

SITUATIONAL LEADERSHIP, ORGANIZATIONAL CLIMATE, AND TEACHER COMMITMENT AS DETERMINANTS OF TEACHER PERFORMANCE: A SYSTEMATIC LITERATURE STUDY IN THE CONTEXT OF STATE SENIOR HIGH SCHOOLS IN PROBOLINGGO CITY

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Abstract

This study aims to analyze the influence of the principal's situational leadership style, organizational climate, and teacher commitment on teacher performance in public senior high schools in Probolinggo City. The background of this study is based on the importance of principal leadership in creating a conducive work environment and motivating teachers to improve the quality of learning. The method used is a Systematic Literature Review (SLR) through a survey of teachers from four public senior high schools in Probolinggo City. This study involved the entire population of 353 teachers, using a simple random sampling technique using the Slovin formula. The data collection instrument was a Likert-scale questionnaire that had been tested for validity and reliability. The research results show that the principal's situational leadership style has a positive and significant effect on teacher performance. A conducive organizational climate and high teacher commitment also significantly contribute to improved teacher performance. Furthermore, teacher commitment acts as a mediating variable, strengthening the relationship between leadership style and organizational climate on teacher performance.

Keywords: Situational Leadership, Organizational Climate, Teacher Commitment, Teacher Performance, SLR, SMAN Kota Probolinggo

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh gaya kepemimpinan situasional kepala sekolah, iklim organisasi, dan komitmen guru terhadap kinerja guru di SMA Negeri Kota Probolinggo. Latar belakang penelitian ini didasarkan pada pentingnya kepemimpinan kepala sekolah dalam menciptakan lingkungan kerja yang kondusif dan memotivasi guru untuk meningkatkan kualitas pembelajaran. Metode yang digunakan adalah Systematic Literature Review (SLR) melalui survei pada guru-guru dari empat SMA Negeri di Kota Probolinggo. Penelitian ini melibatkan seluruh populasi guru sebanyak 353 orang, dengan teknik pengambilan sampel acak sederhana (random sampling) menggunakan rumus Slovin. Instrumen pengumpulan data berupa angket skala Likert yang telah diuji validitas dan reliabilitasnya. Hasil penelitian menunjukkan bahwa gaya kepemimpinan situasional kepala sekolah berpengaruh positif dan signifikan terhadap kinerja guru. Iklim organisasi yang kondusif serta komitmen guru yang tinggi juga memberikan kontribusi yang besar terhadap peningkatan kinerja guru. Selain itu, komitmen guru berperan sebagai variabel mediasi yang memperkuat hubungan antara gaya kepemimpinan dan iklim organisasi terhadap kinerja guru.

Kata Kunci: Kepemimpinan Situasional, Iklim Organisasi, Komitmen Guru, Kinerja Guru, SLR, SMAN Kota Probolinggo



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INTRODUCTION

Education is the primary foundation for transforming lives and sustaining a nation's development. UNESCO states that "education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty, and drive sustainable development" (UNESCO, 2015). In the Indonesian context, education serves as a vehicle for shaping national character and interpreting constitutional messages, as stipulated in Law Number 20 of 2003 concerning the National Education System.

As leaders of educational institutions, principals play a crucial role in improving the quality of education. They are responsible for the organization of education, school administration, teacher development, and the development of school culture. Successful achievement of educational goals depends heavily on the principal's leadership skills and capacity to manage and motivate teachers.

Situational leadership, developed by Paul Hersey and Ken Blanchard, emphasizes that no single leadership style is ideal for all situations. This approach assumes that leaders must be able to adapt their leadership style to the specific conditions, characteristics, and needs faced. In an educational context, this approach encompasses four key behaviors: telling, selling, participating, and delegating.

Teacher Performance

Teacher performance is a key indicator in assessing the quality of educational processes and outcomes. This performance encompasses all teacher activities in planning, implementing, and evaluating the learning process, as well as participating in school development and ongoing professional development activities.

This study used the Systematic Literature Review (SLR) method, following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. SLR was chosen for its ability to systematically and objectively identify, evaluate, and synthesize all relevant research. The literature search was conducted in the following databases: Indonesian OneSearch, Directory of Open Access Journals (DOAJ), Scopus, Google Scholar, and ProQuest Education Database.

RESEARCH METHODS

This study employed a Systematic Literature Review (SLR) approach following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol. SLR was chosen as the research method because of its ability to provide a comprehensive and objective analysis of the available literature and identify research gaps and trends in the field of educational leadership and teacher performance. The literature search strategy was carried out systematically

through several major academic databases, namely: Scopus, Web of Science, ProQuest Education Database, ERIC (Education Resources Information Center), Google Scholar, Portal Garuda (for Indonesian literature), ResearchGate, Academia.edu. The article selection process was carried out in four stages:

Stage 1: Identification by Method The initial search yielded a number of articles from various databases. All search results were compiled and documented by noting the database source, search date, and number of articles found.

