

THE RELATIONSHIP BETWEEN ACADEMIC SUPERVISION AND PRINCIPAL LEADERSHIP STYLE ON TEACHER PERFORMANCE IN PUBLIC ELEMENTARY SCHOOLS IN BANGKO DISTRICT

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ABSTRACT

Teacher performance is a critical component in determining the quality of education, particularly at the elementary school level. However, several issues related to academic supervision, school principals' leadership styles, and teacher performance are still found in the public elementary schools of Bangko District, Rokan Hilir Regency. This study aims to analyze the influence of academic supervision and school principals' leadership styles on teacher performance in public elementary schools in Bangko District. The research employed a quantitative approach with a correlational method. The population consisted of all teachers from two public elementary schools SDN 005 Bagan Barat and SDN 003 Bagan Hulu which were also used as the research sample through a census technique. Data were collected using a Likert-scale questionnaire and analyzed using descriptive statistics, normality testing, linearity testing, correlation testing, and multiple linear regression. The results indicate that academic supervision has a significant effect on teacher performance. The school principals' leadership style also significantly influences teacher performance. Simultaneously, both academic supervision and leadership style contribute meaningfully to improving teacher performance. These findings emphasize that strengthening academic supervision and applying effective leadership styles are essential strategies for enhancing teacher performance.

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1. INTRODUCTION

Teacher performance is a critical component in determining the quality of education, particularly at the elementary school level. However, several issues related to academic supervision, school principals' leadership styles, and teacher performance are still found in the public elementary schools of Bangko District, Rokan Hilir Regency. This study aims to analyze the influence of Education is the primary foundation for developing quality human

resources and is key to a nation's progress. Teachers play a central role in determining the success of learning (Tanjihah, 2024). Within the context of the national education system, teachers play a strategic role as the spearhead of the learning process, which determines the success of achieving educational goals. The quality of education is highly dependent on the performance of teachers in carrying out their professional duties. starting from learning planning, implementation of the teaching and learning process, evaluation of learning outcomes, to continuous self-development.

Teacher performance itself can be defined as a teacher's ability to carry out their duties professionally, including lesson planning, lesson implementation, and student learning evaluation. Teacher performance is not only measured by work results, but also by the processes undertaken in carrying out their responsibilities as educators. According to Sharma et al., employee performance plays a crucial role in the productivity and success of an organization's activities because employee efficiency is crucial to the development of a workplace (Ramlah et al., 2025).

Teacher performance can be influenced by various factors, both internal and external. Internal factors such as student learning motivation and teacher competence are highly influential, but external factors such as principal leadership and the implementation of academic supervision also have a significant influence. The implementation of academic supervision and principal leadership are among the factors that significantly influence teacher performance. A conducive educational environment encourages the growth of effective teacher and student interaction in the learning process (Fiandi et al., 2024). Thus, the effectiveness of academic supervision and principal leadership require attention in efforts to improve the quality of learning.

Academic supervision is a form of professional development carried out by principals or supervisors to improve the quality of teacher learning. Effective supervision can help teachers identify learning problems and find appropriate solutions to address them. Purbasari (2023) demonstrated that implementing structured academic supervision can improve teacher competence and performance in carrying out their duties. Thus, academic supervision can have an impact on improving teacher professionalism.

According to Amruddin (2023), supervision is a professional activity and coaching program to assist teachers and other educational staff in improving teaching materials, methods, and evaluations by providing continuous stimulation, coordination, and guidance to help teachers become more professional in achieving school goals. Supervision is implemented through a collaborative, consultative, and evaluative approach to encourage teachers to continuously improve the quality of their learning. Optimal implementation of academic supervision will encourage teachers to improve the quality of their teaching.

Optimal implementation of academic supervision provides teachers with the opportunity to reflect on their teaching practices and encourage innovation in learning. The success of academic supervision depends not only on the supervisor's ability to provide guidance but also on the teacher's willingness to be open to input and commitment to making improvements. Therefore, academic supervision is a crucial instrument for enhancing teacher professionalism and achieving educational goals in schools. This aligns with Manullang's opinion, as cited by Mansyur (2021), who states that academic supervision is a series of activities that help teachers

develop their ability to manage the learning process to achieve academic goals. Academic supervision is an effort to help teachers develop their ability to achieve academic goals.

