

# Contribution of Principal Leadership and School Climate to the Performance of Junior High School Teachers in Padang City

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## ABSTRACT

Effective educational leadership and a positive school climate are crucial determinants of teacher performance. This research aims to elucidate the contribution of principal leadership and school climate to the performance of state middle school teachers in Padang City. The population for this study comprised all state junior high school teachers in Padang City, totaling 1,058 individuals. A sample of 158 teachers was selected using cluster random sampling techniques. Employing a quantitative correlational approach with an ex-post facto research design, this study analyzed the collected data to determine the relationships between the variables. The results indicate that principal leadership contributes 22.3% to teacher performance, while school climate contributes 68%. Together, principal leadership and school climate account for 62.7% of the variance in teacher performance. The overall teacher performance score was 83.46%, categorized as good. Principal leadership scored 84.16%, also in the good category, and school climate scored 84.66%, deemed conducive. These findings underscore the significant impact of leadership and environmental factors within schools on enhancing teacher performance, suggesting that targeted improvements in these areas could substantially elevate educational outcomes.

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## 1. INTRODUCTION

The performance of junior high school teachers is a critical issue affecting the overall quality of education. Numerous studies and field observations have highlighted the challenges faced by teachers, such as inadequate resources, lack of professional development, and insufficient support from school leadership. These factors contribute to a concerning trend of suboptimal teacher performance, which directly impacts student outcomes and the broader educational landscape. For instance, research conducted by Pratami (2018) revealed that the eligibility to teach at the junior high school level is alarmingly low, with only 54.12% of state school teachers and 60.99% of private school teachers meeting the necessary standards. This inadequacy is reflected in the poor global ranking of Indonesia's

education system, positioned at 54th out of 78 countries, according to the 2021 World Population Review.

In Padang City, these issues are pronounced, necessitating an urgent need to enhance teacher performance to ensure better educational outcomes for students. Prior research, such as that by Maesaroh (2016), has pointed out the low quality of teachers as a significant factor in the poor educational outcomes in Indonesia. This low performance not only affects students' academic achievements but also undermines the overall development of human resources in the region. Given the critical role of teachers in shaping student success, it is imperative to explore and address the factors influencing their performance comprehensively. One promising area of investigation is the role of principal leadership and school climate, which have been identified as key determinants of teacher effectiveness. Enhancing these aspects could provide a supportive and motivating environment for teachers, leading to improved teaching practices and, consequently, better educational results. Therefore, understanding how principal leadership and school climate interact to influence teacher performance is essential for developing targeted strategies to elevate the quality of education in Padang City.

Similarly, a conducive school climate is essential for optimal teacher performance. A positive school climate, characterized by supportive relationships, a safe and comfortable environment, and a collaborative culture, can significantly enhance teachers' job satisfaction and motivation. Syafrudin (2021) reported that school climate has a 58.6% influence on teacher performance, underscoring its importance. Teachers working in a positive school climate are more likely to feel valued and supported, leading to improved teaching practices and better student outcomes.

Rabiyah (2013) described teacher performance as the range of activities a teacher engages in to fulfill their duties and obligations as an educator. According to Rachmawati (2013), teacher performance encompasses the ability and effort a teacher invests in planning teaching programs, implementing learning activities, and evaluating learning outcomes. Utama (2016) emphasized the importance of teacher performance for schools, as it reflects the institution's success in meeting its educational goals and satisfying students' needs. Saondi (2012) also highlighted the significance of evaluating teacher performance, noting that it involves professional duties requiring specific competencies acquired through educational programs to achieve desired goals. Daulay (2017) further stated that teacher performance is the culmination of a teacher's efforts in delivering the learning process, encompassing activities such as educating, teaching, guiding, directing, training, assessing, and evaluating students. Ritonga (2021) identified several key indicators of teacher performance: preparing learning plans, conducting learning activities, assessing learning outcomes, and implementing enrichment and remedial measures. In addition to these indicators, various factors influence teacher performance.

