Exploring the influence of principal supervision, organizational climate, and teacher teaching experience on teacher performance

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ABSTRACT

Purpose – The purpose of the research is to examine the combined and individual effects of school principals' supervision, organizational climate, and teacher teaching experience on teacher performance in Sub Rayon 03 Middle School in Purworejo Regency. The research method used was quantitative, and the analysis employed multiple linear regression analysis

Method – The research employs a quantitative correlational approach, conducted at SMP Sub Rayon 03 Purworejo Regency with a sample of 95 teachers selected from a population of 130 using Isaac and Michael's sampling table. Data collection was carried out using research instruments, and the analysis involved multiple linear regression and partial correlation. Multiple linear regression was used to assess the combined effect of principal supervision, organizational climate, and teaching experience on teacher performance. Partial correlation analysis was conducted to determine the individual contributions of each variable to teacher performance. The significance of the regression equation was tested using the F test, while the t test was used for testing partial correlations.

Findings – The analysis results concluded the following: 1) There was a positive and significant combined influence of principal supervision, organizational climate, and teacher experience on teacher performance in Middle Sub-Rayon 03, Purworejo District (R=0.635 and R2=0.403). 2) Principal supervision had a positive and significant impact on teacher performance in Sub-Rayon 03 Middle School District, Purworejo (r1y-23=0.251). 3) Organizational climate also had a positive and significant effect on teacher performance in Sub-Rayon 03 Middle School, Purworejo District (r2y-23=0.319). 4) Finally, teacher teaching experience contributed positively and significantly to teacher performance in Sub-Rayon 03 Middle School, Purworejo District (r3y-12=0.260).

Keywords: school principal supervision, organizational climate, teacher teaching experience, teacher performance

INTRODUCTION

The progress of a nation in the world is influenced by the quality of the education system run by that nation. Therefore, the world of education is required to be able to create

quality and high-achieving human resources (Darmawan et al., 2020). The big problem faced by the world of education in Indonesia is that the quality, costs and quality of education are considered to still need to be improved. The impact of the quality of education is the need to improve the quality of human resources (Bowen & Lawler III, 1992).

Human resources are the first and main element in every activity carried out (Petrick, 2017). However, even though various efforts such as increasing sophisticated equipment have not been able to increase human resources, because the absence of an active role means that human resources will not have any meaning. Teachers are one of the factors that play an important role in building human resources (Sa'dullah & Hidayatullah, 2020). Therefore, ideally teachers are able to show their professionalism. School principals as leaders are expected to be able to improve teacher performance, including by identifying factors that can influence teacher performance (Haynes & Fryer, 2000).

One factor that can influence teacher performance is coaching by the principal through the supervision of the principal. In the educational process, monitoring or supervision is an inseparable part of efforts to optimize quality assurance (Karim et al., 2021). Educational monitoring or supervision is an effort to provide services to educational stakeholders, especially to teachers, both individually and as a group in an effort to improve the quality of learning processes and outcomes (Sahertian, 2009). The substance of the nature of supervision refers to all supervisors' assistance efforts to education stakeholders, especially teachers, which are aimed at improving and fostering aspects of learning. The assistance provided to teachers must be based on careful research or observation and objective and in-depth assessment with reference to the learning program planning that has been made. An assistance process that is oriented towards improving the quality of learning processes and outcomes is important, so that the assistance provided is truly on target. So the assistance provided must be able to improve and develop teaching and learning situations, so that ultimately improve teacher performance (Suchyadi & Nurjanah, 2022).

Organizational climate relates to how teachers perceive the climate characteristics of a school organization. The strength of an organizational climate will influence the increasing quality of information and coordination of behavior of all those involved in the organization (Rimbayana et al., 2022). He feels that a fair organizational climate can encourage teachers to achieve optimal performance.

