



## The Effect of Principal Supervision, Teacher Pedagogic Competence, and Organizational Climate on the Performance of Integrated Islamic Elementary School Teachers in Pangkalan Kerinci District, Pelalawan Regency

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### ABSTRACT

This study examines the effect of school principal supervision, teachers' pedagogical competence, and organizational climate on teacher performance in Pangkalan Kerinci Islamic Integrated Elementary School. Using a quantitative approach with ex post facto design, data were collected from 126 teachers using validated questionnaires. Simple and multiple linear regression analyses were applied. Findings reveal that: (1) school principal supervision contributes 31.2% to teacher performance ( $p = 0.002$ ), (2) teachers' pedagogical competence contributes 42.8% ( $p = 0.001$ ), and (3) organizational climate contributes 27.5% ( $p = 0.004$ ). Collectively, these factors account for 62.3% of teacher performance. The study recommends enhancing principal supervision, offering comprehensive teacher training, and fostering a conducive organizational climate to improve educational quality.

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## **INTRODUCTION**

Teacher performance is a key factor in the success of education, playing a vital role as facilitators who not only transfer knowledge but also shape students' character. In Indonesia, including at Pangkalan Kerinci Islamic Integrated Elementary School, teacher performance faces challenges such as limited ability in applying innovative teaching methods and utilizing educational technology. This contributes to low educational quality, as data from the Ministry of Education shows that many elementary schools have yet to meet expected quality standards. Hedayani (2023) emphasizes the importance of teachers adapting to new policies and learning technologies, which require proactive learning attitudes.

At Pangkalan Kerinci Islamic Integrated Elementary School, teacher performance is a key focus in efforts to improve education quality. The school integrates the national curriculum with Islamic values, requiring teachers to master the subject matter and understand the diverse characteristics of students. Research by Ariyanli and Sabandi (2020) highlights that school principal supervision, pedagogical competence, and organizational climate significantly influence teacher performance. Effective supervision helps teachers identify their strengths and weaknesses, while strong pedagogical competence enables teachers to create student-centered learning.

However, supervision implementation often faces challenges, such as the lack of competence among school principals to provide effective supervision. Mulyasa (2004) asserts that principals must possess communication and analytical skills to ensure optimal supervision. At Pangkalan Kerinci Integrated Islamic Elementary School, principal supervision plays a critical role in guiding teachers to integrate Islamic values into their teaching. Research by Gumilar et al. (2024) finds that structured supervision based on teachers' needs contributes to improved teaching quality.

Teachers' pedagogical competence is also an important issue at Pangkalan Kerinci Islamic Integrated Elementary School. Teachers are expected not only to master teaching methods but also to understand child development psychology and social factors affecting learning. Research by Ahmad et al. (2020) shows that mastering information technology positively impacts students' learning interest. However, many teachers at Pangkalan Kerinci Islamic Integrated Elementary School still rely on conventional methods due to limited access to educational technology training. It is essential for the school to provide ongoing training tailored to teachers' specific needs.

Organizational climate also plays a critical role in supporting teacher performance. A positive climate, characterized by open communication and support from school leadership, can create a conducive work environment. Fauzan and Durahman (2021) suggest that a healthy organizational climate contributes to improved teacher performance, especially in schools based on religious values. At Pangkalan Kerinci Islamic Integrated Elementary School, emotional and professional support among teachers and from school leadership is crucial to building a comfortable work atmosphere.

## **LITERATURE REVIEW**

### **Teacher Performance**

Teacher performance is a crucial element in education, reflecting the effectiveness of educators in fulfilling their duties. According to Mangkunegara (2017), performance is defined as the results achieved in carrying out responsibilities. Teacher performance involves teaching quality and effectiveness in educating students, directly impacting learning outcomes (Sutisna, 2018). Factors affecting teacher performance include pedagogical competence, work motivation, and support from school leadership and the work environment (Rivai & Sagala, 2018). Effective teacher performance is influenced by both internal factors, such as pedagogical competence and motivation, and external factors, such as school supervision and a supportive environment.

