THE INFLUENCE OF TEACHER SUPERVISION, WORK CULTURE, AND ORGANIZATIONAL COMMITMENT ON TEACHER PERFORMANCE AT XYZ HIGH SCHOOL, BINTARO

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ABSTRACT
The quality of education is strongly influenced by the quality of teachers as educators. One of the desired qualities is performance, which shows the ability of teachers to achieve optimal results in the organization. The purpose of this study is to examine the effect of supervision on organizational commitment, work culture on organizational commitment, supervision on teacher performance, work culture on teacher performance, and organizational commitment on teacher performance at XYZ Bintaro High School. This study uses a quantitative approach with the PLS-SEM method to analyze the effect of the path coefficient on the variables studied. The research respondents consisted of 41 teachers at XYZ Bintaro High School who filled out a survey via Google Forms with a census approach. The data collected were then analyzed using the SEM (Structural Equation Modeling) model through the PLS 4.0 application. The results of this study indicate that supervision has a positive effect on organizational commitment, work culture has a positive effect on organizational commitment, supervision has a positive effect on teacher performance, work culture has an effect on teacher performance, and organizational commitment has a negative effect on teacher performance.

KEYWORDS	*Teacher Supervision, Work Culture, Organizational Commitment, Teacher Performance*

INTRODUCTION

Through education, employees' potential is consciously developed. This effort is realized through various activities that take place in the classroom, where the learning process is generally focused. In other words, education aims to maximize the development of individual potential through structured interaction

and learning in a classroom environment. The central role holder in the process is the teacher. The role of the teacher is not only limited to the delivery of learning materials, but includes aspects of educating students holistically. Teachers are responsible for guiding students' academic, social and moral development. The existence of teachers is a key element to provide convenience and support so that learning takes place without obstacles that are effective and sustainable for the overall development of learners.

The role of the teacher is not limited to imparting knowledge in the classroom, but also involves guiding and evaluating students to become individuals who have good character, intelligence and skills as stated in Law No. 14 of 2005, Article 1. This means that a teacher has a broad responsibility in shaping a learning environment that supports the holistic development of their students, which includes intellectual, emotional, and social aspects to achieve quality education. As stated (Indriawati et al., 2022), the role of teachers is a key factor in determining the success of students during the teaching and learning process, especially in the context of teaching. Therefore, good quality education can be realized through the quality and professionalism of teachers who not only teach, but also have a positive impact on the development of students during the learning period.

Thus, it is important to emphasize that teachers as educators require high and good performance standards in carrying out their duties. Good performance standards for teachers are a must to ensure the effectiveness and quality of education. According to (Muspawi, 2021), a teacher's performance reflects how well he is able to carry out his duties and responsibilities in the school environment, especially during the learning process. This performance not only includes teaching activities, but also has the potential to provide motivation and positive influence on students, so as to achieve learning objectives smoothly and as expected. The manifestation of this performance is seen through the teacher's appearance, actions, and achievements. In other words, a teacher is expected to have good performance that can be observed in his/her appearance, actions and achievements.

Teacher performance will be related to the teaching and learning process activities they carry out which can be identified through daily situations and conditions when teaching in the classroom. This is reflected in various aspects of the activities involved in the implementation of tasks as well as in the method or quality of the implementation of duties and responsibilities as an educator. The influence of teacher performance on the quality of learner education is a very significant aspect. There is a direct correlation between teacher performance and the quality of education received by each student. This means that teacher performance has an impact on the level of education quality. The superior the performance of a teacher, the more optimal the quality of education obtained by students. This indicates that the results of the teaching-learning process will reflect the level of performance of the teacher concerned.

Improving the quality of a teacher's performance not only has a positive impact on students' education, but is also an important factor in achieving optimal learning outcomes. Teacher performance is a major factor that influences the overall achievement of teaching objectives. Teacher performance is considered good if teachers can understand and enrich teaching materials, are innovative and creative

in using teaching methods, demonstrate professionalism in carrying out tasks, are disciplined in carrying out work responsibilities, collaborate with all school members, and have a positive personality and become role models for students. Therefore, improving teacher performance needs to be carried out by schools in line with an understanding of the urgency of such performance, in order to ensure that teaching objectives can be maximally achieved.