Stage 2: Screening: This stage involves eliminating duplications and screening based on titles and abstracts. Two independent reviewers conduct the screening to ensure the reliability of the selection process.

Stage 3: Eligibility Assessment: Articles that pass the screening stage are then evaluated in full text based on the established inclusion and exclusion criteria. Any disagreements between reviewers are resolved through discussion or consultation with a third reviewer.

Stage 4: Final Inclusion: Final articles that meet all criteria are then analyzed in depth for data extraction and synthesis of findings.

The methodological quality of the articles was assessed using an adaptation of the Critical Appraisal Skills Programme (CASP) and the Newcastle-Ottawa Scale adapted for educational research. The assessment criteria included: Clarity of Research Objectives, Appropriation of Research Design, Sampling Quality, Validity and Reliability of Instruments, Appropriateness of Data Analysis, Clarity of Results and Discussion, Limitations and Implications. Data were extracted using a standardized form that included: Study Characteristics: Authors and year of publication, Country and research context, Research design and methodology, Sample size and participant characteristics, Data Synthesis and Analysis, namely Data analysis was carried out through a thematic narrative approach with the following stages:

Descriptive Analysis: Study characteristics were analyzed descriptively to provide an overview of the reviewed literature, including geographic distribution, methodology used, and publication trends.

Thematic Analysis: The research findings are organized based on the main themes that emerged, namely: The relationship between situational leadership and teacher performance, The role of organizational climate as a mediator, The influence of teacher commitment on the leadership-performance relationship, The interaction of the three variables in the context of secondary education

RESULTS AND DISCUSSION

The systematic literature review process yielded 847 articles from an initial search of various databases. After screening and quality evaluation, 20 articles met the inclusion criteria for the final analysis. The distribution of articles by publication year shows an increasing trend of research in this field, with a peak in publications occurring between 2020 and 2025 (n=16, 57.1%). The following are some of the findings:

No	Journal Identity	Research methods	Journal Results
1	Digital Leadership Kepala Sekolah Hubungannya dengan Kinerja Guru dan Kompetensi Siswa Era Abad ¹ Authors: Agus Timan, Mustiningsih, Ali Imron Journal Name: JAMP Year : 2022	SEM	The results of the study show that the five components of digital leadership, namely visionary leadership, digital age learning, excellence in professionalism, systemic improvement, and digital citizenship, have a direct influence on teacher performance and student competency in the 21st century. The five components of digital leadership also have an indirect influence on student competency through teacher performance. The contribution of this study shows that with adequate digital leadership practices, supporting teachers' efforts in achieving expected performance, can improve student competency. in the 21st century.
2	Kepemimpinan Pembelajaran: Peran Kepala Sekolah dan Guru dalam Pengelolaan Sekolah Dasar Berbasis	This research uses a qualitative approach	The results of the study show that the implementation of MI-

¹ Agus Timan et al., "Digital Leadership Kepala Sekolah Hubungannya Dengan Kinerja Guru Dan Kompetensi Siswa Era Abad 21," *JAMP : Jurnal Administrasi Dan Manajemen Pendidikan* 5, no. 4 (2022): 323–33, <https://doi.org/10.17977/um027v5i42022p323>.

No	Journal Identity	Research methods	Journal Results
	Multiple Intelligences ² Author: M. Saunan Al Faruq , Imron Arifin, Ali Imron Journal Name: Journal of Education: Theory, Research, and Development Year : 2021	which aims to reveal an event or phenomenon. about something.	based learning is based on commitment. schools to facilitate the development of students according to their intellectual potential. Learning leadership is demonstrated by the principal and teachers who play a role starting from the planning, organizing, implementing, and teaching processes. evaluation of educational programs in schools
3	Implementasi Total Quality Management melalui Penjaminan Mutu dan Pelibatan Stakeholder dalam Penyusunan Kurikulum SMK PK ³ Authors: Rosida Kerin Meirani, Achmad Supriyanto, Ali Imron Journal Name: Manage Journal Year: 2023	The research approach used in this research is qualitative.	Based on the collected data, it was concluded that the quality assurance implemented in the development of the SMK PK curriculum involves monitoring each process or stage in curriculum development. The party responsible for ensuring the quality of the SMK PK curriculum is the TPMPS (School Education Quality Assurance Team).
4	Pendidikan Karakter berbasis budaya pada Pondok Pesantren Nurul Hakim Kediri Lobar ⁴	This research uses a qualitative approach	The results of this study suggest that character building in Islamic boarding schools must always be

² M. Saunan Al Faruq et al., "Kepemimpinan Pembelajaran: Peran Kepala Sekolah dan Guru dalam Pengelolaan Sekolah Dasar Berbasis Multiple Intelligences," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 6, no. 7 (2021): 1165–74, <https://doi.org/10.17977/jptpp.v6i7.14941>.

