



The Influence of Principal's Academic Supervision, School Culture, and Work Commitment on Teaching Quality of Teachers in State Junior High School

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ABSTRACT

This study analyzes the influence of the principal's academic supervision, school culture, and work commitment on teaching quality at public junior high schools in Pangkalan Kuras District. A quantitative method with a descriptive correlational approach was used. Data were collected via a valid and reliable questionnaire and analyzed using multiple regression. The findings show that (1) the principal's academic supervision positively impacts teaching quality, (2) school culture significantly influences teaching quality, (3) work commitment positively affects teaching quality, and (4) all three independent variables together have a significant effect on teaching quality. The study concludes that improving the principal's academic supervision, strengthening school culture, and fostering work commitment can effectively enhance teaching quality.

INTRODUCTION

This study examines the significance of teacher competence and principal oversight in enhancing teaching quality. Suyanto (2015) asserted that teaching quality is significantly contingent upon teacher competency, encompassing pedagogical knowledge, classroom management abilities, and the design and execution of successful learning strategies. Academic supervision serves as professional guidance to assist teachers in executing their teaching responsibilities effectively, with the objective of fostering active, creative, and pleasant learning (Isbianti & Andriani, 2021).

Nevertheless, inadequate teaching quality frequently results from the principal's failure to address issues from the outset. Observations at Pangkalan Kuras District state junior high school revealed that 57.2% of teachers had not fully optimized their learning plan designs, and 47.7% continued to employ conventional methodologies. Interviews indicated that 66.7% of teachers had not performed thorough student evaluations, limiting assessments to examination periods, attributed to time limitations.

According to UNESCO (2022), the quality of global education remains inadequate, particularly in underdeveloped nations, where merely 30% of teachers receive continuous training in technology. The Ministry of Education, Culture, Research and Technology in Indonesia (2021) reported that 43% of instructors employ traditional methods owing to limited access to new training. Internal survey data from a Public Junior High School in the Kuala Lumpur District indicated that merely 25% of teachers employ technology in instruction, and the remainder continues to depend on traditional lecture methods. The inadequate training and support facilities in schools are the primary contributors to the substandard level of education. Zamroni (2016) emphasized that the quality of teaching is correlated with a supportive school environment, which encompasses facilities, principal support, and teacher collaboration. Effective supervision enhances the learning environment by focusing on elements that contribute to the improvement of teaching quality (Willes in Asf & Mustofa, 2017). According to the 2022 report by the Ministry of Education, Culture, Research and Technology, just 35% of principals engage in planned academic monitoring, while the remainder conduct supervision in a more formal manner.

The culture of a school significantly influences the quality of teaching. Mulyasa (2015) posits that school culture encompasses the values, rules, and habits that evolve within the school environment. Suhayati's (2015) research indicates that school culture has a greater impact on teaching quality than the academic supervision provided by the principal. The OECD (2022) reported that 45% of schools in developing countries encounter challenges in establishing a collaborative work culture. The Ministry of Education, Culture, Research and Technology in Indonesia (2021) reported that 50% of schools have failed to establish a culture conducive to collaboration between students and teachers.

The relationship between school culture and teaching quality is characterized by the impact of culture on learning, which can enhance teacher enthusiasm and motivation. A school culture that prioritizes collaboration among teachers facilitates the sharing of best practices and collective problem-

solving regarding learning challenges. A hierarchical culture may impede teacher creativity and diminish their performance.

The commitment of teachers significantly influences the quality of teaching. According to Nurhadi (2016), commitment encompasses a strong dedication to professional duties and responsibilities. According to Gallup (2022), only 21% of teachers globally report feeling engaged and exhibiting a high level of work commitment. A survey conducted by the Ministry of Education, Culture, Research and Technology in Indonesia (2022) revealed that 52% of teachers report decreased motivation to enhance their performance as a result of insufficient welfare provisions. In the Kuala Cenaku District, 40% of teachers reported that their low work commitment was attributed to insufficient support from school management. The correlation between work commitment and teaching quality is rooted in the dedication of teachers in fulfilling their responsibilities. Teachers exhibiting high levels of commitment foster a supportive learning environment, whereas those with low commitment may demonstrate diminished enthusiasm for teaching and insufficient preparation for learning. Teacher work commitment is a primary factor influencing the quality of teaching, particularly in secondary education.

