The Influence of the Principal's Academic Supervision and School Climate on the Performance of Public Middle School Teachers

Meri Kristina Murti[*], Elfis Suanto, Dedi Futra

Program Pascasarjana Administrasi Pendidikan, Universitas Riau, Pekanbaru, Indonesia
merikristinamurti@gmail.com
corresponding author: merikristinamurti@gmail.com

ABSTRACT

Teacher performance is something that needs and deserves to be examined in depth. Many factors cause problems related to teacher performance. This article will cover the influence of the principal's academic supervision and school climate on the performance of state middle school teachers. This research uses a quantitative-descriptive approach. This quantitative descriptive research systematically, actually, and accurately describes certain social phenomena, with the aim of describing in detail the existing facts and data. Data collection techniques use observation, documentation, and questionnaires. The subjects of the research were 76 teachers at state middle schools. The results of the research show that: 1) The principal's academic supervision has a significant positive influence on teacher performance, with a significance value of 0.022 or smaller than the alpha value of 0.05. 2) School climate has a significant positive influence on teacher performance, with a significance value of 0.000. 3) The principal's academic supervision and school climate jointly influence teacher performance, with a significance value of 0.000 and an R-Square value of 0.590 indicating that the proportion of influence of the principal's academic supervision variable and school climate on the teacher performance variable is 59.0%.

Keywords: *principal academic supervision, school climate, teacher performance*

INTRODUCTION

Teachers and education personnel have a role in determining factors for the success of educational goals. This is because teachers directly interact with students to provide guidance, direction, and facilitation of learning, which ultimately produces graduates of educational institutions that meet educational goals. One aspect of teacher professionalism is increasing teacher performance. Because teachers have an important role in the world of education, teachers must have good performance (Mustofa, 2017:2).

Teacher performance is basically the performance carried out by teachers in carrying out their duties as educators. The quality of teacher performance will greatly determine the quality of educational outcomes. Teachers are the parties who have the most direct contact with students in the education and learning process in madrasahs or school educational institutions (Diana et al., 2020:1830). One effort to increase teacher professionalism is carried out through the academic supervision of school principals in supervising teacher performance. The existence of school supervisors can help teachers carry out their duties because professional school supervisors, one of whom will be able to supervise teachers, are thought to be able to improve the situation of the teaching and learning process, which has a positive impact on improving the quality of education (Tengko et al., 2021:15).

Teacher performance seen from the quality report of public junior high schools in the Bandar Seikijang sub-district received a score below the average with a score of 3.56, while the Regency/City competency test score was 44.36, the provincial average score was 45.17, and the average test score National competency has an average of 44.20 with a value range of 0-100, with the indicator definition being that the average teacher competency test score in terms of competency and professionalism is less than or below

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minimum competency. Meanwhile, low teacher performance was recorded in the educational and cultural statistics data center, where the PKG score was known, and the performance of elementary school teachers was in the poor category with a score of 76.43. The island of Sumatra, especially in Riau Province, is ranked number three with a score of 73.34 in the poor category, while nationally, Riau Province is ranked number seven. Apart from that, at various levels, junior high school (SMP) has the lowest score, namely 71.90 (Kemendikbud, 2016).

The phenomenon of low performance of junior high school teachers in Riau Province can also be seen from the low average score of the teacher competency test (UKG), namely 55.21, while the national average is 56.93, with the lowest average score at the elementary school (SMP) teacher level, namely 56.59 (lpmpriau.kemdikbud.go.id). Based on the 2022 regional education balance data profile, it is known that Riau province is ranked lowest at number thirteen out of thirty-four provinces. Pelalawan district obtained a Teacher Competency Test (UKG) score with an average score of 55.99 and for Middle School UKG with a score of 57.30 (npd.kemendikbud.go.id, 2022). And data from Korwil Bandar Seikijang for the performance scores of SMPN teachers in Bandar Seikijang, with an average score of 55.32 and the fifth lowest average score for Pelalawan District Headquarters.

