


## The Relationship between Principal Academic Supervision, School Culture and Teacher Professionalism on Teacher Performance in Wonocolo District Elementary School

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### ABSTRACT

This study aims to analyze the relationship between principals' academic supervision, school culture, and teacher professionalism on teacher performance in public elementary schools in Wonocolo District. A quantitative approach with a correlational design was employed. The population consisted of all elementary school teachers in Wonocolo District, and the sample was selected using proportional random sampling. Data were collected through structured questionnaires and analyzed using descriptive statistics and multiple regression analysis. The results indicate that principals' academic supervision has a significant relationship with teacher performance. School culture is also significantly related to teacher performance, while teacher professionalism shows a significant influence on teacher performance. Furthermore, academic supervision, school culture, and teacher professionalism simultaneously have a significant relationship with teacher performance. These findings suggest that improving teacher performance requires integrated efforts through effective academic supervision, the development of a positive school culture, and continuous professional development. This study contributes theoretically to educational management literature and provides practical implications for school leaders and policymakers in enhancing the quality of elementary education.

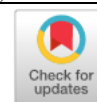
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## INTRODUCTION

Education has a strategic role in preparing and developing quality human resources (HR), not only able to compete healthily, but also have a spirit of togetherness in social life. Education is applicative because it is directly directed to practices and actions that affect the development of students (Budiyanto & Haryati, 2023). This is in line with Law Number 20 of 2003 concerning the National Education System which emphasizes that education is a conscious and planned effort to create a learning atmosphere and learning process so that students are able to develop spiritual potential, self-control, personality, intelligence, noble morals, and skills needed in the life of society, nation, and state (Tambun et al., 2020).

In the context of national and global development, education is seen as the main foundation of human development and poverty alleviation. The quality of a nation's human capital is highly determined by the quality of education it obtains (Sarker & Ullah, 2023). Therefore, improving the quality of education needs to be carried out in a sustainable manner through an effective national education system oriented towards strengthening the quality of the learning process. Permendiknas Number 63 of 2009 emphasizes that the quality of education is a reflection of the level of intelligence of the nation's life which is achieved through the implementation of quality education (Siregar, 2023).

The quality of education is not only determined by learning outcomes, but also by the learning process that involves various components, such as the quality of teaching materials, learning methods, the availability of infrastructure, administrative support, and a conducive learning environment (Maulana et al., 2025). Rodríguez et al. (2022) emphasized that the

quality of education is the result of synergy between students, teachers, education staff, physical facilities, learning processes, as well as curricular and extracurricular activities. However, the results of an Ipsos survey in June-July 2024 show that national education still faces serious challenges, such as unequal access to education, low use of technology, limited infrastructure, and suboptimal teacher training. This condition shows that improving the quality of education cannot be separated from improving the performance of teachers as the main actors in the learning process.

Teachers play a central role in achieving educational goals as they function as planners, implementers, and evaluators of learning (Arraniri et al., 2021). The success of improving the quality of education is highly dependent on the ability of teachers to carry out learning effectively (Erlia, 2021). Teacher performance reflects professional ability to design, implement, and evaluate learning, and has a direct effect on the quality of education in schools (Fiandi & Junaidi, 2022). Dilekçi et al. (2025) affirm that teachers are the main foundation of the education system and determine the success of educational organizations. In the context of modern learning, improving teacher performance also requires adaptability to media innovations and technology-based learning strategies as part of strengthening professionalism (Haq et al., 2024).

Efforts to improve teacher performance require continuous assistance, one of which is through academic supervision. Academic supervision is a series of activities that aim to help teachers improve their ability to manage the learning process (Nasution et al., 2021). A number of studies show that the academic supervision of school principals has a significant effect on teacher performance. Supriadi et al. (2021) found that effective academic supervision is closely related to teachers' work motivation and teaching performance, although the study has not considered the role of school culture. Research by Setyaningsih and Suchyadi (2021) confirms that systematic academic supervision through the planning, implementation, and evaluation stages is able to improve teacher performance, but this study uses a qualitative approach so that it has not tested the strength of the relationship between variables quantitatively. The Altınok study (2024) also shows that open communication-based supervision and guidance approaches have a positive impact on teacher quality and performance, even though they are carried out in different educational contexts.