In addition to academic supervision, the principal's leadership style also plays a strategic role in shaping teacher performance. A principal who is able to implement the right leadership style can create a conducive work climate, provide motivation, and build effective communication with the entire school community. Helmina & Giatman (2023) found that the principal's leadership style significantly influences teacher performance.

The principal's leadership style can be interpreted as the approach or method used by the principal in directing, motivating and influencing teachers and staff to achieve the goals of the educational organization. Zuryati et al. (2023) The principal's leadership style is a consistent pattern of behavior demonstrated by the leader and recognized by others when the leader tries to influence the activities of others.

Various empirical studies have shown that teacher performance in Indonesia remains relatively low, influenced by weak principal supervision, insufficient work motivation, and suboptimal pedagogical competence. Indarti et al. (2023) revealed that teacher motivation and competence have a significant relationship with performance, however, in practice, teachers are still found to be unmotivated and not showing optimal performance, especially in adapting to learning in the new normal era. In line with this opinion, Hosyiana & Hermawan (2025) showed that teacher performance is greatly influenced by the level of work discipline, motivation, and supervision. Unfortunately, many teachers show performance that has not reached the ideal target due to weak supervision and low work discipline.

In terms of pedagogical competence, research by Cahyana & Agustin (2024) found that although teachers demonstrated quite good abilities in lesson planning, the implementation and evaluation of learning were still classified as moderate, which means they did not fully reflect high pedagogical standards. This is reinforced by the findings of Manik (2023) who showed that some Islamic Religious Education teachers in elementary schools still do not fully understand the principles of learning evaluation such as validity, objectivity, and continuity. These findings overall reflect the need for serious interventions, such as increased principal supervision, ongoing training programs, and the provision of performance-based incentives to encourage teacher professionalism as a key pillar of national education.

Problems related to teacher performance also occur at elementary schools in Bangko District, Rokan Hilir Regency. In Bangko District, Rokan Hilir Regency, there are two elementary schools: SDN 005 Bagan Barat and SDN 003 Bagan Hulu, both located in Rokan Hilir Regency, Riau Province. As an educational institution under the auspices of the government, teacher performance is certainly a highly sought-after aspect at these schools.

Based on teacher performance data at these schools, it can be seen that all teachers at SDN 005 Bagan Barat and SDN 003 Bagan Hulu have received good performance ratings over the past three years. However, regarding the relationship between academic supervision and the principal's leadership style, a unique phenomenon emerged. During initial observations, researchers discovered that several teachers felt that academic supervision was not yet comprehensive. Furthermore, interviews with several teachers revealed differing opinions regarding the principal's leadership. While most teachers at this school favored the principal's leadership style, some felt that there were areas that needed improvement. Therefore, it can be concluded that there are differences of opinion among teachers regarding the principal's leadership style. This is an anomaly, as teacher performance is strongly influenced by leadership quality and the presence of targeted and ongoing mentoring. However, the phenomenon shows that academic supervision and the principal's leadership style are not directly proportional to teacher performance.

Therefore, it is important to examine more deeply the influence of academic supervision and the principal's leadership style on teacher performance at SDN in Bangko District, Rokan

Hilir Regency, in order to provide strategic input in efforts to improve the quality of education at the school. Based on the description above, the author is interested in conducting scientific research on "The Influence of Academic Supervision and the Principal's Leadership Style on Teacher Performance at SDN in Bangko District, Rokan Hilir Regency".

2. METHODS

This study uses a quantitative approach with a correlational method that aims to determine the relationship between academic supervision and the principal's leadership style on teacher performance. The study was conducted in two elementary schools, namely SDN 005 Bagan Barat and SDN 003 Bagan Hulu in Bangko District, Rokan Hilir Regency, from May to September 2025. The study population included all teachers in both schools with a total of 41 people, and the entire population was sampled using a total sampling technique. The research variables consisted of academic supervision (X1), the principal's leadership style (X2), and teacher performance (Y), each measured using a Likert scale questionnaire instrument compiled based on theoretical indicators and tested for validity and reliability.

