

Leadership Supervision and School Climate: Their Effects on Teacher Performance in Islamic Education Contexts in Indonesia

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Abstract: This study examines the influence of school principal supervision and the school work climate on teacher performance based on educational management and organizational climate theories. A quantitative approach with an explanatory research design was adopted. Data were collected from 180 teachers at Islamic junior high schools in Jombang Regency using simple random sampling. The research instrument consisted of a questionnaire using a 4-point Likert scale, validated through expert judgment (content validity) and construct validity, and tested for reliability using Cronbach's alpha coefficient. Data analysis techniques included descriptive statistics, classical assumption tests, and multiple regression analysis. The results demonstrate that school principal supervision significantly influences teacher performance by 34.7%, while the school work climate contributes 40.6%. These findings underline the importance of adequate academic supervision and a supportive school environment in enhancing teacher competence and professional performance. The study provides valuable insights for educational leaders and policymakers to optimize supervisory practices and foster positive work climates to improve the overall quality of education.

Keywords: School Principal Supervision, School Work Climate, Teacher Performance

Abstrak: Penelitian ini bertujuan untuk mengkaji pengaruh supervisi kepala sekolah dan iklim kerja sekolah terhadap kinerja guru berdasarkan teori manajemen pendidikan dan iklim organisasi. Pendekatan kuantitatif dengan desain penelitian eksplanatori digunakan dalam studi ini. Data dikumpulkan dari 180 guru di Madrasah Tsanawiyah (MTs) di Kabupaten Jombang melalui teknik simple random sampling. Instrumen penelitian berupa angket dengan skala Likert 4 poin yang telah divalidasi melalui penilaian ahli (validitas isi) dan validitas konstruk, serta diuji reliabilitasnya menggunakan koefisien Cronbach's Alpha. Teknik analisis data meliputi statistik deskriptif, uji asumsi klasik, dan analisis regresi berganda. Hasil penelitian menunjukkan bahwa supervisi kepala sekolah berpengaruh signifikan terhadap kinerja guru sebesar 34,7%, sedangkan iklim kerja sekolah memberikan kontribusi sebesar 40,6%. Temuan ini menegaskan pentingnya supervisi akademik yang efektif dan lingkungan kerja yang suportif dalam meningkatkan kompetensi dan kinerja profesional guru. Studi ini memberikan implikasi penting bagi para pemimpin pendidikan dan pembuat kebijakan untuk mengoptimalkan praktik supervisi serta membangun iklim kerja yang positif guna meningkatkan kualitas pendidikan secara menyeluruh.

Kata Kunci: Principal Supervision, School Work Climate, Teacher Performance

INTRODUCTION

Education management in Indonesia has evolved significantly and is driven by policy changes and societal demands. One crucial element that influences the quality of education is the academic supervision carried out by school principals. Educational supervision oversees teacher performance and fosters professional development through guidance and capacity-building.¹ However, despite strong regulatory support,² The real implementation of supervision often encounters practical challenges such as time constraints and limited resources, which diminish its effectiveness.

Globally, the principal's role in supervision is recognized as pivotal in maintaining instructional quality. Rusdiman found that systematic and structured academic supervision could significantly improve teachers' teaching performance.³ Nonetheless, sporadic, top-down, or merely administrative supervision fails to stimulate meaningful professional growth among teachers.⁴ It is necessary for supervision to be dialogic, collaborative, and focused on empowering teachers rather than solely monitoring them.

Academic supervision should be conceptualized as a continuous professional development process rather than an evaluative mechanism. According to Ikhwan and Rabbani, principals must act as mentors and facilitators who support teachers in identifying instructional challenges and developing strategies for improvement.⁵ Without this developmental perspective, supervision risks becoming a perfunctory exercise that does not impact classroom practices meaningfully.⁶

In addition to academic supervision, the school work climate significantly affects teacher performance. A favorable work climate enhances teachers' collaboration, emotional well-being, and professional satisfaction.⁷ A

¹ Januar Barkah, Fahmi Hidayat, and Nurbaity Nurbaity, "Principal Supervision Effect on Primary School Teacher Performance," 2021.

