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THE INFLUENCE OF SCHOOL PRINCIPAL LEADERSHIP AND SCHOOL ORGANIZATIONAL CLIMATE ON THE PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract This study aims to analyze the influence of school principal leadership and school organizational climate on the performance of public elementary school teachers in Singorojo District, Kendal Regency. The research employed a quantitative approach with a correlational design. The population consisted of 268 teachers from 30 public elementary schools, from which 160 respondents were selected using proportional random sampling. Data were collected through a closed-ended questionnaire using a Likert scale and analyzed using descriptive statistics and multiple linear regression techniques. The results showed that both school principal leadership and school organizational climate significantly influence teacher performance, both partially and simultaneously. These findings highlight the importance of strengthening leadership capacity and fostering a positive organizational climate to improve the quality of education in primary schools.

Keywords Basic Education, Principal Leadership, School Organizational Climate, Teacher Performance.

INTRODUCTION

Teachers are the primary component in the education system, playing a strategic role in shaping intelligent, characterful, and competent generations (Ayep et al., 2024). As the frontliners in implementing education at the operational level, teachers not only function as transmitters of knowledge but also bear the responsibility of shaping students' personalities and attitudes (Damayanti et al., 2024). In this context, the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers affirms that teachers are professional educators required to plan, implement, and evaluate high-quality learning, as well as to continuously develop their competencies (Aini & Nuro, 2023). This regulation places teachers in a very strategic position, with high expectations from the community, the state, and the educational world.

However, the reality in the field reveals a gap between the normative expectations of teacher professionalism and actual classroom practices, particularly at the elementary school level. This discrepancy has given rise to what is known as academic anxiety, a form of professional distress experienced by teachers in meeting established standards due to limited institutional support, low motivation, and ineffective leadership (Caviola et al., 2022). In the Teacher Working Group (KKG) forum in Singorojo District, it was found that 80 to 90 percent of teachers were still using lesson plans (RPP) copied from other schools or purchased from external providers, without adapting them to the specific needs and conditions of their students. This phenomenon reflects the suboptimal execution of core teaching duties, particularly in demonstrating the professional and pedagogical competencies that are key indicators of teacher performance.

Several factors contribute to this condition, including weak instructional supervision from school principals, lack of continuous professional development, absence of a collaborative school culture, and low intrinsic motivation among teachers to innovate in their teaching practices. This study aims to provide a deeper understanding of the strategic role of principal leadership and the school's organizational climate in fostering improved teacher performance. By highlighting the actual dynamics within elementary schools in rural and hilly areas such as Singorojo District, this research is expected to contribute to more effective and contextually relevant educational policy formulation and school management practices.

These issues become more complex when linked to structural and managerial aspects within schools. As the leader of the educational institution, the principal plays a vital role in creating conditions that enable teachers to perform optimally (Ummah et al., 2024). Principals are not merely

administrators but also instructional leaders who must be able to provide direction, guidance, motivation, and constructive supervision to teachers (Lapir, 2024). However, field findings indicate that the majority of principals have not carried out these functions effectively. Most have not disseminated the school's vision and mission comprehensively, rarely conduct learning supervision, and have not provided targeted motivation or career development for teachers. Moreover, the supervision that does occur is typically administrative and is not followed up with strategies for improving instruction.

This situation reflects a discrepancy between the ideal theories of educational leadership and the realities in the field. Leadership theories as proposed by Sulistiyarini et al (2024), Kadarsih et al (2020), A'yun (2022), and Angga & Iskandar (2022) emphasize the importance of school principals as visionary, communicative, and transformative leaders. Effective principals are capable of creating an open, conducive organizational climate that supports a culture of collaboration and innovation (Nasution & Sri, 2025). Unfortunately, many school leaders still lack the leadership capacity required to realize these ideals.

In addition, the school organizational climate, expected to be a major support for teacher performance, has also not reached ideal conditions. Organizational climate includes physical, social, and management dimensions that influence teacher motivation and work spirit. According to Najib Komarudin et al (2023), a positive school climate is characterized by adequate physical facilities, harmonious interpersonal relationships among school members, and a fair and transparent management system. However, conditions in Singorojo District reveal that many schools lack proper offices for principals, have damaged teaching media, and suffer from poor communication among staff. These factors directly affect teacher morale and ultimately lead to a decline in performance.

