



## THE INFLUENCE OF ACADEMIC SUPERVISION AND SCHOOL CLIMATE ON TEACHER PERFORMANCE AT PUBLIC ELEMENTARY SCHOOLS IN WEST PRINGSEWU

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### Abstract

Teacher performance plays a critical role in determining the quality of educational outcomes at the primary school level. This study aims to examine the influence of principals' academic supervision and school climate on teachers' performance at public elementary schools in Pringsewu Barat, Indonesia. A quantitative research design was employed using a survey method. Data were collected through structured questionnaires distributed to teachers, and the obtained data were analyzed using descriptive and inferential statistical techniques. Multiple regression analysis was applied to determine both the partial and simultaneous effects of academic supervision and school climate on teachers' performance. The findings indicate that principals' academic supervision has a positive and statistically significant effect on teachers' performance. Effective supervision, characterized by professional guidance, constructive feedback, and continuous support, contributes to improving teachers' instructional practices and professional competence. In addition, school climate was found to have a significant positive influence on teachers' performance. A supportive, value-based, and conducive school environment fosters teachers' motivation, job satisfaction, and commitment to instructional improvement. Furthermore, the simultaneous analysis reveals that principals' academic supervision and school climate collectively account for 64.9% of the variance in teachers' performance, while the remaining 35.1% is influenced by other factors not examined in this study. These results highlight the strategic importance of integrating effective academic supervision with the development of a positive school climate to enhance teacher performance. This study contributes to the literature on educational management by providing empirical evidence from the primary education context. Practically, the findings suggest that school leaders and education authorities should strengthen supervision practices and cultivate a supportive school climate as key strategies for improving teaching quality and teacher professionalism.



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### I. INTRODUCTION

In the era of increasingly advanced technology and information development, education is very important because it is one of the determinants of the quality of human resources. The excellence of a nation

is no longer marked by the abundance of natural wealth, but by the excellence of human resources. Where the quality of educator or teacher resources requires the quality of education. However, in the implementation of learning, educators carry out their

duties to the maximum, this is one of the reasons for the low quality of education. The quality of education is indicated by good conditions, meet the requirements, and the implementation of quality learning, quality learning will only be carried out by teachers who have high performance. High teacher performance is only possible to be seen or found in schools whose principals routinely conduct coaching through supervision, and have a conducive school organizational climate.

Based on Law [1] No. 20 of 2003 Article 3, that the purpose of national education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and devour God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens Answer[2].

The achievement of the national education goals requires reliable teaching staff who are able to implement human resource management properly and correctly, both within the scope of school educational institutions and general education. To create quality education in accordance with the expectations of national education, it requires the role of teachers in learning, as the spearhead of educational success. For this reason, high teacher performance is required[3], [4][5], [6]. To achieve these educational goals, educational institutions, the role of education implementers, school principals, supervisors and teachers and the community must work together to implement the mandate of the law. In the management of education personnel, the existence of teachers is the spearhead in carrying out the educational function of the national education system[7], [8].

In line with the above, teacher performance is the optimal work of teachers in carrying out their duties as educators in the form of teachers' work achievements in learning. High teacher performance is very decisive in the quality of educational outcomes, because teachers are at the forefront of the learning process that is directly related to students. The Law on Teachers and Lecturers no. 14 of 2005 is a legal umbrella for teachers regarding the requirements as teachers and lecturers and the welfare they receive as professional teachers. Requirements as an educator that require high teacher performance include: planning, implementing and assessing the development of students and the inherent duties as an educator; guiding, directing, instilling character values so that they become responsible, independent and skilled children. The most important factor in supporting the success of teaching and learning activities in an educational institution is the performance of quality teachers. Without teachers, the educational process would not be able to run smoothly and give good results[9], [10], [11]. Some of the factors in efforts to improve the performance of

professional teachers include; First, input oriented, which is an approach to education development by providing facilities and complete school infrastructure this strategy is known as SPMI (Internal Minimum Service Standards), namely the fulfillment of services from eight national education standards, such as the provision of books (teaching materials) and other learning tools, the provision of educational facilities, teacher training and other education personnel, then the institution will automatically be able to produce outputs quality as expected.

