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The Influence of Certified Teacher Performance, Principal Supervision and Culture of Achievement on the Quality of MI Education in Sedan District, Rembang Regency

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Abstract

Teachers are one of the main factors determining the success of every educational endeavor. This can be studied from the teacher himself, including from the Performance of Certified Teachers, Principal Supervision, Culture of Achievement, and Quality of Education. Good productivity will be able to support the quality of education. To become a professional teacher and inseparable from the quality of education. However, in reality, the quality of teachers is still low, this is because the quality of education is still low below the KKM, which is 65 as evidenced by the results of the National Exam for students who are relatively low and fluctuate over the past 3 years. The population in this study is a school under the guidance of the Coordinator of the Sedan District Education Unit, Rembang Regency. The research sample in this study is 101 teachers using nonprobality sampling techniques with a saturated sampling type. This study uses quantitative. The data collection method is using a questionnaire. The data were analyzed using descriptive statistics, multiple linear regression analysis and assisted IBM SPSS. The results demonstrated that the Performance of Certified Teachers significantly and positively influences the Quality of Education. This finding highlights the critical role that effective and capable certified teachers play in enhancing educational outcomes through their professional performance. Similarly, Principal Supervision was shown to have a substantial positive impact on the Quality of Education, emphasizing the importance of strong leadership, guidance, and oversight in fostering an environment conducive to learning. Additionally, a robust Culture of Achievement contributes meaningfully to improving the Quality of Education, showcasing how shared values, aspirations, and commitment to success can enhance educational practices and outcomes

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INTRODUCTION

The purpose of education in general is to create a person with quality and character so that they have a broad view of the future to achieve an expected goal and be able to adapt quickly and appropriately in various environments. Because education itself motivates us to be better in all aspects of life. And in Law Number 2 of 1989 it is clearly stated that the Goal of National Education, namely "Educating the life of the nation and developing the whole of Indonesia, namely human beings who believe and fear God Almighty and have noble ethics, have knowledge and skills, physical and spiritual health, a steady

and independent personality and a sense of social and national responsibility." Quality education refers to various inputs such as: teaching staff, equipment, books, education costs, technology, and other inputs needed in the educational process. Some people also associate quality with the process (learning), with the argument that the educational process (learning) is the most determining quality. Schools to realize the quality of education, the process must be observed and made the focus of attention. Through the process, education providers can develop education, methods, and learning techniques that are considered effective.

The quality orientation of the output aspect is based on educational (learning) outcomes shown by academic and non-academic excellence in a school. Teacher performance is an important factor in improving education in Indonesia and teacher performance is also a determinant of the high or low quality of an educational institution. Therefore, more attention must be paid to teachers in order to produce quality teaching staff who can support education in Indonesia, especially at the MI level**.** The purpose of holding supervision consists of general objectives and special objectives, including providing technical assistance and guidance to teachers and other school staff so that these personnel are able to improve the quality of their performance, especially in carrying out their duties, namely carrying out the learning process and improving the quality of school management (Aprida et al., 2020). There needs to be innovation and other efforts to overcome problems in education.

Innovation that is manifested in the form of strengthening by referring to a culture of quality and achievement is very relevant to solve the ongoing crisis. The culture of achievement can be used as an illustration that an educational institution has characteristics that deserve to be excelled. Meanwhile, achievements are able to prove that in educational institutions there are not only a large number of students, but also can make students dare to compete to improve their abilities.

METHOD

The type of research used in this study is explanatory research. According to Singarimbun & Effendi (2011), explanatory research is research that explains the causal relationship between research variables through hypothesis testing. Since the main reason for the explanatory research is to test the hypothesis proposed, it is hoped that through this study the relationship and influence of the variables can be explained. The method used in this study is the survey method.

The population in this study is all madrasas under the guidance of the Coordinator of the Sedan District Education Unit, Rembang Regency. The population data was 136 people and 101 research samples were determined. The data collection techniques used in this study are questionnaires, interviews, observations, and documentation. The data analysis techniques used were validity test, reliability test, multiple linear regression analysis, t-test, and f-test. Some of these tests are used to find out whether the instrument is valid and reliable in this study.

RESULTS AND DISCUSSIONS

The explanation of the respondents and the description of the variables in this study need to be analyzed with existing criteria. The following is the number of respondents presented in the following table:

Table 1. Number of Respondents

Gender	Sum	Percentage
Man	42	42%
Woman	59	58%
Sum	101	100%

Respondent profile data by gender can be seen in table 4.1. Based on the table, there were 42 respondents or 42.3% who were male and the remaining 59 respondents or 58% were female.