Several issues can be identified based on the described background, including: inadequate academic supervision by the principal, limitations in the preparation of learning plans, reliance on conventional teaching methods, insufficient comprehensive learning evaluation, weak implementation of school culture, minimal teacher commitment, lack of support for learning facilities, absence of competency development training for some teachers, and limited use of technology in education. The interrelation of these problems impacts the overall quality of teaching. Improving educational quality necessitates focus on several aspects, including enhancing academic supervision, fostering a collaborative school culture, and augmenting teacher commitment to their work. Consequently, the aim is to establish an improved learning environment that fosters optimal student learning outcomes.

LITERATURE REVIEW

Teaching Quality

Teaching quality is essential for the success of the learning process. Oemar Hamalik (2019) defines teaching quality from two perspectives: normative, which involves internal and external factors, and descriptive, which refers to outcomes like student achievement. Moh. Uzer Usman (2015) describes teaching as organizing an environment to connect students with learning materials. Suryosubroto (2009) highlights that teaching quality is measured through content mastery, teaching methods, student interaction, and learning evaluation. Glickman, Gordon, and Ross-Gordon (2010) emphasize the teacher's role in creating a supportive environment. High teaching quality leads to better student performance and attitudes toward learning.

Improving teaching quality is seen as enhancing educational outcomes, preparing students for future challenges. Teaching should not only focus on

content delivery but also on fostering interaction, support, and the achievement of learning goals. Hamalik (2019) states that all management levels should be involved in improving teaching quality. Komara (2020) stresses optimizing educational resources, while Crosby emphasizes error prevention and assessment. Nur Efendi (2023) underlines the importance of open communication and continuous evaluation for improving teaching quality.

Barnawi (2014) suggests that teaching quality is assessed through learning planning, implementation, and evaluation. Teachers must design effective lesson plans, manage classrooms well, and assess learning outcomes. Usman (2003) argues that planning, managing, and evaluating learning are key indicators of quality teaching. Husdarta (2009) identifies ability, effort, and opportunity as factors influencing teaching quality. These elements combine to help teachers perform at their best, with support from their environment, motivation, and available resources.

Improving teaching quality requires developing teacher abilities through training, providing adequate facilities, and fostering a collaborative environment. Efforts should also include maintaining teacher motivation and addressing external support needs. By strengthening both individual competencies and institutional backing, the quality of education can be enhanced, leading to more competent graduates ready for future challenges.

Academic Supervision

Academic supervision is critical for improving teaching quality. Merriam-Webster defines it as overseeing and guiding, while Manullaing sees it as a coaching process for improving teacher effectiveness. Priansa (2015) highlights supervision as the evaluation and enhancement of work aligned with goals. Suharsimi (2016) believes that supervision helps teachers understand their roles and meet student needs. Soetopo and Soemanto (2018) emphasize that supervision supports teachers in achieving educational objectives and using modern teaching methods.

Supervision in education is divided into academic, managerial, and institutional types. Academic supervision focuses on improving teaching practices (Sudiono, 2011), while managerial supervision addresses human resource planning and coordination (Directorate of Education Personnel Guidelines, 2009). Institutional supervision aims to improve the school's image and performance. Academic supervision is particularly important for teacher development and classroom improvement, as it provides guidance and feedback.

The principal's role in academic supervision involves overseeing the learning process, coordinating school activities, and providing training to develop teachers' skills. Effective supervision enables teachers to recognize strengths and weaknesses, adopt new teaching methods, and enhance their professional growth. Briggs (in Sahertian, 2016) outlines key functions of supervision, including leadership enhancement and teacher support. This creates a conducive learning environment and improves teaching quality.

School Culture

School culture is crucial in shaping the educational environment, influencing behavior, and enhancing teaching quality. Owens (2015) defines it as “the way we work here,” encompassing shared values, systems, and norms. Schein (2018) describes culture as beliefs developed to address internal and external challenges. School culture also includes traditions and rituals that give the institution its identity. Hanson (2018) states that understanding school culture involves knowing the goals and actions that shape behavior within the school.

The main functions of school culture are to differentiate the institution and improve relationships among members. It fosters commitment to common goals and sets behavioral standards. Ardiansah (2020) notes that culture evolves through different stages, from differentiation to possible resistance to innovation. Positive school culture motivates both teachers and students, creating an environment conducive to learning and achieving educational goals.

