

## The Influence of Organizational Culture, Managerial Ability, and Job Satisfaction on the Performance of Madrasa Superintendents of the Ministry of Religion of North Sumatra Province

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### ABSTRACT

*This research aims to; (1) Organizational Culture on Performance; (2) Organizational Culture on Satisfaction; (3) Ability to Performance; (4) Ability to Satisfaction; (5) Satisfaction with Performance (6) Simultaneous Organizational Culture and Ability with Performance; (7) Simultaneous Ability and Satisfaction with Performance; (8) Simultaneous Organizational Culture Capability and Satisfaction with Performance. Research method This research is a quantitative research with a survey research type, because it is carried out by using a questionnaire for the four variables given to respondents. The results of the research findings are as follows; (1) Organizational Culture on Satisfaction of 59.4%; (2) Ability to Satisfaction of 51.4%; (3) Organizational Culture on Performance of 67.4%; (4) Ability to Performance of 48.9%; (5) Satisfaction with Performance of 79.4%; (6) Organizational Culture and Ability to Performance of 23.9%; (7) Ability and Satisfaction with Performance of 63.9%; (8) Organizational Culture and Capability and Satisfaction with Performance of 70.0%.*

**Keywords:** *Organizational Culture, Capability, Satisfaction, Performance.*

### ABSTRAK

Penelitian ini bertujuan untuk; (1) Budaya Organisasi terhadap Kinerja; (2) Budaya organisasi terhadap Kepuasan; (3) Kemampuan terhadap Kinerja; (4) Kemampuan terhadap Kepuasan; (5) Kepuasan terhadap Kinerja (6) simultan Budaya Organisasi dan Kemampuan terhadap Kinerja; (7) simultan Kemampuan dan Kepuasan terhadap Kinerja; (8) simultan Budaya Organisasi Kemampuan dan Kepuasan terhadap Kinerja. Metode penelitian Penelitian ini adalah penelitian kuantitatif dengan jenis penelitian survey, karena melakukan dengan menggunakan angket untuk keempat variabel yang diberikan kepada responden. Hasil temuan penelitian sebagai berikut; (1) Budaya Organisasi terhadap Kepuasan sebesar 59,4%; (2) Kemampuan terhadap Kepuasan Sebesar 51,4%; (3) Budaya Organisasi terhadap Kinerja sebesar 67,4%; (4) Kemampuan terhadap Kinerja sebesar 48,9%; (5) Kepuasan terhadap Kinerja sebesar 79,4%; (6) Budaya Organisasi dan Kemampuan terhadap Kinerja sebesar 23,9%; (7) Kemampuan dan Kepuasan terhadap Kinerja sebesar 63,9%; (8) Budaya Organisasi dan Kemampuan dan kepuasan terhadap Kinerja sebesar 70,0%.

**Kata Kunci:** Budaya Organisasi, Kemampuan, Kepuasan, Kinerja.

## A. INTRODUCTION

Performance is a manifestation of the ability of supervisors to apply their ideal competencies, namely managerial supervision competence, personality, academic supervision, educational evaluation, research and development and social competence (Bedjo, 1989). These competencies are a necessity which is a priority for supervisors in an effort to realize the quality of education. This is reinforced by the Regulation of the Minister of National Education Number 12 of 2007 concerning Standards for School/Madrasah Superintendents and Regulation of the Minister of Religion Number 31 of 2013 a supervisor must have 6 competencies (Mushlih, 2020).

Then in the Regulation of the Minister of Education and Culture Number 143 of 2014 confirms that school supervisors are school/madrasah supervisors with the status of civil servants (PNS) who are given full duties, responsibilities and authority by authorized officials to carry out academic and managerial supervision in units education (Rusiana & Irawanto, 2019).

The birth of Law Number 20 of 2003 concerning the National Education System, in which one of the articles explains the purpose of education and Law Number 14 of 2005 concerning Teachers and Lecturers, shows that the government's attention has been good enough by providing a legal umbrella in carrying out the coaching and development process education in Indonesia including the guidance and development of supervisors as the spearhead of implementing education operationally (Slocum, 2009).

Performance can also be interpreted by the concept of work results. As stated by Spencer in Musa & Yuliza (2022) is everything related to the basic character that someone has that makes him able to carry out effective performance at work (Muzayanah, 2016). Likewise, the opinion of Putri & Yusuf (2022) argues that the success of a person's performance is closely related to one's job satisfaction and is determined by that person's work ability. The opinion above is also supported by Putra & Surya (2020) performance is the process of carrying out the production of tasks within a certain period of time (Safitri, *et.al.*, 2022).