According to Cashmere as cited (Indajang et al., 2020), there are thirteen factors that affect performance, namely: skills and competencies, knowledge, job planning, character, encouragement, leadership functions, leadership style, corporate culture, satisfaction at work, work culture, loyalty, commitment, and work order. These internal factors are related to the quality of the teacher's self and professionalism in carrying out their duties. In addition to internal factors, Sancoko (2022) also mentions several external factors that can support teacher performance, namely leadership style, work atmosphere, evaluation and supervision processes, information and communication technology, and school infrastructure. These external factors relate to the support provided by schools and other stakeholders to help teachers improve their performance. By understanding the internal and external factors that influence teacher performance, schools and other stakeholders can take strategic steps to improve teacher performance.

Previous research shows that teacher supervision, work culture, and organizational commitment have a significant influence on teacher performance. Utami (2018) found that effective supervision and trust can increase teacher organizational commitment in Bekasi State High School. Aliyah and Mansyur (2023) showed that a strong work culture and job satisfaction have a positive effect on organizational commitment at PT Sejahtera Sunindo Trada Semarang. Fitriyanti, et. al. (2022) found that principal supervision and work motivation significantly affect teacher performance in Kedu District, Temanggung Regency. Yuniar, et al. (2021) revealed that work culture has a significant correlation with teacher performance at MAN 1 Samarinda. Ruyani, et. al. (2021) confirmed that organizational commitment, principal leadership, organizational culture, and compensation jointly affect teacher performance at Insan Harapan Batam Integrated Islamic School. These studies provide important insights for educational institutions to strengthen supervision, work culture, and organizational commitment to improve teacher performance.

This study identified various problems at SMA XYZ Bintaro, including the importance of the role of teachers in education, the influence of internal and external factors on teacher performance, and the effectiveness of supervision in improving the quality of education. The supervision conducted showed that more than half of the teachers had not achieved the desired performance, and there were problems in teachers' work culture and discipline. This study limits the problem to teacher supervision, work culture and organizational commitment, and formulates issues related to the influence of supervision and work culture on organizational commitment and teacher performance. The purpose of the study is to analyze the positive influence of supervision, work culture, and organizational commitment on teacher performance at XYZ Bintaro High School. The theoretical benefit of this research is to enrich educational management theory, while the practical benefit is

to provide guidance for teachers, principals, and foundations in improving the performance and quality of education.

Based on the above problems, research is needed that focuses on teacher performance at XYZ Bintaro High School because if not done, teacher performance is likely to continue to decline, potentially harming the quality of graduates, having a negative impact on school accreditation assessments, and can even affect public interest in enrolling new students to this school. Therefore, researchers conducted research on how the influence of teacher supervision, work culture, and organizational commitment on teacher performance at XYZ Bintaro High School.

Research Hypothesis

According to (Pakpahan et al., 2021), a research hypothesis is a specific statement that predicts certain results or events based on scientific theory. In line with Andrew, the hypothesis is an initial response to the questions posed in the formulation of the research problem. The formulation of the research problem, which has been described in the form of a question, forms the basis for the hypothesis as the initial answer proposed for research. (Hardani, et. al. (2020). By detailing the framework above, a temporary conclusion is drawn in the form of a research hypothesis, which can be formulated as follows:

1. H0 : Teacher supervision does not have a positive effect on organizational commitment.
   H1: Teacher supervision has a positive effect on organizational commitment.
2. H0: Work culture has no positive effect on organizational commitment.
   H2: Work culture has a positive effect on organizational commitment.
3. H0: Teacher supervision has no positive effect on teacher performance.
   H3: Teacher supervision has a positive effect on teacher performance.
4. H0: Work culture has no positive effect on teacher performance.
   H4: Work culture has a positive effect on teacher performance.
5. H0: Organizational commitment has no positive effect on teacher performance.
   H5: Organizational commitment has a positive effect on teacher performance.

RESEARCH METHOD

This study uses a quantitative method with a path analysis approach to examine the relationship between supervision, work culture, organizational commitment, and teacher performance at XYZ Bintaro High School. The research subjects were 41 teachers at the school, and the research took place from January 2024. The research procedure was divided into three stages: preparation, implementation, and data processing. Data were collected through questionnaires which were then analyzed using the path analysis method with the help of Smart PLS software. The research instruments included various variables measured by specific indicators, such as teacher performance, supervision, work culture, and organizational commitment. The validity and reliability of the instruments were

tested through expert judgment and statistical analysis. Data were analyzed using descriptive and inferential statistical techniques, with evaluation of measurement and structural models. Research hypotheses were tested to determine the influence of exogenous variables on endogenous variables.

