Academic Supervision and Work Climate to Improve Primary School Teacher Performance

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ABSTRAK

Tidak konsistennya pelaksanaan supervisi akademik sehingga mengurangi efektivitas dalam memberikan dukungan dan bimbingan kepada guru serta iklim kerja yang tidak kondusif mengakibatkan turunnya kinerja guru. Penelitian ini bertujuan untuk menganalisis pengaruh supervisi akademik dan iklim kerja terhadap kinerja guru Sekolah Dasar Negeri di Kecamatan Bantul dan mengevaluasi kontribusi supervisi akademik dan iklim kerja secara parsial terhadap kinerja guru Sekolah Dasar di Kecamatan Bantul. Jenis peneilitian ini adalah penelitian kuantitatif. Populasi penelitian ini seluruh Sekolah Dasar Negeri. Sampel penelitian sebanyak 136 guru, dengan teknik pengambilan sampel secara random sampling. Taknik pengumpulan data menggunakan kuesioner. Teknik analisis data yang digunakan dalam penelitian ini adalah regresi berganda dan uji hipotesis dengan parsial (uji t); uji simultan (uji f); dan uji keofisien determinan (R2). Hasil penelitian menunjukkan bahwa: secara parsial supervisi akademik mempengaruhi kinerja guru dengan t hitung dan signifikan, secara parsial iklim kerja mempengaruhi kinerja guru Sekolah Dasar Negeri dengan t hitung. Secara simultan terdapat pengaruh yang positif dan signifikan antara Supervisi akademik dan iklim kerja terhadap kinerja guru. Penelitian ini memperkuat temuan sebelumnya tentang pentingnya supervisi akademik dan iklim kerja dalam meningkatkan kinerja guru. Hasilnya dapat menjadi panduan bagi pihak sekolah dan pemerintah dalam merancang strategi untuk meningkatkan kualitas pendidikan di tingkat dasar. Implikasi penelitian ini menunjukkan bahwa supervisi akademik yang efektif dan iklim kerja yang kondusif berperan signifikan dalam meningkatkan kinerja guru, baik dalam hal perencanaan, pelaksanaan, maupun evaluasi pembelajaran.

ABSTRACT

The inconsistent implementation of academic supervision reduces the effectiveness of providing support and guidance to teachers, and an unconducive work climate results in a decline in teacher performance. This study aims to analyze the effect of academic supervision and work climate on the performance of elementary school teachers in Bantul District and to evaluate the contribution of academic supervision and work climate partially to the performance of elementary school teachers in Bantul District. This type of research is quantitative research. The population of this study was all elementary schools. The study sample was 136 teachers, using a random sampling technique. The data collection technique used a questionnaire. The data analysis techniques used in this study were multiple regression and partial hypothesis testing (t-test), simultaneous test (f-test), and coefficient of the determinant test (R2). The study's results showed that: partially, academic supervision affects teacher performance with t count, and significantly, partially, work climate affects the performance of elementary school teachers with t count. Simultaneously, there is a positive and significant influence between academic supervision and work climate on teacher performance. This study strengthens previous findings about the importance of academic supervision and work climate in improving teacher performance. The results can guide schools and the government in designing strategies to improve the quality of education at the elementary level. The implications of this study indicate that adequate academic supervision and a conducive work climate play a significant role in improving teacher performance, both in terms of planning, implementing, and evaluating learning.

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1. INTRODUCTION

Education plays a role as an effort to create the basic values of society, influenced by social dynamics, culture, and the evolution of values or visions that shape the educated young generation (Bandhary et al., 2019; Japemar et al., 2020). The hopes and demands of education stakeholders focus on quality education. The general public is more likely to entrust their children to educational institutions that have high quality standards (Annisa et al., 2020; Rostini et al., 2022; Sa'dullah & Hidayatullah, 2022). In the current context, the role of educators is very significant in improving the quality of learning. PISA 2018 noted that Indonesia was ranked 74th out of 79 participating countries, highlighting challenges in cognitive skills, particularly in reading literacy, mathematics and science (Sanaky, 2021; Singerin, 2020). Therefore, improving the quality of education is an urgent need to overcome these rankings and improve students' ability to process information and apply knowledge in the context of new realities. PISA analysis from 2000 to 2018 shows that the quality of education in Indonesia still faces challenges, especially in terms of the lack of skills that some teachers have to teach their students effectively. (Addini et al., 2019; Yolviansyah & Hermanto, 2024). The Indonesian government continues to strive to improve the quality of education as part of its commitment to achieving the educational goals mandated by Law Number 20 of 2003 concerning the National Education System. Efforts to improve the quality of education continue to be realized through various programs implemented by the government. Some of the initiatives undertaken include improving the orientation of independent learning education, developing an independent curriculum, and strengthening the profile of Pancasila learners (Putrawangsa & Hasanah, 2019; Yulianingsih et al., 2018). Through these steps, it is hoped that the desired educational goals can be achieved, as well as shaping the character of Indonesian students to be better in the future. The important role of educators is also key in forming quality student characters.

