

ANALYSIS OF ACADEMIC SUPERVISION AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE WITH JOB SATISFACTION AS AN INTERVENING VARIABLE AT STATE MIDDLE SCHOOL 1 PINTU RIME GAYO, BENER MERIAH REGENCY

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Abstract

This research investigates the influence of academic supervision and organizational culture on teacher performance, with job satisfaction as an intervening variable, at SMPN 1 Pintu Rime Gayo, Bener Meriah Regency. A quantitative approach was used with a saturated sample of 64 teachers (civil servants and PPPK). Data was collected through questionnaires, and analyzed using SmartPLS. The results reveal that academic supervision and organizational culture have a direct and significant positive effect on teacher performance and job satisfaction. Job satisfaction also has a direct and significant positive effect on teacher performance. However, job satisfaction does not mediate the relationship between academic supervision and teacher performance, but it does mediate the relationship between organizational culture and teacher performance. The study emphasizes the importance of academic supervision, organizational culture, and job satisfaction in enhancing teacher performance in the studied context.

Keywords: *Academic Supervision, Organizational Culture, Job Satisfaction, Teacher Performance, Mediation Analysis*

INTRODUCTION

Teacher performance plays a crucial role in improving the quality of education at the junior high school (SMP) level. Sudjana (2022) asserts that "teacher performance is the teacher's ability to plan, implement, and evaluate the classroom learning process, as well as carry out other professional duties optimally." However, this performance is influenced by various factors, including academic supervision and the organizational culture within the school environment. Academic supervision serves as a means of professional development for teachers. According to Sudiana (2023), "academic supervision is an effort to assist or assist teachers in improving, developing, and enhancing their teaching, as well as providing an effective and efficient learning environment to achieve educational goals and standards" (Sudiana, 2023). The effectiveness of this supervision is greatly influenced by the supervisor's competence, clarity of objectives, and follow-up on the supervision results.

On the other hand, a school's organizational culture shapes teachers' daily mindsets, attitudes, and behaviors. Zaelani et al. (2024) define organizational culture as "a shared perception held by all members of an organization, influencing their work practices and behaviors, thus distinguishing them from other organizations" (Zaelani et al., 2024). Factors such as shared values, norms, and organizational climate are important elements that determine how well the culture supports teacher performance. Job satisfaction was established as an intervening variable in this study. Robbins and Judge (2022) explain that "job satisfaction is a positive feeling about one's job resulting from an evaluation of the job's characteristics," and is influenced by aspects of the job itself, compensation, supervision, and relationships with coworkers (Robbins & Judge, 2022). Job satisfaction is believed to strengthen the influence of academic supervision and organizational culture on teacher performance. SMPN 1 Pintu Rime Gayo, Bener Meriah Regency, has unique geographical and cultural conditions, thus providing an interesting context for analyzing the interaction between academic supervision, organizational culture, and job satisfaction in influencing teacher performance.

LITERATURE REVIEW

Theoretical Framework

Teacher Performance

Understanding Teacher Performance

Sudjana (2022) teacher performance is the teacher's ability to plan, implement, and evaluate the learning process in the classroom, as well as carry out other professional tasks optimally.

Teacher Performance Indicators

Sudjana (2022) identified several teacher performance indicators that reflect effectiveness in carrying out their duties:

- 1) Learning Planning
Teachers' ability to design learning implementation plans (RPP) that are appropriate to the curriculum and student needs.
- 2) Implementation of Learning
The effectiveness of teachers in delivering material, using appropriate methods, and managing the class in a conducive manner.
- 3) Learning Evaluation
Teachers' ability to assess student learning outcomes through various objective and relevant evaluation techniques
- 4) Professional Development
Teacher participation in self-development activities, such as training, seminars, and workshops to improve their competence.
- 5) Interpersonal Relationships
The quality of teacher interaction and communication with students, colleagues, and parents.

Job satisfaction

Understanding Job Satisfaction

Robbins and Judge (2022) job satisfaction is a positive feeling about one's job that is the result of evaluating the characteristics of one's job.

Job Satisfaction Indicators

Robbins and Judge (2022) identified several indicators that can be used to measure the level of employee job satisfaction:

- 1) Satisfaction with the Job Itself
The extent to which employees feel their work is interesting, challenging, and meaningful.
- 2) Satisfaction with Salary
Employee perceptions regarding the fairness and adequacy of financial compensation received.
- 3) Satisfaction with Promotion
Employees' views on the fairness and frequency of promotion opportunities within the organization.
- 4) Satisfaction with Supervision
Employee assessment of competence, support, and communication from immediate superiors.
- 5) Satisfaction with Coworkers
The level of comfort and cooperation that employees feel with their coworkers.