Another factor that influences teacher performance is the teacher's teaching experience. Teaching experience is one of the factors that really determines success in education (Podolsky et al., 2019). Teaching experience in this case is the time interval as a teacher. The length of service as a teacher will provide different experiences between one teacher and another. The longer he serves as a teacher, the more experience he has, so a teacher who has had a long tenure will not be the same as a new teacher (Louws et al., 2017). A teacher who has a long or extensive teaching experience, in the sense of having had a relatively long period of service, will have a high level of ability/work performance as a teacher. This is very reasonable, because while working as a teacher there will naturally be a

learning process within the teacher himself, "learning how to teach well" and "learning how to learn well". Based on a long period of work, teachers have the opportunity to make learning activities more effective by keeping progress notes for their students so that they can make program adjustments that they need for the next lesson. In this way, teaching experience can help teachers optimize their performance (Ewetan & Ewetan, 2015).

Based on a preliminary study conducted at Purworejo Regency Middle School, it is known that there are still several teachers whose performance needs to be improved. This condition can be seen from the number of teachers who only pursue achieving material targets, but pay little attention to teaching methods. There are still students who complain about the teacher's learning system being monotonous and boring because every day is filled with lectures and doing assignments from Student Worksheets (LKS). School principals rarely supervise the quality of teacher teaching (Suchyadi & Nurjanah, 2022). So far, principal supervision has been mostly aimed at observing teacher discipline in teaching, but has paid less attention to the application of teaching methods. This condition was also triggered by several teachers who still lacked experience in teaching considering they had only been teaching for a few years. Apart from that, the school climate also tends to be less appreciative of teachers' efforts in implementing innovative learning. As a result, there are still teachers who tend to be conservative in teaching, so there is rarely two-way communication with students.

From the literature review, it is evident that several sources are relevant to this paper. Mohamad Arsi's work, for example, explores the impact of principal leadership and organizational climate on the performance of physical education (PE) teachers. The research utilized a survey method with a quantitative approach, drawing from a sample of 47 respondents selected from the entire population, which was less than 100. The instrument employed was a questionnaire with a Likert Scale, and the analysis technique utilized was the Pearson Product Moment Correlation. The results indicated that 79.57% of PE teacher performance could be attributed to the effect of Principal Leadership and Organizational Climate, with the remaining 20.43% determined by other variables (Ramdani, 2013).

In a paper by Hasrat A. Aimang, the author discusses the impact of principal leadership and organizational climate on teacher job satisfaction at SMP Negeri 1 Toili, Toili District. The study involved all 37 teachers of SMP Negeri 1 Toili, who were civil servant teachers. The research used a saturated sample technique, including the entire teacher population as the sample. Data was collected using questionnaires and analyzed descriptively and through multiple linear regression statistics using the SPSS version 20.0 program. The study found that the principal's leadership (X1) and organizational climate (X2) partially had a positive and significant effect on teacher job satisfaction (Y) at SMP Negeri 1 Toili. Simultaneously, both principal leadership and organizational climate had a positive and significant effect on teacher job satisfaction at the school. Additionally, the principal leadership variable (X1) was found to have a dominant influence on teacher job satisfaction (Y) at SMP Negeri 1 Toili (Aimang & Rahman, 2019).

The article written by Nasib Tua explores how principals can improve teacher performance in schools. It suggests six efforts that principals can make to achieve this goal: (1) Focusing on improving teacher competence, (2) Providing sufficient funds to enhance teacher professionalism, (3) Supervising and guiding teachers professionally, (4) Creating a school organizational culture that is comfortable for teachers, (5) Fostering innovation and progress in schools, (6) Giving various awards for teacher achievements. The article recommends that principals should actively and creatively collaborate with teachers and education stakeholders to enhance teacher performance (Gaol & Siburian, 2018).

Luh Aristarini, I Ketut Kirya and Ni Nyoman Yulianthini (2014) conducted research entitled "The Influence of work experience, Social Competence and Work Motivation on the Performance of PT Adira Finance Singaraja". This research uses a causal research design. The research results show that (1) there is a positive influence of work experience, social competence and work motivation on employee performance, (2) there is a positive influence of work experience on employee performance, (3) there is a positive influence of social competence on employee performance, (4) there is positive influence of work motivation on employee performance, (5) there is a positive influence of work experience on social competence, (6) there is a positive influence of work experience on work motivation, and (7) there is a positive influence of social competence on employee work motivation in the marketing department of PT Adira Finance Singaraja (Luh et al., 2014).