With the meaning of performance in the form of work results, it shows that there is a process of implementing the tasks and functions of everyone who is supported by their ability to implement these tasks. The professional performance of education supervisors can be seen from their performance as supervisors in carrying out their main tasks and functions, showing good work performance or performance, and having an impact on improving the achievement and quality of the target schools (Azifah, 2021). Furthermore, the opinion of Putra & Surya

(2020), performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Sari & Hadijah, 2016).

Hani (1987) also argues that performance is "*the value resulting from the ability to carry out tasks assigned to executors, due to the consequences of employee agreements*". Handoko's opinion is in line with Colquit Job, performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment (Kadarwati, 2018). Formally defined as the value of the main set of employee behavior contributes, both positive and negative, to the fulfillment of organizational goals. This is in line with the opinion of Putra & Surya (2020) stating that performance evaluation is an assessment that is carried out systematically to find out the results of employee work and organizational performance (Widiastuti, *et.al.*, 2020).

The concepts above show that essence and urgency require one to pay very serious attention to one's performance. For this reason, efforts to pay attention to performance are imperative, because performance optimization is a parameter of success, where performance becomes a measuring tool for teacher work behavior which is channeled into efforts to achieve organizational goals. According to Wagner & Hollenbeck (1992), performance is "*employee work behavior that contributes to achieving organizational goals*". From this statement it shows that work behavior can be declared successful if educators and educational staff are able to innovate and are known to have innovative work behavior (Hardianto, *et.al.*, 2021). The same thing was also expressed by Timpe (2000) improving employee performance is determined by whether the employee has worked in accordance with the responsibilities given to him (Kusnita, *et.al.*, 2015).

*Performance is likely to be high when (a) challenging goals have been set, (b) the moderators (ability, goal commitment, feedback, and task complexity) are present, and (c) the mediators (direction, effort, persistence, and task strategy) are operating.* Performance tends to be high if; (a) Challenging goals have been set, (b) moderators (ability, commitment to goals, feedback, and task complexity) are present, and (c) mediators (direction, effort, persistence, and task strategy) are operational. In particular, performance is aimed at improving performance aspects which include: 1) targets achieved, 2) competence which includes knowledge, skills, attitudes and 3) work effectiveness (Harianto, 2020).

In addition, Thoyib (2005) explains that performance is influenced by three factors, namely individual factors (ability and expertise, background, demography), psychological factors (perception, attitude, personality, learning, motivation) and organizational factors

(resources, leadership, rewards, work relations, job structure and design (Putra & Surya, 2020). From the existing components, it can be understood that the task of the supervisor is actually part of the academic. In addition, the supervisor's duties apart from being academic are also managerial in the education unit which includes preparing a supervision program, implementing coaching, monitoring the implementation of the 8 National Education Standards, evaluating teacher professional guidance and training, evaluating the results of program implementation, and carrying out supervisory duties in special areas. This is in line with the opinion of Tawas, *et.al.* (2015) supervisors in madrasas have a very important role, namely efforts to guarantee the quality of education, especially in the context of achieving national education standards (Suhardoyo, 2018).

To realize an effective supervisory performance, of course supervisors must have abilities or competencies in education and learning such as managerial supervision, personality, academic supervision, educational evaluation, research and development and social competence. Therefore, the existence of supervisors with their competence must be able to see the potential of the school environment and the potential that exists within the teacher and try to explore and develop this potential through a learning process that is able to stimulate the growth of the teacher's own potential.

In addition, the supervisor is also a facilitator for the teacher under his guidance. As a facilitator, he must be able to bridge the supervisor's self-potential into self-actualization in the teacher's work group. That is, a supervisor must provide opportunities for teachers to act in developing their positive potential. Efforts like this can only be carried out by supervisors who are qualified and professional in their fields.

According to Setyawan (2018) there are 10 supervisory tasks that are considered important, namely as follows: 1) Develop a supervisory work program for each semester and every year in the schools it supervises, 2) Assess, process, and analyze data on learning outcomes/student guidance and teacher abilities, 3) Collect, process data on educational resources, learning process/guidance , the school environment that influences the development of student learning outcomes/guidance, 4) Carry out a comprehensive analysis of various results of factor analysis of educational resources as material for carrying out school innovations, 5) Provide direction, assistance and guidance to teachers regarding quality learning/guidance processes improve the quality of processes and learning outcomes/student guidance, 6) Carry out assessments and monitor the implementation of education in the target schools starting from the acceptance of new students, implementing the learning process, administering exams, to the final stage of awarding diplomas, 7)

Compile reports on the results of supervision in the target schools and report to the Education Office, School Committee and other stakeholders, 8) Carry out an assessment of the results of supervision of all schools as study material to determine the supervision program for the next semester, 9) Provide assessment materials to schools in the context of school accreditation, 10) Provide advice and considerations to parties schools in solving problems faced by schools related to the implementation of education (Rahmah, 2018).