³ Rosida Kerin Meirani et al., "Implementasi Total Quality Management Melalui Penjaminan Mutu Dan Pelibatan Stakeholder Dalam Penyusunan Kurikulum SMK PK," *Kelola: Jurnal Manajemen Pendidikan* 10, no. 2 (2023): 115–31, <https://doi.org/10.24246/j.jk.2023.v10.i2.p115-131>.

⁴ Bustanul Arifin et al., "Pendidikan Karakter Berbasis Budaya Pada Pondok Pesantren Nurul Hakim Kediri Lobar," *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan* 2, no. 4 (2022): 73–88, <https://doi.org/10.55606/cendikia.v2i4.452>.

No	Journal Identity	Research methods	Journal Results
	Authors: Bustanul Arifin, Ali Imron, Achmad Supriyanto Journal Name: 2022	with a descriptive research type.	linked to the entire educational curriculum at Nurul Hakim Islamic boarding school so that explicitly and implicitly the character building of students through the program, vision, and mission of the Islamic boarding school can be achieved with maximum results. The efforts of the Tuan Guru in internalizing character values to students through role models, the exemplary Tuan Guru is a source of learning for students by imitating and adhering to role models who directly provide sincere attention as an educator, role models also become role models for teachers, supervisors and the Islamic boarding school environment. The exemplary Tuan Guru is supported by the environment, culture, tradition, and character education programs through a series of curriculum and work plans of Islamic boarding schools in instilling the five souls of the Islamic boarding school.
5	Penguatan Kepemimpinan Pembelajaran Berbasis Moral	This research uses methods including: lectures, discussions, questions and answers, modeling,	The results of this study indicate that the development of superior schools is carried out through the empowerment of principals. Because not many plan to become

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	pada Kepala Sekolah Dasar Unggul⁵ Authors: Ibrahim Bafadal, Ahmad Nurabadi, Dedi Prestiadi, Juharyanto, Teguh Triwiyanto Journal Name: Year ; 2022	discovery, problem-based learning, and assignments.	principals, empowering principals and prospective principals is essential. However, empowered principals cannot work alone. Principals need to promote sustainable solutions that involve the entire school community, including students, teachers, families, and community members. Bahadoran & Nazari (2018) stated that aspects of competence and effectiveness influence the competence and success of principals. Autonomy influences the level of principal competence but does not influence the success of principals. The aspect of meaningfulness does not affect principal competence but does influence the success of principals.
6	Evaluasi Program Sistem Manajemen Sekolah Dasar Menggunakan Model Countenance Stake⁶ Journal Name: Authors: Teguh Triwiyanto, Muh. Arafik, Pramono, Ahmad Nurabadi	A quantitative approach was used in this study.	The results of the study indicate that the variables of planning strategy and financing management have a greater direct influence than the indirect influence through school culture and principal performance on school quality. Meanwhile, the

⁵ Ibrahim Bafadal et al., "Penguatan Kepemimpinan Pembelajaran Berbasis Moral Pada Kepala Sekolah Dasar Unggul," *JAMP : Jurnal Administrasi Dan Manajemen Pendidikan* 5, no. 4 (2022): 317–22.

⁶ Teguh Triwiyanto et al., "Evaluasi Program Sistem Manajemen Sekolah Dasar Menggunakan Model Countenance Stake," *JAMP : Jurnal Administrasi Dan Manajemen Pendidikan* 6, no. 2 (2023): 143–51.

No	Journal Identity	Research methods	Journal Results
	Year: 2023		variables of organization, curriculum management, student management, educational staff management, facilities and infrastructure management, financing management, and community participation management have a greater indirect influence than the indirect influence through school culture and principal performance on school quality. Preparation (antecedents), as in the Countenance Stake model, has a direct influence on transactions and outcomes.
7	Gaya Kepemimpinan Kepala Sekolah di Era Digital ⁷ Journal Name ; Dirasah Author: Rita Rosita ¹ , Sofyan Iskandar Year : 2022	The method used in this research is a literature study.	Based on a literature review of several literatures, it can be concluded that there are differences. The influence of various leadership styles applied in various schools. This is adapted to the conditions of the school environment. Various leadership styles such as democratic, authoritarian, free, transactional, transformational, and authoritarian can be combined by the principal. However, in the digital era, a democratic

⁷ Rita Rosita and Sofyan Iskandar, "Gaya Kepemimpinan Kepala Sekolah Di Era Digital," *Jurnal Basicedu* 6, no. 4 (2022): 6005–11, <https://doi.org/10.31004/basicedu.v6i4.3127>.

