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Optimizing Teacher Performance: An Empirical Analysis of School Climate and Academic Supervision in Primary Education

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Abstract:

This study aims to analyze the influence of school climate and academic supervision on teacher performance, both partially and simultaneously, in elementary schools. This research employed a quantitative approach with a population of 71 elementary school teachers. Data were collected via questionnaires and analyzed using simple and multiple linear regression in SPSS version 26. The findings reveal that school climate has a significant effect on teacher performance, accounting for 14.8% of its variation. Academic supervision also has a significant influence, contributing 11.6%. Furthermore, school climate and academic supervision simultaneously affect teacher performance by 31.8%, while the remaining 68.2% is influenced by other factors not examined in this study. Descriptive analysis shows that the implementation of school climate reached 87.88%, categorized as good, and academic supervision reached 86.48%, also categorized as good. These findings indicate that a supportive school climate and effective academic supervision are essential factors in improving teacher performance. The study provides empirical evidence to help school leaders and educational stakeholders strengthen school management practices and professional development programs.

Keywords: *School Climate, Academic Supervision, Teacher Performance*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh iklim sekolah dan supervisi akademik terhadap kinerja guru, baik secara parsial maupun simultan, pada sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan populasi sebanyak 71 orang guru sekolah dasar. Pengumpulan data dilakukan menggunakan kuesioner, sedangkan teknik analisis data menggunakan uji regresi linear sederhana dan berganda dengan bantuan program SPSS versi 26. Hasil penelitian menunjukkan bahwa iklim sekolah berpengaruh signifikan terhadap kinerja guru dengan kontribusi sebesar 14,8%. Supervisi akademik juga berpengaruh signifikan terhadap kinerja guru dengan kontribusi sebesar 11,6%. Selanjutnya, secara simultan iklim sekolah dan supervisi akademik berpengaruh terhadap kinerja guru sebesar 31,8%, sedangkan 68,2% lainnya dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini. Hasil analisis deskriptif menunjukkan bahwa pelaksanaan iklim sekolah memperoleh tingkat capaian sebesar 87,88% dengan kategori baik, sedangkan supervisi akademik memperoleh capaian sebesar 86,48% dengan kategori baik. Temuan penelitian ini menunjukkan bahwa penguatan iklim sekolah yang positif dan pelaksanaan supervisi akademik yang efektif merupakan faktor

penting dalam meningkatkan kinerja guru. Penelitian ini memberikan implikasi bagi kepala sekolah dan pemangku kebijakan pendidikan dalam merancang strategi peningkatan profesionalisme dan efektivitas guru.
Kata Kunci: *Iklim Sekolah, Supervisi Akademik, Kinerja Guru*

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INTRODUCTION

The improvement of educational quality remains a fundamental objective of education systems worldwide, as it enhances human resource capacity by developing the knowledge, skills, and attitudes required for social competitiveness and contribution (Gözükara, 2018). In Indonesia, improving educational quality is a strategic component of national development and a collective responsibility shared by the government, educational institutions, teachers, and parents (Kuntoro, 2019). Among various factors influencing educational quality, teachers play a central role because they directly determine the effectiveness of the learning process and the development of students' competencies (Jong, 2019; Zhang, 2020). As the primary actors in classroom instruction, teachers are expected to demonstrate professional competence by planning, implementing, evaluating, and continuously improving learning activities (Murti, 2024).

Teacher performance is reflected in their ability to fulfill professional responsibilities, including teaching, guiding, mentoring, and facilitating students' intellectual, spiritual, and psychological development. Several indicators demonstrate effective teacher performance, including the ability to prepare lesson plans, implement instructional activities, evaluate learning outcomes, conduct research related to learning, provide enrichment programs, and carry out remedial activities (Siagian, 2025). Teachers who successfully perform these responsibilities demonstrate effective professional practice and contribute significantly to achieving educational objectives (Rohmah, 2023). Therefore, improving teacher performance has become an essential concern for schools seeking to enhance the overall quality of education.

Despite its importance, challenges in teacher performance remain evident in many educational institutions. Initial observations at 10 elementary schools in Panti District revealed that 8 schools faced several issues related to teacher performance. These issues included limited competence in preparing lesson plans, inadequate use of teaching modules or lesson plans, less interactive, monotonous teaching practices, insufficient preparation for evaluating student learning outcomes, limited guidance for students requiring additional support, ineffective learning methods that fail to engage all students, and minimal use of instructional media. These conditions indicate that teacher performance remains a significant challenge that requires systematic improvement through effective institutional management strategies.

