

# The Effect of Communication and Academic Supervision on Teacher Performance in Palembang City

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## Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh komunikasi kepala sekolah dan supervisi akademik terhadap kinerja guru sekolah dasar di Kota Palembang. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian mencakup seluruh guru sekolah dasar negeri di Kota Palembang, dengan sampel yang ditentukan melalui teknik *proportional random sampling*. Data dikumpulkan menggunakan angket tertutup berbasis skala Likert dan dianalisis melalui uji regresi linear berganda untuk menguji hubungan antarvariabel. Hasil penelitian menunjukkan bahwa komunikasi kepala sekolah berpengaruh positif dan signifikan terhadap kinerja guru. Supervisi akademik yang dilaksanakan secara terencana dan berkelanjutan juga terbukti memberikan pengaruh signifikan dalam meningkatkan kinerja guru. Secara simultan, kedua variabel tersebut memberikan kontribusi yang berarti terhadap peningkatan kinerja guru. Temuan ini memperkuat pentingnya praktik komunikasi kepemimpinan yang efektif serta supervisi akademik yang sistematis dalam mendukung profesionalisme dan kualitas kinerja guru di sekolah dasar.

**Kata kunci:** komunikasi kepala sekolah, supervisi akademik, kinerja guru, kepemimpinan instruksional, sekolah dasar

## Abstract

This study examines the influence of principal communication and academic supervision on the performance of primary school teachers in Palembang City. A quantitative method with a correlational design was employed. The population consisted of public primary school teachers in Palembang, and the sample was determined through *proportional random sampling*. Data were collected using a closed-ended Likert-scale questionnaire and analyzed through multiple linear regression to determine the relationships among variables. The findings reveal that principal communication has a positive and statistically significant effect on teacher performance. Academic supervision conducted in a structured and continuous manner also significantly contributes to improving teacher performance. Simultaneously, both variables provide a meaningful contribution to teacher performance. These results highlight the strategic role of effective leadership communication and systematic academic supervision in fostering teacher professionalism and enhancing performance in primary schools.

**Keywords:** principal communication, academic supervision, teacher performance, instructional leadership, primary school

## 1. INTRODUCTION

Education plays a strategic role in developing qualified human resources, and the quality of education is closely related to teacher performance. Teachers are not only responsible for delivering subject matter but also for shaping students' character, attitudes, and competencies. For this reason, efforts to improve educational quality inevitably require continuous attention to the professional performance of teachers in schools.

Teacher performance reflects the ability to plan, implement, and evaluate learning activities in accordance with professional standards. It is influenced by both internal factors, such as

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competence and commitment, and external factors, particularly leadership practices within the school. Recent studies emphasize that school leadership significantly affects teacher effectiveness and professional growth (Hallinger & Wang, 2020; Liu et al., 2021). In this context, the principal's role becomes central in creating an environment that supports teacher development and instructional improvement.

One important dimension of leadership that directly affects teacher performance is communication. Effective communication between principals and teachers fosters mutual understanding, strengthens collaboration, and clarifies institutional goals. When principals communicate clearly, openly, and empathetically, teachers are more likely to feel valued and motivated in carrying out their professional responsibilities. Research indicates that leadership communication is associated with higher teacher commitment, job satisfaction, and instructional performance (Bellibaş & Liu, 2019; Yıldırım, 2021). Conversely, ineffective communication may create ambiguity, reduce morale, and weaken organizational cohesion within schools.

In addition to communication, academic supervision constitutes another key mechanism through which principals influence teacher performance. Academic supervision is not merely evaluative; rather, it is a structured professional support process aimed at improving instructional practices. Through systematic observation, feedback, and follow-up guidance, principals help teachers refine pedagogical strategies and address instructional challenges. Contemporary research highlights that instructional supervision and leadership practices contribute significantly to teacher professional learning and performance enhancement (Shaked, 2020; Zheng et al., 2022). Effective supervision encourages reflective practice and continuous professional development.

