

# The Influence of Principal Transformational Leadership and Organizational Climate on Teacher Performance at SMA Negeri 9 Manado

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## *Abstract.*

*This study aims to analyze the influence of the principal's transformational leadership and organizational climate on teacher performance at SMA Negeri 9 Manado. This research uses a quantitative approach with a survey method. The population of the study consisted of 124 teachers, with a sample of 94 teachers determined using the Slovin formula. Data were collected through questionnaires that had been tested for validity and reliability, and then analyzed using multiple linear regression. The results showed that the principal's transformational leadership has a positive and significant effect on teacher performance with a t-value of 2.598 and a significance level of 0.011 (<0.05). Organizational climate also has a positive and significant effect on teacher performance with a t-value of 7.071 and a significance level of 0.001 (<0.05). Simultaneously, both variables have a significant effect on teacher performance with an F-value of 141.782 and a significance level of 0.001 (<0.05). The coefficient of determination (R<sup>2</sup>) value of 0.752 indicates that 75.2% of the variation in teacher performance is influenced by these two variables. It can be concluded that improving transformational leadership and a conducive organizational climate can enhance teacher performance.*

**Keywords:** Transformational leadership; organizational climate and teacher performance.

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## I. INTRODUCTION

Education plays a strategic role in shaping human quality and determining the direction of national development, as it enables individuals to develop their intellectual, moral, and social potential. In the context of formal education, teachers are key components in determining the quality of the learning process and its outcomes. As professionals, teachers are required to continuously develop their competencies and serve as role models in shaping students' character, since the success of learning largely depends on teachers' ability to design effective and meaningful learning activities [1]. Therefore, serious attention to teacher performance as the main implementer of the learning process is crucial in creating a conducive learning environment [2]. However, these ideal conditions are not fully reflected at SMA Negeri 9 Manado. Although the school has achieved strong academic performance, teacher performance still faces challenges related to work discipline, teaching motivation, and the ability to manage engaging learning processes. Based on the 2024 internal assessment, several issues were identified, including limited support from previous school leadership for teacher professional development, ineffective internal communication, and a lack of transparency in decision-making [3]. These problems are further complicated by a leadership transition, which has resulted in declining discipline, such as delays in completing teaching administration and inconsistent adherence to school regulations. This phenomenon indicates that teacher performance cannot be separated from leadership and organizational climate factors. The principal's leadership plays a role as a source of motivation by fostering trust and encouraging responsibility [4].

As a leader, the principal performs functions as an educator, administrator, supervisor, innovator, and motivator to improve educational quality [5]. Conversely, a less participatory leadership style may reduce teachers' work motivation [6]. In addition to leadership, the school's organizational climate, which reflects the psychological, social, and emotional atmosphere, is also a determining factor. A positive school climate, characterized by open communication and support for innovation, can enhance teachers' motivation and commitment [7]. On the other hand, an unconducive climate may hinder collaboration and negatively affect the quality of teaching and learning [8]. Transformational leadership is considered relevant because it can

build strong professional commitment, while organizational climate directly influences teacher behavior. Considering the variation in organizational climate conditions among senior high schools in Manado, this study focuses on teachers at SMA Negeri 9 Manado to obtain empirical evidence regarding the relationship between principal transformational leadership, organizational climate, and teacher performance. The findings of this study are expected to serve as a strategic basis for improving educational quality in a sustainable manner at the school.