1. Certified Teacher Performance Variable

This Certified Teacher Performance variable was measured by 24 questions. Based on the questionnaire answers from 101 respondents - schools under the guidance of the Coordinator of the Sedan District Education Unit, Rembang

Regency, the description of the Certified Teacher Performance Variables in this study can be seen in the following table 2:

Table 2. Distribution of Respondents' Answers for Certified Teacher Performance Variables (X_1)

No	Question	Shoes				Average
		STS	TS	S	SS	
1	Teachers prepare the steps planned in the lesson plan Teachers prepare semester programs	2	4	37	58	3.50
		2%	4%	37%	57%	
2	Teachers prepare semester programs	3	6	36	56	3.44
		3%	6%	36%	55%	
3	Teachers do not compile syllabi in accordance with the applicable curriculum	21	11	39	30	2.77
		21%	11%	39%	30%	
4	Learning objectives are in accordance with basic competencies	12	19	33	37	2.94
		12%	19%	33%	37%	
5	Teachers formulate material according to basic competencies	15	21	33	32	2.81
		15%	21%	33%	32%	
6	Subject matter according to student needs	11	16	37	37	2.99
		11%	16%	37%	37%	
7	Teachers do not determine methods according to learning objectives	14	9	41	37	3.00
		14%	9%	41%	37%	
8	Teachers choose learning media according to the method used	8	10	43	40	3.14
		8%	10%	43%	40%	
9	Assessment instruments in accordance with learning objectives	9	8	41	43	3.17
		9%	8%	41%	43%	
10	Teachers motivate students at the time of opening the lesson	10	6	41	44	3.18
		10%	6%	41%	44%	
11	The teacher does not start the lesson by relating the previous material	28	30	22	21	2.36
		28%	30%	22%	21%	
12	The learning process is not in accordance with the lesson plan prepared	28	30	25	18	2.33
		28%	30%	25%	18%	
13	The teacher gives a real example in explaining the lesson	9	5	32	55	3.32
		9%	5%	32%	54%	
14	Teachers use a variety of learning media	10	14	38	39	3.05
		10%	14%	38%	39%	
15	Teachers draw up annual programs	6	2	47	46	3.32
		6%	2%	47%	46%	
16	Guiding students in extracurricular activities	6	8	42	45	3.25
		6%	8%	42%	45%	
17	Teachers participate in training, guiding students in competition activities	17	28	30	26	2.64
		17%	28%	30%	26%	

No	Question	Shoes				Average
		STS	TS	S	SS	
18	In remidi or enrichment, teachers guide students	23	23	23	32	2.63
		23%	23%	23%	32%	
19	Teachers reflect after carrying out learning	3	5	48	45	3.34
		3%	5%	48%	45%	
20	Teachers use the results of the evaluation to find more effective learning methods	6	9	44	42	3.21
		6%	9%	44%	42%	
21	Teachers do not make improvements if the value of their learning outcomes is below the KKM	35	25	22	19	2.25
		35%	25%	22%	19%	
22	In remidi or enrichment, teachers do not guide students	26	27	25	23	2.45
		26%	27%	25%	23%	
23	Teachers participate in training, guiding students in competition activities	5	12	40	44	3.22
		5%	12%	40%	44%	
24	Teachers do not guide students in extracurricular activities	23	43	21	14	2.26
		23%	43%	21%	14%	

Source : Primary data processing results, 2024

Based on Table 2 of the results of data processing on the answers of 58 respondents on the Certified Teacher Performance Variable in detail, it can be explained that the highest average indicator value of the answer obtained strongly agrees (SS) is 3.5, which statement number 1 states that the teacher prepares the planned steps in the lesson plan The teacher prepares the semester program while the lowest average in the indicator states Disagree (TS) of 2.25 which states that the teacher do not make improvements if the learning outcome score is below the KKM.

2. Principal Supervision Variable (X2)

The Principal Supervision variable was measured with 29 questions. Based on the answers of 101 respondents - schools under the guidance of the Coordinator of the Sedan District Education Unit, Rembang Regency, the description of the Principal Supervision Variable in this study can be seen in the following table 3:

Table 3. Distribution of Respondents' Answers for Principal Supervision Variables

No	Question	Shoes				Average
		STS	TS	S	SS	
1	The principal makes a careful planning of the vision and mission	3	11	36	51	3.34
		3%	11%	36%	50%	
2	The principal creates a supervision program	28	36	19	18	2.27
		28%	36%	19%	18%	
3	The principal empowers teachers as a work team in the implementation of activity programs	25	22	26	28	2.56
		25%	22%	26%	28%	
4	The principal makes a supervision plan to the teacher	0	0	44	57	3.56
		0%	0%	44%	56%	
5		14	27	16	44	2.89