Based on a preliminary study comprising interviews and short questionnaires conducted by the author with teachers in junior high schools in Bandar Sekijang District, where "yes" and "no" questions were asked, it is evident that there exists a phenomenon regarding teacher performance as observed from teacher performance indicators. a.) Planning the learning process b.) Carrying out the process of learning. c.) Evaluation of learning outcomes. d.) Student support and training. e.) Additional tasks Ideally, teachers can carry out the learning process by making RPPs (learning process plans) or teaching modules in a timely manner, carrying out the learning process according to the plan that has been prepared, and carrying out comprehensive learning assessments both in terms of likes, values, and process skills (Hamdayama, 2022).

However, the reality in the field is based on the results of a preliminary study conducted on 76 teachers in Bandar Seikijang sub-district, Pelalawan district, as samples were taken randomly. There are still teachers who do not collect lesson plans on time. Not carrying out the learning process in accordance with the RPP, which has been made completely in providing an assessment of the background process, for example, there are still teachers who only assess cognitively without providing an assessment of skills or attitudes in one learning competency. In the student mentoring indicator, there are still teachers who do not provide mentoring. and training to students outside of teaching subject matter.

Teachers also need supervision in the form of class visits so that they can get input on whether their teaching methods are good or whether there are still several things that need to be improved. Or whether it is in accordance with the curriculum that is currently being implemented or not (Maralih, 2014). From the results of the preliminary study, it was found that there was a teacher's confession that the timeliness of collecting lesson plans was influenced by the supervision agenda carried out by the principal. If the principal communicated that he would carry out supervision in a certain month, the teacher tended not to be late in preparing the lesson plans, but on the contrary, the principal's supervision agenda If it is not clear enough, it will cause teachers to have the perception that lesson plans are not mandatory. For this reason, the role of academic supervision carried out by the school principal is very influential so that it can be collected on time.

The aforementioned phenomenon serves as an example of the inadequate supervision a school principal provides, which lowers teacher performance. However, on the other hand, increasing teacher performance cannot be separated from the role of school climate factors. School climate, or the atmosphere of the work environment at school, is everything that is experienced by teachers and school residents when interacting within the school environment. A conducive school climate influences the performance of school organization members. A positive climate is created in a school or madrasa if there is a good and harmonious relationship between the principal and teachers, teachers and teachers, teachers and administrative staff, and students (Tosuerdi, 2018:116).

Based on the results of initial observations, the author discovered that the school, namely the principal and teachers, paid great attention to the existence of the school climate. This can be seen in the school

environment, where two-wheeled and four-wheeled vehicles are neatly arranged in the parking area, environment, and school yard, which are clean from rubbish. When the learning process takes place in the classroom, the school environment feels quiet and calm. This is because there are no students roaming around and no food or toy sellers are allowed to enter the school area. The presence of teacher and student bathrooms that are kept clean means that teachers and students do not hesitate to use this school facility. The relationship between principals and teachers, as well as teachers and teachers, looks close within the framework of harmonization. Students show respect for teachers by saying hello and kissing hands at every opportunity. The existence of a school climate at Seikijang Middle School makes researchers interested in conducting research at this school in order to get a further and more complete picture of the role of a conducive school climate in supporting teacher performance. Because a conducive school climate is not only visible from the outside but must also be felt by the entire school community.

Research by Diana (2020) aims to examine the influence of work motivation and interpersonal communication on teacher performance. The results indicate that work motivation has a positive and significant effect on teacher performance, while interpersonal communication also influences teacher performance. Both work motivation and interpersonal communication have a positive and significant impact on teacher performance at SMP Negeri 1 Prabumulih. In Abdul Jalil Jawhari's study (2021), leadership is a planned developmental activity that aims to assist teachers and other school staff in effectively carrying out their duties. The goal is to improve the teaching and learning situation by helping teachers enhance their performance. Ubabuddin's research (2019) focuses on teacher professional development, particularly through supervision implementation. Meanwhile, Sofian's study (2021) aims to explore the physical management, social environment, and the role of school principals in managing the school climate to support teacher performance at SMA Tamansiswa. The issues at SMA Tamansiswa Pematangsiantar include physical and social environment management, as well as the principal's role in managing the school climate to support teacher performance. The qualitative research method, including interviews and data collection from SMA Tamansiswa, was utilized in Sofian's study. The findings indicate that a positive school climate, including physical and social environments, contributes to improving teacher performance at SMA Tamansiswa Pematangsiantar.