The challenges related to teacher performance are not only associated with individual teacher competence but are also influenced by organizational factors within schools, particularly the school climate. School climate refers to the

conditions and atmosphere formed through interactions among principals, teachers, students, and other members of the school community, which subsequently influence teaching and learning processes (Sembiring, 2025). A positive school climate can encourage effective communication, collaboration, professional commitment, and motivation among teachers. Conversely, an unfavorable school climate may hinder teacher productivity and reduce their willingness to engage in professional development. Therefore, creating a supportive school environment is essential to encouraging teachers to perform at their optimal level.

Previous studies have demonstrated that school climate is significantly related to teacher performance. Utomo et al. (2023) and Wang (2020) found that improving school climate conditions contributes to better teacher performance. Similarly, Pangestu et al. (2025) reported that work climate positively influences teacher performance, explaining approximately 38.2% of the variation in teacher performance. Furthermore, Sidabutar et al. (2023) demonstrated that principal supervision and school climate jointly influenced teacher performance by 70.1%. These findings highlight that organizational conditions within schools represent important factors in strengthening teacher effectiveness.

In addition to school climate, academic supervision conducted by principals is another crucial factor influencing teacher performance. Academic supervision serves as a professional support mechanism that enables principals to provide guidance, motivation, feedback, and assistance to teachers to improve instructional practices (Adriantoni et al., 2023). Effective supervision has psychological and professional impacts by increasing teachers' confidence, motivation, and commitment toward improving their teaching quality (Wiyono, 2021; Jamil, 2025; Wang, 2024). Through systematic supervision, principals can assist teachers in developing competencies required to conduct effective learning activities (Gunadi, 2025; Mensah, 2025). Previous research also confirms that effective principal supervision significantly improves teacher performance (Ali, 2025; Savolainen, 2023). Sunarsih et al. (2025) found that academic supervision by principals led to a 24.9% improvement in teacher performance, while the combination of academic supervision and teachers' achievement motivation resulted in a 52.2% improvement. Similarly, studies by Ringo (2025), Zulkarnain et al. (2025), and Bradshaw et al. (2025) confirmed that academic supervision significantly affects teacher performance.

Although previous studies have extensively examined the influence of academic supervision and school climate on teacher performance, further investigation is still needed to understand how these two factors operate simultaneously within the specific context of elementary schools. Based on observations conducted from November to December 2024 in elementary schools in Panti District, several problems related to school climate were identified, including limited communication between principals and teachers, weak professional collaboration among teachers, inadequate student supervision systems, and insufficient learning facilities such as worship spaces, internet access, and library resources. These conditions indicate that both academic supervision and school climate require further analysis as strategic factors affecting teacher

performance. Therefore, this study aims to examine the influence of academic supervision and school climate on elementary school teachers' performance, providing empirical evidence to inform the development of strategies to improve teacher effectiveness and educational quality.

RESEARCH METHODS

This study employed a quantitative research approach to examine the influence of academic supervision and school climate on the performance of elementary school teachers. A quantitative approach was selected because it enables researchers to measure the relationship and causal effects among variables through statistical analysis (Creswell, 2022). The population of this study consisted of 71 elementary school teachers who were classified as State Civil Apparatus in Panti District. Since the population size was relatively limited, the study applied a total sampling technique, in which all members of the population were included as research participants. Data were collected using a structured questionnaire administered on a Likert scale to obtain information on three main variables: school climate, academic supervision, and teacher performance.

The collected data were analyzed using statistical procedures in SPSS version 27. The analysis included simple linear regression to examine the individual effects of school climate and academic supervision on teacher performance, as well as multiple linear regression to assess the joint effects of both independent variables on teacher performance. The hypotheses tested in this study were that school climate and academic supervision positively and significantly influence elementary school teachers' performance, both individually and simultaneously. Conversely, the null hypotheses stated that school climate and academic supervision do not have a positive and significant influence on teacher performance.