RESULT AND DISCUSSION

Descriptive Analysis

Descriptive statistics provide an organized, brief, and clear description and explanation of a phenomenon, event, or condition, making it possible to understand certain meanings or interpretations of the questionnaire answer sheet. The measuring instrument used in this study is a questionnaire using a Likert scale, which is expressed in numerical form.

Descriptive Statistics of Supervision Variables

Supervision is a process of supervision and guidance carried out by competent individuals, especially principals, on academic activities in schools. Descriptive statistics regarding the supervision variable showed results from 41 respondents on four statements. For statement SG2, the majority of teachers (93%) felt that learning objectives were well achieved, with 49% strongly agreeing and 44% agreeing. In contrast, statement SG4 showed that 95% of teachers felt their teaching materials did not match the learning objectives, with 54% strongly disagreeing and 41% disagreeing. On statement SG6, 44% of teachers felt that they had no difficulty answering students' questions, while 27% disagreed and 20% were neutral. Finally, statement SG8 revealed that 78% of teachers believed that their assessment criteria matched the competencies being assessed, with 61% agreeing and 17% strongly agreeing.

Descriptive Statistics of Work Culture Variables

Work culture is the atmosphere, norms, and values that shape the interactions and atmosphere within the organization. Descriptive statistics regarding work culture variables show the results of 41 respondents regarding four statements. In statement BK5, 91% of teachers felt able to communicate new information about the school and its policies to colleagues, with 59% agreeing and 32% strongly agreeing. On statement BK7, 90% of teachers felt they understood the characteristics of all teachers in the school, with 61% agreeing and 29% strongly agreeing. For statement BK9, 90% of teachers enjoy working with their colleagues, with 44% agreeing and 46% strongly agreeing. Finally, on statement BK10, 81% of teachers felt that they liked developing teaching tools, with 61% agreeing and 20% strongly agreeing.

Descriptive Statistics of Organizational Commitment Variables

Organizational commitment is the attitude of individuals who are members of an organization that shows loyalty, concern, desire to give optimal effort in work, and determination to maintain their membership. Descriptive statistics for the organizational commitment variable show the results of 41 respondents regarding five statements. On statement KO1, 68% of teachers feel happy to spend the rest of

their career at this school, with 46% agreeing and 22% strongly agreeing. On statement KO2, 90% of teachers feel that problems at school are also their problems, with 46% agreeing and 15% strongly agreeing. For statement KO3, 97% of teachers feel part of this school, with 46% agreeing and 51% strongly agreeing. On statement KO8, 68% of teachers feel that they contribute a lot, with 68% agreeing and 2% strongly agreeing. Finally, on statement KO9, 79% of teachers feel that the school deserves their loyalty, with 59% agreeing and 20% strongly agreeing.

Descriptive Statistics of Teacher Performance Variables

Teacher performance is an expression of a teacher's work that involves performing professional duties, achieving work results according to responsibilities, and self-perception. Descriptive statistics for the teacher performance variable, based on questionnaires from 41 respondents, show the results of three statements. On item KG3, 85% of teachers felt able to answer students' questions, with 61% disagreeing that they were unable to and 24% strongly disagreeing. On item KG8, 73% of teachers felt they could not manage learning time well, with 41% disagreeing and 32% strongly disagreeing. For item KG12, 60% of teachers felt their evaluation process was unfair, with 44% disagreeing and 20% strongly disagreeing.

Inferential Statistics

Inferential statistics are statistical methods used to analyze sample data and then the results apply to the population in general. (Sugiyono, 2013). In the context of this study, the sample used includes the entire population, so that the conclusions obtained can be directly used to describe the population as a whole. The statistical analysis carried out includes the measurement model (outer model) and structural model (inner model).

Outer Model Test

The outer model test is the first step in Structural Equation Modeling (SEM), which aims to verify the validity and reliability of all indicators. In this study, the outer model test includes an assessment of convergent validity, discriminant validity, and reliability using composite reliability measurements.