² Kemendigbud, "Regulasi Kebijakan Pendidikan Tahun," 2022.

³ A B Rusdiman et al., "Academic Supervision Model In Improving Teacher Performance," *International Journal Of Humanities Education and Social Sciences* 1, no. 6 (2022).

⁴ Brandin L Howard, "Restorative Supervision in Higher Education Student Affairs," in *Restorative Justice and Practice in US Education* (Springer, 2024), 317–48.

⁵ Muh Saidil Ikhwan et al., "Urgensi Supervisi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di MTs NW Dames," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 1 (2024): 367–74.

⁶ Wei Lijun and Hsin Chun Te, "The Role of Primary School Principals and Administrators in Promoting Student Achievement, Teacher Effectiveness, and a Positive School Culture," *Journal of Roi Kaensarn Academi* 9, no. 8 (2024).

⁷ Hamsah Hamsah, St Syamsudduha, and Ulfiani Rahman, "Pengaruh Iklim Kerja Terhadap Kinerja Guru Pada Madrasah Aliyah Di Kecamatan Gantarang Kabupaten Bulukumba," *Idaarab* 3, no. 2 (2019): 237–44.

conducive environment fosters motivation and innovation, providing a setting where teachers feel supported and valued, ultimately leading to improved instructional outcomes.

Organizational climate research emphasizes the role of leadership in shaping a supportive environment. Shanti et al. demonstrated that visionary leadership, clear communication, and recognition of teacher contributions are crucial elements in developing a productive work climate.⁸ However, this relationship is not automatic; systemic issues such as bureaucracy, inequity, and lack of resources can undermine the positive effects of good leadership if not adequately addressed.⁹

Academic supervision and school work climate are central to enhancing teacher performance. Principals who integrate effective supervision practices with efforts to create a supportive organizational climate achieve greater improvements in teaching quality.¹⁰ Thus, focusing on only one factor without considering the other may result in limited progress in teacher development initiatives.

Empirical findings also reveal that teachers' emotional states and job satisfaction are mediated by the quality of supervision and the broader school environment.¹¹ Teachers who experience supportive supervision and positive work climates exhibit higher commitment, enthusiasm, and instructional effectiveness.¹² In contrast, inadequate supervision and toxic work environments contribute to professional stagnation and burnout.

Given these considerations, this study analyzes the influence of two independent variables, academic supervision by school principals and the school work climate, on teacher performance. Understanding these relationships is

⁸ Candra Mey Shanti, Imam Gunawan, and Ahmad Yusuf Sobri, "Relationship of School Visionary Leadership and Organizational Climate with Teacher Performance," in *1st International Conference on Information Technology and Education (ICITE 2020)* (Atlantis Press, 2020), 624–29.

⁹ Ilmi Sawianti, Musdalifah Musdalifah, and Susdiyanto Susdiyanto, "Pengaruh Iklim Sekolah Terhadap Kinerja Guru Di SMP Negeri 1 Ulaweng Kabupaten Bone," *El-Idare: Journal of Islamic Education Management* 5, no. 1 (2019): 22–30.

¹⁰ Muh Saidil Ikhwan and Syarifah Aulia Rabbani, "Principal Supervision Strategies in Improving Teacher Professionalism," *Pedagogia: Jurnal Pendidikan* 13, no. 2 (2024): 211–15.

¹¹ Gi-Zen Liu et al., "Unveiling the Influence of Emotion Regulation on Job Satisfaction, Job Effectiveness, and Psychological Well-Being in Iranian University EFL Teachers: A SEM Analysis," *International Journal of Applied Linguistics*, 2024.

¹² Mireia Tintoré et al., "A Scoping Review of Problems and Challenges Faced by School Leaders (2003–2019)," *Educational Management Administration & Leadership* 50, no. 4 (2022): 536–73.

critical for developing comprehensive strategies to strengthen teacher competencies and enhance the overall quality of education.

