable of becoming a driving force for the willingness and desire to work according to established measures or boundaries. A teacher needs work discipline in order to successfully complete his responsibilities. Discipline is an essential part of HRM's operational functions. More than any other operative function, discipline is crucial because it improves productivity and efficiency on the job. Obedience to the norms and standards established by one's employer is one definition of "work discipline."

According to Goal Setting Theory, one of the criteria that will determine whether or not an employee will be successful in managing the budget is the person's level of work discipline. The greater the value of the determining factor, the greater the likelihood of success. The purpose of discipline is to get teachers to willingly respect the rules of the workplace by shaping their interests in a way that leads to superior knowledge, attitudes, and actions. The term "work discipline" refers to the method through which bosses deal with employees who disobey company policies. Discipline is an effective tool for improving employee performance and increasing the impact of employees' actions in the workplace. Problems can be solved rapidly and easily if discipline is used effectively and does not cause unnecessary delays. The findings of this investigation

### **Results Discipline on the job moderates the relationship between school climate and teacher effectiveness.**

Because of the mediating role played by work discipline, it is clear that schools with strong school cultures in terms of educational atmosphere, shared values, sense of heroism, adopted ceremonies or special activities, and quality of connections also produce highly effective teachers. Educators, support personnel,

and students alike need to buy into and contribute to a shared vision for the school's culture.

The principal's participation in school life can help foster a positive atmosphere. The atmosphere at most schools is reflective of this. A school's rules are the ideals, conventions, moral rules, and practices that have developed over time and are responsible for shaping how people interact and behave there. Educational reform should be founded on a common knowledge of school culture as an alternative to making choices based on competing policy options. Students' academic performance, motivation, and character development are all influenced by the school's overall culture. The school takes decisive measures to help each student develop ecological consciousness and eventually become an advocate for the planet.

According to Goal Setting Theory, one of the criteria that will determine whether or not an employee will be successful in managing the budget is the person's level of work discipline. The greater the value of the determining factor, the greater the likelihood of success. A good leader is one who knows how to make the most of his or her team members' individual strengths and skills. When principals have a clear picture of their staff's strengths and weaknesses, they may more effectively execute policies and divide up responsibilities among teachers. This will be a huge help in making the campus seem welcoming and safe for everybody. Teachers' work productivity may benefit from a more positive school climate.

### **The Impact of Academic Supervision on Teachers' Effectiveness as Measured by Work Discipline Measures**

Teachers are human components in the teaching and learning process, and as such, they play a part in attempts to shape potential human resources in the field of development; the fact that work discipline is able to regulate the influence of school culture on teacher performance demonstrates this. Therefore, educators, who are a crucial part of the field of education, need to take initiative and establish themselves as professionals in line with the expectations of a

developing society. This educator is more than just a teacher who imparts facts and figures; they are also role models and mentors for their students.

According to Goal Setting Theory, one of the criteria that will determine whether or not an employee will be successful in managing the budget is the person's level of work discipline. The greater the value of the determining factor, the greater the likelihood of success. Teachers with strong work discipline are more likely to successfully adopt the school culture necessary to boost student achievement.

When teachers practice self-control on a regular basis, it eventually becomes second nature. Successful people tend to be highly disciplined in their chosen industries. Those who consistently fall short, on the other hand, tend to lack discipline. Discipline is a universal issue that affects everyone. Because without discipline, a person does not have a standard of what is good and bad in his behavior, discipline plays a crucial role in directing a person's life toward the achievement of his goals and the success of his work.

### **CONCLUSION**

Work discipline was shown to be the most important factor in raising teacher effectiveness, followed by institutional norms and administrative oversight. This demonstrates that instructors at Magelang city's public high schools, taking into account elements like school culture and academic supervision, need to enhance their work discipline in order to boost teacher performance.

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