
THE EFFECT OF WORK ENVIRONMENT AND TRANSFORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE AT PUBLIC ELEMENTARY SCHOOLS

Kurniawan Widhi Hartanto¹, Rosalina Br. Ginting², Lilik Ariyanto³

¹²³Universitas PGRI Semarang; Indonesia

Correspondence Email; widhiha61@gmail.com

Submitted: 25/05/2026

Revised: 20/06/2026

Accepted: 20/06/2026

Published: 27/06/2026

Abstract

This study aims to examine the partial and simultaneous effects of work environment and transformational leadership on teacher performance in public elementary schools in Limbangan District, Kendal Regency, Central Java, Indonesia. This research employed a quantitative approach with a correlational design. The population consisted of 221 teachers from 30 public elementary schools, from which 142 respondents were selected using proportional random sampling. Data were collected through structured questionnaires measuring teacher performance, work environment, and transformational leadership. The collected data were analyzed using descriptive statistics, classical assumption tests, and multiple linear regression analysis to examine both partial and simultaneous effects of the independent variables on teacher performance. The findings revealed that the work environment has a significant positive effect on teacher performance ($r=0.733$; $R^2=53.7\%$; $p<0.001$), indicating that a supportive work environment contributes substantially to improving teacher performance. Transformational leadership also demonstrated a significant positive effect ($r=0.824$; $R^2=68.0\%$; $p<0.001$), showing a stronger contribution than the work environment. Furthermore, work environment and transformational leadership simultaneously exert a significant influence on teacher performance and explain a substantial proportion of its variance. The results indicate that transformational leadership is the dominant predictor of teacher performance, highlighting the strategic role of school principals in enhancing teacher effectiveness. Therefore, efforts to improve educational quality should prioritize strengthening transformational leadership while fostering a supportive work environment to achieve sustainable improvements in teacher performance.

Keywords

Teacher Performance; Transformational Leadership; Work Environment



© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Education plays a pivotal role in shaping the quality of human resources and determining the success of national development (Hidayah, 2025; Permatasari et al., 2024). Within this framework, teachers serve as the central agents in delivering quality learning, while school principals act as instructional leaders who influence educational outcomes (Susiyani et al., 2024; Siahaan et al., 2023). However, despite continuous reforms and policy improvements, teacher performance remains a critical issue in many educational systems, particularly in primary education contexts (Syamsy et al., 2023; Setyawan & Santosa, 2021). This condition reflects a growing academic concern regarding the gap between expected educational standards and actual practices in schools (Pratama, 2024; Roni Harsoyo, 2022). Ideally, teachers are expected to demonstrate high levels of pedagogical competence, professionalism, and adaptability to curriculum changes. In reality, however, variations in teacher performance persist due to complex and interrelated factors, including work environment and leadership practices (Anita et al., 2021; Muhammad Thoriq Fadhlurrohman & Zia Wardhany, 2024)

Empirical data from the 2025 School Education Report Card (Rapor Pendidikan) in Limbangan District, Kendal Regency, reveal that teacher performance shows moderate improvement but remains inconsistent across schools. This inconsistency indicates a discrepancy between ideal conditions—where teachers consistently demonstrate high-quality instructional practices—and actual conditions, where nearly half of the schools still experience declining performance trends. Such disparities highlight the presence of underlying issues, including declining teacher psychological well-being, insufficient systems for reflective support, and uneven leadership practices. Previous studies have identified that teacher performance is significantly influenced by internal factors such as work environment and leadership (Sholeh, 2021; Galdames-Calderón, 2023; Pashmforoosh et al., 2023).

Work environment is another critical determinant of teacher performance (Fania Rahma Yunanda et al., 2025; Munif et al., 2023; Lestari Prasilowati, 2024). A supportive and conducive work environment enhances teachers' ability to perform effectively by fostering collaboration, safety, and well-being (Nwoko et al., 2023; Zhou et al., 2024; Clarke, 2020). Research shows that positive school climates contribute significantly to teacher satisfaction and instructional quality (Wang, 2023). Nevertheless, disparities in school climate, particularly in aspects such as inclusivity and diversity, may hinder optimal teacher performance (Najib Komarudin et al., 2023; Silvia Agustina & Uman

Suherman, 2024). The data from Limbangan District indicate that while overall school environments are categorized as good, several indicators show declining trends, particularly in gender equality, diversity (*kebinekaan*), and inclusivity. This suggests that improvements in physical conditions alone are insufficient without strengthening the social and organizational climate.

Transformational leadership of school principals has also been widely recognized as a significant factor influencing teacher performance. Transformational leaders inspire, motivate, and empower teachers to achieve organizational goals beyond personal interests (Syarifah et al., 2021; Galuh Ajeng Fildzah Amalia et al., 2024). Such leadership practices have been linked to increased teacher commitment, job satisfaction, and instructional innovation (Putu Prema Swandewi et al., 2024; Aslam et al., 2022). However, empirical findings remain inconsistent, with some studies reporting insignificant direct effects of leadership on teacher performance (Van Waeyenberg et al., 2022; Dian et al., 2021). These inconsistencies suggest the need for further investigation, particularly in specific local contexts such as primary schools in Indonesia.