## II. LITERATURE REVIEW

### Teacher Performance

Teacher performance is a key factor in determining the quality of work outcomes and overall educational quality. Asterina and Sukoco (2019) explain that teacher performance is closely related to an individual's ability to achieve predetermined targets, including the processes of planning, implementation, management, and evaluation of learning activities [9]. In line with this, Gunawan et al. (2018) emphasize that teacher professionalism is reflected in the ability to design lesson plans, implement the teaching and learning process, and assess students' learning outcomes [10]. Optimal performance not only impacts the quality of student learning but also serves as an indicator of a school's success in fulfilling its functions [11]; [12]. Furthermore, Al-Hadhrani and Yusof (2025) highlight that performance indicators cover a broad spectrum, ranging from teaching quality and productivity to discipline, responsibility, and professional commitment [13]. Referring to the Ministry of Education and Culture (2012), teacher performance assessment specifically includes three main aspects: learning planning (lesson plan and material preparation), learning implementation (mastery of content and methods), and learning evaluation (assessment of learning outcomes and follow-up actions) [14].

### Principal Transformational Leadership

Transformational leadership is a leadership style that inspires followers to exceed standard performance levels through vision and motivation [15]. Jahari and Rusdiana (2020) state that transformational leaders foster pride, loyalty, and respect, encouraging followers to prioritize organizational interests over personal interests [16]. Habibie et al. (2025) define this style as the ability to transform potential into real energy to achieve high-level performance [17].

Operationally, transformational leadership is built upon four main dimensions known as the "4I":

1. **Idealized Influence:** The ability to serve as a role model and build trust.
2. **Inspirational Motivation:** The capacity to communicate high expectations and a meaningful vision.
3. **Intellectual Stimulation:** Encouraging subordinates to think critically and innovatively in solving problems.
4. **Individualized Consideration:** Providing personal attention, guidance, and support according to individual potential.

### Organizational Climate

Organizational climate refers to the work environment atmosphere that influences individual behavior in carrying out tasks. Hardjana (2006) describes organizational climate as a "bridge" between organizational factors and employee behavior in improving performance [18]. Pratama and Pasaribu (2020) add that it represents a relatively stable internal environment perceived directly by organizational members [19]. A positive climate is characterized by open communication, harmonious relationships, and support for teacher innovation [20].

Based on the theory of Kolb and Rubin, there are seven main dimensions used to identify organizational climate in the school context:

1. **Conformity:** The sense of adherence to school rules and policies.
2. **Responsibility:** Teachers' ability to make decisions and solve problems independently.
3. **Standards:** The school's emphasis on work quality and achievement.
4. **Rewards:** Teachers' perception that their efforts are recognized and fairly rewarded.
5. **Organizational Clarity:** The extent to which school goals and policies are clearly defined.

6. **Warmth and Support:** The quality of interpersonal relationships and mutual support among teachers.
7. **Leadership:** Teachers' acceptance of leadership roles and decisions based on competence.

Overall, the synergy between inspirational transformational leadership and a conducive organizational climate is believed to be a fundamental foundation for enhancing teacher professionalism and performance in a sustainable manner.

### III. METHODS

#### Research Design and Approach

This study employs a quantitative approach with a correlational research design. The primary objective of this method is to examine the causal relationships or contributions between the independent variables, namely principal transformational leadership ( $X_1$ ) and organizational climate ( $X_2$ ), and the dependent variable, teacher performance ( $Y$ ). This approach is chosen to enable statistical analysis in order to obtain an accurate understanding of the relationships among variables.

#### Research Site and Time

The study was conducted at SMA Negeri 9 Manado, North Sulawesi Province. The site was selected based on its characteristics as a school with a relatively large number of teachers and students, making it representative for examining organizational dynamics and teacher performance. Data collection was carried out over a three-month period, from December 2025 to February 2026.

#### Population and Sample

The population of this study consisted of all teachers at SMA Negeri 9 Manado, totaling 124 individuals, including civil servant teachers (ASN), government contract teachers (PPPK), and honorary teachers. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in 94 teachers. The sampling technique used was simple random sampling, in which each member of the population had an equal chance of being selected as a respondent.