Organizational culture

Understanding Organizational Culture

Zaelani et al. (2024) define organizational culture as a shared perception held by all employees in a company, which influences their work methods and behavior, thus differentiating them from other organizations.

Organizational Culture Indicators

Zaelani et al. (2024) refer to the opinion of Andayani & Tirtayasa (2019) who stated the following indicators of organizational culture:

- 1) Innovation
The ability of an organization to create new ideas and adapt to change.
- 2) Pay attention to detail

- The level of accuracy and attention to detail in carrying out tasks.
- 3) Results orientation
The organization's focus on achieving goals and performance.
 - 4) Individual orientation
The organization's attention to individual needs and development.
 - 5) Team orientation
The importance of cooperation and collaboration between team members.
 - 6) Aggressiveness
The level of courage and proactivity in facing challenges.
 - 7) Stability
The ability of an organization to maintain consistency and resilience over the long term.

Academic Supervision

Understanding Academic Supervision

Sudiana (2023) academic supervision is an effort to help or assist teachers to improve, develop and enhance their teaching, as well as provide an effective and efficient learning environment to achieve educational goals and standards.

Academic Supervision Indicators

Indicators of Effective Academic Supervision Nyoman Sudiana (2023):

- 1) Supervision Planning
 - There is a supervision program that is structured and arranged based on needs.
 - Clear supervision schedule.
- 2) Implementation of Supervision
 - The observation process is systematic.
 - Positive supervisor-teacher interactions occurred during supervision.
- 3) Feedback
 - Supervisors provide constructive, specific, and direct feedback.
 - Teachers receive guidance for real improvement.
- 4) Follow-up
 - Further coaching or training activities are available according to supervision results.
 - There is a progressive evaluation of changes or improvements in teacher performance.
- 5) Improving Teacher Performance
 - After supervision, there was an increase in the quality of learning in the classroom.
 - Teachers demonstrate changes in behavior or more effective teaching methods.
- 6) Teacher Satisfaction with Supervision
 - Teachers feel helped, appreciated, and not stressed by the supervision process.
 - A conducive and collaborative working atmosphere is created.

Conceptual Framework

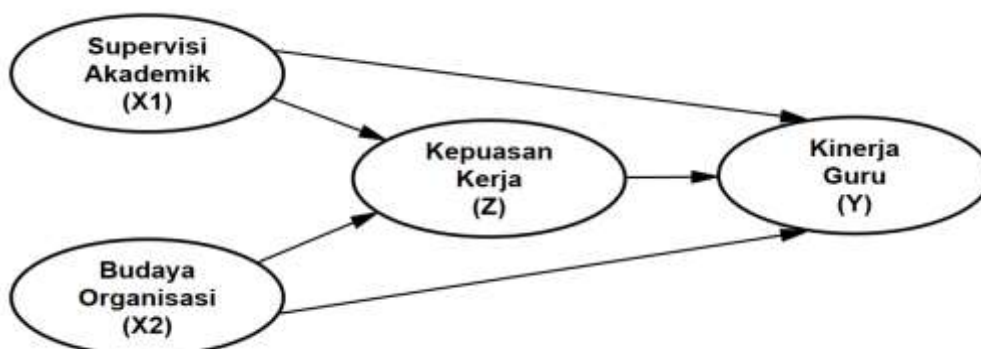


Figure 1. Conceptual Framework

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Research Hypothesis

- H1: Academic supervision has a positive and significant effect on teacher performance in Pintu Rime Gayo 1 Public Middle School, Bener Meriah Regency.
- H2: Academic supervision has a positive and significant effect on job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H3: Organizational culture has a positive and significant influence on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H4: Organizational culture has a positive and significant effect on job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H5: Job satisfaction has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H6: Academic supervision has a positive and significant effect on teacher performance through job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H7: Organizational culture has a positive and significant influence on teacher performance through job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

RESEARCH METHOD

Types of research

This type of research is quantitative. This type of quantitative research was conducted to create a study that aims to adapt a research and to analyze the analysis of academic supervision and organizational culture on teacher performance, with job satisfaction as an intervening variable at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

Research Location and Research Time

The research location was conducted at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency, located on Jl. Raya Bireuen - Takengon, Alur Gading, Pintu Rime Gayo District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from April to June 2025.