Despite the extensive body of research on teacher performance, several research gaps remain. First, previous studies often examine the effects of work environment and leadership separately, rather than integrating them into a comprehensive model (Olaifa et al., 2024; Sinaga et al., 2021). Second, empirical findings show inconsistencies in the magnitude and significance of these variables, indicating that contextual factors may play a crucial role. Third, studies focusing on primary education, particularly in regional contexts such as Limbangan District, are still limited. Therefore, this study positions itself as an effort to address these gaps by examining the simultaneous effects of work environment and transformational leadership on teacher performance.

The significance of this study lies in its potential to contribute both theoretically and practically. Theoretically, it offers a more comprehensive understanding of teacher performance by integrating individual and organizational factors into a single analytical framework (Nasution & Sri, 2025). Practically, the findings provide valuable insights for school principals, policymakers, and educational stakeholders in designing strategies to improve teacher performance through enhanced supportive work environments and effective leadership practices. Accordingly, the main objective of this study is to analyze the partial and simultaneous effects of work environment and transformational leadership on teacher performance in public elementary schools. By addressing the identified research gaps and contextual challenges, this study aims to contribute to the development of evidence-based policies and practices that enhance the quality of education at the primary level.

METHOD

This study employed a quantitative approach with a correlational research design to examine the relationships and effects among work environment, transformational leadership, and teacher performance. A quantitative approach was chosen because it enables objective measurement of variables and statistical testing of hypotheses to determine the strength and direction of relationships among variables (Waruwu et al., 2025). The correlational design is appropriate for identifying the degree of association between independent and dependent variables without manipulating them (Nurhayati et al., 2025). This design aligns with the purpose of the study, which is to analyze both partial and simultaneous effects of work environment and transformational leadership on teacher performance in public elementary schools.

The study was conducted in 30 public elementary schools (Sekolah Dasar Negeri/SDN) located in Limbangan District, Kendal Regency, Central Java, Indonesia. The population consisted of 221 teachers working in these schools, and a sample of 142 teachers was selected using proportional random sampling based on the Slovin formula to ensure proportional representation from each school. The study utilized both primary and secondary data sources. Primary data were obtained directly from teachers through structured questionnaires, while secondary data were collected from the 2025 Education Report Card (Rapor Pendidikan), school documents, and relevant educational records to support the interpretation of the findings.

The research instruments were developed based on established theoretical and empirical frameworks. Teacher performance was measured using indicators of lesson planning, instructional implementation, learning assessment, and professional responsibilities adapted from Barnawi and Arifin (2014), which remain consistent with recent teacher performance assessment studies (Sosial & Budaya; Al-Furqan, 2023). The work environment instrument was based on the physical and non-physical work environment dimensions proposed by Afandi (2018) and supported by recent educational workplace studies (Krisnawati et al., 2024). Transformational leadership was assessed using the four dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration originally developed by Bass and Riggio (2006), which continue to be widely validated in contemporary educational leadership research (Heenan, 2023; Gao et al., 2024). Prior to data collection, all instruments were tested for validity and reliability to ensure measurement accuracy and consistency.

Data analysis involved descriptive statistics to describe the characteristics of each variable, followed by classical assumption tests consisting of normality, multicollinearity, heteroscedasticity, and linearity tests. Hypothesis testing was conducted using multiple linear regression analysis to examine both the partial effects of each independent variable through t-tests and their simultaneous effects through the F-test. Multiple regression analysis was employed to determine the contribution of work environment and transformational leadership to teacher performance and to provide empirical evidence regarding the influence of organizational factors on educational outcomes (Husdi & Dalai, 2023).

Based on the research objectives, the hypotheses tested in this study are formulated as follows:

- H₁: Work environment has a significant effect on teacher performance.
- H₂: Transformational leadership has a significant effect on teacher performance.
- H₃: Work environment and transformational leadership simultaneously have a significant effect on teacher performance.

FINDINGS AND DISCUSSION

Findings

Descriptive Analysis

The descriptive analysis evaluates public elementary school teachers' perceptions of teacher performance (Y), work environment (X₁), and transformational leadership (X₂) in Limbangan District, Kendal Regency. The empirical data were collected from 142 respondents and processed using SPSS.

First, teacher performance scores range from 67 to 130 with a mean of 116.25 (SD = 12.162). The largest proportion of respondents (49.30%) rated it as "very good," and the overall mean falls into the "good" category, indicating highly satisfactory instructional practices. Second, the work environment ranges from 107 to 155 with a mean of 137.77 (SD = 10.849). The largest proportion (35.21%) rated the climate and facilities as "good," matching its overall "good" mean categorization. Lastly, transformational leadership scores range from 74 to 120, with a mean of 107.54 (SD = 7.754). Most respondents (47.18%) rated their principal's leadership in the highest interval, placing the variable in the "high" category.