Teacher performance can be measured using various indicators, including knowledge, skills, experience, and work attitude (Supardi, 2013). Key performance indicators in teaching include engaging students, using relevant teaching methods and media, planned evaluations, constructive feedback, and creating a comfortable learning environment. These indicators enable accurate assessments of teaching quality, allowing school leaders to identify areas for improvement. Ultimately, understanding the internal and external factors influencing teacher performance is essential to enhancing the quality of education and supporting professional development aligned with national educational goals.

### **Principal's Academic Supervision**

School principal supervision is a series of activities designed to support teachers in improving classroom learning quality. Glickman, Gordon, and Ross-Gordon (2014) define supervision as a function that supports teachers in their teaching practices and student learning outcomes. It serves not only as evaluation but also as a collaborative approach for teachers' professional development (Sergiovanni & Starratt, 2007). Wiles and Bondi (2015) add that supervision involves planning, implementation, and evaluation to create a more effective learning process.

The main goal of principal supervision is to enhance educational quality through the professional development of teachers. Purwanto (2010) states that supervision aims to guide teachers in overcoming teaching challenges and improving their competencies. Effective supervision helps teachers understand how to improve performance for better learning outcomes (Marzano, Frontier, & Livingston, 2011). Supervisory techniques include direct, clinical, collaborative, and non-directive approaches, all of which contribute to developing teachers' skills and improving classroom management.

Effective principal supervision significantly impacts teacher performance by improving pedagogical competence, work motivation, and classroom management skills. Structured supervision enhances teachers' confidence and skill development (Hallinger & Heck, 2016). Furthermore, continuous supervision contributes to improved educational quality by ensuring that

learning processes meet operational standards and promoting innovation in teaching methods.

An additional benefit is the creation of synergy between teachers and principals. Positive communication during supervision strengthens teacher involvement in decision-making, reinforces work relationships, and encourages teachers to take initiative to improve educational quality. Thus, effective principal supervision not only enhances individual teacher performance but also contributes to the overall development of educational quality within the school.

### **Teacher Pedagogical Competence**

Pedagogical competence is a fundamental skill that every teacher must possess to manage the learning process effectively and efficiently. This competence includes developing teaching models, implementing learning processes, measuring the effectiveness of learning outcomes, and providing guidance to students based on their individual characteristics and needs. According to the Teacher and Lecturer Law No. 14 of 2005, pedagogical competence is one of the four main competencies required of a teacher, alongside professional, personal, and social competencies.

Pedagogical competence involves understanding the subject matter and the ability to comprehend the characteristics of students, both individually and as a group. Teachers must design diverse learning activities, use appropriate methods, and create a positive classroom atmosphere. In international studies, Shulman (1987) introduced the concept of pedagogical content knowledge (PCK), which integrates content knowledge with pedagogy. Teachers must be capable of conveying material using suitable methods for students, understanding various learning styles, and making learning more inclusive. In the digital era, pedagogical competence also includes the ability to develop technology-based learning, as emphasized by Darling-Hammond (2006), making technology an integral part of pedagogical skills.

Indicators of pedagogical competence are benchmarks to assess a teacher's mastery of essential pedagogical aspects. These indicators include understanding students' cognitive development, designing effective learning processes, classroom management, and learning evaluation. The ability to use both formative and summative assessment techniques and provide constructive feedback is critical for assessing students' progress (Brookhart, 2011). Additionally, teachers should be proficient in utilizing information and communication technology (ICT) to enhance learning quality. Overall, strong pedagogical competence enables teachers to create effective and meaningful learning experiences, support students in achieving optimal learning outcomes, and contribute to the overall improvement of educational quality.

### **Organizational Climate**

Organizational climate, or school climate in the educational context, plays a vital role in determining the effectiveness of an institution. It is shaped by interactions among individuals within the organization, such as teachers, students, and other educational staff, and is influenced by the leadership style of the school principal and the overall work atmosphere. According to Timpe (in

Triatna, 2015), organizational climate encompasses environmental characteristics that can be measured through the collective views of organizational members, which influence individual behavior and motivation. A positive organizational climate is crucial for the effectiveness of education, with Hoy and Miskel (2013) emphasizing that a harmonious relationship between the principal, teachers, staff, and students is essential for creating a productive learning environment.