These organizational climate issues are also reflected in social and managerial dimensions. Poor communication between principals and teachers, disproportionate task distribution, and unclear bureaucratic structures create an unhealthy work environment. Teachers feel unappreciated, unsupported, and excluded from decision-making processes. Consequently, they work under pressure and demotivation, negatively impacting the quality of learning and student outcomes.

Previous studies have shown significant relationships between school leadership, organizational climate, and teacher performance. Research by Kurnia Putri et al. (2023) demonstrated that school leadership and organizational culture significantly affect teacher performance. A study by Zuriah et al (2023) concluded that visionary leadership and compensation

influence teacher performance by 77.9%. Similar findings by Nisfa et al (2024) showed a positive correlation between school climate and teacher motivation in Sidoarjo City. In addition, research by Hidayah (2025) confirmed that visionary leadership and a supportive work environment significantly impact teacher performance, especially in terms of responsibility and discipline in Islamic schools. Meanwhile, Patampang et al. (2024) found that both teacher leadership and school climate significantly affect student learning outcomes, indirectly highlighting the critical role of school context in teacher performance.

These results reinforce the argument that improving teacher performance requires effective leadership and a supportive organizational climate. By integrating these findings, the present study positions itself within current scientific discourse and responds to gaps related to the performance of elementary school teachers in rural and hilly areas, such as Singorojo District. This study positions itself as part of efforts to thoroughly examine the influence of school principal leadership and organizational climate on the performance of public elementary school teachers, particularly in Singorojo District, Kendal Regency. This research aims not only to identify problems but also to contribute to managerial practices and educational policy formulation at the regional level.

METHOD

This study adopts a quantitative approach with a correlational research design (Subhaktiyasa, 2024), aiming to examine the relationship between two independent variables, school principal leadership and school organizational climate, and the dependent variable, teacher performance (Hardani MSi et al., 2020). Correlational studies are used to determine the existence and strength of relationships between variables based on statistically analyzed numerical data (Sosial & Budaya; Al-Furqan, 2023), offering an objective and systematic understanding of the phenomena with generalizable conclusions.

The research was conducted from March to July 2023 in Singorojo District, Kendal Regency, an area chosen for its representativeness of rural and hilly education settings with diverse school characteristics. The researcher's familiarity with the region as part of the local professional community also enabled better contextual understanding and access.

The population included 268 teachers from 30 public elementary schools. A proportional random sampling technique was used to select 160 respondents, ensuring fair representation from each school while considering differences in teaching experience and employment status (Jailani et

al., 2020). Data were gathered through questionnaires completed by the sampled teachers, all of whom were drawn from the designated schools using the same sampling method to ensure data validity and reliability.

The research design is structured to examine the influence of two independent variables, school principal leadership (X1) and school organizational climate (X2), on one dependent variable, teacher performance (Y). This research proposes the following hypotheses:

a) There is a significant partial influence of principal leadership (X1) on teacher performance (Y)
b) There is a significant partial influence of school organizational climate (X2) on teacher performance (Y).
c) There is a significant simultaneous influence of principal leadership (X1) and school organizational climate (X2) on teacher performance (Y).

These hypotheses are tested through inferential statistical analysis using multiple linear regression (Sari et al., 2022). The relationships among these variables are illustrated using a correlation model with two predictors and one criterion. The following diagram illustrates the research design:

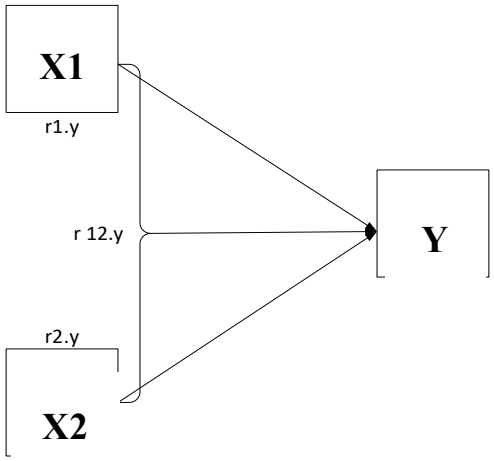

Figure 1. Research Design

Explanation:

r1: The magnitude of the contribution of principal leadership (X1) to teacher performance (Y)

r2: The magnitude of the contribution of school organizational climate (X2) to teacher performance (Y)

r12: The magnitude of the joint contribution of principal leadership (X1) and school organizational climate (X2) to teacher performance (Y)

This study assumes that principal leadership and school organizational climate have both partial and simultaneous effects on teacher performance, which are tested using inferential statistical

analysis for measurable empirical results. The instrument used was a closed-ended questionnaire on a Likert scale (Darmawan et al., 2023), with responses ranging from "strongly disagree" to "strongly agree." Instrument items were developed based on key indicators: principal leadership was measured through five aspects, vision-mission development, direction, guidance, motivation, and supervision, while organizational climate covered physical, social, and managerial dimensions. Teacher performance was assessed through indicators of lesson planning, implementation, evaluation, motivation, and communication skills.

Instrument validity was tested using Pearson's Product-Moment, where items exceeding the r-table were deemed valid (Krisnawati et al., 2024). Reliability was confirmed through Cronbach's Alpha, with $\alpha > 0.70$ indicating acceptable consistency (Hayat, 2024). Collected data were analyzed using descriptive statistics and multiple linear regression to assess both partial and simultaneous effects (Salamah & Prasetiyani, 2024). Data processing utilized SPSS software, enabling accurate testing of correlations, significance, and variable contributions, with a 95% confidence level or $p < 0.05$ as the threshold (Fakultas et al., 2023).

Throughout the process, research ethics were upheld by protecting respondent confidentiality, avoiding data manipulation, and maintaining objectivity. The findings are intended solely for academic purposes and educational improvement. With this systematic approach, the study aims to produce scientific answers and contribute meaningfully to the advancement of educational management and teacher performance enhancement.

FINDINGS AND DISCUSSION

Findings

A. Data Description

The data description constitutes the initial section of the research findings and discussion, representing the measurement of perceptions from 160 respondents regarding their views on the variables of school principal leadership, school organizational climate, and teacher performance in Singorojo Sub-district, Kendal Regency. This data was processed using SPSS version 21. The results of the data processing to ascertain respondents' perceptions of each research variable were obtained based on the sum of all question items for each respondent, and the results were grouped into interval classes of criteria according to the Likert scale used. In this study, a 5-point Likert scale was employed; therefore, respondents' perceptions of each research variable will also be grouped into five perception criteria (Waruwu et al., 2025).

Table 1. Research Data for Each Research Variable.

Statistics				
		X1	**X2**	**Y**
N	Valid	160	160	160
	Missing	0	0	0
Mean		158,9125	167,1063	138,3563
Mode		122,00	168,00	128,00
Std. Deviation		19,13881	17,39066	12,09623
Variance		366,294	302,435	146,319
Range		63,00	77,00	91,00
Minimum		122,00	115,00	94,00
Maximum		185,00	192,00	185,00

Source: Processed Primary Data

Based on the table above, the minimum score obtained from the questionnaire for the school principal leadership variable is 122, and the maximum score is 185, with a score range of 63. Respondents' opinions on the school organizational climate variable yielded a minimum score of 115 and a maximum score of 192, with a range of 77. For the teacher performance variable, the minimum score was 94 and the maximum score was 185, with a range of 91. Based on the data in Table 1 above, the descriptive analysis for the three research variables can be elaborated as follows:

1. Respondent's Perceptions of School Principal Leadership

The school principal leadership variable, measured through 5 dimensions with 38 question items from 160 respondents, yielded a highest total score of 185 and a lowest score of 122. Respondents' perceptions of school principal leadership were grouped into five categories: very good, good, fairly good, poor, and very poor. The determination of the class interval to establish the criteria for respondents' perceptions used the formula (N.max – N.min) / 5 ◎ (185 – 122) / 5 ◎ 63 / 5 = 12.6, rounded to 13. Thus, the grouping of class interval ranges is shown in Table 4.2 below.