In addition to academic supervision, school culture is an important factor that affects teacher performance. School culture reflects the values, norms, and habits of school residents in interacting and solving problems, so that it becomes the foundation for achieving school goals (Nursita et al., 2023). Uspita et al. (2021) found that school culture had a significant effect on teacher performance, even though the study did not include academic supervision variables. Research by Boudouaia et al. (2024) shows that school culture influences teachers' commitment to curriculum implementation through the mediation of self-efficacy and job satisfaction, while Thien and Lee (2023) confirm that the school culture dimension has a strong influence on teacher welfare. This confirms that a positive school culture can be an organizational context that supports improving teacher performance and professionalism (Amalia, 2020).

Another factor that is no less important is the professionalism of teachers. Law Number 14 of 2005 emphasizes that professional teachers are obliged to carry out quality learning, develop competencies in an ongoing manner, and uphold professional ethics. Ventista and Brown (2023) show that continuous professional development (CPD) increases teacher effectiveness and has a positive impact on student learning outcomes. Rusdiana et al. (2023) also found that academic supervision and teacher professionalism have a strong correlation with teacher performance, although the study has not considered school culture as an organizational context that influences teachers' work behavior.

Several studies have examined the relationship between academic supervision and school culture to teacher performance simultaneously. Intan Abdul Razak et al. (2023) found a positive relationship between academic supervision and school culture and the performance of elementary school teachers, but teacher professionalism has not been included as a research

variable. Miyono and Widiastuti (2021) and Mabruroh et al. (2021) show that academic supervision and school culture have a significant effect on teacher professionalism and performance, but professionalism is positioned as a dependent variable. Other studies such as Nunuk Kristiningsih et al. (2022), Nanik Juniarti et al. (2023), and Fanatul Fikria et al. (2024) also confirm the strong influence of academic supervision and school culture on teacher performance, but most of the research was conducted at the junior or high school level and has not specifically examined the context of elementary school.

Based on the previous research study, it can be seen that most of the studies still examine academic supervision, school culture, and teacher professionalism partially or place professionalism as a dependent variable. Research that tests the three variables simultaneously on teacher performance at the elementary school level, especially in Wonocolo District, is still limited. On the other hand, preliminary findings in elementary schools in Wonocolo District show that there is a gap between teachers' academic qualifications and learning practices, academic supervision that tends to be administrative, and student academic achievement is relatively lower than non-academic achievement. This condition shows that there is a research gap that needs to be studied empirically.

Based on this description, this study aims to analyze the relationship between the principal's academic supervision, school culture, and teacher professionalism to teacher performance in Wonocolo District elementary schools, both partially and simultaneously, as an effort to make a theoretical and practical contribution to improving the quality of basic education.

## METHODS

This study uses a quantitative approach with a type of correlational research, which aims to examine the relationship between the principal's academic supervision, school culture, and teacher professionalism on the performance of elementary school teachers in Wonocolo District. The quantitative approach was chosen because the research data is expressed in numerical form and analyzed using statistical techniques to test the hypothesis that has been formulated (Sugiyono, 2019). Correlation research is used to determine the degree of closeness and direction of the relationship between variables without manipulating the variables being studied (Arikunto, 2019). The independent variables in this study included the principal's academic supervision (X1), school culture (X2), and teacher professionalism (X3), while the dependent variable was teacher performance (Y).

This research was carried out in 17 elementary schools in Wonocolo District from August to November 2025. The study population was 336 elementary school teachers, with sample determination using the multistage random sampling proportional technique. The sample size was determined using the Taro Yamane formula with an error rate of 5%, so that 177 teachers were obtained as research respondents. This technique was chosen to ensure proportional representation of each school and provide equal opportunities for all members of the population to be selected as samples. Data were collected using a Likert scale questionnaire which was compiled based on the indicators of each variable, including academic supervision, school culture, teacher professionalism, and teacher performance.

