

The Influence of Academic Supervision, Communication, and Participatory Decision Making on Teacher Performance with School Climate as Moderator Variable

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Abstract

Teacher performance refers to the success of teachers in creating a directed and effective learning process. Factors that influence teacher performance include academic supervision, communication, participatory decision-making, and school climate. In practice, supervision is not always implemented effectively, and communication between principals and teachers does not consistently run harmoniously. This study aims to examine the influence of academic supervision, communication, and participatory decision-making on teacher performance, with school climate as a moderating variable. The research employed a quantitative survey design. Data were collected using questionnaires and documentation. Questionnaires gathered information related to academic supervision, communication, participatory decision-making, and school climate, while documentation was used to obtain Teacher Performance Assessment (PKG) data. The sample consisted of 114 civil servant (PNS) teachers and principals from four public junior high schools in Banyumanik Sub-district, selected using purposive sampling. The findings show that academic supervision, communication, and participatory decision-making each have a significant effect on teacher performance. School climate does not have a direct significant effect on performance, but it strengthens the influence of academic supervision and communication on performance. However, it does not moderate the influence of participatory decision-making. The study recommends providing opportunities for teachers to engage in decision-making and fostering a positive, supportive school climate to improve performance.

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INTRODUCTION

The role of the teacher in organizing learning in schools is fundamental. The success of efforts and activities of teacher in creating targeted learning process is called performance (Susanto, 2018). In order to build teachers'

professional performance, follow factors that influence both internally and externally. M. Arifin in Muhaimin (2002) identifies exciting work atmosphere or climate is one of external factors that affect teacher performance. Supporting M. Arifin's statement, research

conducted by Ideswal et al (2020) revealed that school climate has a contribution to teacher performance. A conducive school climate must be supported by the school and the system including the implementation of programmed supervision by the principal (Nisa' et al., 2021). Academic supervision providing assistance in the learning process from the principal to the teacher. It consists of planning, implementing and assessing in learning. Academic supervision is aimed to improve the quality of learning (Hardono et al., 2017).

Research conducted by Anissyahmai (2017) found that supervision has not been carried out effectively in consideration of principal's workload is too heavy. The same findings were stated by Suwartini (2017) and Nugraha (2015). Implementation of academic supervision by principals was procedurally fulfilled but the follow-up program needed to be improved (Suwartini, 2017). Another inhibiting factor is the feeling uneasy or guilty to supervise senior teachers or former principals (Nugraha, 2015).

Safrul (2022) and Sumali (2019) show that communication has a positive and significant effect on teacher performance. Communication contributes to the organizational climate by building values and trust (Yuliana, 2012). However, communication between principal and teachers does not always occur harmoniously by force of a conflict. It can rupture the harmony both institutionally and personally (Fahrudin, 2011).

The involvement of teachers in the decision-making process by the principal is a form of appreciation. The principal's ability to provide participatory decision making has an influence on improving teacher performance (Fahmi, 2018). Quality is not only interpreted by mastering teaching materials and techniques, but in terms of responsibility for carrying out tasks (Chaniago, 2017).

This study involved ASN teachers in public junior high schools in Banyumanik sub-district, Semarang. Junior high school students begin to step into adolescence where students experience puberty. Puberty is characterized by

frequent mood swings. Here, the role of teachers is essential in embracing students in order to avoid social problems related to students such as bullying, skipping school, driving without license and others (Meladina, 2013).

Banyumanik sub-district has four public junior high schools and three of them have not been able to be categorized as the top junior high school in Semarang. This is evidenced by the average UN scores in 2019 which showed that only one public junior high school in Banyumanik made it into the top 12 (Badrun, 2019). The disparity between the four public junior high schools in Banyumanik is the reason why researchers conducted research in Banyumanik.

ASN teachers have to face the Teacher Performance Assessment (PKG) program. The purpose of the PKG by the government is for promotion. The process of Teacher Performance Assessment (PKG) includes monitoring teacher performance in implementing personality and social competencies (Muslim & Wekke, 2018). Because of the importance of the teacher performance factors in improving the success of education, maintaining teachers to have high performance is absolutely necessary.

The purpose of this study is to determine the influence of Academic Supervision (X_1), Communication (X_2), and Participatory Decision Making (X_3) on the Teacher Performance (Y) with School Climate (X_4) as moderator variable.

METHOD

This research is a survey research with quantitative approach. Data collection in this study used questionnaires and documentation. Questionnaires were used to obtain information related to academic supervision, communication, participatory decision making, and school climate. Meanwhile, the documentation technique was used to obtain Teacher Performance Assessment (PKG) data. The sample in this study was taken using purposive sampling method. The research sample were 114 teachers and principals with civil servant status (PNS) and spread across four public junior high schools in Banyumanik Sub-district.