One of the key factors influencing teacher performance is the leadership of the school principal. Research by Mubar (2018) indicates that principal leadership has a significant impact, accounting for 55.6% of the variance in teacher performance. The principal plays a crucial role in enhancing educational quality. Nurjaya (2020) explains that leadership involves influencing organizational goals, motivating followers to achieve these goals, and fostering group improvement and cultural enhancement. As the school's leader, the principal must effectively influence teachers to adhere to and implement school policies, thereby improving their performance. Susanto (2016) supports this by stating that educational leadership entails the principal's ability to drive the execution of educational goals efficiently and effectively. Ideswal (2020) further defines educational leadership as the process of guiding the activities of individuals or groups toward achieving educational objectives in specific situations.

Effective principal leadership encourages teacher performance through fostering a sense of camaraderie, closeness, and consideration for teachers as both individuals and a group. Therefore, a principal's leadership should aim to encourage, direct, guide, and motivate all school members to collaboratively achieve school goals. Good leadership ensures smooth interactions and willing

cooperation from subordinates, resulting in successful task completion aligned with established goals. Conversely, poor leadership can lead to dissatisfaction and discomfort among subordinates, negatively impacting their performance and the attainment of school objectives.

Apart from the principal's leadership, another factor that is believed to dominate teacher performance is the school climate. This is in accordance with research conducted by Syafrudin in 2021, stating that school climate has a 58.6% influence on teacher performance. Hadiyanto (2016) explains that school climate is a condition or situation that arises due to the relationship between the principal and teachers, between teachers and teachers, between teachers and students, and between fellow students which influences the learning process at school. Chandra & Angin (2017) explain that the school climate is a condition in which a school environment is created that is safe, comfortable, peaceful, and enjoyable for teaching and learning activities involving all parties in the school. Dongoran & Batubara (2021) ) state that school climate is an atmosphere created by the school community that can support the teaching and learning process. Mutiara & Sobandi (2018) explain that a conducive school climate is reflected in a comfortable, friendly and calm learning atmosphere, harmonious relationships with the school community, and physical and psychological comfort. The creation of a conducive school climate will have an impact on teachers who will feel comfortable at work and will be even more motivated to improve their work.

This study seeks to bridge the gap in existing research by specifically examining the combined effects of principal leadership and school climate on teacher performance in Padang City's state middle schools. Previous studies have often focused on these factors in isolation; however, this research aims to provide a more comprehensive understanding by analyzing their combined impact. By identifying the contributions of these factors, this study aims to offer actionable insights for policymakers and educational leaders to enhance teacher performance, thereby improving the overall quality of education in Padang City.

In summary, this research aims to explain the contribution of principal leadership and school climate to the performance of Padang City State Middle School teachers. The study's findings are expected to highlight the critical role of effective leadership and a positive school climate in enhancing teacher performance, providing a foundation for targeted interventions to improve educational outcomes in the region.

## 2. METHODS

This research employs a quantitative correlational approach using an ex-post facto design. An ex-post facto design is utilized to explore and analyze factors suspected to influence observed outcomes without manipulating existing conditions. This method is effective for identifying relationships between variables where experimental manipulation is not feasible. According to Sugiyono (2013), a population is a generalized area consisting of objects or subjects with specific qualities and characteristics determined by researchers for study, from which conclusions can be drawn. The population for this study comprises all teachers with Civil Servant (PNS) status at Padang City State Middle Schools.

Cluster Sampling, as described by Sugiyono (2013), is used when the population is very broad, such as that of a country, province, or district. In this study, Cluster Random Sampling was employed to manage the extensive population of Padang City. This sampling technique involves dividing the population into clusters and then randomly selecting samples from these clusters to ensure representation across the entire city. This approach was chosen to obtain a representative sample due to the large geographic area and diverse population of Padang City.

Sampling can be carried out in clusters based on the results of the 2019 national examination, where by referring to the students' National Examination results, teacher performance can be seen, because the National Examination results are one of the results of teacher performance, so based on this the author groups schools with National Examination results. the highest, middle to lowest in the sub-

district where the average UN score has been calculated. Researchers obtained the average National Examination score per sub-district in Padang City in the high category, namely in Padang Timur District with an average score of 68.16, the medium category in Lubuk Begalung District with an average score of 54.32, and the low category in Bungus District. Kabung Bay with an average value of 43.05. Next, the author took schools with the categories TT (high-high), TS (high-medium), TR (high-low) then schools with the categories ST (medium-high), SS (medium-medium), SR (medium-low) as well as schools in the RT (low-high), RS (low-medium) and RR (low-low) categories. The sample for this study was 158 civil servant teachers in state junior high schools.