Based on the explanation above, to achieve good quality education in schools, it can be done by improving teacher performance in order to improve the quality of education, especially in improving the performance of state middle school teachers in Bandar Seikijang District, Pelalawan Regency. Researchers feel it is necessary to research further about the influence of academic supervision by the head of the education unit and school climate on the performance of state middle school teachers in Bandar Seikijang District, Pelalawan Regency.

LITERATURE REVIEW
Teacher Performance

According to Ahmad Faozan (2022:106), teacher performance is the achievement achieved by a teacher in managing and carrying out educational and teaching tasks in accordance with the standards applicable to his job. Bintoro & Daryanto (2017:105) say that performance is the willingness of a person or group of people to carry out activities or perfect them in accordance with their responsibilities, with the results as expected. According to Wirawan (2015:5) , performance is the output produced by the functions or indicators of a job or profession within a certain time.

In this research, the performance assessment indicators used by researchers are based on the teacher assessment instrument of the PMPTK Directorate General of the Ministry of National Education, which is linked to teachers' core competencies, which include performance assessment from the pedagogical competency aspect. Pedagogical competency aspects include mastering student characteristics, educational planning activities, curriculum development, mastering learning theories and educational learning principles, developing student potential, communication with students, assessment, and evaluation.

Principal Academic Supervision

According to Nurhayati (2019:16) supervision is the activity of a superior to assess and provide guidance and direction to subordinates so that their performance increases. Supervision is essentially a form of service provided by superiors to their subordinates. As explained above, in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 13 of 2007 concerning School/Madrasah Principal Standards, school principals should be competent in carrying out supervision, the implementation of which includes several stages as follows: (1) planning an academic supervision program in order to improve teacher professionalism; (2) carrying out academic supervision of teachers using appropriate approaches and techniques; (3) following up on the results of supervision of teachers in order to increase teacher professionalism (Al Azis & Satibi, 2021:98). Based on the description of academic supervision indicators according to experts, the indicators that researchers use in measuring academic supervision in this research are according to Minister of National Education Regulation number 13 of 2007, namely, there are three aspects: planning, implementation, and follow-up aspects.

METHOD

This research uses a quantitative-descriptive approach. This quantitative descriptive research systematically, actually, and accurately describes certain social phenomena, with the aim of describing in detail the existing facts and data (Sugiyono, 2017). Data collection techniques use observation, documentation, and questionnaires. The population in this study were all teachers at state middle schools in Bandar Seikijang District who had been supervised by the school principal and were spread across four schools. Of the number of teachers spread across four schools, one principal is trained by the principal. The population size can be seen in Table 1.

Table 1. Research Population

No	School name	Teacher's
1	SMP Negeri 1 Bandar Seikijang	40
2	SMP Negeri 2 Bandar Seikijang	17
3	SMP Negeri 3 Bandar Seikijang	23
4	SMP Negeri 4 Bandar Sei Kijang	13
	Total	93

The determination of the sample in this research was carried out using proportional random sampling, namely a method of taking samples from members of the population using a random method without paying attention to the strata in the population. The sample was chosen to represent the overall characteristics of the population. To determine the sample size, researchers used the Slovin formula as follows:

$$n = \frac{N}{1 + N\,(d^2)}$$
$$n = \frac{93}{1 + 93(0,05)^2}$$
$$n = \frac{93}{1 + 93.0,0025}$$
$$n = \frac{93}{1,23}$$
$$= 75,60 \approx 76$$

Based on these calculations, the respondents who will be used are 76 people.

