

Examining the Impact of Supervisory Performance, Principal Leadership, and Work Environment on Islamic Religious Education Teachers Performance West Lombok Elementary Schools

Akhmad Sujai¹, Adi Fadli², Subki³, Ridwan Mas'ud⁴

¹ Universitas Islam Negeri Mataram, Mataram, Indonesia; sujaiahmad68@gmail.com

² Universitas Islam Negeri Mataram, Mataram, Indonesia; adi.fadli@uinmataram.ac.id

³ Universitas Islam Negeri Mataram, Mataram, Indonesia; subki@uinmataram.co.id

⁴ Universitas Islam Negeri Mataram, Mataram, Indonesia; riduanmasud@uinmataram.ac.id

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ABSTRACT

This study investigates the influence of supervisory performance, the principal's managerial role, and the work environment on the performance of Islamic Religious Education (PAI) teachers in Islamic elementary schools in West Lombok. Enhancing teacher performance is critical for improving the quality of Islamic education. A total of 138 PAI teachers were selected using a simple random sampling technique. Data were collected through a structured questionnaire and analyzed using descriptive statistics, multiple regression analysis, and partial correlation analysis. Findings indicate that supervisory performance, the principal's managerial role, and the work environment significantly affect teacher performance, as reflected by an F-value of 6.866 and a significance level of 0.000 ($p < 0.05$). The combined variables explained 37.5% of the variance in teacher performance, while the remaining 62.5% was influenced by other factors. Among managerial aspects, the informational and service roles contributed significantly, with R^2 changes of 11.5% and 16.9%, respectively. Improving teacher performance can be achieved by strengthening supervisory practices, enhancing principals' managerial roles—particularly in informational and service capacities—and fostering a supportive work environment. This research contributes to the field of Islamic education by providing empirical evidence on key organizational factors influencing PAI teacher performance. The findings offer practical implications for school leadership and policy to support effective Islamic educational practices.

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Corresponding Author:

Akhmad Sujai

Universitas Islam Negeri Mataram, Mataram, Indonesia; sujaiahmad68@gmail.com

1. INTRODUCTION

Education in the Industrial Revolution 4.0 era has integrated network technology into learning, affecting the education system, including Islamic Religious Education (PAI). The need for skilled workers is increasing, so PAI learning must focus on practical skills that are relevant to the world of work. However, the use of technology in PAI learning is still minimal, causing a lack of student interest. In West Lombok, there are several challenges faced by PAI learning, such as the lack of teacher understanding of the new curriculum and dependence on textbooks. Factors such as students, facilities and infrastructure, curriculum, environment, and teacher performance affect PAI learning.

Mujib highlights that Islamic Religious Education (PAI) in schools has generally prioritized the delivery of theoretical knowledge over fostering students' Islamic character and practical behavior. In elementary schools, various challenges hinder the effective implementation of PAI, including issues related to students, inadequate facilities, curriculum limitations, and teacher competence. One major concern is that many teachers lack a deep understanding of how to interpret and deliver the curriculum—specifically when it comes to differentiating content, elaborating on key concepts, drawing conclusions, and providing relevant examples. Suparman (2022) explains that this lack of comprehension stems from several factors, such as the excessive reliance on textbooks, with other instructional resources being overlooked or deemed unimportant.

Data from the West Lombok Education Office (2022) reports that 356 PAI teachers are assigned to 339 public elementary schools across 10 sub-districts in the region. These teachers are responsible for conveying Islamic teachings in a way that helps students both understand and practice the faith. Subjects covered in elementary-level PAI include the Qur'an and Hadith, Aqidah (Islamic beliefs), Fiqh or Syariah (rules and practices of daily life), moral education, and Islamic history. These lessons aim to nurture balance in students' relationships with God, with others, with themselves, and with the environment.

Despite this, the West Lombok Ministry of Religion (2022) reveals that only 90 of these teachers hold official certification. This shortage of certified civil servant PAI teachers often results in unequal workloads, where honorary teachers are expected to carry a heavier share of teaching responsibilities (Zainudin, 2022). In some cases, teachers without an academic background in PAI are also assigned as classroom teachers due to staffing shortages. This dual role increases their workload and reduces their capacity to concentrate on PAI teaching, which is their primary responsibility.