Teachers are the most important factor influencing education. Educators play an important role in improving education because they are involved in the teaching and learning process and are closest to students (Rostini et al., 2022; Suratman et al., 2020). To achieve these goals, educators need to fulfill various roles, such as counselor, reformer, fashion designer, etc. The results of the meta-analysis show that teachers are an important source in student development at school (Sato et al., 2019; Zein et al., 2021). Teacher competency is a conceptual framework that describes certain personal characteristics that teachers must have. Teachers are educational professionals who have the responsibility to educate, teach, guide and evaluate students at various levels of formal education. Teacher and Lecturer Education Number 14 of 2005 stipulates the main duties of teachers as indicators for assessing their performance. Improving the quality of a teacher has a direct impact on the development of students and society as a whole (Singerin, 2020; Ulum & Mun'im, 2023). Teacher performance assessment is an important step in measuring the extent of their success in carrying out their main tasks, such as educating, guiding and training students. This is the school's effort to ensure that teachers contribute optimally to the learning and development of students (Yunitasari et al., 2021; Zein et al., 2021).

Teacher Performance Assessment (PKG) is the focus of teacher training, assessing teaching aspects such as pedagogical, personality, social and professional skills. The Teacher Competency Test (UKG) is used to evaluate teacher performance, measuring basic competencies in subject areas and pedagogy. The quality of a teacher not only reflects individual achievement, but also has a central impact in shaping students' futures and strengthening the foundations of society (Siregar & Thomas, 2019; Yolviansyah & Hermanto, 2024). The average UKG results in Bantul Regency, Yogyakarta Special Region Province in 2019 reached a score of 67.04. This assessment was carried out at each level of education, namely elementary, middle school, high school and vocational school with scores of 66.63, 69.09, 73.51 and 65.24 respectively. The Minimum Completeness Criteria (KKM) set is 80 (Regional Education Balance, 2019). The pedagogical and professional aspect scores are 61.05 and 69.60 respectively. This data highlights that the problem of education quality is not only related to the curriculum, facilities and infrastructure, but also the quality of the teaching staff. Thus, attention to increasing teacher competency is also key in improving the quality of education. The quality of teaching in the school environment is very dependent on the teacher's performance in the learning process (Sumadiana et al., 2021; Ujiarto et al., 2018).

Teacher performance is not only focused on achieving quantitative results, but also concerns the quality of work such as adherence to procedures, discipline and dedication (Hartoyo, 2019; Keller et al., 2023; Zohriah et al., 2018). Aspects of teacher performance which include loyalty, creativity, leadership and integrity also play an important role (Alam et al., 2017; Hildebrandt & Eom, 2021). "Quality of Work" as the amount and quality of work, including aspects of obedience and dedication. Studies show that principal supervision has a positive impact on teacher performance and job satisfaction (Arman et al., 2019; Enikolopov et al., 2018). However, the data shows indications that teacher performance is still low. It requires competent human resources and a conducive environment. Performance as a result of work quantitatively and qualitatively in accordance with his responsibilities. Effective supervision is considered

an aid to improving the quality of joint work procedures and instructions (Cowan & Goldhaber, 2022; Darmaji et al., 2019).

The quality of a teacher's performance is reflected in his ability to plan and implement learning. Aspects of teacher quality include learning planning, learning implementation, and evaluating learning outcomes (Glickman et al., 2019; Hardono et al., 2021). As the dominant factor in improving the quality of education, teachers have a central role in the education system, being directly involved in the teaching and learning process (Hewi & Shaleh, 2017; Kusumaningtyas et al., 2020). However, there are still various problems that contribute to the decline in the quality of education. Criteria for successful teacher performance are directed at the competencies stipulated in Government Regulation Number 19 of 2005 concerning National Education Standards. Efforts made to improve the quality of teacher work include increasing competence through training, providing books and learning tools, as well as implementing teacher certification (J. Iskandar, 2019; Rahabav, 2021). Good teacher performance is expected to improve the quality of education and implement it in the field. However, there are several interrelated factors that influence teacher performance, such as work ethic, motivation, job satisfaction, school culture, work climate, school regulations, organizational climate, principal leadership style, academic supervision and other factors (Prasetyono et al., 2020; Sa'dullah & Hidayatullah, 2022). The principal as the leader of the institution has the responsibility to lead the progress of the school, representing the aspirations of its members, including teachers. To meet the expectations of its members, school principals need to utilize their potential and intelligence and respond to changes in the school organizational environment responsively and strategically (Malikah & Wafroturrohmah, 2020; Sato et al., 2019)