Indicators of school culture include the norms that govern behavior, such as religious, politeness, morality, and legal norms, as identified by Luthans (2018). These norms help shape the interactions within the school, affecting teaching and learning quality. Har Tilaar and Nugroho (2018) highlight how education policies are rooted in school culture, which promotes competence and character development. A positive culture enhances motivation, influencing teaching quality and learning outcomes.

Work Commitment

Work commitment reflects an individual’s dedication to their tasks and organization. Mulyasa (2016) emphasizes that teachers must overcome rigid bureaucracy through strong commitment. Work commitment, or organizational commitment, is characterized by loyalty to the institution, as Mowday (2018) suggests. Armstrong and Baron (2019) state that it involves understanding the organization’s goals and contributing to their achievement. High teacher commitment positively impacts teaching quality and student outcomes.

Teachers with strong work commitment engage actively in their roles, motivated to improve teaching practices and focus on student success. Miftahun and Sugiyanto (2015) argue that committed teachers maintain motivation and contribute meaningfully to the organization. Mulyasa (2017) stresses that responsible work behavior helps achieve school objectives. Teacher commitment is influenced by factors like age, experience, work environment, and motivation, which enhance performance.

Meyer and Allen (2015) identify three types of work commitment: affective, continuance, and normative. Committed teachers are more likely to invest time in professional development, prioritize student learning, and contribute to school success. Schools can foster work commitment by providing training, a positive work environment, and opportunities for growth. Teacher commitment is essential for improving teaching quality and creating a supportive learning environment.

The hypothesis in this research can be seen as follows:

H1: There is a significant influence of the principal's academic supervision on the quality of teaching at Pangkalan Kuras District state junior high school.

H2: There is a significant influence of school culture on the quality of teaching at Pangkalan Kuras District state junior high school.

H3: There is a significant influence of work commitment on the quality of teaching at Pangkalan Kuras District state junior high school.

H4: There is a significant influence of the principal's academic supervision, school culture, and work commitment on the quality of teaching at Pangkalan Kuras District state junior high school .

RESEARCH METHOD

This research employs a quantitative approach to analyze the effects of school culture, academic supervision, and commitment on teacher quality at Pangkalan Kuras District state junior high school. Data were collected via questionnaires, as stated by Sugiyono (2020), and subjected to statistical analysis to evaluate the hypothesis. This study includes three independent variables and one dependent variable, with the objective of generalizing the findings to a broader population.

The research was carried out at Pangkalan Kuras state junior high school, located in Pelalawan Regency of Riau Province,. This site was selected due to its relevance to research investigating the effects of academic supervision, school culture, and commitment on high-quality teaching. The research period lasted six months, commencing in May 2024 and concluding in December 2024.

This study's population comprised 198 teachers employed at Pangkalan Kuras District state junior high school. The authors employ the Slovin formula, as cited from Rakhmat (2018), to ascertain the number of samples, which is expressed as follows:

$$n = N(1 + \sqrt{N \times e^2})$$

In the formula, (n) represent the number of samples, (N) denote the number of populations, and (d2) indicate the specified precision. This study employs a precision of 5%. Entering these values into the formula yields the following calculation:

$$n = 1981 + 198.5\%^2 ; n = 1981 + 0,495 ; n = 1981,495 ; n = 132,44 (133)$$

This study involved a sample of 133 teachers, and data were collected using two main methods: literature review and field research. The literature review focused on relevant books, articles, and theories, while the field research gathered data through closed-ended questionnaires using a Likert scale to measure the impact of academic supervision, school culture, and work commitment on teaching quality. Documentation techniques were also used to gather supporting information. The research instrument, a questionnaire, was designed to measure four key variables: Academic Supervision, School Culture, Work Commitment, and Teaching Quality.

The validity of the instrument was tested using SPSS, and items were considered valid if their calculated values were higher than the critical values at a 95% confidence level. The results showed that all items for teaching quality, academic supervision, and school culture were valid, except for three items on work commitment. Reliability was assessed using Cronbach's Alpha, which indicated that all variables had good reliability (above 0.60). The reliability scores for teaching quality, academic supervision, school culture, and work commitment were 0.912, 0.886, 0.894, and 0.854, respectively.