No	Question	Shoes				Average
		STS	TS	S	SS	
	The principal does not make a draft of academic supervision	14%	27%	16%	44%	
6	Teachers are not happy if the school head holds a supervision program	31	40	25	5	2.04
		31%	40%	25%	5%	
7	Teachers prepare learning materials if the head is only holding supervision activities	1	1	53	46	3.43
		1%	1%	52%	46%	
8	Teachers always ask the principal about the supervision activity program first	0	1	42	58	3.56
		0%	1%	42%	57%	
9	In preparing supervision materials, teachers do not ask for help from other teachers	12	12	43	34	2.98
		12%	12%	43%	34%	
10	The principal supervises the implementation of the activity program	0	3	67	31	3.28
		0%	3%	66%	31%	
11	The principal coaches teachers through meetings	4	11	53	33	3.14
		4%	11%	52%	33%	
12	The principal coaches teachers through meetings	27	31	25	18	2.34
		27%	31%	25%	18%	
13	The principal carries out coaching to students through a flag ceremony which is held every Monday	2	10	54	35	3.21
		2%	10%	53%	35%	
14	The principal does not conduct an evaluation before the implementation of the activity program	23	34	23	21	2.42
		23%	34%	23%	21%	
15	The principal always looks at the teacher's learning tools	37	45	11	8	**1.90**
		37%	45%	11%	8%	
16	The principal of the school provides direct guidance to the teacher while in class	0	0	44	57	3.56
		0%	0%	44%	56%	
17	The principal does not record the supervision activities of each teacher	7	8	46	40	3.18
		7%	8%	46%	40%	
18	Each teacher in the school is supervised by the principal	13	23	34	31	2.82
		13%	23%	34%	31%	
19	The principal waits for the teacher to supervise until the completion of the subject	3	8	33	57	3.43
		3%	8%	33%	56%	
20	The principal administers the implementation of the activity program	0	2	29	70	3.67
		0%	2%	29%	69%	
21	The principal documents the results of the implementation of the activity program	0	4	58	39	3.35
		0%	4%	57%	39%	
22	The principal supervises the teachers who teach in the classroom	1	5	62	33	3.26
		1%	5%	61%	33%	
23	The principal supervises the teachers who teach in the classroom	26	45	12	18	2.22
		26%	45%	12%	18%	

No	Question	Shoes				Average
		STS	TS	S	SS	
24	The principal did not follow up on the results of the supervision carried out by giving briefings to teachers during meeting activities	1	4	57	39	3.33
		1%	4%	56%	39%	
25	The principal did not warn teachers who lacked in delivering learning materials	20	28	27	26	2.58
		20%	28%	27%	26%	
26	If the teacher does not prepare for learning, the principal also does not provide guidance	18	25	27	31	2.70
		18%	25%	27%	31%	
27	The principal provides guidance to teachers who have difficulties in learning	12	36	25	28	2.68
		12%	36%	25%	28%	
28	Teachers are able to develop their potential after receiving supervision from the principal	12	29	41	19	2.66
		12%	29%	41%	19%	
29	The principal advises teachers to actively participate in the learning process	0	5	50	46	3.41
		0%	5%	50%	46%	

Based on table 3 of the results of data processing on the answers of 70 respondents on the Principal Supervision Variable in detail, it can be explained that the highest average indicator value from the answer strongly agree (SS) is 3.67, which statement number 20 states that the Principal administers the implementation of the activity program while the lowest average in the indicator states that Disagree (TS) is 1.9 which states that the Principal is always View teacher learning tools.

3. Achievement Culture Variable

Based on the questionnaire answers from 101 respondents - schools under the guidance of the Coordinator of the Sedan District Education Unit, Rembang Regency, the description of the Achievement Culture Variable in this study can be seen in the following table 4:

Table 4. Distribution of Respondents' Answers for the Achievement Culture Variable

No	Question	Shoes				Average
		STS	TS	S	SS	
1	Organization, encouraging members to have initiative and creativity in doing work tasks	0	0	50	51	3.50
		0%	0%	50%	50%	
2	Every individual in an organization has freedom or independence in expressing opinions	0	0	59	42	3.42
		0%	0%	58%	42%	
3	Organizations, lack respect for each individual's ideas in advancing and developing the organization.	13	20	30	38	2.92
		13%	20%	30%	38%	
4	Organizations lack encouragement for members to be innovative in advancing and developing the organization	9	14	25	53	3.21
		9%	14%	25%	52%	