In summary, the descriptive findings demonstrate that all three variables consistently fall within the good to high categories. This reflects a robust educational ecosystem in Limbangan District characterized by supportive working environments, strong leadership behavior, and highly driven teachers, though continuous development remains essential to maintain consistency across all schools.

Dimension Testing Results

Dimension testing using Principal Component Analysis (PCA) with communality extraction confirmed that all studied dimensions successfully exceeded the 0.50 validity threshold, demonstrating strong construct representation across the entire model. For teacher performance, all dimensions achieved exceptionally high extraction values (0.90), where learning evaluation emerged as the most dominant contributor (0.939), followed closely by instructional implementation (0.938) and lesson planning (0.922). Work environment was predominantly explained by non-physical psychosocial aspects (0.939) over physical conditions (0.845). Lastly, transformational leadership manifested strongest within the intellectual stimulation dimension (0.982), followed by individualized consideration (0.880) and idealized influence (0.868), while inspirational motivation yielded the lowest extraction value (0.800). Collectively, these empirical insights indicate that while every single dimension remains highly valid, school management policies should prioritize strengthening learning evaluation, strategic external rewards, supportive psychosocial climates, and intellectual innovation to systematically optimize teacher output.

Assumption Testing

Prior to hypothesis testing, classical assumption examinations were conducted to verify the multiple linear regression model's statistical eligibility. The Kolmogorov–Smirnov normality test yielded a significance value of 0.200 (>0.05), proving that the model's residuals are normally distributed. Linearity testing confirmed linear relationships across all variables with linearity significance values of 0.000 (<0.05), while the deviation from linearity values stood at 0.124 for work environment, and 0.586 for transformational leadership. The scatterplot reveals a random and patternless distribution of data points above and below zero on the Y-axis, indicating that the regression model is free from heteroscedasticity. Furthermore, multicollinearity was entirely absent since all tolerance metrics exceeded 0.10 (0.473) and Variance Inflation Factor (VIF) values remained far below 10 (2.115). Consequently, all classical assumptions are fully satisfied, rendering the regression model highly valid and appropriate for subsequent hypothesis testing.

Hypothesis Testing

The Effect of Work Environment (X_1) on Teacher Performance (Y)

The hypothesis was tested using simple linear regression analysis to examine the partial effect of the work environment (X_1) on teacher performance (Y) among public elementary school teachers. Based on the empirical data obtained from 142 respondents, the Pearson correlation coefficient (r) was 0.733 with a significance value of $p < 0.001$, indicating a strong positive relationship between the work environment and teacher performance.

The regression analysis produced the equation $\hat{Y} = 3.034 + 0.822X_1$, indicating that for every one-unit increase in the work environment score, teacher performance is predicted to increase by 0.822 points, assuming other factors remain constant. The partial t-test further confirmed that the effect was statistically significant, with a t-value of 12.746, which exceeded the critical t-value at the 0.05 significance level. This result indicates that the null hypothesis was rejected, and the alternative hypothesis was accepted, confirming that the work environment significantly influences teacher performance.

The significance of this relationship was also supported by the ANOVA result, which yielded an F-value of 162.461 ($p < 0.001$), demonstrating that the regression model is statistically valid in explaining the relationship between the variables. Furthermore, the coefficient of determination ($R^2 = 0.537$) indicates that the work environment explains 53.7% of the variance in teacher performance, while the remaining 46.3% is attributable to other variables not included in this study.

These findings suggest that a supportive and conducive work environment plays a substantial role in enhancing teacher performance. Schools that provide safe physical conditions, positive interpersonal relationships, and a psychologically supportive organizational climate are more likely to foster higher levels of teacher effectiveness and instructional performance.

a. The Effect of Transformational Leadership (X_2) on Teacher Performance (Y)

The second hypothesis was tested using simple linear regression analysis to examine the partial effect of transformational leadership (X_2) on teacher performance (Y) among public elementary school teachers. Based on the empirical data obtained from 142 respondents, the Pearson correlation coefficient (r) was 0.824 with a significance value of $p < 0.001$, indicating a very strong positive relationship between transformational leadership and teacher performance.

The regression analysis produced the equation $\hat{Y} = -22.816 + 1.293X_2$, indicating that each one-unit increase in the transformational leadership score predicts an increase of 1.293 points in teacher performance, assuming other variables remain constant. The partial t-test results confirmed that this effect was statistically significant, with a t-value of 17.239 ($p < 0.001$), indicating that the null hypothesis was rejected and the alternative hypothesis was accepted. This finding demonstrates that transformational leadership has a significant positive effect on teacher performance.

The significance of this relationship was further supported by the ANOVA test, which produced an F-value of 297.171 ($p < 0.001$), confirming that the regression model was statistically appropriate for explaining the effect of transformational leadership on teacher performance. Furthermore, the coefficient of determination ($R^2 = 0.680$) indicates that transformational leadership accounts for 68.0% of the variance in teacher performance, while the remaining 32.0% may be explained by other factors outside the scope of this study.