The research instrument is tested through validity and reliability tests to ensure the accuracy and consistency of the measuring instrument. The validity of the instrument includes construct validity, content validity through *expert judgment*, and empirical validity using Pearson's *product moment correlation*, while reliability is tested using Cronbach's Alpha coefficient. Data analysis was carried out with the help of SPSS through the analysis prerequisite test stages which included normality, multicollinearity, linearity, and heteroscedasticity tests. Furthermore, data were analyzed using multiple linear regression to test the influence of independent variables on dependent variables, accompanied by a t-test for partial influence testing and an F test for simultaneous influence testing at a significance level of 5%.

**FINDING AND DISCUSSIONS****Results**

This study involved 177 elementary school teachers in Wonocolo District as respondents. The results of the descriptive analysis showed that the principal's academic supervision, school culture, teacher professionalism, and teacher performance were in the high category, which indicated that in general supervision practices, school organizational climate, and teachers' professional attitudes had gone well and supported the implementation of learning tasks. These findings provide an initial picture that the work environment of elementary schools in Wonocolo District is relatively conducive to improving teacher performance.

Table 1 Validity Test of Principal Academic Supervision

<b>Correlations</b>		Principal Academic Supervision
X1_1	Pearson Correlation	,589**
	Sig. (2-tailed)	0,000
	N	178
X1_2	Pearson Correlation	,631**
	Sig. (2-tailed)	0,000
	N	178
X1_3	Pearson Correlation	,633**
	Sig. (2-tailed)	0,000
	N	178
X1_4	Pearson Correlation	,657**
	Sig. (2-tailed)	0,000
	N	178
X1_5	Pearson Correlation	,673**
	Sig. (2-tailed)	0,000
	N	178
X1_6	Pearson Correlation	,655**
	Sig. (2-tailed)	0,000
	N	178
X1_7	Pearson Correlation	,678**
	Sig. (2-tailed)	0,000
	N	178
X1_8	Pearson Correlation	,626**
	Sig. (2-tailed)	0,000
	N	178
X1_9	Pearson Correlation	,639**
	Sig. (2-tailed)	0,000
	N	178
X1_10	Pearson Correlation	,672**
	Sig. (2-tailed)	0,000
	N	178
X1_11	Pearson Correlation	,700**
	Sig. (2-tailed)	0,000
	N	178
X1_12	Pearson Correlation	,584**
	Sig. (2-tailed)	0,000

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	N	178
X1_13	Pearson Correlation	,621**
	Sig. (2-tailed)	0,000
	N	178
X1_14	Pearson Correlation	,685**
	Sig. (2-tailed)	0,000
	N	178
X1_15	Pearson Correlation	,668**
	Sig. (2-tailed)	0,000
	N	178
X1_16	Pearson Correlation	,680**
	Sig. (2-tailed)	0,000
	N	178
X1_17	Pearson Correlation	,618**
	Sig. (2-tailed)	0,000
	N	178
X1_18	Pearson Correlation	,706**
	Sig. (2-tailed)	0,000
	N	178
X1_19	Pearson Correlation	,621**
	Sig. (2-tailed)	0,000
	N	178
X1_20	Pearson Correlation	,575**
	Sig. (2-tailed)	0,000
	N	178
X1_21	Pearson Correlation	,767**
	Sig. (2-tailed)	0,000
	N	178
X1_22	Pearson Correlation	,631**
	Sig. (2-tailed)	0,000
	N	178
X1_23	Pearson Correlation	,747**
	Sig. (2-tailed)	0,000
	N	178
Principal Academic Supervision	Pearson Correlation	1
	Sig. (2-tailed)	
	N	178
	**. Correlation is significant at the 0.01 level (2-tailed).	
	*. Correlation is significant at the 0.05 level (2-tailed).	