Based on this, the Government has carried out coaching efforts through various ways, including improving the performance of the teacher through; workshops, teacher performance assessment, discussions, continuous professional development and supervision. Based on the Regulation of the Minister of Education and Culture Number 22 of 2016 that "teacher performance is a process standard for primary and secondary education units, including learning process planning, learning process implementation, learning outcome assessment, and learning process supervision. In his book, Uzer Usman, as quoted by Musarofah, that in this case there are several indicators that can be seen as the role of teachers in improving the ability of students to be able to receive learning materials properly through the teaching-learning process that they hold. The indicators of teacher performance include, Planning of learning activities which includes, preparation of annual programs, semester programs, compiling syllabus, and preparing learning program plans[12], [13]. In an effort to improve teacher performance in schools, reliable learning leadership is needed from the principal, one of which is academic supervision. The supervision referred to in this study is no longer in the sense of the assessment of a superior who already knows (*Superior*) against a person who is considered incapable of anything (*Inferior*), but the supervision in question is "*the act of helping*" a form of assistance service that leads to the guidance of teachers in carrying out the teaching and learning process to obtain maximum learning achievement[14], [15].

The success or failure of education and learning in schools is greatly influenced by the ability of the principal to manage each component of the school. The principal's ability is mainly related to their knowledge and understanding of management and leadership, as well as the tasks assigned to him because it is not uncommon for the failure of education and learning in school to be caused by the lack of understanding of the principal's understanding of the tasks he must carry out.

Academic Supervision of the Principal which is carried out in a programmatic and directed manner in the form of continuous guidance, coaching and supervision in terms of planning, implementing, and evaluating learning to teachers, teacher performance will increase. This is in accordance with previous research stating that the supervision of school

principals has a positive and significant influence on teacher performance[14], [15], [16], [17]. The results of the study stated that the higher the implementation of academic supervision of school principals, the higher the performance of teachers. In carrying out his supervision, the principal tries to provide open working conditions so that the problems to be solved are known in advance. His understanding of supervision should not only provide time to make classroom visits to observe and attend professional meetings, but also include providing favorable working conditions and making it easier for teachers to carry out their work[18], [19].

In addition to the supervision of the principal, another factor that is suspected to affect teacher performance is the organizational climate. The school organizational climate is also necessary to improve teacher performance, because with a conducive school organizational climate, a comfortable, safe and happy work environment will be created. As stated by Moehariono that the organizational climate makes organizational actors have the goal to carry out their duties and responsibilities effectively and efficiently. Organizational climate is everything that exists outside a person, both physical and non-physical in an organization. The organizational climate is one of the things that affects the improvement of teacher performance. Because with a supportive environment, both the atmosphere, facilities and infrastructure will make teachers more active to work. A teacher who feels happy with their work environment, then attention, dedication and skills in carrying out their work will also increase. On the other hand, if they are not happy, then it is not impossible that their performance will decline as well.

## II. RESEARCH METHODS

This research was carried out at the country Elementary School is located in West Pringsewu District, Pringsewu Regency. The implementation of the research lasted for approximately five months, starting from the preparation stage, the implementation of data collection, data processing and analysis, to the preparation of research reports. The location and time of the research are determined by considering the affordability of the data, the relevance of the problem, and the readiness of the respondents to support the research process optimally.

The type of research used in this study is quantitative research with a survey approach. The quantitative approach was chosen because this study aims to measure the influence of academic supervision and school climate on teacher performance objectively and measurably. The data collected is in the form of numerical data which is then analyzed using statistical techniques to determine the relationship and influence between the variables studied.

The data in this study included data on academic supervision, school climate, and teacher performance. Data collection was carried out through the

distribution of questionnaires (questionnaires) to teachers as the main respondents, which were compiled based on the indicators of each research variable. In addition, observation and secondary data collection are also carried out to support the completeness and accuracy of research data.

Data analysis techniques are carried out in stages, starting from testing the validity and reliability of the instruments, descriptive analysis to describe the conditions of academic supervision, school climate, and teacher performance, and inferential analysis to test the research hypothesis. Inferential analysis was used to determine the influence of academic supervision and school climate, both partially and simultaneously, on teacher performance at the State Elementary School of West Pringsewu District, Pringsewu Regency.