Data collection was conducted through the distribution of questionnaires covering aspects of planning, implementation, and follow-up of academic supervision; components of transformational leadership; and teacher performance indicators. Data were analyzed using descriptive statistics to describe the condition of the variables, as well as inferential statistics including normality tests, linearity tests, correlation tests, and multiple linear regression to determine the effect of each independent variable on teacher performance. These analysis techniques were used to determine whether academic supervision and the principal's leadership style contributed significantly to improving teacher performance in both schools.

3. FINDINGS AND DISCUSSION

3.1 DATA DESCRIPTION

The data processed in this study aims to describe the extent to which the implementation of academic supervision and the principal's leadership style affects teacher performance in Public Elementary Schools in Bangko District. The data description is compiled based on the results of processing a sample of 41 teachers. The results of the data processing can be seen below:

3.1.1 Teacher Performance (Y)

Calculations of the teacher performance variable data yield the following descriptions, as shown in Table 1 below. The interpretation criteria for the value intervals are divided into five categories, as described in the previous chapter. The frequency descriptions for the teacher performance variables are presented in Table 1:

Table 1. Description of Teacher Performance Frequency Y

Interval	Category	Freq	Percentage (%)
≤ 40	Very Low	0	0%
40-55	Low	0	0%
56-65	Moderate	5	12%
66-79	High	12	29%
80-100	Very High	24	59%
Total		41	100%

Based on Table 1, it can be seen that 24 respondents (59%) have a very high level of teacher performance, 12 respondents (29%) have a high level

of teacher performance, and 5 respondents (12%) have a moderate level of teacher performance. These data indicate that teacher performance at public elementary schools in Bangko District is very high.

3.1.2 Implementation Of Academic Supervision (X1)

Calculations for the academic supervision implementation variables are presented in Table 2 below. As before, the interval interpretation criteria are divided into five categories.

Based on the frequency distribution, the division of academic supervision implementation levels can be seen in the following table.

Table 2. Description of Academic Supervision Frequency X1

Interval	Category	Freq	Percentage (%)
≤ 40	Very Low	0	0%
40-55	Low	0	0%
56-65	Moderate	6	15%
66-79	High	9	22%
80-100	Very High	26	63%
Total		41	100%

Based on table 2, it can be seen that some respondents, namely 6 people (15%) have a level of academic supervision implementation that is classified as medium, as many as 9 people (22%) have a level of academic supervision implementation that is classified as high, and 26 people (63%) have a level of academic supervision implementation that is classified as very high. Thus, it can be concluded that the level of academic supervision implementation of State Elementary School teachers in Bangko District is classified as very high.

3.1.2 Implementation Of Academic Supervision (X1)

The calculation results for the principal's leadership style variable are presented in Table 3. The interval interpretation criteria used are similar to those for other variables, namely dividing them into five categories. The frequency distribution of the principal's leadership style can be seen in the following table:

Table 3. Description of the Frequency of Principal Leadership Style X2

Interval	Category	Freq	Percentage (%)
≤ 40	Very Low	0	0%
40-55	Low	0	0%
56-65	Moderate	7	17%
66-79	High	24	59%
80-100	Very High	10	24%
Total		41	100%

Based on table 3, it can be seen that some respondents, namely 7 people (17%) stated that the principal has a leadership style that is classified as medium, as many as 24 people (59%) stated that the principal has a leadership style that is classified as high, and only 10 people (24%) stated that the principal has a leadership style that is classified as very high. Thus, it can be concluded that the leadership of State Elementary School teachers

in Bangko District is classified as high.

3.2 DATA ANALYSIS

The research data are presented and analyzed using descriptive statistics and inferential statistics.

3.2.1 Descriptive Statistical Analysis

Descriptive statistical analysis includes a description of the respondent profile based on mean values for demographic variables, indicators, and research variables. Respondent demographics analyzed include gender, length of service, and employment status. This analysis serves to provide a general overview of the respondents before proceeding to inferential statistical testing for hypotheses.