These findings suggest that transformational leadership plays a substantial role in improving teacher performance. School principals who demonstrate inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence are more likely to foster teacher commitment, professional growth, and improved instructional performance...

b. The Simultaneous Effect of Work Environment (X_1), and Transformational Leadership (X_2) on Teacher Performance (Y)

The third hypothesis was tested using multiple regression analysis to examine the simultaneous effect of work environment (X_1) and transformational leadership (X_2) on teacher performance (Y) in public elementary schools in Limbangan District, Kendal Regency. The results are presented in the following tables.

Table 1. Multiple Regression Coefficients of X_1 and X_2 on Y

Model	B	Std. Error	Beta	t	Sig.
(Constant)	-22.704	11.212		-2.025	.045
work environment	.482	.077	.424	6.305	.000
transformational leadership	.716	.101	.479	7.123	.000

Source: Primary data processed using IBM SPSS Statistics, 2026

a. Dependent Variable: Teacher Performance

The regression equation is:

$$\hat{Y} = -22.704 + 0,482x_1 + 0,716x_2$$

The positive coefficients indicate that improvements in the work environment and transformational leadership lead to increased teacher performance. All variables show significance

values of 0.000 (< 0.05), indicating that each independent variable has a significant effect on teacher performance.

Table 2. ANOVA Test of X_1 , X_2 , on Y

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	15359.281	2	7679.641	164.640	.000b
Residual	6483.648	139	46.645		
Total	21842.930	141			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), work environment dan transformational leadership

From Table 2, the F-value (164.640) is greater than the F-table (3.06) with a significance of $0.000 < 0.05$. This indicates that the model is statistically significant. Therefore, H_0 is rejected, and H_a is accepted, meaning that work environment and transformational leadership simultaneously have a significant effect on teacher performance.

Table 3. Model Summary (R Square) of X_1 , X_2 , on Y

Model	R	R Square	Adjusted R-Square	Std. Error
1	.839 ^a	.703	.699	6.830

a. Predictors: (Constant), Transformational Leadership, and Work Environment

The R Square value of 0.703 indicates that the two independent variables collectively explain 70,03% of the variance in teacher performance, while the remaining 29,97% is influenced by other factors. The correlation coefficient ($r = 0,839$) shows a very strong relationship.

Discussion

This study aims to examine the effects of work environment and principals' transformational leadership on teacher performance in public elementary schools in Limbangan District, Kendal Regency. Based on the findings, all independent variables, both partially and simultaneously, have a positive and significant effect on teacher performance. These results indicate that teacher performance is influenced by a combination of internal and external factors, highlighting the importance of an integrated approach in improving educational quality (Collie et al., 2018; Han & Yin, 2016).

The Effect of Work Environment on Teacher Performance

The empirical findings indicate that the work environment plays a profound role in improving teacher performance, as evidenced by a positive Pearson correlation coefficient (r) of 0.771 (Sig. = 0.001), which falls into the strong category. The simple linear regression analysis produced the equation $Y = 36.673 + 0.878X_1$, demonstrating that each one-unit increase in the work

environment score predicts an increase of 0.878 points in teacher performance. Furthermore, the partial t-test result shows a t_{count} value of 14.337 ($> t_{\text{table}} = 1.656$, Sig. = 0.001 < 0.05), while the ANOVA test yields an F_{count} value of 205.539 ($> F_{\text{table}} = 3.06$), confirming that the work environment has a highly significant partial effect on teacher performance. The R Square value of 0.595 reveals that the work environment accounts for 59.5% of the variance in teacher performance, highlighting it as a major determinant rather than a minor supporting force in this specific educational ecosystem.

These findings strongly reinforce global and domestic literatures, indicating that a supportive school setting is essential for instructional excellence. Internationally, this result aligns with Sunarya (2022), who demonstrated that supportive organizational contexts, encompassing both physical features (such as lighting, cleanliness, and infrastructure) and non-physical elements (such as interpersonal relationships, trust, and structural communication), significantly minimize workplace somatic burdens and enhance instructional effectiveness. Similarly, Mustaking & Arifuddin (2023) found that a positive school climate enhances professional engagement, while Lestari Prasilowati (2024) emphasized that supportive psychosocial environments reinforce teacher well-being and pedagogical quality. Within the Indonesian primary education context, this prominent trend directly corroborates empirical studies by Novita & Radiana (2024), who recorded a prominent positive effect on performance, and Zhou et al. (2024), who proved that healthy organizational environments directly bolster instructional consistency. Conversely, it offers a contextual point of comparison with Lapir (2024), whose localized study observed a lower impact due to structural constraints. Therefore, continuously upgrading both tangible infrastructures and interpersonal climates remains a foundational administrative priority to maintain sustainable instructional quality.

