



The Influence of Principal Leadership, Organizational Climate, and Teacher Job Satisfaction on Teacher Performance

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ABSTRACT

This study examines how organizational environment, job satisfaction, and principal leadership impact teacher performance at Pelalawan Regency High School. Using a correlational descriptive methodology and quantitative research, data was gathered from high school teachers through a questionnaire. Factor analysis and Cronbach's Alpha were used to assess validity and reliability, while multiple regression analyzed the data. The results revealed that principal leadership, organizational climate, and job satisfaction all significantly and positively affected teacher performance, both individually and collectively. The study suggests that improving teacher performance can be achieved by enhancing the principal's leadership, fostering a positive work environment, and increasing job satisfaction, which includes developing skills, creating a supportive learning environment, and fulfilling teaching responsibilities through proper planning and evaluation.

INTRODUCTION

Teacher performance is a crucial factor in determining the quality of education, as it reflects how well teachers fulfill their roles in the learning process. Studies suggest that teacher effectiveness is influenced by several factors, including the ability to plan lessons, deliver instruction, and assess student outcomes. Teacher performance is also linked to the quality of learning, as highlighted by the Education Report Card in Pelalawan Regency, which indicates a need for improvement in teaching quality. A key factor influencing teacher performance is the principal's leadership, which encourages collaboration and supports teachers in realizing the school's goals. Additionally, a positive organizational climate, characterized by norms, attitudes, and behaviors, plays a significant role in motivating teachers and improving their performance.

Effective leadership, supported by a healthy organizational climate, fosters a conducive work environment, which can significantly enhance teacher performance. Teachers in positive work environments tend to feel more motivated and engaged in their teaching, while those in negative environments may experience disengagement and dissatisfaction. This emphasizes the importance of fostering a supportive organizational climate in schools, as it directly impacts teachers' job satisfaction and their ability to deliver quality education. Job satisfaction itself is another important factor, as teachers who are satisfied with their work, pay, environment, and relationships with colleagues are more likely to perform well in their roles.

Given these factors, this study aims to analyze the impact of leadership, organizational climate, and job satisfaction on teacher performance. By understanding how these elements interact and influence each other, schools can develop strategies to improve teacher effectiveness and, ultimately, the quality of education. The study's focus on these aspects highlights the need for ongoing efforts to create a positive work environment, enhance leadership, and ensure teacher job satisfaction, all of which are essential for improving educational outcomes.

METHODS

This study utilized a quantitative research approach with an ex post facto design, meaning it examined events that had already occurred. As Sugiyono (2019) explains, ex post facto research collects data through questionnaires to analyze potential contributing factors. The research was conducted at a State High School in Pelalawan Regency, Riau Province, from October 2024 to December 2024. The study focused on teachers who had been working for more than five years, as their performance was the primary subject of analysis. Using proportionate

simple random sampling and the Slovin formula with a 5% margin of error, a total of 186 teachers were selected as respondents.

Data collection was carried out using a closed-ended questionnaire, designed to be time-efficient and easy for respondents to complete. The study aimed to assess the impact of independent variables, such as organizational environment, leadership, and teacher job satisfaction, on the dependent variable, teacher performance. Responses were measured using a Likert scale, with statements categorized as positive or negative. Positive statements were rated from 1 (never/strongly disagree) to 5 (very often/strongly agree), while negative statements were rated in reverse order. To analyze the data, a traditional assumption test was conducted, followed by hypothesis testing using SPSS software version 26.

RESULTS

A. Descriptive Analysis

To give a summary of each variable, descriptive data analysis was done. This study employed a questionnaire with 23 questions that were evaluated on 186 respondents in order to determine the major leadership variable. A minimum value of 95 and a maximum value of 148 are the outcomes of data computation using SPSS version 26 for Windows. With 23 statement items overall, this variable was tested using a 5-point Likert scale. Its average value was 126.7, and its standard deviation was 12.153. By examining the standard deviation value below the average value, it can be concluded that the distribution of respondents' responses pertaining to the principal's leadership variable is uniformly distributed. Additionally, it might be shown in the following table if it is offered as a category of the leadership variables of the principal.

