

THE INFLUENCE OF PRINCIPAL COMPETENCY ON WORK MOTIVATION AND ITS IMPACT ON SCHOOL CLIMATE IN JUNIOR HIGH SCHOOLS IN CAWAS DISTRICT, KLATEN REGENCY

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Abstract

This study aims to analyze the influence of principal competencies which include decision-making, communication, and the ability to motivate teachers' work motivation and its impact on the school climate. A quantitative approach was used with a path analysis design. The population consisted of public and private junior high school teachers in Cawas District, Klaten Regency. A total of 125 teachers were selected using proportional random sampling. The instrument was developed using a Likert scale and tested for validity and reliability through Confirmatory Factor Analysis (CFA) and Construct Reliability (CR). The results show that decision-making and the ability to motivate have a significant positive effect on work motivation, whereas communication does not. Work motivation was found to significantly influence school climate and mediate the effects of decision-making and motivational ability on the school climate.

Keywords: School Climate, Communication, Motivational Ability, Work Motivation, Decision-Making

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi kepala sekolah yang meliputi pengambilan keputusan, komunikasi, dan kemampuan memotivasi terhadap motivasi kerja guru serta dampaknya terhadap iklim sekolah. Pendekatan kuantitatif digunakan dengan desain analisis jalur. Populasi terdiri dari guru SMP negeri dan swasta di Kecamatan Cawas, Kabupaten Klaten. Sebanyak 125 guru dipilih menggunakan metode pengambilan sampel acak proporsional. Instrumen dikembangkan menggunakan skala Likert dan diuji validitas dan reliabilitasnya melalui Analisis Faktor Konfirmatori (CFA) dan Reliabilitas Konstruksi (CR). Hasil penelitian menunjukkan bahwa pengambilan keputusan dan kemampuan memotivasi memiliki pengaruh positif yang signifikan terhadap motivasi kerja, sedangkan komunikasi tidak. Motivasi kerja ditemukan berpengaruh signifikan terhadap iklim sekolah dan memediasi pengaruh pengambilan keputusan dan kemampuan memotivasi terhadap iklim sekolah.

Kata kunci: Iklim Sekolah, Komunikasi, Kemampuan Motivasi, Motivasi Kerja, Pengambilan Keputusan



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INTRODUCTION

Organizational climate in education plays a crucial role in shaping individual work behavior in schools. A positive climate can increase motivation, job satisfaction, and performance effectiveness, thereby strengthening teachers' commitment to the institution. Committed teachers tend to be highly dedicated and persistent in their profession. Research by García-Carrión et al.¹ Research shows that a healthy and open school climate is positively related to teachers' perceptions of their ability to influence student learning outcomes and fosters their loyalty. Conversely, an authoritarian and unsupportive climate can weaken teachers' commitment and professional enthusiasm.²

Factors such as principal leadership, parental demands, and educational policies significantly influence the organizational climate and teacher commitment. Effective and collaborative leadership can create a supportive school climate, foster commitment, and increase teacher engagement in educational reform.³ Although numerous studies link organizational climate to performance and job satisfaction, studies examining the influence of school climate dimensions on teacher motivation are limited, necessitating further research. Furthermore, principal leadership is a crucial aspect of educational management, playing a crucial role in creating a conducive learning environment and promoting educational quality.⁴ A school's success depends not only on the curriculum and infrastructure, but also on the principal's leadership style, which can inspire and motivate the academic community. Given the complexity of educational challenges in Indonesia, principals are required to possess strong managerial skills and the ability to adapt to changing needs.⁵ Furthermore, the principal also serves as the primary driver in motivating employees to achieve educational goals. Work motivation is a key factor determining employee performance, with motivated employees tending to be more productive, committed, and contributing significantly to the quality of education. Conversely, a lack of motivation can

¹ García-Carrión R, López de Aguilera G, Padrós M and Ramis-Salas M (2020) Implications for Social Impact of Dialogic Teaching and Learning. *Front. Psychol.* 11:140. doi: 10.3389/fpsyg.2020.00140

² Hoy, W. K., & Miskel, C. G. (2013). *Educational Administration: Theory, Research, and Practice* (9th ed.). New York: McGraw-Hill.

³ Khaziah & Fauzi. (2016). Pengaruh Iklim Organisasi terhadap Kepuasan Kerja Guru di Sekolah Menengah dalam Daerah Kuala Terengganu. *International Seminar on Generating Knowledge Through Research*, 1, 49-58

⁴ Aminah & Guswita. (2024). Peran Kepala Sekolah dalam Meningkatkan Sumber Daya Pendidikan di SD Negeri 35/VI Seling Kecamatan Tabir Kabupaten Merangin. *Jurnal Muara Olahraga*, 6(2), 48-58.