Yuyuk Liana in 2015 conducted research entitled "Organizational Climate and Achievement Motivation on Job Satisfaction and Teacher Performance".The purpose of this research is to determine the influence of organizational climate and achievement motivation on job satisfaction and to determine the influence of organizational climate and achievement motivation on employee performance through job satisfaction. The population in this study were high school teachers in Malang Regency, both public high schools and private high schools. The number of samples in this study was 103. The results of the study prove that there is a direct influence between organizational climate, achievement motivation and job satisfaction. „ there is an indirect influence between organizational climate, achievement motivation on teacher performance through job satisfaction. The research results also show that together organizational climate, achievement motivation and job satisfaction influence teacher performance. A conducive organizational climate will influence teacher performance (Yuyuk, 2020).

Supardi in 2014 conducted research entitled "Contribution of Madrasah Head Supervision, Work Climate, and Understanding of the Curriculum to the Performance of Madrasah Aliyah Teachers."The aim of this research is to determine the contribution of madrasa head supervision, work climate, and understanding of the curriculum to teacher performance. The research method uses a survey with a correlational approach. The research sample consisted of 200 teachers. The research instrument used a questionnaire and multiple choice tests. The results of the research show that there is a positive and significant relationship between: 1) supervision of madrasah heads on teacher performance, increasing supervision of madrasah heads will be followed by an increase in teacher performance; 2) work climate on teacher performance, improving the work climate will be followed by an

increase in teacher performance; 3) understanding of the curriculum on teacher performance, increasing understanding of the curriculum will be followed by an increase in teacher performance; and 4) supervision of madrasa heads, work climate and understanding of the curriculum on teacher performance, increasing supervision of madrasa heads, work climate and understanding of the curriculum will be followed by an increase in teacher performance (Supardi & Hakim, 2021).

Euis Haryani in 2017 conducted research entitled "The Influence of School Organizational Climate and Principal Leadership on Learning Management to Achieve Teacher Performance".The results of testing the main hypothesis in this research can be concluded that the school organizational climate (X1) and the principal's leadership (X2) have a significant positive effect on learning management (Y) to realize teacher performance (Z) in madrasas. This research concludes that achieving good teacher performance in madrasas can be done by making learning management more effective, conducive to the school's organizational climate and optimizing the leadership of the school principal (Haryani, n.d.).

Carudin in 2011 conducted research entitled "The Influence of Principal Leadership and School Work Climate on Teacher Performance".The research results obtained by the leadership of heads of State Vocational Schools throughout Indramayu Regency which include personality dimensions, decision-making abilities, communication skills, providing motivation and delegation of authority have a sufficient influence on performance. The school work climate has a significant relationship with teacher performance. The teacher's teaching performance is in the quite good category. The principal's leadership has a positive effect on teacher performance but is not enough to motivate teacher performance. The influence of the school work climate on teacher performance is not good enough and can motivate teacher performance. The principal's leadership and work climate have a significant positive influence on teacher performance (Carudin et al., 2022).

Based on the conducted review, no research identical to this paper was found. Therefore, the author concludes that the study on the influence of principal leadership, organizational climate, and teaching experience on teacher performance in SMP Sub Rayon 03 Purworejo Regency remains relevant and urgent.

METHOD

This research uses a quantitative correlational type of research. Quantitative methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations and samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses (Sugiyono, 2018). This research was conducted at SMP Sub Rayon 03 Purworejo Regency. The location of this research was chosen based on the consideration that at this school there had never been any research examining teacher performance.

The population in this study were all 130 teachers at SMP Negeri Sub Rayon 03 Purworejo Regency.This research uses a sampling technique which refers to the sample

measurement table developed by Isaac and Michael (Sugiyono, 2022). A population of 130 can be taken from 95 respondents with an error tolerance limit of 5%.

The number of sample members based on the number of subpopulations is as show in table 1.: Determination of sample members was carried out randomly, namely by drawing names from each subpopulation so that the number of samples required was obtained.