In this study, there are four variables represented by 35 statements. The data collected through the questionnaire was then analyzed using SmartPLS software version 4.0. Based on the theory used in the initial research, the minimum expected loading factor value is 0.7. Therefore, statements that had a loading factor value below 0.7 were excluded from the analysis because they were considered to have low convergent validity. For example, for the supervision variable, the ignored statements are SG1, SG3, SG5, SG7, SG9. For the work culture variable, the ignored statements are BK1, BK2, BK3, BK4,

BK6, BK8, BK11, BK12. Meanwhile, for the organizational commitment variable, the ignored statements are KO4, KO5, KO6, KO7. Finally, for the teacher performance variable, the ignored statements are KG1, KG2, KG4, KG5, KG6, KG7, KG9, KG10, and KG11.

By ignoring the statement items of the indicators on each variable, the resulting calculation results are shown in Figure 1 below
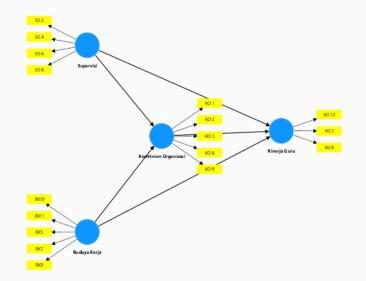

Figure 1. SmartPLS Outer Loading Calculation Results

Furthermore, in table 1, it can be seen that the *loading factor* values that meet the requirements of convergent validity are clearly illustrated.

Table 1. Loading Factor Value

	Work Culture	Teacher Performance	Organizational Commitment	Supervision
BK10	0.666			
BK11	0.701			
BK5	0.728			
BK7	0.713			
BK9	0.778			
KG 12		0.830		
KG 3		0.857		
KG 8		0.758		
KO 1			0.805	
KO 2			0.767	
KO 3			0.694	
KO 8			0.613	
KO 9			0.782	
SG 2				0.715
SG 4				0.765
SG 6				0.855
SG 8				0.758

Source: Data Processing Results (2024)

Through the results of data processing described in the table above, it can be seen that the variables studied, namely the use of supervision (SG) and teacher performance (KG), all items have met the requirements for *loading factor* values above 0.7, while work culture (BK) and organizational commitment (KO) *loading factors are* still worth 0.6 which are found in BK 10 with a value of 0.679, KO 3 and KO 8 with a *loading factor* value of 0.694 and 0.619 respectively.

The AVE test results can be seen in the table image below:

Table 2. AVE Test Results

Variables	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Work Culture	0.767	0.778	0.842	0.516
Teacher Performance	0.751	0.775	0.856	0.665
Organizational Commitment	0.786	0.791	0.854	0.541
Supervision	0.778	0.802	0.857	0.600

Source: Data Processing Results (2024)

Based on the data in the table, the AVE values for the Work Culture (0.516), Teacher Performance (0.665), Organizational Commitment (0.541), and Supervision (0.600) variables all exceed the 0.5 threshold. This indicates that each indicator used to measure the variable makes an important contribution to the variation of the variable itself, which in turn increases the validity of the variable. Therefore, it can be concluded that the constructs of Work Culture, Teacher Performance, Organizational Commitment, and Supervision in this study have AVE values exceeding 0.5 for all variables. This indicates that each statement item on each variable has met the requirements in testing convergent validity.

Discriminant Validity Test

Discriminant validity testing is carried out to ensure that each indicator of a latent variable is truly different from other variables. The methods used include cross loading, Fornell-Larcker criteria, and HTMT (Heterotrait Monotrait Ratio). The Fornell-Larcker Criterion compares the root of the Average Variance Extracted (AVE) with the correlation between variables, while the HTMT identifies discriminant validity with values above 0.90 signaling potential problems. The test results table shows that the AVE value for each variable is above 0.70, signaling good discriminant validity.

In addition, the HTMT results show that most of the relationships between variables have values below the 0.90 threshold, except for the relationship between Teacher Performance and Supervision, which is close to it. This indicates that there is a potential discriminant validity issue between Teacher Performance and Supervision.

Reliability Validity Test

Reliability tests using Cronbach's Alpha, composite reliability (rho_a), and composite reliability (rho_c) values show that all variables have good reliability, with values above 0.70, indicating that the indicators used to measure these variables are quite consistent and reliable.