The Effect of Transformational Leadership on Teacher Performance

Based on the analysis, it can be interpreted that principals' transformational leadership has a very important role in improving teacher performance in public elementary schools in Limbangan District, Kendal Regency. This is evidenced by the correlation coefficient of 0.786, which falls into the strong category. The significance value of 0.000 (< 0.05) indicates that the relationship between transformational leadership and teacher performance is positive and statistically significant.

The simple regression analysis produced the equation $Y = 3.034 + 1.177X_2$, indicating that each one-unit increase in transformational leadership leads to an increase of 1.177 points in teacher performance. The R Square value of 0.618 shows that transformational leadership explains 61.8% of

the variance in teacher performance, while the remaining 38.2% is influenced by other factors.

These findings confirm that transformational leadership serves as a highly dominant factor influencing teacher performance outcomes. Globally, this result is consistent with recent studies by Meyer et al. (2023), which confirm that transformational leadership enhances institutional direction-setting, structural support, and overall instructional quality. Similarly, Rachman et al. (2023) reported that visionary leadership behavior markedly maximizes teacher performance through organizational citizenship, while Mustofa et al. (2024) observed that when principals optimize core dimensions, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, teachers are driven to achieve performance levels far beyond initial expectations.

Within the Indonesian elementary education landscape, these results strongly support domestic studies by Sari et al. (2025), who validated that transformational behavior builds individual psychological frameworks that organically stimulate instructional output. As emphasized by Munif et al. (2023), transformational principals function as vital systemic catalysts and agents of change who successfully unify school visions, academic improvements, and community synergy. Consequently, school principals in Limbangan District must consistently sharpen their transformational competencies to sustain supportive learning environments and elevate teachers' pedagogical standards.

The Simultaneous Effect of Work Environment and Transformational Leadership on Teacher Performance

Based on the findings, work environment X_1 and principals' transformational leadership (X_2) simultaneously have a positive and significant effect on teacher performance (Y) in public elementary schools in Limbangan District, Kendal Regency. This indicates that teacher performance is not determined by a single factor, but rather by the collective synergy of these three variables. The multiple regression analysis produced the empirical equation $\hat{Y} = -22.704 + 0,482x_1 + 0,716x_2$. Based on the standardized coefficients, the principal's transformational leadership ($\beta = 0.479$) exerts the most dominant partial influence on teacher outcomes within the simultaneous framework, followed closely by the work environment ($\beta = 0.424$). Nevertheless, both independent variables collectively contribute significantly to predicting teacher performance. The ANOVA test yields an F-count value of 164.640, which is substantially higher than the F-table value of 3.06, with a highly significant level of 0.000 (< 0.05), confirming that the regression model is statistically viable and appropriate for

systemic interpretation. Furthermore, the model summary shows an R Square value of 0.703, which indicates that 70.3% of the variance in teacher performance can be comprehensively explained by these two independent variables acting simultaneously. The remaining 29.97% of the variance is governed by other external elements outside the scope of this model, such as specialized teacher competencies, individual teaching experience, and physical infrastructure support.

These empirical findings are consistent with recent international studies highlighting the combined influence of individual and organizational factors on school performance. For instance, research shows that professional motivation and workplace structural conditions together significantly contribute to improving teacher performance (Almuslim et al., 2024). Similarly, updated institutional studies indicate that leadership practices and healthy school environments jointly enhance teacher effectiveness and long-term professional outcomes (Arief et al., 2024). Furthermore, Saleh (2023) emphasizes that a highly supportive climate combined with progressive transformational leadership builds optimal working conditions for maximizing teacher performance. This study strengthens the argument that integrated interventions, focusing on enhancing teacher motivation, improving physical and non-physical work environments, and optimizing transformational leadership, are essential strategies for sustainably improving teacher performance. Therefore, educational stakeholders should adopt a comprehensive approach that simultaneously addresses internal psychological factors and external organizational factors to achieve optimal educational outcomes.

CONCLUSION

This study concludes that both the work environment and transformational leadership exert significant positive effects, both partially and simultaneously, on teacher performance in public elementary schools in Limbangan District, Kendal Regency. The findings demonstrate that a supportive work environment characterized by positive interpersonal relationships, effective communication, inclusivity, collaboration, and psychological safety contributes substantially to enhancing teachers' instructional effectiveness and professional commitment. Furthermore, transformational leadership emerges as the most dominant predictor of teacher performance, indicating that principals who demonstrate intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence are more capable of fostering teacher motivation, innovation, and continuous professional growth. The simultaneous analysis reveals that these two

variables collectively explain 70.3% of the variance in teacher performance, highlighting the importance of integrating organizational and leadership dimensions within school improvement efforts. Therefore, improving teacher performance cannot rely solely on administrative regulations or infrastructural development, but requires a comprehensive strategy that strengthens both the psychosocial quality of the school environment and the transformational competencies of school principals. These findings reinforce the view that sustainable educational improvement is best achieved through the synergy between supportive organizational conditions and visionary leadership practices, providing important implications for policymakers, school administrators, and educational stakeholders in designing evidence-based interventions to enhance teacher effectiveness and educational quality at the primary school level.