Table 1. Determination of Sample Number

No	School Name (Subpopulation)	Total number of teachers	Number of Samples
1	SMPN 19 Purworejo	34	24
2	SMPN 25 Purworejo	40	28
3	SMPN 29 Purworejo	25	18
4	SMPN 37 Purworejo	21	15
5	SMPN 43 Purworejo	14	10
	Amount	130	95

The data analysis method used in this research is multiple linear regression followed by a significance test for the regression line equation with the F test and partial correlation followed by a significance test with the t test. Multiple linear regression to see how principal supervision, organizational climate, and teacher teaching experience together contribute to teacher performance. Partial correlation to see one by one how the principal's supervision contributes to teacher performance, the contribution of organizational climate to teacher performance, and the contribution of teacher teaching experience to teacher performance.

RESULTS AND DISCUSSION

Teacher performance

The minimum score that can be obtained from a subject is the number of items times the lowest Likert Scale score used in the scale, namely 1, so that the ideal minimum value is 27 x 1 = 27. The maximum score is obtained from the number of items times the highest Likert Score used in the scale, namely 4 , so that the ideal maximum value is 27 x 4 = 108. The range is obtained from the difference between the ideal maximum and minimum values, namely 108 – 27 = 81. Standard deviation (σ) ideal is obtained from the distribution distance divided by 6, so that the ideal standard deviation of the teacher performance scale is 81 : 6 = 13.5. As for the hypothetical mean (μ) ideal value is obtained from half of the maximum and minimum values, so that the ideal mean value of teacher performance is (108 + 14)/2 = 67.5. Based on the ideal mean and ideal standard deviation values, teacher performance can be categorized as show in table 2.

Table 2. Categorization of teacher performance

Categorization	Categorization norms	Score	F	%
High	$Y > \mu+\sigma$	Y > 81.0	37	38.9
Currently	$\mu-\sigma \leq Y \leq \mu+\sigma$	54.0 ≤ Y ≤ 81.0	46	48.4
Low	$Y < \mu-\sigma$	Y < 54.0	12	12.6
	Amount		95	100.00

The empirical score of teacher performance is obtained based on the results of the questionnaire obtained. The maximum empirical score is 103.0 and the minimum empirical score is 38. The distribution distance is obtained from the difference between the maximum score and the minimum score, namely 103 – 38 = 65, the standard deviation is 16.96 while the empirical mean is 73.91. The mean empirical value of teacher performance is 73.91 in the interval $54.0 \leq Y \leq 81.0$ so it is included in the medium category and the majority is also included in the medium category (44.4%).

Principal supervision

The minimum score that can be obtained from a subject is the number of items times the lowest Likert Scale score used in the scale, namely 1, so that the ideal minimum value is 28 x 1 = 28. The maximum score is obtained from the number of items times the highest Likert Score used in the scale, namely 4 , so that the ideal maximum value is 28 x 4 = 112. The range is obtained from the difference between the ideal maximum and minimum values, namely 112– 28 = 84. Standard deviation (σ) is obtained from the distribution distance divided by 6, so that the ideal standard deviation of the school principal's supervision scale is 84 : 6 = 14.0. As for the hypothetical mean(μ) ideal value is obtained from half of the maximum and minimum values, so that the ideal mean value of principal supervision is (112+ 28)/2 = 70.0. Based on the ideal mean and ideal standard deviation values, school principal supervision can be categorized as show in :

Table 3. Categorization of Principal Supervision

Categorization	Categorization norms	Score	F	%
High	$X1 > \mu+\sigma$	$X1 > 84.0$	31	32.6
Currently	$\mu-\sigma \leq X1 \leq \mu+\sigma$	$56.0 \leq X1 \leq 84.0$	56	58.9
Low	$X1 < \mu-\sigma$	$X1 < 56.0$	8	8.4
Amount			95	100.00

The empirical score for principal supervision is obtained based on the results of the questionnaire obtained. The maximum empirical score is 109.0 and the minimum empirical score is 32. The distribution distance is obtained from the difference between the maximum score and the minimum score, namely 109 – 32 = 77, the standard deviation is 12.36 while the empirical mean is 75.44. The mean empirical value of principal supervision is 75.44 in the interval $56.0 \leq$