This shows that supervision is not just an evaluation, but is also a constructive step to improve performance and achieve educational goals (Andriesgo., 2020; A. Iskandar, 2021; Kurniatie et al., 2018). In improving education, there must be supervision in it to correct things that are not good in improving the quality of education. The academic supervision of the school principal has a big influence on the quality of education, because it has a significant positive impact on the quality of educational services (Khofiyya et al., 2019; Mackinnon, 2020). Climate, in a management context, refers to organizational members' perceptions of organizational conditions. Factors such as principal-teacher relationships, job characteristics, and organizational climate influence teachers' innovative behavior (Mukiyi & Dewi, 2017; Nurpuspitasari et al., 2018). Teachers' innovative work behavior is likely to be influenced by a dynamic school climate (Madrid et al., 2020; Yolviansyah & Hermanto, 2024). School climate, which includes the nature and characteristics of the work environment, has a major influence on individual working conditions. A good work environment supports teacher competence and job satisfaction, while a bad environment can increase stress and reduce motivation to increase competence (Siregar & Thomas, 2019; Yulianingsih et al., 2018). Overall, a work climate that is participative and oriented towards human needs can increase job performance and satisfaction.

Organizational climate is: "Organizational climate is the study of the perceptions that individuals have of various aspects of the environment in organizations" which means: organizational climate is the study of the perceptions that individuals have of various aspects of the environment in organizations (Annisa et al., 2020; Sumadiana et al., 2021). The climate factor at school is the work atmosphere that creates a relationship atmosphere within the school. Climate is seen as something that differentiates one school from another. The climate, if pleasant, is conducive to optimal production (Darmaji et al., 2019; Yulianingsih et al., 2018). Therefore, efforts must be made to create a good climate in schools, so that there can be good cooperation between all parties, including school principals, teachers, students, parents and administrative staff so that school goals can be achieved. Thus it is clear that the work climate that exists in an environment greatly determines the success of work activities. The teacher's work environment is the school, namely all school residents such as teachers, students, school principal administrative staff and so on. Therefore, the work climate in schools is the school climate (Sanaky, 2021; Ujiarto et al., 2018).

The problem of this research focuses on the quality of education which still faces significant challenges, especially in terms of teachers' pedagogical, personality, social and professional skills. The teacher competency test shows that there are still many teachers who have not reached the required minimum competency standards. One of the main causes is the administrative burden which takes priority over teaching duties in the classroom. This administrative burden takes up time and energy that should be used for preparation and implementation of teaching, thus having a negative impact on the quality of the teaching and learning process. Apart from that, the quality of teacher performance has also decreased due to a lack of support for academic supervision activities aimed at improving the quality of teaching. A less conducive work climate also contributes to disparities between teachers. Based on the background description above, the author intends to conduct research on the influence of academic supervision and work climate on the performance of state elementary school teachers in Bantul sub-district in an effort to improve the quality of education and improve teacher performance. Although there has been a lot of

research discussing teacher performance, there are still gaps that need to be addressed: many studies show that academic supervision can improve teacher performance, but more research is needed on how supervision mechanisms work in certain contexts; research on climate in schools often lacks depth in explaining how a particular work climate affects teacher performance; most research tends to treat academic supervision and work climate separately. However, the interaction between these two factors and their combined impact on teacher performance has not been explored.

The novelty of this research lies in the effort to reveal the relationship between academic supervision, work climate, and elementary school teacher performance in a holistic and contextual manner. Different from previous research which may only focus on one variable separately, this research offers an integrative approach by looking at the simultaneous influence of both variables on teacher performance. In addition, this research introduces the concept of teacher needs-based supervision and participatory supervision approaches which have not been widely implemented in the elementary school context. Another novelty can also be seen from the study of work climate aspects which include psychological, social and physical dimensions simultaneously, providing a more comprehensive understanding of the influence of the work environment on teacher performance. The findings of this research can be used as a basis for developing new, more effective supervision models and policies for managing a work climate that is friendlier and more supportive in elementary school environments. Thus, this research contributes to the development of theory and practice of supervision and human resource management in the education sector. Therefore, the aim of this research is: to examine the influence of academic supervision and work climate simultaneously on the performance of state elementary school teachers in Bantul District; to examine the contribution of academic supervision and work climate to the performance of state elementary school teachers in Bantul sub-district. This research is important because teachers are the main factor influencing education. Good teacher performance has the potential to improve student learning outcomes and form quality student characters. Therefore, understanding the factors that influence teacher performance is very important.