Table 2. Respondent's Perceptions of School Principal Leadership

No	Class Interval			Criteria	Frequency	Percentage (%)
1.	172	-	185	Very good	56	35
2.	158	-	171	good	42	26.25
3.	144	-	157	fair	25	15.625
4.	130	-	143	poor	21	13.125
5.	116	-	129	Very poor	16	10
6.	Total				160	100

Based on Table 2 above, it is evident that out of 160 respondents, 56 individuals (35%) perceived school principal leadership as very good, 42 individuals (26.25%) as good, 25 individuals (15.6%) as fairly good, 21 individuals (13.1%) as poor, and 16 individuals (10%) as very poor.

With a mode value of 122 (Table 1), this mode falls within the class interval of 116-129. Therefore, it can be concluded that school principal leadership in Singorojo Sub-district, Kendal Regency, is perceived by respondents as falling into the very poor category.

2. Respondent's Perceptions of School Organizational Climate

The school organizational climate variable, measured through 3 dimensions with 39 question items from 160 respondents, yielded a highest total score of 192 and a lowest score of 115. Respondents' perceptions of school organizational climate were grouped into five categories: very good, good, fairly good, poor, and very poor. The determination of the class interval to establish the criteria for respondents' perceptions used the formula (N.max – N.min) / 5 ◊ (192 – 115) / 5 ◊ 77 / 5 = 15.4, rounded to 16. Thus, the grouping of class interval ranges is shown in the table below.

Table 3. Respondent's Perceptions of School Organizational Climate

Class Interval			Criteria	Frequency	Percentage (%)
176	-	192	Very good	64	40
159	-	175	good	55	34.375
142	-	158	fair	29	18.125
125	-	141	poor	8	5
108	-	124	Very poor	4	2.5
		Total		160	100

Based on Table 3 above, it is observed that out of 160 respondent's assessments of school organizational climate, 64 individuals (40%) perceived it as very good, 55 individuals (34.38%) as good, 29 individuals (18.1%) as fairly good, eight individuals (5%) as poor, and four individuals (2.5%) as very poor.

With a mode value of 168 (Table 4.1), this mode falls within the class interval of 159-175. Therefore, it can be concluded that the school organizational climate in Singorojo Sub-district, Kendal Regency, is categorized as good.

3. Respondent's Perceptions of Teacher Performance

The teacher performance variable, measured through 5 dimensions with 32 question items from 160 respondents, yielded a highest total score of 185 and a lowest score of 94. Respondents' perceptions of teacher performance were grouped into five categories: very good, good, fairly good, poor, and very poor. The determination of the class interval to establish the criteria for respondents' perceptions used the formula (N.max – N.min) / 5 ◊ (185 – 94) / 5 ◊ 91 / 5 = 18.2, rounded to 18. Thus, the grouping of class interval ranges is shown in the table below.

Table 4. Respondent's Perceptions of Teacher Performance

Interval Class			Criteria	Frequency	Persentase (%)
170	-	185	Very good	2	1.25
154	-	169	good	11	6.875
138	-	153	fair	82	51.25
122	-	137	poor	57	35.625
106	-	121	Very poor	8	5
		Total		160	100

Based on Table 4 above, it is observed that out of 160 respondent's assessments of teacher performance, two individuals (1.25%) perceived it as very good, 11 individuals (6.9%) as good, 82 individuals (51.25%) as fairly good, 57 individuals (35.6%) as poor, and eight individuals (5%) as very poor.

With a mode value of 128 (Table 1), this mode falls within the class interval of 122-137. Based on the description above, it can be concluded that the teacher performance of elementary school teachers in Singorojo Sub-district, Kendal Regency, is categorized as poor.