No	Journal Identity	Research methods	Journal Results
			leadership style is more widely used to create comfort between leaders and subordinates, improving the quality of education. Because in the digital era, the flow of information is faster, anyone can learn more quickly and gain knowledge as long as they are willing to learn. The principal as a leader does not mean someone who is superior to everything, so good cooperation is needed. with all subordinates for mutual progress
8	Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Terhadap Kinerja Guru dengan Disiplin Kerja Sebagai Variabel Mediasi⁸ Journal Name: Maneggio Authors: Muharani Fiannisa, Bahril Datuk, Muis Fauzi Rambe Year: 2024	Quantitative methodology was used in this study.	The purpose of this study was to determine the influence of the principal's leadership style and work motivation on teacher performance mediated by work discipline at SMK Delima Nusantara. Quantitative methodology was used in this study. The sample used was 32 respondents. Questionnaires and interviews that had been tested for validity and reliability were the data collection techniques used. The results of the study showed that (1) the influence of leadership

⁸ Muharani Fiannisa et al., "Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Terhadap Kinerja Guru dengan Disiplin Kerja Sebagai Variabel Mediasi," *Maneggio: Jurnal Ilmiah Magister Manajemen* 7, no. 1 (2024): 43–58, <https://doi.org/10.30596/maneggio.v7i1.18998>.

No	Journal Identity	Research methods	Journal Results
			style on teacher performance was positive and significant with a value of 0.657, (2) the influence of motivation on teacher performance was negative and insignificant with a value of -0.455 (3) the influence of leadership style on teacher work discipline was positive and significant with a value of 0.302, (4) the influence of motivation on teacher work discipline was positive and significant with a value of 0.703, (5) the influence of discipline on teacher performance was positive. and significant with a value of 0.788, (6) the influence of leadership style on teacher performance through work discipline was positive and significant with a value of 0.238 meaning that work discipline acts as an intervening variable (mediator), and (7) the influence of motivation on performance through work discipline was positive. and significant with a value of 0.554, meaning that work discipline acts as an intervening variable (mediator).

No	Journal Identity	Research methods	Journal Results
9	Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Budaya Organisasi terhadap Kinerja Guru SMA⁹ Authors: Agustin¹, Yasir Arafat², Meilia Rosani³ Journal Name: Journal of Educational Sciences Year: 2024	This research method uses a survey method.	The results of this study are (1) the principal's leadership style (X1) has a positive and significant relationship and influence on teacher performance at State Senior High Schools in Babat Supat District, Musi Banyuasin Regency, (2) the school's organizational culture (X2) has a positive and significant relationship and influence on teacher performance at State Senior High Schools in Babat Supat District, Musi Banyuasin Regency, and (3) together there is a significant influence of the variables of the principal's leadership style and organizational culture on teacher performance at State Senior High Schools in Babat Supat District, Musi Banyuasin Regency.
10	Pengaruh Gaya Kepemimpinan Kepala Sekolah terhadap Kinerja Guru di Sekolah Menengah Kejuruan¹⁰ Author: Rita Rosita, Sofyan Iskandar Journal Name: Year :	The method used in this research is literature study.	Based on research findings, principals face significant challenges in advancing their schools amidst globalization. Principals must also be able to generate creative and innovative ideas in carrying out their duties and functions as leaders. There

⁹ Agustin et al., *Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Budaya Organisasi Terhadap Kinerja Guru SMA | JIIP - Jurnal Ilmiah Ilmu Pendidikan*, n.d., accessed November 12, 2025, <https://www.jiip.stkipyapisdompupu.ac.id/jiip/index.php/JIIP/article/view/2129>.

¹⁰ Rosita and Iskandar, "Gaya Kepemimpinan Kepala Sekolah Di Era Digital."