RESULTS AND DISCUSSION

Results

Enhancing the Performance of Teachers

The assessment of teacher performance was conducted through questionnaires distributed to elementary school teachers in Panti District, Pasaman Regency. The instrument consisted of 36 items measured using a five-point Likert scale, with scores ranging from a minimum of 36 (1 × 36) to a maximum of 180 (5 × 36). Based on participants' responses, the observed scores ranged from 128 to 156, indicating variation in teachers' performance levels. Among the measured dimensions, learning planning obtained the highest mean score (33.10), whereas the assessment and evaluation of learning outcomes represented the lowest mean score (16.90). These findings indicate that teachers demonstrated greater competence in preparing learning activities than in evaluating and assessing students' learning outcomes.

A mean score of 143.18, a mode of 145, a median of 144, and a standard deviation of 6.858 were obtained from the data processing findings. Table 1 displays the frequency distribution of teacher performance scores, while Figure 1 displays the histogram.

Table 1. Frequency Distribution of Teacher Performance Scores

No	Interval Class	Fo	F%	fcum	%fcum
1.	128-131	3	4.23	3	4.23
2.	132-135	6	8.45	9	12.68
3.	136-139	13	18.31	22	30.99
4.	140-143	13	18.31	35	49.30
5.	144-147	18	25.35	53	74.65
6.	148-151	8	11.27	61	85.92
7.	152-156	10	14.08	71	100.00

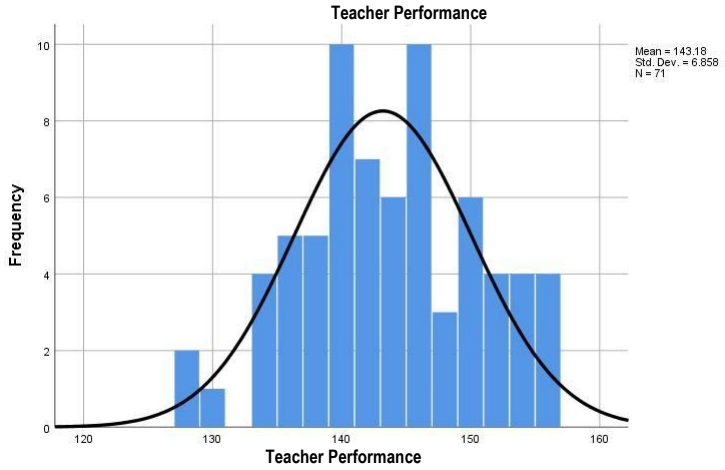

Figure 1. Teacher Performance Histogram

Additionally, using the data processing results for the instructor performance variable, a score of 80.65% was derived by dividing the average score by 180 and multiplying by 100, or by dividing 145.17 by 180 and multiplying by 100. The instructor performance variable is within the "Good" range of the ideal score. Consequently, the "Good" category describes the performance of the primary school instructors in Panti District, Pasaman Regency. Additionally, Table 2 displays the analysis of respondents' accomplishment levels for every teacher performance factor.

Table 2. Response Achievement Level for Each Teacher Performance Indicator

Indicator	Number of Items	Total Ideal Score	Average Score	Level of Achievement (%)	Category
Learning planning	8	40	33.10	82.75	Excellent
Mastering learning materials	6	30	23.83	79.43	Sufficient
Implementation of learning strategies and approaches	8	40	31.20	78.00	Sufficient
Classroom management	5	25	19.87	79.48	Excellent
Utilization of learning resources and media	5	25	20.23	80.92	Excellent
Conducting assessments and evaluating learning outcomes	4	20	16.90	84.50	Excellent
Total	**36**	**180**	**145.13**	**80.85**	**Excellent**

Table 2 indicates that assessment and evaluation of learning outcomes achieved the highest indicator score (84.50) in the Good category, while learning strategies and approaches obtained the lowest score (78.00) in the Sufficient category. Overall, teacher performance reached 80.85%, categorized as Good, demonstrating teachers' competence in lesson planning, material mastery, instructional strategies, classroom management, learning media utilization, and learning assessment.

School Climate

The school climate variable was measured using a 32-item questionnaire with a five-point Likert scale distributed to public elementary school teachers in Panti District, Pasaman Regency. The possible scores ranged from 32 to 160, while the observed scores ranged from 129 to 159. Among the indicators, relationships among school members obtained the highest score (53.50), whereas the school and physical environment received the lowest score (24.25). Statistical analysis showed a mean score of 141.18, a median of 140, a mode of 135, and a standard deviation of 7.166, indicating an approximately normal distribution of school climate scores. The frequency distribution is presented in Table 3 and Figure 3.