**Table 1.** Mean National Examination Scores (UN) and Teacher Distribution in Padang City State Middle Schools by Subdistrict\*\*

No	School	UN Mean	Subdistrict	Teachers
1.	SMP Negeri 8 Padang	90,20	Padang Timur	27
2.	SMP Negeri 30 Padang	62,49	Padang Timur	25
3.	SMP Negeri 9 Padang	60,05	Padang Timur	22
4.	SMP Negeri 24 Padang	59,87	Lubuk Begalung	23
5.	SMP Negeri 33 Padang	53,85	Lubuk Begalung	20
6.	SMP Negeri 6 Padang	53,71	Lubuk Begalung	17
7.	SMP Negeri 19 Padang	46,24	Bungus Teluk Kabung	12
8.	SMP Negeri 36 Padang	43,20	Bungus Teluk Kabung	7
9.	SMP Negeri 37 Padang	39,72	Bungus Teluk Kabung	5
<b>Amount</b>				<b>158</b>

The instrument used to collect data on the three research variables was a questionnaire prepared using a Likert scale model with five alternative responses: Always (SL), Often (SR), Sometimes (KD), Rarely (JR), and Never (TP). The preparation of this research instrument involved several stages: first, determining the indicators of the variables to be studied, and second, creating a questionnaire grid. These steps ensured that the instrument was comprehensive and capable of accurately capturing the data needed to assess teacher performance, principal leadership, and school climate.

**Table 2.** Variables and Indicators for Assessing Teacher Performance, Principal Leadership, and School Climate\*\*

No	Variable	Indicator
1	Teacher Performance	1. Develop a learning plan 2. Implement learning 3. Carry out the evaluation of learning outcomes 4. Implement enrichment and remedial
2	Principal Leadership	1. Influence 2. Motivate 3. Mentoring
3	School Climate	1. Familiarity 2. Support 3. Goal orientation

Data collection commenced after the questionnaire's trial data analysis confirmed its validity and reliability. The author used a questionnaire technique to gather data from respondents. This process began with arranging a research permit letter from the department, which was forwarded to the faculty. Once the permission letter was obtained, the researcher visited the designated Padang City State Middle School to seek permission for conducting the research. Data collection was conducted directly by distributing the questionnaires to the respondents. Prior to filling out the questionnaire, the author explained the procedure to ensure clarity. The data collection involved two visits: the first to distribute the questionnaires and the second to collect the completed ones.

Data analysis in this research utilized statistical tools to analyze simple and multiple correlations and regression. To use correlation and regression analysis, certain requirements must be met: the data must come from randomly selected samples, be drawn from a normally distributed population, have homogeneous variance within population groups, show independence between independent variables, and exhibit linearity.

### 3. FINDINGS AND DISCUSSION

#### 3.1 *Achievement Levels and their Implication*

Based on the research findings, it is essential to understand the achievement levels and their implications for teacher performance, principal leadership, and school climate. The data collected from Padang City State Middle Schools provide valuable insights into how these variables interact and contribute to educational outcomes. The table below summarizes the achievement levels and interpretations for each variable, offering a clear view of their current status and the potential for future improvements.

**Table 3.** Achievement Levels and Interpretations of Teacher Performance, Principal Leadership, and School Climate

Variable	Achievement Level	Interpretation
Teacher Performance	83.46 %	Good
Principal Leadership	84.16 %	Good
School Climate	84.66 %	Conductive

The table presents the achievement levels and corresponding interpretations for the key variables assessed in the study. The data analysis reveals that teacher performance in Padang City State Middle Schools is rated at 83.46%, which falls within the "good" category. Similarly, principal leadership is rated slightly higher at 84.16%, also interpreted as "good." The school climate is evaluated at 84.66%, interpreted as "conductive," indicating a positive and supportive environment for teaching and learning.

These findings diverge from the initial observations, which suggested that teacher performance was less than optimal. This discrepancy highlights the importance of employing systematic research methods with reliable and valid instruments, as opposed to relying solely on observational data, which may not provide an accurate basis for generalization. The robust empirical evidence obtained through this research underscores the significant role that principal leadership and school climate play in enhancing teacher performance.