Based on table 1, all grades or Pearson Correlation ( $r$ ) values are known  $Sig. < 0.05 > r_{tabel} = 0,1471$ , then all instruments for Principal Academic Supervision are valid.

Table 2 Reliability Test of Principal Academic Supervision

Reliability Statistics	
Cronbach's Alpha	N of Items
,939	23

Based on table 2, it is known that the value *Cronbach's Alpha* = 0,939 > 0,7, maka tolak  $H_0$  or data of the Principal Academic Supervision is reliable.

Table 3 School Cultural Validity Test

<b>Correlations</b>		
		School Culture
X2_1	Pearson Correlation	,520**
	Sig. (2-tailed)	0,000
	N	178
X2_2	Pearson Correlation	,610**
	Sig. (2-tailed)	0,000
	N	178
X2_3	Pearson Correlation	,596**
	Sig. (2-tailed)	0,000
	N	178
X2_4	Pearson Correlation	,573**
	Sig. (2-tailed)	0,000
	N	178
X2_5	Pearson Correlation	,644**
	Sig. (2-tailed)	0,000
	N	178
X2_6	Pearson Correlation	,660**
	Sig. (2-tailed)	0,000
	N	178
X2_7	Pearson Correlation	,610**
	Sig. (2-tailed)	0,000
	N	178
X2_8	Pearson Correlation	,646**
	Sig. (2-tailed)	0,000
	N	178
X2_9	Pearson Correlation	,658**
	Sig. (2-tailed)	0,000
	N	178
X2_10	Pearson Correlation	,614**
	Sig. (2-tailed)	0,000
	N	178
X2_11	Pearson Correlation	,685**
	Sig. (2-tailed)	0,000
	N	178
X2_12	Pearson Correlation	,651**
	Sig. (2-tailed)	0,000
	N	178
X2_13	Pearson Correlation	,656**
	Sig. (2-tailed)	0,000
	N	178
X2_14	Pearson Correlation	,620**
	Sig. (2-tailed)	0,000
	N	178
X2_15	Pearson Correlation	,642**
	Sig. (2-tailed)	0,000
	N	178
X2_16	Pearson Correlation	,634**

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	Sig. (2-tailed)	0,000
	N	178
X2_17	Pearson Correlation	,647**
	Sig. (2-tailed)	0,000
	N	178
X2_18	Pearson Correlation	,549**
	Sig. (2-tailed)	0,000
	N	178
X2_19	Pearson Correlation	,519**
	Sig. (2-tailed)	0,000
	N	178
X2_20	Pearson Correlation	,607**
	Sig. (2-tailed)	0,000
	N	178
X2_21	Pearson Correlation	,531**
	Sig. (2-tailed)	0,000
	N	178
X2_22	Pearson Correlation	,271**
	Sig. (2-tailed)	0,000
	N	178
School Culture	Pearson Correlation	1
	Sig. (2-tailed)	
	N	178

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Based on table 3, all values or Pearson Correlation values ( $r$ ) are known  $Sig. < 0.05 > r_{tabel} = 0,1471$ , then all instruments for School Culture valid.

Table 4 School Culture Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,924	22

Based on table 4, it is known that the value  $Cronbach's Alpha = 0,924 > 0,7$ , maka tolak  $H_0$  or data of School Culture is reliable.

Table 5 Teacher Professionalism Validity Test

Correlations		X3
X3_1	Pearson Correlation	,792**
	Sig. (2-tailed)	0,000
	N	178
X3_2	Pearson Correlation	,839**
	Sig. (2-tailed)	0,000
	N	178
X3_3	Pearson Correlation	,820**
	Sig. (2-tailed)	0,000
	N	178
X3_4	Pearson Correlation	,861**
	Sig. (2-tailed)	0,000
	N	178
X3_5	Pearson Correlation	,846**