Inner Model Test

Inner model testing is a guideline for estimating the cause-and-effect relationship between construct variables in research using SmartPLS software, followed by an assessment based on the path coefficient, *Variance Inflation Factor (VIF)*, and *R-squared.*

Multicollinearity Test

Multicollinearity is a hypothesis test that aims to show the existence of a correlation or strong relationship between two or more independent variables in a multiple linear regression model. The multicollinearity test is carried out by calculating the VIF (*Variance Inflation Factor*) value, with the VIF value less than 5.00. The results of the multicollinearity test are presented in table 3.

Table 3. Multicollinearity Test Results

	VIF
Work Culture -> Teacher Performance	2.111
Work Culture -> Organizational Commitment	1.211
Organizational Commitment -> Teacher Performance	2.049
Supervision -> Teacher Performance	1.236
Supervision -> Organizational Commitment	1.211

Source: Data Processing Results (2024)

The VIF (*Variance Inflation Factor*) value is used to evaluate the presence of *multicollinearity* between variables in the regression model. The higher the VIF value, the higher the level of *multicollinearity* between the variables. The table shows that :
1) Work Culture -> Teacher Performance has a VIF of 2.111.
2) Work Culture -> Organizational Commitment has a VIF of 1.211.
3) Organizational Commitment -> Teacher Performance has a VIF of 2.049.
4) Supervision -> Teacher Performance has a VIF of 1.236.
5) Supervision -> Organizational Commitment has a VIF of 1.211.

From these values, it can be seen that Work Culture -> Teacher Performance and Organizational Commitment -> Teacher Performance have rather high VIFs, exceeding 2, which is usually considered an indication of significant *multicollinearity*. However, Work Culture -> Organizational Commitment and Supervision -> Teacher Performance have lower VIFs. This means that in the regression model analyzed, there is a possibility of significant *multicollinearity* between the Work Culture and Organizational Commitment variables and the Teacher Performance variable, as their VIF values exceed 2. *Multicollinearity* is a

condition when two or more independent variables in the model have a strong relationship between them. However, the relationship between the Work Culture and Organizational Commitment variables and the Teacher Performance variable is not very strong, as seen from the lower VIF values for the relationship between these variables and the other variables. This indicates that the *multicollinearity* between the Work Culture and Organizational Commitment variables and the Teacher Performance variable is not very significant.

Model Fit Test

The coefficient of determination or R-squared (R^2) value is used as a reference in testing the fit of the model, which helps in evaluating how strong the prediction of the structural model is. (Ghozali & Hengky Latan, 2015).The percentage of variance explained by *R-squared* for the dependent variable is a method for testing the internal model. Teacher performance is the variable explained by the independent variable or the focus of the research. The results of the R^2 analysis can be seen in table 4.

Table 4. Results of Calculation of R2 (F-square) Value

	R-square	Adjusted R-square
Teacher Performance	0.521	0.482
Organizational Commitment	0.512	0.486

Source: Data Processing Results (2024)

Regression analysis shows that teacher performance has a significant impact on organizational commitment, with approximately 52.1% of the variation in organizational commitment explained by variation in teacher performance. After considering the number of independent variables and sample size, the adjusted *R-square* for teacher performance is 0.482, indicating that about 48.2% of the variation in organizational commitment remains explainable. In addition, organizational commitment itself has a strong influence on supervision and work culture, with about 51.2% of the variation in supervision and work culture explained by variation in organizational commitment. Once adjusted, the adjusted *R-square* for organizational commitment is 0.486, indicating that approximately 48.6% of the variation in supervision and work culture remains explainable by organizational commitment after considering other mediating variables and sample size.

Hypothesis Test

In this study, hypothesis testing was conducted to find the correlation between the latent variables being studied. The PLS-SEM method is used to test the hypothesis, where the assessment is done by examining the path coefficient values. Table 5 below displays the results of the path coefficient between exogenous and endogenous variables in this study.