Table 3. Frequency Distribution of School Climate Scores

No	Interval Class	Fo	F%	fcum	%fcum
1.	129-132	9	12.70	9	12.68
2.	133-136	13	18.30	22	30.99
3.	137-140	14	19.71	36	50.70
4.	141-144	11	15.49	47	66.20
5.	145-148	15	21.12	62	87.32
6.	149-152	5	7.04	67	94.37
7.	153-156	1	1.40	68	95.77
8.	157-160	3	4.22	71	100.00

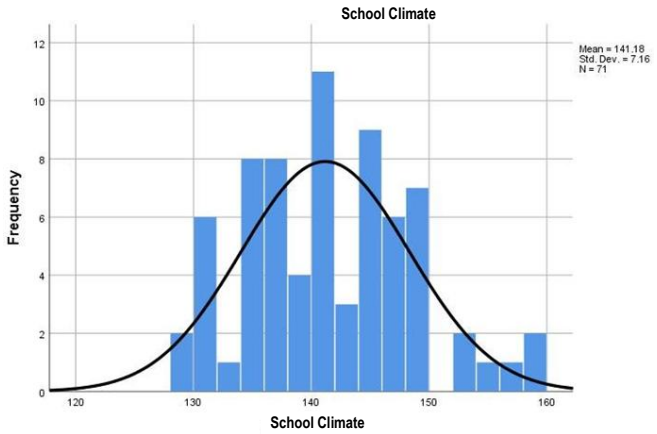

Figure 2. School Climate Histogram

Based on the data analysis of the school climate variable, the achievement level was calculated at 88.24% by dividing the mean score by the maximum score of 160 and multiplying by 100%. These findings indicate that elementary schools in Panti District, Pasaman Regency, demonstrate a positive school climate. The achievement levels for each school climate indicator are presented in Table 4.

Table 4. Level of Response Achievement for Every School Climate Measure

Indicator	Number of Items	Total Ideal Score	Average Score	Level of Achievement %	Categori
Security	7	35	31.54	90.11	Very good
Learning process	7	35	31.87	91.06	Very good
School/physical environment	6	30	24.35	81.17	Excellent
Relationships between school residents	12	60	53.52	89.20	Excellent
Total	**32**	**160**	**140.99**	**87.88**	**Excellent**

Table 4 shows that the learning process obtained the highest achievement score (91.06) in the Very Good category, while the school/physical environment recorded the lowest score (81.17%). Overall, the school climate variable achieved 87.88%, placing it in the Good category. This demonstrates that school climate implementation in public elementary schools in Panti District, Pasaman Regency, is reflected through security, learning processes, school environment, and relationships among school members.

Academic supervision

Academic supervision data were collected through a 32-item questionnaire distributed to 71 public elementary school teachers in Panti District, Pasaman Regency. Measured on a five-point Likert scale, the possible scores ranged from 32 to 160, while the observed scores ranged from 113 to 155. The highest indicator score was found for follow-up supervision outcomes (52.07), whereas establishing academic supervision received the lowest score (38.90). The analysis showed a mean score of 138.39, a median of 138, a mode of 136, and a standard deviation of 8.545. The frequency distribution of academic supervision scores is presented in Table 5 and Figure 3.

Table 5. Frequency Distribution of Academic Supervision Scores

No	Interval Class	Fo	F%	fcum	%fcum
1	113-118	1	1.41	1	1.41
2	119-124	3	4.23	4	5.63
3	125-130	9	12.68	13	18.31
4	131-136	16	22.54	29	40.85
5	137-142	19	26.76	48	67.61
6	143-148	16	22.54	64	90.14
7	149-155	7	9.86	71	100.00