B. Regression Requirement Test Results

Before conducting the regression analysis, specifically the regression model analysis, prerequisite tests were performed (Mardiatmoko, 2020). A good regression model is one that meets these requirements. The tests conducted in this study include:

1. Normality Test

The normality test was conducted to determine whether the residual data in the regression model are normally distributed or not. This test is crucial because one of the requirements in classical linear regression analysis is that the error (residual) is normally distributed (Lolita & Al Rasyid, 2023). In this study, the normality test was performed using the Kolmogorov-Smirnov method. The decision-making basis is as follows: if the significance value (Asymp. Sig. 2-tailed) is greater than 0.05, then the data are considered normally distributed. The results of the normality test obtained are as follows:

Table 5. Normality Test Results for School Principal Leadership

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		160
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	10,21502684
Most Extreme Differences	Absolute	,069
	Positive	,063
	Negative	-,069
Kolmogorov-Smirnov Z		,868
Asymp. Sig. (2-tailed)		,439
a. Test distribution is Normal.		
b. Calculated from data.		

The test results show an Asymp. Sig. Value of 0.439, which is greater than 0.05. Thus, it can be concluded that the residuals in the regression model are normally distributed. This indicates that the data have met the normality assumption and are suitable for use in regression analysis.

2. Linearity Test

The linearity test is used to determine whether there is a linear relationship between the independent and dependent variables. 1 A linear relationship between variables is an important assumption in linear regression (Alwy Yusuf et al., 2024). The test was conducted using SPSS through the ANOVA (Analysis of Variance) procedure, where the significance value of "Deviation from Linearity" is the main indicator. If the significance value is greater than 0.05, the relationship between the variables is considered linear:

Table 6. Linearity Test Results of School Principal Leadership on Teacher Performance

ANOVA Table							
			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Teacher Performance (Y) * School Principal Leadership (X1)	Between Groups	(Combined)	12869,674	45	285,993	3,136	,000
		Linearity	6222,563	1	6222,563	68,242	,000
		Deviation from Linearity	6647,111	44	151,071	1,657	,017
	Within Groups		10395,020	114	91,184		
	Total		23264,694	159			

Based on the data in Table 6, the linearity test results for the Teacher Performance variable with the school principal leadership variable show a Deviation from Linearity significance value of 0.017, which is less than 0.05. This means there is no significant linear relationship between school principal leadership (X1) and teacher performance (Y).

Table 7. Linearity Test Results of School Organizational Climate on Teacher Performance

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance (Y) * School organizational climate (X2)	Between Groups	(Combined)	12041,679	48	250,868	2,481	,000
		Linearity	5774,656	1	5774,656	57,114	,000
		Deviation from Linearity	6267,023	47	133,341	1,319	,120
	Within Groups		11223,014	111	101,108		
	Total		23264,694	159			

Based on the data in Table 7, the significance value for the linearity of school organizational climate on teacher performance, indicated by the Deviation from Linearity, is 0.120, which is greater than 0.05. This means there is a linear relationship between School Organizational Climate (X2) and Teacher Performance (Y).

3. Multicollinearity Test

The multicollinearity test is used to examine whether there is a high correlation among the independent variables in the regression model. High multicollinearity can lead to unstable regression estimates Rizky et al, 2024). This test is conducted by observing the Tolerance and Variance Inflation Factor (VIF) values. A good regression model is characterized by a Tolerance value > 0.1 and a VIF value < 10.

Table 8. Multicollinearity Test Results

Coefficients[a]							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	78,100	7,917		9,865	,000		
	School Principal Leadership (X1)	,208	,071	,330	2,917	,004	,355	2,813
	School organizational climate (X2)	,162	,079	,234	2,066	,040	,355	2,813

a. Dependent Variable: Teacher Performance (Y)

Based on Table 8, the multicollinearity test results for the school principal leadership and school organizational climate variables show a tolerance value of 0.355 (greater than 0.1) and a VIF value of 2.813 (less than 10). With a VIF value greater than 1 and less than 10, there is no multicollinearity among the two independent variables, and the requirements for the regression test are met.