⁵ Muharram, Purnamawati, Djawad, Darmawang, & Arfandi. (2024). Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru di Sekolah Menengah Kejuruan Negeri Palopo. *Jurnal Kependidikan*, 13(2), 1541-1550

decrease performance, trigger dissatisfaction, and even lead to employee turnover. Therefore, understanding the factors influencing motivation, including principal leadership, is crucial.⁶

Junior High School (SMP) is the next level of education after Elementary School (SD) and before Senior High School (SMA), lasting three years for students aged 12–15. Under Law Number 20 of 2003, SMP is designated as compulsory education, emphasizing the development of knowledge, skills, and character development as preparation for higher education.⁷ During this transition period, students not only receive academic learning, but also build self-identity, hone interests and talents, and develop social skills through extracurricular activities.⁸ On the other hand, the principal's leadership plays a crucial role in creating a conducive organizational climate. A positive school climate can improve teacher performance, educational staff well-being, and student achievement, all of which directly contribute to educational quality.⁹ Effective leadership encourages the creation of a harmonious, innovative, and productive school environment, while poor leadership can lead to decreased teacher motivation, internal conflict, and weaken the effectiveness of learning.¹⁰

Teacher motivation is also a key factor in achieving educational goals. A principal who is able to provide direction, build effective communication, and provide appropriate appreciation will boost the work spirit of educators. Conversely, ineffective leadership can actually decrease teacher motivation and performance. Therefore, the principal's leadership plays a strategic role in building a healthy organizational climate, encouraging teacher involvement in decision-making, and fostering a professional work culture in schools.¹¹ Meanwhile, Muljono and Sa'ud's research¹² highlighted that teachers' perceptions of principals indicate a close relationship between leadership and school effectiveness. Teachers considered principals effective if they demonstrated strong leadership dimensions, although the capacity and competency aspects were still considered weak. The relationship-oriented behavior dimension was also low, even though this is crucial for building communication and cooperation in schools. Furthermore, principals are expected to develop a clear and inspiring vision, facilitate teacher competency development, conduct regular

⁶ Esisuarni, Alqadri, & Nellitawati. (2024). Pentingnya Motivasi Kerja dalam Meningkatkan Kinerja Karyawan. *Jurnal Niara*, 17(2), 478-488

⁷ Rohman. (2019). Pendidikan Karakter di Sekolah Menengah Pertama (SMP) (Teori, Metodologi dan Implementasi). *Jurnal Qalamuna*, 11(2), 125-146.

⁸ Masnawati, Darmawan, & Masfufah. (2023). Peran Ekstrakurikuler dalam Membentuk Karakter Siswa. *Jurnal Ilmu Manajemen*, 1(4), 305-318

⁹ Langi, Dotulong, & Lumantow. (2023). Pengaruh Iklim Organisasi dan Motivasi Kerja terhadap Kinerja Guru SMP Negeri di Kecamatan Kawangkoan Barat. *Jurnal EMBA*, 11(3), 1439-1450.

¹⁰ Sabila, Hartini, Rani, Zainiyah, & Mu'alimin. (2024). Strategi Kepala Sekolah dalam Mengelola Konflik Internal untuk Mencapai Kinerja Sekolah yang Optimal. *Jurnal Riset Manajemen*, 2(4), 398-412

¹¹ Abduh, S., & Resmawan. (2019). Peran Kepala Sekolah dalam Meningkatkan Kualitas Guru Mengajar di SDN 025 Tanah Grogot Kabupaten Paser. *Jurnal Ilmu Pemerintahan*, 7(1), 1-12.

¹² Muljono & Sa'ud. (2015). Studi Efektivitas Kepemimpinan Kepala Sekolah. *Jurnal Administrasi Pendidikan*, 22(2), 154-179.

performance evaluations, and possess strong organizational management skills. By strengthening these dimensions, the quality of principal leadership can be improved, thus contributing directly to school effectiveness.

Agustin's research¹³ found that principal leadership, organizational climate, and teacher professionalism contribute significantly to school effectiveness. Based on teacher perceptions, principal leadership has a direct relationship with school effectiveness of 0.355, while according to students the value is higher at 0.479. An indirect relationship also appears through teacher professionalism, where principal leadership is related to professionalism by 0.392 according to teachers and 0.578 according to students. Teacher professionalism itself has a strong influence on school effectiveness with a value of 0.517 according to teachers and 0.605 according to students. In addition to leadership, organizational climate also plays an important role with a direct contribution of 0.414 according to teachers and 0.481 according to students, as well as an indirect influence through teacher professionalism of 0.519 (teachers) and 0.601 (students). These findings emphasize the importance of synergy between leadership, organizational climate, and teacher professionalism in improving school effectiveness.

In line with this, research by Ratmini et al.¹⁴ highlighted that teacher performance is influenced by several internal school factors. The principal's leadership style contributed 25.43%, organizational commitment 20.02%, work climate 20.87%, and work motivation 15.97%. Simultaneously, these four factors contributed 82.29% to improving teacher performance. These results indicate that principal leadership, organizational commitment, a conducive work climate, and teacher motivation play a vital role in strengthening teacher performance and dedication to their duties. Research by Tarjudin et al.¹⁵ also emphasized the same thing, that the principal's leadership, school climate, and work motivation together have a positive influence on teacher performance at SMP Negeri 1 Gunung Meriah, Aceh Singkil. Good leadership creates a conducive work environment, an open and supportive school climate fosters a sense of appreciation, while work motivation encourages teachers to be more creative, innovative, and responsible. The synergy of these three factors plays a major role in developing professional and qualified teachers, so that improving the quality of education is highly dependent on effective leadership, a healthy school climate, and teacher work motivation.