## III. RESULTS AND DISCUSSION

The results of the research will be discussed further at the following points:

### 1. Description of Findings of Academic Supervision Variables (X1)

Based on the results of the distribution of the questionnaire to respondents, the Academic Supervision variable (X1) shows that teachers' perception of the implementation of supervision in schools is on a positive trend. The item with the highest response was found in item number 11 with the statement "The school provides full support for teachers who want to improve their performance" and obtained an average score of 30. This highest score can be interpreted as that-teachers feel that there is a strong support system from the school (through the principal/management) to help improve the quality of learning and teacher professionalism. This support is usually seen in the form of training facilitation, mentoring of teaching tools, providing learning feedback, opportunities to participate in KKG/MGMP, and administrative support that makes it easier for teachers to focus on the teaching and learning process.

The high score on this item also shows that academic supervision is not perceived as an activity of "supervising and finding faults", but as a process of coaching and development. In this context, academic supervision is understood as professional assistance to improve teachers' competence in planning, implementing, and evaluating learning. When teachers feel supported, resistance to supervision tends to decrease, work relationships become more collaborative, and supervision follow-ups are more likely to be carried out consistently.

Factors Affecting Academic Supervision (Detailed Description)

#### a. Principal's Leadership

The leadership of the principal is the main driver of the effectiveness of academic supervision. Transformational and supportive principals tend to build a work environment that encourages teachers to

develop, not just obey the rules. In practice, this kind of leadership can be seen from the ability of school principals: (1) to set a clear vision of learning quality, (2) to set an example of professionalism, (3) to provide motivation and strengthening, and (4) to encourage learning innovation. The supervision carried out is not just a formality of classroom observation, but a coaching process oriented towards improving the quality of learning. In addition, a participatory leadership style makes teachers feel safe to receive input. Principals who place supervision as a coaching and mentoring space will be more successful in building teacher trust. This trust is important because supervision touches sensitive areas: teaching competence, classroom management, and assessment strategies. If the principal tends to be authoritarian, supervision is easily perceived as control, so teachers only focus on "performing well when supervised", not improving learning practices in real terms.

**b. Supervisor Competencies**

The success of academic supervision is largely determined by the competence of the supervisor (principal/waka/senior teacher). These competencies include: (1) pedagogic competence (understanding the learning process, differentiation, assessment), (2) technical supervisory competence (classroom observation, device analysis, pre-post-observation conference), and (3) communication competence (providing clear, empathetic, and motivating feedback). Supervisors who understand learning will be better able to identify the root of learning problems, such as the suitability of learning objectives with activities, method selection, or assessment quality. Supervisory feedback must also meet constructive principles: be specific, data-driven, and offer alternative improvements. If the supervisor is less competent, supervision often becomes a subjective, general, and even psychologically pressurizing assessment of the teacher. As a result, teachers do not get input that can be applied to improve the quality of learning. Therefore, increasing supervisor capacity through supervision training, instructional leadership, and coaching skills is an important need for supervision to really have an impact.

**c. Planned Supervision Program**

Academic supervision will be much more effective if it is supported by a systematic, structured, and sustainable program. A good supervision program generally contains: planning (schedule, supervision focus, instruments), implementation (observation, review of teaching tools, reflective interviews), follow-up (guidance, mini-training, lesson study), and evaluation (monitoring changes in teaching practices). Sporadic or incidental supervision often results in only administrative documents without any real change in the classroom. A planned program also allows schools to set priorities for improvement, such as focusing on the implementation of active learning, the preparation

of teaching modules, formative assessments, or strengthening numeracy literacy. When the focus and indicators are clear, supervision is more directed and teachers can understand the improvement targets. Additionally, ongoing supervision helps ensure follow-up actually occurs, rather than stopping at recommendations on the supervision sheet.

**d. Resource Availability**

The resources in question include time, budget, facilities, and administrative support. Realistically, principals and teachers have a high workload; If supervision time is not specifically allocated, supervision activities can easily be delayed or simply "aborted". The budget also determines the sustainability of supervision follow-up, for example for internal workshops, purchase of teaching materials, development of learning media, or training. Supporting facilities such as IT devices, discussion rooms, internet access, and well-available curriculum documents also help the supervision process run effectively. If resources are limited, schools can still optimize alternative strategies, such as community-based learning, simple lesson study, or peer supervision that do not cost a lot but still require a commitment of time and coordination.