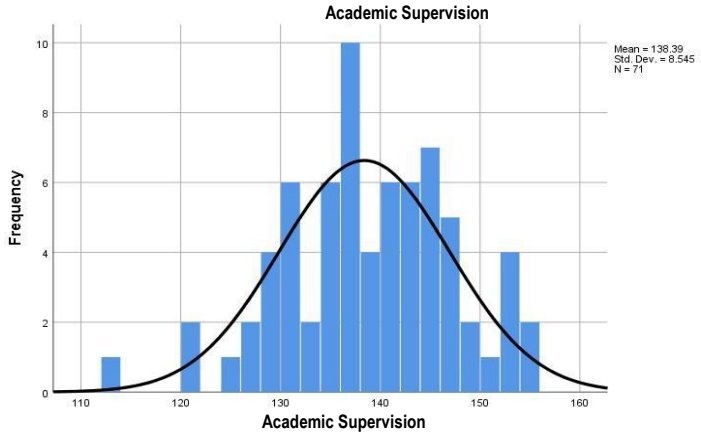

Figure 3. Academic Supervision Histogram

Additionally, the average score plus the highest score, multiplied by 100%, yielded 138.39; dividing this by 160 and multiplying by 100% yielded 86.50, based on the data processing results for the academic supervision variable. This score indicates that the academic supervision variable falls into the "Good" category. Thus, it can be concluded that the public elementary school teachers' learning supervision in Panti District, Pasaman Regency, falls into the "Good" category. Additionally, Table 6 displays the findings of the examination of respondents' accomplishment levels for each academic supervision indicator.

Table 6. Response Achievement Level for each Academic Supervision Indicator

Indicator	Number of Items	Ideal Total Score	Mean Score	Achievement Level (%)	Category
Planning an Academic Supervision Program	11	55	47.42	86.33	Excellent
Implementing Academic Supervision	9	45	38.90	86.49	Excellent
Following Up on Supervision Results	12	60	52.07	86.78	Excellent
Total	**32**	**160**	**138.47**	**86.48**	**Excellent**

The results show that academic supervision is categorized as Good, with an overall achievement score of 86.48%. The highest indicator score was for following up on supervision results (86.78%), while the lowest was for preparing an academic supervision program (86.49%). These findings indicate that the implementation of academic supervision, including program planning, supervision implementation, and follow-up actions, among primary school teachers in Panti District, Pasaman Regency, is generally good.

Table 7. Summary of Research Results

Variable	Mean	Achievement Level (%)	Interpretation
Teacher Performance	143.18	80.85	Excellent
School Climate	141.18	87.88	Excellent
Academic Supervision	138.39	86.48	Excellent

Linearity Test

The results of the linearity test between X1 and X2 against Y are presented in Table

Table 8. Summary of Results of Linearity Test Analysis of X1 against Y

Source	Sum of Squares	df (Degree of Freedom)	Mean Square	F	p-value
Deviation from Linearity	1020.466	21	48.594	1.307	0.218
Within Groups	1784.129	48	37.169		
Total					

Table 8 shows that the F value is 1.307 with $p = 0.218$ ($p > 0.05$). This means that the regression equation is linear.

Table 9. Summary of Results of Linearity Test Analysis of X2 against Y

Source	Sum of Squares	df (Degree of Freedom)	Mean Square	F	p-value
Deviation from Linearity	891.700	28	31.846	0.646	0.886
Within Groups	2020.233	41	49.274		
Total					

In Table 9, the F value is 0.646 with p = 0.886 (p > 0.05), indicating that the regression equation is linear.

Hypothesis testing

The first hypothesis tested in this study was that the implementation of school climate influences teacher performance. To determine the effect of school climate implementation on teacher performance, a simple correlation analysis was used. The calculated correlation coefficient between school climate implementation and teacher performance was 14.1%.

Table 10. Summary of Correlation Analysis Results Between School Climate (X1) and Teacher Performance (Y) Variables

Correlation	Correlation Coefficient (r)	Coefficient of Determination (r^2)	Sig.
rX1Y	0.385	0.148	0.001

The calculation results in Table 10 show that to determine whether there is a predictive relationship between school climate and teacher performance, a simple regression analysis was conducted. The resulting regression equation is Y = 195.274 + 0.369 X1. Next, the significance of the regression coefficients was tested. A summary of the analysis results is shown in Table 11.

Table 11. Summary of Regression Coefficient Test Results for School Climate (X1) on Teacher Performance (Y)

Source	Coefficient	t-value	Sig.
Constant	195.247	15.045	0.000
School Climate	0.369	0.106	0.001

Table 11 shows that school climate has a significant effect on teacher performance (t-value = 0.106, significance = 0.001), with a regression coefficient of 0.369. The regression equation Y = 195.247 + 0.369X1 indicates that each one-scale increase in school climate improves teacher performance by 0.369 scale. School climate accounts for 14.8% of teacher performance, and the hypothesis is accepted at the 95% confidence level.