2. METHOD

This research uses a longitudinal study method because it is ex post facto (Saunders et al., 2019; Sharma, 2019). This gives the researcher control over the research variables and emphasizes that using published work as a reference point will help them gain a concrete analysis of the research. This type of longitudinal research, called ex post facto research, uses previous research data that still exists because similar research has already been carried out. (Thistlewaite & Campbell, 2016). The population used in this research was State Elementary Schools in Bantul District, Yogyakarta. Based on DAPODIK data. There are 17 schools located in Bantul District, Yogyakarta. With a population of 233 teachers including class and subject teachers. The technique used in this research is simple random sampling. Simple random sampling is a random sampling method used by researchers (Hameed, 2016). This sampling was determined based on a proportional formula to determine the number of samples from each school so that a research sample of 136 teachers were obtained which were taken randomly without distinguishing based on their status as Civil Servants (PNS) or Non-Permanent Teachers (GT).

This research design model places research variables as independent and dependent variables. The variables that will be examined in this research are academic supervision (X1), work climate (X2) as the independent variable and teacher performance (Y) as the dependent variable. This research will measure the extent of the influence of 2 independent variables on 1 dependent variable. This research was carried out by: creating a research instrument grid, testing the research instrument grid (see Table 1) using a validation test for each variable, then after being declared valid, a reliability test is carried out, to find out to what extent an instrument can be trusted, after the instrument is valid and reliable, then proceed with distributing questionnaires to respondents, the data that has been obtained is tested for its prerequisites by carrying out a normality test , to ensure that the data is normally distributed or not, then after the data is normally distributed, proceed with a multiple regression test which aims to see how big the influence is between 2 or more variables.

The data collection instrument used in this research was a questionnaire. Of the three variables explained in the previous paragraph, there are 15 academic supervision statement items, 8 work climate statement items, and 16 performance statement items. An overview of the academic supervision questionnaire instrument, work climate and teacher performance is presented in Table 1.

Table 1. Academic Supervision Grid, Work Climate, and Teacher Performance Instruments

Variable	Sub Variable	Indicator	Question number
Academic Supervision	Planning	Planning program	1,2
		Instrument	3,4
		Timetable	5,6
	Implementation	Application of principles	7,8
		approach	9,10
		Surveillance techniques	11,12
	Following up	Construction	13,14
		Supervision Results	15
Work Climate	Physique	Security, order, cleanliness, health, shade, beauty and coolness.	1,2,3,4,5
	Psychology	There is no mutual suspicion, openness, familiarity, kinship, cheerful atmosphere.	6,7,8
Teacher Performance	Develop a Learning Plan	Class management planning, organizing and managing learning	1,2
	Implement Learning	initiating, managing, organizing learning	3,4
	Apply Interpersonal Relationships	develop positive attitudes of students	5,6
		show enthusiasm in learning	7
		managing teacher behavior interactions	8,9
	Carry out the Evaluation of Learning Outcomes	plan, implement, manage, utilize and report assessments	10
	Implement Enrichment Programs	perform tasks	11
		provide reading materials	12
		help teachers	13
	Carry out Repairs	provides specific guidance and simplification	14,15
Number of Statements			**38**

This questionnaire uses a Likert scale with five scale options, where categories 1 = strongly disagree (STS), 2 = disagree (TS), 3 = doubtful (RG), 4 = agree (S), 5 = strongly agree (SS). Analysis of this research data uses classical assumption tests and multiple regression analysis. Before testing classical assumptions, researchers first carry out validity and reliability tests. The validity test is carried out by comparing the correlation coefficient with the product moment correlation table. With a total of 35 teachers' validity data using the Degrees of Freedom formula, namely n-2, meaning 35-2 = 33 teachers. There were 33 teachers sampled in the instrument validity test, with the results of the validity test for each variable presented in Table 2.

Table 2. Validity Test Results

Variable	Question	Table	Information
Academic Supervision	15 Questions	0,344	Legitimate
Work Climate	8 Questions	0,344	Legitimate
Teacher Performance	15 Questions	0,344	Legitimate

Based on Table 2 above, each variable in this study passed the validity test by comparing the value of rcount > rtable based on a significance test of 0.05. Then a reliability test is carried out by looking α *Cronbach* value, the results of the instrument reliability analysis are presented in Table 3.