#### Data Collection Techniques and Instruments

Data were collected using a structured questionnaire with a five-point Likert scale. The research variables were measured based on the following dimensions:

- a. **Transformational Leadership ( $X_1$ ):** Measured through the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994).
- b. **Organizational Climate ( $X_2$ ):** Based on Kolb and Rubin's theory, including conformity, responsibility, work standards, rewards, organizational clarity, warmth and support, and leadership.
- c. **Teacher Performance ( $Y$ ):** Includes indicators such as lesson planning, implementation of teaching, classroom management, and assessment and evaluation of learning outcomes.

Prior to use, the instrument was tested for validity using the Pearson Product Moment correlation and for reliability using Cronbach's Alpha coefficient to ensure consistency and accuracy.

#### Data Analysis Techniques

Data analysis was conducted using SPSS software through several stages:

1. **Classical Assumption Tests:** Including normality test (Kolmogorov-Smirnov), multicollinearity test (VIF and Tolerance), and heteroscedasticity test using the Glejser method.
2. **Multiple Linear Regression Analysis:** Used to predict the dependent variable based on independent variables with the equation:

$$Y = a + b_1X_1 + b_2X_2$$

3. **Hypothesis Testing:** Including t-test to examine partial effects, F-test to examine simultaneous effects, and the coefficient of determination ( $R^2$ ) or Adjusted R Square to measure how well the model explains variations in teacher performance.

**IV. RESULT AND DISCUSSION**

**Data Description and Respondent Characteristics**

This study involved 94 teacher respondents at SMA Negeri 9 Manado. The characteristics of the respondents show a predominance of female teachers at 60.6%. In terms of age, the majority fall within the productive age range of 31–40 years (30.9%), reflecting a combination of young educators and experienced senior teachers. A total of 85.1% of teachers hold a bachelor’s degree (S1), while the remaining 14.9% have obtained a master’s degree (S2), indicating that most teachers have met the national academic qualification standards.

**Statistical Analysis Results**

**1. Instrument Testing Results**

Before further data analysis, validity and reliability tests were conducted to ensure the quality of the research instruments.

- a. **Validity Test:** The validity test was conducted using the Pearson Product Moment correlation by comparing the calculated correlation coefficient ( $r_{hitung}$ ) with the critical value ( $r_{table} = 0.202$ ). All questionnaire items for the three variables were declared valid.
- b. **Reliability Test:** Reliability testing was performed using Cronbach’s Alpha method. The results indicate that all variables have high internal consistency, as the alpha values exceed 0.70.

**2. Classical Assumption Tests**

The regression model must meet classical assumptions to ensure unbiased estimation results.

- **Normality Test:** The One-Sample Kolmogorov-Smirnov test shows an Asymp. Sig. (2-tailed) value of 0.063 ( $> 0.05$ ), indicating that the residual data are normally distributed.

**Table 1. Normality Test**

		Unstandardized Residual	
N		94	
Normal Parameters <sup>a,b</sup>	Mean	.0000000	
	Std. Deviation	4.03695522	
Most Extreme Differences	Absolute	.089	
	Positive	.065	
	Negative	-.089	
Test Statistic		.089	
Asymp. Sig. (2-tailed) <sup>c</sup>		.063	
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.063	
	99% Confidence Interval	Lower Bound	.057
	Upper Bound	.069	

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

- **Multicollinearity Test:** The Tolerance value ( $0.308 > 0.10$ ) and VIF value ( $3.247 < 10$ ) indicate that there is no correlation among independent variables.

**Table 2. Multicollinearity Test**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-11.404	3.837		-2.972	.004		
	Kepemimpinan Transformasional	.238	.092	.242	2.598	.011	.308	3.247
	Iklim Organisasi	.712	.101	.658	7.071	<.001	.308	3.247

a. Dependent Variable: Kinerja Guru

- **Heteroscedasticity Test:** Based on the Glejser method, the significance values for variable  $X_1$  (0.124) and  $X_2$  (0.076) are greater than 0.05, indicating no heteroscedasticity.