Table 12 presents the results of the correlation analysis between academic supervision and teacher performance, which was conducted as the initial step to test the second hypothesis regarding the influence of academic supervision on teacher performance.

Table 12. Summary of Correlation Analysis Results of Academic Supervision Variable Scores (X2) with Teacher Performance Variables (Y)

Correlation	Correlation Coefficient (r)	Coefficient of Determination (r^2)	Sig.
RY^2	0.340	0.116	0.004

Table 12 shows that academic supervision is significantly related to teacher performance, with a correlation coefficient of 0.340 (p = 0.000 < 0.05). Academic supervision accounts for 11.6% of teacher performance. The regression analysis produces the equation Y = 105.413 + 0.273X2, indicating that academic supervision can predict teacher performance.

Table 13. Summary of the Results of the Regression Coefficient Test of Academic Supervision (X2) on Teacher Performance (Y)

Source	Coefficient	t-value	Sig.
Constant	105.413	12.599	0.000
Academic Supervision	0.273	0.091	0.004

Table 13 shows that academic supervision significantly affects teacher performance (t-value = 0.0901, significance = 0.000), with a regression coefficient of 0.273. The regression equation indicates that each one-point increase in academic supervision improves teacher performance by 0.273 scale. Academic supervision accounts for 11.6% of teacher performance, and the hypothesis is accepted at the 95% confidence level.

Table 14. Summary of the Results of the Correlation Analysis Between School Climate Variables (X1) and Academic Supervision on Teacher Performance (Y)

Correlation	Correlation Coefficient (r)	Coefficient of Determination (r^2)	Sig.
RY12	0.564	0.318	0.000

Table 14 shows that school climate and academic supervision are significantly and positively correlated with teacher performance, with a correlation coefficient of 0.564 (p = 0.000 < 0.05). Both variables contribute 31.8% to teacher performance. The multiple regression equation Y = 158.488 + 0.438X1 + 0.336X2 indicates that school climate and academic supervision can predict teacher performance.

Table 15. Summary of Regression Analysis Results Between School Climate Variables (X1) and Academic Supervision (X2) on Teacher Performance (Y)

Source	Sum of Squares	df (Degree of Freedom)	Mean Square	F-value	Sig.
Regression	1048.651	2	524.326	15.889	0.000[b]
Residual	2243.969	68	33.000		
Total	3292.620	70			

Table 15 shows that F count = 15.889 with □ = 0.000 < □ 0.05. This means that the regression equation Y = 158.488 + 0.438 X1 + 0.336 X2 is highly significant at the 95% confidence level and can be used to predict teacher performance. Next, a test of the regression coefficient weights was performed. A summary of the analysis results is shown in Table 16.

Table 16. Summary of Results for the Regression Coefficient Test of School Climate (X1) and Academic Supervision (X2) on Teacher Performance (Y)

Source	Coefficient	t-value	Sig.
Constant	158.488	16.266	0.000
School Climate	0.438	0.097	0.000
Academic Supervision	0.336	0.082	0.000

The regression test results indicate that school climate (X1) and academic supervision (X2) have significant effects on teacher performance (Y), with regression coefficients of 0.438 and 0.336, respectively (significance level = 0.000). The regression equation Y = 158.488 + 0.438X1 + 0.336X2 indicates that improvements in school climate and academic supervision will increase teacher performance.

Simultaneously, both variables contribute 31.8% to teacher performance, while the remaining 68.2% is influenced by other factors not examined in this study. Therefore, the third hypothesis is accepted at a 95% confidence level.

Discussion

The findings show that teacher performance (80.85%), school climate (87.88%), and academic supervision (86.48%) are categorized as Good. Improving classroom management, teaching strategies, learning environments, and positive relationships within schools can further enhance teacher performance.

The hypothesis testing confirms that all three hypotheses are accepted. School climate and academic supervision, both individually and jointly, have a significant effect on the performance of public elementary school teachers in Panti District, Pasaman Regency. These findings provide empirical evidence that improving school climate and academic supervision can enhance teacher effectiveness.