The conceptual framework guiding this study can be illustrated as follows:

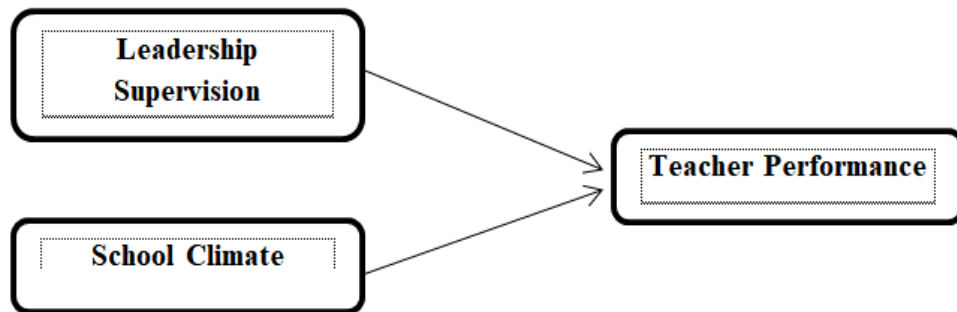


Figure 1. Conceptual Framework

This framework depicts that academic supervision and the school work climate shape teacher performance outcomes. Through this understanding, school leadership practices can be better directed toward improving the overall educational environment and instructional effectiveness.

LITERATUR REVIEW

The role of school principals has become increasingly central in educational leadership research, particularly as their responsibilities expand beyond administration into instruction and personnel management. Instructional leadership is viewed as a key factor in enhancing school performance.¹³ In parallel, transformational leadership contributes by supporting school vision-building and motivating teachers toward shared goals.¹⁴ Integrating teaching duties into the principal's role has intensified their workload in Indonesia.

Principal effectiveness is highly influenced by their ability to allocate time strategically to various responsibilities.¹⁵ Time prioritization directly affects

¹³ Philip Hallinger and Joseph Murphy, "Assessing the Instructional Management Behavior of Principals," *The Elementary School Journal* 86, no. 2 (1985): 217–47.

¹⁴ Kenneth Leithwood, Doris Jantzi, and Rosanne Steinbach, "Leadership and Other Conditions Which Foster Organizational Learning in Schools," in *Organizational Learning in Schools* (Taylor & Francis, 2021), 67–90.

¹⁵ Jason A Grissom and Susanna Loeb, "Triangulating Principal Effectiveness: How Perspectives of Parents, Teachers, and Assistant Principals Identify the Central Importance of Managerial Skills," *American Educational Research Journal* 48, no. 5 (2011): 1091–1123.

how principals manage instructional quality and organizational operations. However, as their duties grow more complex, principals globally report high-stress levels impacting their well-being and job performance¹⁶. In Islamic schools like SMPIT, these responsibilities are compounded by the expectation to act as spiritual and moral leaders.¹⁷

Most studies in Indonesia have focused on principal performance in public schools or general private schools.¹⁸ Evaluations in religious-based institutions remain limited despite their unique operational dynamics.¹⁹ The daily tasks of principals in SMPIT require managing school operations while embodying and promoting religious values within the school environment. Addressing this gap, the current study investigates leadership practices in schools where instructional, administrative, and spiritual responsibilities converge.

This research applies a concurrent embedded mixed-methods approach to capture numerical patterns and contextual meanings behind principal tasks. This design integrates qualitative insights into a dominant quantitative framework, offering a more nuanced perspective.²⁰ It is particularly appropriate for examining leadership behavior shaped by formal roles and informal cultural expectations.

Leadership in Islamic educational institutions must be understood through a value-laden framework. Ethical principles and spiritual goals are central to decision-making in such contexts.²¹ These schools expect principals to administer effectively and serve as role models in moral character. The conventional Western leadership models provide structural insights but often fail to capture this normative dimension. Therefore, adapting leadership theories

¹⁶ Fortune Okwara Egodi, Tobias C Obi, and Baranabas E Nwankwo, "Leadership Styles and Work Overload as Predictors Of Emotional Exhaustion among Staff of Nigerian Custom Service," *Caritas Journal of Psychology and Behaviourial Sciences* 3, no. 1 (2025).

¹⁷ Mohammed H Alduaiji, "The Affordances and Contraints of Distributive Leadership in Effecting School Improvement in Saudi Arabian Primary Schools for Boys: A Focus upon School Culture and Values," 2020.