**Table 3. Heteroscedasticity Test**

		Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	Sig.
Model		Unstandardized Coefficients B	Std. Error			
1	(Constant)	10.874	2.374		4.580	<.001
	Kepemimpinan Transformasional	-.189	.057	-.586	-3.336	.124
	Iklim Organisasi	.112	.062	.315	1.796	.076

a. Dependent Variable: Abs\_RES

**3. Multiple Linear Regression Analysis and Hypothesis Testing**

This analysis was conducted to examine both partial and simultaneous effects of Transformational Leadership ( $X_1$ ) and Organizational Climate ( $X_2$ ) on Teacher Performance ( $Y$ ).

- **Regression Equation:**

**Table 4. Multiple Linear Regression Analysis**

		Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	Sig.
Model		Unstandardized Coefficients B	Std. Error			
1	(Constant)	-11.404	3.837		-2.972	.004
	Kepemimpinan Transformasional	.238	.092	.242	2.598	.011
	Iklim Organisasi	.712	.101	.658	7.071	<.001

a. Dependent Variable: Kinerja Guru

$$Y = -11.404 + 0.238X_1 + 0.712X_2$$

- **Partial Test (t-test):**

- Transformational Leadership has a t-value of 2.598 > t-table of 1.986 (Sig. = 0.011), indicating a significant partial effect.
- Organizational Climate has a t-value of 7.071 > t-table of 1.986 (Sig. < 0.001), indicating a significant partial effect.

**Table 5. Partial Test (t-test)**

		Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	Sig.
Model		Unstandardized Coefficients B	Std. Error			
1	(Constant)	-11.404	3.837		-2.972	.004
	Kepemimpinan Transformasional	.238	.092	.242	2.598	.011
	Iklim Organisasi	.712	.101	.658	7.071	<.001

a. Dependent Variable: Kinerja Guru

- **Simultaneous Test (F-test):**

The F-value is 141.782 > F-table of 3.10 with a significance < 0.001, indicating that both variables simultaneously affect teacher performance.

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4722.814	2	2361.407	141.782	<.001 <sup>b</sup>
	Residual	1515.622	91	16.655		
	Total	6238.436	93			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Iklim Organisasi, Kepemimpinan Transformasional

- **Coefficient of Determination (R<sup>2</sup>):**

The Adjusted R Square value is 0.752, indicating that 75.2% of the variation in teacher performance is explained by Transformational Leadership and Organizational Climate.

**Table 6.** Coefficient of Determination (R<sup>2</sup>):

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870 <sup>a</sup>	.757	.752	4.08108

a. Predictors: (Constant), Iklim Organisasi, Kepemimpinan Transformatif

b. Dependent Variable: Kinerja Guru

## Discussion

### 1. The Influence of Principal Transformational Leadership on Teacher Performance

Based on the results of statistical analysis, the variable of Principal Transformational Leadership ( $X_1$ ) is proven to have a positive and significant effect on Teacher Performance (Y). This is evidenced by the t-test result showing a calculated t-value of 2.598, which is greater than the t-table value of 1.986 at a 5% significance level, and a significance value of 0.011, which is less than 0.05. These results indicate that, partially, transformational leadership has a significant effect on teacher performance. Thus, the hypothesis stating that there is a positive and significant influence of principal transformational leadership on teacher performance is accepted. The regression coefficient value of 0.238 with a positive direction further strengthens this finding. This coefficient implies that every one-unit increase in transformational leadership is followed by an increase of 0.238 units in teacher performance, assuming that the organizational climate variable remains constant. The positive relationship indicates that the better the quality of transformational leadership implemented by the principal, the higher the level of teacher performance. Although its effect is not as strong as the organizational climate variable, it still shows a statistically significant contribution to the research model.

