

Influence Of School Principal And Organizational Climate Supervision On Teachers' Performance

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Abstract: The purpose of this study is to determine the influence of school is principal supervision and organizational climate either partially or simultaneously on the performance of junior high school teachers in the district of Bukit Kecil Palembang. The research method was ex post facto with the population of 176 teachers. For the sampling of the research using proportional random sampling so that the obtained sample of 64 respondents. Data collection techniques used questionnaires and data analysis using t test and f test. The results of this study can be concluded that there is influence of principal and organizational climate supervision either partially or simultan on the performance of junior high school teachers in bukit kecil sub-district Palembang.

Index Terms: Headmaster Supervision, Organizational Climate, Teacher Performance.

1 Introduction

THIS research originated with information from various sources both from internet and reality in field about the quality of education in Indonesia. The current quality of education in Indonesia is very low as what revealed by Wawan (2012) based on data in Education For All (Global Monitoring Update 2011: Hidden Crisis, Armed Conflict and Education) which issues the United Nations Educational, Scientific and Cultural Organization Nations (UNESCO) in New York, the education development index (EDI) is 0.934. The value puts Indonesia in the 69th position of 127 countries in the world. Currently education in Indonesia is still lagging behind and being ranked 34th compared to Brunei Darussalam which reached number 1 position in Asia. Based on the results of a survey showing that education in Indonesia needs to be improved, begin from elementary school until university, where the process of education management occur and go on. This is confirmed by Wawan (2012), educational achievement by education personnel factor (50%), curriculum (20%), facilities and infrastructure (20%), Students (10%). So teachers are positioned as the front guard in implementation processes of teaching learning and determine the success of student learns. Furthermore, Wawan (2012), the results of his research indicate that teachers at the elementary level is around 21.07% for private school, while public schools is about 28.94%, at the junior high school about 54.12% for public schools, while private schools 60.99%, at the senior high schools is about 65.29% for public schools, while private schools 64.73%, and vocational schools is about 55.49% for public schools, while private schools 58.26%. Then according to Yaswardi, head of LPMP South Sumatra said, the average UKG in South Sumatra at the national level is 52.05, while in per district / city of South Sumatra where the city of Palembang average value of UKG is 54.35. So from the data that is a successful teacher in learning process is determined by the competence of the teacher (Yaswardi, 2016: 37). Teachers who have skilled as educators will be more successful in implementing learning compared with teachers who do not have the competence. Success in learning will improve the learning achievement of learners which will improve the quality of education. Therefore, efforts to improve the quality of Education at all levels should start from improving the quality of teachers (Uda, 2015: 97). Furthermore, Uda (2015: 97) states that qualified teachers are professional teachers in carrying out learning tasks. Teachers are professionals capable of doing and learning, as well as evaluating learning outcomes. In other words, qualified

teachers are teachers who are able to implement their responsibilities and proper or teachers who has good performance. The manifestation of teacher performance is realized by the competence or professionalism. Survey results in some junior high schools located in the district of Bukit Kecil Palembang, obtained data there are some teachers who showed low performance. The low performance of teachers is basically due to less professional teachers in planning, implementation, and evaluation process also teacher's attitude which is undisciplined show the competence that owned by teacher is still low. The same thing also revealed from Gusman's research (2014), the low performance of teachers caused by several reasons, among others: (1) teachers lack of enthusiasm in completing tasks related to instructional devices, (2) there are still some teachers who do not have good programs, (3) teacher's creativity in choosing strategy and learning method is still lacking or in the other words teachers dominant using conventional method, and (4) there are still some teachers who take priority of their personal importance than to carry out their duty as teacher. The low performance of teachers is shown by the feasibility of teaching for SMP Negeri as much as 54.12% and private junior high as 60.99% it indicates that there are still many junior high school teachers whose competence of their teaching has not fill the standard, it definitely influences the success of learning that has been done (Siddiq quoted Masoka, ., 2017: 517). In addition, according to Human Development Index (HDI) records, other facts show that teacher performance in Indonesia is still far from adequate to make fundamental changes such as competency-based curriculum (KBK). From HDI statistic data, 60% of elementary school teachers, 40% junior high school, 43% senior high school, 34% vocational school are not yet qualified to teach in their respective levels. In addition, 17.2% of teachers or equivalent to 69,477 teaching teachers are not in their field of study (Murwanti, 2013: 13). One effort to improve teacher performance is done through the principal's supervision in supervising teacher performance. The existence of the Principal can assist teachers in carrying out their duties, because of the professional headmaster, one of them will be able to supervise his teachers, so that allegedly will be able to improve the teaching-learning process that has a positive impact on improving the quality of education (Fathurrohman 2011: 6) . Similar thing revealed by Sumarni.dkk (2017) stated that to improve teacher performance requires a very important role of principals to guide teachers in the management of learning. Supervision is a familiar term among people, especially academics