Population and Sample

In this study, the population was 64 people, consisting of 55 civil servants and 9 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample. because the number is relatively small and allows for research as a whole.

Research Data Sources

The data sources used in this study are primary data.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis using *PLS Algorithm*, produce:

Validity Test

Table 1. Values Outer Loadings

	Academic Supervision	Job Satisfaction	Organizational Culture	Teacher Performance
X1.1	0.803			
X1.2	0.853			
X1.3	0.837			
X1.4	0.840			
X1.5	0.843			
X1.6	0.856			
X2.1			0.861	
X2.2			0.854	

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X2.3			0.819	
X2.4			0.865	
X2.5			0.879	
X2.6			0.861	
X2.7			0.860	
Y.1				0.838
Y.2				0.794
Y.3				0.788
Y.4				0.823
Z.1		0.879		
Z.2		0.789		
Z.3		0.858		
Z.4		0.875		

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators in each variable have a loading value of ≥ 0.70 . This indicates that each indicator is able to represent the construct being measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the convergent validity criteria and can be used in further analysis. For more details on the above values, see the following figure.

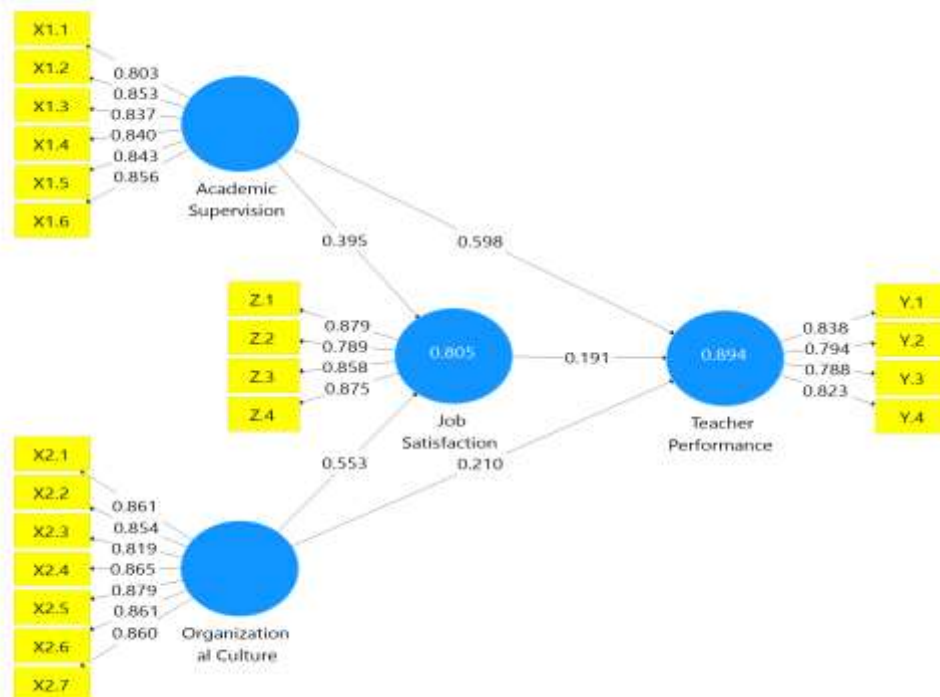


Figure 1. Outer Loading

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.395 X_1 + 0.553 X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.598 X_1 + 0.210 X_2 + 0.191 Z + e_2$$

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Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Academic Supervision	0.916	0.916	0.934	0.704
Job Satisfaction	0.872	0.876	0.913	0.724
Organizational Culture	0.940	0.940	0.951	0.735
Teacher Performance	0.826	0.826	0.885	0.657

Source: Smart PLS Output, 2025

Table 2 above shows that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Job Satisfaction	0.805	0.799
Teacher Performance	0.894	0.890

Source: Smart PLS, 2025

In table 3 there is an R square value on both dependent variables for the job satisfaction variable there is an R square value of 0.805 meaning the influence of academic supervision and organizational culture is 0.805 or 80.5% the rest is on other variables outside the model. The R square value of teacher performance is 0.894 meaning academic supervision, organizational culture and job satisfaction is 0.894 or 89.4% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Academic Supervision -> Teacher Performance	0.598	9,291	0,000	Accepted
Academic Supervision -> Job Satisfaction	0.395	4,202	0,000	Accepted
Organizational Culture -> Teacher Performance	0.210	2,678	0.008	Accepted
Organizational Culture -> Job Satisfaction	0.553	6,797	0,000	Accepted
Job Satisfaction -> Teacher Performance	0.191	2,021	0.044	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4, there are direct influence values as follows:

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1. Academic supervision has a positive and significant effect on teacher performance with a t-statistic value of 9.291, above 1.96, and a significance level of 0.000 below 0.05, indicating that academic supervision has a positive and significant effect on teacher performance, as the significance value is below 0.05. This finding aligns with previous research, indicating that academic supervision has a positive and significant effect on teacher performance (Singerin, 2021).
2. Academic supervision has a positive and significant effect on job satisfaction with a t-statistic value of 4.202, above 1.96, and a significance level of 0.000 below 0.05, indicates that academic supervision has a positive and significant effect on job satisfaction, as the significance value is below 0.05. This research aligns with research that states that academic supervision has a positive and significant effect on job satisfaction (Winaliyah, 2021).
3. Organizational culture has a positive and significant influence on teacher performance with a t-statistic value of 2.678, above 1.96, and a significance level of 0.008, below 0.05, indicating that organizational culture has a positive and significant effect on teacher performance, as the significance value is below 0.05. The results of this study align with previous research, indicating that organizational culture has a positive and significant effect on performance (Akpa, 2021).
4. Organizational culture has a positive and significant influence on job satisfaction with a t-statistic value of 6.797 above 1.96 and a significance of 0.000 below 0.05, meaning that organizational culture has a positive and significant effect on job satisfaction because the significance value is below 0.05. The results of this study are also in accordance with research conducted by Paais & Pattiruhu, (2020) which stated that organizational culture has a positive and significant effect on job satisfaction.
5. Job satisfaction has a positive and significant effect on teacher performance with a t-statistic value of 2.021 above 1.96 and a significance level of 0.044 below 0.05, indicating that job satisfaction has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are consistent with previous research, indicating that job satisfaction has a positive and significant effect on teacher performance (Murwaningsih & Fauziah, 2023).
- 6.

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Academic Supervision -> Job Satisfaction -> Teacher Performance	0.075	1,695	0.091	Rejected
Organizational Culture -> Job Satisfaction -> Teacher Performance	0.106	2,000	0.046	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

1. Academic supervision has a positive but not significant effect on teacher performance through job satisfaction with a t-statistic value of 1.695 below 1.96 and a significance value of 0.091 above 0.05 means that job satisfaction does not play a role as an intervening variable between academic supervision and teacher performance.
2. Organizational culture has a positive and significant influence on teacher performance through job satisfaction with a t-statistic value of 2,000 above 1.96 and a significance value of 0.046 below 0.05 means that job satisfaction acts as an intervening variable between organizational culture and teacher performance.

CONCLUSION

1. Academic supervision has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
2. Academic supervision has a positive and significant effect on job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

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3. Organizational culture has a positive and significant influence on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
4. Organizational culture has a positive and significant influence on job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
5. Job satisfaction has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
6. Academic supervision has a positive but insignificant effect on teacher performance through job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
7. Organizational culture has a positive and significant influence on teacher performance through job satisfaction at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

SUGGESTION

1. For the academic supervision variable, the indicator with the lowest score was the statement "The principal systematically prepares a supervision plan." Involve teachers in developing the supervision plan through discussion forums or early-year meetings. This will help ensure that the supervision plan is relevant to actual needs, foster ownership, and facilitate supervision that is coaching rather than simply assessing.
2. Organizational culture with the statement "'Student learning achievement is the school's top priority." Focus school programs on improving the quality of learning, for example through ongoing teacher training and the use of active and engaging learning methods. This will directly impact student motivation and the quality of their learning outcomes.
3. Job satisfaction is measured by the statement, "My salary is commensurate with my workload." Conduct regular evaluations of workload and reward systems to ensure they remain fair and balanced, and communicate the results transparently to all employees. This is crucial for maintaining job satisfaction and preventing feelings of inequity in the workplace.
4. Teacher performance, with the statement "I actively participate in educational training, seminars, or workshops." Utilize the knowledge and skills gained from training to apply them to teaching practices, and share these experiences with colleagues through the MGMP forum or internal school discussions. This will expand the positive impact of the training and foster a culture of learning within the school.

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