**e. School Culture**

School culture greatly determines whether supervision becomes a development process or becomes a scourge for teachers. A positive school culture is characterized by openness to feedback, habits of reflection, collaboration, and an orientation to continuous improvement. In this culture, supervision is understood as part of the school quality cycle rather than a daunting evaluation activity. Teachers tend to be willing to open their teaching practices to be discussed, try innovations, and accept criticism as professional input. Conversely, if the school culture is less supportive (e.g., full of "judgment," lack of communication, or unhealthy competition), supervision is prone to defensive backlash and rejection. Teachers have the potential to do "window dressing" when supervised, but it does not really change learning practices. So, building a psychologically safe and collaborative school culture is a prerequisite for academic supervision to have an impact on teacher performance.

**f. Teacher Participation**

Teacher participation is a strengthening factor that determines the magnitude of the impact of academic supervision. Effective supervision is not a one-way relationship (supervisor assesses-teacher assessed), but rather a professional development partnership. When teachers are involved from the planning stage (e.g., determining development needs, choosing supervision focus), teachers will feel that they have a sense of ownership over the supervision process. This sense of belonging increases motivation

to act on recommendations, try new strategies, and reflect. Teacher participation can also be realized through collective activities such as discussions of supervision results at internal KKG forums, sharing good practices, peer observation, and peer mentoring. This kind of active involvement makes supervision a continuous learning process together. Thus, supervision not only improves administrative compliance, but actually strengthens teachers' professional competence which is ultimately reflected in improved teaching performance.

## 2. School Climate (X2)

Based on the results of the distribution of the questionnaire to the respondents, the School Climate variable (X2) shows that in general teachers have a positive perception of the school climate in the State Elementary School, West Pringsewu District. The highest response was found in item number 17 with the statement "School values are integrated in daily activities" which obtained an average score of 30. These results show that the values embraced by schools such as discipline, responsibility, cooperation, and professional ethics are not only written in the school's vision and mission, but are also internalized and applied in the daily activities of school residents. The integration of values in daily practice reflects the consistency between school policies and the work culture that is carried out.

Meanwhile, the lowest average score was found in item number 2 with the statement "Teachers feel safe when in the school environment" with an average score of 28. Although it is still in the category of being quite good, this score shows that there are aspects of the school climate that need more attention, especially related to teachers' safety, both physically and psychologically. This sense of security can be related to the condition of the school environment, policy certainty, working relationships between personnel, as well as workload and administrative pressure. These findings indicate that improving the school climate is not only focused on the value and culture aspects, but also on creating a truly safe and comfortable work environment for teachers. Factors Influencing School Climate

### a. Principal's Leadership

The leadership of the principal plays a strategic role in shaping the school climate. A visionary, inspiring, and collaborative principal is able to create a work atmosphere that is conducive, trusting, and development-oriented. This kind of leadership is shown through the ability of the principal to unite a common vision, set an example, and encourage the participation of all school residents. When the principal is able to be fair, open, and responsive to teachers' problems, the school climate will feel more positive and support performance. On the other hand, leadership that tends to be authoritarian or lacks communicative has the potential to create a rigid and

stressful school climate. Therefore, the role of the principal is not only as an administrator, but also as an instructional leader and driver of school culture is a key factor in building a healthy school climate.

### b. School Personnel Relations

A harmonious relationship between teachers, education staff, students, and parents is the main foundation of a conducive school climate. Relationships based on mutual respect, trust, and support will create a comfortable and collaborative working atmosphere. Teachers who feel valued and supported by colleagues and leaders tend to have higher work motivation and a strong commitment to their professional duties. Less harmonious relationships between personnel, such as prolonged conflicts, poor communication, or lack of teamwork, can degrade the quality of the school climate. This condition has the potential to give rise to psychological insecurity and hinder teacher performance. Therefore, strengthening teamwork and a culture of mutual respect is an important aspect in maintaining a positive school climate.