Theoretically, these findings are consistent with the concept of transformational leadership proposed by Bernard M. Bass and further developed with Bruce J. Avolio, which explains that transformational leaders can improve subordinates' performance through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the school context, principals who serve as role models, provide a clear vision, encourage instructional innovation, and attend to teachers' professional needs will create a conducive work environment for improving performance. Teachers are not only driven by administrative obligations but are also intrinsically motivated to achieve higher professional standards. In the context of SMA Negeri 9 Manado, these findings indicate that the principal's leadership style plays a strategic role in enhancing teachers' work effectiveness. Principals who foster open communication, provide recognition for performance, and build trust in working relationships can increase teachers' commitment and responsibility. Teacher performance is reflected not only in classroom teaching but also in lesson planning, learning evaluation, discipline, and involvement in school development activities.

The significance value of 0.011 indicates that the influence of transformational leadership on teacher performance is not statistically coincidental but has a strong empirical basis. Moreover, when associated with the Adjusted R Square value of 0.752, it can be understood that transformational leadership, together with organizational climate, contributes significantly to explaining variations in teacher performance. This confirms that the quality of school leadership is a key factor in determining teacher performance. Overall, the findings suggest that the more effectively principals apply transformational leadership principles, the greater the improvement in teacher performance. This implies that strengthening principal leadership capacity is a strategic step in improving educational quality. Inspirational, visionary, and development-oriented leadership serves as a foundation for achieving optimal and sustainable teacher performance.

## 2. The Influence of Organizational Climate on Teacher Performance

Based on the results of multiple linear regression analysis and the t-test, the Organizational Climate variable ( $X_2$ ) has a positive and significant effect on Teacher Performance ( $Y$ ). The t-test result shows a calculated t-value of 7.071, which is significantly higher than the t-table value of 1.986 at a 5% significance level. In addition, the significance value obtained is less than 0.001, which is below 0.05. These findings indicate that organizational climate has a highly significant partial effect on teacher performance. Therefore, the hypothesis stating that organizational climate has a positive and significant influence on teacher performance is accepted. The regression coefficient value of 0.712 with a positive direction indicates that every one-unit increase in organizational climate will increase teacher performance by 0.712 units, assuming that transformational leadership remains constant. This coefficient is relatively higher than that of transformational leadership, indicating that in this research model, organizational climate has a more dominant influence on teacher performance. The positive relationship suggests that the more conducive the organizational climate, the higher the teacher performance. Conceptually, organizational climate reflects members' perceptions of the work atmosphere, interpersonal relationships, communication systems, leadership support, and organizational structure and policies.

A positive organizational climate is characterized by mutual trust, good collaboration, open communication, and support for professional development. In a school setting, such conditions create comfort and psychological safety, allowing teachers to perform optimally without excessive pressure. In the context of SMA Negeri 9 Manado, these findings indicate that the work environment experienced by teachers plays a crucial role in determining their performance quality. Teachers working in a supportive, transparent, and collaborative environment tend to have higher motivation, better discipline, and stronger commitment to achieving school goals. Conversely, a less conducive organizational climate may hinder teachers' performance despite adequate individual competence. The very low significance value ( $< 0.001$ ) indicates a strong level of statistical confidence in the influence of organizational climate on teacher performance. This reinforces the notion that the work environment is not merely a supporting factor but a primary determinant of teacher performance.

Based on the magnitude of the regression coefficient, improving organizational climate has the potential to produce a greater impact on teacher performance than improving leadership alone. These findings are consistent with previous studies showing that organizational climate is closely related to teacher work effectiveness. A harmonious work environment, recognition of performance, and support for instructional innovation encourage teachers to work more productively and professionally. Therefore, creating a conducive organizational climate is a shared responsibility between leadership and all school members. Overall, the findings demonstrate that the better the organizational climate within the school, the higher the level of teacher performance. Thus, efforts to improve educational quality must involve not only strengthening leadership but also improving systems, work culture, and interpersonal relationships within the school environment. A healthy and supportive organizational climate serves as a fundamental foundation for sustainable teacher performance.