According to Husaini & Akbar (2003) there are 7 factors that are considered to influence performance, namely: (1) employee motivation, (2) employee development, (3) work environment, (4) employee reward system, (5) employee behavior, (6) leadership style, (7) employee satisfaction (Setyawan, 2018). According to Thoyib further argued that performance is influenced by organizational performance itself which includes organizational development, compensation plans, communication systems, managerial style, organizational structure. (organization structure), and policies and procedures (policies and procedures). If all the factors considered to influence the above performance are good, then the performance will also be good. Performance is something that is desired or obtained as a reflection of good work.

In other words, if the work results of the teachers are high then the performance will be high, and conversely if the work results are low then the performance will decrease or be low. Hajar (2012) said that school supervisors are one of the determinants of whether an educational unit is progressing or not (Asiandrayani & Sudirman, 2021).

Furthermore, it is understood that performance is a work result that is achieved by a person in carrying out the tasks assigned to him based on skills, experience and sincerity as well as time (Rismayadi & Maemunah, 2016). In addition to the theories above and the results of the research, there are also other factors that affect performance, as stated by a person's performance is influenced by various factors. Armstrong and Baron suggest that a person's performance is influenced by four factors, namely personal factors, including individual skills, competence, motivation, and recruitment; factors of quality leadership and giving of motivation, guidance provided; work system factors and facilities provided by the organization; and situational factors include changes and emphasis from internal and external factors (Suhardoyo, 2018).

According to Brahmasari (2004) in his research, he also said that the performance of school supervisors had not been maximized because of the additional tasks that became the supervisor's workload. In addition, Irmayanthi & Surya (2020) argue that the problem

in monitoring program implementation is a lack of joint commitment (Wahjosumidjo, 2010).

Other phenomena also occur where there are supervisors who do not feel satisfied in carrying out their duties, such as low quality work, lack of discipline in carrying out monitoring, not conducting teacher training in schools, not carrying out academic supervision, looking for activities elsewhere, being apathetic, and lacking initiative to innovate in construction.

In learning activities, ideally a supervisor is able to guide teachers, they must have the abilities as above, so that their performance is also of high quality, in terms of sustainability the quality of education will be even better. However, empirical facts through preliminary studies at the Ministry of Religion of North Sumatra Province show that these abilities are not fully possessed by supervisors. So that low supervisory performance is still found. This is indicated by the existence of supervisors who have not played only as tutors, presenters who have not played a coaching role. Visits to the target schools monitored The process of teaching and learning activities observed by researchers varied, some were taking place effectively and some were lacking, some were not even at all.

Things like this can be seen in the situation of evaluating teacher performance in carrying out different teaching and learning processes, not yet utilizing and not having the time to guide the teacher in teaching that is available, so there are still supervisors who come unscheduled, so starting class supervision is not on time, has not provided examples of how to end lessons have not run out of time, do not care about the condition of teachers and students, rarely provide and use interactive media, do not create cooperation among teachers and school principals. There are also supervisors who have never been involved in any education and training so that supervisors experience or feel dissatisfied and stagnant in developing their professionalism and pedagogical abilities. This condition has an impact on the supervisor's personality pressure which is difficult to develop positive thinking patterns in the educational process.

The empirical facts above, cannot be left alone, it requires serious attention and improvement efforts from the government through in-service education such as education and training. However, these efforts have not shown any significant change in improving supervisory performance. Many factors affect the performance of supervisors, including: (1) ability, (2) motivation, (3) attitude, (4) interest, (5) planning which is the basic function of knowledge management, (6) understanding of the vision and mission of education (7) work discipline.

The variable that also affects the supervisor's performance is job satisfaction. The definition of job satisfaction according to experts is as follows: Davis (1985) found that "job satisfaction is the favorableness or unfavorableness with employees view their work" (Job satisfaction is a feeling of support or unsupport experienced by employees at work). Job satisfaction has consumer indicators, as follows: 1) Conformity of expectations, is the level of conformity between product performance expected and felt by consumers, 2) Interest to revisit, is the willingness of consumers to revisit or repurchase related products. 3) Willingness to recommend, is the willingness of consumers to recommend products that have been felt to friends or family (Tawas, *et.al.*, 2015).

