

THE EFFECTS OF ACADEMIC SUPERVISION AND ORGANIZATIONAL CLIMATE ON TEACHERS' PROFESSIONAL COMPETENCE IN STATE ISLAMIC SENIOR HIGH SCHOOLS IN BANDUNG REGENCY

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Abstract. This study aims to analyze the influence of academic supervision and organizational climate on teachers' professional competence at State Islamic Senior High Schools in Bandung Regency. This research employed a quantitative approach with an ex post facto design. The population consisted of 107 teachers from MAN 1 Bandung Regency and MAN 2 Bandung Regency, while the sample comprised 84 teachers selected using proportionate stratified random sampling. Data were collected through a Likert-scale questionnaire and analyzed using descriptive statistics, simple linear regression, and multiple linear regression. The results showed that academic supervision was in the good category with a mean score of 4.77, organizational climate was in the good category with a mean score of 4.70, and teachers' professional competence was also in the good category with a mean score of 4.70. Partially, academic supervision had a positive and significant influence on teachers' professional competence, with a regression coefficient of 0.280 and a significance value of 0.002. Organizational climate also had a positive and significant influence on teachers' professional competence, with a regression coefficient of 0.168 and a significance value of 0.039. Simultaneously, academic supervision and organizational climate had a significant influence on teachers' professional competence, with an R Square value of 0.162 and a significance value of 0.001. Therefore, improving teachers' professional competence can be supported through well-planned academic supervision and the development of a conducive organizational climate.

Keywords: academic supervision; organizational climate; teachers' professional competence; Islamic senior high school; madrasah principal

I. INTRODUCTION

Teacher professional competence is an essential factor in improving the quality of education, particularly in the learning process. Teachers are not only required to deliver subject matter but also to master learning materials, develop instructional strategies, use educational technology, conduct evaluation, and reflect on the learning process. In the context of madrasahs, professional competence also requires teachers to integrate Islamic values into teaching materials and learning activities. Therefore, strengthening teachers' professional competence is an important concern in Islamic educational management, especially in State Islamic Senior High Schools.

In practice, the professional competence of teachers still needs continuous improvement. The development of science, technology, and digital learning requires teachers to adapt to new learning needs and instructional innovations. Idris et al. (2025) emphasized that digital-based academic supervision is relevant for improving teachers' professional competence in the era of Society 5.0. This shows that teacher competence is not static but must be developed continuously through supervision, training, reflection, and professional

development programs. In madrasahs, this challenge becomes more complex because teachers are expected to balance mastery of subject matter, pedagogical skills, technological literacy, and Islamic values in learning.

One factor that can influence teachers' professional competence is academic supervision. Academic supervision is a professional assistance process carried out by the principal or madrasah principal to help teachers improve the quality of teaching and learning. Supervision is not only administrative monitoring but also includes planning, classroom observation, professional guidance, constructive feedback, and follow-up activities. Amelia et al. (2022) explained that the principal has an important role as an educational supervisor in improving teacher professionalism. Similarly, Hardiyanti and Madjid (2024) found that effective principal supervision contributes to the improvement of teachers' professional competence.

Previous studies have shown that academic supervision is closely related to teacher competence and professionalism. Belan and Niron (2021) found that principal academic supervision, transformational leadership, and school climate influence teachers' competence. Prastania and Sanoto (2021) also reported a positive correlation between academic

supervision and teachers' professional competence. In addition, Ahmanda and Daryono (2024) showed that academic supervision and professional competence affect teacher performance through work commitment. These findings indicate that academic supervision can be considered a strategic effort to strengthen teacher competence, particularly when it is implemented systematically, collaboratively, and continuously.

Apart from academic supervision, organizational climate is another factor that may support teachers' professional competence. Organizational climate refers to the work atmosphere perceived by teachers in carrying out their duties, including communication, principal support, teamwork, fairness, recognition, and work culture. A positive organizational climate can encourage teachers to collaborate, share experiences, participate in professional development activities, and improve learning practices. Maisaroh, Wuryandini, and Yuliejantiningih (2023) found that academic supervision, school organizational climate, and work motivation significantly influence teacher professionalism. Dewi, Yuliejantiningih, and Haryati (2025) also showed that school organizational climate and work motivation affect teachers' professional competence.