REFERENCES

- Almuslim, U., Almuslim, J., Matangglumpangdua, P., Cut, K., Peusangan, K., & Bireuen, A. (2024). Pengelolaan Budaya Kolaboratif dalam Meningkatkan Kinerja Guru Sekolah Luar Biasa (SLB) Kabupaten Aceh Utara Rafni Rafni, Najmuddin Najmuddin, Iis Marsithah. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 7, 493–508. <http://journal2.um.ac.id/index.php/jamp/>
- Anita, T., Tjitrosumarto, S., & Setyohadi, J. S. (2021). Stres Kerja Guru Saat Pandemi Covid-19 Ditinjau dari Kompensasi dan Lingkungan Kerja. *Research and Development Journal of Education*, 7(1), 146. <https://doi.org/10.30998/rdje.v7i1.8629>
- Arief, M., Miyono, N., Prayito, M., Kunci, K., Guru, K., Manajerial Kepala Sekolah, K., & Kerja Sekolah, I. (2024). Pengaruh Keterampilan Manajerial Kepala Sekolah dan Iklim Kerja Sekolah terhadap Kinerja Guru SMA Negeri Sub Rayon Batang Barat Kabupaten Batang. *Journal Genta Mulia*, 15, 223–230. <https://ejournal.stkipbbm.ac.id/index.php/gm>
- Aslam, A., Wahab, A. A., Nurdin, D., & Suharto, N. (2022). Kepemimpinan Instruksional Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Jurnal Basicedu*, 6(3), 3954–3961. <https://doi.org/10.31004/basicedu.v6i3.2742>
- Clarke, T. (2020). Children’s Well-being and Their Academic Achievement: The Dangerous Discourse of ‘Trade-offs’ in Education. *Theory and Research in Education*, 18(3), 263–294. <https://doi.org/10.1177/1477878520980197>
- Dian, D., Suhendar, R., & Sovian, S. (2021). The Influence of Principal’s Leadership on Teacher Performance. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 2639–2650. <https://doi.org/10.35445/alishlah.v13i3.697>
- Fania Rahma Yunanda, Wildan Ansori Hasibuan, Pangesti Harmiza Putri, & Syahfitri Syahfitri. (2025). Peran Budaya Organisasi dalam Membangun Kolaborasi dan Inovasi di Tempat Kerja. *Jurnal Ilmiah Dan Karya Mahasiswa*, 3(1), 58–70. <https://doi.org/10.54066/jikma.v3i1.2929>
- Galdames-Calderón, M. (2023). Distributed Leadership: School Principals’ Practices to Promote Teachers’ Professional Development for School Improvement. *Education Sciences*, 13(7). <https://doi.org/10.3390/educsci13070715>
- Galuh Ajeng Fildzah Amalia, Fira Aprilia Nur Rahma, Tri Cahyo Kuswarian, & Hesti Kusumaningrum. (2024). POAC dalam Transformasi Manajemen Sekolah: dari Teori ke Praktik. *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, 2(1), 133–147.