Table 3. Instrument Reliability Analysis Test Results

No.	Variable	Alfa Cronbach	Information
1	Academic Supervision	0.924	Reliable
2	Work Climate	0.856	Reliable
3	Teacher Performance	0.898	Reliable

Based on the results of the analysis in the table above, it shows that all variables have a Cronbach Alpha Coefficient ≥ 0.6, so that each variable in this research is declared reliable and can be continued at the classical assumption testing stage.

3. RESULT AND DISCUSSION

Result

This research took data from 17 public elementary schools in Bantul District. This research used three questionnaires, namely academic supervision, work climate and teacher performance. The aim of this research is to find out how much influence academic supervision and work climate have on teacher performance and how much contribution each academic supervision and work climate has on teacher performance. To see the effect of academic supervision and work climate on teacher performance, a normality test is carried out first. The normality test is a test used so that we can find out whether these variables have normally distributed data or not, which will later become a requirement to be able to carry out a regression test. multiplex at the next stage (Zein et al., 2019) and after testing, the results are presented in Table 4.

Table 4. Normality Test Results

	Say.	Normally Distributed
Academic Supervision	0.197	Normal
Work Climate	0.200	Normal
Teacher Performance	0.200	Normal

Based on Table 4 above, the results of the normality test were obtained by looking at the Kolmogorov-Smirnov test on the SPSS 23 tool. The results of the academic supervision variable Asymp. The Sig value (2-tailed) is 0.197. Because the significance is more than 0.05 (0.197 > 0.05), the value is normal. Then the Work Climate variable has Asymp. Sig (2-tailed) 0.200. This means that the data is normally distributed. Likewise, the Teacher Performance variable is 0.200, which indicates that each variable has normally distributed data because its significance is greater than 0.05. Then the linearity test between academic supervision variables, work climate and teacher performance can be presented in Table 5.

Table 5. Linearity Test

			Square Sun	df	Means Square	F	Say.
Academic Supervision* Teacher Performance	Between Groups	(Combination)	1259.282	22	57.240	3.979	0.000
		Linearity	845.407	1	845.407	58.771	0.000
		Deviation from Linearity	413.875	21	19.708	1.370	0.149
	In Groups		1625.475	113	14.385		
	Total		2884.757	135			
Work Climate* Teacher Performance	Between Groups	(Combination)	1444.172	21	68.770	5.422	0.000
		Linearity	1130.864	1	1130.864	89.490	0.000
		Deviation from Linearity	313.308	20	15.665	1.240	0.236
	In Groups		1440.585	114	12.637		
Total			**2884.757**	**135**			

Table 5. Above explains the results of the linearity test for Academic Supervision which has a significance value of 0.149 > 0.05 with an Fcount value of 1.370. Work Climate has a significance value of 0.236 > 0.05 with a calculated F value of 1.240. These results show that each independent variable and the dependent variable have a linear relationship because the significance value (sig) is > 0.05 and meets the requirements for regression analysis. The next step is that the researcher carries out multiple linear regression testing which aims to determine whether the research hypothesis is accepted or not. This hypothesis testing was carried out to see whether there was an influence of academic supervision and work climate on teacher performance. In testing multiple regression hypotheses, there are several test criteria that must be carried out, namely the coefficient of determination test (R-Square), model significance test (F

test), coefficient significance test (t test). Following are the results of the multiple regression test of academic supervision, work climate on teacher performance and are presented in Table 6. Based on the results of Table 6 above, it can be concluded that:

$$Y = 26{,}663 + 0{,}148X1 + 0{,}349X2$$

Table 6. Multiple Regression Variance Test Results

Model	Unstandardized Coefficients		Standardized Coefficient	T	Say.
	B	Std. Error	Beta		
(Constant)	26.663	4.032		6.613	0.000
Academic Supervision (X2)	0.148	0.069	0.199	2.133	0.035
Work Climate (X3)	0.349	0.071	0.450	4.942	0.000

Based on the results of the analysis using Table 6, it can be concluded that there is a significant influence of the academic supervision variable (X1) on teacher performance, with a significance value of 0.035 ($p < 0.05$). This shows that academic supervision has a real impact on teacher performance. Likewise, the work climate variable (X2) obtained a significance value of 0.000 ($p < 0.05$), indicating that work climate also has a significant influence on teacher performance. Therefore, the results of the analysis show that academic supervision and work climate have an important role in improving teacher performance in state elementary schools in Bantul District.