No	Question	Shoes				Average
		STS	TS	S	SS	
5	Organization, value risk-taking actions for the development and progress of the organization.	5	5	31	60	3.45
		5%	5%	31%	59%	
6	Members are encouraged to be able to act aggressively and take risks for the betterment of the organization.	1	8	47	45	3.35
		1%	8%	47%	45%	
7	As a member of the organization, dare to take risks to advance the organization.	4	2	63	32	3.22
		4%	2%	62%	32%	
8	Organizations are less tolerant of members to act aggressively, innovatively to advance the organization	29	39	11	22	**2.26**
		29%	39%	11%	22%	
9	In an organization, there are norms or rules that apply in the organization as a control tool.	2	11	37	51	3.36
		2%	11%	37%	50%	
10	In an organization, there are supervisors who supervise or control the behavior of members of the organization	5	6	46	44	3.28
		5%	6%	46%	44%	
11	In organizations, there are strict sanctions against violations of values upheld by organizations.	6	7	50	38	3.19
		6%	7%	50%	38%	
12	Lack of knowledge and understanding of work regulations set by the organization	15	15	30	41	2.96
		15%	15%	30%	41%	
13	lack of knowledge and understanding that any violation of the values upheld by the organization will receive strict sanctions.	4	2	36	59	**3.49**
		4%	2%	36%	58%	
14	Able to complete tasks according to the predetermined schedule.	0	6	46	49	3.43
		0%	6%	46%	49%	
15	Able to take advantage of the facilities in the organization in carrying out tasks so that the results will be better.	0	4	49	48	3.44
		0%	4%	49%	48%	

Based on table 4 of the results of data processing on the answers of 67 respondents on the education quality variable in detail, it can be explained that the highest average indicator value of the answer is very agreeable (SS) of 3.57, which is statement number 1 which states that students pray earnestly, while the lowest average on the indicator states that disagree (TS) of 1.96 which states that students do not follow lessons in an orderly manner according to the teacher's direction.

Data Quality Test Results

1. Validity Test Results

The validity test in this study was carried out by comparing the correlation value of Pearson Product Moment or r calculation with the value of r table. The r value of the table with a degree of freedom of 99 (n – 2) and at a significance level of 0.05 is 0.367. The results of the validity test in this study for the X1 variable can be seen in the following table 5:

Table 5. Validity Test Results

No	Variables – Indicators	r calculate	r table	Information
	Certified Teacher Performance			

No	Variables – Indicators	r calculate	r table	Information
1	X1.1	0.824	0.367	Valid
2	X1.2	0.780	0.367	Valid
3	X1.3	-0.148	0.367	No
4	X1.4	0.747	0.367	Valid
5	X1.5	0.889	0.367	Valid
6	X1.6	0.731	0.367	Valid
7	X1.7	0.821	0.367	Valid
8	X1.8	0.813	0.367	Valid
9	X1.9	0.840	0.367	Valid
10	X1.10	0.790	0.367	Valid
11	X1.11	0.486	0.367	Valid
12	X1.12	0.826	0.367	Valid
13	X1.13	0.840	0.367	Valid
14	X1.14	0.847	0.367	Valid
15	X1.15	0.797	0.367	Valid
16	X1.16	0.854	0.367	Valid
17	X1.17	0.871	0.367	Valid
18	X1.18	0.703	0.367	Valid
19	X1.19	0.887	0.367	Valid
20	X1.20	0.914	0.367	Valid
21	X1.21	0.416	0.367	Valid
22	X1.22	0.826	0.367	Valid
23	X1.23	0.876	0.367	Valid
24	X1.24	0.625	0.367	Valid
	Principal Supervision			
1	X2.1	0.765	0.367	Valid
2	X2.2	0.798	0.367	Valid
3	X2.3	0.869	0.367	Valid
4	X2.4	0.874	0.367	Valid
5	X2.5	-0.498	0.367	No
6	X2.6	0.812	0.367	Valid
7	X2.7	0.685	0.367	Valid
8	X2.8	0.790	0.367	Valid
9	X2.9	0.816	0.367	Valid
10	X2.10	0.786	0.367	Valid
11	X2.11	0.578	0.367	Valid