- <https://doi.org/10.62383/hardik.v2i1.1024>
- Hidayah, N. (2025). Visionary Leadership and Its Impact on the Quality of Education in Islamic Educational Institutions. *Al-Hayat: Journal of Islamic Education*, 9(1), 142–158. <https://doi.org/10.35723/ajie.v9i1.48>
- Husdi, H., & Dalai, H. (2023). Penerapan Metode Regresi Linear Untuk Prediksi Jumlah Bahan Baku Produksi Selai Bilfagi. *Jurnal Informatika*, 10(2), 129–135. <https://doi.org/10.31294/inf.v10i2.14129>
- Krisnawati, E., Artanti, K. D., & Umar, N. H. (2024). Uji Validitas dan Reliabilitas Instrumen Penelitian Dukungan Suami terhadap Hambatan Penggunaan Metode Kontrasepsi Jangka Panjang pada Multipara Akseptor Aktif di Surabaya. *Media Gizi Kesmas*, 13(2), 659–664. <https://doi.org/10.20473/mgk.v13i2.2024.659-664>
- Lapir, C. N. (2024). Kepemimpinan Kepala Sekolah dalam Perspektif Sekolah Efektif. *Edukatif: Jurnal Ilmu Pendidikan*, 6(4), 3123–3130. <https://doi.org/10.31004/edukatif.v6i4.7172>
- Lestari Prasilowati, S. (2024). Pengaruh Gaya Kepemimpinan Partisipatif dan Disiplin Kerja Terhadap Kinerja Guru dengan Budaya Organisasi Sebagai Variabel Moderating. *Tax and Business Journal*, 292(2).
- Meyer, A., Hartung-Beck, V., Gronostaj, A., Krüger, S., & Richter, D. (2023). How can Principal Leadership Practices Promote Teacher Collaboration and Organizational Change? A Longitudinal Multiple Case Study of Three School Improvement Initiatives. *Journal of Educational Change*, 24(3), 425–455. <https://doi.org/10.1007/s10833-022-09451-9>
- Muhammad Thoriq Fadhlorrohmah, & Zia Wardhany. (2024). Pengaruh Budaya Kolaboratif dan Lingkungan Kerja yang Kondusif terhadap Kinerja Karyawan IT di Organisasi BRIN. *Jurnal Manajemen Bisnis Era Digital*, 1(2), 204–216. <https://doi.org/10.61132/jumabedi.v1i2.116>
- Munif, M., Patoni, A., Maunah, B., Manajemen, J., Pemikiran Islam, dan Kunci, K., Transformasional, K., & Kerja, B. (n.d.). *Pengaruh Dimensi Kepemimpinan Transformational terhadap Budaya Kerja: The Effect of Transformational Leadership Principles on Work Culture* (Vol. 1, Number 1). Juni. Retrieved <https://journal.as-salafiyah.id/index.php/jmpi>
- Mustaking, & Arifuddin. (2023). Halaman | 104 Pengaruh Kepemimpinan Visioner terhadap Budaya Organisasi dan Komitmen serta Implikasinya Pada Kinerja Aparatur Sipil Negara. <https://ejournal.nobel.ac.id/index.php/akmen>
- Mustofa, A., Mauna, B., & Patoni, A. (2024). Dimensi Kepemimpinan Transformasional di Lembaga Pendidikan Islam. *Jurnal Administrasi Pendidikan Islam*, 06(01). <https://doi.org/10.15642/JAPI.2024.6.1.25-34>
- Najib Komarudin, A., Pendidikan Islam, M., & Tinggi Ilmu Tarbiyah Qurrota, S. A. (2023). Pengaruh Iklim Organisasi Sekolah terhadap Motivasi Berprestasi untuk Mewujudkan Kinerja Guru. In *Journal of Education Research* (Vol. 4, Number 4).
- Nasution, N., & Sri, W. (2025). Impact of Principal Communication and Psychological Climate on Enhancing Teacher Performance. *Al-Ishlah: Jurnal Pendidikan*, 17(1). <https://doi.org/10.35445/alishlah.v17i1.6946>
- Novita, N., & Radiana, U. (2024). Hubungan antara Komunitas Belajar dan Motivasi Belajar Guru terhadap Kinerja Guru. *Jurnal Ilmiah Profesi Pendidikan*, 9(4), 2588–2596. <https://doi.org/10.29303/jipp.v9i4.2759>
- Nurhayati, N., Lestari, T., Win Afgani, M., & Isnaini, M. (2025). Correlational Research (Penelitian Korelasional). *Jurnal Cendekia Ilmiah*, 4(3).
- Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2023). *A Systematic Review of the Factors That Influence Teachers' Occupational Wellbeing*. <https://doi.org/10.3390/10.3390/ijerph20126070>
- Olaifa, A. S., Sani, L. H., Olaifa, E. O., & Adeoye, M. A. (2024). Principals' Delegation of Functions