(teachers). Where in every formal educational institutions and universities in the achievement of desired results certainly can not be separated from supervision activities (Sagala 2000: 228). Furthermore, Welles (Sagala, 2000: 230) states that supervision as an activity designed to improve teaching at all levels of schooling, related to the development and growth of children and supervision is also an aid and development of teacher learning process well. Supervision process is important to be implemented intensively by a leader in an effort to improve the quality of education in School. The Principal is the leader for the school that is required to have managerial capability so as to direct and mobilize all available resources to achieve organizational goals, namely the achievement of efficiency and effectiveness of learning so it becomes imperative that one of the tasks of the principal is a supervisor, that is supervising the work conducted by educational personnel (Darmawati, et al., 2015: 15). However, the Principal's supervisory system applied so far is allegedly one of the obstacles to educational progress that will eventually weaken the performance of teachers. Principal supervision issues that arise include, lack of attention of principals to the problems that exist among teachers, do not involve teachers in planning, etc. (Amzah and Susi, 2014). The same thing is also expressed by Arikunto (2005: 157), that in supervision activities there are some irregularities among them 1) supervision performed as a job to conduct a mere assessment, 2) supervision activities carried out without first notifying, 3) not infrequent occurrence that the supervisor remained "keep distance" with the teacher, 4) the target of supervision is still too general, and 5) supervision done without providing feedback or could be said inadequate. Discussing about supervision problem, not every principals have sufficient ability to supervise, especially in academic supervision, even if they have not yet fully implemented in accordance with the concept of academic supervision, therefore it will certainly affect the performance of teachers. Many principals who do academic supervision by entering the class then make measurements on the performance of teachers who are teaching after it is completed as if the academic supervision is only done in the learning process only. The term "academic supervision" refers to the primary mission of learning, which is activities aimed at improving and improving process quality and academic achievement. In other words, academic supervision is an activity that deals with the improvement and improvement of learning processes and outcomes in schools. Principal supervision ability has an opportunity to influence teacher performance. This is because some of the skills that must be possessed for optimal performance are rooted in human talent for social coordination, namely: (1) building bonds; cultivate an instrumental relationship; (2) collaboration and cooperation; cooperate with others toward common goals; (3) team ability; creating synergies in cooperation to achieve team goals (Masaong, 2011: 42). That is, the supervision of the Principal is one important factor that can affect the performance of teachers in carrying out their duties properly. This is in line with the results of Aslan (2012) research indicates that academic supervision has a positive and significant impact on teacher work satisfaction, and has an impact on the achievement of student competence. The magnitude of direct influence of academic supervision on the job satisfaction of teachers is 13.3%, the effect on the achievement of student competence of 35.9% and teacher work satisfaction influence 26.4% towards the achievement of

student competence. Another factor affecting teacher performance is organizational climate, this is in line with the results of research Sinaga (2010) which resulted in findings about the significant positive effects of organizational climate on teacher performance. Then the results of research Carudin (2011) which resulted in the findings that the school organization climate has a significant effect on teacher teaching performance. Organizational climate is the perception of employees about the quality of the internal environment of the organization that is relatively perceived by members of the organization which will then affect their next behavior. please note that each organization will have a different organizational climate (Robert, 2005: 486). The organization's climate at school can move from pleasant to neutral, till unpleasant. But in general principals, teachers and employees want a pleasant climate because it can lead to better performance (Falahy, 2005). If the climate is beneficial to individual needs, then we can expect behavior toward a high goal. Conversely, if the climate that arises contrary to the goals, needs and personal motivation, it can be expected that achievement and job satisfaction will be reduced (Liana, 2012: 16). That is, the individual perceived organizational climate is positively pleasing will provide a good and effective work appearance that will affect the success of the organization. Organizational climate occurs in every organization and will affect organizational behavior and is measured through the perceptions of each member of the organization. Based on the description on the background of the problem, this study will test the supervision of the principal, organizational climate in the performance of teachers. This study aims to determine the influence of principal supervision and organizational climate either partially or simlutan on the performance of junior high school teachers in the district of Bukit Kecil Palembang.