Table 5. Path Coefficients

Hypothesis	Standardized path coefficient	Decision
Work Culture has a positive effect on teacher performance	0.133	Supported
Work culture has a positive effect on organizational commitment	0.662	Supported
Organizational commitment has a positive effect on teacher performance	-0.151	Not supported
Supervision has a positive influence on Teacher Performance	0.716	Supported
Supervision has a positive effect on organizational commitment	0.110	Supported

Source: Data Processing Results (2024)

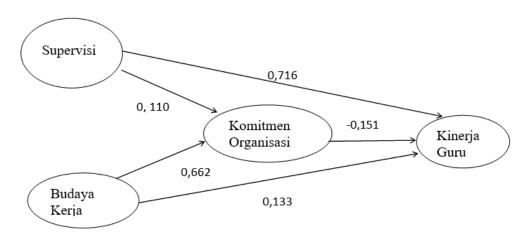Thus, the following research model is obtained along with the path coefficient.

Figure 1. Path Coefficient Test Model

Based on the coefficient path picture above, the following equation can be obtained:

Organizational Commitment = 0.110 Supervision + 0.662 Work Culture

Teacher Performance = 0.716 Supervision + 0.133 Work Culture + -0.151 Organizational Commitment.

This regression equation shows that the supervision variable has a coefficient of 0.716, which indicates that every one-level increase in supervision will be followed by a 0.716-level increase in teacher performance. In other words, the better the level of supervision teachers receive, the higher their performance. In addition, the work culture variable has a coefficient of 0.133, which means that every one-level increase in work culture will be followed by a 0.133-level increase

in teacher performance. This suggests that a positive and supportive work environment can contribute to improved teacher performance.

However, what is interesting is that the coefficient for the organizational commitment variable is -0.151, indicating that every one-level increase in organizational commitment will be followed by a 0.151-level decrease in teacher performance. This result indicates a negative relationship between organizational commitment and teacher performance, which can be interpreted in various ways. For example, there may be other factors that have not been considered that could explain this relationship, or it could be that teachers who are strongly attached to the organization may sacrifice time or energy for other aspects of their job, which in turn could affect their performance. Overall, this regression equation provides a picture of how the variables of supervision, work culture, and organizational commitment can affect teacher performance.

By considering the path coefficient value generated after data analysis, this can be used as a basis for responding to hypotheses and drawing conclusions from this study. The   results per hypothesis based on the *standardized path coefficient value* and the decisions taken are as follows:

Hypothesis 1: Supervision has a positive effect on Organizational Commitment of XYZ Bintaro High School Teachers

The results of hypothesis testing show that the path coefficient value is not equal to zero, which is 0.110. Therefore, the hypothesis "there is a positive influence of supervision on organizational commitment" is supported. The path coefficient value is positive. This shows that it has a positive effect on organizational commitment.

Hypothesis 2: Work Culture has a positive effect on Organizational Commitment of XYZ Bintaro High School Teachers

The results of hypothesis testing show that the path coefficient value is not equal to zero, which is 0.662. Therefore, the hypothesis "there is a positive influence of work culture on organizational commitment" is supported. The path coefficient value is positive. This shows that work culture has a positive effect on organizational commitment.

Hypothesis 3: Teacher supervision has a positive effect on Teacher Performance at XYZ Bintaro High School

The results of hypothesis testing show that the path coefficient value is not equal to zero, which is 0.716. Therefore, the hypothesis "there is a positive influence of supervision on teacher performance" is supported. The path coefficient value is positive. This shows that supervision has a positive effect on teacher performance.

Hypothesis 4: Work culture has a positive effect on Teacher Performance of XYZ Bintaro High School

The results of hypothesis testing show that the path coefficient value is not equal to zero, which is 0.133. Therefore, the hypothesis "there is a positive

influence of work culture on teacher performance" is supported. The path coefficient value is positive. This shows that work culture has a positive effect on teacher performance.

Hypothesis 5: Organizational commitment has a positive effect on Teacher Performance at XYZ Bintaro High School.

The results of the analysis show that organizational commitment does not have a positive influence on teacher performance, as initially hypothesized. Instead, the standardized path coefficient of -0.151 indicates that an increase in organizational commitment is associated with a decrease in teacher performance. Thus, this hypothesis is not supported. The path coefficient value is negative. This indicates that organizational commitment negatively affects teacher performance.

Discussion

This study aims to analyze the effect of supervision, work culture, and organizational commitment on teacher performance at XYZ Bintaro school. The discussion of the results of this study is made based on data that has been processed, summarized, and presented previously, and is connected to theory and previous research.