Several studies have examined academic supervision, organizational climate, teacher performance, and teacher professionalism. However, many previous studies have focused more on teacher performance or general teacher professionalism as the dependent variable. Research that specifically examines the influence of academic supervision and organizational climate on teachers' professional competence in State Islamic Senior High Schools remains limited. This study is therefore important because it focuses on teachers' professional competence as the dependent variable and places the research in the specific context of State Islamic Senior High Schools in Bandung Regency.

Based on this background, this study aims to analyze the influence of academic supervision and organizational climate on teachers' professional competence in State Islamic Senior High Schools in Bandung Regency. Specifically, this study examines the condition of academic supervision, organizational climate, and teachers' professional competence, as well as the partial and simultaneous effects of academic supervision and organizational climate on teachers' professional competence. The findings of this study are expected to contribute to the development of Islamic educational management studies and provide practical recommendations for madrasah principals in strengthening academic supervision and creating a conducive organizational climate to improve teachers' professional competence.

II. RESEARCH METHOD

This study employed a quantitative approach with an ex post facto research design. The quantitative approach was selected because the study aimed to examine the influence of independent variables on the dependent variable through numerical data analyzed statistically. The ex post facto design was chosen because the researcher did not manipulate or provide direct treatment to the research variables; instead, the

study investigated existing conditions to determine the effects of academic supervision and organizational climate on teachers' professional competence.

The research was conducted at State Islamic Senior High Schools (Madrasah Aliyah Negeri/MAN) in Bandung Regency, namely MAN 1 Bandung Regency and MAN 2 Bandung Regency. The study population consisted of all teachers teaching at the two institutions, totaling 107 teachers, including 44 teachers from MAN 1 Bandung Regency and 63 teachers from MAN 2 Bandung Regency. The sample comprised 84 teachers, determined using the Slovin formula with a 5% margin of error. The sampling technique employed was proportionate stratified random sampling, whereby participants were selected randomly and proportionally based on the number of teachers in each madrasah. This technique was used to ensure that the sample accurately represented the composition of the population.

The study involved two independent variables and one dependent variable. The first independent variable was academic supervision (X_1), the second independent variable was organizational climate (X_2), and the dependent variable was teachers' professional competence (Y). Academic supervision was measured using six indicators: supervision planning, teacher professional development, instructional monitoring, collaboration, constructive feedback, and evaluation and follow-up. Organizational climate was measured through seven indicators: effective communication, principal support, recognition of teacher achievement, teamwork, transparency and participation, religious values and work culture, and fairness and security. Teachers' professional competence was measured using seven indicators: mastery of subject matter, understanding of disciplinary structures and curriculum, mastery of subject-specific methodologies, utilization of educational technology, continuous professional development, reflection on instructional processes and outcomes, and the integration of Islamic values into teaching materials.

Data were collected through a structured questionnaire. The research instrument was developed using a five-point Likert scale consisting of the response categories Always, Often, Sometimes, Rarely, and Never. Positive statements were scored from 5 to 1, while negative statements were scored in reverse order. The questionnaire consisted of 60 items, including 20 items measuring academic supervision, 20 items measuring organizational climate, and 20 items measuring teachers' professional competence. Instrument validity was tested using the Pearson Product-Moment Correlation, whereas instrument reliability was assessed using Cronbach's Alpha coefficient.

The collected data were analyzed in two stages: descriptive analysis and inferential analysis. Descriptive analysis was employed to describe the conditions of academic supervision, organizational climate, and teachers' professional competence based on mean scores, standard deviations, minimum values, and maximum values. Inferential analysis was conducted to test the research hypotheses using simple linear regression and multiple linear regression with the assistance of SPSS version 25. Simple linear regression was used to examine the partial effect of each independent

variable on the dependent variable, whereas multiple linear regression was used to determine the simultaneous effects of academic supervision and organizational climate on teachers' professional competence.

Prior to hypothesis testing, several prerequisite tests were conducted, including tests of normality, linearity, multicollinearity, and heteroscedasticity. The normality test was performed to determine whether the residual data were normally distributed. The linearity test was used to verify the existence of a linear relationship between the independent and dependent variables. The multicollinearity test was conducted to identify the presence or absence of strong correlations among the independent variables. Meanwhile, the heteroscedasticity test was employed to determine whether unequal residual variances existed within the regression model. Hypothesis testing was conducted using the t-test to examine partial effects, the F-test to assess simultaneous effects, and the coefficient of determination (R^2) to determine the magnitude of the contribution of the independent variables to the dependent variable..