No	Variables – Indicators	r calculate	r table	Information
12	X2.12	0.812	0.367	Valid
13	X2.13	0.575	0.367	Valid
14	X2.14	0.676	0.367	Valid
15	X2.15	-0.609	0.367	No
16	X2.16	0.625	0.367	Valid
17	X2.17	0.845	0.367	Valid
18	X2.18	0.843	0.367	Valid
19	X2.19	0.786	0.367	Valid
20	X2.20	0.742	0.367	Valid
21	X2.21	0.470	0.367	Valid
22	X2.22	0.784	0.367	Valid
23	X2.23	0.829	0.367	Valid
24	X2.24	0.801	0.367	Valid
25	X2.25	-0.781	0.367	No
26	X2.26	0.843	0.367	Valid
27	X2.27	0.621	0.367	Valid
28	X2.28	0.659	0.367	Valid
29	X2.29	0.855	0.367	Valid
	Culture of Achievement			
1	X3.1	0.837	0.367	Valid
2	X3.2	0.735	0.367	Valid
3	X3.3	0.901	0.367	Valid
4	X3.4	0.858	0.367	Valid
5	X3.5	0.698	0.367	Valid
6	X3.6	0.681	0.367	Valid
7	X3.7	0.701	0.367	Valid
8	X3.8	0.787	0.367	Valid
9	X3.9	0.705	0.367	Valid
10	X3.10	0.797	0.367	Valid
11	X3.11	0.645	0.367	Valid
12	X3.12	0.857	0.367	Valid
13	X3.13	0.566	0.367	Valid
14	X3.14	0.654	0.367	Valid
15	X3.15	0.810	0.367	Valid
	Quality of Education			
1	Y1	0.680	0.367	Valid

No	Variables – Indicators	r calculate	r table	Information
2	Y2	0.621	0.367	Valid
3	Y3	0.799	0.367	Valid
4	Y4	0.763	0.367	Valid
5	Y5	-0.521	0.367	No
6	Y6	0.680	0.367	Valid
7	Y7	0.733	0.367	Valid
8	Y8	0.326	0.367	No
9	Y9	0.372	0.367	Valid
10	Y10	0.665	0.367	Valid
11	Y11	0.775	0.367	Valid
12	Y12	0.833	0.367	Valid
13	Y13	0.680	0.367	Valid
14	Y14	0.803	0.367	Valid
15	Y15	0.810	0.367	Valid
16	Y16	0.799	0.367	Valid
17	Y17	0.721	0.367	Valid
18	Y18	0.680	0.367	Valid
19	Y19	0.788	0.367	Valid
20	Y20	0.677	0.367	Valid

Source : primary data processed, 2024

Table 5 shows that the correlation between each indicator to the construct score of each variable shows significant results and shows that r calculates > r table. So it can be concluded that the question item is declared valid.

2. Reliability Test Results

Reliability tests are used to see how reliable the results of a measurement are. A measuring tool is said to be reliable if in several measurements of the same group of subjects the same results are obtained. A reliability test assesses the consistency and stability of a measurement instrument, such as a survey or test, to ensure it produces dependable results. It evaluates whether the instrument yields consistent outcomes over time (test-retest reliability), across different items measuring the same construct (internal consistency reliability), or among different raters (inter-rater reliability).

The results of the reliability test for each variable can be seen in table 6 as follows:

Table 6. Reliability Test Results

Variable	Alpha	Information
Certified Teacher Performance	0.908	Reliable
Principal Supervision	0.908	Reliable
Culture of Achievement	0.865	Reliable
Quality of Education	0.875	Reliable

Source : primary data processed, 2024

The results of the reliability test above show that all variables have a fairly large alpha coefficient, which is above 0.60 so that it can be said that all the measurement concepts of each variable from the questionnaire are reliable.

Table 7. Regression Estimation Results

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Mr.
1	(Constant)	8,292	8.575		.967	.336
	Certified Teacher Performance	.154	.077	.170	2.003	.048
	Principal Supervision	.330	.092	.320	3.567	.001
	Culture of Achievement	.272	.081	.302	3.358	.001

a. Dependent Variable: Quality of Education

Source: SPSS 26 data processing results

Linear Regression Analysis

A good liner regression analysis is one that meets the requirements of classical assumptions, including that all data are normally distributed, the model must be free of symptoms of multicollinearity and heteroskedasticity. From the previous analysis, it has been proven that the equation model proposed in this study has met the requirements of classical assumptions so that the equation model in this study is considered good. Regression analysis was used to test the hypothesis about the partial influence of independent variables, namely, Certified Teacher Performance, Principal Supervision and Culture of Achievement and on the bound variable, namely, Education Quality, which can be seen in Table 7.