Before conducting regression analysis, several tests were performed to meet the necessary criteria, including normality, linearity, and multicollinearity tests. The normality test showed that the data followed a normal distribution. The linearity test confirmed a linear relationship between independent and dependent variables. The multicollinearity test indicated no significant correlation between independent variables, ensuring that the data was valid for regression analysis.

The hypothesis testing involved simple linear regression to assess the impact of independent variables on the dependent variable. If the F-calculated value was greater than the F-table value or the significance level was below 0.05, the null hypothesis was rejected. Multiple regression analysis was then used to determine which variable had the strongest impact on the dependent variable. The t-test was conducted to evaluate the effect of each independent variable, and the F-test assessed the combined effect of the independent variables.

Finally, the coefficient of determination (KD) was calculated to determine the contribution of the independent variables to the dependent variable, expressed as a percentage. These steps ensured the validity of the regression analysis for testing the research hypotheses.

RESEARCH FINDINGS

Descriptive Analysis

Table 1. Descriptive Statistics Data Results for Variables Y, X1, X2, and X3.

		Statistics			
		Teaching Quality	Academic Supervision	School Culture	Commitment
N	Valid	133	133	133	133
	Missing	0	0	0	0
Mean		112.85	144.52	130.06	126.56
Std. Error of Mean		.509	.680	.740	.684
Median		114.00	146.00	131.00	127.00
Mode		125	147	140	122 ^a
Std. Deviation		8.832	11.741	7.116	8.413
Variance		80.056	116.074	83.106	88.609
Range		33	70	43	51
Minimum		92	90	97	89
Maximum		125	160	140	140
Sum		17605	22545	20290	19744

a. Multiple modes exist. The smallest value is shown

Descriptive statistics were employed to summarize pertinent information, encompassing mean, median, mode, standard deviation, and range of values. The analysis results indicated that all variables included 133 valid respondents, with no missing data present. The mean teaching quality was 112.85,

accompanied by a standard deviation of 8.832, suggesting a moderate data distribution. The teaching quality category was classified into low, medium, and high, with 55.77% of respondents falling into the high category.

In the context of the principal's academic supervision, 84.62% of respondents classified it within the high category, with scores between 136 and 160. A mere 0.64% provided a low rating. Regarding school culture, 82.05% of respondents rated it highly, reflecting a favorable perception of the environment. In the school culture category, only 1.92% of respondents provided a low rating.

The measurement of work commitment utilized a questionnaire comprising 15 items, revealing that 67.31% of participants fell within the high commitment category, indicating a robust level of work commitment. A mere 1.92% provided a low rating. The findings indicate that most respondents positively evaluate the principal's work commitment, school culture, and academic supervision, all of which enhance teaching quality at Pangkalan Kuras District state junior high school. This analysis enhances the understanding of data distribution and characteristics, facilitating more accurate interpretation within the study.

Prerequisite Test Results

This study's prerequisite tests encompass normality, linearity, multicollinearity, and heteroscedasticity, all analyzed using SPSS version 26. The normality test conducted via the Kolmogorov-Smirnov method indicated that all variables – teaching quality, principal academic supervision, school culture, and work commitment – exhibited a normal distribution, as evidenced by significance values (Sig) exceeding 0.05 for each variable.

The linearity test seeks to confirm a linear relationship between independent and dependent variables. The results indicate that all significance values exceed 0.05, suggesting a linear relationship among these variables. The multicollinearity test assessed the relationship among independent variables, revealing a Tolerance value exceeding 0.1 and a VIF below 10, which suggests the absence of multicollinearity issues.

The heteroscedasticity test seeks to confirm that the residual variance remains constant across all levels of the predictor. The results indicate that significance values for all variables exceed 0.05, suggesting the absence of heteroscedasticity and confirming adherence to the homoscedasticity assumption. Consequently, all prerequisite tests demonstrate that the research data satisfies the assumptions necessary for valid regression analysis.