III. RESULT AND DISCUSSION

RESULT

The results of this study describe the condition of academic supervision, organizational climate, and teachers' professional competence, as well as the partial and simultaneous effects of academic supervision and organizational climate on teachers' professional competence. The findings are presented through descriptive analysis and regression analysis as follows.

A. Description of Academic Supervision

Academic supervision was measured through six indicators, namely supervision planning, teacher professional development, instructional monitoring, collaboration, constructive feedback, and evaluation and follow-up. The results of the descriptive analysis are presented in Table 4.1.

Table 1 Description of Academic Supervision

No.	Academic Supervision Indicators	Mean	Category
1	Supervision Planning	4.85	Very Good
2	Teacher Professional Development	4.77	Good
3	Instructional Monitoring	4.62	Good
4	Collaboration	4.77	Good
5	Constructive Feedback	4.77	Good
6	Evaluation and Follow-up	4.77	Good
	Overall Mean	4.77	Good

Based on Table 1, academic supervision obtained an overall mean score of 4.77, which falls into the good category. The highest score was found in the supervision planning indicator, with a mean score of 4.85, categorized as very good. This indicates that madrasah principals have prepared

academic supervision activities in a systematic and well-directed manner.

Meanwhile, the lowest score was found in the instructional monitoring indicator, with a mean score of 4.62, although it remained in the good category. This finding indicates that instructional monitoring still needs to be strengthened, particularly in terms of the consistency of classroom observation, direct monitoring of teaching practices, and follow-up after supervision activities.

B. Description of Organizational Climate

Organizational climate was measured through seven indicators, namely effective communication, principal support, recognition of teacher achievement, teamwork, transparency, religious values and work culture, and fairness and security. The descriptive results are shown in Table 4.2.

Table 2 Description of Organizational Climate

No.	Organizational Climate Indicators	Mean	Category
1	Effective Communication	4.70	Good
2	Principal Support	4.70	Good
3	Recognition of Teacher Achievement	4.70	Good
4	Teamwork	4.70	Good
5	Transparency	4.70	Good
6	Religious Values and Work Culture	4.76	Good
7	Fairness and Security	4.45	Good
	Overall Mean	4.70	Good

Based on Table 2, organizational climate obtained an overall mean score of 4.70 and was categorized as good. The highest score was found in the indicator of religious values and work culture, with a mean score of 4.76. This indicates that the madrasahs have developed a positive work culture based on religious values, responsibility, discipline, and cooperation. The lowest score was found in the fairness and security indicator, with a mean score of 4.45. Although this indicator remained in the good category, it shows that madrasahs still need to strengthen fairness, equal opportunities, and a sense of security in the teachers' work environment.

C. Description of Teachers' Professional Competence

Teachers' professional competence was measured through seven indicators, namely subject matter mastery, understanding of subject structure and curriculum, mastery of subject-specific methodology, utilization of educational technology, continuous professional development, reflection on teaching and learning processes, and integration of Islamic values into teaching materials. The results are presented in Table 3.

Table 3 Description of Teachers' Professional Competence

No.	Teachers' Professional Competence Indicators	Mean	Category
1	Subject Matter Mastery	4.61	Good
2	Understanding of Subject Structure and Curriculum	4.70	Good

3	Mastery of Subject-Specific Methodology	4.70	Good
4	Utilization of Educational Technology	4.70	Good
5	Continuous Professional Development	4.61	Good
6	Reflection on Teaching and Learning Processes	4.87	Very Good
7	Integration of Islamic Values into Teaching Materials	4.61	Good
	Overall Mean	4.70	Good

Based on Table 3, teachers' professional competence obtained an overall mean score of 4.70, which falls into the good category. The highest score was found in the reflection on teaching and learning processes indicator, with a mean score of 4.87, categorized as very good. This indicates that teachers have a strong awareness of evaluating learning processes and outcomes. The lowest scores were found in subject matter mastery, continuous professional development, and integration of Islamic values into teaching materials, each with a mean score of 4.61. These findings indicate that although teachers' professional competence is generally good, several aspects still need to be improved, especially mastery of learning materials, participation in professional development, and integration of Islamic values into instructional content.

D. The Effect of Academic Supervision on Teachers' Professional Competence

Simple linear regression analysis was used to determine the effect of academic supervision on teachers' professional competence. The result is presented in Table 4.4.

