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Relationship of Academic Supervision and Organizational Climate with Elementary School Teacher Professionalism

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Abstract

This study examines the partial and joint relationships of academic supervision and organizational climate with the professionalism of public elementary school teachers. A quantitative ex post facto design was used with 206 teachers selected from a population of 424 civil-service teachers across 53 supervised schools in Ketanggungan District through proportional random sampling. Data from validated and highly reliable five-point Likert questionnaires were analyzed using descriptive statistics, Pearson correlation, simple and multiple linear regression, t tests, the F test, and coefficients of determination. Academic supervision was positively and significantly related to teacher professionalism ($r=0.584$; $R^2=0.342$; $p<0.001$), while organizational climate also showed a positive and significant relationship ($r=0.361$; $R^2=0.130$; $p<0.001$). Jointly, both predictors were significantly associated with teacher professionalism ($R=0.624$; $R^2=0.390$; $F=64.770$; $p<0.001$), with academic supervision showing the stronger standardized coefficient ($\beta=0.527$) than organizational climate ($\beta=0.227$). The findings imply that strengthening reflective supervision, particularly evaluation and follow-up, should be accompanied by supportive leadership, motivation, communication, and organizational systems to sustain teacher professional development.

Keywords

Academic Supervision, Elementary School, Organizational Climate, Teacher Professionalism.

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INTRODUCTION

Elementary education provides the foundation for academic capability, character formation, and learning habits that shape students' development at later levels. In this context, teacher professionalism refers to teachers' capacity to design, implement, assess, and continuously improve instruction responsibly rather than merely comply with administrative requirements (Ariyanti, 2023). Teacher professional development is therefore a planned and sustained process that involves program organization, implementation, monitoring, and improvement. This perspective implies that the quality of elementary education depends substantially on whether schools establish professional support mechanisms that encourage teachers to continue learning, reflect on instructional practice, and adapt their competencies to students' needs and changing educational policies.

Teacher professionalism encompasses integrated knowledge, pedagogical skill, professional commitment, ethical responsibility, and continuous self-development that become visible in everyday instructional practice (Hikmah, 2023). Professional teachers do not merely master subject matter; they translate that mastery into structured, relevant, and learner-responsive learning experiences. Professionalism is therefore not fixed once teachers obtain formal qualifications or certification. It develops through professional learning, collegial interaction, reflection, and organizational support that enable teachers to improve lesson planning, instructional implementation, and learning evaluation in a sustained manner. This conceptualization is consistent with the operational construct used in this study, which combines professional-pedagogical competence, skills and performance, and innovation-adaptation as complementary expressions of teacher professionalism.

The demands of teacher professionalism become more complex in digitally mediated learning environments that require flexibility, adaptation, and technological literacy. Roudhoh et al., (2026) demonstrate that teacher resilience and digital competence influence the effectiveness of digital learning media use in elementary schools. Their findings broaden the meaning of professionalism because contemporary professional competence is expressed not only through subject and pedagogical mastery but also through productive responses to technological change. For elementary teachers, adaptability is particularly important because they face diverse learning needs, curriculum change, and expectations to integrate digital resources while still respecting developmental principles appropriate for young learners. Accordingly, innovation and adaptation

are treated in this study as an integral dimension of professionalism rather than as an optional extension of teachers' core work.

Sustainable professional development requires school-level support rather than individual teacher initiative alone. Hakimah et al., (2026) report that continuous, practice-based training supported by coaching, mentoring, and lesson study is more effective for improving teacher competence than short, theory-oriented training. This evidence is relevant to the present study because teacher professionalism is more likely to develop when schools provide contextual and ongoing support mechanisms connected directly to instructional problems. Academic supervision by school principals is one such mechanism because it can organize needs identification, classroom observation, feedback, reflection, and follow-up into a coherent professional learning cycle. When these processes are connected rather than implemented as isolated administrative activities, supervision can function as an institutional pathway for sustained teacher learning.

Academic supervision is a professional assistance process intended to strengthen instructional quality and teacher competence. Addini et al., (2022) explain that educational supervision serves a developmental function through scientific, democratic, cooperative, constructive, and creative principles. These principles are important because supervision that focuses only on administrative inspection is unlikely to transform teaching practice. In this study, academic supervision is conceptualized through planning, implementation, and evaluation/follow-up because these stages represent a sequential professional-development cycle: planning defines priorities and instruments, implementation produces evidence from instructional practice, and evaluation/follow-up converts findings into concrete improvement actions. The three stages are therefore analytically distinct but conceptually interdependent.