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	Sig. (2-tailed)	0,000
	N	178
X3_6	Pearson Correlation	,859**
	Sig. (2-tailed)	0,000
	N	178
X3_7	Pearson Correlation	,821**
	Sig. (2-tailed)	0,000
	N	178
X3_8	Pearson Correlation	,820**
	Sig. (2-tailed)	0,000
	N	178
X3_9	Pearson Correlation	,832**
	Sig. (2-tailed)	0,000
	N	178
X3_10	Pearson Correlation	,842**
	Sig. (2-tailed)	0,000
	N	178
X3_11	Pearson Correlation	,789**
	Sig. (2-tailed)	0,000
	N	178
X3_12	Pearson Correlation	,864**
	Sig. (2-tailed)	0,000
	N	178
X3_13	Pearson Correlation	,837**
	Sig. (2-tailed)	0,000
	N	178
X3_14	Pearson Correlation	,878**
	Sig. (2-tailed)	0,000
	N	178
X3_15	Pearson Correlation	,887**
	Sig. (2-tailed)	0,000
	N	178
X3_16	Pearson Correlation	,907**
	Sig. (2-tailed)	0,000
	N	178
X3_17	Pearson Correlation	,911**
	Sig. (2-tailed)	0,000
	N	178
X3_18	Pearson Correlation	,848**
	Sig. (2-tailed)	0,000
	N	178
X3_19	Pearson Correlation	,886**
	Sig. (2-tailed)	0,000
	N	178
X3_20	Pearson Correlation	,866**
	Sig. (2-tailed)	0,000
	N	178
X3_21	Pearson Correlation	,881**

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	Sig. (2-tailed)	0,000
	N	178
X3_22	Pearson Correlation	,895**
	Sig. (2-tailed)	0,000
	N	178
X3_23	Pearson Correlation	,848**
	Sig. (2-tailed)	0,000
	N	178
X3_24	Pearson Correlation	,814**
	Sig. (2-tailed)	0,000
	N	178
X3_25	Pearson Correlation	,839**
	Sig. (2-tailed)	0,000
	N	178
X3_26	Pearson Correlation	,836**
	Sig. (2-tailed)	0,000
	N	178
X3_27	Pearson Correlation	,839**
	Sig. (2-tailed)	0,000
	N	178
X3_28	Pearson Correlation	,818**
	Sig. (2-tailed)	0,000
	N	178
X3_29	Pearson Correlation	,890**
	Sig. (2-tailed)	0,000
	N	178
X3_30	Pearson Correlation	,902**
	Sig. (2-tailed)	0,000
	N	178
X3_31	Pearson Correlation	,904**
	Sig. (2-tailed)	0,000
	N	178
X3_32	Pearson Correlation	,920**
	Sig. (2-tailed)	0,000
	N	178
X3_33	Pearson Correlation	,854**
	Sig. (2-tailed)	0,000
	N	178
X3_34	Pearson Correlation	,788**
	Sig. (2-tailed)	0,000
	N	178
X3	Pearson Correlation	1
	Sig. (2-tailed)	
	N	178

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on table 5, it is known that all values or Pearson Correlation ( $r$ ) values  $Sig. < 0.05 > r_{tabel} = 1471$ , then all instruments for Teacher Professionalism are valid.

Table 6 Teacher Professionalism Reliability Test

#### Reliability Statistics



Cronbach's Alpha	N of Items
,989	34

Based on table 6, it is known that the value *Cronbach's Alpha* = 0,989 > 0,7, maka tolak  $H_0$  or data of Teacher Professionalism is reliable.