Hypothesis Test Results

Simple Regression Hypothesis Test

Table 2. Simple Regression Test Results

Model		Standardized Coefficients	Standardized Coefficient	t	Sig
		Beta			
1	(Constant)	75.040	8.989		9.948
	Academic Supervision (X1)	.582	.062	.322	6.218
	(Constant)	90.281		9.822	.000
	School Culture (X2)	.341	.181	2.386	.000
	(Constant)	89.502		9.267	.000
	Work Commitment (X3)	.476	.223	2.973	.002

A simple linear regression analysis was performed to assess the impact of three independent variables: principal academic supervision (X1), school culture (X2), and work commitment (X3) on teaching quality (Y) at Pangkalan Kuras District state junior high school. The analysis results obtained through SPSS version 26 elucidate the degree of influence each variable exerts on teaching quality.

The analysis indicated a regression coefficient of 0.582 for the principal's academic supervision. An increase of one unit in academic supervision correlates with a 0.582 enhancement in teaching quality. The constant value of 75.040 suggests that teaching quality is positively maintained, despite the absence of influence from the independent variables. The analysis results indicate a significance value of 0.000, which is below the threshold of 0.05, suggesting that the principal's academic supervision significantly affects teaching quality.

The analysis of school culture yielded a regression coefficient of 0.341. The regression equation obtained is $Y = 90.281 + 0.341X_2$, indicating that a one-point increase in school culture correlates with a 0.341 increase in teaching quality. The constant value of 90.281 indicates a positive baseline for teaching quality. The analysis results indicate a significance level of 0.000, demonstrating that school culture significantly influences teaching quality.

The regression coefficient for work commitment is 0.476, represented by the regression equation $Y = 89.502 + 0.476X_3$. Each one-point increase in work commitment correlates with a 0.476 increase in teaching quality. The constant value of 89.502 signifies a positive baseline for teaching quality. The analysis results indicate a t value of 2.973 and a significance level of 0.002, which is less than 0.05, demonstrating that work commitment significantly affects teaching quality.

The regression analysis results indicate that the three independent variables—principal academic supervision, school culture, and work commitment—have a significant impact on teaching quality. The principal's role is crucial in delivering effective supervision, fostering a positive school culture, and promoting teacher commitment, all of which are essential for enhancing educational quality. This study demonstrates that the interaction among these factors can enhance teaching quality, subsequently leading to improved student learning outcomes. A simple linear regression analysis was performed to assess the impact of three independent variables: principal academic supervision (X1), school culture (X2), and work commitment (X3) on teaching quality (Y) at Pangkalan Kuras District state junior high school. The analysis conducted with SPSS version 26 reveals the degree to which each variable impacts teaching quality. In the context of the principal's academic supervision, the analysis revealed a regression coefficient of 0.582. Each unit increase in academic supervision correlates with a 0.582 increase in teaching quality. The constant value of 75.040 suggests that teaching quality is positively maintained, despite the absence of influence from the independent variables. The analysis results indicate a significance value of 0.000, which is less than 0.05, demonstrating that the principal's academic supervision significantly influences teaching quality.

Additionally, the analysis of school culture yielded a regression coefficient of 0.341. The regression equation obtained is $Y = 90.281 + 0.341X_2$, indicating that a one-point increase in school culture corresponds to a 0.34 increase in teaching quality. The constant value of 90.281 indicates a positive baseline for teaching quality. The analysis results indicate a significance level of 0.000, demonstrating that school culture significantly influences teaching quality.

Multiple Regression Analysis Test

Table 3. Multiple Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficient
		B	Std. Error	Beta
1	(Constanta)	48.967	13.680	
	Academic Supervision	.311	.064	.509
	School Culture	.253	.073	.482
	Work Commitment	.469	.073	.637
Dependent Variable : Teaching Quality				

The study employed multiple linear regression analysis to evaluate the impact of job dedication (X_3), school culture (X_2), and principal academic supervision (X_1) on teaching quality (Y). The analysis yielded a regression equation represented as $Y = 48.967 + 0.311(X_1) + 0.253(X_2) + 0.469(X_3)$. The constant value of 48.967 signifies that the estimated teaching quality is 48.967 when all independent variables are set to zero. The regression coefficient for academic supervision is 0.311, signifying a corresponding increase in teaching quality of 0.311 for each unit increase in supervision. The coefficient for school culture is 0.253, indicating that a one-unit increase in school culture results in a 0.253 increase in teaching quality. The coefficient for work commitment is 0.469, suggesting a corresponding increase in teaching quality of 0.469. Partial tests (t-tests) were performed to assess the impact of each variable, using a significance threshold of 0.05 to accept the alternative hypothesis. The findings indicate that the three independent variables positively influence teaching quality.