Based on table 7, it can be seen that the regression equations formed are:

$Y = a + b1X1 + b2X2 + b3X3 + e$

$Y = 8,292 + 0,154\ X1 + 0,330\ X2 + 0,272\ X3$

To test the above regression line coefficient, the interpretation based on the result. The value of the positive constant (a) of 8.292 indicates the positive influence of the independent variable (Quality of Education) If the independent variable increases or influences in one unit, then the variable of the quality of education of consumers will increase or be fulfilled. The coefficient of b1 is 0.154 with a calculated t-value of 2.003 and a significance of 0.048. With a significance value of less than 0.05 and t calculated > t table (2,003 > 1.6634), the Certified Teacher Performance variable had a partially significant effect on the consumer Education Quality variable. It can also be said that there is a positive relationship between the Performance of Certified Teachers and the Quality of Consumer Education so that the 1st hypothesis is accepted.

The coefficient of b2 is 0.330 with a calculated t-value of 3.567 and a significance of 0.001. With a significance value of more than 0.05 and t calculated < t table (3,567 > 1.6634),

The Principal Supervision variable had a significant effect partially on the consumer Education Quality variable so that the 2nd hypothesis was accepted, and there was a positive relationship between the Principal Supervision Variable and the Education Quality variable. The coefficient of b3 is 0.272 with a calculated t-value of 3.358 and a significance of 0.001. With a significance value of less than 0.05 and t calculated < t table (3,358 < 1.6634), the Achievement Culture variable had a partially significant effect on the variable of consumer education quality so that the 3rd hypothesis was accepted. and there is a positive relationship between the Achievement Culture Variable and the Education Quality variable.

Hypothesis Test Results

1. T Test (Partial Hypothesis Test)

Hypotheses 1, 2, and 3 in this study are tested for correctness by using partial tests. The test is carried out by looking at the level of significance (p-value), if the significance level generated from the calculation is below 0.05, the hypothesis is accepted, on the other hand, if the level of segnification of the calculation result is greater than 0.05, the hypothesis is rejected.

Table 8. Partial t-test results

Independent Variable	t count	Sig.t
Certified Teacher Performance (X1)	2.003	0.048
Principal Supervision (x2)	3.567	0.001
Achievement Culture (X3)	3.358	0.001

Source : SPSS output attachment 26

1. Uji hipotesis 1

The first hypothesis test is stated as follows:

Hypothesis 1 proposed is that the Performance of Certified Teachers has a positive effect on the Quality of Education in MI, Sedan District, Rembang Regency. Test results obtained:

Ho : βi = 0 means that the Performance of Certified Teachers has no effect on the Quality of Education in MI, Sedan District, Rembang Regency.

Ha : βi > 0 means that the Performance of Certified Teachers has a positive effect on the quality of education in MI, Sedan District, Rembang Regency. The better the Performance of Certified Teachers in MI, Sedan District, Rembang Regency, the more it will improve the quality of education.

Based on the results of the t-test, conclusions can be drawn:

The test condition used is that if the significance level of 5% (α= 0.05) the probability value of the regression coefficient X1 is less than 0.05, then the Ha hypothesis is accepted. Based on the results of data processing with the help of SPSS, the probability value for the regression coefficient X1 is 0.154 or less than 0.05, therefore the Ho hypothesis of this study is rejected and the Ha hypothesis is accepted.

2. Uji hipotesis 2

The first hypothesis test is stated as follows:

Hypothesis 2 proposed is that Principal Supervision has a positive effect on the quality of education in MI, Sedan District, Rembang Regency. Test results obtained:

Ho : βi = 0 means that the Supervision of the Principal has no effect on the Quality of Education in MI, Sedan District, Rembang Regency.

Ha : βi > 0 means that the Supervision of the Principal has a positive effect on the quality of education in MI, Sedan District, Rembang Regency. The better the advertisement in MI, Sedan District, Rembang Regency, the more it will improve the quality of education.

Based on the results of the t-test, conclusions can be drawn:

The test condition used is that if the significance level of 5% (α= 0.05) the probability value of the X2 regression coefficient is less than 0.05, then the Ha hypothesis is accepted. Based on the results of data processing with the help of SPSS, the probability value for the regression coefficient X2 is 0.330 or less than 0.05, therefore the Ho hypothesis of this study is rejected and the Ha hypothesis is accepted.

3. Uji hipotesis 3

The first hypothesis test is stated as follows:

Hypothesis 3 proposed is that Achievement Culture has a positive effect on the quality of education in MI, Sedan District, Rembang Regency. Test results obtained:

Ho : βi = 0 means that the Culture of Achievement has no effect on the quality of education in MI, Sedan District, Rembang Regency.