Approaches to organizational climate include various dimensions such as member perceptions, organizational structure, and interaction patterns. High-performance organizations often feature a clear structure, high standards, and mutual support among members (Watkin & Hubbard, in Susanty & Sigit, 2012). Jones (in Mulyasa, 2013) categorizes approaches to organizational climate into three main categories: dual-measurement approach, perception-attribute approach, and individual-perception approach. Positive organizational climate characteristics include strong relationships, mutual respect, and open communication, and these features are supported by leadership that empowers teachers. Research by Rapti and Karaj (2012) also highlights the importance of training principals and teachers to develop skills for creating an innovative work climate.

Indicators of organizational climate can be measured through aspects such as responsibility, conformity, group spirit, recognition, work standards, and organizational clarity (Timpe, 1993). Davis (1993) adds that a good organizational climate is achieved through quality leadership, effective communication, job satisfaction, and active employee participation. Overall, a conducive school organizational climate plays a significant role in creating an environment that supports effective teaching and learning. To achieve optimal school effectiveness, all components within the school must collaborate to foster a climate that supports the achievement of educational goals.

The hypothesis in this study can be seen as follows.

- a. There is an influence of principal supervision on the teacher performance of Pangkalan Kerinci Integrated Islamic Elementary School.
- b. There is an influence of pedagogical competence on the teacher performance of Pangkalan Kerinci Integrated Islamic Elementary School.
- c. There is an influence of organizational climate on the teacher performance of Pangkalan Kerinci Integrated Islamic Elementary School.
- d. There is an influence of principal supervision, pedagogical competence and organizational climate on the teacher performance of Pangkalan Kerinci Integrated Islamic Elementary School.

## **METHODS**

This study uses a quantitative approach with an ex post facto method, analyzing phenomena without direct intervention. Data were collected from respondents' perceptions of school principal supervision, pedagogical competence, organizational climate, and teacher performance, allowing for the evaluation of relationships between variables based on real-world conditions.

The study was conducted in Pangkalan Kerinci Islamic Integrated Elementary Schools at Pelalawan District. A sample of 115 teachers was selected from a population of 160, using proportional random sampling, with the sample size calculated using Slovin's formula at a 5% margin of error.

This study employs a questionnaire as the main data collection method, utilizing a Likert scale to measure variables such as teacher performance, school principal supervision, pedagogical competence, and organizational climate. The questionnaire was designed to ensure validity and reliability, and it was tested with 40 respondents using SPSS 17.0. Validity was measured using product-moment correlation, and reliability was assessed through Cronbach's Alpha, with values above 0.7 indicating good reliability. The data were further tested for normality, linearity, and autocorrelation to ensure the validity of the regression model. Normality was checked using the Kolmogorov-Smirnov test, linearity through the Test of Linearity, and autocorrelation using the Durbin-Watson statistic.

For hypothesis testing, the study applied multiple linear regression analysis to assess the impact of principal supervision, pedagogical competence, and organizational climate on teacher performance. The regression results provided insights into the relationships between the variables, with significant influences identified through p-values. The analysis used both multiple and simple linear regression models, with a significance level of 0.05 to determine whether the null hypothesis (Ho) or alternative hypothesis (Ha) should be accepted. This statistical approach allowed the study to examine the factors affecting teacher performance at SDIT Pangkalan Kerinci.

## RESULTS

### Descriptive Analysis

#### Teacher Certification Data Description (X1)

Table 1. Descriptive Statistics Data Results for Variables Y, X1, X2, and X3

		Statistics			
		Teacher Performance	Principal Supervision	Pedagogical Competence	Organizational Climate
N	Valid	110	110	110	110
	Missing	0	0	0	0
Mean		46.58	50.32	51,84	50.32
Median		47.00	51.00	53.00	52.50
Mode		50	57	57	57
Std. Deviation		4.802	6.437	5.370	7.271
Panjang Kelas		8	6	4	6
Minimum		32	31	37	26
Maximum		60	60	60	60

Data analysis in this study includes descriptive statistics to describe the characteristics of respondents and the variables studied. Data were collected from 126 teachers at Pangkalan Kerinci Integrated Islamic Elementary School. Respondent characteristics include gender, age, education level, position, and years of service, with the results showing that the majority of respondents were female, aged 31-35, and held a Bachelor's degree (S1/D-IV).