Table 4. Results of Partial Test Analysis (t-test)

Variabel	Unstandardized Coefficients	t	Sig
Academic Supervision	.582	6.218	.000
School Culture	.341	2.386	.000
Work Commitment	.476	2.973	.003

Based on the analysis, the influence of each independent variable on teaching quality is as follows:

Principal Academic Supervision (H_1): Significance $0.000 < 0.05$ with a regression coefficient of 0.582 and a t value of 6.218, indicating a positive and significant influence on teaching quality.

School Culture (H_2): Significance $0.000 < 0.05$ with a regression coefficient of 0.341 and a t value of 2.386, indicating a positive and significant influence on teaching quality.

Work Commitment (H_3): Significance $0.003 < 0.05$ with a regression coefficient of 0.479 and a t value of 2.973, indicating a positive and significant influence on teaching quality.

Table 5. Simultaneous test analysis results (F Test)

ANOVA ^a						
	Model	Sum of squares	Df	Mean Square	F	Sig
1.	Regression	1697.994	3	565.998	8.500	.000 ^b
	Residual	10121.615	152	66.590		
	Total	11819.609	155			
a. Dependent Variable : Teaching Quality						
b. Predictors: (Constant), Academic Supervision, School Culture, dan Work Commitment						

The statistical analysis results, as shown in the ANOVA table, yielded a significance value of 0.000. According to the decision-making criteria, if the significance value (Sig) is less than 0.05, then H_a is accepted and H_0 is rejected. The significance value of 0.000, which is less than 0.05, indicates a significant influence of the Principal's academic supervision, School culture, and work commitment on Teaching Quality when considered simultaneously. The F value of 8.500 signifies a substantial strength of the relationship between the independent variables and the dependent variable. The mean square of the regression is 565.998, while the mean square of the residual is 66.590. This comparison suggests that the regression model employed in this study effectively explains variations in the dependent variable.

Table 6. Coefficient Determination Table (R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.579 ^a	.544	.427	8.960

The analysis results in the Model Summary table reveal a R value of 0.579, suggesting a positive and relatively strong relationship between the independent variables – principal's academic supervision, school culture, and work commitment – and the dependent variable, teaching quality. This value suggests that the relationship between these variables falls within the moderate to strong range. The R Square value of 0.544 signifies that the three independent variables account for 54.4% of the variation in teaching quality, with the remaining 45.6% attributed to other factors not considered in this model. The Adjusted R Square, accounting for the number of independent variables and sample size, is 0.427, offering a more accurate assessment of the regression model's strength.

DISCUSSION

The Influence of Principal Academic Supervision on Teaching Quality of Teachers

The initial hypothesis test (H_1) regarding the impact of principal academic supervision on teaching quality indicates a significance value of 0.000 (<0.05), accompanied by a regression coefficient of 0.582 and a t value of 6.218. The results indicate the rejection of H_0 and the acceptance of H_a , concluding that principal academic supervision positively and significantly affects teaching quality.

Several studies conducted in Indonesia indicate that principal academic supervision positively and significantly influences the quality of teacher instruction. Kodariah et al. (2017) demonstrated that principal academic supervision positively influenced the teaching performance of elementary school teachers in Sumedang Regency by 24.8%.

A study conducted by Suhayati (2013) demonstrated that principal academic supervision and school culture collectively exert a positive influence on teacher performance in teaching. Rahmania et al. (2014) demonstrated that principal academic supervision significantly influenced the pedagogical competence of junior high school teachers in Tanjung Raya District, Mesuji. The findings align with your study's results, indicating that the principal's academic supervision positively and significantly influences teaching quality.

The Influence of School Culture on Teaching Quality of Teachers

The second hypothesis test (H_2) concerning the impact of school culture on teaching quality yielded a significance value of 0.000 (<0.05), a regression coefficient of 0.341, and a t value of 2.386. The results suggest the rejection of H_0 and the acceptance of H_a , indicating that school culture positively and significantly influences teaching quality. Several studies conducted in Indonesia indicate that school culture positively and significantly influences the quality of teaching among teachers. Fandholi et al. (2017) demonstrate that school culture plays a crucial role in enhancing the quality of junior high schools in the Sukorejo region of Kendal Regency. Norms, values, and habits present in educational institutions create an environment that enhances the quality of learning. Sari (2019) found that school culture significantly influences the teacher's learning process, particularly through a supportive school climate and a robust sociological foundation, thereby playing a crucial role in sustaining the quality of classroom learning. Saputro's (2021) research concluded that a positive school culture enhances teacher performance, thereby affecting the overall quality of education. Supportive leadership, effective communication, and collaboration among school members are critical in fostering a school culture that enhances teaching quality. The findings align with your research, indicating that school culture positively and significantly influences teaching quality, thereby underscoring the importance of school culture in enhancing teacher performance.