Supervision plays a crucial role in maintaining and enhancing the quality of Islamic education. Supervisors are responsible for tasks such as leadership, training, evaluation, reporting, and ensuring that supervision is effectively carried out. However, the current supervisory structure in West Lombok is inadequate. According to the West Lombok Regional Office of the Ministry of Religion (2022), only five supervisors oversee 356 PAI teachers—meaning each supervisor is responsible for around 71 teachers. Habibullah (2013) emphasizes that supervisors who conduct more frequent and consistent mentoring tend to be more effective than those who provide guidance only once per year. Furthermore, preliminary observations by the researcher (2022) show that many school principals struggle to implement meaningful teacher guidance through methods such as classroom visits, personal consultations, teacher meetings, group discussions, and the dissemination of professional publications.

Bestary (2013) asserts that many school principals still lack proficiency in managing teaching and non-teaching staff, handling facilities and infrastructure, and demonstrating sound financial and academic supervisory skills. Simbolon (2021) supports this by noting that the performance of supervisors, the managerial role of school principals, and the broader school work environment significantly influence the effectiveness of Islamic Religious Education (PAI) teachers in public elementary schools across West Lombok.

Mangkunegara (2007) defines performance as the outcome of work—both in terms of quantity and quality—achieved by an individual in fulfilling their responsibilities. According to Djamarah (2005), a teacher is someone who holds the authority and responsibility to guide and educate students both in school and in external learning environments, whether individually or collectively. Jasmani and

Mustofa (2013) identify several factors affecting teacher performance, including the work environment, managerial behavior, job design, performance evaluation, feedback, and compensation systems.

Robbins (2006) describes performance as the result of assessing an employee's work against predefined standards. Meanwhile, Ruswenda (2011) explains that supervision is a form of control intended to ensure that activities align with established plans and that objectives are met. Rachmayani et al. (2019) and Rusiana & Irawanto (2019) argue that the role of school supervisor is a distinct professional function—not merely an extension of teaching—which involves assessing both teacher and principal performance to ensure educational goals are achieved.

Sahertian and Mataheru (1987) describe effective supervision as including support, assistance, and collaboration. Supervision functions as an oversight mechanism to ensure educational activities are carried out according to plan. In this context, leadership is understood as the process of influencing others through example and persuasion to achieve shared goals. Mulyasa (2013) emphasizes that principals, as school managers, are tasked with planning, implementing, and evaluating programs to improve the quality of learning. Umam (2010) notes that principals often encounter both internal and external challenges that hinder the realization of their vision. William and Drake (1980) also highlight that a principal's core responsibilities include professional staff development, student support, curriculum enhancement, instructional improvement, resource management, and community relations.

Simbolon (2021) further explains that the work environment refers to the daily atmosphere in which employees operate. Sedarmayanti (2016) expands on this by stating that the work environment encompasses tools, materials, physical surroundings, methods of work, and interpersonal arrangements—both individual and group-based. A positive environment should support teachers in fulfilling their roles effectively and efficiently.

Given these considerations, this study aims to explore how supervisory performance, the principal's managerial role, and the work environment impact the performance of Islamic Religious Education teachers in West Lombok's elementary schools. The decline in students' moral and religious values—manifested in behaviors such as dishonesty, bullying, and disrespect—is believed to stem from unengaging teaching methods, insufficient teacher mastery of subject matter, and teachers' inability to serve as effective role models. These issues underline the importance of this research in providing a clearer understanding of the factors contributing to the current state of PAI teacher performance in the region.

2. METHODS

This study uses quantitative research using calculation analysis in proving its hypothesis. This study explains the independent variables against the dependent variables with proof of its hypothesis. This study attempts to explain the causal relationship and test the relationship that occurs between the performance of supervisors, the managerial role of the principal, and the work environment on the performance of Islamic Religious Education teachers at State Elementary Schools in West Lombok.

The population in this study were all Islamic Religious Education teachers in public elementary schools in West Lombok district who met the inclusion and exclusive criteria to become the research population in the description above. Overall, there are 354 elementary schools in West Lombok district, consisting of 339 public elementary schools and 15 private elementary schools. Based on data from Islamic Religious Education teachers in West Lombok, there are 356 teachers who teach Islamic Religious Education, but after considering the inclusion criteria of this research population, the population becomes 211 teachers.

For the selection of sample members using *simple random sampling*, which takes sample members from the population randomly in the population without considering the strata in the population. Based on the sample determination table developed by Isaac and Michael, determining the number of samples with a population of 211 with an error margin of 5% or 0.05, the sample is 131 respondents. Meanwhile, to determine the size of the sample in this study, the researcher used the Slovin formula.