Ha : βi > 0 means that the Culture of Achievement has a positive effect on the quality of education in MI, Sedan District,

Rembang Regency. The better the Supervision of the Principal in MI Sedan District, Rembang Regency, the more it will improve the Quality of Education.

Based on the results of the t-test, conclusions can be drawn:

The test condition used is that if the significance level of 5% (α= 0.05) the probability value of the regression coefficient X3 is less than 0.05, then the Ha hypothesis is accepted. Based on the results of data processing with the help of SPSS, the probability value for the regression coefficient X3 is 0.272 or less than 0.05, therefore the Ho hypothesis of this study is rejected and the Ha hypothesis is accepted.

1. Test Results F (Simultaneous Hypothesis Test)

To test the influence of independent variables together, it was tested using the F test.

Table 9. Results of simultaneous regression analysis

Model		Sum of Squares	df	Mean Square	F	Mr.
1	Regression	705.976	3	235.325	15.445	.000b
	Residual	1477.964	97	15.237		
	Total	2183.941	100			

a. Dependent Variable: quality of education

b. Predictors: (Constant), Achievement Culture, Certified Teacher Performance, Principal Supervision

Source : SPSS 26 data processing results

The submission of the influence of the independent variables together on the bound variables was carried out using the F test. By using a significance limit of 0.05, the significance value is obtained to be less than 0.05. This means that simultaneously the Variables of Certified Teacher Performance, Principal Supervision and Culture of Achievement affect the Quality of Education in MI, Sedan District, Rembang Regency.

2. Determination Coefficient Test Results (R2)

The determination coefficient is a quantity that shows the magnitude of dependent variations that can be explained by the independent variables. In other words, this coefficient of determination is used to measure how far the variables are free in explaining the bound variables. The value of the determination coefficient is determined by the value of the adjusted R square as can be seen in table 4.11 as follows:

Table 10. Determination Coefficient Test Results (R2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569a	.323	.302	3.903

Source : SPSS 26 data processing results

The results of the regression calculation can be seen that the determination coefficient (adjusted R2) obtained is 0.302. This means that 30.2% of the Education Quality variables can be explained by the Certified Teacher Performance Variable, Principal Supervision and Achievement Culture, while the remaining 69.8% are explained by other variables that were not proposed in this study.

Discussion

The Relationship between Certified Teacher Performance and Education Quality

Based on the results of the analysis of the influence of Certified Teacher Performance on Education Quality, a Significance value of 0.000 was obtained with a positive regression coefficient value of 0.154. A Significance value of 0.000 < 0.05 indicates that the first hypothesis (H1) is accepted. This result means that the Performance of Certified Teachers has a positive and significant effect on the quality of education in MI, Sedan District, Rembang Regency. This means that the higher the Performance of Certified Teachers in MI Sedan District, Rembang Regency, the higher the Quality of Education in MI Sedan District, Rembang Regency.

The results of this study are in accordance with Agustina's (2016) research which states that teacher performance has a direct effect on the quality of education at State Junior High School, Tebanggi Besar District, Central Lampung Regency. The results of this study are also in accordance with the opinion of Mulyasa (2013: 253) that improving the quality of education can be done through improving teacher performance. With the performance of teachers increasing, it is hoped that the work results, achievements and abilities achieved by a teacher in carrying out the tasks assigned to him will also increase, so that the quality of education will also increase.

From the respondents' answers, it is known that the performance of certified educators has a high average when viewed from all indicators, but there are several statements that are low on average, namely: 1) Teachers do not make improvements if the learning outcome score is below the KKM. Schools need to improve teacher competence, especially conducting context analysis in determining KKM and teachers making analysis of test questions. In addition, schools must also equip facilities that support the learning process such as laboratories, studios and fields, and also equip books in the library as a reference for students to foster students' interest in reading and writing. By implementing this policy, it is hoped that the performance of certified educators will increase and the quality of education will also increase.

The Relationship of Principal Supervision to the Quality of Education

Based on the results of the analysis of the influence of Principal Supervision on the Quality of Education, a Significance value of 0.008 was obtained with a positive regression coefficient value of 0.330. A Significance value of 0.008 < 0.05 indicates that the second hypothesis (H2) is accepted. This result means that Principal Supervision has a positive and significant effect on the quality of consumer education on products in MI, Sedan District, Rembang Regency. This means that the higher the Supervision of the Principal in MI, Sedan District, Rembang Regency, the higher the Quality of Education to buy products in MI, Sedan District, Rembang Regency

School principals are important indicators in the world of education and play an important role in educational institutions in schools. For this reason, the principal must be able to complete his tasks properly and optimally as possible. These tasks will later become a reference or as an accreditation of the school, from the provision of infrastructure facilities and also in the recruitment of professional and competent educators in teaching students or students and also to obtain maximum results (Maros et al., 2016).