Teachers' position in supervision should be understood as that of active participants rather than passive objects of evaluation. Azzahra & Aliyyah, (2024) show that elementary teachers may function as supervision participants, collaborators, learning agents, and change agents during academic supervision. Such a perspective shifts supervision from inspection toward professional interaction that encourages openness and reflection. When teachers participate in determining supervision priorities, discussing observation evidence, and planning follow-up actions, they are more likely to develop ownership of improvement. Conversely, one-directional supervision may generate anxiety and reduce teachers' openness to feedback. This participatory mechanism explains why communication, reflective discussion, and follow-up are included as indicators in the

implementation and evaluation dimensions of the present study.

The effectiveness of supervision can be observed in changes in teaching skills after systematic professional assistance. Suarniti, (2023) found that academic supervision can improve elementary teachers' teaching skills because it creates opportunities to identify weaknesses, implement improvements, and evaluate progress. This finding suggests that supervision should not be treated as a ceremonial routine; it is an instructional-management instrument with direct implications for pedagogical practice. In supervised school clusters, the quality of supervision is especially important because principals are expected to maintain instructional standards while providing support suited to teachers working in schools with varying organizational conditions and professional capacities. Therefore, the value of supervision lies not only in its frequency but also in the quality of observation, feedback, and the continuity of corrective action.

Supervision has also evolved through digital platforms that expand teachers' access to learning resources and professional follow-up. Wirya, (2024) explains that academic supervision supported by the Merdeka Mengajar Platform can facilitate professional development by providing resources for learning, reflection, and self-directed improvement. Technology does not replace direct interaction between principals and teachers; rather, it can enrich supervision through documentation, progress monitoring, and more diverse follow-up resources. This development reinforces the conceptual importance of the evaluation/follow-up stage because supervision should not stop after classroom observation. It should produce documented improvement commitments, access to relevant learning resources, and subsequent monitoring that strengthens teachers' professional and pedagogical competence.

In addition to supervision, teacher professionalism develops within the social and organizational environment that shapes daily work experiences. Komarudin, (2023) demonstrates that school organizational climate is related to achievement motivation and teacher performance. Organizational climate reflects members' shared perceptions of leadership, communication, working relationships, support, and prevailing systems; these perceptions influence how safe, motivated, and able teachers feel to collaborate and take professional initiative. An open and supportive environment can therefore reinforce professional learning, whereas a rigid and unsupportive climate may restrict collaboration, weaken motivation, and isolate improvement efforts. In this study, organizational climate is treated as a contextual mechanism that can enable or constrain the translation of professional competence into consistent practice.

The relationship between organizational climate and teacher competence becomes visible when principal leadership, work motivation, interpersonal relations, and organizational support interact in shaping task performance. Haryanto et al., (2024) found that work motivation, organizational climate, and the principal's role simultaneously influenced elementary teacher competence. Their result indicates that competence does not develop in isolation: teachers require clear goals, leadership support, psychological safety, and opportunities for collaboration. Consequently, research on professionalism should examine both direct professional development through supervision and the organizational context that determines whether professional learning outcomes can be maintained and applied consistently in school practice. This reasoning underlies the inclusion of leadership, work motivation, member interaction, and organizational culture/system as dimensions of organizational climate.

Organizational culture and climate are closely connected because shared values and work systems influence how teachers interpret expectations, interact with colleagues, and respond to leadership. Nurlathifah & Hidayat, (2025) report that positive organizational culture can strengthen teachers' professional commitment through leadership, recognition systems, and collaboration. This evidence indicates that the organizational environment is not merely a workplace background; it can actively reinforce professional behavior by shaping motivation, belonging, and collective norms. In the present study, culture and organizational systems are therefore included alongside leadership, motivation, and interaction to capture both the social and structural conditions within which teachers perform professional responsibilities.

The empirical context of the study reveals a gap between ideal conditions and practices in supervised schools in Ketanggungan District. Preliminary observations conducted by the researcher indicated that some teachers still perceived supervision as stressful, while follow-up after supervision was not always implemented consistently. At the same time, communication quality, collaboration, and organizational support varied across schools. This situation deserves investigation because elementary teacher professionalism depends not only on individual ability but also on the quality of professional assistance received and the work environment that shapes professional behavior. The study was therefore designed to provide empirical evidence on the strength of both relationships within the supervised school context.