RESULTS AND DISCUSSIONS

First Phase Research

Research instrument first tested for reliability and validity on respondents. In the first phase of research, 45 copies of the questionnaire distributed, the number of questionnaires that can be processed is only 34 copies. A general accepted rule for reliability test is that Alpha Value (α) of 0.8 or greater indicates a very good level of reliability. The results of validity and reliability test are summarized in the following tables.

Table 1. Validity Test Results

Variables	Number of Valid Items
Academic Supervision (X_1)	15
Communication (X_2)	14
Participatory Decision Making (X_3)	14
School Climate (X_4)	15

Source: IBM SPSS Statistic 26 output, data processed in 2023

Table 2. Reliability Test Results

Variables	Alpha Value
Academic Supervision (X_1)	0,913
Communication (X_2)	0,914
Participatory Decision Making (X_3)	0,896
School Climate (X_4)	0,938

Source: IBM SPSS Statistic 26 output, data processed in 2023

Second Phase Research

Of the 150 copies of the questionnaire distributed, the number of questionnaires that can be processed is only 114 copies.

Normality Test

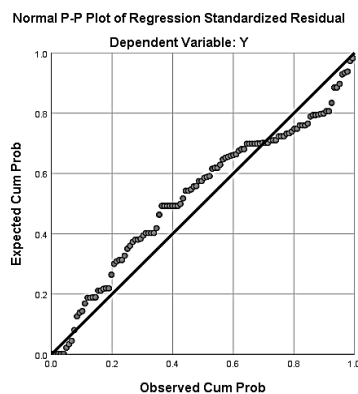


Figure 1. Normal P-Plot Graph

Source: IBM SPSS Statistic 26 output, data processed in 2024

Based on the Normal P-Plot Graph, it can be explained that the diagonal line describes the ideal state of the normal distribution data while the points around the line are data being tested. The graph shows that most of the points are very close to the line or even stick to the line, so it can be concluded that the data obtained follows a normal distribution or normally distributed data.

Heteroscedasticity Test

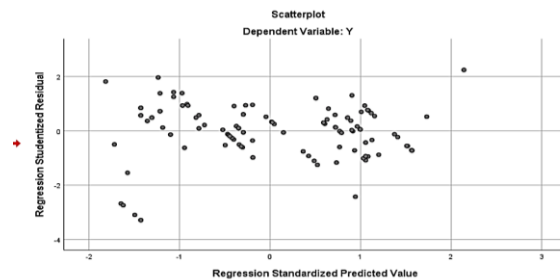


Figure 2. Scatterplot Graph

Source: IBM SPSS Statistic 26 output, data processed in 2024

Based on the scatterplot graph, it can be seen that the data points spread above and below or around 0, the dots are not clustered only at the top or bottom, the distribution of data points does not form a wavy pattern widening then narrowing and widening again, the spread of the data points is not patterned. Thus it can be concluded that there is no heteroscedasticity.

Multicollinearity Test

Table 3. Multicollinearity Test Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	124.963	1.327		94.140	.000		
	X1	.109	.043	.241	2.533	.013	.118	8.468
	X2	-.189	.044	-.363	-4.245	.000	.145	6.884
	X3	-.424	.051	-.822	-8.359	.000	.110	9.094

a. Dependent Variable: Y

Source: IBM SPSS Statistic 26 output, data processed in 2024

According to the table, it can be seen that the Tolerance value of each X variable is more than 0.1 and the Variance Inflation Factor (VIF) value is less than 10. Hence it can be concluded that there are no multicollinearity symptoms in the independent variables.