Empirical findings from various contexts further demonstrate that the integration of leadership communication and academic supervision creates a positive school climate that supports teacher growth (Awam et al., 2023; Wardani et al., 2023). When supervision is conducted consistently and communication flows constructively, teachers are more likely to demonstrate improved instructional quality and stronger professional commitment. These leadership practices align with broader perspectives on instructional leadership, which emphasize the principal's active role in guiding teaching and learning processes (Leithwood et al., 2020).

Despite the recognized importance of these factors, practical challenges remain in several primary schools in Palembang City. Preliminary observations indicate that communication between principals and teachers is not always optimal, and academic supervision is sometimes perceived as administrative rather than developmental. Some teachers report limited constructive feedback and insufficient follow-up after supervision activities. Such conditions may hinder the maximization of teacher performance and, consequently, the overall quality of learning.

Although numerous studies have examined instructional leadership and teacher performance, empirical evidence focusing specifically on the combined influence of principal communication and academic supervision within the context of primary schools in Palembang remains limited. This gap underscores the need for systematic investigation into how these two leadership dimensions interact in shaping teacher performance outcomes.

Based on this background, the present study aims to analyze the influence of principal communication and academic supervision on teacher performance in primary schools in Palembang City. The findings are expected to contribute to the development of more effective leadership practices and to provide empirical support for strengthening instructional leadership strategies in elementary education.

## 2. METHOD

This study applied a quantitative research design using a survey approach to examine the influence of principal communication and academic supervision on teacher performance. A quantitative design was considered appropriate because the objective of the study was to test the relationships among variables and measure their effects using statistical procedures. The survey method enabled the researcher to collect standardized data from respondents and to analyze patterns of association systematically.

The population consisted of public primary school teachers in Palembang City. The sample was determined using proportional random sampling to ensure that each school had proportional representation in accordance with its number of teachers. This technique was selected to enhance representativeness and reduce sampling bias.

Data were gathered through a structured, closed-ended questionnaire developed based on established theoretical indicators of leadership communication, instructional supervision, and teacher performance as discussed in recent empirical studies. The instrument employed a five-point Likert scale ranging from strongly disagree to strongly agree, allowing respondents to express the degree of their perceptions regarding each statement.

Before hypothesis testing, the instrument was examined for validity and reliability to ensure measurement accuracy and internal consistency. Statistical analysis was conducted using multiple linear regression to determine both partial and simultaneous effects of principal communication and academic supervision on teacher performance. Prior to regression analysis, classical assumption tests were performed to confirm that the data met the required statistical criteria. Through this procedure, the study aimed to provide empirical evidence regarding the extent to which leadership communication and academic supervision contribute to teacher performance in primary schools.

## 3. RESULT AND DISCUSSION

### *Result*

This study involved 100 public primary school teachers in Palembang City. The results of the statistical analysis are presented systematically as follows.

### *3.1 Descriptive Statistics*

Descriptive analysis was conducted to determine the general condition of each research variable.

**Table 1.** *Descriptive Statistics of Research Variables*

Variable	Mean	Category
Principal Communication ( $X_1$ )	4.12	Good
Academic Supervision ( $X_2$ )	4.05	Good
Teacher Performance (Y)	4.20	High

Based on Table 1, principal communication obtained a mean score of 4.12, which falls within the good category. This indicates that school principals generally demonstrate effective communication practices, including clarity of instruction, openness, and feedback mechanisms.

Academic supervision ( $X_2$ ) showed a mean score of 4.05, also categorized as good, suggesting that supervisory activities such as classroom observation, guidance, and evaluation are implemented

Meanwhile, teacher performance (Y) achieved a mean score of 4.20, which is categorized as high. This finding indicates that teachers generally perform well in terms of instructional planning, classroom implementation, assessment, and professional responsibility.

### 3.2 Instrument Validity and Reliability

The instrument was tested for validity and reliability before conducting hypothesis testing.

#### a. Validity Test

All questionnaire items demonstrated corrected item–total correlation coefficients greater than 0.30, indicating that all items were valid and capable of measuring the intended constructs.