4. Heteroscedasticity Test

The heteroscedasticity test aims to examine whether there is an inequality of variance of the residuals from one observation to another in the regression model (Silalahi et al., 2024). One way to detect the presence or absence of heteroscedasticity is by observing the scatter plot graph between the predicted values and the residuals. The basis for analysis is as follows:

a. If there is a specific pattern (wavy, widening, then narrowing), it indicates the occurrence of heteroscedasticity.
b. If there is no specific pattern, and the points are scattered above and below the number 0 on the Y-axis, then heteroscedasticity does not occur.

C. Hypothesis Test Results

The hypotheses in this research represent initial assumptions built upon the theories and conceptual framework developed by the researcher, and they are empirically tested through a quantitative approach (Yam & Taufik, 2021). Three main hypotheses are examined in this study: first, to determine the influence of school principal leadership on teacher performance; second, to determine the influence of school organizational climate on teacher performance; and third, to test the simultaneous influence of school principal leadership and school organizational climate on the teacher performance of elementary schools in Singorojo Sub-district, Kendal Regency.

1. Influence of School Principal Leadership on Teacher Performance

The results of the Pearson correlation test indicate that school principal leadership has a significant relationship with teacher performance. The correlation value obtained is 0.517 with a significance value of 0.000. Since the significance value is less than 0.05 (0.000 < 0.05), it can be concluded that there is a positive and significant relationship between school principal leadership and teacher performance. This means that the better the school principal's leadership, the higher the teacher performance demonstrated in the execution of their professional duties.

Table 9. Correlation Results of School Principal Leadership on Teacher Performance

Correlations			
		School Principal Leadership (X1)	**Teacher Performance (Y)**
School Principal Leadership (X1)	Pearson Correlation	1	,517**
	Sig. (2-tailed)		,000
	N	160	160
Teacher Performance (Y)	Pearson Correlation	,517**	1
	Sig. (2-tailed)	,000	
	N	160	160

**. Correlation is significant at the 0.01 level (2-tailed).

Note: p < 0.01, significant at a 99% confidence level.

Further testing was conducted through ANOVA analysis to examine the significant influence of the school principal leadership variable on teacher performance. The test results show an F value of 57.690 and a significance of 0.000, which is again less than 0.05. Therefore, the first hypothesis can be accepted.

Table 10. ANOVA Results of School Principal Leadership on Teacher Performance

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	6222,563	1	6222,563	57,690	,000[b]
	Residual	17042,131	158	107,862		
	Total	23264,694	159			

a. Dependent Variable: Teacher Performance (Y)
b. Predictors: (Constant), School Principal Leadership (X1)

The magnitude of the influence of school principal leadership on teacher performance is indicated by the R-squared value of 0.267. This means that 26.7% of the variance in teacher performance can be explained by school principal leadership, while the remaining portion is influenced by other factors outside of this study.

Table 11. Influence of School Principal Leadership on Teacher Performance

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	,517[a]	**,267**	,263	10,38564

a. Predictors: (Constant), School Principal Leadership (X1)

2. Influence of School Organizational Climate on Teacher Performance

The testing of the second hypothesis also demonstrates a significant relationship between school organizational climate and teacher performance. Based on the Pearson correlation results, the correlation value is 0.498 with a significance of 0.000. This value indicates a moderately strong and significant relationship, meaning that a conducive school organizational climate positively contributes to the improvement of teacher performance.

Table 12. Correlation Results of School Organizational Climate on Teacher Performance

Correlations			
		Teacher Performance (Y)	**School organizational climate (X2)**
Teacher Performance (Y)	Pearson Correlation	1	,498**
	Sig. (2-tailed)		**,000**
	N	160	160
School organizational climate (X2)	Pearson Correlation	,498**	1
	Sig. (2-tailed)	,000	
	N	160	160
**. Correlation is significant at the 0.01 level (2-tailed).			

ANOVA testing again shows that the influence of school organizational climate on teacher performance is significant. The F value of 52.167 with a significance level of 0.000 reinforces the acceptance of the second hypothesis.