Previous research consistently links teacher professionalism with academic supervision and organizational conditions, but several questions remain insufficiently resolved. First, many earlier

models combine supervision or organizational climate with additional predictors such as work culture, motivation, or job satisfaction, which makes the relative contribution of direct professional guidance and organizational context difficult to compare. Second, few studies examine both mechanisms within one parsimonious model in a relatively homogeneous civil-service elementary-teacher population distributed across multiple supervised schools. Third, previous studies rarely connect regression results with dimension-level evidence that identifies which stages of supervision and which organizational conditions require strengthening. Thus, the research gap is analytical rather than merely geographical: existing evidence has not sufficiently clarified the relative and complementary relationships of these two mechanisms with teacher professionalism.

To address this gap, the study examines three relationships: academic supervision with teacher professionalism, organizational climate with teacher professionalism, and the joint relationship of both predictors with teacher professionalism among public elementary teachers in supervised schools in Ketanggungan District, Brebes Regency. The study contributes to the body of knowledge by integrating a proximal professional-learning mechanism (academic supervision) and a contextual enabling mechanism (organizational climate) within the same nonexperimental model and by linking the regression findings with dimension-level evidence. The findings show that academic supervision has the stronger association, while evaluation/follow-up is the weakest supervision dimension; organizational climate remains a significant complementary factor, with work motivation and leadership most strongly represented. The novelty therefore lies in explaining how guided professional learning and organizational context complement one another, rather than in the study location alone.

METHOD

This study employed a quantitative ex post facto design because academic supervision, organizational climate, and teacher professionalism were examined as naturally existing conditions without experimental manipulation. Sugiyono, (2022) explains that quantitative research is appropriate for testing relationships among variables through numerical data and statistical analysis. The study was conducted in 53 public elementary schools within the supervised school cluster of Ketanggungan District, Brebes Regency, from January to September 2026. The population consisted of 424 civil-service teachers, including permanent civil servants and government employees under contract. The sample size was calculated using the Slovin formula with a 5% error level, resulting in 206 teachers. The sample was proportionally allocated to each school, after which

respondents were randomly selected within schools to maintain proportional representation.

Academic supervision (X1) was operationalized from the developmental-supervision perspective synthesized in the thesis from Addini et al. (2022), Sobirin et al., (2023), Suarniti, (2023), and Letari et al., (2025). The construct was represented by three dimensions: planning, implementation, and evaluation/follow-up. Planning was indicated by preparation of supervision programs, determination of objectives and focus, and preparation of instruments and supervision needs; implementation by classroom observation, monitoring of the learning process, and communication/coaching/reflective discussion; and evaluation/follow-up by assessment of teaching and teacher competence, analysis of strengths and weaknesses, and feedback with corrective follow-up. These indicators represent the supervision cycle from preparation through evidence-based professional assistance to sustained improvement.

Organizational climate (X2) was derived from convergent dimensions reported by Haryanto et al. (2024), Komarudin (2023), Agustiani et al., (2022), Sismawati et al., (2024), and Windriati et al., (2025). Four dimensions were used: leadership, work motivation, member interaction, and organizational culture/system. Leadership was indicated by direction, support and guidance, consistency of decisions, and encouragement of teacher innovation; work motivation by work enthusiasm, dedication, initiative, and goal orientation; member interaction by teamwork, active participation, effective communication, and mutual respect; and organizational culture/system by shared values, work ethos, and clarity of structures and procedures. Together, these dimensions capture the psychological, social, and structural environment within which teachers perform their professional responsibilities.

Teacher professionalism (Y) was operationalized from the conceptual synthesis of Hikmah (2023), Ariyanti (2023), Nurhijrah & Suryana, (2025), and related professional-development literature in the thesis. Three dimensions were measured: professional-pedagogical competence, skills and performance, and instructional innovation-adaptation. The first covered mastery of teaching content and the ability to plan, implement, and evaluate learning; the second covered classroom management, use of methods and strategies, and effective-productive performance; and the third covered creativity in developing methods and media and adaptation to curriculum and technological change. The resulting questionnaire contained 36 items for X1, 30 items for X2, and 35 items for Y, all rated on a five-point Likert scale. Following Arikunto, (2021), this operationalization links each questionnaire item to a theoretically defined dimension and indicator, making the

measurement logic transparent and replicable.