¹⁸ Liskayani Liskayani, Muhammad Kristiawan, and Tobari Tobari, "Evaluasi Kinerja Kepala Sekolah Dasar Negeri Di Kecamatan Air Kumbang Berdasarkan Beban Kerja Sesuai Dengan Peraturan Pemerintah," *Jurnal Pendidikan Dasar Nusantara* 4, no. 2 (2019): 171–90.

¹⁹ Abbas J Ali, "Islamic Perspectives on Leadership: A Model," *International Journal of Islamic and Middle Eastern Finance and Management* 2, no. 2 (2009): 160–80.

²⁰ A Tashakkori, *SAGE Handbook of Mixed Methods in Social & Behavioral Research* (Sage, 2010).

²¹ Rafik I Beekun and Jamal A Badawi, "Balancing Ethical Responsibility among Multiple Organizational Stakeholders: The Islamic Perspective," *Journal of Business Ethics* 60 (2005): 131–45.

to accommodate local religious values becomes essential in understanding schools like SMPIT.

RESEARCH METHOD

This research employed a quantitative approach with an explanatory design.²² To explain the causal relationships among variables based on theoretical models. The study was conducted from October 2023 to March 2025, and the data collection process was completed in March 2025, ensuring that all findings presented in this study are final. The population comprised teachers from Islamic junior high schools (Madrasah Tsanawiyah) in Jombang Regency, East Java. A simple random sampling technique was utilized to select 180 respondents, ensuring that each teacher had an equal opportunity to be included, thereby minimizing sampling bias. Therefore, the researcher will present the research steps as illustrated in Figure 1 below:

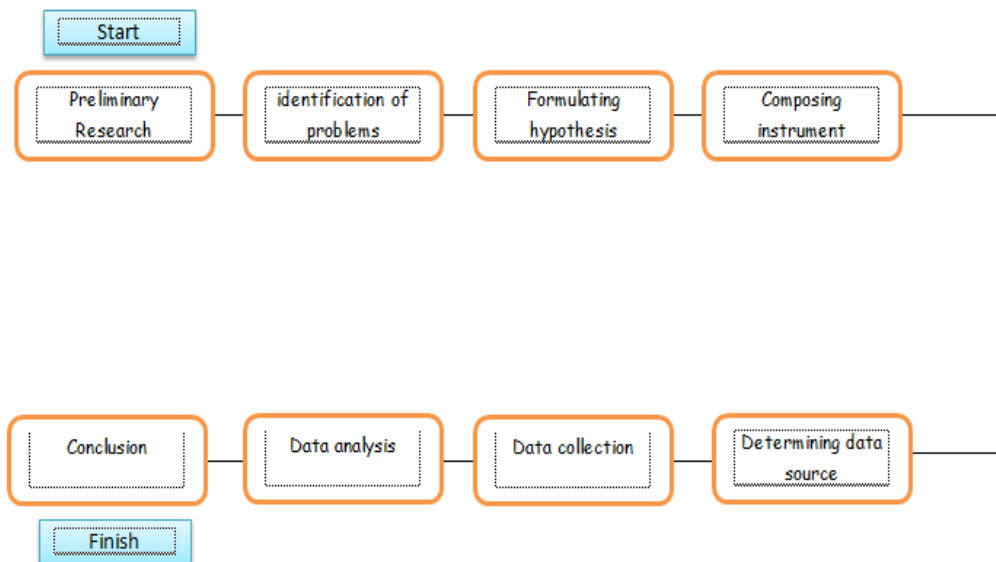


Figure 2. Research steps

The data were collected using a questionnaire that was developed systematically. The development stages followed the model proposed by Ediyanto et al., beginning with identifying relevant constructs, drafting items, validating through expert judgment, conducting a pilot test, revising items, and

²² Sugiyono Sugiyono, "Metodologi Penelitian Kualitatif Kuantitatif Dan R&D," *Bandung: Cv. Alfabeta*, 2019.

finalizing the instrument.²³ The questionnaire applied a 4-point Likert scale, ranging from “Strongly Disagree” to “Strongly Agree.” Content validity was ensured through evaluations by three educational management experts, and construct validity was tested using item-total correlations, with all items showing corrected item-total correlations above 0.30. Reliability testing conducted through a pilot study involving 30 teachers outside the sample revealed a Cronbach’s Alpha coefficient of 0.892, indicating high internal consistency.