In addition to the variables of job satisfaction, Organizational Culture also influences the supervisor's performance. This was revealed by Munandar in Kadarwati (2018) organizational culture is ways of thinking, feeling and reacting based on certain patterns that exist in the organization or that exist in parts of the organization. Suhardoyo (2018) argues that organizational culture is a system which is shared by each member that distinguishes an organization from other organizations. The same opinion says Organizational Culture is also closely related to employee empowerment in a company. The stronger the organizational culture, the greater the motivation of employees to move forward with the company.

According to Soeprihanto (1996) said Organizational Culture makes a company to succeed and become more stable, more advanced, more resistant to environmental changes (Irmayanthi & Surya, 2020). The same thing is also strengthened which states that organizational culture is a characteristic that exists and is upheld in an organization or everyday people's life, this is inseparable from the cultural ties that are created (Musa & Yuliza, 2022).

The managerial ability variable also affects supervisor performance, managerial ability is intangible knowledge, skills and experience that can be utilized by managers (Hajar, 2012). Managerial ability is a leader's ability to leverage resources (human and non-human), and tools so that their use runs efficiently, economically and effectively, is crucial to the success of achieving organizational goals.

This relates to the opinion of Robert L Kazt in Asiandrayani, *et.al.* (2021) revealed that managerial ability is the conceptual ability to: a) Seeing the organization as a whole and in relation to the external environment, b) Understanding how individual units and functions of the organization depend on each other and how changes in one unit affect other units, c) Understanding the different types of problems characterized by each unit as an overall or

organizational problem related to the environment, d) Develop and simultaneously use models or frameworks to manage true to life management issues.

The problems in this study are limited to the variables that will be examined are limited to only four independent variables, because according to researchers these three independent variables are believed to be factors that also influence teacher performance. These independent variables are organizational culture (X1), managerial ability (X2), job satisfaction (X3), and supervisory performance (X4).

The research objectives were to find out: 1) The direct effect of the Organizational Culture variable (X1) on Supervisory Performance at the Ministry of Religion of North Sumatra Province (X4) the magnitude of the parameter value is " $\rho_{14}$ ", 2) The direct effect of the Organizational Culture variable (X1) on Job Satisfaction (X3) the magnitude of the parameter value is " $\rho_{13}$ ", 3) The direct effect of the Managerial Capability variable (X2) on Supervisory Performance at the Ministry of Religion of North Sumatra Province (X4) the magnitude of the parameter value is " $\rho_{24}$ ", 4) The direct effect of the Managerial Ability variable (X2) on Job Satisfaction (X3) the magnitude of the parameter value is " $\rho_{23}$ ", 5) The direct effect of the Job Satisfaction variable (X3) on Supervisory Performance at the Provincial Ministry of Religion North Sumatra (X4) the magnitude of the parameter value is " $\rho_{34}$ ", 6) The simultaneous influence of Organizational Culture (X1) and Managerial Capability (X2) variables on Supervisory Performance in the Ministry of Religion of North Sumatra Province (X4) the magnitude of the value the parameter is " $\rho_{124}$ ", 7) The simultaneous effect of the variables Managerial Capability (X2) and Job Satisfaction (X3) on Supervisory Performance at the Ministry of Religion of North Sumatra Province (X4) the magnitude of the parameter value is " $\rho_{234}$ ", 8) The simultaneous influence of Organizational Culture (X1) Managerial Ability (X2) and Job Satisfaction (X3) variables on Supervisory Performance at the Ministry of Religion of North Sumatra Province (X4) the magnitude of the parameter value is " $\rho_{1234}$ ".

## **B. METHOD**

This study uses a quantitative approach based on survey data. Survey research is one of the most common forms of research by researchers involved in education. In this study, the researcher asks questions about topics or issues that are factual or reality. Asking questions related to the facts at issue is called a survey. Research can also be conducted face-to-face with individuals or groups, by mail, or by telephone (Assingkily, 2021).



The instrument used to collect data on the four variables is using a Likert scale number based on a theoretical study of each variable which is designed according to the indicators for each variable. For the variables of organizational culture, managerial ability, job satisfaction, and performance, the instrument totals 35 items. Research data collected from respondents were processed and analyzed using descriptive and inferential statistical techniques. Descriptive statistical techniques are used to determine the mean, standard deviation, mode, median, histogram and trend test. While inferential statistics use correlation techniques and simple and multiple linear regression as well as partial correlation which is preceded by a requirements analysis test.