This study employed various data collection techniques, including questionnaires, documentation, observation, and interviews. Data analysis methods encompassed descriptive analysis, prerequisite analysis tests, and hypothesis testing. The hypothesis testing involved multiple linear regression analysis, F-tests, an assessment of the percentage influence of all independent variables collectively on the dependent variable, as well as partial tests and partial correlation analyses. Multiple linear regression analysis was utilized as a predictive tool to examine the effect of two or more independent variables on a dependent variable, aiming to determine the existence of a functional or causal relationship between the independent variables ($X_1, X_2, X_3, \dots, X_n$) and the dependent variable (Sugiyono, 2022).

3. FINDINGS AND DISCUSSION

The data collection process for this study, which examined the impact of supervisor performance, the principal's managerial role, and the work environment on the performance of Islamic Religious Education (PAI) teachers in public elementary schools in West Lombok, provided an overview of respondent characteristics. These characteristics included gender, age, teaching experience, highest level of education, and employment status. The study was conducted among PAI teachers working in public elementary schools under the jurisdiction of the Education and Culture Office of West Lombok Regency. The sample consisted of 138 PAI teachers, and data were collected using a structured questionnaire that had undergone prior validity and reliability testing.

According to Candiasa, (2010) the validity of the instrument is tested using the opinions of experts (*Judgment experts*) who assess the suitability of the test items with the material or indicators being measured, as well as assessing the sentence structure in the test items. After that, the calculation of the results of the validity test of the research instrument is carried out using a formula by comparing the value of the r table with the calculated r . If the calculated r value is greater than 0.361, then the statement item is declared valid, but if it is less than 0.361, then the statement item is declared invalid and is not used in the study. The following are the results of the validity of the instrument for each variable:

Table 1. Results of Research Instrument Validity

Variables	Number of items	Valid	Invalid	Note
Supervisory Performance	19	19	-	
The Principal's Managerial Role	17	17	-	
Work environment	15	15	-	
Elementary School PAI Teacher Performance	25	21	4	Items 15, 9, 22, 25

Next, the reliability test of the research instrument is carried out using the alpha coefficient to measure the reliability or internal consistency between the questions in an instrument. Reliability concerns whether the measuring instrument used in the study is reliable or not. The reliability test of the instrument in this study uses the Cronbach Alpha formula, where the prerequisite for obtaining reliable requirements is obtained by having a Cronbach alpha value > 0.6 (Suharsimi, 2016). Seen from the table below, the supervisor performance variables (X_1), the principal's managerial role (X_2), the work environment (X_3), as independent variables and the performance of elementary school PAI teachers (Y) as the dependent variable are declared reliable, because all alpha values (r count) are greater than 0.60 or 60%.

Table 2. Results of Research Instrument Reliability Test

Variables	Cronbach's alpha	Alpha coefficient (α)	Conclusion
Supervisor Performance (X_1)	0.948	0.60	Reliable
Managerial Role of the Principal (X_2)	0.968	0.60	Reliable
Work Environment (X_3)	0.891	0.60	Reliable
Islamic Religious Education Teacher Performance (Y)	0.863	0.60	Reliable

Prior to hypothesis testing, a series of prerequisite tests were conducted to determine the suitability of the statistical methods employed. These tests included assessments for data normality, heteroscedasticity, and multicollinearity, which were essential to ensure the reliability of the analysis. The variables tested encompassed the performance of supervisors, the principal's managerial role, the work environment, and the performance of Islamic Religious Education (PAI) teachers in public elementary schools in West Lombok.

Based on the results of the One-Sample Kolmogorov-Smirnov test, the asymptotic significance (2-tailed) values for all variables exceeded the threshold of 0.05, indicating that the data are normally distributed. Specifically, the values were: Y (PAI teacher performance) = 0.120, X_1 (supervisory performance) = 0.401, X_2 (principal's managerial role) = 0.316, and X_3 (work environment) = 0.481. As all variables met the assumption of normality, the statistical model used in this study was deemed appropriate for further analysis.