## 3. The Influence of Principal Transformational Leadership and Organizational Climate on Teacher Performance

Based on the F-test results in the multiple linear regression analysis, the calculated F-value is 141.782 with a significance level of less than 0.001. This value is significantly higher than the F-table value of 3.10 at a 5% significance level with degrees of freedom ( $df_1 = 2$  and  $df_2 = 91$ ). Since the calculated F-value exceeds the F-table and the significance value is less than 0.05, it can be concluded that Principal Transformational Leadership ( $X_1$ ) and Organizational Climate ( $X_2$ ) simultaneously have a positive and significant effect on Teacher Performance ( $Y$ ). Thus, the research hypothesis stating that both independent variables jointly influence teacher performance is accepted. The magnitude of the contribution of these variables is indicated by the Adjusted R Square value of 0.752. This means that 75.2% of the variation in teacher performance can be explained by transformational leadership and organizational climate simultaneously, while the remaining 24.8% is influenced by other factors outside the research model. This relatively high value indicates that the model has strong explanatory power.

These findings show that improving teacher performance is influenced not only by leadership factors but also by the work environment within the school organization. Transformational leadership acts as a driving force by providing vision, motivation, and inspiration, while organizational climate serves as a medium that determines how effectively these motivations are translated into actual performance. When principals effectively implement transformational leadership while fostering a conducive organizational climate, the impact on teacher performance becomes more optimal. This study is consistent with research conducted by Muhamad Taufik B.K. (2019), which found a positive and significant influence of transformational leadership on teacher performance with a contribution of 24.8%. However, this study shows a greater contribution because it integrates both transformational leadership and organizational climate into a single analytical model. Therefore, this study extends previous findings by providing a more comprehensive understanding of factors influencing teacher performance. The findings are also consistent with research by Efrita Norman, Dzulfikar, and Sarta (2023), which showed that transformational leadership and organizational climate simultaneously contributed 72% to school productivity. Although the dependent variable differs, the results strengthen the argument that the combination of leadership and organizational climate is a key determinant of organizational effectiveness in education. In this study, the simultaneous contribution reaches 75.2%, indicating that in the context of SMA Negeri 9 Manado, both variables play a dominant role in influencing teacher performance.

Furthermore, this study supports the findings of Sri Kurniawati, Sukmawati, and M. Chiar, who found a significant influence of transformational leadership and organizational climate on teacher performance with a coefficient of determination of 66.0%. Differences in contribution levels highlight variations in organizational context and respondent characteristics, emphasizing the importance of institutional factors in determining the strength of these influences. Theoretically, transformational leadership, as proposed by Bernard M. Bass, emphasizes the leader's ability to transform subordinates' values and motivations. However, such transformation will be more effective when supported by a positive organizational climate that fosters trust, security, and collaboration. Therefore, the synergy between leadership and organizational climate becomes a key factor in improving teacher performance. Overall, the findings indicate that principal transformational leadership and organizational climate simultaneously have a positive and significant effect on teacher performance. The synergy between leadership quality and a conducive organizational environment serves as a fundamental foundation for enhancing teacher effectiveness. These findings emphasize that efforts to improve educational quality must adopt an integrated approach by strengthening leadership capacity while fostering a healthy, supportive, and collaborative organizational climate.

## V. CONCLUSION

Based on the findings, several conclusions can be drawn:

1. **Transformational leadership** has a positive and significant partial effect on teacher performance. More effective and inspirational leadership leads to improved teacher performance.
2. **Organizational climate** also has a positive and highly significant effect, with a stronger influence than leadership. A conducive, harmonious, and transparent work environment greatly supports optimal teacher performance.
3. **Simultaneously**, transformational leadership and organizational climate significantly influence teacher performance, indicating that their synergy is essential in enhancing teacher professionalism.

The model explains **75.2%** of the variation in teacher performance ( $\text{Adjusted } R^2 = 0.752$ ), while the remaining **24.8%** is influenced by other factors outside this study.

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