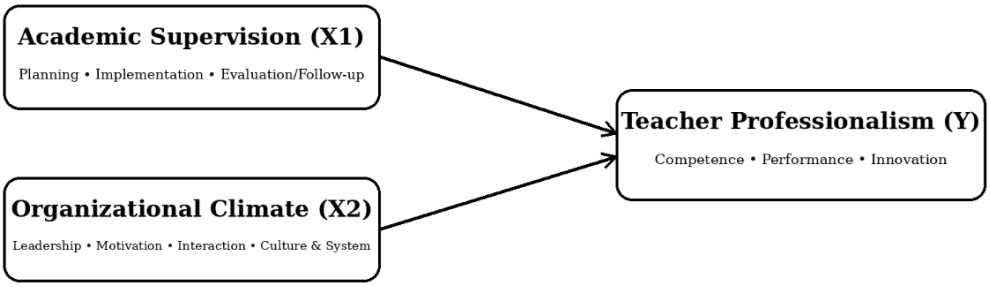


Figure 1. Research conceptual framework

Figure 1 positions academic supervision and organizational climate as independent variables whose partial and joint relationships with teacher professionalism are examined empirically. The arrows indicate analytical relationships that are subsequently tested through correlation and regression using respondents' data. The framework distinguishes academic supervision as a direct mechanism of professional guidance from organizational climate as the working environment that can enable or constrain teachers' professional growth. Joint testing is therefore necessary to determine how much variation in teacher professionalism can be explained jointly by the two predictors, while also comparing the relative strength of each predictor within the same model. This structure aligns the conceptual model with the three hypotheses and the statistical procedures used in the study.

The instruments were piloted with 30 teachers outside the research sample. All items were valid because item-total correlation coefficients exceeded the critical r value of 0.361. Very high reliability was obtained for teacher professionalism (α=0.987), academic supervision (α=0.990), and organizational climate (α=0.988). Data were analyzed using SPSS 27 through descriptive statistics, residual normality testing, linearity testing, multicollinearity testing, and heteroscedasticity testing. Hypotheses were examined using Pearson correlation, simple linear regression for the two bivariate models, multiple linear regression for the joint model, t tests, the F test, and coefficients of determination. Statistical decisions used α=0.05, consistent with Sujarweni, (2021), who places assumption testing and hypothesis testing as essential stages of quantitative regression analysis.

FINDINGS AND DISCUSSION

Findings

Data from 206 respondents were analyzed to describe the distribution of each research variable before hypothesis testing. Teacher professionalism had a mean of 147.54 and a standard deviation of 9.619; academic supervision had a mean of 151.56 and a standard deviation of 10.472; and organizational climate had a mean of 130.58 and a standard deviation of 8.217. Frequency distributions showed that the dominant category for all three variables was high: 54% for teacher professionalism, 64% for academic supervision, and 50% for organizational climate. These patterns indicate generally favorable conditions while retaining sufficient variation for subsequent correlation and regression analyses.

Table 1. Descriptive statistics of research variables

Variable	N	Mean	Median	SD	Min	Max	Dominant Category
Teacher Professionalism (Y)	206	147.54	148.00	9.619	105	170	High (54%)
Academic Supervision (X1)	206	151.56	153.00	10.472	99	176	High (64%)
Organizational Climate (X2)	206	130.58	131.50	8.217	97	149	High (50%)

Source: research data processing (SPSS 27), 2026

Table 1 shows that the mean, median, and mode of each variable are relatively close, indicating no extreme descriptive imbalance in score distributions. Teacher professionalism had a mean of 147.54, academic supervision 151.56, and organizational climate 130.58. Although the dominant category for all variables was high, a meaningful proportion of respondents remained in the medium category, particularly for organizational climate. This variation is important because it demonstrates that professionalism and working-environment quality were not uniform across supervised schools. The observed dispersion therefore provides an empirical basis for examining whether differences in teachers' perceptions of academic supervision and organizational climate are associated with differences in professionalism.

Dimension analysis used communalities extraction values to identify how strongly each dimension was represented by the extracted factor. For academic supervision, implementation produced the highest value (0.800), followed by planning (0.789), while evaluation/follow-up was substantially lower (0.166). Within organizational climate, work motivation (0.824) and leadership (0.817) were the strongest dimensions, while member interaction (0.761) and organizational culture/system (0.764) were also strongly represented. For teacher professionalism, teacher skills and performance had the highest extraction value (0.627), compared with professional-pedagogical

competence (0.375) and instructional innovation-adaptation (0.385).