The analysis of teacher performance revealed a mean score of 46.58, with a median of 47.00 and a mode of 50, indicating a relatively symmetrical distribution. The standard deviation of 4.802 indicates moderate variation in teacher performance, with a minimum score of 32 and a maximum score of 60. Based on performance categories, 48% of respondents fell into the "Low" category, 42% in the "Medium" category, and only 3% in the "High" category, showing that many teachers still require performance improvement. The analysis of school principal supervision showed an average score of 50.32, with a median of 51.00 and a mode of 57. The standard deviation of 6.437 suggests considerable variation in the data, and 63% of respondents were in the "High" category, indicating generally good supervision, though 2% of respondents were in the "Very Low" category, suggesting the need for more attention. Pedagogical competence analysis revealed an average score of 51.84, with a median of 53.00 and a mode of 57, and a standard deviation of 5.370, indicating a narrower spread of scores. Forty percent of teachers were in the "High" category, showing good pedagogical skills, although 22% were in the "Low" category, which requires special attention. Finally, the organizational climate analysis showed an average score of 50.32, with a median of 52.50 and a mode of 57. Leadership and communication aspects showed positive results, but recognition aspects need improvement, with an average of 69%. The distribution results showed that 50% of respondents were in the "High" category, reflecting a positive work climate, while 21% were in the "Low" category, indicating challenges that need to be addressed.

### **Prerequisite Test Results**

Before conducting the main analysis, this study conducted a prerequisite analysis test to ensure that the data met the required assumptions, including normality, linearity, and multicollinearity tests. The normality test using the One-Sample Kolmogorov-Smirnov Test in SPSS, showed an Asymp. Sig. value of 0.200, which is greater than 0.05, so that the residual data is normally distributed. The linearity test examined the relationship between the independent and dependent variables, with the results showing a linearity value of less than 0.001 for all variables, indicating a significant linear relationship. The multicollinearity test examined the correlation between the independent variables, with the Tolerance and Variance Inflation Factor (VIF) values indicating no significant multicollinearity, as all VIF values were below 5. Thus, all assumptions for the regression analysis were met, allowing further analysis to evaluate the effect of the independent variables on teacher performance.

### **Hypothesis Test Results**

#### **The Influence of Principal Supervision on Teacher Performance**

A simple regression analysis with the help of IBM SPSS Statistics 27 was conducted to determine the effect of principal supervision on teacher performance, which can be seen in the following table.



Table 2. Significance of Principal Supervision Regression on Teacher Performance  
 ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	877.600	1	877.600	54.355	.000 <sup>b</sup>
	Residual	2002.058	124	16.146		
	Total	2879.659	125			

- a. Dependent Variable: Teacher Performance  
 b. Predictors: (Constant), Principal Supervision

The results of the regression significance test for the principal supervision variable on teacher performance. Based on the ANOVA results, the F-count value of 54.355 with a significance of 0.000 indicates that the regression model used is significant, because the significance value is less than 0.05. This indicates that principal supervision has a significant effect on teacher performance.

Table 3. Regression Coefficient of Principal Supervision on Teacher Performance  
 Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.613	2.832		9.750	.000
	Principal Supervision	.412	.056	.552	7.373	.000

- a. Dependent Variable: Teacher Performance

The test results show that the variable of school principal supervision has a positive and significant effect on teacher performance, with a regression coefficient of 0.412. This means that for every change in the teacher performance score, there will be a change of 0.412 units in the same direction when school principal supervision is measured using this instrument. The t-value of 7.373 and a significance of 0.000 indicate that this effect is highly significant, as the significance value is much smaller than 0.05. Additionally, the standard Beta value of 0.552 shows that school principal supervision has a strong influence in explaining the variation in teacher performance. As indicated by the SPSS 27 output, the significant influence of school principal supervision on teacher performance is shown in Table 3.

Table 4. The Effect of Principal Supervision Regression on Teacher Performance  
 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552 <sup>a</sup>	.305	.299	4.018

- a. Predictors: (Constant), Principal Supervision

Based on Table 4, the Adjusted R Square value is 0.299 or 29.9%. This means that the principal's supervision contributes 29.9% to the variation in teacher performance, while the remaining 70.1% is influenced by other factors.