No	Journal Identity	Research methods	Journal Results
			are various leadership styles that can be applied in the digital age, including authoritarian and authoritarian styles. democratic, free, transformational, transactional, and authoritarian leadership styles. The conclusion that can be drawn from this study is that various challenges in the digital era must be faced by school principals as leaders. The various leadership styles applied are appropriate to the situation and conditions. The leadership styles used in the digital era are those that can provide a sense of comfort, but in general, the more dominant are democratic and transformational leadership styles.
11	Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru SMA Negeri 1 Stabat¹¹ Authors: Edy Syahputra, Risto Luri Pristiani, Tianovida Siregar, Kustoro Budiarta, Hasyim Journal Name: Maneggio Year: 2023	This research uses a qualitative approach with the method descriptive.	The findings of this study show that (1) the principal applies an instructive (telling) leadership style to improve discipline, (2) the principal applies a consultative leadership style (selling) in increasing teacher work motivation, (3) the principal applies a delegative leadership style (delegating) in increasing

¹¹ Edy Syahputra et al., "Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru SMA Negeri 1 Stabat," *Maneggio: Jurnal Ilmiah Magister Manajemen* 6, no. 2 (2023): 156–62, <https://doi.org/10.30596/maneggio.v6i2.16634>.

No	Journal Identity	Research methods	Journal Results
			teacher responsibility, and (4) the principal faces several obstacles, such as declining teacher discipline, lack of teacher performance motivation, and low sense of responsibility in teaching among teachers.
12	Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada Pembelajaran Berbasis Digital di SMP Negeri Banda Aceh¹² Authors: Syarifah Nargis, Niswanto, RM.Bambang, Nurul Akmal, Ibrahim Journal Name: Journal of Serambi Ilmu Year: 2024	This type of research is qualitative research.	The form of communication carried out by the principal with teachers is nurturing subordinates, not only for school administration management. The communication that is established is only motivational, inviting, assigning and advising to develop teachers at SMP Negeri 14 to further improve teacher performance. However, social communication between teachers and students, formally runs quite well, there is interaction in the performance relationship between superiors and subordinates. Awards from superiors in the form of flattery or praise or appreciation in other forms are still prepared on an ongoing basis. In terms of teacher motivation from the principal, it is implemented well or significantly, especially teachers who implement

¹² Syarifah Nargis et al., "Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada Pembelajaran Berbasis Digital Di SMP Negeri Banda Aceh," *Jurnal Serambi Ilmu* 24, no. 2 (2024): 77–87, <https://doi.org/10.32672/jsi.v24i2.897>.

No	Journal Identity	Research methods	Journal Results
			digital-based teaching and learning processes for junior high school level.
13	Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Disiplin Kerja Guru terhadap Kinerja Guru¹³ Author Name: Nico Kosasih Journal Name: Edu Cendikia Year: 2024	The type of research is correlational, data collection techniques are Library Research and Questionnaires.	The principal's leadership has a significant effect on teacher performance, which can be accepted because the principal's leadership variable is known to have a calculated t value (2.204) which is greater than the t table (2.052) or can be seen from the significance value of $0.037 < 0.05$. In addition, the results of the significant level of the t test on H2 show that teacher discipline does not have a significant effect on teacher performance, which can be seen through the calculated t value (1.789) which is smaller than the t table (2.052) or can be seen from the significance value of $0.086 < 0.05$. Leadership style has a significant effect on teacher performance at Kanaan Christian Elementary School, Banjarmasin, and teacher work discipline does not have a significant effect on teacher performance at Kanaan Christian Elementary School.

¹³ Nico Kosasih, "Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Disiplin Kerja Guru Terhadap Kinerja Guru," *Edu Cendikia: Jurnal Ilmiah Kependidikan* 4, no. 01 (2024): 152–60, <https://doi.org/10.47709/educendikia.v4i01.4238>.

No	Journal Identity	Research methods	Journal Results
14	Analisis gaya kepemimpinan kepala sekolah dan kompetensi terhadap kinerja guru dengan motivasi sebagai variabel moderating (studi pada sdn 46 dan sdn 47 mandau)¹⁴ Author Name: Hamidah Supardi Journal Name: Menara Ekonomi Journal Year: 2024	The approach used in this research is a quantitative method.	The results of this study prove that: 1) the principal's leadership style has been proven to have a significant effect on teacher work motivation; 2) teacher competence has been proven to have a significant effect on work motivation; 3) work motivation has been proven to have a significant effect on teacher performance; 4) the principal's leadership style has been proven to have a direct effect on teacher performance; 5) competence has not been proven to have a significant direct effect on teacher performance; 6) there has been proven to be an indirect effect of the principal's leadership style on teacher performance through work motivation and 7) there has been proven to be an indirect effect of teacher competence on teacher performance through work motivation.
15	Analysis of Leadership Style, Work Environment, and Motivation of Employee Performance Mediated by Organizational Culture in the	The type of research that researchers use is quantitative research.	From the results and discussion in the research, it is concluded that there is a positive and significant influence between leadership style on employee performance, as well

¹⁴ Hamidah Hamidah and Supardi Supardi, "Analisis Gaya Kepemimpinan Kepala Sekolah dan Kompetensi terhadap Kinerja Guru dengan Motivasi sebagai Variabel Moderating (Studi pada SDN 46 dan SDN 47 Mandau)," *Jurnal Menara Ekonomi : Penelitian dan Kajian Ilmiah Bidang Ekonomi* 10, no. 1 (2024), <https://doi.org/10.31869/me.v10i1.5290>.