Table 2. Summary of dimension extraction values

Variable	Dimension	Extraction
Academic Supervision	Planning	0.789
Academic Supervision	Implementation	0.800
Academic Supervision	Evaluation/Follow-up	0.166
Organizational Climate	Leadership	0.817
Organizational Climate	Work Motivation	0.824
Organizational Climate	Member Interaction	0.761
Organizational Climate	Organizational Culture/System	0.764
Teacher Professionalism	Professional-Pedagogical Competence	0.375
Teacher Professionalism	Skills and Performance	0.627
Teacher Professionalism	Instructional Innovation-Adaptation	0.385

Source: research data processing (SPSS 27), 2026

The pattern in Table 2 provides substantive information beyond the regression results. Academic supervision was represented most strongly by implementation and planning, whereas evaluation and follow-up were comparatively weak. This means that supervision activities were generally implemented, but continuity after observation did not represent the construct as strongly as the earlier stages. Within organizational climate, high values for work motivation and leadership indicate that perceived work encouragement and the principal's role were central features. Teacher professionalism, meanwhile, was represented more strongly by observable skills and performance than by competence and innovation dimensions. Professional development should therefore focus on translating teachers' knowledge and competence into consistent classroom practice.

Before hypothesis testing, the regression model was evaluated to confirm that major assumptions had been satisfied. The Kolmogorov-Smirnov test on residuals produced an Asymp. Sig. value of 0.200, indicating normal residual distribution. The relationship between academic supervision and teacher professionalism produced a Deviation from Linearity significance of 0.840, while organizational climate and professionalism produced 0.079; both values exceeded 0.05 and therefore supported linearity. Each predictor had a Tolerance value of 0.935 and a VIF of 1.070, indicating the absence of multicollinearity. Scatterplot inspection also showed randomly distributed residual points without a systematic pattern, supporting homoscedasticity.

Table 3. Summary of regression assumption tests

Test	Result	Decision
Residual normality	Asymp. Sig.=0.200	Normal
Linearity X1→Y	Deviation from Linearity=0.840	Linear
Linearity X2→Y	Deviation from Linearity=0.079	Linear
Multicollinearity	Tolerance=0.935; VIF=1.070	No multicollinearity
Heteroscedasticity	Random scatter around zero	No heteroscedasticity

Source: research data processing (SPSS 27), 2026

Table 3 indicates that the principal assumptions required for regression analysis were satisfied. Residual normality supports appropriate parameter testing, linearity indicates that changes in each predictor can be modeled linearly in relation to professionalism, and VIF values close to 1 show that academic supervision and organizational climate did not overlap excessively. The absence of a systematic heteroscedasticity pattern further indicates that residual variance remained reasonably stable across predicted values. These conditions provide an adequate basis for using regression results to interpret the direction, statistical significance, and explanatory contributions of academic supervision and organizational climate to teacher professionalism.

Hypothesis testing showed that academic supervision was positively related to teacher professionalism (r=0.584) and accounted for 34.2% of its observed variance in the bivariate model (R^2=0.342). The simple regression equation $\hat{Y}$=66.173+0.537X1 produced a positive coefficient, with t=10.288 and p<0.001. Organizational climate was also positively related to teacher professionalism (r=0.361), with R^2=0.130 and the equation $\hat{Y}$=92.365+0.423X2 (t=5.528; p<0.001). In the joint model, R=0.624, R^2=0.390, adjusted R^2=0.384, F=64.770, and p<0.001, with the equation $\hat{Y}$=39.601+0.484X1+0.265X2. These results support all three hypothesized relationships and show that academic supervision has the stronger standardized association when both predictors are entered together.

Table 4. Summary of hypothesis testing results

Model	Regression Equation	r/R	t/F	p	R^2
X1 → Y	$\hat{Y}$ = 66.173 + 0.537X1	0.584	t=10.288	<0.001	0.342 (34.2%)
X2 → Y	$\hat{Y}$ = 92.365 + 0.423X2	0.361	t=5.528	<0.001	0.130 (13.0%)
X1, X2 → Y	$\hat{Y}$ = 39.601 + 0.484X1 + 0.265X2	0.624	F=64.770	<0.001	0.390 (39.0%)

Source: research data processing (SPSS 27), 2026

Table 4 shows that all three hypothesized relationships were supported by the data. The joint model explained 39.0% of the observed variance in teacher professionalism, while 61.0% remained unexplained by the two predictors included in the model. In multiple regression, the standardized beta coefficient for academic supervision was 0.527, higher than the coefficient for organizational climate at 0.227. This difference indicates that academic supervision had the stronger relative association in the joint model. Organizational climate nevertheless remained a significant complementary predictor, supporting an interpretation of teacher professionalism as being associated with both structured professional guidance and the organizational conditions that enable

teachers to sustain professional practice.