Table 7 Teacher Performance Validity Test

Correlations		Teacher Performance
Y1	Pearson Correlation	,667**
	Sig. (2-tailed)	0,000
	N	178
Y2	Pearson Correlation	,636**
	Sig. (2-tailed)	0,000
	N	178
Y3	Pearson Correlation	,725**
	Sig. (2-tailed)	0,000
	N	178
Y4	Pearson Correlation	,723**
	Sig. (2-tailed)	0,000
	N	178
Y5	Pearson Correlation	,777**
	Sig. (2-tailed)	0,000
	N	178
Y6	Pearson Correlation	,711**
	Sig. (2-tailed)	0,000
	N	178
Y7	Pearson Correlation	,731**
	Sig. (2-tailed)	0,000
	N	178
Y8	Pearson Correlation	,751**
	Sig. (2-tailed)	0,000
	N	178
Y9	Pearson Correlation	,694**
	Sig. (2-tailed)	0,000
	N	178
Y10	Pearson Correlation	,630**
	Sig. (2-tailed)	0,000
	N	178
Y11	Pearson Correlation	,778**
	Sig. (2-tailed)	0,000
	N	178
Y12	Pearson Correlation	,739**
	Sig. (2-tailed)	0,000
	N	178
Teacher Performance	Pearson Correlation	1
	Sig. (2-tailed)	
	N	178

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on table 7, it is known that all values or Pearson Correlation (r) values  $Sig. < 0.05 > r_{tabel} = 0,1471$ , then all instruments for Teacher Performance are valid.

Table 8 Teacher Performance Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,912	12

Based on table 8, it is known that the value *Cronbach's Alpha* = 0,912 > 0,7, maka tolak  $H_0$  or Teacher Performance data is reliable.

## Discussion

### The Relationship Between Academic Supervision and Elementary School Teacher Performance in Wonocolo District

The results showed that the academic supervision of school principals was significantly related to the performance of elementary school teachers in Wonocolo District, which was evidenced by a t-count value of 2.106 and a significance value of 0.034 (< 0.05). These findings show that academic supervision carried out by school principals makes a real contribution to improving teacher performance. Planned and continuous academic supervision assists teachers in improving learning planning, learning implementation, and evaluation of learning outcomes, so that it has a positive impact on teacher performance. In line with this, Adnan et al (2022) stated that academic supervision to improve teacher performance ensures that the learning process runs according to the standards that have been set. Therefore, effective supervision must be sought to improve the performance of teachers as implementers in the learning process.

Ramadhona (2024) states that effective supervision can help teachers identify their strengths and weaknesses, provide constructive feedback, and encourage continuous professional development. Without adequate supervision, teachers may not be aware of deficiencies in their performance or may not receive the direction needed for improvement.

This is also supported by the results of research by Novebri and Lubis (2022) found that  $R^2 = 0.328$  with a significance level ( $p$ ) of 0.000. This means that there is an influence of academic supervision on teacher performance at the Adnani Panyabungan Islamic Education Foundation by 32.8%, where if the implementation of academic supervision is improved, teacher performance will increase. Academic supervision aims to help teachers improve their professional abilities in managing learning. Improving teachers' abilities through academic supervision is expected to have an impact on improving the quality of learning and teacher performance.

### The Relationship Between School Culture and Elementary School Teacher Performance in Wonocolo District

The results of the study prove that school culture has a very significant relationship with the performance of elementary school teachers in Wonocolo District, with a t-count value of 9.463 and a significance value of 0.000 (< 0.05). In addition, the beta coefficient value of 0.520 indicates that school culture is the most dominant variable on teacher performance. This indicates that positive values, norms, and work climate in schools greatly determine teachers' work behavior, so that a conducive school culture is able to encourage teachers to work more optimally and responsibly.

A strong school culture reflects a conducive work atmosphere, good social relations between teachers and staff, a supportive attitude, and a high level of friendship and cooperation. Such a school culture not only affects work comfort, but also fosters a sense of responsibility and loyalty of teachers to their professional duties (Dewi, et al., 2025). Utami and the State (2021) also stated that a conducive school culture by paying attention to values, ethics, rules, examples, togetherness, appreciation, and tolerance contributes to teacher performance. The improvement of teacher performance is not only due to finances but the culture built in schools also contributes. School culture will provide teachers with comfort at work so as to improve teacher performance. This is reinforced by the findings of Liswantari et al (2025) and Munajah & Arafat (2021) where school culture has a positive and significant influence on teacher performance.