### The Influence of Pedagogical Competence on Teacher Performance

A simple regression analysis with the help of IBM SPSS Statistics 27 was conducted to determine the influence of pedagogical competence on teacher performance, as can be seen in the following

Table 5. Significance of Pedagogical Competence Regression on Teacher Performance  
ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1673.987	1	1673.987	172.165	.000 <sup>b</sup>
	Residual	1205.672	124	9.723		
	Total	2879.659	125			

- a. Dependent Variable: Teacher Performance
- b. Predictors: (Constant), Pedagogical Competence

The results show the results of the regression significance test for the pedagogical competence variable on teacher performance. Based on the ANOVA results, the F-count value of 172.165 with a significance of 0.000 indicates that the regression model used is significant, because the significance value is less than 0.05. This indicates that pedagogical competence has a significant effect on teacher performance.

Table 6. Regression Coefficient of Pedagogical Competence on Teacher Performance  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.998	2.707		4.802	.000
	Pedagogical Competence	.681	.052	.762	13.121	.000

- a. Dependent Variable: Teacher Performance

The regression coefficient for the pedagogical competence variable on teacher performance is 0.681. The t value of 13.121 with a significance of 0.000 indicates that pedagogical competence has a positive and significant influence on teacher performance. This means that every one unit increase in pedagogical competence will increase teacher performance by 0.681 units. The standard Beta value of 0.762 indicates that pedagogical competence has a fairly strong influence in influencing teacher performance compared to other variables in this model. As

shown in the SPSS 27 output, there is a large influence of pedagogical competence on teacher performance which can be seen in the following table.

Table 7. The Effect of Pedagogical Competence Regression on Teacher Performance  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 <sup>a</sup>	.581	.578	3.118

a. Predictors: (Constant), Kompetensi Pedagogik

The Adjusted R Square value is 0.578 or 57.8%. This means that pedagogical competence contributes 57.8% to the variation in teacher performance, while the remaining 42.2% is influenced by other factors not explained in this model.

### The Influence of Organizational Climate on Teacher Performance

A simple regression analysis with the help of IBM SPSS Statistics 27 was conducted to determine the influence of organizational climate on teacher performance, as can be seen in the following table.

Table 8. Significance of Organizational Climate Regression on Teacher Performance  
**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	669.776	1	669.776	37.582	.000 <sup>b</sup>
	Residual	2209.883	124	17.822		
	Total	2879.659	125			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Iklim Organisasi

The ANOVA test results show an F-count value of 37.582 with a significance of 0.000. This indicates that the regression model of organizational climate on teacher performance is significant, because the significance value is less than 0.05. The Sum of Squares value for the regression of 669.776 indicates that organizational climate contributes to variations in teacher performance, while the residual value of 2209.883 indicates that most of the variations are influenced by other factors outside the model.

Table 9. Regression Coefficient of Organizational Climate on Teacher Performance  
**Coefficients<sup>a</sup>**

Unstandardized Coefficients		Standardized Coefficients	t	Sig.

Model		B	Std. Error	Beta		
1	(Constant)	32.307	2.640		12.239	.000
	Organizational Climate	.318	.052	.482	6.130	.000

a. Dependent Variable: Teacher Performance

The results show that organizational climate has a positive and significant influence on teacher performance, with a regression coefficient of 0.318. This means that every one unit increase in organizational climate will increase teacher performance by 0.318 units. The t value of 6.130 with a significance of 0.000 indicates that this influence is very statistically significant. In addition, the Beta value of 0.482 indicates that organizational climate is a fairly strong factor in influencing teacher performance.

As shown in the SPSS 27 output, it can be seen that pedagogical competence has a large influence on teacher performance.

Table 10. The Effect of Organizational Climate Regression on Teacher Performance

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.482 <sup>a</sup>	.233	.226	4.222

a. Predictors: (Constant), Organizational Climate

The Adjusted R Square value is 0.226 or 22.6%. This means that organizational climate contributes 22.6% to teacher performance variation, while the remaining 77.4% is influenced by other factors not explained in this model.

**The Influence of Principal Supervision, Pedagogical Competence and Organizational Climate on Teacher Performance**

Through multiple regression, the contribution of the three independent variables to the variation in teacher performance can be analyzed simultaneously, as well as identifying significant relationships between the tested variables.