Effect of Supervision on Organizational Commitment

The results of hypothesis testing indicate a positive influence between supervision and organizational commitment. That is, the better the supervision, the higher the level of organizational commitment. This finding supports the hypothesis proposed in the study that "there is a positive influence of supervision on organizational commitment." Effective supervision can increase the commitment of organizational members through various mechanisms such as providing clear direction, support, and constructive feedback.

In this study, SMA XYZ Bintaro teachers felt supported in achieving learning objectives, ensuring teaching materials were appropriate, and conducting appropriate evaluations and they tended to have a higher commitment to the organization. This shows that good supervision not only improves the quality of teaching but also increases teachers' attachment and loyalty to the school.

The results of this study are also supported by the opinion of Purwani (2018) There is a positive direct effect of supervision on teacher organizational commitment in public high schools in Bekasi City. This means that an increase in the quality of supervision will have an impact on increasing teachers' organizational commitment. Organizational commitment not only includes passive loyalty, but also involves active involvement and employees' desire to make a significant contribution to the organization where they work.

The Effect of Work Culture on Organizational Commitment

The results of hypothesis testing show that work culture has a positive influence on organizational commitment. This means that the stronger and more positive the work culture implemented in an organization, the higher the level of organizational commitment of its members.

In this study, SMA XYZ Bintaro teachers who were able to communicate new information about the school and its policies to colleagues felt more involved and valued in the organization. In addition, they are able to understand the characteristics of all teachers in the school creating a harmonious and collaborative work environment, which in turn increases organizational commitment. The work culture at SMA XYZ Bintaro that encourages teamwork makes teachers feel more connected to their colleagues, increasing their sense of belonging to the organization. Teachers who enjoy developing teaching tools feel more competent and valued, which increases their commitment to the organization. By creating a work environment that supports open communication, understanding among colleagues, good cooperation, and involvement in professional development, the school can increase the organizational commitment of SMA XYZ Bintaro teachers.

This is in line with the opinion (Utarayana & Dewi Adnyani, 2020) which states that the effect of organizational culture on organizational commitment shows that organizational culture has a positive and significant effect on the level of organizational commitment. This means that if the organizational culture is improved, the level of organizational commitment of employees will also increase, and vice versa, if the organizational culture has decreased in quality, the level of organizational commitment of employees will also decrease.

Effect of Supervision on Teacher Performance

The results of hypothesis testing show that supervision has a positive influence on teacher performance. This finding supports the hypothesis proposed in the study that there is a positive effect of supervision on teacher performance. This means that the better the supervision, the higher the teacher performance.

In this study, SMA XYZ teachers felt that supervision helps them achieve learning objectives and ensuring the suitability of teaching materials with learning objectives tends to have better performance. In addition, proper and objective evaluation helps teachers measure and improve their performance. Properly conducted evaluations tend to make teachers have greater motivation to improve their performance.

Supervision that supports and assists teachers in achieving learning goals, overcoming challenges in learning, and conducting appropriate evaluations can improve overall teacher performance. This is in line with the opinion of (Lastri, et.al., 2022) which states that improving academic supervision has a positive and significant effect on teacher performance. That is, if academic supervision is improved, then teacher performance will also improve.

Effect of Work Culture on Teacher Performance

The results of hypothesis testing show that work culture has a positive influence on teacher performance. This means that the better the work culture implemented in an educational institution, the higher the teacher performance.

The influence of work culture on teacher performance can be seen from how a conducive work culture at SMA XYZ Bintaro can improve teachers' motivation, collaboration and engagement in the learning process. Good collaboration allows teachers to support each other and share knowledge, which contributes to their

professional development. Teachers who feel supported in developing their teaching tools tend to be more motivated and high performing.

This is supported by research (Miyono & Abdullah, 2023) which states that a positive effect of work culture on the performance of public elementary school teachers in Kedungwuni District, Pekalongan Regency can be observed. This is manifested by increasing teacher performance along with a better work culture. The higher the level of work culture, the teacher performance will also increase. This also applies the other way around. This is reinforced by (Mamik Miyarti, 2022) which states that school culture has a positive and significant influence on the performance of public high school teachers in the East Batang Region of Batang Regency. Thus, partially, the school culture variable has a significant effect on teacher performance.