### c. Values and Beliefs That Schools Embrace

The values and beliefs that the school adheres to are the core of the school climate itself. Values such as discipline, responsibility, honesty, caring, and professionalism that are consistently internalized will form a strong school culture. The results of the study that showed the highest score on the integration of school values in daily activities indicate that the school has succeeded in instilling these values in real practice, both in learning and social interaction. When school values are used as a common guideline, then all school residents have a clear standard of behavior. This creates certainty, order, and a sense of belonging to the school. Consistently applied values also contribute to the creation of an environment that supports teachers' professional development and student learning.

### d. School Physical Environment

The physical environment of the school also makes a significant contribution to the school climate. Clean, organized, safe, and comfortable school conditions will increase the sense of feel at home and safety for teachers and students. Adequate facilities, such as proper classrooms, learning facilities, comfortable teachers' rooms, and a clean school environment, create a work atmosphere that supports the learning process. On the other hand, a physical environment that is poorly maintained, unsafe, or lacks facilities can reduce teachers' comfort and security. This is in line with the findings of the lowest score on the aspect of teacher safety, which may be related to factors of the physical environment and school supporting facilities. Therefore, improving the physical environment is an important part of efforts to improve the school climate as a whole.

e. School Policies and Procedures

Clear, fair, and transparent school policies and procedures provide certainty for all school residents. Teachers who understand the work rules, assignment division, performance appraisal system, and problem-solving mechanisms will feel safer and more protected. Policies that are consistently implemented also prevent the emergence of discriminatory treatment and internal conflicts. If school policies are unclear or inconsistently enforced, teachers may feel hesitant, insecure, and depressed. This condition has a negative impact on the school climate and teacher performance. Therefore, the clarity of school internal regulations is one of the important factors in creating a conducive school climate.

f. Effective Communication

Open, honest, and two-way communication is an important element in building a positive school climate. Effective communication allows teachers to convey their aspirations, constraints, and ideas without fear. In addition, good communication strengthens working relationships, increases trust, and prevents misunderstandings between school personnel. Lack of effective communication can trigger misunderstandings, conflicts, and reduce teachers' sense of security. Therefore, schools need to establish healthy formal and informal communication channels, such as regular meetings, reflective discussions, and constructive feedback mechanisms.

g. Parent and Community Involvement

The involvement of parents and the community in school activities also strengthens the school climate. Parental support for school programs, good communication between teachers and guardians, and community participation in educational activities create a positive and supportive social environment. Teachers who feel supported by parents and the community will be more confident and motivated in carrying out their duties. Conversely, low parental and community involvement can create a distance between the school and the surrounding environment, which impacts the overall school climate. Therefore, synergy between schools, parents, and the community is an important factor in creating a safe, comfortable, and conducive school climate.

### 3. Teacher Performance (Y)

Based on the results of the distribution of questionnaires to respondents, the Teacher Performance variable (Y) showed a very positive trend. The highest response of respondents was found in item number 20 with the statement "Teachers are always looking for new ways to improve the quality of enrichment programs" which obtained an average score of 40. This highest score indicates that teachers have a high level of professional awareness and commitment to continue to innovate in learning,

especially in the development of enrichment programs for students. Efforts to find new strategies reflect teachers' reflective and adaptive attitudes in responding to the diverse learning needs of students. However, the results of the questionnaire also showed that item number 17 with the statement "Teachers carry out enrichment activities in a structured and planned manner" obtained the lowest average score, which was 30. Although still in the fairly good category, these findings indicate a gap between teachers' intentions and creativity and the implementation of systematic enrichment. This means that teachers already have the will and ideas to improve the quality of enrichment, but have not been fully supported by careful planning, clear guidelines, or adequate time allocation. This condition shows the need to strengthen planning and managerial aspects in the implementation of enrichment programs. Factors Affecting Teacher Performance

a. Teacher Competence

Teacher competence is the main factor that affects performance. Pedagogic competence determines the teacher's ability to design, implement, and evaluate learning. Professional competence is related to mastery of teaching materials and scientific development, while personality and social competence affect attitudes, work ethics, and teachers' ability to interact with students and the school environment. Teachers who have good competence tend to be able to carry out learning effectively and adaptively to the needs of students.