### **C. RESULTS AND DISCUSSION**

***The Direct Effect of Organizational Culture Variable (X1) on Supervisory Performance at the Ministry of Religion of North Sumatra Province (X4) The magnitude of the parameter value is “ $(\rho_{14})$ ”***

The previous hypothesis stated that Organizational Culture had a direct effect on Supervisory Performance at the Ministry of Religion of North Sumatra Province, and in this study it was proven statistically where the effect was 79.4%. The findings of this study are in line with the opinion expressed earlier by Sukartini & Gaol (2022) who conducted a study entitled The Influence of Organizational Culture on Employee Performance in the Pejagalan Village, Administrative City, North Jakarta. Pejagalan, North Jakarta Administrative City, with a Coefficient of Determination (adjusted R<sup>2</sup>) value of 0.472 or 47.2%, which means that 52.8% of employee performance is influenced by other factors.

***The Direct Effect of Managerial Capability Variable (X2) on Supervisory Performance at the Ministry of Religion of North Sumatra Province (X4) The magnitude of the parameter value is “ $(\rho_{24})$ ”***

The findings of this study indicate that the influence of Managerial Ability directly influences Supervisory Performance at the Ministry of Religion of North Sumatra Province by 48.9%, these findings empirically show that the factor of Managerial Ability is one of the determining factors in efforts to improve the quality of Supervisory Performance at the Provincial Ministry of Religion North Sumatra.

***The Direct Effect of Managerial Ability Variable (X2) on Job Satisfaction (X3) The magnitude of the parameter value is “ $(\rho_{23})$ ”***

The findings of this study indicate that the magnitude of the effect of managerial ability directly affects job satisfaction by 51.4%. This means that to get satisfaction at work, it should start with quality managerial skills so that they can manage the supervisory process properly.

***The Direct Effect of Job Satisfaction Variable (X3) on Supervisory Performance at the Ministry of Religion of North Sumatra Province (X4) The magnitude of the parameter value is “(ρ<sub>34</sub>)”***

The findings of this study indicate that the magnitude of the influence of job satisfaction directly affects supervisory performance at the Ministry of Religion of North Sumatra Province by 67.4%. This finding at least further reinforces the opinion of Gibson et.al who explained that "... Climate is a set of properties by the work environment, perceived directly or indirectly by the employees who work in this environment and is assumed to be a major force in influencing their behavior on the job". The formulation shows that job satisfaction will affect workers. Furthermore, in explaining job satisfaction, Gibson explained the development of the notion of job satisfaction in the organization itself.

***Simultaneous Influence of Organizational Culture Variables (X1) and Managerial Capability (X2) on Supervisory Performance at the Ministry of Religion of North Sumatra Province (X4) The magnitude of these parameter values is “(ρ<sub>124</sub>)”***

From the calculation results, it is obtained that the path coefficient between X4 and X1  $t_{count} = 10.233$  while  $t_{table}$  with  $N = 171$  at a significance level of 5% ( $\alpha = 0.05$ ) of 1,654 thus  $t_{count}$  is greater than the price  $t_{table}$  ( $t_{count} > t_{table}$ ), namely  $10.233 > 1,654$ . while the path between X4 to X2  $t_{count} = 5.256$  while  $t_{table}$  with  $N = 171$  at a significance level of 5% ( $\alpha = 0.05$ ) of 1,654 thus  $t_{count}$  is greater than the value of  $t_{table}$  ( $t_{count} > t_{table}$ ), namely  $5.256 > 1,654$  in the structural equation =  $16.997 + 0.632 + 0.262 X_{12}$ , then the conclusion is that  $H_0$  is rejected and  $H_a$  is accepted, meaning that the path analysis coefficient is significant. So, Organizational Culture and Managerial Capability affect Supervisory Performance at the Ministry of Religion of North Sumatra Province.