¹³ Agustin. (2018). *Pengaruh Kepemimpinan Kepala Sekolah, Iklim Organisasi, dan Profesionalisme Guru terhadap Efektivitas Sekolah di MAN se-Kabupaten Klaten DIY*. Yogyakarta: Universitas Negeri Yogyakarta.

¹⁴ Ratmini, Natajaya, & Sunu. (2019). Kontribusi Gaya Kepemimpinan Kepala Sekolah, Komitmen Organisasi, Iklim Kerja, dan Motivasi Kerja terhadap Kinerja Guru SMP Negeri 2 Singaraja. *Jurnal Administrasi Pendidikan Indonesia*, 10(2), 91-100. 115

¹⁵ Tarjudin, Elfrianto, & Dongoran. (2024). Pengaruh Kepemimpinan Kepala Sekolah, Iklim Sekolah, Dan Motivasi Kerja Guru Terhadap Kinerja Guru di SMP Negeri 1 Gunung Meriah Aceh Singkil. *Jurnal Teknologi Pendidikan*, 10(1), 96-112

The five studies reviewed confirmed that principal leadership is a key factor in improving school effectiveness and teacher performance. Visionary leadership, oriented toward interpersonal relationships, and support for teacher development are considered capable of creating a conducive and productive work environment. In addition to leadership, other factors such as school culture/climate, teacher professionalism, work motivation, and organizational commitment also contribute to building a quality education ecosystem. These findings emphasize that improving education quality needs to be done holistically by strengthening leadership, creating a positive school climate, and increasing the capacity of teaching staff.

Despite having the same focus, each study shows differences in approach and additional variables. Nurhafifah¹⁶ and Agustin¹⁷ emphasizes school effectiveness through leadership, school climate, and teacher professionalism with path analysis. Ratmini et al.¹⁸ and Tarjudin et al.¹⁹ focused on teacher performance as the main outcome by adding the variables of organizational commitment, motivation, and work climate. Meanwhile, Muljono and Sa'ud²⁰ focuses more on the dimensions of leadership itself, such as relationship orientation and competence, through a more descriptive analysis than quantitative. These differences demonstrate that, despite similar topics, each study offers a unique perspective on the principal's leadership role. However, there are still underexplored aspects. For example, the influence of educational technology and digitalization on school effectiveness and teacher motivation, the role of flexible leadership in dealing with crises (such as the COVID-19 pandemic), and the issue of teacher mental well-being related to burnout and work stress. Furthermore, further research is needed on leadership styles (transformational, transactional, democratic) in motivating teachers and their relationship to performance achievement.

Organizational climate is also important to examine in more depth because it encompasses communication, trust, and collaboration within the school environment, which directly impact teacher productivity. The results of such research can provide recommendations for policies, managerial strategies, and more effective leadership practices to create a healthy work environment. Field observations indicate that some principals still focus more on

¹⁶ Nurhafifah. (2016). *Pengaruh Kepemimpinan Kepala Sekolah, Budaya Sekolah, dan Kinerja Guru terhadap Efektivitas Sekolah*. Lampung: Universitas Negeri Lampung

¹⁷ Agustin. (2018). *Pengaruh Kepemimpinan Kepala Sekolah, Iklim Organisasi, dan Profesionalisme Guru terhadap Efektivitas Sekolah di MAN se-Kabupaten Klaten DIY*. Yogyakarta: Universitas Negeri Yogyakarta

¹⁸ Ratmini, Natajaya, & Sunu. (2019). Kontribusi Gaya Kepemimpinan Kepala Sekolah, Komitmen Organisasi, Iklim Kerja, dan Motivasi Kerja terhadap Kinerja Guru SMP Negeri 2 Singaraja. *Jurnal Administrasi Pendidikan Indonesia*, 10(2), 91-100. 115

¹⁹ Tarjudin, Elfrianto, & Dongoran. (2024). Pengaruh Kepemimpinan Kepala Sekolah, Iklim Sekolah, Dan Motivasi Kerja Guru Terhadap Kinerja Guru di SMP Negeri 1 Gunung Meriah Aceh Singkil. *Jurnal Teknologi Pendidikan*, 10(1), 96-112

²⁰ Muljono & Sa'ud. (2015). Studi Efektivitas Kepemimpinan Kepala Sekolah. *Jurnal Administrasi Pendidikan*, 22(2), 154-179

administrative matters than on managerial aspects. The lack of regular teacher performance evaluations leads to overlooked potential improvements and hinders improvements in learning quality. The lack of training and feedback also leads to stagnant learning strategies. Therefore, strengthening the role of principals as leaders capable of planning, directing, evaluating, and developing teachers is urgently needed to continuously improve the quality of education.

Principal leadership has been shown to play a significant role in shaping teacher motivation and school effectiveness. A visionary, appreciative principal who is able to build harmonious relationships will create a positive organizational climate, resulting in teachers being more motivated, innovative, and professional in carrying out their duties. Conversely, authoritarian leadership, minimal recognition, and a conflict-ridden work climate can weaken teacher morale, reduce the quality of learning, and hinder the achievement of educational goals. Unfortunately, research on the influence of principal leadership and teacher motivation, particularly in the Cawas District, is still limited. Therefore, this study is crucial to fill the gap in empirical data and provide practical recommendations.