Table 13. ANOVA Results of School Organizational Climate on Teacher Performance

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	5774,656	1	5774,656	52,167	,000[b]
	Residual	17490,037	158	110,696		
	Total	23264,694	159			
a. Dependent Variable: Teacher Performance (Y)						
b. Predictors: (Constant), School organizational climate (X2)						

Based on the R-squared value of 0.248, it is known that 24.8% of the variance in teacher performance can be explained by school organizational climate. The remaining 75.2% is explained by other variables not included in this study.

Table 14. Influence of School Organizational Climate on Teacher Performance

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	,498[a]	,248	,243	10,52124
a. Predictors: (Constant), School Organizational Climate (X2)				

3. Simultaneous Influence of School Principal Leadership and School Organizational Climate on Teacher Performance

The testing of the third hypothesis was conducted to determine the simultaneous influence of school principal leadership and school organizational climate on teacher performance. The correlation results among the three variables show that each independent variable (X1 and X2) has

a positive and significant relationship with the dependent variable (Y).

Table 15. Correlation of X1 and X2 on Y

		Correlations		
		Teacher performance (Y)	**School Principal Leadership (X1)**	**School Organizational Climate (X2)**
teacher performance (Y)	Pearson Correlation	1	,517**	,498**
	Sig. (2-tailed)		,000	,000
	N	160	160	160
school principal leadership (X1)	Pearson Correlation	**,517****	1	**,803****
	Sig. (2-tailed)	,000		,000
	N	160	160	160
school organizational climat (X2)	Pearson Correlation	,498**	,803**	1
	Sig. (2-tailed)	,000	,000	
	N	160	160	160

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 15, the correlation between school principal leadership and teacher performance is 0.517. The correlation between school organizational climate and teacher performance is 0.803. Both correlations have a significance value of 0.000, which is less than the significance level of 0.05 (0.000<0.05). This indicates a significant relationship between school principal leadership (X1) and teacher performance. To determine whether hypothesis 3 is accepted or rejected, refer to the ANOVA results in the table below.

Table 16. ANOVA Results of X1 and X2 on Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6673,557	2	3336,778	31,576	,000[b]
	Residual	16591,137	157	105,676		
	Total	23264,694	159			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), School organizational climate (X2), School Principal Leadership (X1)

The ANOVA test on multiple regression shows that collectively, school principal leadership and school organizational climate have a significant influence on teacher performance. The F value of 31.576 with a significance of 0.000 proves that the third hypothesis can be accepted.

Table 17. Simultaneous ANOVA Results

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	,536a	,287	,278	10,27988

a. Predictors: (Constant), School organizational climate (X2), School Principal Leadership (X1)

The adjusted R-squared value of 0.278 indicates that 27.8% of teacher performance is simultaneously influenced by school principal leadership and school organizational climate. The remaining 72.2% is influenced by other variables outside the research model.

Table 18. Multiple Regression Model Summary

Coefficients[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	78,100	7,917		9,865	,000
School Principal Leadership (X1)	,208	,071	,330	2,917	,004
School organizational climate (X2)	,162	,079	,234	2,066	,040

a. Dependent Variable: Teacher Performance (Y)

The regression coefficient test results show that both independent variables have a significant contribution to the model. The constant value is 78.100, the X1 coefficient is 0.208 with a significance of 0.004, and the X2 coefficient is 0.162 with a significance of 0.040. Thus, the resulting multiple regression equation is $\hat{Y} = 78.100 + 0.208X_1 + 0.162X_2$.

The interpretation of this equation is as follows: the value of 78.100 represents the teacher performance value when both school principal leadership and school organizational climate variables are zero. The coefficient of 0.208 indicates that every one-unit increase in school principal leadership will increase teacher performance by 0.208, while the coefficient of 0.162 for the school organizational climate variable shows an increase of 0.162 for every one-unit change.

Based on the overall results, it can be concluded that both school principal leadership and school organizational climate significantly contribute to teacher performance, both individually and simultaneously. This condition confirms that the quality of teacher performance is not only determined by internal factors alone but is also significantly influenced by the working environment and the leadership prevailing in the school.

