International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Influence Of Principal Academic Supervision, Work Climate, And Work Motivation On Teacher Performance Of Public Junior High School In Kurun District

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Abstract

This study aims to examine the direct and indirect effects of principals' academic supervision, work climate, and work motivation on teacher performance. Using a quantitative correlational design, the study involved 115 public junior high school teachers in Kurun District selected through proportional random sampling from a population of 162 teachers. Data were collected using a validated and reliable Likert-scale questionnaire and analyzed through descriptive statistics and path analysis following prerequisite tests of normality, linearity, and multicollinearity. The findings reveal that principals' academic supervision has significant direct effects on teacher performance, work climate, and work motivation, while work climate and work motivation also significantly influence teacher performance. In addition, academic supervision indirectly affects teacher performance through the mediating roles of work climate and work motivation. These results highlight the importance of effective supervision and supportive working conditions in strengthening teacher professionalism and improving educational quality.

Keywords: Academic Supervision; Work Climate; Work Motivation; Teacher Performance

INTRODUCTION

Education plays a fundamental role in developing high-quality human resources capable of addressing the challenges of an increasingly dynamic and competitive global environment.

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Indonesia has emphasized this priority through the Golden Indonesia 2045 Vision, which aims to cultivate a generation that is competitive, adaptable, and of strong character (Maulida et al., 2025). Achieving this vision requires the provision of high-quality education that equips individuals with the knowledge, skills, and values necessary in the future.

Teacher performance plays an important role in determining the quality of education because teachers are directly responsible for implementing the curriculum and supporting students' learning. Previous studies have shown that teacher performance influences students' academic achievement and the overall quality of education (Marzano et al., 2003). In addition, teachers are expected to continuously adapt to changes in society while carrying out their professional responsibilities (Suriansyah, 2015). Teacher performance not only reflects individual competence but also indicates how well a school achieves its educational goals. However, good teacher performance requires strong organizational and managerial support within the school.

Performance refers to the level of effort an individual puts into achieving optimal work outcomes (Robbins & Judge, 2017). In the educational context, teacher performance can be understood as a teacher's ability to carry out professional responsibilities in accordance with applicable regulations, policies, and professional standards. In Indonesia, Law No. 14 of 2005 on Teachers and Lecturers establishes clear criteria to improve and maintain teacher performance. The law requires teachers to possess appropriate academic qualifications, a teaching certificate, and good physical and mental health. In addition, teachers are expected to demonstrate four core competencies: pedagogical, personal, social, and professional competence. The law also outlines teachers' responsibilities in planning instruction, delivering learning activities, and conducting student assessments, all of which reflect the professionalism and quality of teacher performance.

A preliminary observation conducted in October 2024 identified several issues related to teacher performance in public junior high schools across Kurun District. Based on Glickman et al.'s (2018) teacher quadrant theory and the performance concept proposed by Robbins and Judge (2017), the identified problems included low quality of work, limited work output, inconsistent punctuality, low effectiveness, and a lack of teacher independence. These issues were reflected in the use of inappropriate teaching methods, ineffective classroom and time management, and unsatisfactory student learning outcomes. In addition, teacher discipline was found to be inadequate, as several teachers frequently arrived late to school. Teachers were also observed using their free time for activities unrelated to teaching instead of completing evaluation and assessment tasks. These practices suggest that some teachers have not fully carried out their professional responsibilities as educators.

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Teacher performance is thightly related to internal factors, particularly work motivation. Hasibuan (2019) defines motivation as the driving force that encourages individuals to work enthusiastically, cooperate effectively, and put forth their best effort to achieve organizational goals. For teachers, high levels of motivation can enhance job performance by encouraging greater commitment and effort in carrying out their responsibilities. Similarly, Aslamiah et al. (2019) argued that highly motivated individuals are willing to work hard to achieve success without expecting rewards or recognition. Therefore, teacher motivation can be understood as an internal drive that encourages teachers to perform their professional duties effectively and efficiently in order to achieve educational goals.

Previous studies have examined the relationships among academic supervision, work climate, work motivation, and teacher performance. However, research investigating both the direct and indirect effects of these variables within an integrated model, particularly in the context of Indonesian public junior high schools, remains limited. Therefore, this study aims to examine the direct and indirect effects of academic supervision, work climate, and work motivation on teacher performance, with a particular focus on public junior high schools in Kurun District.

LITERATURE REVIEW

Teacher Performance

Work performance is influenced by both internal and external factors. Internally, motivation plays an important role in encouraging individuals to put forth greater effort, while externally, performance is affected by organizational factors such as leadership, organizational management, organizational climate, and compensation systems (Dessler, 2020). In the educational context, teacher performance is closely associated with factors including academic supervision, work motivation, work discipline, interpersonal communication, personal characteristics, professional competence, a supportive work environment, and welfare-related aspects such as reward systems, work climate, career development, and opportunities for promotion and professional growth (Selviana et al., 2023). These findings suggest that teacher performance results from the interaction between individual characteristics and organizational conditions, both of which contribute to the effectiveness of the teaching and learning process.