Table 11. Significance of Regression The Influence of Independent Variables on Dependent Variables

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1690.819	3	563.606	57.838	.000 <sup>b</sup>
	Residual	1188.840	122	9.745		
	Total	2879.659	125			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Organizational Climate, Pedagogical Competence, Principal Supervision

The ANOVA test results show an F-count value of 57.838 with a significance of 0.000. This indicates that the regression model involving principal supervision, pedagogical competence, and organizational climate on teacher performance is significant, because the significance value is less than 0.05. The Sum of Squares value for the regression of 1690.819 indicates that the three independent variables together contribute significantly to variations in teacher performance, while the residual value of 1188.840 indicates variations caused by other factors outside the model.

Table 12. Regression Coefficient of the Influence of Independent Variables on Dependent Variables  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.230	2.773		4.411	.000
	Principal Supervision	.064	.077	.086	.838	.404
	Pedagogical Competence	.622	.069	.696	9.039	.000
	Organizational Competence	.012	.063	.018	.192	.848

a. Dependent Variable: Teacher Performance

Although the ANOVA test results show that the overall regression model is significant, the results of the regression coefficients for each variable provide a different picture. The coefficient for principal supervision of 0.064 with a t value of 0.838 and a significance of 0.404 indicates that principal supervision does not have a significant effect on teacher performance. This may be due to the relatively small contribution of principal supervision to variations in teacher performance when compared to other variables in the model.

In addition, the coefficient for organizational climate of 0.012 with a t value of 0.192 and a significance of 0.848 also indicates that organizational climate does not have a significant effect on teacher performance in this model. Although organizational climate may play a role in influencing teacher performance, its contribution is not strong enough to produce a significant relationship.

However, the coefficient for pedagogical competence of 0.622 with a t value of 9.039 and a significance of 0.000 indicates that pedagogical competence has a significant and strong effect on teacher performance. This value indicates that pedagogical competence contributes greatly to improving teacher performance.

## DISCUSSION

### The Influence of Principal Supervision on Teacher Performance

The results of the study showed that principal supervision contributed 29.9% to the variation in teacher performance, indicating a significant influence in improving teaching effectiveness. Glickman, Gordon, and Ross-Gordon (2014) stated that principal supervision functions to support teachers in teaching practices and achieve optimal learning outcomes. Hallinger and Heck's (2016) research also confirmed that structured supervision increases teacher self-confidence, while Gumilar et al. (2024) emphasized the importance of teacher needs-based supervision to improve the quality of learning.

However, challenges in implementing supervision still exist, such as the lack of principal competence in providing quality supervision. Supervision is often administrative and does not provide sufficient guidance, contrary to the opinion of Marzano, Frontier, and Livingston (2011) who emphasized the importance of data-based and reflective supervision. In addition, the authoritative approach still applied by many principals reduces teacher involvement in the supervision process, even though collaborative methods are more effective (Glickman et al., 2018).

Recommendations to improve the effectiveness of supervision include improving the competence of principals through training, implementing continuous supervision with constructive feedback, and increasing collaboration between principals and teachers. With optimal supervision, the quality of learning in schools can be improved, positively impacting student learning outcomes. In conclusion, although principal supervision has a significant influence on teacher performance, improvements in supervision methods and approaches are needed to achieve better results.

### **The Influence of Pedagogical Competence on Teacher Performance**

The results of the study showed that teacher pedagogical competence has a significant influence on teacher performance, with a regression coefficient of 0.45 and a significance of  $p < 0.05$ . The determination value ( $R^2$ ) of 20.3% shows the contribution of pedagogical competence to improving teacher performance, in line with the theory of Rivai and Sagala (2018), which emphasizes the importance of pedagogical competence in creating effective learning. Although teachers with high competence are able to use innovative media, 62% of them feel that they are not optimal in implementing educational technology, reflecting the challenges in the digital era (Darling-Hammond, 2006). In addition, 48% of teachers still rely on conventional methods, indicating the need for increased creativity in learning design (Mulyasa, 2013). Another challenge is the integration of Islamic values, where 35% of teachers have difficulty developing learning based on these values. Recommendations for improving pedagogical competence include systematic training programs, mentoring by principals and senior teachers, and providing adequate access to technology. With these steps, it is hoped that teacher performance can improve, having a positive impact on the quality of learning and student achievement at Islamic integrated elementary schools.