To find out whether there is an influence of the independent variable on the dependent variable, the proposed hypothesis is tested partially using the t test. The test was carried out with a significance level of

0.05, and the t test measurement was intended to determine whether individually there was an influence between the independent variables and the dependent variable.

RESULTS AND DISCUSSION
Respondent Demographic Profile

The research subjects used in this research were state junior high school teachers in Bandar Seikijang District. The description of the research object shows the results of responses from 76 teacher respondents at State Middle Schools in Bandar Seikijang District consisting of various characteristics of Age, Gender, and Last Education. There were 57 people who were female (75%), and 19 people who were male (25%).

Table 2. Characteristics of Respondents Based on Gender

Gender	Number of Respondents	Percentage
Female	57 people	75
Male	19 people	25

There were 33 people aged 21-35 years (43%), and 43 people aged >35 years (57%).

Tabel 3. Characteristics of Respondents Based on Age

Age	Number of Respondents	Percentage
21-35 year	33 people	43
>35 year	43 people	57

There were 5 D3 graduates (7%), 67 S1 graduates (88%) and 4 Masters graduates (5%).

Tabel 4. Characteristics of Respondents Based on Last Education

Last Education	Number of Respondents	Percentage
D3	5 people	7
S1	67 people	88
S2	4 people	5

Descriptive Analysis of Variables

Teachers from four different State Middle Schools in Bandar Seikijang District who were under the principal's supervision served as the research subjects for this study. The description of the research object shows the results of responses from 67 teacher respondents at SMP Negeri Bandar Seikijang District, consisting of 22 questions for teacher performance (Y), 19 questions for academic supervision (X1), and 19 questions for school climate (X2). The following are the results of responses from 67 respondents to each statement in the questionnaire, which was measured using a Likert scale with a value range of 1 to 4, by preparing four response options, namely Strongly Agree/Always, Agree/Often, Disagree/Rarely, and Strongly Disagree/No Once.

Tabel 5. Descriptive Variables

No	Variables	Mean	Standard Deviation	Interpretation
1	Academic Supervision	3,26	0,482	Medium
2	School Climate	3,19	0,508	Medium
3	Teacher Performance	3,25	0,461	High
Total		3,23	0,484	Medium

Table 5 shows that the teacher performance variable is the highest variable (mean = 3.25 and SD = 0.461), followed by the academic supervision variable (mean = 3.26 and SD = 0.482), which is at the medium stage, and then the school climate variable (mean = 3.19 and SD = 0.508) is at the moderate stage. Overall, it shows that academic supervision, school climate, and teacher performance are at the medium stage (mean = 3.23 and SD = 0.484).

Inferential Statistical Analysis
 1. **Normality Test**
Normality testing was carried out in this research using SPSS version 23 for Windows. The significance level set in this test is $\alpha = 0.05$.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Academic Supervision	School Climate	Teacher Performance
N		76	76	76
Normal Parameters[a,b]	Mean	61.86	60.55	71.51
	Std. Deviation	6.358	6.003	7.786
Most Extreme Differences	Absolute	0.199	0.210	0.232
	Positive	0.199	0.210	0.232
	Negative	-0.170	-0.091	-0.188
Test Statistic		0.199	0.210	0.232
Asymp. Sig. (2-tailed)		0.200[c]	0.200[c]	0.200[c]

Based on table 5, it can be seen that the significance of the Kolmogorov-Smirnova value is 0.200 (0.200 > 0.05), that is, with a result of more than 0.05, which means the residual data is normally distributed so it is suitable for use.

 2. **Homogeneity Test**
The data tested is said to be homogeneous based on its significance value. A significance value (p) $\geq$ 0.05 indicates that the data group comes from a population that has the same variance (homogeneous).

Table 6. Homogeneity Test Results

Variable	Levene Statistic	df1	df2	Sig.
Academic Supervision	2,255	14	55	0,057
School Climate	1,889	14	55	0,088

Based on table 6, it can be seen that the significance value is > 0.05, which means the data is homogeneously distributed so it is suitable for use.