Academic Supervision

Academic supervision carried out by school principals plays an important role in guiding, monitoring, and supporting teachers' professional development. Through a structured supervision

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process, principals can provide feedback and recommendations that help improve teacher performance, strengthen instructional practices, and ensure that classroom activities are aligned with educational standards. School principals are responsible for conducting academic supervision for all teachers as an essential strategy to improve the overall quality of education in schools (Hidayati & Suriansyah, 2022).

Work Climate

A positive work climate, characterized by collaboration, mutual trust, and supportive relationships, plays an important role in shaping teachers' motivation and their readiness to perform effectively. Academic supervision is also part of a continuous improvement process that emphasizes ongoing quality enhancement within school management. In this process, effective supervision by school principals and teacher professionalism complement one another. Well-implemented academic supervision not only improves the quality of classroom instruction but also fosters a supportive work environment that strengthens teachers' motivation and contributes to better educational outcomes (Saleh & Mutiani, 2021).

Similarly, a positive school climate creates conditions that support effective teaching and learning while enabling teachers to perform at their best. Such an environment contributes not only to improved teacher performance but also to better student learning outcomes and higher educational quality (Suttrisno, et al. 2026). Previous studies have consistently reported that organizational climate has a positive and significant effect on teacher performance (Asikin et al., 2023; Mardianti et al., 2020; Rahmadani & Suhaimi, 2021; Thika et al., 2024). These findings highlight the importance of fostering a positive organizational climate as one of the key factors in improving teacher performance.

Work Motivation

Work motivation is an important factor that encourages teachers to carry out their professional responsibilities, invest greater effort, maintain commitment, and achieve better performance. When teachers' motivation is supported by effective academic supervision and a positive work climate, they are more likely to demonstrate creativity, responsibility, and dedication in their work. This is supported by previous studies, which consistently found that work motivation has a positive and significant effect on teacher performance (Pratiwi et al., 2022; Rizki et al., 2023; Agustin et al., 2023; Nopiyana et al., 2024).

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METHODS

This study used a quantitative research design to examine the direct and indirect effects of principals' academic supervision, work climate, and work motivation on teacher performance in public junior high schools in Kurun District. The population consisted of 162 teachers from eight public junior high schools. A total of 115 teachers were selected as the sample using proportional random sampling.

Data were collected using a closed-ended questionnaire with a five-point Likert scale. The validity and reliability of the instrument were tested before it was distributed. The data were analyzed using descriptive statistics and path analysis. Before conducting the path analysis, the data were tested for normality, linearity, and multicollinearity. All assumptions were met, with significance values above 0.05. The research model is presented in Figure below.

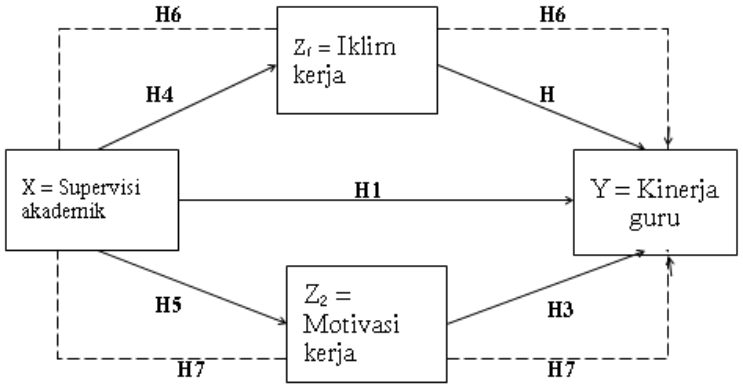


Figure 1. Research Design

RESEARCH RESULT

Descriptive statistics were used to summarize the characteristics of the study variables. The mean scores were used to determine the level of each variable (high or low). Table 1 presents the descriptive statistics for all variables.

Descriptive Statistics

No	Variables	Classification		
		Means	Quistionnaire Means	Cathegory
1.	Principal's academic supervision (X)	75,69	3,98	High

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2.	**Work climate (Z1)**	**79,65**	**3,99**	**High**
3.	**Work motivation (Z2)**	**104,90**	**4,03**	**High**
4.	**Teacher performance (Y)**	**96,33**	**4,00**	**High**

Before the regression analysis, the data were tested for normality, linearity, and multicollinearity. The results of the One-Sample Kolmogorov–Smirnov test with Monte Carlo simulation showed that all variables were normally distributed, as the significance values were greater than 0.05. The linearity test also showed a linear relationship between the variables. In addition, no multicollinearity was found, indicating that the independent variables were not highly correlated with one another.