3.2.1.1 Respondent Demographic Analysis

Demographic analysis was conducted based on the mean values for the variables gender (male and female), length of service (<5 years and >5 years), and employment status (civil servant and non-civil servant). Table 4 presents the mean values based on these demographic categories.

Table 4: Mean Values Based on Demographics

No.	Demographic	Indicator	N	%
1	Gender	Man	18	44%
		Woman	23	56%
		Average	20,5	50
2	Working years	< 5 Y	22	54%
		> 5 Y	19	46%
		Average	20,5	50
3	Employee Status	ASN	30	73%
		Non ASN	11	27%
		Average	20,5	50

Table 4 shows three demographic aspects of respondents: gender, length of service, and employment status. In terms of gender, male teachers have a percentage of 44%, which is lower than female teachers who have a percentage of 56%. In terms of tenure, the group with

a service period of > 5 years shows a percentage of 54%, higher than the group with a service period of < 5 years which has a percentage of 46%. In terms of employment status, ASN teachers have a percentage of 73% higher than Non ASN teachers who have a percentage of 27%. Overall, the majority of respondents at Public Elementary Schools in Bangko District are female, have a service period of more than 5 years, and hold ASN status.

3.2.1.2. Analysis of Teacher Performance Variables (Y) Based on Indicators

The descriptive analysis of the teacher performance variable includes calculating the mean value for each indicator. There are five indicators for this variable. The results of the descriptive analysis of the teacher performance variable can be seen in the following table.

Table 5: Analysis of Teacher Performance Variables Based on Indicators

No	Indikator	Mean	Tafsiran
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1	Quality of work	78	High
2	Quantity of work	81	Very high
3	Punctuality	80	Very high
4	Responsibility	80	Very high
5	Collaboration with others	80	Very high
Average		80	Very High

From Table 5, it can be seen that the mean value of teacher performance indicators ranges from 78 to 81. Overall, the average value of teacher performance variables is 80, which indicates a very high category.

3.2.1.3. Academic Supervision Variable (X1)

Descriptive analysis for the academic supervision implementation variable includes calculating the mean based on three indicators. The results of the descriptive analysis for the academic supervision variable can be seen in the following table

Table6: Mean Value of Academic Supervision Variable

No	Indicators	Mean	Interpretation
1.	Planning academic supervision	81	Very high
2.	Implementation of academic supervision activities	83	Very high
3.	Follow-up of academic supervision activities	82	Very high
Average		82	Very high

Table 6 shows that each indicator of academic supervision implementation has a mean value of 81 to 83, resulting in an average of 82 for this variable, which is in the very high category. This indicates that the implementation of academic supervision of public elementary school teachers in Bangko District, based on each indicator, is included in the very high category.

3.2.1.4. Principal Leadership Variable (X2)

Descriptive statistical analysis of the principal's leadership includes analysis of the mean value based on each indicator, namely; charisma, idealism, inspirational motivation, intellectual, and concern for individuals (teachers), which can be seen in the following description.

Table 7: Mean Value of Principal Leadership Style Variable Based on Each Indicator

No	Indicator	Mean	Interpretation
1	Idealized Influence (II)	74	High
2	Inspirational Motivation (IM)	74	High
3	Intellectual Stimulation (IS)	73	High
4	Individualized Consideration (IC)	74	High
Average		74	High

Table 7 shows that the mean value (average indicator value) for the principal's leadership style variable is 74, which is in the high category. This indicates that the leadership style of principals at public elementary schools in

Bangko District falls into the high category based on each indicator.

Table 8: Mean Value of Research Variables

No	Variable	Mean	Category
1	Teacher Performance(Y)	80	Very High
2	Academic Supervision(X1)	82	Very High
3	Principal Leadership (X2)	74	High
	Average	78	High

3.3 Inferential Statistical Analysis

Inferential statistical analysis is used to draw conclusions about a population based on sample characteristics. This analysis is necessary to test research hypotheses regarding the influence between variables. Before conducting correlation and regression analysis, prerequisite tests such as normality and linearity tests are performed.