Discussion

This study confirms a significant relationship between school principal leadership, school organizational climate, and teacher performance in public elementary schools in Singorojo District, Kendal Regency. These findings are highly relevant to basic education management, especially in formulating strategies to enhance teacher performance through contextual school improvements. The analysis shows that principal leadership has a positive and significant effect on teacher performance, consistent with transformational leadership theory (Kareem et al., 2023). Principals who articulate a shared vision, provide guidance, and conduct effective supervision can create a conducive environment for professionalism (Setyawan & Santosa, 2021). The correlation of 0.517 and R^2 of 0.267 reflect a moderately strong influence, indicating that leadership contributes 26.7% to teacher performance variation. In addition, the school organizational climate was found to have a significant positive effect, with a correlation of 0.498 and a contribution of 24.8%. This underscores the importance of work atmosphere, interpersonal relationships, and fair management in motivating teachers (Syahril & Hadiyanto, 2018; Martinsone & Žydžiūnaite, 2023).

The 24.8% contribution of organizational climate to teacher performance is an indicator that efforts to improve the structural and cultural aspects within school institutions are an essential part of the strategy to enhance the quality of education. This is consistent with the research findings of Yuliejantiningsih (2012), which emphasize that the more conducive the school climate, the better the teacher performance in carrying out their role as learning facilitators (Patampang et al., 2024).

Thirdly, the simultaneous influence of school principal leadership and school organizational climate on teacher performance demonstrates that these two variables together play a crucial role in creating an effective educational ecosystem. The adjusted R-squared value of 0.278 indicates that 27.8% of the variation in teacher performance can be explained by the combination of these two factors. This finding is consistent with the systems approach in educational management, which emphasizes the importance of synergy among organizational elements in supporting the achievement of educational goals. This result also reinforces the findings of research by Hidayah (2025), Rachman et al. (2023), and Mustaking & Arifuddin (2023) and which found that visionary leadership and the work environment have a significant simultaneous contribution to teacher performance, especially in aspects of responsibility and discipline.

In the local context of Singorojo Sub-district, these results indicate that there is still significant room for improvement in aspects of leadership and the management of school organizational

climate. Some principals have not maximized their function in supervising and developing teachers, while individualistic and less collaborative work practices among teachers are still observed. The low culture of reflection and innovation in learning is also an impact of a weak organizational culture that supports professional growth.

The implications of these findings necessitate strategic interventions from policymakers, both at the level of the Educational Technical Implementation Unit and the Kendal Regency Education Office. Transformational leadership-based training needs to be provided continuously to school principals. Meanwhile, strengthening a school culture that supports collaboration, transparency, and work fairness must be built through internal mechanisms such as participatory work meetings, teacher reflection forums, and performance-based appreciation systems.

Furthermore, it is important to note that the combined influence of the two variables on teacher performance is only 27.8%, which means that the remaining 72.2% is influenced by other factors not investigated. This indicates the need for exploration of other variables such as teachers' intrinsic motivation, professional competence, participation in learning communities, and support from parents and the community. The complexity of these factors opens avenues for further research to understand the dynamics of teacher performance more holistically and contextually.

Overall, the discussion of these results provides a deeper understanding that the success of education is not only determined by the individual abilities of teachers but is also significantly influenced by the organizational context in which they work. School principal leadership and school organizational climate are two important dimensions that must be seriously considered in strategies to improve the quality of basic education.

CONCLUSION

This research underscores that efforts to improve the quality of education cannot be separated from the institutional context and leadership within the school environment. When school principals are able to perform their functions strategically and transformatively, and the school organizational climate is managed professionally, a system is formed that encourages the optimal growth of teacher performance. The interaction between structural and cultural factors in the basic education environment becomes a crucial foundation for the sustainability of quality and continuous learning. Considering the results and analysis that have been presented, this article provides a basis for the necessity of reformulating school management approaches towards being more humanistic

and collaborative. The reaffirmation of the school principal's role as a learning leader, as well as the development of a conducive school organizational culture, must be the focus of policies aimed at improving the quality of basic education at both local and national levels. This research is expected to serve as a reflective and inspirational starting point for strengthening the education system from its most fundamental levels: schools and teachers.

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