2. HEADMASTER SUPERVISION

The word supervision comes from the English language supervision that consist of two words, namely super and vision. Super means above and vision means seeing, inspection, examination, supervision and estimation in the sense of activities performed by superiors or leaders of the people who are under it (Susanto, 2013: 218). In addition, according to Better (Makawimbang, 2012: 89) "a supervisor is any person who is given the authority and responsibility for planning and controlling the work of the group by close contact". The opinion can be interpreted that a supervisor is someone who has the authority and responsibility in planning and controlling the work of a group of people directly. According Mulyasa (2011: 525) states supervision is an activity undertaken by the principal to assist teachers in developing skills and facilitate teachers in an effort to improve the learning process. Meanwhile, Purwanto (2004: 76) states that supervision is a planned coaching activity to assist teachers and other school staff in performing their work effectively. Based on the above description, can be concluded that supervision is the assistance given to all school staff to develop better teaching and learning situation. The results of academic supervision serves as a source of information for the development of teacher profesionalism, therefore the time required certainly can not be fast because the three goals are hard work. That is, the supervision function is to provide the best guidance of teaching programs so that it can continuously make improvements (Asmani, 2012: 102). Implementation of principal supervision done with a certain technique in

achieving the purpose of supervision itself which at the end can make improvements in teaching accordance with the situation and conditions. Additionally, according to Sahertian (2000) that there are four types of supervision seen from the implementation, namely corrective supervision, preventive supervision, constructive supervision, and creative supervision). The supervision technique is a tool used by the supervisor to achieve the purpose of supervision itself which at the end can make improvements in teaching appropriate to the situation and conditions. Additionally, according to Sagala (2000: 210), there are two types of supervision techniques: a) Group supervision techniques, such as orientation meetings, teacher training meetings, group studies among trainers, discussion as group process, , workshops, curriculum laboratories, and school trips. b) Techniques of supervision that are individual.

3. CLIMATE ORGANIZATION

The success of an organization is determined by many factors one of that is organizational climate. Organizational climate as a working condition that are physical and non-physical and work environment that also influence the behavior and the motivational factors that need to get the attention of every leader in the organization (Siagian, 2013: 63). Additionally, Liana (2012: 16), Climate organization is a medium for teachers to approach the work environment with a positive outlook. Organizational climate related with teacher achievement, motivation, satisfaction and performance. According to Robert (2005: 486), the organizational climate is the perception of employees about the quality of the internal environment of organization that is relatively perceived by members of the organization then it will affect their next behavior to note that each organization will have a different organizational climate. Thus, it can be concluded that the organizational climate is the working environment conditions, both material / physical and non-physical / material that can affect the behavior / performance of teachers within an organization (school). Organizational climate can be viewed as an organizational personality, that is, the nature and characteristics of an organization that influence organizational behavior. Therefore, the organizational climate are influenced by several factors, namely 1) task structure, 2) remuneration and punishment given, 3) decision centralization, 4) pressure on achievement, 5) pressure on training and development, 6) security and implementation risk tasks, 7) Individual openness and closeness, 8) Status in the organization, 9) Recognition and feedback, 10) Competence and flexibility in the relationship of achieving organizational goals flexibly and creatively (Steers, 1991). The organization's climate is not only about social aspects but also the physical and organizational aspects of the organization. The organizational climate dimension is the human environment in which employees perform their work, this understanding can refer to the physical, social, external and internal environment as a whole (Kuspini, 2014: 54). According to Sidiq (2015: 30) there are several dimensions that is 1) structure; 2) responsibility; 3) Remuneration; 4) risk (risk); 5) warmth; 6) support; 7) conflict; 8) Standard. Meanwhile, according to koys et al (1991) dimensions of organizational climate as follows: 1) autonomy, 2) togetherness, 3) trust, 4) pressure, 5) support, 6) recognition, 7) fairness, 8) innovation. Furthermore, Litwin and Stringer (Andre Hardjana, 2006: 26), organizational climate dimensions, among others: (1) responsibility; (2) standards of work (Standards): expectations about the quality of work of

employees; (3) reward; and (4) friendly, teamspirit. According to Wirawan, (2007: 121) Organizational climate in schools can be measured through five indicators: responsibility, identity, warmth, support and conflict. Organizational climate can be said to be conducive if 75% of organizational climate goes well. This is in line with the opinion of Sidiq (2015) which explains that the indication of a conducive and comfortable organizational climate when 75% of the organizational climate is felt comfortable and positive by personnel.