Hypothesis Test

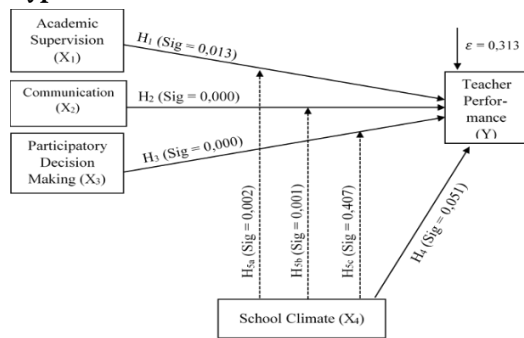


Figure 3. Analysis Model

Source: IBM SPSS Statistic 26 output, data processed in 2024

Table 4. Hypothesis Test Results

No	Hypothesis	Sig	Result
1.	h_{01} : There is no significant effect of Academic Supervision (X_1) on the Teacher Performance (Y)	0,013	Rejected
2.	h_{02} : There is no significant effect of Communication (X_2) on the Teacher Performance (Y)	0,000	Rejected
3.	h_{03} : There is no significant effect of Participatory Decision Making (X_3) on the Teacher Performance (Y)	0,000	Rejected
4.	h_{04} : There is no significant effect of School Climate (X_4) on the Teacher Performance (Y)	0,051	Accepted
5.	h_{05a} : School Climate (X_4) is unable to moderate the influence of Academic Supervision (X_1) on the Teacher Performance (Y)	0,002	Rejected
6.	h_{05b} : School Climate (X_4) is unable to moderate the influence of Communication (X_2) on the Teacher Performance (Y)	0,001	Rejected
7.	h_{05c} : School Climate (X_4) is unable to moderate the influence of Participatory Decision Making (X_3) on the Teacher Performance (Y)	0,407	Accepted

Source: IBM SPSS Statistic 26 output, data processed in 2023

Influence of Academic Supervision on Teacher Performance

Based on result, Sig value of Academic Supervision variable (X_1) is 0.013, means Sig value is less than 0.05 hence h_{01} which states "There is no significant effect of Academic Supervision (X_1) on the Teacher Performance (Y)" is rejected. The conclusion is Academic Supervision (X_1) has a significant influence on the Teacher Performance (Y).

The result of this study also in accordance with previous research conducted by Sunaryo (2020) entitled "Academic Supervision of School Principals and Teacher Performance: A Literature Review" that shows a positive and significant relationship between the principal's academic supervision and teacher performance. Sunaryo stated that the involvement of all components of education (teachers, principals, communities, and school committees) through good planning is highly necessary. Research conducted by Wardani et al (2021) concluded that academic supervision has a positive effect on teacher performance with path coefficient value of 0.853 and the t-count value is 14.5. t-table value for $\alpha = 0.05$ is 1.99. It means academic supervision is able to provide significant improvement on performance of public elementary school teachers in Mampang Prapatan District.

Influence of Communication on Teacher Performance

As stated by the hypothesis test result, Sig value of Communication variable (X_2) is 0.000, means Sig value is less than 0.05 hence h_{02} which states "There is no significant effect of Communication (X_2) on the Teacher Performance (Y)" is rejected. The conclusion is Communication (X_2) has a significant influence on the Teacher Performance (Y).

The previous research conducted by Sumali (2019) showed that communication has a positive and significant effect on teacher performance. Hypothesis test presented t-count > t-table or $5,927 > 2,028$ and the calculations coefficient of determination equal to 49,4%. In 2022, research conducted by Safrul entitled "The

Influence of Communication, Organizational Climate and Transformational Leadership Style of the Principal on Teacher Performance" also presents that good communication and support from healthy organizational climate have an effect on improving teacher performance.

Influence of Participatory Decision Making on Teacher Performance

Sig value of Participatory Decision Making variable (X_3) is 0.000, means Sig value is less than 0.05 hence h_{03} which states "There is no significant effect of Participatory Decision Making (X_3) on the Teacher Performance (Y)" is rejected. The conclusion is Participatory Decision Making (X_3) has a significant influence on the Teacher Performance (Y).

This research in harmony with Muthi (2019) who found that there is a positive influence between teacher participation in decision making and the teacher performance. Muthi stated, principal is expected to provide opportunities for teacher to involve in decision making. Teachers' willingness to take part in decision making is reflected by express opinions and willingness to accept other people's opinions. The following research conducted by Djunu (2021) stated participatory decision making variable had a positive effect on teacher performance with a significance value of $0,000 < 0,05$ and contribution of the influence of participatory decision making variable on teacher performance is 69,2%. Djunu's research showed that participatory decision making of SMK teachers in Bolaang Mongondow Utara can be seen from the process, namely: the stage of identifying and defining the problem, developing alternatives, evaluating and selecting alternatives.

Influence of School Climate on Teacher Performance

Hypothesis test shows Sig value of School Climate (X_4) is 0,051, means Sig value is greater than 0.05 hence h_{04} which states "There is no significant effect of School Climate (X_4) on the Teacher Performance (Y)" is accepted. The conclusion is School Climate (X_4) does not have

a significant influence on the Teacher Performance (Y).

The result of this study is not in accordance with previous research conducted by Fei and Han (2019) entitled "The Influence of School Climate, Teachers' Commitment, Teachers' Motivation on Teachers' Work Performance Through Teachers' Job Satisfaction" which found that school climate is one of the key constructs to improve performance of secondary school teachers in Sarawak. Research conducted by Mailool (2020) showed that school climate has a positive and significant effect on SMK teacher performance. Teachers feel comfortable when working in a school environment with a healthy climate, both physically and psychologically, which enables teamwork among teachers, school staff and principals in carrying out their tasks (Mailool et al., 2020). School climate occurs due to the interaction between an open organizational structure, dynamic performance standards, a sense of teacher responsibility, teacher participation in the organization, recognition of work results, a supportive management style and commitment to duty (Mohamad Kasim et al., 2016; Rahawarin, C & Arikunto, 2015).