Organizational climate

The minimum score that can be obtained from a subject is the number of items times the lowest Likert Scale score used in the scale, namely 1, so that the ideal minimum value is 28 x 1 = 28. The maximum score is obtained from the number of items times the highest Likert Score used in the scale, namely 4 , so that the ideal maximum value is 28 x 4 = 112. The range is obtained from the difference between the ideal maximum and minimum values, namely 112– 28 = 84. Standard deviation (σ) is obtained from the distribution distance divided by 6, so that the ideal standard deviation of the organizational climate scale is 84 : 6 = 14.0. As for the hypothetical mean(μ) ideal is obtained from half of the maximum and

minimum values, so that the ideal mean value of organizational climate is (112+ 28)/2 = 70.0. Based on the ideal mean and ideal standard deviation values, organizational climate can be categorized as show in table 4.

Table 4. Categorization of Organizational Climate

Categorization	Categorization norms	Score	F	%
High	X2 >μ+σ	X2 > 84.0	23	24.2
Currently	μ-σ≤ X2 ≤μ+σ	56.0 ≤ X2 ≤ 84.0	63	66.3
Low	X2 <μ-σ	X2 < 56.0	9	9.5
Amount			95	100.00

The empirical score of organizational climate is obtained based on the results of the questionnaire obtained. The maximum empirical score is 105.0 and the minimum empirical score is 37. The distribution distance is obtained from the difference between the maximum score and the minimum score, namely 105 – 37= 68, the standard deviation is 14.15 while the empirical mean is 73.94. The empirical mean value of organizational climate is 73.94 in the interval 56.0 ≤

Teaching experience

The minimum score that can be obtained from a subject is the number of items times the lowest Likert Scale score used in the scale, namely 1, so that the ideal minimum value is 27 x 1 = 27. The maximum score is obtained from the number of items times the highest Likert Score used in the scale, namely 4 , so that the ideal maximum value is 27 x 4 = 108. The range is obtained from the difference between the ideal maximum and minimum values, namely 108 – 27 = 81. Standard deviation (σ) ideal is obtained from the distribution distance divided by 6, so that the ideal standard deviation of the teaching experience scale is 81 : 6 = 13.5. As for the hypothetical mean(μ) ideal value is obtained from half of the maximum and minimum values, so that the ideal mean value of teaching experience is (108 + 14)/2 = 67.5. Based on the ideal mean and ideal standard deviation values, teaching experience can be categorized as show in table 5.

Table 5 Categorization of Teaching Experience

Categorization	Categorization norms	Score	F	%
High	X3 >μ+σ	X3 > 81.0	16	16.8
Currently	μ-σ≤ X3 ≤μ+σ	54.0 ≤ X3 ≤ 81.0	65	68.4
Low	X3 <μ-σ	X3 < 54.0	14	14.7
Amount			95	100.00

The empirical score for teaching experience is obtained based on the results of the questionnaire obtained. The maximum empirical score is 105.0 and the minimum empirical score is 36. The distribution distance is obtained from the difference between the maximum score and the minimum score, namely 105 – 36 = 69, the standard deviation is 14.34 while the empirical mean is 69.18. The empirical mean value of teaching experience is 69.18 in the interval 54.0 ≤

Hypothesis test

Major Hypothesis Testing

The magnitude of the contribution of principal supervision, organizational climate and teacher teaching experience to teacher performance can be seen in the table 6.

Table 6. Results of the Coefficient of Determination of Multiple Linear Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error the Estimate
1	,635a	,403	,383	13.31369

The results of multiple linear regression analysis showed that the price of Ry-123 = 0.635 and the determinant coefficient (R2) = 0.403. The contribution of the independent variables principal supervision, organizational climate and teaching experience together to the dependent variable teacher performance is R2 = 0.403 x 100% = 40.3%, while the influence outside the variables studied is 100% - 40.3% = 59 .7%. The results of the analysis can be concluded that the principal's supervision, organizational climate and teacher teaching experience contribute positively to teacher performance.