The results of this study are expected to enrich the study of educational management and serve as a basis for developing a more visionary, collaborative school leadership strategy that supports a healthy organizational climate for the sustainable improvement of learning quality. In general, this study aims to analyze the influence of principal leadership, particularly through decision-making, communication, and employee motivation skills, on work motivation and its implications for the organizational climate in schools. Specifically, this study aims to examine the direct and indirect influence of these three leadership aspects on work motivation and how work motivation plays a role in shaping a conducive organizational climate.

LITERATURE REVIEW

Research on the effectiveness of principal leadership on work motivation and its influence on organizational climate in junior high schools in Cawas District, Klaten Regency, is still limited. Therefore, the researcher referred to various previous studies as a reference and reference to support this study.

Nurhafifah's research²¹ which shows that school effectiveness is strongly influenced by principal leadership, school culture, and teacher performance. The results of the path analysis show that principal leadership provides the largest contribution at 34.66%, followed by school culture at 21.23% and teacher performance at 17.97%. Simultaneously, the three contribute 73.86% to school effectiveness. This confirms that school success is not determined by a single

²¹ Nurhafifah. (2016). *Pengaruh Kepemimpinan Kepala Sekolah, Budaya Sekolah, dan Kinerja Guru terhadap Efektivitas Sekolah*. Lampung: Universitas Negeri Lampung

factor, but rather by the integration of visionary leadership, a positive school culture, and optimal teacher performance. Other research also states that the effectiveness of principal leadership is strongly influenced by the leadership dimensions demonstrated. Teachers consider principals to be effective leaders if they are able to build a clear vision, are relationship-oriented, and support the development of teachers and education personnel. However, this study also found that the capacity, competence, and relationship-oriented behavior of principals are still relatively low. This is a significant challenge because weak leadership in these aspects can hinder the creation of effective communication, cooperation, and organizational management in schools.²²

Research conducted by Agustin²³ confirmed that principal leadership, organizational climate, and teacher professionalism play a significant role in improving school effectiveness in MAN throughout Bantul Regency. Principal leadership has been shown to have a direct and indirect influence through teacher professionalism, with student assessments showing a stronger correlation than teacher assessments. Furthermore, organizational climate also impacts school effectiveness, both directly and through teacher professionalism, which is a key factor in bridging the relationship between variables. These findings indicate that school effectiveness is the result of synergy between leadership, organizational climate, and the quality of teacher professionalism.

Another study also showed that the principal's leadership style, organizational commitment, work climate, and work motivation each significantly contributed to teacher performance at SMP Negeri 2 Singaraja, with the principal's leadership contributing the most. Collectively, these four factors contributed 82.29% to teacher performance, underscoring the importance of internal school factors in improving teacher performance.²⁴ Then the results of the study by Tarjudin et al.²⁵ found that principal leadership, school climate, and work motivation all positively influenced teacher performance at SMP Negeri 1 Gunung Meriah, Aceh Singkil. Good leadership, a conducive school climate, and high work motivation create a synergy that supports the development of professional and qualified teachers.

²² Muljono & Sa'ud. (2015). Studi Efektivitas Kepemimpinan Kepala Sekolah. *Jurnal Administrasi Pendidikan*, 22(2), 154-179

²³ Agustin. (2018). *Pengaruh Kepemimpinan Kepala Sekolah, Iklim Organisasi, dan Profesionalisme Guru terhadap Efektivitas Sekolah di MAN se-Kabupaten Klaten DIY*. Yogyakarta: Universitas Negeri Yogyakarta.

²⁴ Ratmini, Natajaya, & Sunu. (2019). Kontribusi Gaya Kepemimpinan Kepala Sekolah, Komitmen Organisasi, Iklim Kerja, dan Motivasi Kerja terhadap Kinerja Guru SMP Negeri 2 Singaraja. *Jurnal Administrasi Pendidikan Indonesia*, 10(2), 91-100. 115

²⁵ Tarjudin, Elfrianto, & Dongoran. (2024). Pengaruh Kepemimpinan Kepala Sekolah, Iklim Sekolah, Dan Motivasi Kerja Guru Terhadap Kinerja Guru di SMP Negeri 1 Gunung Meriah Aceh Singkil. *Jurnal Teknologi Pendidikan*, 10(1), 96-112

Organizational Climate

Organizational climate in a school is understood as the psychological, emotional, and social atmosphere formed by interactions between teachers, staff, students, and school leaders. A conducive climate is characterized by openness, fairness, and appreciation for the contributions of school members, thus fostering motivation and dedication.²⁶ Likewise, school climate is a collective perception of the work environment that directly influences the motivation, behavior, and effectiveness of all school personnel.²⁷ Another view suggests that school climate influences not only teacher and staff productivity, but also students' cognitive development, character, and social skills.²⁸ Thus, organizational climate or school climate is a multidimensional concept encompassing the emotional atmosphere, values, social interactions, and work culture within a school environment. A positive climate is characterized by trust, open communication, fair rewards, and supportive leadership. These conditions will increase motivation, productivity, and overall educational success. Conversely, a negative climate has the potential to reduce morale, trigger conflict, and hinder the achievement of school goals.