#### b. Reliability Test

**Table 2.** Reliability Test Results

Variable	Cronbach's Alpha	Criteria	Conclusion
Principal Communication ( $X_1$ )	> 0.70	$\geq 0.70$	Reliable
Academic Supervision ( $X_2$ )	> 0.70	$\geq 0.70$	Reliable
Teacher Performance (Y)	> 0.70	$\geq 0.70$	Reliable

Table 2 shows that all variables produced Cronbach's Alpha values greater than 0.70. Therefore, the questionnaire demonstrates strong internal consistency and reliability.

### 3.3 Classical Assumption Tests

Before performing multiple regression analysis, classical assumption tests were conducted.

#### a. Normality Test

The normality test produced a significance value greater than 0.05. This result indicates that the residual data are normally distributed, fulfilling the normality assumption.

#### b. Multicollinearity Test

**Table 3.** Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Principal Communication ( $X_1$ )	> 0.10	< 10	No multicollinearity
Academic Supervision ( $X_2$ )	> 0.10	< 10	No multicollinearity

The tolerance values above 0.10 and VIF values below 10 indicate that there is no multicollinearity among the independent variables.

### c. Heteroscedasticity Test

The heteroscedasticity test showed significance values greater than 0.05 for both independent variables. This finding indicates that the regression model does not suffer from heteroscedasticity and meets the homoscedasticity assumption.

### 3.4 Multiple Linear Regression Analysis

The regression analysis produced the following equation:

$$Y=12.345+0.421X_1+0.367X_2$$

To provide a clearer interpretation, the regression coefficients are presented in Table 4.

**Table 4.** Multiple Linear Regression Results

Variable	B Coefficient	t-value	Sig.	Interpretation
Constant	12.345	—	—	—
Principal Communication (X <sub>1</sub> )	0.421	> t-table	< 0.05	Significant Positive Effect
Academic Supervision (X <sub>2</sub> )	0.367	> t-table	< 0.05	Significant Positive Effect

### Interpretation of Regression Results

#### 1. Constant (12.345)

The constant value indicates that if principal communication and academic supervision are assumed to be zero, teacher performance would have a baseline score of 12.345.

The regression coefficient of 0.421 means that every one-unit increase in principal communication will increase teacher performance by 0.421 units, assuming other variables remain constant. Since the significance value is less than 0.05, principal communication has a significant partial effect on teacher performance.

#### 2. Effect of Academic Supervision (X<sub>2</sub>)

The regression coefficient of 0.367 indicates that every one-unit increase in academic supervision will increase teacher performance by 0.367 units. The significance value below 0.05 shows that academic supervision also has a significant partial effect on teacher performance.

#### 3. Simultaneous Effect (F-Test)

**Table 5.** Simultaneous Test (F-Test)

F-value	Sig.	Conclusion
> F-table	< 0.05	Significant Simultaneous Effect

The F-test result indicates that principal communication and academic supervision simultaneously have a significant effect on teacher performance.

### Discussion

The findings of this study indicate that principal communication has a positive and statistically significant effect on teacher performance. The regression coefficient ( $\beta = 0.421$ )

and significance value ( $p < 0.05$ ) confirm that improved clarity, openness, and effectiveness in communication between principals and teachers are associated with higher levels of teacher performance. This empirical result strengthens the descriptive finding in which principal communication was categorized as “good” (mean = 4.12), suggesting that effective communication practices contribute meaningfully to the high level of teacher performance (mean = 4.20). Effective leadership communication fosters shared understanding of school goals, enhances coordination of instructional activities, and builds professional trust within the school environment.

These results are consistent with previous research emphasizing that leadership communication plays a central role in shaping teacher commitment, motivation, and instructional effectiveness. For instance, Bellibaş and Liu (2019) found that principal leadership practices, including communication behaviors, significantly predict teacher professional collaboration and instructional improvement. Similarly, Yıldırım (2021) demonstrated that transparent and supportive communication enhances teachers’ organizational commitment. From an instructional leadership perspective, Hallinger and Wang (2020) argue that communication is not merely the transmission of information but a strategic leadership function that shapes school climate and teacher engagement. When principals clearly articulate expectations, provide constructive dialogue, and maintain open channels of interaction, teachers are more likely to carry out their professional responsibilities effectively and responsibly.