Table 3. Results of Normality Test of Research Variables

Variables	Kolmogorov-Smirnov Z	Alpha	Caption
Supervisor Performance (X_1)	0.894	0.401 > 0.05	Normal
Managerial Role of the Principal (X_2)	0.960	0.316 > 0.05	Normal
Work Environment (X_3)	0.840	0.481 > 0.05	Normal
Performance of Elementary School PAI Teachers (Y)	1.186	0.120 > 0.05	Normal

The heteroscedasticity test is a critical step in regression analysis to determine whether the residuals of the model exhibit constant variance across observations. A model is said to demonstrate homoscedasticity when the residual variance remains stable, while heteroscedasticity occurs when this variance differs, potentially leading to inefficient and biased estimators (Ghozali, 2018). To assess homoscedasticity, two common approaches are employed: graphical analysis using a scatterplot and the Glejser test. The scatterplot involves plotting standardized residuals (ZRESID) against standardized predicted values (ZPRED). A random and symmetrical distribution of points around the horizontal axis ($Y = 0$) typically indicates the absence of heteroscedasticity (Gujarati & Porter, 2009).

In this study, an evaluation of the scatterplot graph revealed that the data points are randomly dispersed above and below the zero line on the Y-axis without forming a clear pattern. This pattern suggests that the assumption of homoscedasticity is met, and there is no indication of heteroscedasticity in the multiple linear regression model. To reinforce this conclusion, the Glejser test was also applied by regressing the independent variables against the absolute residuals. The absence of statistically significant relationships in this test further confirms the presence of homoscedasticity, thereby validating the model's suitability for further analysis.

Multicollinearity test aims to test whether the regression model in this study shows a correlation between independent variables. Based on the results of the multicollinearity test, the Tolerance value of X1 is $0.920 > 0.10$, X2 is $0.916 > 0.10$ and X3 is $0.978 > 0.10$. Likewise, by looking at the VIF value on variable X1 of $1.087 < 10.00$, X2 of $1.092 < 10.00$, and X3 of $1.022 < 10.00$. So it can be concluded that these three independent variables have no relationship or no multicollinearity occurs, so all can be used as independent variables. This means that the four variables in this study can be continued to the next stage to conduct multiple regression testing in this study. Based on the hypothesis test using the F test, it shows that all independent variables consisting of supervisor performance, the managerial role of the principal, and the work environment (X1) have a simultaneous effect on the dependent variable of the performance of elementary school PAI teachers.

Table 4. ANOVA Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3691.813	11	335.619	6.866	.000 ^b
	Residual	6159.121	126	48.882		
	Total	9850.935	137			

a. Dependent Variable: Teacher_Performance

b. Predictors: (Constant), LK_WorkService, KP_Reporting, PMKS_Interpersonal, LK_WorkRelationship, KP_Advisory, KP_Monitoring, LK_WorkCondition, KP_Supervision, KP_Coordination, PMKS_DecisionMaking, PMKS_Informational

Based on the table above, the F-test result is 6.866, with a significance value of 0.000, which is less than 0.05. As a result, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that the combined influence of supervisor performance, the principal's managerial role, and the work environment has a significant effect on the performance of Islamic Religious Education (PAI) teachers in elementary schools.

To further examine the hypothesis, a t-test is conducted to assess the effect of each independent variable on the dependent variable. At this stage, the test evaluates the impact of individual independent variables within the established model to determine whether each independent variable (X) has a significant partial effect on the dependent variable (Y). The significance values (sig.) used in this analysis are presented in Table 4.27, which provides the coefficients representing the influence of each independent variable, as follows:

Table 5. t-test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.157	10,978		.834	.406
	Supervision_KP	.393	.387	.102	1,016	.312
	Advisory_KP	-.455	.365	-.129	-1,246	.215
	KP_Monitoring	.176	.348	.047	.504	.615
	Coordination_KP	.522	.511	.117	1,021	.309
	Reporting_KP	.098	.360	.030	.272	.786
	Informational_PMKS	.690	.292	.292	2,364	.020
	Interpersonal_PMKS	-.130	.683	-.024	-.190	.849
	Decision Making_PMKS	-.483	.400	-.144	-1,206	.230

WorkingCondition_LK	.273	.299	.086	.912	.364
EmploymentRelationship_LK	-.593	.429	-.131	-1.382	.169
ServiceWork_LK	2.653	.455	.511	5.833	.000

a. Dependent Variable: Teacher_Performance

The t-test or testing shown in the table above shows *the coefficients* of all data processing results using SPSS 21 for *Windows* . As for viewing and reading the contribution of each aspect of the independent variable to the dependent variable, this can be seen in table 6 of the *Summary* model . below.