In order to improve the quality of education in schools, school principals must understand that schools are an Organic System, namely providing a lot of direction, having a high leadership spirit, and being able to encourage the school community in a better direction. As a supervisor, the principal must function his role optimally and also be able to lead the school community wisely and directionally, and also to improve the ideal quality of education.

In fulfilling their duties as education supervisors in schools, school principals should ideally be more responsive and more thorough in carrying out supervision. Which is so that unwanted things do not happen and also so that activities at school run optimally. There are several obstacles that allow the failure to achieve some of the principal's duties as supervisors

which cause the lack of optimal quality of education in schools, namely, cases that often occur in schools are the lack of teacher competence in teaching. This is a case that is very prevalent in the educational environment in schools. Which causes students not to acquire the knowledge taught thoroughly. So the role of the school principal is one of the keys to the case. Which evaluation is very necessary in order to improve the quality of education in schools so that similar things do not recur. Therefore, the steps that must be implemented must be constructive and effective in improving teacher competence in teaching (Fitri, 2019).

The principal also continues to conduct continuous analysis of the suitability of student learning outcomes with the school's vision and goals, student needs, further study needs, and directs teachers to adjust the learning program and learning process to the achievement of this vision, as well as with various variables of student needs for further study and even to be able to adjust to social and social conditions and various changes that occur very quickly in social life. (Muflihah & Haqiqi, 2019).

The Relationship of Culture of Achievement to the Quality of Education

Based on the results of the analysis of the influence of Achievement Culture on Education Quality, a Significance value of 0.001 was obtained with a positive regression coefficient value of 0.272. A Significance value of 0.001 < 0.05 indicates that the third hypothesis (H3) is accepted. This result means that the Culture of Achievement has a positive and significant effect on the quality of consumer education in products in MI, Sedan District, Rembang Regency. This means that the higher the Culture of Achievement in MI, Sedan District, Rembang Regency, the higher the Quality of Education to buy products in MI, Sedan District, Rembang Regency

In organizational activities to influence the thinking, attitudes and behaviors of the organization in making products, serving consumers and achieving organizational goals. Therefore, every school organization has a distinctive feature called school culture. This trait is spread in schools endlessly and is passed down from generation to generation. School culture or school organizational culture currently plays a very important role in school development, because the paradigm of using school culture has changed (Widodo, 2017). In the past, school culture was only a means of strengthening identity based on the identification of school success values, now it has shifted to the use of school culture as a tool to achieve goals by asking what those values are

Sujana, I.N. (2020) expressed an opinion based on research in schools that was analyzed and found to have signs of organizational culture weakness. Therefore, the following suggestions must be made: 1) School administrators can influence the quality of education in schools. Therefore, the leadership of the principal is very important for teachers. The better the leadership of the principal, the better the quality of education. 2) In order to improve the quality of education, in addition to the leadership of the principal, it is also influenced by the organizational culture. As more principals are interested in school leaders, the more positive their influence is on the quality of education. 3) In addition to the elements of education in schools, namely teachers and school leaders, improving the quality of education requires a central and strategic role from the government (in this case the Ministry of Education) and must continue to provide guidance and direction. Because the quality of education is influenced by many factors other than the variables controlled by the principal, it is important to ensure that the quality of education in schools continues to be improved and implemented optimally in accordance with their respective duties and functions, and to guide you. Factors or variables that affect organizational culture variables can be research material to be considered for future researchers.

Rosidah (2019) also expressed the opinion that the quality of education will be optimal, if it is supported by school culture that leads to academic habits emphasizing the character aspects of educators, students and the environment with academic nuances. In

addition, teacher resources as educators who transfer knowledge to students have a strong carrying capacity, so if teacher performance is low, it is difficult to achieve optimal quality of education.

CONCLUSION

This study concludes that linear regression is a valuable tool for analyzing the relationships between Principal Supervision, Culture of Achievement, and Certified Teacher Performance with the Quality of Education. The findings indicate that Certified Teacher Performance positively influences the Quality of Education, demonstrating that well-performing certified teachers contribute to better educational outcomes. Similarly, Principal Supervision plays a crucial role in enhancing the Quality of Education by providing effective guidance and oversight. Furthermore, a strong Culture of Achievement fosters an environment that supports and elevates educational quality. These results underscore the importance of these variables in improving educational outcomes.

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