Work motivation

Motivation Work is a combination of internal drives (desires, needs, hopes) and external goals that motivate a person to work productively and responsibly.^{29,30} This motivation functions as psychic energy that galvanizes enthusiasm, guides behavior, and maintains commitment to carrying out tasks. In the context of teachers, work motivation stems not only from obligation but also from an inner drive to educate and self-actualize.^{31,32} Teachers with high motivation tend to be more satisfied, committed, and perform well, while low motivation can reduce the quality of learning. Therefore, work motivation is a psychological driving force that drives, directs, and sustains a person's work behavior to achieve individual and organizational goals. In the teaching

²⁶ Daryanto. T. (2015). *Pengelolaan Budaya Dan Iklim Sekolah*. Yogyakarta: Gava Media

²⁷ Triatna, C. (2015). *Perilaku Organisasi dalam Pendidikan*. Bandung: PT Remaja Rosdakarya

²⁸ Thamrin, M., Retnoning Ayu, C., Rusgianto, & Hanafi. (2024). Pengaruh Iklim Organisasi dan Kepemimpinan terhadap Kinerja Pegawai dengan Motivasi sebagai Variabel Intervening di Dinas Kebudayaan dan Pariwisata Kabupaten Jember. *Jurnal Manajemen dan Bisnis Indonesia*, 10(1).

²⁹ Siahaan, A., Rafida, T., & Batubara, K. (2020). Influence of Madrasah Head Leadership, Motivation and Madrasah Culture on Teacher Performance in Madrasah Aliyah Model 2 Medan. *Budapest International Research and* 116

³⁰ Rigby, C. S., & Ryan, R. M. (2018). Self-determination Theory in Human Resource Development: New directions and practical considerations. *Advances in Developing Human Resources*, 20(2), 133-147.

³¹ Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4), 44-49.

³² Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of The Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technology Research*, 7(7), 19-29. 112

profession, work motivation is a key factor in educational success because it influences enthusiasm, dedication, and the quality of learning.

Leadership

Effective leadership is not just a formal position, but the ability to guide and motivate wisely. With the right leadership style, leaders can create a productive work environment and improve individual and team performance toward achieving organizational goals.³³ The principal is seen as having more authority and competence than teachers, so he plays a role as a guide and director.³⁴ This is in line with Law No. 13 of 2007 which stipulates the core competencies of school principals, including personality, managerial, entrepreneurial, supervisory, and social skills.

The Influence of Principal Leadership Competence and Work Motivation on Organizational Climate

The principal's leadership competency plays a crucial role in shaping the school's organizational climate. A principal with strong managerial, communication, and decision-making skills can create a conducive work environment, enhance teacher professionalism, and foster motivation and a sense of responsibility among teachers and staff. Effective leadership directly contributes to professionalism, job satisfaction, and the school's organizational climate.^{35,36} Besides leadership, teacher motivation is also a key factor in creating a healthy organizational climate. Highly motivated teachers tend to be enthusiastic, disciplined, creative, and collaborative, thus fostering a harmonious and productive work environment.^{37,38}

³³ Wulandari, V., Hertati, L., Antasari, R., & Nazarudin, N. (2021). The Influence of the Covid-19 Crisis Transformative Leadership Style on Job Satisfaction Implications on Company Performance. *Ilomata International Journal of Tax and Accounting*, 2(1), 17-36. 117

³⁴ DeMatthews, D., Billingsley, B., McLeskey, J., & Sharma, U. (2020). Principal Leadership for Students with Disabilities in Effective Inclusive Schools. *Journal of Educational Administration*, 58(5), 539-554.

³⁵ Ariyanti, I., Miyono, N., & Retnaningdyastuti, R. (2020). Pengaruh Kompetensi Manajerial Kepala Sekolah dan Iklim Organisasi terhadap Profesionalisme Guru Sekolah Dasar Negeri se Kecamatan Tenganan Kabupaten Semarang. *Jurnal Manajemen Pendidikan*, 8(2), 1–10

³⁶ Masitha, M., Suriansyah, A., & Novitawati, N. (2024). Pengaruh Kepemimpinan Kepala Sekolah, Iklim Organisasi, dan Disiplin Kerja Terhadap Kinerja Guru SMA Negeri di Kabupaten Tanah Laut. *Journal of Education Research*, 5(4), 6012–6022. 114

³⁷ Machwati, A., & Wibowo, U. B. (2015). Pengaruh Budaya Kerja, Komitmen, Motivasi Kerja Guru terhadap Iklim Organisasi SD. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 149–158.

³⁸ Andika, A. W., Landra, N., & Putriyani, N. L. (2022). Pengaruh Motivasi Kerja dan Iklim Organisasi Terhadap Semangat Kerja Karyawan pada KSU. Santha Yana Pasek Denpasar. *Jurnal Ekonomi Efektif*, 4(4), 620–628

RESEARCH METHOD

This research uses a quantitative approach that emphasizes the systematic collection and analysis of numerical data. The goal is to test hypotheses and explain relationships between variables objectively and measurably using statistical analysis. This approach aligns with the goal of obtaining scientifically verifiable and generalizable results based on empirical data.