b. Work Motivation

Work motivation, both intrinsic and extrinsic, has a great influence on teacher performance. Intrinsic motivation arises from professional awareness, soul calling, and satisfaction in educating, while extrinsic motivation comes from institutional appreciation, recognition, and support. The high score on the aspect of enrichment innovation shows that teachers have a strong intrinsic motivation to improve the quality of learning. However, in order for this motivation to be implemented optimally, external support from the school is needed.

c. Job Satisfaction

Job satisfaction includes satisfaction with salary, facilities, work environment, and relationships with peers and leaders. Teachers who are satisfied with their work tend to show better performance, have high loyalty, and are committed to improving the quality of education. On the other hand, a low level of job satisfaction can reduce work morale and negatively impact teacher performance.

d. Workload

A proportionate and realistic workload allows teachers to carry out their duties effectively. Excessive workloads, such as stacked administrative tasks, can

reduce teachers' time and energy to plan learning and enrichment programs in a structured manner. The finding of low scores in the aspect of enrichment planning can be attributed to the high workload of teachers, so that enrichment activities have not been managed optimally.

e. Facilities and Resources

The availability of adequate facilities and resources greatly supports teacher performance. Facilities such as reference books, learning media, teaching aids, and the use of educational technology make it easier for teachers to develop learning and enrichment programs. Limited facilities can hinder the realization of teachers' innovative ideas, even though motivation and creativity are already possessed.

f. Continuous Professional Development

The opportunity to participate in training, workshops, seminars, and other professional development activities contributes directly to improving teacher competence and performance. Continuous professional development helps teachers update knowledge, improve pedagogic skills, and adopt more effective learning methods. Without professional development support, teacher performance tends to be stagnant even though teachers are highly motivated.

g. Supervision and Feedback

Constructive academic supervision accompanied by clear feedback plays an important role in improving teacher performance. Supervision helps teachers identify strengths and weaknesses in learning practices, including in the planning and implementation of enrichment programs. Constructive feedback encourages teachers to make continuous improvements and systematically improve the quality of their performance.

h. School Climate

A positive school climate creates a safe, comfortable, and supportive work environment. Teachers who work in a conducive school climate tend to be more creative, dare to innovate, and have better performance. Previous findings related to school climate show that school values have been well internalized, but the aspect of security still needs to be improved so that teacher performance can develop optimally.

i. Physical and Mental Health

Teachers' physical and mental health are important factors that often receive less attention. Teachers who are physically and mentally healthy are able to carry out their duties with good focus, energy, and emotional stability. On the other hand, fatigue, stress, and high work pressure can reduce the quality of teacher performance. Therefore, attention to the

welfare of teachers is an integral part of efforts to improve performance.

#### IV. CONCLUSION

This study shows that academic supervision and school climate have a significant influence on teacher performance in SD Negeri West Pringsewu District, both theoretically and practically. Theoretically, the findings of this study reinforce the view that improving teacher professionalism cannot be separated from the role of effective academic supervision and a conducive school climate. Academic supervision functions as a means of professional development, while the school climate is the environmental context that determines the success of the implementation of the supervision results. The results showed that in the Academic Supervision variable (X1), the highest response was found in the statement "Schools provide full support for teachers who want to improve their performance" with an average score of 30. These findings indicate that teachers have a positive perception of school support in professional development, both through training, mentoring, and the provision of resources. This support has the potential to increase teacher motivation and competence so that it has a direct impact on improving performance. In the School Climate variable (X2), the highest response was found in the statement "School values are integrated in daily activities" with an average score of 30, which indicates that school values have been internalized in the work practices of school residents. A school climate based on positive values is able to create a work environment that supports teacher performance. However, the item with the lowest score, namely "Teachers feel safe in the school environment" with an average of 28, is an important note. A sense of security is a basic need that greatly affects the comfort and performance of teachers, so there needs to be more attention to factors that affect security aspects, both physical and psychological. Simultaneously, effective academic supervision and a positive school climate complement each other in improving teacher performance. Good supervision will have more impact if it is supported by a safe, harmonious, and supportive school climate. Thus, improving teacher performance requires synergy between professional development through academic supervision and the creation of a conducive school climate.

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