Each research variable was measured through several indicators. Academic supervision by school principals was measured using indicators of guidance and feedback, professional development support, and monitoring of instructional quality. The school work climate variable was assessed based on collegiality among teachers, support from school leadership, recognition and rewards, and physical and resource support. Teacher performance was evaluated through indicators of teaching effectiveness, classroom management, professionalism, student engagement, and learning outcomes. The operational definitions of the variables are summarized in Table 1.

Table 1. Operationalization of Variables

Variable	Indicator	Measurement Scale
Academic Supervision (X1)	1. Guidance and feedback	4-point Likert scale (1-4)
	2. Professional development support	
	3. Monitoring instructional quality	
School Work Climate (X2)	1. Collegiality among teachers	4-point Likert scale (1-4)
	2. Support from school leadership	
	3. Recognition and rewards	

²³ Ediyanto Ediyanto et al., “Sustainable Instrument Development in Educational Research,” *Discourse and Communication for Sustainable Education* 13, no. 1 (2022): 37–47, <https://doi.org/10.2478/dcse-2022-0004>.

RESULTS AND DISCUSSIONS

RESULT

The results of the multiple linear regression analysis are presented as follows.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.689	0.475	0.470	3.257

Source: Primary Data, 2025

The model summary shows an R^2 value of 0.475, indicating that 47.5% of the variation in teacher performance is explained by academic supervision and school work climate.

Table 3. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1856.321	2	928.161	87.306	0.000
Residual	2052.679	193	10.634		
Total	3909.000	195			

Source: Primary Data, 2025

The significance value ($p = 0.000$) indicates that the regression model is statistically significant, meaning academic supervision and school work climate jointly influence teacher performance.

Table 4. Regression Coefficients

Model	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t	Sig.
(Constant)	12.143		4.132	0.000
Academic Supervision (X1)	0.347	0.321	5.112	0.000
School Work Climate (X2)	0.406	0.398	6.589	0.000

Source: Primary Data, 2025

Both academic supervision and school work climate positively and significantly affect teacher performance, with school work climate having a slightly more substantial influence.

DISCUSSION

The Influence of School Principal Supervision on Teacher Performance

The regression analysis shows that academic supervision positively and significantly affects teacher performance ($\beta = 0.321$; $p < 0.01$). This finding supports the argument by Rusdiman et al. that structured academic supervision enhances teacher competencies and instructional quality.²⁴ Compared to previous studies that primarily emphasized supervision as a monitoring tool, this study highlights the role of supervision in fostering professional development, thus providing a more dynamic interpretation of supervision practices.

School principal supervision has a meaningful impact on teacher performance, particularly in aspects such as professional development, improvement of teaching skills, and work motivation. Research indicates that principals actively engaged in academic supervision contribute positively to teaching quality and overall teacher performance.²⁵ A study by Barkah et al. revealed that principal supervision is crucial in enhancing teacher performance.²⁶ This suggests that structured and intensive supervision can influence teachers' work outcomes.

As educational leaders and managers, principals play a vital role in ensuring that teachers receive constructive feedback and adequate support in the teaching process. Isjoni stated that principals can offer meaningful evaluations through supervision, help teachers identify their instructional weaknesses, and provide opportunities to improve their teaching methods.²⁷ With continuous supervision, teachers are more encouraged to enhance their teaching quality and classroom performance.

However, this study also indicates that not all forms of supervision exert the same level of impact on teacher performance. Based on data collected from various schools, top-down supervision without open interaction or clear

²⁴ Rusdiman et al., "Academic Supervision Model In Improving Teacher Performance."

²⁵ Yulius Rustan Effendi and Pieter Sahertian, "Principals' Academic Supervision Based on Humanistic Spiritual Values to Increase Student Achievement Motivation," *International Journal of Innovation and Learning* 34, no. 1 (2023): 59–80.