The study was conducted in eight public and private junior high schools in Cawas District, Klaten Regency, namely SMP N 1, 2, and 3 Cawas; MTs N 5 Klaten; SMP Muhammadiyah 3 Cawas; SMP Muhammadiyah Sinar Fajar; SMP IT Al Falah; and SMP Pangudi Luhur. The study period lasted from February to July 2025. The study population included all active teachers in the eight schools, with a total of 184 people. The sample was determined using the Yamane formula with a margin of error of 5%, resulting in 125 respondents. The technique used was proportional random sampling to ensure proportional representation of each school.

Data collection was conducted through the distribution of a closed-ended Likert-scale questionnaire to predetermined respondents. The process included teacher identification, distribution, collection, and transcription of data prior to analysis. The questionnaire instrument was developed based on relevant theories and adaptations from previous research. It consisted of five types of questionnaires to measure the following variables: principal competency (decision-making, communication, and motivation), work motivation, and school climate.

Decision-making competence is measured based on Dye and Garman's theory³⁹ with indicators such as problem identification and decision evaluation. Communication competence is measured from verbal and non-verbal aspects based on Dye and Garman's theory, using instruments from Shofi⁴⁰. Motivational ability is measured based on Herzberg's theory through an instrument from Amelianny⁴¹ work motivation is measured based on McClelland's theory using the Suryono instrument⁴², which includes internal and external motivation. School climate was measured based on Litwin & Stringer's theory, which emphasizes organizational structure, standards, responsibility, and recognition, using an instrument from Khasanah.⁴³ All instruments

³⁹ Dye, C., & Garman, A. (2024). *Exceptional Leadership: 16 Critical Competencies for Healthcare Executives* (updated ed.). Exceptional Leadership, LLC.

⁴⁰ Shofwani, S. A., Sundari, P., Sarbullah, Hartarini, Y. M., & Hariyadi, A. (2024). Kepemimpinan kepala sekolah dalam meningkatkan kualitas pendidikan di era Revolusi Industri 4.0. *Equity In Education Journal*, 6(1), 31–36. <https://doi.org/10.37304/ej.v6i1.12789>

⁴¹ Amelianny, N. (2019). *Pengaruh motivasi dan pengembangan karir terhadap kinerja pegawai dengan kepuasan kerja sebagai variabel intervening pada pegawai perguruan Panca Budi Medan* [Tesis, Universitas Sumatera Utara]. Universitas Sumatera Utara. Unimal Press. ISBN 978-602-464-080-4

⁴² Suryono, S. (2016). Pengaruh metode latihan dan persepsi kinestetik terhadap keterampilan groundstrokes tenis lapangan pada siswa SD [Instrumen: horizontal linear space test dan memantul bola ke dinding]. *Jurnal Keolahragaan*, 4(2), 220–231. <https://doi.org/10.21831/jk.v4i2.10901>

⁴³ Khasanah, N. K. (2023). Analisis perancangan perangkat pembelajaran pada Kurikulum Merdeka di Sekolah Dasar (Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, FKIP Universitas Jambi). Universitas Jambi. <https://repository.unja.ac.id/id/eprint/48182>

have been tested for validity and reliability through CFA and CR, and have been prepared and adapted to the context of junior high school teachers in the research area.

RESULTS AND DISCUSSIONS

Study This program was implemented in eight public and private junior high schools in Cawas District, Klaten Regency, Central Java. This area enjoys a strategic geographical location, directly bordering Gunungkidul Regency, Yogyakarta Special Region. Administratively, Cawas District comprises 19 villages, most of which are in rural areas, with diverse socioeconomic backgrounds.

Based on the results of distributing questionnaires to 80 junior high school teacher respondents, descriptive data was obtained for each variable as follows.

Table 1. Descriptive Statistics of Research Variables

Variables	Average	Standard Deviation	Category
Principal Competence	101.13	7.74	Very high
Teacher Work Motivation	94.74	6.62	Tall
School Climate	99.83	6.94	Very Conducive

Interpretation of the scores indicates that the principal's competence is in the very high category, which is in line with the high work motivation of teachers and a very conducive school climate. All instrument items were tested for validity using Pearson Product Moment correlation, and the calculated r value was obtained $> r$ table (0.217 at $N = 80$, $\alpha = 0.05$), which means all items were declared valid. The reliability test using the Cronbach Alpha formula produced the following α value.

1. Principal Competence: 0.885
2. Work Motivation: 0.873
3. School Climate: 0.891

All three values are > 0.70 , indicating that the instrument is highly reliable. Path analysis was conducted to test the causal relationship between variables. Data processing using SPSS yielded the following influence paths.

Table 2. Path Analysis Results

Path of Influence	Path Coefficient (β)	Sig. (p-value)	Note:
Competence → Work Motivation	0.609	0,000	Significant
Competence → School Climate	0.448	0,000	Significant
Work Motivation → School Climate	0.415	0,000	Significant

From these results it can be concluded that:

1. The principal's competence has a direct and significant influence on teacher work motivation.
2. The principal's competence also has a direct influence on the school climate.
3. Teacher work motivation has a positive and significant influence on school climate.

In addition, indirect influence testing was also carried out.