Discussion

1. The Relationship between Academic Supervision and Teacher Professionalism

The first finding confirms that stronger academic supervision is associated with higher teacher professionalism. The relationship is theoretically plausible because supervision is not merely an assessment event; it is a structured learning process in which the principal helps teachers diagnose instructional needs, observe actual practice, interpret evidence, and formulate improvement actions. Addini et al., (2022) emphasize the developmental principles of supervision, while Sobirin et al., (2023) position its implementation as a strategy for strengthening teacher competence and professionalism. Through this mechanism, the relationship between supervision and professionalism can be understood as feedback being converted into reflection, skill refinement, and more deliberate instructional decision making.

The dimension-level pattern clarifies why the relationship appears in the present context. Implementation and planning were strongly represented, whereas evaluation/follow-up was comparatively weak. This suggests that principals and teachers have established the front end of the supervision cycle-programming, observation, and monitoring-but the post-observation learning cycle is less institutionalized. Suarniti, (2023) shows that supervision improves teaching skills when weaknesses are identified, improvements are implemented, and progress is evaluated. Letari et al., (2025) similarly stress planned, collaborative, and continuous supervision. Thus, the managerial implication is not simply to increase the number of supervision visits, but to ensure that each visit culminates in documented feedback, coaching or collegial support, and subsequent monitoring so that improvement becomes cumulative rather than episodic. Andriani, (2024) similarly emphasizes that monitoring, evaluation, and guidance are integral to supervision, while Badara et al., (2024) demonstrate that sustained teacher professional development can extend beyond teacher practice to improved student engagement and learning outcomes. These perspectives reinforce the importance of treating follow-up as the stage that converts supervision evidence into continuing professional growth.

This interpretation is consistent with previous empirical studies, although effect sizes differ because the studies use different outcomes, contexts, and companion predictors. Adintya et al., (2024), Untoro et al., (2023), and Rilowati et al., (2023) all show that supervision contributes to professionalism when embedded in broader conditions such as work culture, motivation, or job

satisfaction. Nisa et al., (2024) further demonstrates that supervision may work indirectly by expanding professional learning networks. In Ketanggungan, the findings therefore support a developmental-supervision explanation: the association is most meaningful when observation is connected to reflective dialogue and professional learning opportunities that teachers can translate into classroom practice. Susanto et al., (2024) and Wijayanti et al., (2025) also report significant links between academic supervision and teacher professionalism or professional competence, strengthening the argument that focused professional assistance is a central school-level mechanism for competence development.

2. The Relationship between Organizational Climate and Teacher Professionalism

The second finding indicates that organizational climate also contributes to teacher professionalism, although its role is more contextual than the direct guidance provided through supervision. Organizational climate operates by shaping teachers' perceptions of leadership support, work motivation, interpersonal trust, communication, and organizational systems. Komarudin (2023) explains that climate is related to achievement motivation and teacher performance, while Haryanto et al. (2024) show that climate works together with motivation and the principal's role in strengthening teacher competence. The theoretical mechanism is therefore indirect but important: a supportive climate reduces interpersonal and organizational barriers, encourages initiative, and creates psychological and structural conditions in which teachers can apply professional knowledge and respond constructively to feedback.

The dimension pattern reinforces this interpretation. Work motivation and leadership were the most strongly represented aspects of organizational climate, followed by culture/system and member interaction. This indicates that teachers primarily experience climate through the way leaders create direction and support and through the motivational energy generated by the school environment. Windriati et al. (2025) emphasize open communication, participatory decision making, and recognition of achievement in building a positive school climate, while Nurlathifah & Hidayat (2025) link positive organizational culture with stronger professional commitment. For Ketanggungan schools, climate improvement should therefore combine supportive leadership with clear work systems, recognition, collaboration, and communication rather than rely only on collegial harmony.