 3. **Linearity Test**
Testing can be carried out using the SPSS version 23 for Windows program using Test For Linearity at a significance level of 0.05.

Table 7. Linearity Test Results

Variable	F	Sig.	Interpretasi
Academic Supervision	1,406	0,163	Linier
School Climate	1,524	0,109	Linier

The results of the analysis show that in the ANOVA table the Academic Supervision variable has an F value of 1.406 with a significance of 0.163, while the School Science variable has an F value of 1.524 with a significance of 0.109, so the conclusion is that the significant value is $\geq \propto$ (0.05) so from the hypothesis given, accepted. This means that the data is interconnected linearly.

4. Multicollinearity Test

Multicollinearity test results are based on tolerance value and Variance Inflation Factor (VIF). A regression model that is free of multicollinearity is if the VIF value is < 10 and has a tolerance value > 0.10.

Table 8. Multicollinearity test results

Variable	Collinearity Statistics		Information
	Tolerance	VIF	
Academic Supervision	0.416	2.406	Multicollinearity free
School Climate	0.416	2.406	Multicollinearity free

By using a confidence level of 95% or using a significance level of 5% (α value = 0.05), the data processing results show a VIF value of 2,406. Because the VIF value is smaller than 10.00, there is no multicollinearity between the independent variables in the regression model. Thus, the model above is free from multicollinearity.

Analysis of Research Hypothesis Testing
1. **t-Test**

To find out variables that have a partial significant effect, regression coefficient testing is carried out using the t test statistic. Determining the test results (acceptance or rejection of Ho) can be done by comparing the t-count with the t-table, or it can also be seen from the significance value. The results of partial hypothesis testing using SPSS are as follows:

a. **The Relationship of Academic Supervision to Teacher Performance**

Tabel 9. Table 9. Regression Test Results of Academic Supervision on Teacher Performance

Model		Unstandardized Coefficients	R^2	t	Sig.	Results
		B				
Academic Supervision → Teacher Performance	(Constant)	19.651				
	Academic Supervision	0.838	0,469	8.079	0.000	Accepted

Based on SPSS calculations, the t value is 4.604, while the p value is 0.000, so the p value is <0.05, meaning that there is a significant influence of the academic supervision variable on teacher performance. These results show that the higher the academic supervision, the better the teacher performance will be, and vice versa. The coefficient of determination R2 is 0.469, which means that 46.9% of the variation in the dependent variable Teacher Performance can be explained by variations in the independent variable Academic Supervision, while the remaining 43.1% is influenced by variables not explained in the model. Thus, the first hypothesis, which states, "Academic supervision has a positive effect on teacher performance in state middle schools throughout Bandar Seikijang District," is accepted.

b. The Relationship between School Climate and Teacher Performance

Table 10. School Climate Regression Test Results on Teacher Performance

Model		Unstandardized Coefficients B	R^2	t	Sig.	Results
School Climate →	(Constant)	12.783				
Teacher Performance	School Climate	0.970	0,559	9.688	0.000	Accepted

Based on SPSS calculations, the t value is 9,688, while the p value is 0.000, so the p value is <0.05, meaning that there is a significant influence of the school climate variable on teacher performance. These results show that the higher the school climate, the better the teacher performance, and vice versa. The coefficient of determination R2 is 0.559, which means that 55.9% of the variation in the dependent variable teacher performance can be explained by variations in the independent variable school climate, while the remaining 44.1% is influenced by variables not explained in the model. Thus, the second hypothesis, which states, "School climate has a positive effect on teacher performance in public junior high schools throughout Bandar Seikijang District," is accepted.

2. F-Test

This test is intended to determine whether there is an influence of the independent variable together with the dependent variable.

Table 7. F Test Results

Model		df	Mean Square	F	Sig.
Academic Supervision + School Climate → Teacher Performance	Regression	2	1341.081	52.498	0.000[b]
	Residual	73	25.546		
	Total	75			

The SPSS output table above shows an F value of 52,498 > table f value 3.117 and a significance of 0.000 < 0.05 H3 is accepted Ho is rejected. It can be concluded together that the variables of academic supervision and school science have a significant effect on teacher performance.