4. TEACHER PERFORMANCE

The success of a teacher in carrying out tasks to achieve a particular goal is determined by the performance of teachers. This is similar to Supardi (2013: 54) states that the performance of teachers can be interpreted as a state that shows the ability of a teacher in carrying out his duties and describe the actions displayed teachers during the learning process. Additionally, according to Rachmawati (2013: 16) that the performance of teachers is an ability shown by the teacher in carrying out the task or work. Meanwhile, Suharsaputra (2010: 176) states that the performance of teachers is basically a teacher activity in carrying out duties and obligations as a teacher and educator in school who can describe about his work performance in implementing all of that. It mean the performance of teachers is the ability of work that must be achieved by teachers in carrying out learning management activities in accordance with the subjects of the teacher. According to Nurhayati (2006: 66) states that the performance of teachers are influenced by several factors and problem, namely the qualification factor of teacher standards and the relevance between the field of expertise of teachers with teaching tasks. A teacher's performance in performing his duties and responsibilities are influenced by several factors: organizational climate, leadership, quality of work, work ability, initiative, motivation, durability / reliability, quantity of work, discipline of work (Robbins, 2006). The same is also revealed by Siagian (2013: 45), performance is influenced by several factors including: work environment, organizational culture, leadership and work motivation, work discipline, salary, job satisfaction and another factors. Teacher performance assessment indicators that can be used to measure teacher performance include: 1) Personality aspect consists of initiative, cooperation, responsibility, obedience and honesty; 2) Technical aspect consists of administration and planning of teaching and learning activities, teaching learning process, assessment of learning outcomes; 3) The methodological aspect consists of preparation of teaching, methods and stages of teaching; 4) The development aspect consists of training, seminars, scientific papers, development program and development instructional media (Usman (2002: 25).The indicators of teacher performance measurement in this study are similar to the indicators used by Usman (2002: 51) the four aspects of measurement that can be used as a reference or guidance in the making of teacher performance measurement instrument. Imperformance indicator of teachers will be said good if 75% of teachers able to implement indicators of teacher performance assessment, it is similiar with Kustiyah's opinion (2017: 15) that teacher's performance could be said optimal if the performance indicators reach 75% of the teachers whom reach the specified criteria.

Hypothesis

The hypothesis of this research is as follows.

1. Supervision of the principal at Junior High School in Bukit Kecil sub-district Palembang is equal to 75% of average in the ideal grade.
2. The Climate of Junior High School Organizations in Bukit Kecil Sub-district Palembang is equal to 75% of average in the ideal grade.
3. The performance of Junior High School teachers in the Bukit Kecil sub-district of Palembang is equal to 75% of average in the ideal grade.
4. There is influence of principal's supervision on Junior High School teacher performance in Bukit Kecil sub-district Palembang.
5. There is an influence of the organization's Climate on the performance of Junior High School teachers in Bukit Kecil sub-district Palembang.
6. There is influence of school principal supervision and organization climate together to the performance of Junior High School teachers in Bukit Kecil sub-district Palembang.

5. RESEARCH METHOD

The purpose of this study is to determine the influence of school principal supervision and organizational climate either partially or simultan on the performance of junior high school teachers in Bukit Kecil sub-district Palembang. The research method is ex post facto with the population of 176 teachers for the sampling of the research using proportional random sampling so that the obtained sample of 64 respondents. Data collection techniques used questionnaires and data analysis using T test and F test.

6. RESULTS

a. Headmaster Supervision

The results of hypothesis testing can be seen in table 1 below.