The comparatively modest explanatory role of organizational climate should not be interpreted as evidence that climate is unimportant. Sun et al., (2024) show that organizational

climate can influence professional behavior through psychological mechanisms such as teaching efficacy and optimism, which means part of its influence may be mediated rather than directly visible in a two-predictor regression model. Sismawati et al. (2024) likewise demonstrate that organizational climate operates together with competence and work motivation in shaping school quality. The present finding is therefore consistent with a contextual-enabling view: climate does not replace professional competence or supervision, but it determines whether teachers have the motivation, support, and collaborative conditions needed to sustain professional behavior.

3. The Joint Relationship of Academic Supervision and Organizational Climate with Teacher Professionalism

The simultaneous model supports an integrated explanation of teacher professionalism. Academic supervision provides a focused mechanism for identifying instructional needs and guiding improvement, whereas organizational climate supplies the motivational, relational, and structural conditions that allow such improvement to be sustained. The two mechanisms are complementary rather than interchangeable. Professional feedback is less likely to alter practice when teachers lack psychological safety, collaboration, or leadership support; conversely, a comfortable work climate does not automatically generate specific improvements in subject mastery, pedagogy, assessment, or innovation without focused professional guidance. This interaction explains why the combined model is theoretically more meaningful than treating either predictor in isolation. Fauziah et al., (2024) similarly frame supervision as a professional-development strategy connected with teaching quality, motivation, and job satisfaction, while Rahman et al., (2026) emphasize focused guidance as a route to professional competence.

Previous studies support this complementary interpretation. Pratiwi et al., (2023) and Maisaroh et al., (2023) found that supervision and organizational climate jointly contribute to elementary teacher professionalism, while Rilowati et al. (2023) and Adintya et al. (2024) show that supervision becomes stronger when accompanied by positive work-related conditions. The present study refines those findings by comparing the relative contribution of supervision and climate within a relatively homogeneous civil-service teacher population across 53 supervised schools. The result places academic supervision as the more proximal managerial lever, while organizational climate functions as an enabling condition that helps teachers respond to and maintain the improvements generated through supervision. Nawardi, (2022) likewise shows that continuous educational supervision can strengthen teacher professionalism, highlighting continuity as a

necessary condition for sustained improvement.

Theoretical and practical implications follow from this synthesis. Theoretically, teacher professionalism is better understood as an outcome of interaction between a professional-learning mechanism and an organizational-context mechanism, rather than as a purely individual attribute. Practically, principals should integrate supervision policy with climate management: supervision programs need clear targets, observation evidence, reflective feedback, and monitored follow-up, while school leadership simultaneously strengthens motivation, communication, collaboration, recognition, and procedural clarity. In the Ketanggungan context, such integration is especially important because the weak evaluation/follow-up dimension suggests that organizational support is needed to carry supervision recommendations beyond the observation stage and into sustained changes in teaching practice. Evidence from Kustanti et al., (2024) further suggests that supervision interacts with teacher competence and work motivation, supporting the view that school-level professional development operates within a broader organizational system.

CONCLUSION

The three research objectives are answered by the empirical results. First, academic supervision is positively and significantly related to teacher professionalism ($r=0.584$; $R^2=0.342$; $p<0.001$). Second, organizational climate is also positively and significantly related to teacher professionalism ($r=0.361$; $R^2=0.130$; $p<0.001$). Third, academic supervision and organizational climate are jointly and significantly related to teacher professionalism ($R=0.624$; $R^2=0.390$; $F=64.770$; $p<0.001$). In the joint model, academic supervision has the stronger standardized coefficient ($\beta=0.527$) than organizational climate ($\beta=0.227$). Because the study uses an ex post facto design, these results are interpreted as statistical relationships and explanatory contributions rather than experimental causal effects.

The study contributes to the body of knowledge by showing that teacher professionalism can be understood through the complementarity of a proximal professional-learning mechanism and a contextual organizational mechanism, while dimension-level results identify evaluation/follow-up as the supervision stage most in need of strengthening. Practically, principals should connect observation with documented feedback, coaching, monitoring, supportive leadership, communication, and collaborative work systems. The study is limited by its nonexperimental ex post facto design, self-reported questionnaire data, restriction to civil-service teachers in one district,

and a model containing only two predictors. Future research should use longitudinal or mixed-method designs, include observational or performance evidence, test other teacher populations and regions, and examine mediating or additional variables such as self-efficacy, intrinsic motivation, professional learning communities, instructional leadership, and teaching experience.

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