To test the major hypothesis which states "School principal supervision, organizational climate and teacher teaching experience together contribute positively and significantly to teacher performance at SMP Sub Rayon 03 Purworejo Regency", an F test was carried out in multiple linear regression analysis.

Table 7. F Test Results of Multiple Linear Regression Analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	10893,992	3	3631,331	20,487	,000a
Residual	16130.155	91	177,254		
Total	27024,147	94			

The results of data analysis (table 7) also obtained an Fcount value = 20.487 with a significance of 0.000, meaning the p value is Sig. < 0.05 so that the principal's supervision, organizational climate and teacher teaching experience have a positive contribution to teacher performance.

Minor Hypothesis Testing

To find out the relationship between each independent variable and the dependent variable, the t test was used with a significance level of 5%.

Table 8. T Test Results of Multiple Linear Regression Analysis

Model		t	Sig.	Correlations		
				Zero-order	Partials	Part.
1	(constant)	,981	,329			
	X1	2,475	0.15	,481	,251	,200
	X2	3,214	,002	,540	,319	,260
	X3	2.57	,012	,494	,260	,280

First Minor Hypothesis

The first hypothesis reads "Principal supervision contributes positively and significantly to teacher performance at SMP Sub Rayon 03 Purworejo Regency". The results of the analysis obtained a partial correlation value of 0.251 with a significance of 0.015, meaning sig. <0.05 so the proposed hypothesis is accepted and significant, so it can be concluded that the principal's supervision contributes positively to teacher performance.

Second Minor Hypothesis

The second hypothesis reads "The organizational climate contributes positively and significantly to teacher performance at SMP Sub Rayon 03 Purworejo Regency". The results of the analysis obtained a partial correlation value of 0.319 with a significance of 0.002, meaning sig. <0.01 so the proposed hypothesis is accepted and very significant, so it can be concluded that organizational climate contributes very positively to teacher performance.

Third Minor Hypothesis

The third hypothesis reads "Teachers' teaching experience contributes positively and significantly to teacher performance at SMP Sub Rayon 03 Purworejo Regency". The results of the analysis obtained a partial correlation value of 0.260 with a significance of 0.012, meaning sig. <0.05 so the proposed hypothesis is accepted and significant, so it can be concluded that teaching experience contributes positively to teacher performance.

The magnitude of the contribution of each independent variable betweenprincipal supervision, organizational climate and teacher teaching experience on teacher performancecan be known from effective contribution and relative contribution. The results of effective donations and relative donations can be seen in table 9.

Table 9. Effective Contribution (SE) and Relative Contribution (SR) From Each Predictor

Variable	Beta	Zero-order	SE (%)	SR (%)
Principal supervision (X1)	0.233	0.481	11.21	27.82
Organizational climate (X2)	0.314	0.540	16.98	42.11
Teacher teaching experience (X3)	0.245	0.494	12,12	30.07
Amount			40.31	100.00

Discussion

Principal supervision, organizational climate and teaching experience contribute positively to teacher performance

The results of the research show that there is a positive and significant contribution of principal supervision, organizational climate and teacher teaching experience together to teacher performance at SMP Sub Rayon 03 Purworejo Regency. Contributing positively and significantly means that the higher the principal's supervision, organizational climate and teacher's teaching experience, the teacher's performance will also be high, conversely, if the principal's supervision, organizational climate and teacher's teaching experience are lower, the teacher's performance will also be low (Rimbayana et al., 2022; Purba, P., 2023).

Performance reflects the real behavior displayed by each person as work achievements produced by teachers in accordance with their role in the school organization. Good teacher

performance will have an impact on output so that it can directly improve the quality of education. Teacher performance can be influenced by several factors both internal and external, including the supervision of the school principal, organizational climate and the teacher's teaching experience. Teacher performance can be improved by coaching by the principal through the principal's supervision. Principal supervision is an effort to provide services to teachers, both individually and as a group, in an effort to improve the quality of learning processes and outcomes (Nasrun, 2016). This is intended so that teacher performance continues to improve. School organizations should also provide appropriate compensation and create an organizational climate that can optimize teacher performance. Organizational climate relates to how teachers perceive the climate characteristics of a school organization. He feels that a fair organizational climate can encourage teachers to achieve high performance. Teaching experience also contributes to teacher performance. Teaching experience is seen from the length of time teaching and educational training that has been attended. The longer the work period, the more experience there is, which contributes to teacher performance.