***The Simultaneous Influence of Managerial Capability (X2) and Job Satisfaction (X3) Variables on Supervisory Performance at the Ministry of Religion of North Sumatra Province (X4) The magnitude of these parameter values is “(ρ<sub>234</sub>)”***

From the calculation results, it is obtained that the path coefficient between X4 and X2  $t_{count} = 2.022$  while  $t_{table}$  with  $N = 171$  at a significance level of 5% = 0.05) of 1,654, thus

$t_{\text{count}}$  is greater than the price of  $t_{\text{table}}$  ( $t_{\text{count}} > t_{\text{table}}$ ), namely  $2.022 > 1,654$ . while the path between X4 to X3  $t_{\text{count}} = 13.635$  while  $t_{\text{table}}$  with  $N = 171$  at a significance level of 5% ( $\alpha = 0.05$ ) of 1.654 thus  $t_{\text{count}}$  is greater than the value of  $t_{\text{table}}$  ( $t_{\text{count}} > t_{\text{table}}$ ), namely  $13.635 > 1.654$  in the structural equation =  $32.187 + 0.097 + 0.661 X_{23}$ , then the conclusion is that  $H_0$  is rejected and  $H_a$  is accepted, meaning that the path analysis coefficient is significant. So Organizational Culture and Managerial Capability on Supervisory Performance at the Ministry of Religion of North Sumatra Province.

***Simultaneous Influence of Organizational Culture Variables (X1) Managerial Ability (X2) and Job Satisfaction (X3) on Supervisory Performance at the Ministry of Religion of North Sumatra Province (X4) The magnitude of these parameter values is “ $(\rho_{1234})$ ”***

From the calculation results, it is obtained that the path coefficient between X4 and X1  $t_{\text{count}} = 5.833$  while  $t_{\text{table}}$  with  $N = 171$  at a significance level of 5% ( $\alpha = 0.05$ ) of 1,654 thus  $t_{\text{count}}$  is greater than the price of  $t_{\text{table}}$  ( $t_{\text{count}} > t_{\text{table}}$ ), namely  $5.833 > 1,654$ . while the path between X4 and X2  $t_{\text{count}} = 1.942$  while  $t_{\text{table}}$  with  $N = 171$  at a significance level of 5% ( $\alpha = 0.05$ ) of 1.654, thus  $t_{\text{count}}$  is greater than the price of  $t_{\text{table}}$  ( $t_{\text{count}} > t_{\text{table}}$ ), namely  $1.942 > 1.654$ . while the path between X4 to X3  $t_{\text{count}} = 9.689$  while  $t_{\text{table}}$  with  $N = 171$  at a significance level of 5% ( $\alpha = 0.05$ ) of 1,654 thus  $t_{\text{count}}$  is greater than the price of  $t_{\text{table}}$  ( $t_{\text{count}} > t_{\text{table}}$ ), namely  $9.689 > 1,654$ . in the structural equation =  $10.304 + 0.339 + 0.085 + 0.503 X_{123}$ , then the conclusion is that  $H_0$  is rejected and  $H_a$  is accepted, meaning that the path analysis coefficient is significant. So, Organizational Culture and Managerial Capability on Supervisory Performance at the Ministry of Religion of North Sumatra Province.

**D. CONCLUSION**

Based on the data and results of the analysis presented, it can be concluded that: first, organizational culture has a direct influence on Job Satisfaction by 59.4%, and the remaining 40.6% is an influence outside the variable Organizational culture. Second, managerial ability has a direct influence on job satisfaction by 51.4%, and the remaining 48.6% is an influence outside the managerial ability variable. Third, the Organizational Culture Variable has a direct influence on Supervisory Performance at the Ministry of Religion of North Sumatra Province by 67.4% and a direct influence of 32.6% is an influence outside the Organizational Culture. Fourth, the managerial ability variable has a direct influence on supervisory

performance in the Ministry of Religion of North Sumatra Province by 48.9% and a direct effect of 51.1% is an influence beyond managerial ability. Fifth, the variable of job satisfaction has a direct effect on supervisory performance at the Ministry of Religion of North Sumatra Province by 79.4% and a direct effect of 20.6% is an influence outside of job satisfaction. Sixth, in the structural equation  $\hat{X}_4 = 16,997 + 0,632 + 0,262 X_{12}$ , the conclusion is that the path analysis coefficient is significant. So, organizational culture and managerial ability on supervisory performance at the Ministry of Religion of North Sumatra Province. Seventh, in the structural equation  $\hat{X}_4 = 32,187 + 0,097 + 0,661 X_{23}$ , the conclusion is that the path analysis coefficient is significant. So, managerial ability and satisfaction with the performance of supervisors in the Ministry of Religion of North Sumatra Province. Eighth, in the structural equation  $\hat{X}_4 = 10,304 + 0,339 + 0,085 + 0,503 X_{123}$ , the conclusion is that the path analysis coefficient is significant. So Organizational Culture and Managerial Ability and Job Satisfaction on Supervisory Performance at the Ministry of Religion of North Sumatra Province.

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