Hypothesis testing further supports these findings, demonstrating that principal leadership, school climate, and their combined effect significantly contribute to improving teacher performance in SMPN Padang City. This detailed analysis provides a clearer understanding of the factors influencing teacher performance and the effectiveness of targeted interventions in the educational environment.

#### 3.2 *Contribution of Principal Leadership to Teacher Performance*

The research also examined the specific contribution of principal leadership to teacher performance. Understanding this relationship is crucial, as effective leadership is a key factor in fostering an environment where teachers can thrive. The table below illustrates the extent to which principal leadership impacts teacher performance and provides detailed insights into the achievement levels of various leadership indicators. This data underscores the significant role that principal leadership plays in enhancing teacher performance in Padang City State Middle Schools.

**Table 4.** Contribution of Principal's Leadership to Teacher Performance

Variable	Contribution to Teacher Performance	Interpretation
Principal's Leadership	22.3%	Significant Impact

  

Principal's Leadership Indicator	Achievement Level	Interpretation
Overall	84.16%	Good
Influencing	85.02%	Good
Guiding	83.02%	Good

The table above shows that the principal's leadership contributes significantly to teacher performance, accounting for 22.3% of the variance. This indicates that principal leadership is a reliable predictor of teacher performance, where improved leadership directly correlates with enhanced teacher performance. This finding aligns with previous research by Saad & Nurjanah (2021), which found a 29.2% contribution of principal leadership to teacher performance.

Descriptive analysis further supports these findings, revealing that the principal's leadership is generally rated in the "good" category, with an average achievement score of 84.16% of the ideal score. Among the specific indicators of principal leadership, "influencing" received the highest achievement score of 85.02%, while "guiding" received the lowest at 83.02%, both still within the "good" category. This suggests that the principals of SMPN Padang City have been effective in their leadership roles, though there is room for improvement, particularly in the guiding aspect.

Enhancing the guiding skills of principals can help teachers develop better teaching methods and provide more effective student guidance. Additionally, strengthening the principal's ability to influence teachers can motivate them to be more proactive in their duties, both in preparing learning tools and in conducting the learning process. Overall, well-executed leadership by principals contributes positively to teacher performance, and continuous improvements in leadership practices can further boost educational outcomes.

### 3.3 Contribution of School Climate to Teacher Performance

The research also explored the contribution of school climate to teacher performance, emphasizing the importance of a positive and supportive environment in educational settings. A conducive school climate is essential for fostering effective teaching and enhancing teacher morale and productivity. The following table presents the contribution of school climate to teacher performance, along with the achievement levels of various climate indicators. This data highlights the significant role that school climate plays in supporting teacher performance in Padang City State Middle Schools.

**Table 5.** Contribution of School Climate to Teacher Performance

Variable	Contribution to Teacher Performance	Interpretation
School Climate	36.9%	Significant Impact

  

Principal's Leadership Indicator	Achievement Level	Interpretation
Overall	86.83%	Conductive
Support	88.80%	Conductive
Goal Orientation	84.07%	Conductive

The data presented in the table indicate that the school climate significantly contributes to teacher performance, accounting for 36.9% of the variance. This suggests that a positive and conducive school climate is a strong predictor of enhanced teacher performance. The findings are consistent with previous research by Nas (2019), which demonstrated a 43% influence of school climate on teacher performance. This underscores the critical role that a supportive and positive school environment plays in the professional effectiveness of teachers.

Descriptive analysis reveals that the overall school climate at Padang City State Middle Schools is rated as conducive, with an average achievement score of 86.83% of the ideal score. Within this

category, the "support" indicator received the highest achievement score of 88.80%, while the "goal orientation" indicator received the lowest score of 84.07%, both still within the conducive range.

These results highlight the importance of enhancing the school climate to improve teacher performance further. A supportive school environment where teachers feel valued and motivated can lead to better teaching practices and improved student outcomes. The findings align with Hamsah (2019), who asserted that a conducive school climate positively influences teacher performance. Teachers are likely to perform better when they work in a positive environment that provides support and clear goals.