²⁶ Barkah, Hidayat, and Nurbaity, "Principal Supervision Effect on Primary School Teacher Performance."

²⁷ Isjoni Isjoni, "The Effect of School Principal Supervision on Teacher Performance," *International Journal of Educational Best Practices* 4, no. 1 (2020): 43–52.

feedback contributes only around 34.7% to performance improvement.²⁸ Supervisory approaches that are predominantly evaluative and lack dialogue or collaboration may lead to dissatisfaction and hinder teachers from applying suggested improvements. Therefore, principals need to adopt collaborative and dialogic supervision approaches.

Research by Rozi et al. highlights that school principal supervision becomes more effective when conducted frequently and systematically.²⁹ Frequent supervision allows teachers to receive more constructive feedback and implement immediate improvements in their teaching strategies. In this context, feedback provided by principals accelerates the teaching enhancement process, directly impacting teacher performance. Hence, principals must ensure that supervision is well-planned and not limited to occasional evaluations.³⁰

In addition to frequency, the quality of supervision is critical in determining its influence on teacher performance. Supervision focused on developing teacher capacity, rather than solely on evaluation, is more likely to produce positive results. Sunaryo emphasized that principals who facilitate professional development through training or workshops during supervision can improve teachers' skills and knowledge.³¹ By offering opportunities for ongoing learning and growth, principals contribute to the overall quality of education.

Furthermore, the relationship between principals and teachers significantly affects the effectiveness of supervision. Sumarni et al. found that supervision becomes more productive when principals build harmonious relationships with teachers.³² Teachers who feel supported and appreciated are more open to constructive criticism and recommendations. This openness enables supervision to function as a continuous improvement tool that effectively enhances teaching quality.

Furthermore, the influence of principal supervision on teacher performance can be understood through work motivation theory, particularly

²⁸ Rosleny Babo Sumarni and Muhlis Madani, "Principal Supervision Increasing Elementary School Teacher's Performance," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 9, no. 3 (2020): 359.

²⁹ Rozi, Musfiqon, & Prasetya, (2022)

³⁰ Francis Lokupo, "Influence of Principals' Supervision Strategies on Curriculum Implementation in Public Secondary Schools in West Pokot Sub-County, Kenya" (Kisii University, 2020).

³¹ Yohanes Sunaryo Sunaryo, "Academic Supervision of School Principals and Teacher Performance: A Literature Review," *International Journal Pedagogy of Social Studies* 5, no. 2 (2020): 17–34.

³² Sumarni and Madani, "Principal Supervision Increasing Elementary School Teacher's Performance."

Herzberg's Two-Factor Theory. In this framework, adequate supervision is not only a motivator through professional development and constructive feedback but also a hygiene factor that ensures job satisfaction and minimizes demotivation.³³ Supervision that is fair and transparent and respects teacher autonomy has been shown to enhance job satisfaction significantly and, in turn, teacher performance.³⁴ Field findings from this study revealed that teachers who received personalized mentoring from principals showed increased confidence and willingness to apply innovative teaching strategies.³⁵ This supports the argument that high-quality interpersonal relationships between principals and teachers are a critical factor in determining the success of academic supervision. Therefore, a relationship-based supervision model, rather than one rooted purely in administrative procedures, is essential for improving school instructional quality.

Conversely, inadequate or poorly structured supervision can diminish teachers' motivation to improve performance. Ikhwan et al. revealed that infrequent or poorly targeted supervision, notably if it neglects professional development,³⁶ May cause teachers to feel ignored or unsupported. This can adversely affect their performance. Teachers who do not regularly receive meaningful supervision or feel unsupported by school leadership are likely to reduce their efforts to improve their teaching.

Additionally, principals should consider external factors influencing supervision outcomes, such as school conditions, available facilities, and workplace culture.³⁷ A study by Rozi et al. indicated that the effectiveness of school principal supervision is also significantly affected by a supportive school climate.³⁸ Principals who can create a cooperative and conducive environment for collaboration among teachers, staff, and students are generally more successful in executing adequate supervision. Therefore, fostering a positive school culture is a key strategy principals should adopt to maximize supervision effectiveness.