Table 4 Partial Regression Analysis of Academic Supervision on Teachers' Professional Competence

Variable	Regression Coefficient	Sig.	Description
Academic Supervision (X ₁)	0.280	0.002	Significant

Based on Table 4 academic supervision has a positive and significant effect on teachers' professional competence. The regression coefficient of 0.280 indicates that an increase in academic supervision is followed by an increase in teachers' professional competence. The significance value of 0.002 is lower than 0.05, which means that the effect is statistically significant. Thus, the first hypothesis stating that academic supervision has a significant effect on teachers' professional competence is supported. This finding indicates that academic supervision conducted through planning, guidance, monitoring, feedback, and follow-up can contribute to the improvement of teachers' professional competence.

E. The Effect of Organizational Climate on Teachers' Professional Competence

Simple linear regression analysis was also used to examine the effect of organizational climate on teachers' professional competence. The result is presented in Table 4.5.

Table 5 Partial Regression Analysis of Organizational Climate on Teachers' Professional Competence

Variable	Regression Coefficient	Sig.	Description
Organizational Climate (X ₂)	0.168	0.039	Significant

Based on Table 5, organizational climate has a positive and significant effect on teachers' professional competence. The regression coefficient of 0.168 indicates that a better organizational climate is associated with an increase in teachers' professional competence. The significance value of 0.039 is lower than 0.05, meaning that the effect is statistically significant. Therefore, the second hypothesis stating that organizational climate has a significant effect on teachers' professional competence is supported. However, the regression coefficient of organizational climate is lower than that of academic supervision, indicating that organizational climate has a smaller effect compared to academic supervision.

F. The Simultaneous Effect of Academic Supervision and Organizational Climate on Teachers' Professional Competence Multiple linear regression analysis was conducted to determine the simultaneous effect of academic supervision and organizational climate on teachers' professional competence. This analysis also produced the regression equation used to describe the relationship between the independent variables and the dependent variable. The results are presented in Table 6.

Table 6 Multiple Linear Regression Analysis Results

Component	Value
Constant	2.604
Academic Supervision Coefficient (X ₁)	0.280
Organizational Climate Coefficient (X ₂)	0.168
Regression Equation	$Y = 2.604 + 0.280X_1 + 0.168X_2$

Based on Table 6, the regression equation obtained is $Y = 2.604 + 0.280X_1 + 0.168X_2$. This equation indicates that teachers' professional competence will increase when academic supervision and organizational climate improve. The coefficient of academic supervision is higher than the coefficient of organizational climate, which means that academic supervision has a greater contribution to teachers' professional competence compared to organizational climate. Furthermore, the simultaneous effect of academic supervision and organizational climate was tested using the F-test and the coefficient of determination. The results are presented in Table 4.7.

Table 7 Simultaneous Test and Coefficient of Determination Results

Component	Value
R	0.403
R Square	0.162
F Value	7.833
Sig.	0.001
Contribution of X ₁ and X ₂	16.2%
Other Factors Outside the Model	83.8%

Based on Table 7, the R value of 0.403 indicates a positive relationship between academic supervision and organizational climate with teachers' professional competence. The R Square value of 0.162 shows that academic supervision and organizational climate jointly contribute 16.2% to teachers' professional competence, while the remaining 83.8% is influenced by other factors outside this research model. The F value of 7.833 with a significance value of 0.001 indicates that academic supervision and organizational climate simultaneously have a significant effect on teachers' professional competence. Since the significance value is lower than 0.05, the third hypothesis is supported.

G. Summary of Hypothesis Testing

The results of hypothesis testing are summarized to provide a clearer overview of the relationship between the variables examined in this study. The summary is presented in Table 8.

Table 8 Summary of Hypothesis Testing Results

Hy pot hesi s	Statement	Result
H ₁	Academic supervision has a significant effect on teachers' professional competence.	Supported
H ₂	Organizational climate has a significant effect on teachers' professional competence.	Supported
H ₃	Academic supervision and organizational climate simultaneously have a significant effect on teachers' professional competence.	Supported

Based on Table 8, all hypotheses proposed in this study are supported. The findings indicate that academic supervision and organizational climate, both partially and simultaneously, have significant effects on teachers' professional competence.

However, the coefficient of determination shows that the contribution of academic supervision and organizational climate is 16.2%. This means that teachers' professional competence is also influenced by other factors not examined in this study, such as teacher motivation, teaching experience, educational qualifications, professional

training, technological literacy, school facilities, and continuous professional development programs.