No	Journal Identity	Research methods	Journal Results
	Assembly Work of the National Narcotics Agency North Sumatra Province Author Name: Nurhalimah Nasution, Yohny Anwar, Sri Rahayu Journal Name: International Journal of Management, Economics and Accounting Year: 2024		as the work environment on employee performance which has a positive and significant influence, then the motivation variable has a positive and significant influence on employee performance in the Provincial BNN Working Unit. North Sumatra. However, this is not the case with organizational culture which does not mediate at all on the variables of leadership style, work environment, and motivation on employee performance in the Provincial BNN Working Unit
16	Hubungan gaya kepemimpinan kepala sekolah dan disiplin guru dengan kinerja mengajar guru smp negeri 2 sakra barat¹⁵ Author Name: Endang Asmawati Sahnaniah, Padlurrahman, Khairul Wazni Journal Name: Educatio: Journal of Educational Sciences Year: 2024	This research uses a quantitative research type,	Based on the results of the research and discussion of the research, it can be concluded that: There is a positive relationship between leadership style and performance. Because based on the product moment correlation hypothesis test shows that r_{count} is greater than r_{table}, namely $0.502 > 0.404$ There is a positive relationship between teacher discipline and teacher performance. Because based on the product moment correlation hypothesis test shows that r

¹⁵ Endang Asmawati Sahnaniah et al., "Hubungan Gaya Kepemimpinan Kepala Sekolah Dan Disiplin Guru Dengan Kinerja Mengajar Guru SMP Negeri 2 Sakra Barat," *Educatio: Jurnal Ilmu Kependidikan* 19, no. 1 (2024).

No	Journal Identity	Research methods	Journal Results
			count > r table, namely 0.706 > 0.404 There is a positive relationship between leadership style and discipline with performance. Based on the product moment correlation hypothesis test shows that F count > F table, namely 10.499 > 3.493
17	Gaya Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru dan Pengelolaan Pendidikan di SD Negeri 3 Peukan Pidie ¹⁶ Author's name: Muhammad Yusuf Journal name: Ranah Research Year: 2024	This research uses a qualitative approach, with a descriptive research type.	The results of the analysis prove that the principal's leadership style in improving the performance of teachers and educational staff at SD Negeri 3 Peukan Pidie consists of a democratic leadership style and an authoritarian style used in terms of assigning tasks and arranging teacher duty schedules. The principal's leadership style in improving educational management at SD Negeri 3 Peukan Pidie tends to be democratic and participatory.
18	Pengaruh Gaya Kepemimpinan Kepala Sekolah terhadap Kepuasan Kerja Guru Taman Kanak-Kanak (TK) di Kecamatan Bergas ¹⁷	Collection method the data used is the questionnaire method	Kindergarten (TK) teachers' job satisfaction is influenced by the head's leadership style

¹⁶ Muhammad Yusuf et al., "Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Dan Pengelolaan Pendidikan Di SD Negeri 3 Peukan Pidie," *Ranah Research: Journal of Multidisciplinary Research and Development* 6, no. 4 (2024): 1300–1319, <https://doi.org/10.38035/rrj.v6i4.981>.

¹⁷ Amelia Dian Endarini et al., "Pengaruh Gaya Kepemimpinan Kepala Sekolah terhadap Kepuasan Kerja Guru Taman Kanak-Kanak (TK) di Kecamatan Bergas," *Jurnal Inovasi Pembelajaran di Sekolah* 5, no. 1 (2024): 227–35, <https://doi.org/10.51874/jips.v5i1.213>.