Thus, it can be concluded from statements 1 and 2 above that academic supervision and work climate have a positive effect on teacher performance. In line with research conducted by (Bandhary et al., 2017) it is explained that there is an influence of supervision and work climate of 28.30%. Then the coefficient of determination (R^2) in this research is to find out how much influence the vevas variable (x) has on the dependent variable (Y). The coefficient of determination (R^2) shows a result of 0.494, which means there is an influence of 49.4% between academic supervision and work climate on teacher performance. Meanwhile, 50.6% is influenced by other variables. To find out how much each variable contributes, it will be explained through Relative Contribution (SR) and Effective Contribution (SE). SR and SE calculations were calculated using the SPSS version 23 application which is presented in Table 7.

Table 7. Correlation Results

		Academic Supervision	Work Climate	Teacher Performance
Academic Supervision	Pearson Correlation	1	0.660	0.538
	signature. (2-tail)		0.000	0.000
	N	136	136	136
Work Climate	Pearson Correlation	0.660	1	0.626
	signature. (2-tail)	0.00		0.00
	N	136	136	136
Teacher Performance	Pearson Correlation	0.538	0.555	1
	signature. (2-tail)	0.00	0.00	
	N	136	136	136

Based on Table 7, the results of the calculation of Relative Contribution (SR) and Effective Contribution (SE) can be seen in Table 8.

Table 8. Results of Relative Contribution and Effective Contribution

Independent Variable	Relative Contribution (SR)	Effective Contribution (SE)
Academic Supervision	42.9%	21.23%
Work Climate	57%	28.17%
Amount	99.9%	49.42%

The effective contribution (SE) in this study was 49.42%. This and the magnitude of the coefficient of determination (R Square) in the multiple regression analysis is 49.42%. Details of the effective

contribution (SE) for the Academic Supervision variable 21.23% and Work Climate 28.17% respectively. Meanwhile the relative contribution (SR) to the academic supervision variable was 42.9%; the work climate variable is 57%. Therefore, it can be concluded that the work climate variable has a significant or dominant influence on the teacher performance variable.

Discussion

These findings state that school effectiveness is greatly influenced by the principal's ability to lead, especially in relation to the performance of teachers in the school he leads (Singerin, 2020; Ulum & Mun'im, 2023). The school principal not only has a very important role, but also plays a central role in the decision-making process that influences all aspects of school operations. The principal's ability to carry out academic supervision has been proven to improve teacher performance by improving the quality of learning in the classroom. Through structured and ongoing academic supervision, school principals can provide the guidance, feedback and support teachers need to develop their teaching methods (Yunitasari et al., 2021; Zohriah et al., 2018). This in turn will motivate teachers to continue to improve their performance because they feel helped, cared for and appreciated by their leaders. Thus, a principal-teacher relationship based on effective academic supervision not only improves the quality of learning but also creates a work environment that supports teachers' professional and personal growth (Khofiyya et al., 2019; Sato et al., 2019). For this reason, school principals must have skills as educational developers and supervisors to maximize the utilization of each person in carrying out their duties. Apart from being a managerial supervisor, the principal also acts as an academic supervisor, who has the obligation to help teachers become professional and improve the quality of learning. Academic supervision is not an assessment of teacher performance for accreditation, but rather a series of activities that help teachers develop their abilities in managing the learning process to achieve learning goals (Cowan & Goldhaber, 2022; J. Iskandar, 2019). Its essence is to help teachers develop their professional skills, not to assess their performance.

Academic supervision can also influence teacher performance, this is proven by the research results seen based on a t value of 2.133 and a significance level of 0.035 (smaller than 0.05), as well as a positive regression coefficient of 0.148, the results of this research show that academic supervision has an effect positive and significant on teacher performance. This is in line with research findings which state that supervision has a positive effect on teacher performance (Hardono et al., 2021; Yunitasari et al., 2021). Teacher performance is carried out by teachers in carrying out their duties as educators. The quality of teacher performance determines the quality of educational outcomes because teachers are the ones who interact most directly with students during the learning process. The success of teacher performance is influenced by the surrounding environment (Arman et al., 2019; Cowan & Goldhaber, 2022). Therefore, the surrounding environment, especially in this case the school, such as the principal, must be able to motivate and empower teachers to create good performance and be able to act as professional teachers in addition to the teachers themselves who are able to improve the quality of their teachers. own work. Teacher performance is basically the performance or performance carried out by teachers in carrying out their duties as educators (Addini et al., 2019; Kurniatie et al., 2018) The quality of teacher performance will determine the quality of educational outcomes, because teachers are the ones who have the most direct contact with students in the education/learning process in educational institutions/schools.