Table 1. First Hypothesis Test

		Test Value = 38					
		T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Supervisi sekolah	kepala	2,397	63	0,020	1,547	0,26	2,84

The result of hypothesis testing obtained sig value equal to 0,010 for one side test smaller than α (0,05) and tcount (2,397) higher than ttable (1.670) so it can be concluded that H_a accepted. It mean, the supervision of the head of Junior High School in Bukit Kecil sub-district Palembang is equal to 75% of the average ideal value. It can also mean that the implementation of the principal's supervision has been well

implemented by the Principal of Junior High School in Bukit Kecil sub-district Palembang.

b. Climate Organization

The results of hypothesis testing can be seen in table 2 below

Table 2. Second Hypothesis Test

		Test Value = 56					
		t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Iklim Organisasi		8,212	63	0,000	6,641	5,02	8,26

Hypothesis test results obtained sig value of 0,000 for one-sided test is smaller than the value of α (0.05) and the value of tcount (8.212) is greater than the value ttable (1.670) so it can be concluded that H_a accepted. It means that the organizational climate of Junior High School in Bukit Kecil District Palembang is equal to 75% of the average of its ideal value. It can also mean that the organization climate of Junior

High School in Bukit Kecil sub-district Palembang has been conducive.

c. Teacher Performance

The results of hypothesis testing can be seen in table 3 below.

Table 3. Third Hypothesis Test

		Test Value = 68					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Kinerja Guru		4,217	63	0,000	3,047	1,60	4,49

Hypothesis testing results obtained significant value 0,000 for one-sided test is smaller than the value of α (0.05) and the value of t_{count} (4.217) is greater than the value t_{table} (1.670) so it can be concluded that H_a accepted. It means that the performance of Junior High School teachers in the Bukit Kecil sub-district Palembang is equal to 75% of the average of their ideal values. It can also mean that the performance of Junior

High School teachers in Bukit Kecil sub-district Palembang is good in carrying out their duties.

d. Effect of Headmaster Supervision on Teacher Performance

The results of hypothesis testing can be seen in table 4 below.

Table 4. Fourth Hypothesis Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	55,972	5,330		10,501	0,000
	Supervisi kepala sekolah	0,381	0,134	0,341	2,852	0,006

Dependent Variable: Kinerja Guru

Test results obtained probability value (0,000) smaller than the value of α (0.05) and the value of t_{count} of 2.852 is higher than the value t_{table} (1.672) so that H_a is accepted. This means that there is influence of the principal's supervision on the performance of Junior High School teachers in Bukit Kecil sub-district Palembang. This could mean that the principal's supervision is able to make a positive contribution to the

teacher's performance in performing his / her duties at school.

e. The Influence of Organizational Climate on Teacher Performance

The results of hypothesis testing can be seen in table 5 below.

Table 5. The Fifth Hypothesis Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50,115	6,627		7,563	0,000
	Iklim Organisasi	0,334	0,105	0,374	3,175	0,002

Dependent Variable: Kinerja Guru

Test results obtained probability value (0,000) smaller than the value of α (0.05) and the t_{count} of 3.175 is higher than the value of t_{table} (1.672) so that H_a is accepted. It means that there is an effect of organizational climate on the performance of Junior High School teachers in Bukit Kecil sub-district Palembang. It could mean that a good organizational climate will have a positive effect on teacher teaching performance in

schools.

f. The influence of principal supervision and organizational climate on teacher performance

The results of hypothesis testing can be seen in the table below.

Table 6. Simultaneous Hypothesis Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	449,495	2	224,747	8,282	0,001^b
	Residual	1655,365	61	27,137		
	Total	2104,859	63			

a. Dependent Variable: Kinerja guru

b. Predictors: (Constant), Iklim organisasi, Supervisi kepala sekolah

Test results obtained probability value (0.001) is smaller than the value of α (0.05) and the value of $F_{calculate}$ (8.282) is greater than $F_{calculate}$ (0.05) (2:61) of 3.148 thus there is influence of principal supervision and organizational climate jointly to the performance of Junior High School teachers in Bukit Kecil sub-district Palembang. that the influence of principal supervision and organizational climate together to the performance of teachers by 21.4% the remaining 78.6% influenced by other factors that are not intended variables in this study. It mean, supervision of school principals and organizational climate is one of the factors that affect the performance of teachers in carrying out their duties as teaching staff at school.

7 DISCUSSION

a. Headmaster Supervision

The results showed that the supervision of the principal has been well implemented by the Principal of Junior High School in Bukit Kecil sub-district Palembang. This research is similar with Amzah and Susi's research result (2014) that if the principal can properly plan supervision, implementation supervision, and can follow up the result of supervision effectively of course encourage the improvement of teacher's job satisfaction in performing task in school. Supervision is one part of the field of Education Administration. A principal required to supervise effectively and efficiently (Concerned, 2011: 11). Effective and efficient principal supervision will help

teachers in learning and improve teacher performance. This is in line with Wahyudi's opinion (2012: 216), the implementation of academic supervision of the principal can improve the learning process if this is done in accordance with the principles of supervision in force. Additionally, Carudin (2011: 232), supervision by the principal is an effort to achieve common goals, especially for improving teacher performance. Furthermore, Welles (Sagala, 2000: 230) states that supervision as an activity designed to improve teaching at all levels of schooling, related to the development and growth of children also supervision is also an aid and development of the learning process by teachers well. That is, the better the implementation of supervision by the principal of course improve teacher job satisfaction in carrying out its duties.