Table 6. Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.156	.024	.017	8.406	.024	3.412	1	136	.067
2	.164	.027	.012	8.427	.002	.327	1	135	.569
3	.180	.032	.011	8.434	.006	.782	1	134	.378
4	.212	.045	.016	8.411	.012	1,711	1	133	.193
5	.214	.046	.010	8.438	.001	.148	1	132	.701
6	.401	.161	.122	7.944	.115	17.960	1	131	.000
7	.420	.176	.132	7.900	.016	2.453	1	130	.120
8	.423	.179	.128	7.919	.002	.358	1	129	.551
9	.453	.205	.149	7.820	.027	4.296	1	128	.040
10	.454	.206	.143	7.848	.001	.087	1	127	.769
11	.612	.375	.320	6.992	.169	34.029	1	126	.000

- a. Predictors: (Constant), Supervision_KP
- b. Predictors: (Constant), KP_Supervision, KP_Advisory
- c. Predictors: (Constant), KP_Supervision, KP_Advisory, KP_Monitoring
- d. Predictors: (Constant), KP_Supervision, KP_Advisory, KP_Monitoring, KP_Coordination
- e. Predictors: (Constant), KP_Supervision, KP_Advisory, KP_Monitoring, KP_Coordination, KP_Reporting
- f. Predictors: (Constant), KP_Supervision, KP_Advisory, KP_Monitoring, KP_Coordination, KP_Reporting, PMKS_Informational
- g. Predictors: (Constant), KP_Supervision, KP_Advisory, KP_Monitoring, KP_Coordination, KP_Reporting, PMKS_Informational, PMKS_Interpersonal
- h. Predictors: (Constant), KP_Supervision, KP_Advisory, KP_Monitoring, KP_Coordination, KP_Reporting, PMKS_Informational, PMKS_Interpersonal, PMKS_Decision Making

Discussion

The results of the statistical analysis using the F-test (simultaneous test) indicate that the combined effect of supervisory performance, the principal's managerial role, and the work environment significantly influences the performance of Islamic Religious Education (PAI) teachers in public elementary schools in West Lombok. These three variables collectively account for 37.5% of the variance in teacher performance, while the remaining 62.5% is influenced by other variables not addressed in this study.

The findings show that both the principal's managerial role and the work environment significantly contribute to the enhancement of PAI teacher performance. This is consistent with Adi Anwar (2015), who found that a principal's managerial competence—especially when focused on empowering staff—can significantly impact teacher performance, with a contribution value of 0.591, or 59%. Similarly, the work environment plays a crucial role in determining teacher effectiveness. A supportive and comfortable work setting enhances teachers' ability to perform their duties effectively and aligns with the findings of Djafar et al. (2021), who emphasized that a conducive environment helps teachers carry out their responsibilities optimally in line with institutional goals.

However, the analysis revealed that the supervisory performance variable does not have a statistically significant effect on the performance of PAI teachers. The significance value obtained was 0.312, which is greater than the accepted alpha threshold of 0.05. As a result, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. This indicates that, in this context, supervisory performance does not have a direct or meaningful impact on the performance of Islamic Religious Education teachers in elementary schools.

This result aligns with the findings of Nasution and Pasaribu (2020), who concluded that supervision, when assessed independently, does not significantly influence teacher performance. Their study on the Kuntum Bumi Rantauprapat Integrated Islamic Education Foundation showed that supervision, along with motivation and discipline, did not have a notable impact on performance when considered in isolation. These findings suggest that while supervision remains a vital component of educational leadership, its influence may depend on the quality, frequency, and method of implementation, as well as its integration with other organizational factors.

The partial test (t-test) results revealed that the supervisory performance variable did not have a significant influence on the performance of Islamic Religious Education (PAI) teachers in public elementary schools. Although the regression model used in the analysis was valid at a significant level, the supervisory variable (X_3) showed only a minimal and statistically insignificant positive effect. The significance value obtained was 0.615 ($p > 0.05$), leading to the acceptance of the null hypothesis (H_0) and the rejection of the alternative hypothesis (H_a). Additionally, the R^2 change for the supervision variable was only 0.006, indicating that it contributed merely 0.6% to the variance in teacher performance. These results highlight the limited role that current supervisory practices play in enhancing the professional competence of PAI teachers. Key areas such as pedagogical, personal, and social competencies have not been effectively developed through supervisory interventions. Diana (2014) emphasized that supervision must be continuous and aligned with coaching and support to improve teachers' planning, implementation, and evaluation capabilities during instructional activities.