³³ Mohammed Alshmemri, Lina Shahwan-Akl, and Phillip Maude, "Herzberg's Two-Factor Theory," *Life Science Journal* 14, no. 5 (2017): 12–16.

³⁴ Ikhwan and Rabbani, "Principal Supervision Strategies in Improving Teacher Professionalism."

³⁵ Isjoni, "The Effect of School Principal Supervision on Teacher Performance."

³⁶ Ikhwan et al., "Urgensi Supervisi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di MTs NW Dames."

³⁷ Abd Warits, "The Implementation of the Doblin Innovation Model in Strengthening Competitive Advantage at Islamic Religious Higher Education Institutions in Madura," *Belajea: Jurnal Pendidikan Islam* 9, no. 2 (2024): 69–86.

³⁸ Rozi, Musfiqon, and Prasetya, "The Effectiveness of Principals' Supervision in Improving Teacher Performance."

The Influence of School Work Climate on Teacher Performance

The school work climate strongly influences teacher performance ($\beta = 0.398$; $p < 0.01$). This result aligns with the findings of Hamsah et al. and Shanti et al., who emphasized the motivational role of a supportive work environment.^{39,40} However, unlike previous studies that discussed work climate in isolation, this study integrates work climate into a broader model with academic supervision, revealing the comparative strength of organizational environment factors in driving teacher effectiveness.

The school work climate plays a crucial role in shaping teacher performance. Research shows that a favorable work climate can improve motivation, productivity, and the quality of teaching provided by teachers. A study by Hamsah found that a good work climate, characterized by harmonious relationships between teachers and the principal and among teachers themselves, can enhance teachers' work enthusiasm and directly contribute to their performance.⁴¹ This study revealed that a supportive work environment significantly influences how teachers carry out their duties, fostering productive interactions with students and encouraging innovation in teaching.

A favorable work climate depends not solely on interpersonal relationships but also on the school's support in meeting teachers' teaching needs. Research by Shanti emphasizes that adequate facilities and administrative support from the principal significantly impact teacher performance.⁴² Good facilities, such as comfortable classrooms, access to adequate educational technology, and sufficient teaching equipment, allow teachers to deliver lessons to students more efficiently and effectively. Teachers who feel they have access to the necessary resources are more likely to be confident and productive in their teaching.

Moreover, the results of this study also show that a work climate supported by a principal who acknowledges teachers' achievements has a very positive impact on teacher performance. A survey by Sawianti demonstrated that teachers who feel valued and recognized for their efforts and

³⁹ Hamsah, Syamsudduha, and Rahman, "Pengaruh Iklim Kerja Terhadap Kinerja Guru Pada Madrasah Aliyah Di Kecamatan Gantarang Kabupaten Bulukumba."

⁴⁰ Shanti, Gunawan, and Sobri, "Relationship of School Visionary Leadership and Organizational Climate with Teacher Performance."

⁴¹ Hamsah, Syamsudduha, and Rahman, "Pengaruh Iklim Kerja Terhadap Kinerja Guru Pada Madrasah Aliyah Di Kecamatan Gantarang Kabupaten Bulukumba."

⁴² Shanti, Gunawan, and Sobri, "Relationship of School Visionary Leadership and Organizational Climate with Teacher Performance."

accomplishments are more motivated to improve their performance.⁴³ Recognition of teachers is not limited to salary but also includes appreciation for their dedication and innovation in teaching. This can enhance teacher job satisfaction and encourage them to commit more to their responsibilities.

However, the results of this study also show that not all elements of the work climate have the same impact on teacher performance. For instance, if the relationship between teachers and the principal is less harmonious or if the principal does not provide sufficient support for the professional development of teachers, the positive impact on teacher performance may diminish. Sumarni revealed that a poor work climate, characterized by injustice, lack of open communication, and interpersonal conflicts, can reduce teacher performance.⁴⁴ Teachers who feel unsupported or unappreciated will likely experience lower motivation, affecting their teaching quality.