School Climate Moderates the Influence of Academic Supervision, Communication, and Participatory Decision Making on Teacher Performance

According to test result of hypothesis-5a, Sig value is 0.002, means Sig value is less than 0.05 hence h_{05a} which states "School Climate (X_4) is unable to moderate the influence of Academic Supervision (X_1) on the Teacher Performance (Y)" is rejected. It can be concluded that School Climate (X_4) is able to moderate the influence of Academic Supervision (X_1) on the Teachers Performance of Public Junior High School in Banyumanik District (Y).

Test result of hypothesis-5b shows Sig value is 0.001, means Sig value is less than 0.05 hence h_{05b} which states "School Climate (X_4) is unable to moderate the influence of Communication (X_2) on the Teacher Performance (Y)" is rejected. The conclusion is School Climate (X_4) is able to moderate the

influence of Communication (X_2) on the Teachers Performance of Public Junior High School in Banyumanik District (Y).

From the test result of hypothesis-5c, it can be seen that Sig value is 0.407, means Sig value is greater than 0.05 hence h_{05c} which states "School Climate (X_4) is unable to moderate the influence of Participatory Decision Making (X_3) on the Teacher Performance (Y)" is accepted. Thus it can be concluded that School Climate (X_4) is not able to moderate the influence of Participatory Decision Making (X_3) on the Teachers Performance of Public Junior High School in Banyumanik District (Y).

Coefficient Partial of Determination

Coefficient partial of determination is intended to see which variable is the most dominant in influencing the dependent variable.

Table 5. Coefficient partial of determination Results

Variables	Contribution
Academic Supervision (X_1)	72,3%
Communication (X_2)	79,9%
Participatory Decision Making (X_3)	86,3%

Source: IBM SPSS Statistic 26 output, data processed in 2024

It can be seen from the table that the dominant variable in influencing Teacher Performance variable is Participatory Decision Making (X_3) with contribution of 86,3%.

Simultaneous Coefficient of Determination

Moderator variable affects the strength of the relationship between a dependent and independent variable. Simultaneous coefficient of determination aims to find out whether the moderator variable strengthens or weakens the relationship. The results of the simultaneous coefficient of determination will be divided into two models. First model is the result without moderator variable and the second model is result with moderator variable.

Table 6. Simultaneous Coefficient of Determination Results

Analysis Model	Contribution
First model	88,3%
Second model	90,2%

Source: IBM SPSS Statistic 26 output, data processed in 2024

As stated by the table, moderation variable (School Climate) can strengthen the influence of Academic Supervision, Communication, and Participatory Decision Making on the Teachers Performance of Public Junior High School in Banyumanik District (Y) which contribution was originally of 88,3% to 90,2%.

CONCLUSION

The conclusions of this study include (1) Academic Supervision (X_1) has a significant influence on the Teacher Performance (Y) with Sig value of 0.013, (2) Communication (X_2) has a significant influence on the Teacher Performance (Y) with Sig value of 0.000, (3) Participative Decision Making (X_3) has a significant influence on the Teacher Performance (Y) with Sig value of 0.000, (4) School Climate (X_4) does not have a significant influence on the Teacher Performance (Y) with Sig value of 0.051, (5) School Climate (X_4) is able to moderate the influence of Academic Supervision (X_1) on Teacher Performance (Y) with Sig value of 0.002, (6) School Climate (X_4) is able to moderate the influence of Communication (X_2) on Teacher Performance (Y) with Sig value of 0.001, (7) School Climate (X_4) is not able to moderate the influence of Participatory Decision Making (X_3) on Teacher Performance (Y) with Sig value of 0.407, (8) the dominant variable in influencing Teacher Performance variable is Participatory Decision Making (X_3) with contribution of 86,3%, (9) moderation variable (School Climate) can strengthen the influence of Academic Supervision, Communication, and Participatory Decision Making on the Teacher Performance which contribution was originally of 88,3% to 90,2%. Based on the findings and conclusions,

researcher hereby presents following recommendations: (1) Participatory Decision Making is the dominant variable in influencing Teacher Performance, therefore Principal is expected to be able to maintain to provide opportunities for teachers to participate in decision making, (2) School Climate does not have a significant influence on the Teacher

Performance, hence it can be used as a consideration for schools to provide a positive and supportive work environment, (3) the sample selected for this study was specifically teachers and principals with civil servant status (PNS), future research could further examine performance of non PNS for instance PPPK and teachers of private schools

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