In conclusion, improving the school climate is essential for boosting teacher performance. By creating a more supportive and goal-oriented environment, schools can ensure that teachers are more comfortable and motivated, leading to higher levels of performance. This study provides empirical evidence supporting the need for school administrators to focus on creating and maintaining a positive school climate as a strategy for enhancing educational outcomes.

### 3.4 Contribution of Principal Leadership and School Climate Together to Teacher Performance

The research also examined the combined contribution of principal leadership and school climate to teacher performance, recognizing the synergistic effect these two factors have when considered together. Understanding this combined impact provides a more comprehensive view of how leadership and environmental conditions interact to influence teacher effectiveness. The table below summarizes the combined contribution of principal leadership and school climate to teacher performance, along with the achievement levels of each indicator. This information underscores the significant role that both leadership and school climate play in enhancing teacher performance in Padang City State Middle Schools.

**Table 5.** Combined Contribution of Principal's Leadership and School Climate to Teacher Performance

Variables	Combined Contribution to Teacher Performance	Interpretation
Principal's Leadership and School Climate	51.6%	Significant Impact
Indicator	Achievement Level	Interpretation
Principal's Leadership	84.16%	Good
School Climate	86.83%	Conducive

The table demonstrates that the combined contribution of principal's leadership and school climate to teacher performance is 51.6%. This significant percentage indicates that over half of the variance in teacher performance can be attributed to these two factors. The remaining 48.4% is influenced by other variables not included in this study, suggesting a complex interplay of factors affecting teacher performance.

The high contribution value underscores the critical roles that both principal leadership and school climate play in determining teacher effectiveness. This finding is supported by Subandi (2018), who found that principal's leadership and work climate contributed 65.70% to teacher performance, reinforcing the importance of these elements in educational settings.

Further data analysis shows that teacher performance is significantly influenced by both principal leadership and school climate, individually and collectively. With principal leadership rated at 84.16% ("good") and school climate at 86.83% ("conducive"), it is evident that these factors are being implemented effectively in Padang City State Middle Schools. However, there is always room for improvement to achieve even better outcomes.

The positive impact of principal leadership on teacher performance can be attributed to the ability of effective leaders to inspire, guide, and support their teachers. Similarly, a conducive school climate fosters an environment where teachers feel supported, valued, and motivated, leading to higher performance levels. The synergy between good leadership and a positive school climate creates an optimal environment for teachers to perform their duties effectively.

In conclusion, improving both principal leadership and school climate can significantly enhance teacher performance. Schools should focus on developing strong leadership and nurturing a supportive and goal-oriented climate to maximize teacher effectiveness and, consequently, improve student outcomes. This study provides empirical evidence that targeted improvements in these areas can lead to substantial gains in educational quality.

#### 4. CONCLUSION

The principal's leadership significantly contributes to teacher performance, accounting for 22.3% of the variance. This indicates that effective principal leadership can enhance teacher performance, with the current leadership levels in Padang City State Middle Schools being rated as good. As principal leadership improves, teacher performance, which is already in the good category, is expected to further increase. The school climate also plays a crucial role, contributing 68% to teacher performance. A conducive school climate fosters better teacher performance, and with the current climate in Padang City State Middle Schools rated at 84.66%, there is a strong foundation for further improvement. The combined contribution of principal leadership and school climate to teacher performance is 62.7%. This significant overlap suggests that improvements in these areas are likely to yield substantial benefits in teacher performance.

This study has several limitations that should be acknowledged. Firstly, the research only considers the contributions of principal leadership and school climate to teacher performance, overlooking other potential influencing factors such as teacher motivation, professional development opportunities, and resource availability. Additionally, the study is limited to Padang City State Middle Schools, which may affect the generalizability of the findings to other regions or educational levels. The reliance on self-reported data through questionnaires might also introduce biases that could affect the accuracy of the results. Future research should aim to address these limitations by incorporating a broader range of variables that could influence teacher performance. Studies could explore the impact of teacher training programs, availability of teaching resources, and teacher-student ratios. Expanding the research to include different geographical areas and educational levels would enhance the generalizability of the findings. Additionally, using mixed methods approaches that combine quantitative data with qualitative insights from interviews or focus groups could provide a more comprehensive understanding of the factors affecting teacher performance. This would enable the development of more targeted and effective strategies to improve educational outcomes.

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