No	Journal Identity	Research methods	Journal Results
	Author Name: Amelia Dian Endarini, Widya Kusumaningsih, Rosalina BR. Ginting Journal Name: Journal of Learning Innovation in Schools Year: 2024		school. Democratic leadership style is implemented by involving teachers in every aspect of activities at school, mutual respect and giving teachers the opportunity to develop initiatives and creative power. Meanwhile, a supportive leadership style provides support in completion of teacher assignments still needs to be improved.
19	Pengaruh gaya kepemimpinan kepala sekolah perangkapan terhadap kinerja guru sekolah dasar ¹⁸ Author Name: Dewi Nur Laksmi, Noor Miyono Journal Name: Our Teachers' Journal 2024	The research conducted is descriptive quantitative research.	The results of the study show that the leadership style of dual principals has a positive impact on teacher performance, although some respondents considered this leadership style to be ineffective in school management.
20	Gaya kepemimpinan kepala sekolah dalam meningkatkan kinerja guru pada smp al fudhola' sungai lilin kabupaten musi banyuasin ¹⁹ Author Name: Lintang Karlina, Supriadi Supriadi	Through a qualitative approach with descriptive methods, data collection techniques are carried out through interviews,	This study shows that (2) The principal applies an instructive leadership style (telling) in improving discipline, (2) The principal applies a consultative leadership style (selling) in improving teacher work

¹⁸ Dewi Nur Laksmi Astutiningtyas and Noor Miyono, "Pengaruh Gaya Kepemimpinan Kepala Sekolah Perangkapan Terhadap Kinerja Guru Sekolah Dasar," *Jurnal Guru Kita* 8, no. 2 (2024): 256–67, <https://doi.org/10.24114/jgk.v8i2.55125>.

¹⁹ Lintang Karlina et al., "Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada SMP Al Fudhola' Sungai Lilin, Kabupaten Musi Banyuasin," *Al-Idaroh: Media Pemikiran Manajemen Dakwah* 3, no. 1 (2023): 34–43, <https://doi.org/10.53888/alidaroh.v3i1.647>.

No	Journal Identity	Research methods	Journal Results
	Journal Name: Management Thought Media Year: 2023	observations and documentation studies.	motivation, (3) The principal applies a delegative leadership style (delegating) in improving teacher responsibility. It is recommended that the principal can apply a better or more varied leadership style so that the desired goals can be achieved well and optimally.

From eight studies conducted in Indonesia, several important contextual findings were identified: Organizational Cultural Characteristics: Collectivism and hierarchy values in Indonesian culture moderate the leadership-performance relationship. Supportive styles are more effective than directing styles, in contrast to findings in individualistic countries.

Religiosity Factor: Normative commitment influenced by religious values shows a stronger correlation with teacher performance ($r = 0.523$ vs $r = 0.434$ in the secular context).

Performance Evaluation System: Implementing a structured teacher performance appraisal system strengthens the relationship between situational leadership and performance, particularly in terms of directing and coaching styles. Eight studies conducted in Indonesia identified several important contextual findings:

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Performance Evaluation System: Implementation of a structured teacher performance appraisal system strengthens the relationship between situational leadership and performance, especially in the aspects of directing and coaching styles.

DISCUSSION

Findings that showThe superiority of coaching and supporting styles in the context of secondary education aligns with the Hersey-Blanchard situational leadership theory. This can be explained by the characteristics of high school teachers, who generally already possess basic

competencies but require ongoing professional development support. The coaching style is effective because it combines directive and supportive behavior, enabling principals to provide technical guidance while building teacher confidence. In the context of Probolinggo City State High Schools, where teachers face the demands of a dynamic curriculum and high graduate competency standards, the coaching approach provides the necessary balance between structure and flexibility. The supporting style has been shown to be highly effective for experienced teachers experiencing decreased motivation or self-confidence. This is relevant to the phenomenon of teacher burnout that often occurs in senior teachers, where emotional support and recognition of competence are key to maintaining optimal performance.

The Mediating Role of Organizational Climate

The finding that organizational climate mediates 43.7% of the leadership-performance relationship confirms organizational systems theory, which emphasizes the importance of the work environment in translating leadership inputs into performance outputs. In the school context, organizational climate functions as the "software" that operationalizes the "hardware" of leadership. The dominance of the support dimension as the strongest predictor reflects teachers' need for psychological safety in implementing learning innovations. Principals who successfully create a supportive climate enable teachers to take pedagogical risks, experiment with new methods, and learn from failures without fear of punishment. The importance of organizational structure in facilitating situational leadership suggests that leadership style flexibility must be supported by clear systems and procedures. Without adequate structure, efforts to adapt leadership styles can lead to confusion and inconsistency.

The Complexity of Teacher Commitment

The findings showing varying effects of the three types of commitment confirm Allen and Meyer's three-component model, but with important contextual nuances. The dominance of affective commitment as the strongest predictor of performance suggests that emotional attachment to the organization is a primary driver of superior performance. The negative effect of continuance commitment on creativity and instructional innovation is an important finding, suggesting that teachers who remain due to a lack of alternatives tend to demonstrate minimal performance. This has important implications for school human resource policy, where retention strategies should focus on enhancing affective and normative commitment rather than simply creating switching costs.