b. Headmaster Supervision

The results showed that the climate organization Junior High School in Bukit Kecil sub-district Palembang has been running conducive. A conducive organizational climate can easily create an atmosphere and conditions that make teachers interested in learning and will gladly develop themselves to achieve educational goals. Conversely, an organization's non-conducive and non-supported organizational climate will have a negative impact on both teachers and other school personnel, and the difficulty of achieving educational goals. Therefore, organizational climate is one of the things that need to be considered in order to achieve quality educational institutions. If the climate is beneficial to individual necessities, then we can expect behavior toward a high goal. Conversely, if the climate that arises contrary to the goals, needs and personal motivation, it can be expected that achievement and job satisfaction will be reduced (Liana, 2012: 16). Explained Stringer in Wirawan (2007: 122) that the organizational climate as a collection and environmental patterns that determine the emergence of motivation. The existence of motivation in determining organizational climate has an impact on performance improvement as stated by Wirawan (2007: 135) stated that the organizational climate is related to performance. Thus, the organizational climate is a working environment condition, both material / physical and non-physical / material that can affect the behavior / performance of teachers within an organization (school).

c. Teacher Performance

The results showed that the performance of Junior High School teachers in Bukit Kecil sub-district Palembang was good in carrying out their duties. Thus, teachers have an important role in education, and even other educational resources are often inadequate if not accompanied by adequate teacher quality, in other words the teacher is the spearhead in efforts to improve the quality of services and educational outcomes (Murwati, 2013: 13). Thus, one of the benchmarks of educational success is teacher performance. Based on the above description, teacher performance has a direct effect on the quality of education of each student. The better the performance of teachers the better the quality of education will be generated. That is, if the teacher has a good performance then the learning process will also be good. For that performance plays an important role in the achievement of optimal teaching objectives. Given the importance of this performance role, schools need to improve teachers' performance so that teaching objectives can be maximally achieved.

d. Effect of Headmaster Supervision on Teacher Performance

The results showed that the principal's supervision is able to make a positive contribution to the teacher's performance in performing his / her duties at school. With supervision activities can generate and stimulate the spirit of teachers and other school staff in carrying out their duties. This study is similar to Ruhayati,dkk (2009), which shows that supervision services have a significant contribution to teacher performance. This research is similar to Suhardan's research (2010) resulted in one of the findings in the form of improvement of teacher work after effective supervision by the principal. From the results of this study proves a positive influence between principal supervision on teacher performance. Effective and efficient principal supervision will help teachers in learning and improve teacher performance. This is in line with Wahyudi's opinion (2012: 216), the implementation of academic supervision of the principal can improve the learning process if this is done in accordance with the principles of supervision in force. Implementation of supervision aims to provide technical assistance and guidance to teachers and staff so that personnel can improve the quality of their performance in carrying out the tasks and carry out the teaching and learning process (Rachmawati, 2015). In addition, Carudin (2011: 232) asserted that supervision by the principal is an effort to achieve common goals, especially for improving teacher performance. Furthermore, Welles (Sagala, 2000: 230), that supervision as an activity designed to improve teaching at all levels of schooling, is concerned with child development and growth also supervision as well as the assistance and development of the teacher's learning process well. It mean, the more often the principal do supervise to the teacher, more better the performance of the teacher.

e. The Influence of Organizational Climate on Teacher Performance

The results of research indicate that there is influence of organization climate to performance of junior high school teacher in Bukit Kecil sub-district Palembang. It could mean that a good organizational climate will have a positive effect on teacher teaching performance in schools. If a person works in an unfavorable work environment, and is full of conflict, it will create a low organizational performance. Conversely, if someone works in a conducive environment, comfortable and clean, it will create high employee performance. This study is similar to Sinaga's research (2010) which resulted in findings about the significant positive effects of organizational climate on teacher performance. In addition, it similar to the results of research Carudin (2011) which resulted in the findings that the school organization climate significantly influence the performance of teaching teachers. From the results of this study proves that the organizational climate affects the performance of teachers. If the climate is beneficial to individual necessities, then we can expect behavior toward a high goal. Conversely, if the climate that arises contrary to the goals, necessities and personal motivation, it can be expected that achievement and job satisfaction will be reduced (Liana, 2012: 16). Explained Stringer in Wirawan (2007: 122) that the organizational climate as a collection and environmental patterns that determine the emergence of motivation. The existence of motivation in determining organizational climate has an impact on performance improvement as stated by Wirawan (2007: 135) stated that the organizational climate is