Academic supervision is a professional mentoring activity for teachers which aims to improve the quality of learning outcomes and help teachers carry out their teaching duties more effectively. (Glickman dkk., 2014). The aim of academic supervision is to develop the professionalism of educators, monitor the quality of learning, and increase teacher motivation (Kusumaningtyas et al., 2020; Mackinnon, 2020). Supervision is an important aspect in the educational process, where teachers are actively involved in collaborative and structured practices carried out jointly by supervisors and educators (Yunitasari et al., 2021; Zohriah et al., 2018). The teacher's ability to create more active, innovative, effective, efficient and enjoyable learning for students is the main indicator of academic supervision.

There are three main (key) concepts in terms of academic supervision. First, academic supervision must directly influence and develop teacher behavior in managing the learning process. The teacher's level of ability, needs, interests and professional maturity as well as other personal characteristics must be considered in developing and implementing academic supervision programs (Alam et al., 2017; Siregar & Thomas, 2019). Second, the supervisor's behavior in helping teachers develop their skills must be designed as a whole, so that the start and end times of the development program are clear. This design is realized in the form of an academic supervision program that aims at certain goals (Addini et al., 2019; Rostini et al., 2022). Third, the ultimate goal of academic supervision is so that teachers can be better able to facilitate learning for their students (Sa'dullah & Hidayatullah, 2022; Yolviansyah & Hermanto, 2024). In its implementation, academic supervision is carried out by paying attention to factors that have the potential to hinder the achievement of the stated goals (Zohria dkk., 2022). Thus, the implementation of academic

supervision can be supported by the school principal or supervisor who plays an active role in assisting teachers in the supervision process (Yulianingsih et al., 2018; Zein et al., 2021). Factors that influence academic supervision are the organization, employees, leaders and supervisors. Agree with research which argues that the factor that is an indication of the success of supervision is the planning of the supervision program; work process guidelines; implementation of supervision; assessment of work results. To improve learning outcomes, apart from implementing academic supervision, it is also influenced by the work environment or work climate (Bandhary et al., 2019; Japemar et al., 2020).

Therefore, the purpose and function of implementing academic supervision is to provide assistance in the form of counseling, guidance, monitoring and direct assistance to teachers to maximize their potential in order to improve the quality of learning carried out in the classroom (Addini et al., 2019; Sulastri et al., 2022).. Based on the hypothesis in this research, it is: H1: Academic supervision has a positive and significant effect on teacher performance (ACCEPTED). This is in line with research findings which state that the research results show that there is a positive and significant influence of academic supervision on teacher performance which is expressed by the equation $Y = 39.428 + 0.523X1$ with a contribution of 34.8%. Previous research findings outline the results of research data analysis which shows that there is a significant influence of academic supervision on teacher performance. This is proven by Sig. 0.007<0.005 and Fh 2.280. The findings of this research which state that academic supervision has a positive and significant effect on teacher performance can be said to be in line with previous research.

Meanwhile, the results of multiple linear regression analysis show that the work climate in Bantul District Public Elementary Schools has a significant positive effect on teacher performance. The significance value of work climate is 0.00 (less than 0.05), and the calculated t value is 4.942 (greater than 1.978) which indicates that work climate improves teacher performance. This research is consistent with research (Cowan & Goldhaber, 2022; Kurniatie et al., 2018). The work climate describes the state of the school community in a state of cheerfulness and friendship or care for each other. Close working relationships are created through good relationships between principals and teachers, teachers and students. A harmonious work climate will create passion and inspiration at work.

One aspect that supports success in the teaching and learning process is the work climate. A conducive work climate is a work climate that is appropriate and supports the smoothness and continuity of the learning process carried out by teachers. For this reason, it is necessary to understand several things that have an important role. These two aspects of the learning process must support each other. A conducive work climate will make every teacher more motivated to demonstrate superior performance accompanied by efforts to increase their competence. Therefore, in an effort to create a conducive working climate, school principals should pay attention to the following principles: teachers will work harder if the activities they carry out are interesting and enjoyable, the objectives of the activities need to be clear. structured and informed to teachers so that they know the goals of their work, teachers can also be involved in preparing these goals, teachers must always be informed about the challenges in each job, giving rewards is better than punishment, but sometimes punishment is also necessary, trying to meet social needs psycho-physical teacher, so as to obtain satisfaction. The work climate consists of physical climate and psychological climate. Physically, for example security, cleanliness, comfort, condition of organizational (school) facilities and infrastructure. Psychological climate includes five dimensions, namely: responsibility, identity, warmth, support, and conflict.(Darmaji et al., 2019; Malikah & Wafroturrohmah, 2020).