Effect of Organizational Commitment on Teacher Performance

The results of hypothesis testing show that organizational commitment does not have a positive influence on teacher performance as initially hypothesized. This study shows that there is a negative relationship between organizational commitment and performance. This may seem unintuitive, as it is usually expected that higher commitment will improve performance. This is the same as stated by (Sjahruddin, 2018) that the organizational commitment variable (X2) has a negative and significant effect on teacher performance (Y) at SMK Kartika XX-1 Makassar. The significance value of 0.033 is smaller than 0.05, indicating a negative effect of organizational commitment on teacher performance.

According to Prasojo and Izzati (2022) organizational commitment in employees arises due to several factors. Factors that influence organizational commitment according to Meyer and Allen (1997) as stated by Prasojo and Izzati (2022). Prasojo and Izzati (2022)) individual character, organizational character, and work experience. In addition, the balance between work life and personal life also affects organizational commitment. This refers to the way individuals balance between the demands of work and their personal needs. When this balance is not achieved, *overcommitment* can occur, which is a condition where individuals are too attached to work to the detriment of their personal lives. *Overcommitment* can have a negative impact on teacher performance as it leads to burnout, stress, and declining health, all of which reduce teaching effectiveness. In addition, a lack of work-life balance decreases motivation and job satisfaction, and compromises teaching quality.

Observation of the situation at SMA XYZ Bintaro revealed that teachers are often involved in more than 50 work programs in one school year, which creates work *overload*. This high workload may serve as a significant mediating variable between organizational commitment and teacher performance.

Hypothetically, high organizational commitment may increase teachers' workload due to increased participation in various work programs and committees. This increase in workload, in turn, may negatively affect teacher performance due to the stress and fatigue it causes. Therefore, despite increased organizational commitment, teacher performance may decrease due to excessive workload.

To test this hypothesis, further research needs to be conducted by systematically measuring teacher workload and analyzing whether workload serves as a mediator between organizational commitment and teacher performance. If it is proven that excessive workload does act as a significant mediator, then schools should take steps to manage teacher workload more effectively. This could include reducing the number of work programs, more equitable distribution of tasks, and increased resources to support teachers.

By understanding the mediating role of work overload, SMA XYZ Bintaro can develop a more comprehensive strategy to improve teacher performance through increased organizational commitment balanced with good workload management. This is expected to create a more balanced and productive work environment for teachers, which will ultimately improve the quality of education in the school.

Research Limitations

In this research, there are several limitations that need to be considered. Some aspects that require a deeper understanding include the concept, methodology, and technical implementation of the research, all of which are still an obstacle in this study. First, the questionnaire was distributed online using the *Google Form* application, which allows for *Non Response* Bias. This can happen if respondents ask other people to fill out the questionnaire, so the opinions expressed may not match the actual views of the respondents, which may affect the results of the study.

Second, respondents may have difficulty in understanding the statements and questions in the questionnaire. Since the questionnaires are not filled out under the supervision of the researcher, respondents may give arbitrary answers when they encounter questions that are difficult to understand, which may cause bias in the results. However, due to time and coverage limitations, online questionnaire distribution is still considered the most effective way.

Third, time constraints in collecting questionnaires and respondents' busyness when filling out questionnaires can produce inaccurate data. In addition, respondents' understanding of the questionnaire and the number of statement items and questions are also factors that need to be improved.

Fourth, this study did not include the work overload variable as a mediator that can affect the relationship between organizational commitment and teacher performance. In fact, based on situational observations at SMA XYZ Bintaro, high workload may play an important role in reducing teacher performance despite increased organizational commitment.

Fifth, the measurement of teacher performance in this study may not cover all relevant aspects of performance. Teacher performance can be influenced by various factors, including psychological well-being and work environment, which were not measured in this study.

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CONCLUSION

Based on this study, teacher supervision, work culture, organizational commitment, and teacher performance showed some significant relationships. Effective supervision and a conducive work culture were shown to improve organizational commitment and teacher performance. However, organizational commitment does not always have a positive impact on teacher performance, sometimes even showing a negative influence. Managerial implications for improving teacher performance at SMA XYZ Bintaro include strengthening supervision practices, creating a conducive work culture, and aligning organizational goals with teachers' working conditions to prevent overload. Research suggestions include variations in the method of distributing questionnaires, more careful questionnaire design, allocating more time for data collection, including the mediating variable of work overload, and more complete measurement of teacher performance including aspects of psychological well-being and work environment.

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