Table 3. Direct and Indirect Effects of Competence on School Climate

Track	Direct Influence	Indirect Influence	Total Influence
Competence → School Climate	0.448	$0.609 \times 0.415 = 0.253$	0.701

These results indicate that the total influence of principal competence on school climate is 0.701, with an indirect contribution through work motivation of 0.253. This means that teacher work motivation is proven to be a partial mediating variable in this relationship.

1. The Influence of Decision Making on Work Motivation

Principal decision-making significantly increases teacher work motivation ($p = 0.026$; coefficient = 0.341). Fair, participatory, and rational decisions strengthen a sense of appreciation, increase ownership of policies, and foster intrinsic employee motivation. Effective decision-making contributes to a healthy and productive work environment. Based on the path analysis, the coefficient of the direct effect between principal competence and teacher work motivation was 0.609 with a significance level of 0.000 ($p < 0.05$). This indicates that the higher the principal's competence, the higher the teacher work motivation.

This finding supports the opinion of Robbins and Judge.⁴⁴ that competent leaders are able to create a positive work environment, increase job satisfaction, and foster intrinsic motivation in employees to achieve optimal performance.

2. The Influence of Communication on Work Motivation

Principal communication had no significant effect on work motivation ($p = 0.485$). This failure is thought to be due to communication being one-way, formal, and not addressing the emotional aspects of employees. To be effective, communication needs to be empathetic, dialogic, and participatory. The path coefficient showed a value of 0.448 with a significance level of 0.000, indicating a positive and significant relationship between the principal's competency and school climate. Principals who are able to effectively carry out managerial, supervisory, and social functions will create a conducive, cooperative, and supportive work environment. According to Hoy and Miskel⁴⁵, effective leadership will shape collective perceptions of norms, values, and expectations in schools that directly influence the organizational climate.

3. The Influence of Motivating Ability on Work Motivation

The principal's ability to motivate teachers has a positive and significant effect on work motivation ($p = 0.003$; coefficient = 0.548). A humanistic approach, rewards, and emotional support are the main factors that shape teacher loyalty and work enthusiasm. The analysis shows a coefficient of 0.415 with a significance value of 0.000, indicating that teachers with high work motivation tend to contribute to creating a productive and supportive work environment. This aligns with Herzberg's motivation theory⁴⁶, which states that intrinsic factors such as achievement and recognition have a direct impact on individual satisfaction and engagement in the organization.

4. The Influence of Work Motivation on School Climate

Work motivation has a positive and significant impact on school climate ($p = 0.001$; coefficient = 0.670). Motivated teachers tend to create a collaborative, open, and harmonious work atmosphere. From the calculation of the indirect path, it was found that the indirect effect was $0.609 \times 0.415 = 0.253$. Thus, the total effect of principal competence on school climate is 0.701. This finding indicates that work motivation acts as a partial mediator that strengthens the relationship between principal leadership and school climate quality.⁴⁷

⁴⁴ Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior (17th ed.)*. Pearson Education

⁴⁵ Hoy, W. K., & Miskel, C. G. (2013). *Educational Administration: Theory, Research, and Practice (9th ed.)*. New York: McGraw-Hill

⁴⁶ Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work (2nd ed.)*. New York: John Wiley & Sons

⁴⁷ Ghozali, Imam, 2014, "*Konsep dan Aplikasi Dengan Program AMOS 22*". Badan Penerbit Universitas Diponegoro, Semarang. Hal: 223, 233, 71, 227, 313, 230.

5. The Influence of Decision Making through Motivation on School Climate

Principal decision-making has a significant indirect effect on school climate through work motivation (indirect effect = 0.275 > direct effect = 0.144; $p = 0.0188$). Motivation is an important mediator in creating a positive organizational climate. A harmonious and supportive environment will increase collaboration, loyalty, and teacher morale. Robbins and Judge⁴⁸ stated that a positive organizational climate plays a role in shaping proactive behavior, reducing conflict, and encouraging productivity. This aligns with the finding that the school climate in this study was categorized as "very conducive."

6. The Influence of Communication through Motivation on School Climate

No significant indirect effect of communication on school climate through work motivation was found ($p = 0.441$). Ineffective communication and minimal empathy were inhibiting factors.

In this context, competence encompasses not only administrative skills, but also the ability to foster interpersonal relationships and build inspiring communication. This was reinforced by Mulyasa⁴⁹ which states that the principal must have leadership skills that support change and innovation in the school's organizational climate.

7. The Influence of Motivating Ability through Motivation on School Climate

There is a significant indirect effect of the principal's motivational ability on school climate through work motivation (indirect effect = 0.523 > direct effect = 0.054; $p = 0.001$). Motivation acts as a strategic link between leadership and a healthy work culture. Motivated teachers will carry out their duties with enthusiasm, pay attention to student development, and actively contribute to school activities. According to Uno⁵⁰ High work motivation is characterized by a desire to achieve, a strong sense of responsibility, and a commitment to quality learning. This finding is reinforced by an average work motivation score of 94.74 (high category).