When examining the coordination function within supervision, the results similarly indicated no significant effect on teacher performance. The coordination variable had a significance value of 0.309 ($p > 0.05$) and contributed only 0.012 (1.2%) to the teacher performance variable. These findings suggest that coordination, as currently implemented by supervisors, does not significantly impact PAI teachers' effectiveness. This contrasts with research by Said (2021), who found that coordinated, scheduled academic supervision—including the use of formal documents like the Syllabus and Lesson Plan (RPP)—has a tangible influence on teacher development when properly executed.

Reporting, another dimension of supervisory responsibility, also showed no significant impact on PAI teacher performance, with a significance value of 0.786 ($p > 0.05$)—the highest among all

supervision-related variables. It also had the smallest coefficient, indicating that this function had the least effect on performance outcomes. Setyawati et al. (2020) argued that effective supervision should include managerial oversight that guides school staff from the planning stage through implementation and evaluation. However, in the current context, the lack of structured and meaningful reporting diminishes its role in contributing to teacher growth.

In contrast, the informational role of principals showed a moderate influence on teacher performance. The R^2 change for the informational variable was 0.115, meaning 11.5% of the variation in PAI teacher performance could be attributed to the dissemination of relevant and timely information. This finding underscores the importance of effective communication in leadership. Fahlevi et al. (2023) stated that continuous, high-quality communication—both direct and mediated through digital platforms—is essential for improving teacher performance. School principals must refine their communication strategies to ensure that teachers receive the guidance and information necessary for professional growth.

However, the interpersonal role of the principal did not yield a significant effect on PAI teacher performance. With a significance value of 0.849 and an R^2 change of only 0.016 (1.6%), the findings suggest that interpersonal interactions between principals and teachers currently lack the strength needed to impact performance meaningfully. This result diverges from previous findings by Purwanto et al. (2020), who emphasized the importance of leadership in improving teacher outcomes, and by Nina Rostiana et al. (2020), who identified interpersonal communication as a dominant factor in teacher performance—though this study did not support that conclusion.

Similarly, the decision-making role of principals was not significantly associated with PAI teacher performance. The test produced a significance value of 0.230 ($p > 0.05$), indicating a lack of statistical influence. Despite this, decision-making remains a critical leadership function that should not be neglected. Yuliatika et al. (2021) suggested that effective decision-making requires a thorough understanding of problems, their causes, and potential impacts on educators and students alike. A more inclusive and reflective approach to decision-making may enhance its relevance to teacher performance in future studies.

Regarding the work environment, several dimensions were analyzed. The physical working conditions yielded a significance value of 0.364 ($p > 0.05$), suggesting no significant impact on teacher performance. This indicates that even in settings with limited physical resources, teachers can maintain or improve performance, possibly by relying on intrinsic motivation or adaptive strategies. Miftah, as cited in Dukalang et al. (2021), also noted that the effect of the physical environment on performance tends to fall within the moderate category.

The dimension of work relationships produced a significance value of 0.169, again exceeding the 0.05 threshold. This means there was no statistically significant effect of interpersonal work relationships on teacher performance. This finding is inconsistent with the study by Elfita et al. (2019), who found that the non-physical work environment—including collegial relationships—has a strong effect on the performance of PAI teachers.

In contrast, the service aspect of the work environment showed a strong and significant effect on teacher performance, with a significance value of 0.000 ($p < 0.05$). This indicates that when schools foster a service-oriented environment, teacher performance improves. Farid (2020) emphasized that embedding Islamic values in the workplace fosters a more productive and spiritually grounded teaching culture. A supportive service environment encourages greater participation, autonomy, and professional responsibility, aligning closely with Islamic educational principles.

4. CONCLUSION

This study found that supervisory performance, the principal's managerial role, and the work environment each positively and significantly impact the performance of Islamic Religious Education

(PAI) teachers in State Elementary Schools in West Lombok. Key elements contributing to teacher performance improvement include effective supervision practices (such as guidance, monitoring, coordination, and reporting), the principal's managerial functions (especially informational, interpersonal, and decision-making roles), and supportive work conditions, including collegial relationships and adequate services. Among these, the integration of the principal's informational and service roles was shown to make the most substantial contribution to enhancing teachers' capacity and performance. However, this research is limited by its focus on a specific geographic area and population, which may affect the generalizability of the findings. Additionally, the study relied solely on quantitative data collected through questionnaires, which may not fully capture the complexity of contextual and personal factors influencing teacher performance. Future research should consider broader regional samples, incorporate qualitative methods such as interviews or focus groups, and explore other potential factors—such as professional development programs, teacher motivation, or cultural influences—to gain a more comprehensive understanding of what drives teacher performance in Islamic education settings.

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