3.3.1 Normality Test

The normality test aims to determine whether the data for each variable is normally distributed. The test used is the Kolmogorov-Smirnov test, with the stipulation that if the significance value (Sig) > 0.05, the data is normally distributed; conversely, if Sig < 0.05, the data is not normally distributed.

Table 9: Normality Test Results

N	Unstandardized	Residual
Normal Parameters ^{a,b}	0,0000000	41
Std. Deviation	4,98672805	
Most		0,067
Extreme Differences		
	Positive	0,054
	Negative	-0,067
Test Statistic		0,067
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on Table 9, the processed data can be explained in the row for the significance value of 0.200. This figure is greater than 0.05. This indicates that the data in this study is normally distributed and can be examined parametrically.

3.1.2 Linierity Test

A linearity test was conducted to determine whether the relationship between variables is linear. This test is a prerequisite for correlation or linear regression analysis. Based on processing with SPSS 17 for Windows, the results of the linearity test for the variables academic supervision (X1), principal leadership style (X2), and teacher performance (Y) are as follow

Tabel 10: Linearity Test Results

ANOVA Table					
Sum of			Mean		
Squares	df	Square	F		Sig.
Kinerja Guru *Between (Combined)	18	149,008	4,931		0,000
2682,142					
Supervisi Groups					
Linearity	1904,954	1	1904,954	63,037	0,000
Akademik					
Deviation from Linearity	777,188	17	45,717	1,513	0,179
Within Groups	664,833	22	30,220		
Total	3346,976	40			

ANOVA Table					
	Sum	ofdf	Mean		
	Squares		Square	F	Sig.
Kinerja Guru Between (Combined)	14	173,497	4,914		0,000
Gaya Groups	2428,964				
Kepemimpinan	Linearit	1	1844,872	52,251	0,000
	1844,872				
Deviation from	13	44,930	1,273		0,289
Linearity					
Within Gr	Oups	918,012	26	35,308	
Total	3346,976	40			

Based on the results of the linearity test, the significance value (Deviation from Linearity) of the relationship between academic supervision (X1) and teacher performance (Y) is 0.179 (> 0.05), so it can be concluded that there is a significant linear relationship between X1 and

Y. Likewise, for the principal's leadership style (X2) and teacher performance (Y), the Deviation from Linearity value is 0.289 (> 0.05), which indicates a significant linear relationship between X2 and Y.

3.1.3 Hypothesis Testing

3.1.3.1 Correlation Test

To determine the relationship between variables, the Pearson Product-Moment correlation test was used. The results of the correlation test are presented in Table 11.

Table 11: Correlation Test Result

Academic Supervision		School Principal's Leadership Style	Teacher Performance
Pearson	1	,594**	,754**
Correlation			
Academic Supervision		Sig. (2-tailed)	
		0,000	0,000
N	41	41	41
Leadership Style	Pearson ,594**	1	,742**
Sig. (2-tailed)			
Headmaster			0,000

	N 41	41	41
	Pearson ,754**		
		,742**	1
Teacher Performance	Sig. (2- 0,000	0,000	
	N 41	41	41

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

Table 11 shows that the correlation significance value for each pair of variables is 0.000, which means that there is a significant correlational relationship between the dependent variables, namely academic supervision and the principal's leadership style, with the independent variable, namely teacher performance.

5 Multiple Linear Regression Test Multiple linear regression test

Table 12: Multiple linear regression test results

Unstandardized Coefficients		Coefficients		
Standardized				
Modle	Std.		t	Sig.
B	Error	Beta		
(Constant)	14,629	6,953	2,104	0,042
1 Supervisi				
0,428	0,097	0,484	4,403	0,000
School Principal's Leadership Style				
0,413	0,100	0,455	4,134	0,000

a. Dependent Variable: Teacher Performance

This study used three variables: two independent variables (X) and one dependent variable (Y). To identify the relationship between the variables, the previously proposed hypotheses were tested using multiple linear regression analysis. The following are the results of the multiple linear regression analysis.