3. R^2 - Test

This test is intended to measure how far the independent variable influences the dependent variable.

Table 12. R^2 Test Results

Model	R	R Square	Category
Academic Supervision → Teacher Performance	0.685[a]	0,469	Strong enough
School Climate → Teacher Performance	0.748[a]	0,559	Strong enough
(Academic Supervision + School Climate) → Teacher Performance	0.768[a]	0.590	Strong enough

Based on the table above, it can be seen from the results of the regression calculation that the simple coefficient value between the academic supervision variable and teacher performance is 0.685a and the determinant coefficient is 0.469, or 46.5%. The simple coefficient value between the school climate variable and teacher performance is 0.748a, and the determinant coefficient is 0.559, or 55.9%. If we look at the R-Square value of 0.590, it shows that the proportion of influence of academic supervision and school climate variables on teacher performance variables is 59.0%. This means that academic supervision and school climate

have a proportional influence on teacher performance of 59.0%, while the remainder, namely 41% (100% – 59.0%), is influenced by other variables that are not in this linear regression model.

Discussion

1. The Effect of Academic Supervision on Teacher Performance

The influence of partial academic supervision using a regression test found that partial academic supervision had a significant positive effect on teacher performance. The results of the data analysis prove that academic supervision influences the performance of state middle school teachers in Bandar Seikijang District. In line with this opinion, Sagala (2010: 79) believes that there are factors that cause low teacher professionalism, namely inadequate supervision assistance from school supervisors and supervision assistance from the school principal, who is not helpful. Besides that, there are also no fellow teachers who become friends to exchange opinions and knowledge.

The results of the field findings show that the implementation of academic supervision in state middle schools in Bandar Seikijang District is optimal and well planned accordingly. In line with the results of an interview with one of the teachers, who stated that the principal made a supervision schedule, informed the schedule, and prepared supervision instrument guidelines, This can show that the school principal has succeeded in carrying out the planning stages of academic supervision well and is able to prepare all the needs for supervision activities in the school optimally. This condition is supported by the opinion of Asf and Mustofa (2013: 55) regarding the planning or preparation stage, which states that in implementing supervision activities, you should coordinate first with teachers or related parties so that the process of implementing academic supervision can run smoothly.

2. The Effect of school climate on Teacher Performance

The partial effect of school climate using a regression test found that partial school climate had a significant positive effect on teacher performance. The results of the data analysis prove that the school climate influences the performance of teachers at state middle schools in Bandar Seikijang District. The research results above support and are in line with the results of previous research conducted by Supriyadi (2011:48), which shows that there is a positive and significant direct relationship between school climate and teacher performance. The results of this research are also in line with the theory put forward by Sumar (2018: 72) that school climate is influenced by the behaviour of existing people both inside and outside the school.

The things that determine the school climate are interactions between teachers and principals, interactions between teachers and teachers, interactions between teachers and students, as well as school interactions with the community, and all of them can establish harmonious relationships for achieving educational goals in general and school goals in general. especially in creating a school climate so that collaborative relationships between personnel are established. Based on the results of interviews with school staff, it was stated that overall the school climate at this school was very good because the relationship between the principal, teachers, staff, and students was very good and they often worked together. Thus, in general, the indication is that the working climate of teachers at state middle schools in Bandar Seikijang District is conducive. This is reinforced by the results of interviews conducted with school principals regarding school climate and teacher performance issues. Where it is known that the results of the school climate have an influence on teacher performance, in the results of the interviews it is known that several calculation results with the interview results have several matches, including, in the school climate variables in several dimensions of school climate, the principal provides facility support to all teachers in personal development or in the implementation of learning at school. Then the school principal provides adequate supporting facilities in the form of good, comfortable classrooms and facilities, as well as books to support the learning process in the form of physical books or electronic books. Meanwhile, communication between the principal and teachers is going well, as can be seen from weekly work meetings or regular monthly meetings. The school principal provides direction regarding the work programme to the work unit heads, department heads, teachers, and employees at the meeting. In terms of teacher development, the principal really supports teacher

professional development by giving teachers the opportunity to take part in teacher activity centres and giving teachers the opportunity to carry out further studies. Every school year, teachers are given this opportunity. Meanwhile, the principal's control in the form of warnings to teachers is very rare in this school because every teacher really understands the teacher's obligations as stated in the teacher's teaching guidelines in accordance with standards.