related to performance. Thus, the organizational climate is the condition of the work environment, both material / physical and non-physical / material that can affect the behavior / performance of teachers within an organization.

f. The influence of principal supervision and organizational climate on teacher performance

From the result of the research, it is found that there is influence of the principal supervision and organizational climate jointly of the performance of Junior High School teachers in Bukit Kecil sub-district of Palembang. that the influence of principal supervision and organizational climate together to the performance of teachers by 21.4% the remaining 78.6% influenced by other factors that are not intended variables in this study. It mean, supervision of school principals and organizational climate is one of the factors that affect the performance of teachers in carrying out their duties as teaching staff at school. This study is similar to the research of Selamat, dkk (2013). Based on the data collected, the findings showed that the teachers were unemployed and the organizational climate in the school was unhealthy. The study also showed that teachers' job performance. One of effort to improve teacher's performance is done through the principal's academic supervision in teacher performance supervision. The existence of the principal can assist teachers in carrying out their duties, because the professional headmaster will be able to supervise his teachers, so it is expected to improve the teaching-learning process that has a positive impact on improving the quality of education (Fathurrohman 2011: 6) . Similar thing also revealed by Sumarni, dkk (2017) stated that to improve teacher performance requires a very important role of principals to guide teachers in the management of learning. It mean, the supervision of the principal is one of important factor that can affect the performance of teachers in carrying out their duties properly. This is in line with the results of Aslan (2012) research indicates that academic supervision has a positive and significant impact on teacher work satisfaction, and has an impact on the achievement of student competence. The magnitude of direct influence of academic supervision on the job satisfaction of teachers is 13.3%, the effect on the achievement of student competence of 35.9% and teacher work satisfaction influence 26.4% towards the achievement of student competence. Another factor that affecting teacher performance is organizational climate, this is in line with the results of research Sinaga (2010) which resulted in findings about the significant positive effects of organizational climate on teacher performance. Then the results of research Carudin (2011) which resulted in the findings that the school organization climate has a significant effect on teacher performance in teaching. Organizational climate is the perception of employees about the quality of the internal environment of the organization that is relatively perceived by members of the organization which then will affect their next behavior. Need to know that each organization will have a different organizational climate (Robert, 2005: 486). The organization's climate at school can move from pleasant to neutral, to unpleasant. But in general principals, teachers and employees want a pleasant climate because it can lead to better performance (Falaxy, 2005). If the climate is beneficial to individual needs, then we can expect behavior toward a high goal. Conversely, if the climate that arises contrary to the goals, needs and personal motivation, it can be expected that achievement and job satisfaction will be reduced (Liana, 2012:

16). It mean, the individual perceived organizational climate is positively pleasing will provide a good and effective work appearance that will affect the success of the organization. Organizational climate occurs in every organization and will affect organizational behavior and is measured through the perceptions of each member of the organization. Related with the above description, it can be interpreted that the supervision of school principals and organizational climate is one of the factors that affect the performance of teachers in carrying out their duties as teaching staff at school. Thus, the school principal and organizational climate influence simultaneously on the performance of teachers at Junior High School in Bukit Kecil sub-district Palembang.

8 CONCLUSION

Based on the results of research and discussion, it is concluded as follows.

1. Supervision of the principal at Junior High School in Bukit Kecil sub-district Palembang has been well implemented.
2. Climate organization Junior High Schools in Bukit Kecil District Palembang is already conducive.
3. The performance of Junior High School teachers in Bukit Kecil sub-district Palembang has done its job well.
4. There is influence of principal's supervision on Junior High School teacher performance in Bukit Kecil sub-district Palembang.
5. There is an organizational climate influence on the performance of Junior High School teachers in Bukit Kecil sub-district Palembang.
6. There is influence of principal supervision and organizational climate together to the performance of Junior High School teachers in Bukit Kecil sub-district Palembang.

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