The data shown in table 12 can be analyzed with the following model: $Y = 14,629 + 0,428(X1) + 0,413(X2)$ The constant values with regression coefficients in the table above can be explained as follows:

3.1.4 The constant coefficient is 14.629 with a positive value.

3.1.5 The academic supervision variable (x1) has a positive regression coefficient value of

0.428. The positive regression coefficient value indicates that every one percent increase in the academic supervision variable, assuming other variables remain constant, will increase teacher performance by 0.428 or 42.8%. In addition, the sig. value shows a figure of 0.000 which is smaller than 0.05, this clarifies that there is a significant influence of the academic supervision variable on teacher performance.

3.1.6 The principal's leadership style variable (x2) has a positive regression coefficient value of

0.413. The positive regression coefficient value indicates that every one percent increase in the school leadership style variable, assuming other variables remain constant, will increase teacher performance by 0.413 or 41.3%. In addition, the sig. value shows a figure of 0.000 which is smaller than 0.05, this clarifies that there is a significant influence of the principal's leadership style variable on teacher performance..

4 F test (Simultaneous)

The F statistical test was conducted to determine whether the independent variables simultaneously influence the dependent variable. The results of the F test are presented in Table 13

Table 13: Simultaneous F-Test Results Sum of

		Mean			
	Model	Squares	df	Square	Sig.
1	Regression	2352,277	2	1176,139	44,931
	Residual	994,698	38	26,176	,000 ^b
	Total	3346,976	40		

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Supervisi Akademik, Gaya Kepemimpinan Kepala Sekolah

Table 13 shows a significance value of F of 0.000 (<0.05), so it can be concluded that the variables of academic supervision and principal leadership together have a significant effect on teacher performance.

5 Test the of coefficient of determination

Tabel 14: Results of the Determination Coefficient Test

		Adjusted R		Std. Error of
Model	R	R Square	Square	the Estimate
1	,838 ^a	0,703	0,687	5,11628

a. Predictors: (Constant), Gaya Kepemimpinan Kepala Sekolah, Supervisi Akademik

The coefficient of determination test is conducted to determine the extent to which the independent variable influences the dependent variable. If the Adjusted R2 value is large (detecting 1), it means that the independent variable can provide almost all the information needed to predict the dependent variable. Meanwhile, if the Adjusted R2 value is small, it means that the independent variable's ability to explain the dependent variable is very limited. In general, the coefficient of determination for cross-sectional data is relatively low due to the large variation between each observation, while time series data usually has a high coefficient of determination (Ghozali, 2021).

Based on Table IV.14, the adjusted R-square value is 0.687. This means that the ability of the independent variables, which include academic supervision and the principal's leadership style in this study, influences the dependent variable, namely teacher performance, by 0.687 or 68.7%.

After conducting descriptive data testing, hypothesis testing, and looking for the influence between independent variables on dependent variables, the following research results were obtained:

The academic supervision variable (X1) has a positive regression coefficient value of 0.428. This positive regression coefficient value indicates that every one percent increase in the academic supervision variable, assuming other variables remain constant, will increase teacher performance by 0.428 or 42.8%. In addition, the sig. value shows a figure of 0.000, which is smaller than 0.05, this clarifies that there is a significant influence of the academic supervision variable on teacher performance.

The principal's leadership style variable (X2) has a positive regression coefficient value of 0.413. The positive regression coefficient value indicates that every one percent increase in the school leadership style variable, assuming other variables remain constant, will increase teacher performance by 0.413 or 41.3%. In addition, the sig. value shows a figure of 0.000, which is smaller than 0.05, this clarifies that there is a significant influence of the principal's leadership style variable on teacher performance.

Simultaneously, it was found that the variables of academic supervision and principal leadership together had a significant influence on teacher performance with a coefficient of determination value of 0.687 or 68.7%.

Discussion of Research Results

Positive and Significant Influence of Academic Supervision on the Performance of Public Elementary School Teachers in Bangko District.

The results of the study indicate that academic supervision variables have a positive and significant influence on teacher performance, where every one percent increase in academic supervision, with other variables held constant, will increase teacher performance by 42.8%. This finding is consistent with the study "The Effect of Principal Academic Supervision on Teacher Performance in Madrasah Ibtidaiyah" by Yudistira et al. (2019) which found that academic supervision that is implemented effectively and continuously contributes significantly to the quality of teacher performance, especially in the aspects of responsibility, teaching skills, and learning management.