Normality Test Result

		Unstandardized Residual
N		115
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	4,39798619
Most Extreme Differences	Absolute	,051
	Positive	,051
	Negative	-,033
Kolmogorov-Smirnov Z		,545
Asymp. Sig. (2-tailed)		,927
a. Test distribution is Normal.		

Linearity Test Result

Variabel	Sig. Linearity	Interpretasi
Academic supervision→ Kinerja guru	0,400	linier
Work climate → Kinerja guru	0,276	linier
Work motivation → Kinerja guru	0,077	linier
Academic supervision→ Work climate	0,064	linier
Academic supervision→ Work motivation	0,263	linier

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https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
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Colinearity Test Result

Model Linear	Variabel	Test Statistic Value		Intepretasi
		Tolerance	VIF	
Academic Supervision	Teacher Performance	0,227	4,403	Non-Multicollinearity
Work climate		0,220	4,551	Non-Multicollinearity
Work motivation		0,175	5,727	Non-Multicollinearity
Academic Supervision	Work climate	1,000	1,000	Non-Multicollinearity
	Work motivation	1,000	1,000	Non-Multicollinearity

The hypotheses were tested using path analysis to examine the direct and indirect relationships among the study variables. The path coefficients are presented in Figure 2.

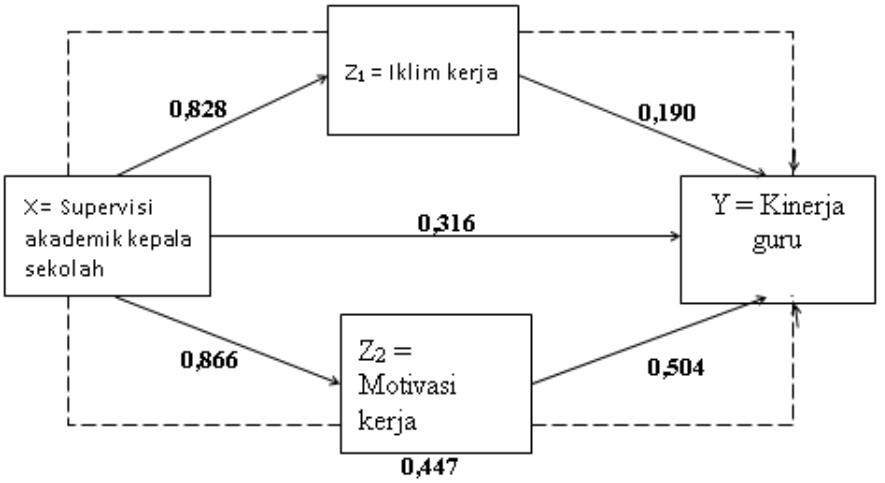


Figure 2. Path Analysis Result

DISCUSSION

Performance. The path coefficient was 0.316, indicating that a one-unit increase in academic supervision was associated with a 0.316-unit increase in teacher performance. This finding suggests that better implementation of academic supervision is associated with better teacher performance. Therefore, there was a positive and significant relationship between principals' academic supervision and teacher performance in public junior high schools in Kurun

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District.

Academic supervision is one of the principal's responsibilities in supporting teachers and helping them improve the quality of teaching and learning. According to Glickman et al. (2018), academic supervision is not only an evaluation process but also a professional development activity that helps teachers improve their competencies and classroom practices. This finding is consistent with Rahmatullah et al. (2019), who reported that principals' academic supervision had a positive and significant effect on teacher performance. Similar results have also been reported by Kusrini et al. (2018), Selviana et al. (2023), and Anggraeni and Hastuti (2025), who found that transformational leadership contributes positively to teacher performance.

The results also showed that work climate had a significant effect on teacher performance. The path coefficient was 0.190, indicating that a one-unit increase in work climate was followed by a 0.190-unit increase in teacher performance. This suggests that a supportive and comfortable work environment helps teachers perform their duties more effectively. Therefore, work climate was positively and significantly related to teacher performance in public junior high schools in Kurun District.

The findings indicate that teacher performance is closely related to the work climate at school. A positive work environment, characterized by a sense of safety, comfort, and good relationships among school members, creates conditions that support teachers in carrying out their work. Positive interactions among colleagues also encourage teachers to perform better. This finding is in line with Robbins and Judge (2017), who argued that organizational climate influences individual performance by shaping employees' behavior in the workplace. It also supports previous studies by Sundari et al. (2019), Wieyanthi and Wahyu (2022), and Noorhapizah et al. (2023), which found that work climate has a significant positive effect on teacher performance.