### The Relationship Between Teacher Professionalism and Elementary School Teacher Performance in Wonocolo District

The results of the analysis showed that the professionalism of teachers had a significant effect on the performance of elementary school teachers in Wonocolo District, which was shown by a t-count value of 8.408 with a significance value of 0.000 ( $< 0.05$ ) and a beta coefficient value of 0.411. This finding is in line with the theory of teacher professionalism according to Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes that professional teachers must have pedagogic, professional, personality, and social competence. According to this theory, the level of teacher professionalism will affect the quality of the implementation of educational tasks, from learning planning to evaluation of learning outcomes. Therefore, the higher the teacher's professionalism, the more optimal the performance shown in the learning process.

The results of this study are also in line with research conducted by Sipahutar (2024) that professional competence has a positive and significant effect on teacher performance. Thus, increasing the professional competence of teachers in the learning process can improve teacher performance at State Junior High School Sipoholon District.

The professional competence of the teacher itself includes abilities related to a comprehensive and in-depth mastery of the educational content related to a particular field of study, which includes an in-depth understanding of the substantive elements of the curriculum delivered in the educational institution and the underlying scientific principles that inform the material, as well as the incorporation of scientific insights as a teacher. The success of teachers in organizing the learning process, especially in the delivery of instructional content, significantly depends on their proficiency in this competency (Firdaus, et al., 2025).

### **The relationship between academic supervision, school culture, and teacher professionalism together with teacher performance**

The results of the simultaneous test showed that the principal's academic supervision, school culture, and teacher professionalism together were significantly related to the performance of elementary school teachers in Wonocolo District. This is evidenced by an F-count value of 176.654 and a significance value of 0.000 ( $< 0.05$ ). In addition, the R Square value of 0.872 and the Adjusted R Square of 0.870 showed that 87% of the variation in teacher performance could be explained by these three variables, while the remaining 13% were influenced by other variables outside the research model. These findings confirm that improving teacher performance requires an integrated approach between effective academic supervision, positive school culture, and high teacher professionalism. The results of this study are in line with the research of Juniarti, et al. (2023) where the significant influence of academic supervision, professional competence, and work culture on teacher performance was 85.8%.

The purpose of academic supervision is to assist teachers in developing competencies, developing curriculum, and also developing teacher working groups and guiding classroom action research (Nikmah, et al., 2022). In addition, the school organizational culture also has a great influence on teacher performance. Organizational culture functions as a meaning-making mechanism and a controlling mechanism that guides and shapes the attitudes and behaviors of the organization's members, so unconsciously organizational culture basically guides teachers in speaking, behaving, including how to work professionally (Nikmah, et al., 2022). A professional is someone whose job requires higher specialized training and experience, legally valid responsibilities, such as a license to perform work and determine the merit of ethics standards. In addition, various surveys show that a professional tends to concentrate more on his or her professional responsibility ethics compared to others (Rusdiana, et al., 2023)

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that the academic supervision of the principal, the school culture, and the professionalism of the teachers each have a significant relationship and influence on the performance of elementary

school teachers in Wonocolo District, both partially and simultaneously. These findings strengthen the theory of education management which emphasizes that the effectiveness of teacher performance is inseparable from the leadership role of the principal through planned and continuous academic supervision, the existence of a positive and conducive school culture, and the level of teacher professionalism that continues to be developed. Practically, the results of this study show that improving teacher performance can be optimized through the implementation of effective academic supervision, strengthening collaborative and quality-oriented school cultural values, and sustainable teacher professional development. In addition, the findings of this study also have policy implications as a basis for consideration for education stakeholders in designing teacher quality improvement programs that are integrated between principal leadership, strengthening school culture, and developing teacher professionalism. Therefore, school principals are advised to systematically improve the quality of academic supervision, teachers are expected to continue to improve professionalism and commitment to learning tasks, schools are encouraged to build a culture that supports teacher performance, and researchers are further advised to develop research by adding other variables and using more diverse methodological approaches to obtain a more comprehensive understanding.

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