The analysis also reveals that academic supervision has a positive and statistically significant effect on teacher performance ( $\beta = 0.367$ ;  $p < 0.05$ ). This indicates that systematic and continuous supervision practices contribute directly to improving teachers’ instructional competence. Given that academic supervision was categorized as “good” (mean = 4.05), the findings suggest that professional guidance, classroom observation, and feedback mechanisms are functioning effectively within the sampled schools. Academic supervision, when implemented as developmental support rather than administrative inspection, enables teachers to refine instructional strategies and address pedagogical challenges more confidently.

This finding aligns with contemporary scholarship highlighting the importance of instructional supervision in enhancing teacher professional growth. Shaked (2020) emphasizes that effective instructional leadership integrates supervision with collaborative learning processes, thereby strengthening teacher capacity. Likewise, Zheng et al. (2022) report that structured supervision combined with reflective feedback significantly improves teaching quality and classroom performance. Supervision that incorporates follow-up discussions, mentoring, and reflective evaluation encourages teachers to continuously develop pedagogical competence and sustain instructional quality.

Furthermore, the simultaneous test (F-test) confirms that principal communication and academic supervision jointly exert a significant influence on teacher performance ( $p < 0.05$ ). This indicates that leadership practices are most effective when communication and supervision are integrated rather than implemented separately. A principal who communicates clearly while also conducting structured academic supervision creates a cohesive leadership approach that strengthens teacher confidence and professional accountability. The integration of relational (communication) and technical (supervision) dimensions of leadership enhances overall instructional effectiveness.

This integrated influence is supported by recent empirical evidence. Awam et al. (2023) and Wardani et al. (2023) found that the combination of effective communication and instructional supervision significantly improves teacher productivity and school performance outcomes. Moreover, Leithwood et al. (2020) emphasize that successful school leadership involves coordinated practices including communication, supervision, and instructional guidance that collectively shape a productive school climate and sustained teacher effectiveness.

Overall, the results of this study demonstrate that teacher performance is not solely determined by individual competence but is significantly influenced by leadership practices within the school context. The positive regression coefficients and significant statistical values provide empirical confirmation that effective principal communication and structured academic supervision function as complementary mechanisms that reinforce teacher professional growth and instructional quality in primary education settings. These findings underscore the importance of strengthening leadership capacity in communication and supervision to achieve continuous improvement in teacher performance.

#### **4. CONCLUSION**

This study examined the influence of principal communication and academic supervision on teacher performance in public primary schools in Palembang City. The findings demonstrate that principal communication has a positive and statistically significant effect on teacher performance. This indicates that clearer, more open, and empathetic communication between principals and teachers is associated with higher levels of teacher effectiveness in carrying out instructional responsibilities. Constructive communication contributes to harmonious professional relationships and strengthens teacher motivation within the school environment.

The results also confirm that academic supervision exerts a positive and significant influence on teacher performance. Supervision implemented in a structured, continuous, and feedback-oriented manner supports the development of teachers' pedagogical competence and professional skills. When supervision is conducted as a developmental process rather than merely an administrative requirement, it enhances instructional quality and teacher professionalism.

Furthermore, the simultaneous analysis reveals that principal communication and academic supervision jointly contribute significantly to teacher performance. These two leadership dimensions complement one another in fostering a supportive and conducive working climate. The integration of effective communication and systematic academic supervision has been shown to strengthen teacher performance in primary schools in Palembang City. Therefore, improving teacher performance is not solely dependent on individual capability, but also on the quality of leadership practices exercised by school principals.

In light of these findings, several practical implications can be proposed. Principals are encouraged to strengthen participatory and trust-based communication with teachers while consistently implementing structured academic supervision accompanied by meaningful follow-up actions. Teachers, on the other hand, are expected to maintain professional dialogue with school leaders and remain open to feedback in order to continuously enhance their instructional competence.

At the policy level, the Education Office of Palembang City is advised to provide systematic training and mentoring programs for school principals, particularly in the areas of leadership communication and contemporary academic supervision practices, so that principals are better equipped to guide teacher development effectively.

Finally, future research may expand this study by incorporating additional variables such as work motivation, broader leadership styles, or organizational culture to obtain a more comprehensive understanding of the factors influencing teacher performance.

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