This study also found that work motivation had a significant effect on teacher performance. The path coefficient was 0.504, meaning that a one-unit increase in work motivation was associated with a 0.504-unit increase in teacher performance. This finding indicates that teachers with higher work motivation tend to show better performance. Therefore, work motivation was positively and significantly related to teacher performance in public junior high schools in Kurun District.

Work motivation plays an important role in improving teacher performance because motivated teachers are more willing to put effort into completing their work effectively. In general, teachers with higher motivation tend to perform better, while low motivation is often

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associated with lower performance. Uno (2016) explained that work motivation is an internal drive that encourages individuals to use their abilities and energy to complete their tasks as well as possible. The present findings are consistent with previous studies showing that work motivation has a direct, positive, and significant effect on teacher performance (Agustin et al., 2023; Nathalia et al., 2019; Nopiyana et al., 2024; Pratiwi et al., 2022; Rizki et al., 2023; Sakerani et al., 2023).

This study found a strong and significant relationship between principals' academic supervision and work climate, with a path coefficient of 0.828. This result suggests that better academic supervision is associated with a more positive work climate. In other words, effective academic supervision helps create a supportive, collaborative, and productive work environment in public junior high schools in Kurun District.

These findings indicate that one of the important roles of academic supervision is to build a positive work climate that supports improvements in teaching and learning through professional guidance for teachers (Suttrisno, 2021). This result is consistent with previous studies showing that academic supervision contributes to the development of a positive organizational climate (Poernamawijaya et al., 2018; Selviana et al., 2023; Suriagiri et al., 2022).

The results also showed a significant positive relationship between principals' academic supervision and teachers' work motivation. The path coefficient of 0.866 indicates that better academic supervision is associated with higher levels of teacher motivation. This finding suggests that effective academic supervision plays an important role in increasing teachers' enthusiasm, commitment, and readiness to carry out their professional responsibilities.

According to Glickman et al. (2018), academic supervision is a collaborative process that encourages teachers to reflect on their teaching, make improvements, and stay motivated in their instructional practice. Sergiovanni et al. (2015) also argued that principals who use a supportive and developmental approach to supervision are more likely to promote teachers' intrinsic motivation. By providing constructive feedback and building a climate of trust, principals can encourage teachers to take greater responsibility for their own professional development. The findings of this study are in line with Endarwati et al. (2025), who reported a strong relationship between the quality of academic supervision and teacher motivation.

The direct effect of principals' academic supervision on teacher performance (0.316) was higher than its indirect effect through work climate (0.157). This finding suggests that although a positive work climate contributes to better teacher performance, the direct role of academic supervision is stronger. Through effective supervision, principals can provide constructive

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feedback, guide teachers in improving their instructional practices, and ensure that teaching activities meet educational standards. As a result, direct supervision has a greater impact on improving teacher performance.

However, the indirect effect through work climate should not be overlooked. Although the effect was smaller, the results indicate that academic supervision also helps create a supportive and collaborative work environment. Robbins and Judge (2017) argued that organizational climate influences employees' behavior, which in turn affects their performance. Similarly, Saleh and Mutiani (2021) suggested that continuous academic supervision not only improves instructional quality but also creates a positive work climate that helps maintain teachers' motivation.

This study found that the indirect effect of principals' academic supervision on teacher performance through work motivation (0.447) was greater than its direct effect on teacher performance (0.316). This finding indicates that although academic supervision directly improves teacher performance through guidance and feedback, its impact becomes stronger when it increases teachers' work motivation. In other words, motivated teachers are more likely to translate the benefits of academic supervision into better performance.

When academic supervision encourages teachers by providing support, recognition, and opportunities for professional growth, teachers tend to become more engaged in their work and more committed to improving their performance. Uno (2016) stated that work motivation functions as an internal drive that encourages individuals to put forth their best effort in completing their tasks. Likewise, Hasibuan (2019) described motivation as a driving force that creates enthusiasm and encourages individuals to work more effectively. These findings suggest that the influence of academic supervision on teacher performance becomes stronger when accompanied by high levels of work motivation. This result is consistent with Wahyu and Saleh (2022), who found that improvements in teacher performance can be achieved through academic supervision and work motivation.

CONCLUSION

This study concludes that principals' academic supervision, work climate, and work motivation are closely related to teacher performance. Academic supervision serves not only as a means of monitoring and evaluating instructional practices but also as a form of professional support that helps teachers improve their competencies. When combined with a positive work climate and strong work motivation, academic supervision contributes to better teacher performance and supports the improvement of educational quality in schools.

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From a practical perspective, these findings suggest that school principals should implement systematic and continuous academic supervision that focuses on teachers' professional development. Schools should also create a positive work climate and strengthen teachers' work motivation through recognition, empowerment, and collaborative practices. By combining these efforts, schools can improve teacher performance and support the achievement of their educational goals.

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