The Influence of School Climate on Teacher Performance

The findings indicate that school climate has a significant influence on teacher performance, contributing 14.8%. This suggests that school climate can predict teacher effectiveness, with a more positive school climate leading to improved teacher performance. A supportive school environment influences individual behavior, social interaction, and cultural development within schools, resulting in better teacher outcomes (Andriani, 2026; Setyati, 2025). Furthermore, a positive school atmosphere enhances teacher efficiency, attitudes, classroom learning, and involvement in school activities (Shofwani, 2026).

In contrast, a negative school climate may reduce teacher performance by creating an uncomfortable working environment, limiting the achievement of learning objectives, affecting student outcomes, and reducing teacher participation in decision-making processes (Hindun, 2023). Therefore, maintaining a positive and supportive school climate is essential for improving teacher effectiveness.

The descriptive analysis shows that the school climate is categorized as Good, with an achievement level of 87.88%. The highest indicator was the learning process (91.06%), while the lowest was the school/physical environment (81.17%). These results indicate that the implementation of school climate in elementary schools in Panti District, Pasaman Regency, is generally good; however, further improvements are needed to achieve an optimal level and enhance teacher performance.

Academic Supervision's Effect on Teacher Performance

The findings indicate that academic supervision has a significant influence on teacher performance, contributing 11.6% in public elementary schools in Panti

District, Pasaman Regency. This shows that academic supervision can predict teacher performance, with better supervision leading to improved teacher effectiveness.

The descriptive analysis shows that academic supervision is categorized as Good, with an achievement level of 86.48%. The highest indicator was following up on supervision results (86.78%), while the lowest was planning an academic supervision program (86.22%). These results indicate that academic supervision has been implemented well but still requires improvement to achieve an optimal level.

Improving academic supervision is important because effective supervision enhances teacher performance. This finding is consistent with Khuram (2024), who stated that academic supervision improves teacher performance. Similar results were reported by Zhang (2020) and Permana (2022), who found a significant influence of principal supervision on teacher performance.

Furthermore, effective supervision through proper planning, implementation, and follow-up actions can improve teacher performance in terms of quality, responsibility, cooperation, and productivity (Waeyenberg, 2020; Rachmawatie, 2025). Therefore, strengthening academic supervision by school principals is necessary to support continuous improvement in teacher performance (Khuram, 2021; Dijk, 2024).

School Climate and Academic Supervision Effects on Teacher Performance

The findings from this study's data analysis show that teacher performance variables are influenced by both academic supervision and the characteristics of the school atmosphere's implementation. Together, the two variables account for 31.8% of the variation in teacher performance; the remaining 68.2% is attributable to other factors that affect the performance of public elementary school teachers in Panti District, Pasaman Regency, but were not included in this study. In other words, academic supervision and school climate have a 31.8% influence on teacher performance. Teacher performance improves with improved academic supervision and school climate implementation (Senyametor, 2024; Octarina, 2025).

Additionally, data analysis demonstrates that academic supervision and school climate implementation, both separately and in combination, have a considerable impact on teacher performance. Academic monitoring and the establishment of a school climate are two crucial elements that can affect teacher effectiveness. When supervision is in place, it gives teachers a chance to perform better, which helps them develop and strengthen their capacity to oversee learning. For children to reach their full potential and succeed, a positive school climate is also necessary to increase teacher performance. A teacher's performance will improve with a more positive school climate.

This study contributes to the field of educational management by providing empirical evidence that school climate and academic supervision are important factors in improving teacher performance. The findings highlight the importance of strengthening a supportive school environment and implementing effective supervision practices as strategic efforts to enhance teacher professionalism and

effectiveness. Furthermore, this study provides valuable insights for school principals, policymakers, and educators in developing programs and interventions aimed at improving teacher performance in public elementary schools.

CONCLUSION

The study concludes that school climate and academic supervision have significant effects on teacher performance. Implementing a positive school climate improves teacher effectiveness by creating a supportive, comfortable, and collaborative school environment. Similarly, effective academic supervision plays an important role in enhancing teacher performance through proper planning, implementation, and follow-up of supervision activities. Overall, school climate and academic supervision, both individually and simultaneously, contribute to improving teacher performance in public elementary schools in Panti District, Pasaman Regency. These findings indicate that strengthening school climate and improving academic supervision practices are important strategies for achieving better teacher performance.

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