Principal supervision contributes positively to teacher performance

The results of the research show that there is a positive and significant contribution of principal supervision to teacher performance at SMP Sub Rayon 03 Purworejo Regency. Having a positive and significant contribution means that the higher the principal's supervision, the teacher performance will also be high, conversely, if the principal's supervision is lower, the teacher performance will also be low.

In the educational process, monitoring or supervision is an inseparable part of efforts to optimize quality assurance. Educational monitoring or supervision is an effort to provide services to educational stakeholders, especially to teachers, both individually and as a group in an effort to improve the quality of learning processes and outcomes (Dasmana et al., 2022). The essence of educational supervision is in its substance (Aprida et al., 2020). The substance of the nature of supervision in question refers to all supervisory assistance efforts to education stakeholders, especially teachers, which are aimed at improving and fostering aspects of learning. The assistance provided to teachers must be based on careful research or observation and objective and in-depth assessment with reference to the learning program planning that has been made. An assistance process that is oriented towards improving the quality of learning processes and outcomes is important, so that the assistance provided is truly on target. So the assistance provided must be able to improve and develop teaching and learning situations, so that ultimately improve teacher performance.

Organizational climate contributes very positively to teacher performance

The results of the research show that there is a very positive and very significant contribution of organizational climate to teacher performance at SMP Sub Rayon 03 Purworejo Regency. Having a positive and very significant contribution means that the higher the organizational climate, the higher the teacher's performance, conversely, if the organizational climate is lower, the teacher's performance will also be lower (Ar Rasyid, 2023).

Organizations should provide appropriate compensation and create an organizational climate that can provide employee job satisfaction so that they are motivated to improve their performance (Idris, I., et.al, 2020). Organizational climate relates to how teachers perceive the climate characteristics of a school organization. The strength of an organizational climate will influence the increasing quality of information and coordination of behavior of all those involved in the organization (Maryadi, 2012: 108). He feels that a fair organizational climate can encourage teachers to achieve optimal performance.

Teachers' teaching experience contributes positively to teacher performance

The results of the research show that there is a positive and significant contribution of teachers' teaching experience to teacher performance at SMP Sub Rayon 03 Purworejo Regency. Contributing positively and significantly means that the higher the teacher's teaching experience, the teacher's performance will also be high, conversely, if the teacher's teaching experience is lower, the teacher's performance will also be low. Teaching experience is one of the factors that really determines success in education. Teaching experience in this case is the time interval as a teacher. The length of service as a teacher will provide different experiences between one teacher and another. The longer he serves as a teacher, the more experience he has, so that a teacher who has had a long tenure will not be the same as a new teacher (Topchyan, R., & Woehler, C. 2021).

CONCLUSION

At SMP Sub Rayon 03 Purworejo Regency, there is a positive and significant correlation between principal supervision, organizational climate, and teacher teaching experience and their combined impact on teacher performance, amounting to an effective contribution of 40.31%. When the principal's supervision is good, the organizational climate is comfortable, and the teacher's teaching experience is positive, the teacher's performance will be optimal. Conversely, if the principal's supervision is inadequate, the organizational climate is uncomfortable, and the teacher's teaching experience is not favorable, the teacher's performance will suffer. Moreover, the positive and significant contribution of principal supervision to teacher performance alone is 11.21%. When the principal's supervision is effective and satisfactory, teacher performance will improve. Furthermore, there is a positive and highly significant contribution of organizational climate to teacher performance at SMP Sub Rayon 03 Purworejo Regency, with an effective contribution of 16.98%. Higher organizational climate leads to better teacher performance. Conversely, lower principal's supervision results in lower teacher performance. Lastly, the positive and significant contribution of teacher teaching experience to teacher performance at SMP Sub Rayon 03 Purworejo Regency is 12.21%. Optimal teacher performance is associated with better teaching experience, while suboptimal teaching experience leads to poorer teacher performance.·

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