The findings of this study indicate that academic supervision has a positive and significant effect on teachers' professional competence in State Islamic Senior High Schools in Bandung Regency. This result shows that supervision carried out by madrasah principals is not merely an administrative activity, but also functions as a professional assistance process for teachers. Through supervision planning, instructional monitoring, professional guidance, constructive feedback, and follow-up activities, teachers can be supported in improving their mastery of teaching materials, instructional strategies, classroom practices, and reflective abilities.

This finding is in line with Amelia et al. (2022), who stated that the principal plays an important role as an educational supervisor in improving teacher professionalism. Academic supervision becomes meaningful when it is implemented not only to assess teacher performance, but also to guide and assist teachers in solving instructional problems. In this context, supervision should be conducted through a collaborative approach so that teachers do not perceive it as a form of control, but as a process of professional development. Hardiyanti and Madjid (2024) also found that effective principal supervision contributes to the improvement of teachers' professional competence. Therefore, the significant influence of academic supervision in this study confirms that the role of madrasah principals is important in strengthening teacher competence.

The result of this study is also supported by Belan and Niron (2021), who found that academic supervision of school principals influences teacher competence. Similarly, Prastania and Sanoto (2021) reported a positive correlation between academic supervision and teachers' professional competence. These previous findings strengthen the result of this study that academic supervision can improve teachers' professional competence when it is carried out systematically and continuously. In madrasahs, academic supervision is also important because teachers are expected not only to master subject content, but also to integrate Islamic values and character education into the learning process.

The descriptive findings show that the lowest indicator of academic supervision was instructional monitoring. This indicates that although academic supervision has generally been implemented well, the monitoring of classroom learning still needs improvement. This aspect is important because instructional monitoring allows madrasah principals to directly observe teaching practices, identify teachers' needs, and provide feedback based on actual classroom conditions. If instructional monitoring is not carried out consistently, supervision may become more administrative and less impactful on the quality of learning. Therefore, madrasah principals need to strengthen classroom observation, post-observation discussion, and follow-up programs after supervision.

In addition to academic supervision, organizational climate was also found to have a positive and significant effect on teachers' professional competence. This finding indicates that a conducive work environment can support teachers in

developing their competence. Organizational climate is reflected in effective communication, principal support, teamwork, recognition of achievement, transparency, religious values, fairness, and a sense of security. When teachers work in a supportive environment, they are more likely to collaborate, share experiences, participate in professional development activities, and improve their teaching practices.

This finding is supported by Maisaroh, Wuryandini, and Yuliejantiningasih (2023), who found that academic supervision, school organizational climate, and work motivation significantly influence teacher professionalism. Dewi, Yuliejantiningasih, and Haryati (2025) also showed that school organizational climate and work motivation affect teachers' professional competence. These findings indicate that organizational climate is an important supporting factor in teacher development. However, the influence of organizational climate in this study should be interpreted proportionally because its coefficient was smaller than that of academic supervision.

The lower coefficient of organizational climate suggests that organizational climate functions more as a supporting condition rather than a direct instructional factor. A positive organizational climate can create comfort, openness, and motivation, but it does not directly guide teachers in improving their instructional practices. This is different from academic supervision, which is directly related to lesson planning, teaching observation, feedback, and follow-up. Therefore, organizational climate should not be positioned as the only or dominant factor in improving teachers' professional competence. Instead, it should be understood as an enabling environment that supports the effectiveness of supervision and professional development programs.

The descriptive findings also show that fairness and security received the lowest score among the indicators of organizational climate. This means that madrasahs still need to pay attention to equal opportunities, fair treatment, and a secure work environment for teachers. This finding is important because perceptions of fairness and security can influence teachers' willingness to participate in school programs, express ideas, and develop their professional abilities. A work environment that is perceived as fair and safe can encourage teachers to be more open to feedback and more active in professional collaboration.

The simultaneous test results show that academic supervision and organizational climate jointly have a significant effect on teachers' professional competence. This means that both variables complement each other in supporting teacher development. Academic supervision provides direct professional guidance related to the learning process, while organizational climate provides a supportive work atmosphere that enables teachers to grow professionally. This finding is consistent with Belan and Niron (2021), who found that principal academic supervision and school climate contribute to teacher competence. Maisaroh et al. (2023) also emphasized that teacher professionalism can be influenced by academic supervision and school organizational climate.