8. The Simultaneous Influence of Three Variables on Work Motivation

Simultaneously, decision-making, communication, and motivational skills influence work motivation. However, partially, only decision-making and motivational skills are significant. Communication is less effective because it is not yet dialogic and participatory. When the two are aligned, a mutually supportive work ecosystem is created and facilitates the achievement of educational goals. Hoy and Miskel⁵¹ emphasizes that school climate is

⁴⁸ Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior (17th ed.)*. Pearson Education

⁴⁹ Mulyasa, E. (2015). *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. Bandung: PT Remaja Rosdakarya

⁵⁰ Uno, H. B. (2017). *Teori Motivasi dan Pengukurannya (Analisis di Bidang Pendidikan)*. Jakarta: Bumi Aksara

⁵¹ Hoy, W. K., & Miskel, C. G. (2013). *Educational Administration: Theory, Research, and Practice (9th ed.)*. New York: McGraw-Hill

not only the result of structural policies, but also the result of psychological dynamics between school members which are influenced by leadership style and individual motivation.

9. The Simultaneous Influence of Three Variables through Motivation on School Climate

Work motivation was shown to mediate the influence of decision-making and motivational skills on school climate, but not communication. These results confirm that the success of a principal's leadership in creating an organizational climate depends on their ability to motivate teachers through participatory decisions and strong interpersonal approaches. Strengthening principal competencies needs to be accompanied by strategies to increase teacher motivation to significantly impact the quality of the school climate. Education offices need to consider a holistic and data-driven approach in designing sustainable school development programs.⁵²

CONCLUSION

Based on the results of data analysis and discussion, this study concluded that there is a positive and significant influence between the principal's decision-making on teacher work motivation (coefficient = 0.341; $p = 0.026$), as well as between the principal's ability to motivate and teacher work motivation (coefficient = 0.548; $p = 0.003$). However, the principal's communication did not show a significant influence on work motivation (coefficient = 0.040; $p = 0.485$). In relation to school climate, the principal's communication had a positive and significant influence (coefficient = 0.132; $p = 0.042$), while decision-making (coefficient = 0.119; $p = 0.467$) and motivational ability (coefficient = 0.038; $p = 0.916$) did not have a direct influence. Conversely, work motivation was proven to have a positive and significant influence on school climate (coefficient = 0.670; $p = 0.001$). Simultaneously, all three aspects of principal competency—decision-making, communication, and motivational skills—contribute to teacher work motivation. However, only decision-making and motivational skills show a partially significant effect. Work motivation also acts as a significant mediating variable in the relationship between decision-making and motivational skills on school climate. The indirect effects of X1-Y of 0.275 and X3-Y of 0.523 are each greater than the direct effects, with a significant Sobel test result ($p < 0.05$). Conversely, work motivation does not mediate the relationship between communication and school climate because the path X2-X4 is not significant.

RESEARCH IMPLICATION

This study confirms that the decision making and ability of the principal in motivating Teacher communication has a direct impact on increasing work motivation, which in turn is a key

⁵² Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta

factor in creating a positive school climate. Conversely, principal communication plays a greater role in building the school climate than in increasing teacher motivation, so communication strategies should focus on creating a harmonious and participatory work environment.

In addition, the finding that work motivation functions as a significant mediating variable shows the impact of principal leadership on school climate is largely driven by increased teacher motivation. This demonstrates the importance of leadership development programs that emphasize decision-making and motivational skills, as well as educational policies that support increased teacher motivation as strategic efforts to sustainably strengthen school climate.

LIMITATIONS

This study was conducted on junior high school teachers and education personnel in Cawas District, Klaten Regency, with several important limitations worth noting. First, the study's scope was limited to one district, thus limiting the generalizability of the results to other regions. Second, the use of cross-sectional data is unable to capture the long-term dynamics of the relationship between leadership, motivation, and organizational climate, necessitating longitudinal research. Third, although the instruments were tested for validity and reliability, and the analysis met goodness-of-fit criteria, there were still symptoms of multicollinearity and imperfect data distribution. These limitations can affect the model estimation results, so future research needs to improve instrument selection and testing to achieve more accurate and robust results.

SUGGESTION

Based on the research results and conclusions outlined, the researcher offers several relevant suggestions for improving principal leadership practices and school organizational development. First, principals need to continuously improve the quality of decision-making that is participatory, fair, and based on accurate data. This approach has been shown to significantly increase teacher work motivation, which ultimately has a positive impact on creating a conducive school organizational climate. Second, principals are advised to develop their ability to motivate employees through a humanistic approach, consistent appreciation, and the creation of a supportive work environment. These abilities have been shown to significantly contribute to increasing work motivation and indirectly strengthen the organizational climate.

Third, considering that principal communication has not shown a significant influence on work motivation, improvements in the interpersonal communication approach are needed. Principals are expected to be more open, responsive, and able to touch the emotional and psychological aspects of teachers so that communication becomes more effective and has a real impact. Fourth, because work motivation has been proven to be a strong mediating variable in the

formation of the school organizational climate, schools need to manage internal factors that play a role in shaping work motivation, such as reward systems, professional development, task clarity, and employee welfare. Fifth, considering that this study has limitations in terms of region and level of education, future researchers are advised to expand the scope of the study to other educational levels such as elementary or high school, and consider the addition of other variables, such as transformational leadership or organizational culture, to enrich the analysis model and increase the relevance of the research results.

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