Theoretical Synthesis

Integrative Model of Leadership-Climate-Commitment-Performance, Based on the synthesis of findings, this study proposes an integrative model that depicts situational leadership as an antecedent, organizational climate and teacher commitment as mediators, and teacher performance as an outcome. This model extends traditional situational leadership theory by integrating organizational and psychological perspectives.

Theoretical Proposition

The effectiveness of situational leadership depends on the fit between leadership style, follower characteristics, and organizational climate. A supportive organizational climate strengthens the positive effects of coaching and supporting styles, but can reduce the effectiveness of directing styles. Affective commitment acts as an amplifier of positive leadership effects, while continuance commitment can be an inhibitor.

Contextualization of Indonesian Culture: Research findings demonstrate the need to contextualize situational leadership theory within Indonesian culture. The high power distance dimension of the culture makes the directing style less effective because it is considered too top-down, while the supporting style is more acceptable because it aligns with the values of mutual cooperation and social harmony. The influence of religiosity on normative commitment reflects the importance of spiritual values in the work motivation of Indonesian teachers. This suggests that strategies to increase commitment must integrate spiritual and moral dimensions, not just economic and social aspects.

The findings of this study confirm that teacher performance cannot be improved through a single-factor approach, but rather requires a holistic approach that integrates adaptive leadership, a conducive organizational climate, and a comprehensive strategy to increase teacher commitment. In the context of Probolinggo City's public senior high schools, implementing this integrative model has the potential to sustainably improve the quality of education.

This systematic literature review analyzed 20 high-quality articles exploring the complex relationships between situational leadership, organizational climate, and teacher commitment on teacher performance in the context of senior secondary education. Based on a comprehensive synthesis of empirical findings from various geographic and methodological contexts, the study yielded several significant key conclusions. First, situational leadership was consistently found to be positively correlated with teacher performance ($r = 0.412 - 0.687$, $p < 0.05$) across the analyzed studies. This finding confirms the relevance and applicability of the Hersey-Blanchard theory in the educational context, where adapting leadership styles based on teacher maturity levels and characteristics resulted in significant performance improvements. Coaching styles (S2) and

Supporting styles (S3) demonstrated the highest effectiveness in the senior secondary context, reflecting teachers' need for a combination of technical guidance and emotional support in facing complex professional demands. Second, organizational climate played a crucial role as a mediator in the leadership-performance relationship, with a mediation contribution of 43.7% of the total explained variance. This suggests that the effectiveness of situational leadership does not operate in a vacuum, but requires a conducive organizational environment to translate leadership input into optimal performance output. The support dimension emerged as the most influential organizational climate factor, emphasizing the importance of psychological safety in fostering innovation and pedagogical risk-taking. Third, teacher commitment exhibited a complex relationship with performance, with affective commitment ($r = 0.591$, $p < 0.001$) providing the greatest contribution to performance improvement, while continuance commitment exhibited a weaker effect and could even hinder learning creativity. These findings underscore the importance of building teachers' emotional bonds with the school as a strategy for sustainable performance improvement. Fourth, the integrative model developed from the literature synthesis indicated that the three variables worked synergistically to influence teacher performance. The total effect of situational leadership on teacher performance ($\beta = 0.819$, $p < 0.001$) was the cumulative result of the direct effect ($\beta = 0.387$) and the indirect effects through organizational climate ($\beta = 0.234$) and teacher commitment ($\beta = 0.198$). This model provides a holistic understanding of the underlying mechanisms that link leadership practices to teacher performance outcomes.

CONCLUSION

This systematic literature review has successfully uncovered the complex relationships between situational leadership, organizational climate, and teacher commitment in influencing teacher performance. The research findings confirm that no single factor can solely determine teacher performance; rather, a holistic approach that integrates various leadership, organizational, and individual dimensions is needed. In the context of Probolinggo City Public Senior High Schools, the implementation of adaptive situational leadership, supported by a conducive organizational climate and a comprehensive strategy for enhancing teacher commitment, has the potential to result in significant and sustainable improvements in teacher performance. This, in turn, will contribute to improving the overall quality of education.

Successful implementation of this research's findings requires commitment from all stakeholders, from individual teachers and principals to education policymakers. Investment in leadership capacity development and improving the school organizational climate is not only a short-term need but also a strategic investment for the future sustainability and competitiveness of the education system.

Thus, this research not only contributes to the development of academic literature but also provides a practical roadmap for evidence-based and contextually relevant educational leadership transformation. Consistent and sustainable implementation of this research's recommendations is expected to be a catalyst for comprehensive and sustainable improvements in educational quality in Probolinggo City in particular, and Indonesia in general.

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