However, the coefficient of determination shows that academic supervision and organizational climate contribute

16.2% to teachers' professional competence, while the remaining 83.8% is influenced by other factors outside this research model. This finding indicates that although both variables have a significant effect, their contribution is still relatively limited. Therefore, the improvement of teachers' professional competence cannot rely only on academic supervision and organizational climate. Other factors, such as teacher motivation, teaching experience, academic qualifications, professional training, technological literacy, work commitment, instructional resources, and participation in professional learning communities, also need to be considered.

This interpretation is supported by Ahmanda and Daryono (2024), who found that academic supervision and professional competence are related to teacher performance through work commitment. Kasih, Sohnui, and Mundilarno (2024) also showed that principal supervision, organizational climate, and teaching experience influence teacher performance. In addition, Idris et al. (2025) emphasized the importance of digital-based academic supervision in improving teachers' professional competence in the Society 5.0 era. These findings suggest that teacher competence is influenced by multiple factors, including supervision, work environment, commitment, experience, and adaptation to technological development.

Based on these findings, the improvement of teachers' professional competence in State Islamic Senior High Schools should be carried out through an integrated approach. Madrasah principals need to strengthen academic supervision by making it more systematic, collaborative, reflective, and sustainable. At the same time, madrasahs need to develop a healthy organizational climate by improving communication, fairness, recognition, teamwork, and religious work culture. These efforts should also be supported by professional development programs, technology-based training, teacher learning communities, and continuous evaluation of instructional practices.

Overall, this study confirms that academic supervision and organizational climate are important factors in improving teachers' professional competence. Academic supervision has a more direct role because it is closely related to the teaching and learning process, while organizational climate provides a supportive environment for teachers' professional growth. Nevertheless, the relatively limited contribution of the two variables indicates that teacher professional competence is a complex issue that requires broader and more comprehensive management strategies.

IV. CONCLUSIONS

Based on the findings of this study, it can be concluded that academic supervision in State Islamic Senior High Schools (Madrasah Aliyah Negeri/MAN) in Bandung Regency falls within the good category. The implementation of academic supervision is reflected in supervision planning, teacher professional development, instructional monitoring, collaboration, constructive feedback, as well as evaluation and follow-up activities. The supervision planning indicator achieved the highest score, while instructional monitoring

received the lowest score. Therefore, the instructional monitoring aspect still requires further strengthening to ensure that academic supervision is implemented more consistently and has a direct impact on improving instructional quality. The organizational climate in State Islamic Senior High Schools in Bandung Regency is also categorized as good. This condition is reflected in the presence of effective communication, principal support, recognition of teacher achievement, teamwork, transparency, religious values, and a supportive work culture. However, the fairness and security indicator received the lowest score among all indicators. Consequently, madrasahs need to continuously strengthen aspects related to equal opportunities, workplace security, and fairness within the teachers' working environment. Teachers' professional competence in State Islamic Senior High Schools in Bandung Regency is categorized as good. Teachers have demonstrated competence in subject matter mastery, understanding of subject structures and curricula, mastery of scientific methodology, utilization of educational technology, continuous professional development, reflective practice, and the integration of Islamic values into instructional materials. The reflection on learning indicator achieved the highest score, whereas the integration of Islamic values, subject matter mastery, and continuous professional development require further improvement to optimize teachers' professional competence. The results of the analysis indicate that academic supervision has a positive and significant effect on teachers' professional competence. This finding implies that the more effective the academic supervision conducted by madrasah principals, the higher the level of teachers' professional competence. Organizational climate also has a positive and significant effect on teachers' professional competence, indicating that a conducive, open, religious, and supportive work environment can assist teachers in enhancing their professionalism. Simultaneously, academic supervision and organizational climate have a significant effect on teachers' professional competence, contributing 16.2% of the variance, while the remaining 83.8% is explained by factors outside the scope of this study. Therefore, efforts to improve teachers' professional competence in State Islamic Senior High Schools in Bandung Regency should be undertaken through the strengthening of academic supervision that is systematic, collaborative, and sustainable, as well as through the development of an organizational climate that is fair, secure, communicative, and supportive. Nevertheless, given the relatively limited contribution of these two variables, madrasahs should also pay attention to other influential factors, including teacher training, work motivation, teaching experience, technological literacy, academic qualifications, and continuous professional development initiatives. A comprehensive approach that integrates these factors is essential for achieving sustainable improvements in teachers' professional competence and overall educational quality..

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