In addition, research by Kusdanati (2024) entitled "The Effect of Work

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The Relationship Between Academic Supervision And Principal Leadership Style On Teacher Performance In Public Elementary Schools In Bangko District

Motivation and Academic Supervision on Teacher Performance through Teacher Job Satisfaction at SMP N 1 Kasiman Bojonegoro" found that academic supervision not only has a direct impact but also through the channel of teacher job satisfaction, which strengthens its effect on improving performance.

This discussion demonstrates that academic supervision plays a crucial role in school management, where the supervision, evaluation, and guidance provided to teachers can encourage them to be more proactive in improving teaching practices and take responsibility for their professionalism. Key factors commonly identified in the literature are consistent supervision, constructive feedback, and teacher competency development through coaching or training. Without effective supervision, its effectiveness on teacher performance will be hampered.

Positive and Significant Influence of Principal Leadership Style on Teacher Performance at Public Elementary Schools in Bangko District. The results of this study indicate that the principal's leadership style has a positive and significant influence on teacher performance, with a regression coefficient of 0.413, meaning that every one percent increase in principal leadership, assuming other variables remain constant, will increase teacher performance by 41.3%. This finding is in line with research at Al Azhar Private High School, Medan, by Yudha et al. (2024), which shows that aspects of principal leadership such as communication skills and strong knowledge have a significant influence on teacher performance.

In addition, research by Suryadi et al. (2024) entitled "The Influence of Principal Leadership, Teacher Competence and Organizational Commitment on Teacher Performance at MAN 2 Pekanbaru City" found that principal leadership also had a positive effect although the coefficient differed depending on other controlled variables.

In this context, the principal's leadership not only determines policy direction but also creates a supportive work environment, provides motivation, implements the school's vision and mission, and serves as a role model for teachers. Participatory, transformational, or interpersonal leadership styles tend to be more effective in increasing teacher motivation, strengthening commitment, and improving the work climate, ultimately enhancing teacher performance.

Positive and Significant Influence of Academic Supervision and Principal Leadership Style on Teacher Performance of Public Elementary Schools in Bangko District Simultaneously, academic supervision and principal leadership together have a significant influence on teacher performance with a determination coefficient value of 0.687 or 68.7%. This shows that almost 68.7% of the variation in teacher performance can be explained by these two variables, while the rest (31.3%) is influenced by other factors not included in the model.

Research by Farida et al. (2023) found that both academic supervision and the principal's leadership style each made a positive and significant contribution to the performance of high school teachers in pilot schools. This indicates that academic supervision and principal leadership complement each other in strengthening teacher performance. Supervision provides monitoring, feedback, and technical guidance, while leadership provides direction, motivation, vision, and a supportive school culture. To achieve optimal teacher performance improvement, both variables must be integrated. Supervision is not merely a

formality, and leadership is not merely a symbolic vision; both are implemented through concrete and consistent practices.

4. CONCLUSION

The results of the study indicate that both academic supervision and the principal's leadership style have a positive and significant influence on teacher performance at SDN Bangko District, Rokan Hilir Regency. Academic supervision carried out in a planned manner through monitoring, assessment, and guidance can improve the quality of teacher professional duties. Likewise, the principal's leadership style that demonstrates a charismatic character, the ability to motivate, provide examples, and attention to individuals contributes to increased teacher motivation and performance. Simultaneously, these two variables together provide a strong contribution to improving teacher performance, so that the better.

Based on these findings, this study recommends that school principals and related parties improve the quality of academic supervision through more structured and continuous monitoring and coaching activities. Principals also need to develop a more communicative, inspiring, and supportive leadership style to create a work environment conducive to improving teacher professionalism. Teachers are expected to continue strengthening their pedagogical and professional competencies through training, self-reflection, and the implementation of innovative learning strategies. Furthermore, further research is recommended to include other variables that could potentially influence teacher performance, thus providing a more comprehensive understanding of the factors contributing to improved performance.

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CONFLICTS OF INTEREST:

The authors declare no conflict of interest

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