In Bantul District, teacher motivation and morale are driven by a positive work environment supported by the principal, colleagues, professional development and open communication. On the other hand, a negative work environment causes tension between coworkers, lack of support and unclear communication. Workplace interactions influence individual behavior, according to organizational behavior theory. At SDN Bantul, performance is improved through positive interactions between the principal, colleagues and employees. Cooperative and collaborative workplaces encourage teachers to share ideas, but conflict between individuals can lead to a poor work environment, hindering teacher performance. Based on the hypothesis in this research, it is: H2: School work climate has a positive and significant effect on teacher performance (ACCEPTED). The results above are also in accordance with previous research which states that the research results show that there is a positive and significant influence of school climate on teacher performance which is expressed by the equation $Y = 29.773 + 0.702X2$ with a contribution of 52.1% and the remaining 47.9% is influenced (Mukiyi & Dewi, 2017; Prasetyono et al., 2020). Other research conducted previously revealed that the work climate has a significant influence on the performance of teachers in SMP Negeri 3 Bantan, with the contribution of the work climate variable amounting to 43.7%, while the remaining 56.3% is influenced by other variables that were not studied (Enikolopov et al., 2018; Prasetyono et al., 2020). The regression equation shows $Y = 11.928 + 0.899X$. Apart from that, the results of statistical tests show that Ho is rejected and Ha is accepted, thus strengthening the relationship between work climate and teacher performance. The findings of this research which state that

work climate has a positive and significant effect on teacher performance can be said to be in line with previous research.

The effective contribution (SE) reached 49.42%, the same as the coefficient of determination (R Square) in multiple regression analysis, namely 49.42%. Details of effective contribution (SE) show that the Academic Supervision variable contributed 21.23% and Work Climate 28.17%. Meanwhile, the relative contribution (SR) of Academic Supervision is 42.9% and Work Climate is 57%. Thus, it can be concluded that the Work Climate variable has a more significant or dominant influence on teacher performance variables compared to Academic Supervision. The GAP in this research is seen based on previous research which states that the results of the analysis show that: there is an influence of academic supervision on teacher performance with a value of 35.10%; there is an influence of work climate on teacher performance with a value of 40.50%; and there is an influence of academic supervision and work climate on teacher performance with a value of 28.30%. Then academic supervision influences teacher performance with a significance value of 0.655 and a large influence of 4.50% (Glickman et al., 2019; Hardono et al., 2021). The work climate has a positive and significant effect on teacher performance which shows low teacher performance such as low teacher quality, low student achievement, inadequate school facilities and infrastructure, and the school environment does not support the learning process. In another study, the principal's academic supervision influenced teacher performance by 24.1% with 75.9% influenced by other factors not studied. The influence of academic supervision, work motivation, and teacher work environment on teacher performance also influences teacher performance, but specific data is not yet available in the results of this research (Ujiarto et al., 2018; Ulum & Mun'im, 2023).

The results of this research have several practical implications for school management and educational policy makers. First, it is important to improve the quality of academic supervision, with a focus on effective planning, implementation and follow-up. Good supervision will help teachers to plan and implement learning better. Second, a positive work climate must be a top priority. Physical aspects such as safety, cleanliness and comfort, as well as psychological aspects such as trust, openness and a cheerful working atmosphere, are very important to create a work environment that supports teacher productivity and well-being. Investing in a positive work climate not only improves teacher performance but also has a positive impact on their motivation and job satisfaction. Overall, this research confirms that academic supervision and work climate play an important role in improving teacher performance. However, work climate shows a greater influence, so strategies for improving teacher performance should integrate improvements in both aspects in a balanced way to achieve optimal results. This research also provides opportunities for further exploration of other factors that influence teacher performance, thereby providing direction for future research in this area. Limitations of this study include the use of a sample that may not be fully representative of the broader teacher population, as well as a quantitative approach that may not capture the qualitative nuances of teacher experiences. Therefore, recommendations for future research are to expand the sample, use mixed methods (qualitative and quantitative), and explore additional factors such as social support, teacher well-being, and pedagogical innovation that may further improve teacher performance.

4. CONCLUSION

The conclusion of this research shows that academic supervision and work climate significantly influence improving the performance of elementary school teachers. Academic supervision carried out effectively through a collaborative, participatory and teacher needs-based approach can help teachers improve the quality of planning, implementation and evaluation of learning. On the other hand, a conducive work climate, characterized by a comfortable work atmosphere, harmonious interpersonal relationships, and support from the school, can increase teacher motivation and job satisfaction. The combination of these two factors creates a more productive learning environment and supports teacher professional development. Therefore, school principals, supervisors and educational policy makers need to strengthen academic supervision and build a positive work climate in schools. This conclusion underlines the importance of synergy between supervision management and strengthening the work climate to encourage optimal teacher performance, which ultimately has an impact on improving the quality of learning in elementary schools.

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