The Influence of Work Commitment on Teaching Quality of Teachers

Work commitment positively and significantly influences teaching quality, evidenced by a significance value of 0.003 (<0.05), a regression coefficient of 0.216, and a t value of 2.973. The results indicate the rejection of H_0 and the acceptance of H_a . This finding aligns with prior research highlighting the significance of work commitment in enhancing teaching quality.

The third hypothesis test (H_3) indicates that Work Commitment positively and significantly influences Teaching Quality, evidenced by a significance value of 0.002 ($p < 0.05$), a regression coefficient of 0.479, and a t value of 2.973. The results indicate the rejection of H_0 and the acceptance of H_a , concluding that increased teacher work commitment correlates with improved teaching quality.

The findings highlight the significance of work commitment in enhancing educational quality in schools.

Prior research has demonstrated a positive correlation between work commitment and teaching quality. Andriani et al. (2019) conducted research indicating that work commitment plays a significant role in enhancing teacher performance, thereby increasing the effectiveness of teaching in elementary schools in Yogyakarta City. Research by Putri and Rini (2020) at SMA Negeri Palembang City indicates that teachers exhibiting high work commitment demonstrate elevated attendance and consistency in the application of innovative learning methods, positively influencing teaching quality. Furthermore, Pratiwi's (2021) research findings indicate that teacher work commitment significantly influences student learning satisfaction in junior high schools within Malaing Regency. This study is corroborated by the findings of Septiani et al. (2022), indicating a strong relationship between work commitment, work discipline, motivation, and teacher performance, which collectively enhance the quality of education. The findings align with your research, highlighting that work commitment is a crucial factor that positively and significantly impacts teaching quality.

The Influence of Principal's Academic Supervision, Work Culture, and Work Commitment on Teaching Quality of Teachers

The statistical analysis results presented in the ANOVA table indicate a significance value of 0.000, leading to the acceptance of H_a and the rejection of H_0 , as the significance value is less than 0.05. This demonstrates a substantial impact of the principal's academic supervision, school culture, and work commitment on teaching quality concurrently. Effective supervision ensures consistent guidance and assessment, a robust school culture fosters a supportive work environment, and elevated teacher work commitment promotes dedication and professionalism in education.

Prior studies corroborate these results. Suhayati (2013) demonstrated that school culture significantly impacts teacher performance more than the principal's academic supervision, highlighting the critical role of a positive school culture in enhancing teaching quality. Sari (2023) demonstrated that the principal's academic supervision positively influences teacher performance, underscoring the principal's role in facilitating teacher professional development. Rismawan (2015) highlighted the reciprocal relationship between principal supervision and teacher work commitment in enhancing the quality of teaching in elementary schools.

The findings from this hypothesis test demonstrate that the principal's academic supervision, school culture, and work commitment collectively exert a positive and significant impact on teaching quality. Efforts to enhance teaching quality can be achieved through the reinforcement of academic supervision, the establishment of a supportive school culture, and the promotion of teacher commitment to their work. The findings contribute significantly to the

formulation of strategies aimed at enhancing educational quality within the school environment.

CONCLUSIONS

The analysis and discussion in this study indicate a significant positive influence of various factors on teaching quality. Principal supervision exerts a positive and significant effect on teaching quality, evidenced by a significance value of 0.000, which is below the 0.05 threshold. Furthermore, school culture exerts a positive and significant impact on teaching quality, evidenced by a significance value of 0.000. Third, work commitment demonstrates a positive and significant effect on teaching quality, evidenced by a significance value of 0.003. The simultaneous combination of principal supervision, school culture, and work commitment positively and significantly influences teaching quality, evidenced by a significance value of 0.000. These influences suggest that these factors significantly contribute to the enhancement of teaching quality.

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