- and Teachers' Job Performance Amidst the Covid-19 Pandemic in Public Senior Secondary Schools. *Jurnal Pedagogi dan Pembelajaran*, 7(1), 70–77. <https://doi.org/10.23887/jp2.v7i1.70213>
- Pashmforoosh, R., Irby, B. J., Lara-Alecio, R., & Tong, F. (2023). Building School Leaders' Instructional Leadership Capacity Through Virtual Professional Leadership Learning Communities. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1168734>
- Permatasari, K., Rokhmawati, I., & Yayuk, E. (2024). Journal of Vocational Career Education Comparative Analysis of The High School Double Track Program and Vocational Education: Implications for Graduates' Work Readiness. *JVCE*, 9(1), 85–93. <https://journal.unnes.ac.id/nju/index.php/jvce>
- Pratama, S. (2024). Analisis Kinerja Guru Penggerak dalam Peningkatan Mutu Pendidikan di Sekolah Muhammadiyah Kota Makassar. In *Jurnal Kependidikan* (Vol. 13, Number 2). <https://jurnaldidaktika.org>
- Putu Prema Swandewi, N., Putu Wisna Ariawan, I., & Luh Gede Erni Sulindawati, N. (2024). Pengaruh Kepemimpinan Instruksional, Literasi Digital, Kecerdasan Emosional, Kecerdasan Intelektual terhadap Kinerja Guru. *Ni Luh Gede Erni Sulindawati*, 4(1).
- Rachman, E. A., Humaeroh, D., Sari, D. Y., & Mulyanto, A. (2023). Kepemimpinan Visioner dalam Pendidikan Karakter. *Jurnal Educatio FKIP UNMA*, 9(2), 1024–1033. <https://doi.org/10.31949/educatio.v9i2.5053>
- Roni Harsoyo. (2022). Teori Kepemimpinan Transformasional Bernard M. Bass dan Aplikasinya dalam Peningkatan Mutu Lembaga Pendidikan Islam. *Southeast Asian Journal of Islamic Education Management*, 3(2), 247–262. <https://doi.org/10.21154/sajiem.v3i2.112>
- Saleh, A., Tinggi Agama Islam Nurul Falah Airmolek, S., & Studi Manajemen Pendidikan Islam, P. (2023). Pengaruh Iklim Organisasi dan Motivasi Kerja Terhadap Kinerja Guru di Madrasah Aliyah Asy Syakirin Kecamatan Sungai Lala. *Jurnal Pendidikan dan Pemikiran*, 18(2).
- Sari, E., Andi Fariz Salim, S., Sulistiani, T., & Hadi Prasetyo, E. (2025). Peran Kepemimpinan Berdiferensiasi Kepala Sekolah dalam Mewujudkan 8 Dimensi Profil Capaian Lulusan Pembelajaran Mendalam (Vol. 1, Number 1). <https://pasca.unigres.ac.id/OJSJournalEducation>:<https://journal.univgresik.ac.id/index.php/je/index>.
- Setyawan, D., & Santosa, A. B. (2021). Kompetensi Kepala Sekolah dan Guru sebagai Basis Pencapaian Mutu Pendidikan. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 3269–3276. <https://doi.org/10.31004/edukatif.v3i5.1261>
- Sholeh, M. (2021). Transformational Leadership: Principal Intellectual Stimulation In Improving Teacher Competencies. *Al-Ta Lim Journal*, 28(2), 167–179. <https://doi.org/10.15548/jt.v28i2.708>
- Siahaan, A., Akmalia, R., Ul, A., Ray, M., Sembiring, A. W., Yunita, E., Negeri, U. I., Utara, S., William, J., Ps, I. V, Estate, M., Percut, K., Tuan, S., & Serdang, D. (2023). Upaya Meningkatkan Mutu Pendidikan di Indonesia. *Journal on Education*, 05(03).
- Silvia Agustina, & Uman Suherman. (2024). Kontribusi Iklim Organisasi di Sekolah Menengah Atas (SMA) terhadap Program Bimbingan dan Konseling. *G-Couns: Jurnal Bimbingan dan Konseling*, 8(3), 1665–1675. <https://doi.org/10.31316/gcouns.v8i3.6136>
- Sinaga, S., Lian, B., & Eddy, S. (2021). *The Effect of Principal Managerial Competence and Teacher Professional Competence on Primary School Teacher Performance*.
- Sosial, A.-F., & Budaya; Al-Furqan, D. (2023). Penelitian Korelasional (Metodologi Penelitian Pendidikan). *Jurnal Agama, Sosial, dan Budaya*, 2(6). <https://publisherqu.com/index.php/Al-Furqan>
- Sunarya, F. R. (2022). Implementasi Teori Motivasi Frederick Herzberg dalam Sebuah Organisasi. *SALAM: Jurnal Sosial dan Budaya Syar-i*, 9(3), 909–920. <https://doi.org/10.15408/sjsbs.v9i3.25915>

- Susiyani, R., Nurfaida, S., Sutopo, A., & Anif, S. (2024). Inovasi dan Strategi Kepala Sekolah dalam Meningkatkan Mutu Pendidikan: Studi Kasus SDN Sampangan. In *Didaktika: Jurnal Kependidikan* (Vol. 13, Number 4). <https://jurnaldidaktika.org/5175>
- Syamsy, B., Fauzan, U., & Malihah, N. (2023). Implementasi Peningkatan Mutu Pendidikan dengan Pendekatan Manajemen Mutu Total. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(4), 888–902. <https://doi.org/10.31538/munaddhomah.v4i4.593>
- Syarifah, Z., Arifin, Z., & Wulandari, F. (2021). Feminism -Transformational: Types of Women's Leadership in Adiwiyata School Development at SDN Bhayangkara Yogyakarta. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 7(2), 189–200. <https://doi.org/10.32332/ejipd.v7i2.3564>
- Van Waeyenberg, T., Peccei, R., & Decramer, A. (2022). Performance Management and Teacher Performance: The Role of Affective Organizational Commitment and Exhaustion. *International Journal of Human Resource Management*, 33(4), 623–646. <https://doi.org/10.1080/09585192.2020.1754881>
- Wang, Y. (2023). Exploring the impact of Workload, Organizational Support, and Work Engagement on Teachers' Psychological Well-Being: A Structural Equation Modeling Approach. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1345740>
- Waruwu, M., Natijatulpuat, S., Utami, P. R., Yanti, E., & Rusydiana, M. (2025). Metode Penelitian Kuantitatif: Konsep, Jenis, Tahapan dan Kelebihan. *Jurnal Ilmiah Profesi Pendidikan*, 10(1), 917–932. <https://doi.org/10.29303/jipp.v10i1.3057>
- Zhou, S., Slemp, G. R., & Vella-Brodrick, D. A. (2024). Factors Associated with Teacher Wellbeing: A Meta-Analysis. *Educational Psychology Review*, 36(2). <https://doi.org/10.1007/s10648-024-09886-x>