3. **The Effect of Academic Supervision and School Climate on Teacher Performance**

The results of this research show that academic supervision and school climate together have an influence on teacher performance. This is shown by the value of Fcount > Ftable, which is (52,498 > 3.117) with a significance of 0.000 < 0.05 and a determinant coefficient of 59.0%, while the remainder, namely 41% (100% - 59.0%), is influenced by other variables. which was not researched. This means that it can be concluded that the independent variables, including academic supervision and school climate, have a significant positive effect on teacher performance in state middle schools in Bandar Seikijang District.The results of this research are strengthened by the results of Supardi's (2014) research that there is a positive contribution of school principal supervision, work climate, and understanding of the curriculum together on teacher performance. It is known that Fcount is 52,498 > F table value 3.117. Thus, it can be concluded that the implementation of academic supervision carried out by the principals of state middle schools in Bandar Seikijang Subdistrict is planned and sustainable so that it is able to help teachers improve their abilities in carrying out their duties as managers of the teaching and learning process, and a conducive working climate in the school is able to improve the teaching and learning process so that it has an impact on improving teacher performance. Based on research by Calorina (2020) regarding the implementation of the head's academic supervision and school climate on teacher performance, the head's implementation of academic supervision has a significant effect on teacher performance. If the implementation of the head's academic supervision increases, there will also be an increase in teacher performance, and the school climate will also have a significant direct effect on teacher performance. Jumiatun (2018) researched the head's academic supervision on teacher performance and found that the head's academic supervision had a significant effect on teachers' professional competence, meaning that good academic supervision will increase teachers' professional competence.

CONCLUSIONS AND RECOMMENDATION

After analyzing and discussing the research results, this section presents the conclusions derived from the discussion and offers suggestions deemed necessary as input for relevant parties to enhance teacher performance. Firstly, academic supervision exerts a significant positive influence on the performance of state middle school teachers in Bandar Seikijang District. This is evident from the regression coefficient of the academic supervision variable on teacher performance, which is 0.000, lower than the alpha value of 0.05. Despite a correlation strength of only 46.9%, indicating teacher performance is moderately explained by variations in academic supervision, the impact is still noteworthy. Secondly, the school climate also plays a crucial role in shaping teacher performance positively. The regression coefficient of the school climate variable on teacher performance is 0.000, indicating a significant influence, with a correlation strength of 55.9%. This suggests that variations in school climate moderately explain teacher performance. Thirdly, both academic supervision and the school climate collectively have a significant positive impact on teacher performance. With a significance value of 0.000 for the regression coefficient of these variables, smaller than the alpha value of 0.05, and an R-Square value of 0.590, it's clear that these factors jointly contribute to 59.0% of the variance in teacher performance. In conclusion, the implementation of academic supervision by principals in state middle schools in Bandar Seikijang Subdistrict is deemed effective and sustainable, aiding teachers in enhancing their abilities as facilitators of the teaching and learning process. Furthermore, fostering a conducive working climate in schools also positively impacts the teaching and learning environment, ultimately improving teacher performance significantly.

It is hoped that the results of the research will show that school academic supervision can improve teacher performance; therefore, it is hoped that school principals can implement the learning supervision work guide points as well as possible. And it is hoped that it can be used as input and information for teachers so that they always strive to improve teacher performance in carrying out their duties and obligations as educators, as well as increasing teacher insight and knowledge about how to optimise teacher performance in an effort to improve the quality of learning in schools.

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