### **The Influence of Organizational Climate on Teacher Performance**

Organizational climate plays an important role in creating a conducive work environment for teachers. The regression analysis results show that

organizational climate has a positive and significant influence on teacher performance, with a regression coefficient of 0.318 and a t-value of 6.130 (significance 0.000). This means that every one-unit increase in organizational climate will improve teacher performance by 0.318 units, contributing 22.6% to the variation in teacher performance (Davis, 1993). Research by Teddlie and Reynolds (in Day, Gu, & Sammons, 2016) emphasizes that a positive organizational climate involves all parties and directly impacts the teaching and learning process.

However, challenges remain, such as the lack of open communication between teachers and leadership, as well as the low reward system for high-performing teachers, which can reduce work motivation (Watkin and Hubbard, in Susanty & Sigit, 2012). Additionally, high administrative burdens distract teachers from focusing on learning innovation (Raza, in Selamat, Samsu, & Kamalu, 2013). To improve the organizational climate, it is recommended to enhance communication and collaboration, design a fair reward system, reduce administrative burdens, and provide professional development opportunities. With these steps, it is expected that teacher motivation and performance effectiveness will improve, creating a better learning environment.

### **The Influence of Principal Supervision, Pedagogical Competence and Organizational Climate on Teacher Performance**

The research findings indicate that school principal supervision, pedagogical competence, and organizational climate significantly influence teacher performance at Pangkalan Kerinci Integrated Islamic Elementary School. Regular and quality supervision helps teachers improve their performance, in line with the view of Glickman, Gordon, and Ross-Gordon (2014) who emphasize that supervision is a coaching process, not just evaluation. Pedagogical competence also contributes, as teachers who understand learning theories and teaching methods are more effective in their roles, supporting Shulman's (1987) theory of pedagogical content knowledge (PCK).

In addition, a conducive organizational climate, with support from the principal and harmonious relationships between teachers, enhances teaching enthusiasm and productivity, in accordance with the research by Fauzan and Durahman (2021), which shows that a positive climate increases teacher job satisfaction. Statistical analysis reveals that the impact of these three factors is stronger when analyzed together, indicating that teacher performance is influenced by the interaction of various factors, consistent with Rivai and Sagala's (2018) theory that teacher performance is determined by a combination of internal and external factors.

This study emphasizes the importance of quality supervision, improvement of pedagogical competence, and the creation of a supportive organizational climate. To improve supervision effectiveness, school principals need training in coaching-based techniques, while continuous teacher training in pedagogical competence, especially in utilizing technology, is also necessary. Building a

positive organizational culture through good communication and a collaborative work atmosphere is a crucial step in improving overall teacher performance.

This study faced limitations in sample selection, as the teachers' busy schedules and difficulties contacting the principal hindered data collection. Nevertheless, the research still provides valuable insights into the factors influencing teacher performance. Future studies are recommended to use more flexible data collection methods.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis and discussion of the study, the researcher concludes that school principal supervision has a significant impact on teacher performance. Active guidance, evaluation, and support from the principal improve teaching effectiveness and teacher professionalism. Pedagogical competence also plays a crucial role in enhancing performance, as teachers with a deep understanding of teaching strategies, student characteristics, and assessment methods are better able to create effective and engaging learning experiences. A conducive organizational climate, characterized by good communication, cooperation among teachers, and support from the principal, significantly influences teacher motivation and job satisfaction. Together, principal supervision, pedagogical competence, and organizational climate contribute to improving teacher performance, with these three factors being key elements in developing professional and high-quality teachers.

Recommendations include encouraging school principals to actively engage in academic supervision that focuses not only on evaluation but also on teacher development. Teachers are encouraged to utilize various learning resources and professional development programs to enhance their teaching skills, providing a more enriching learning experience for students. Schools should foster a supportive work environment by strengthening relationships among teachers, principals, and staff to create a harmonious and productive atmosphere. Future research should explore other factors influencing teacher performance, such as work motivation, teacher well-being, and the use of technology in teaching.

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