Research by Kundu also highlights that a poor work climate can increase stress levels among teachers, which ultimately negatively impacts their performance.⁴⁵ Stress caused by an unproductive work environment can reduce teaching effectiveness and increase job dissatisfaction. Teachers who feel pressured or dissatisfied with their working conditions will struggle to perform their best in the classroom, which can also affect student performance. Therefore, the principal must create a supportive work climate and minimize unnecessary stress.

In addition, the influence of work climate on teacher performance can also be interpreted through the lens of organizational behavior theory, particularly the Job Demands-Resources (JD-R) model. This theory posits that a work environment that offers sufficient resources, such as support, autonomy, recognition, and professional development, can buffer the effects of job stress and enhance employee engagement and performance. In the school context, when principals create a climate where teachers feel empowered and included in decision-making processes, it leads to higher levels of commitment and instructional quality.⁴⁶ Moreover, supportive work climates often promote psychological safety, where teachers feel secure to express ideas, try new

⁴³ Sawianti, Musdalifah, and Susdiyanto, "Pengaruh Iklim Sekolah Terhadap Kinerja Guru Di SMP Negeri 1 Uluweng Kabupaten Bone."

⁴⁴ Sumarni and Madani, "Principal Supervision Increasing Elementary School Teacher's Performance."

⁴⁵ Arnab Kundu, Tripti Bej, and Kedar Nath Dey, "An Empirical Study on the Correlation between Teacher Efficacy and ICT Infrastructure," *International Journal of Information and Learning Technology* 37, no. 4 (2020): 213–38, <https://doi.org/10.1108/IJILT-04-2020-0050>.

⁴⁶ Shanti, Gunawan, and Sobri, "Relationship of School Visionary Leadership and Organizational Climate with Teacher Performance."

methods, and take instructional risks without fear of blame or retribution.⁴⁷ This culture of openness is vital in fostering innovation and continuous professional growth. Therefore, beyond tangible resources, school leaders' emotional and psychological tone plays a central role in shaping how teachers perform in the classroom.

Additionally, a supportive work climate is closely related to the policies and practices implemented by the principal. A principal who can apply fair policies, support the professional development of teachers, and create an inclusive environment can significantly improve overall teacher performance. Research by Shanti suggests that principals who actively provide training and opportunities for the professional development of teachers can improve the work climate and teacher performance.⁴⁸ Relevant training helps teachers develop new skills, directly enhancing teaching quality.

On the other hand, a poor work climate, often caused by unclear or unsupportive policies, can lead to dissatisfaction and a decline in teacher performance. Research by Ikhwan et al. indicates that school policies that do not involve teachers in decision-making or neglect their needs can create tension between teachers and principals.⁴⁹ Teachers who feel excluded or disempowered in decision-making will likely feel dissatisfied with their work and demonstrate poor performance.

CONCLUSION

This study highlights the significant role that school principal supervision and the school work climate play in enhancing teacher performance. The findings show that principal supervision, with a contribution of 34.7%, and the school work climate, contributed 40.6%. This emphasizes that a positive work environment, supported by adequate academic supervision, directly influences teachers' motivation, productivity, and teaching quality. Principals who provide constructive feedback, ensure professional development, and foster a supportive work climate can significantly improve the quality of education in schools.

Moreover, the study reveals that not all supervision or work climate elements produce the same impact. Supervisory practices that are top-down or

⁴⁷ Kundu, Bej, and Dey, "An Empirical Study on the Correlation between Teacher Efficacy and ICT Infrastructure."

⁴⁸ Shanti, Gunawan, and Sobri, "Relationship of School Visionary Leadership and Organizational Climate with Teacher Performance."

⁴⁹ Ikhwan and Rabbani, "Principal Supervision Strategies in Improving Teacher Professionalism."

lack open communication may limit the potential for performance improvements. Similarly, a poor work climate, characterized by a lack of support or inadequate resources, can increase stress and lower teacher motivation. Thus, principals must adopt collaborative and supportive approaches in both supervision and creating a conducive work environment to maximize the improvement of teacher performance and, ultimately, the quality of education in schools.

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