Table 1. Principal Leadership Class Category

No	Category	Interval	Frequency	Presented
1	High	$x \geq 131$	64	34,41 %
2	Medium	$113 \leq x < 131$	96	51,61 %
3	Low	$x < 113$	26	13,98%
Amount			186	100 %

There were 186 responders to the variable Organizational Climate, which consisted of 20 statements on a 5-point Likert scale. The Organizational Climate variable has a minimum value of 125 and a maximum value of 61, according to the data computation findings using SPSS version 26 for Windows. The computation results indicate that the distribution of respondents' responses pertaining to the organizational environment is even, which is shown by the standard deviation value being less than the average value, based on the average

value of 100.12 and the standard deviation value of 16.121. Additionally, if it is presented as a category of characteristics related to organizational climate, it can be presented in the following table:

Table 2. Organizational Climate Class Category

No	Category	Interval	Frequency	Presented
1	High	$x \geq 98$	124	66,67 %
2	Medium	$88 \leq x < 98$	27	14,52%
3	Low	$x < 88$	35	18,81%
Amount			186	100 %

186 respondents were asked to rate their level of work satisfaction using 20 items on a 5-point Likert scale. The statistical description of the work satisfaction variable shows that the lowest score is 76 and the highest value is 110, according to the data calculation findings using SPSS version 26 for Windows. According to the calculation findings, the respondents' responses about work satisfaction were equally distributed, as indicated by the standard deviation value being lower than the average value of 95.83 and the standard deviation value of 15.318. Additionally, if it is presented as a category of factors related to work satisfaction, it can be presented in the following table:

Table 3. Teacher Job Satisfaction Class Categories

No	Category	Interval	Frequency	Presented
1	High	$x \geq 100$	74	39,78 %
2	Medium	$80 \leq x < 100$	93	50,00 %
3	Low	$x < 80$	19	10,22 %
Amount			186	100 %

186 respondents were examined on 22 statement items related to variable Y, which is teacher performance. The data computation findings using SPSS version 26 for Windows showed that the lowest score was 127 and the maximum score was 166. This variable has an average value of 151.84 and a standard deviation of 11.339. It is tested using a 5-point Likert scale with 22 statement items. Additionally, if a category table is shown, the Y variable, namely teacher performance, can be displayed as follows:

Table 4. Categories of Teacher Performance Variables

No	Kategori	Interval	Frekuensi	Presentase
1	High	$x \geq 152$	117	62,90 %
2	Medium	$140 \leq x < 152$	44	23,66 %

3	Low	$x < 140$	25	13,44 %
Amount			186	100

B. Normality Test

Using software, namely SPSS version 26, the Kolmogorov-Smirnov technique is used to assess the data for normalcy at a significance level of 5%. It may be concluded that the data is normally distributed based on the findings obtained and the table below, which indicates that each variable receives a Sig value ≥ 0.05 . The following values are obtained when the computation is completed.

Table 5. Analysis of the Normality Test

No	Variable	Sig	ρ	Description
1	Principal Leadership	0,05	0,186	Normal
2	Organizational Climate		0,205	Normal
3	Job Satisfaction		0,780	Normal
4	Teacher Performance		0,102	Normal

C. Linearity Test

By comparing the sig value with the alpha (α) value of 0.05, the linearity test was performed to determine whether or not the data had a linear relationship. Since the results of the linearity analysis showed that each variable's sig. ρ was greater than 0.05, it can be concluded that the relationship between the independent and dependent variables is linear and that there is no deviation from the linearity or model. Using SPSS version 26, the linearity test was calculated, and the following outcomes were attained.

Table 6. Linearity Test Analysis

No	Functional Relationships	Sig	ρ	Description
1	Principal Leadership * Teacher Performance	0,05	0,221	Linear
2	Organizational Climate * Teacher Performance		0,232	Linear
3	Job Satisfaction * Teacher Performance		0,241	Linear

D. Hypothesis Test

The purpose of this multiple linear regression study is to ascertain how teacher performance is impacted by organizational environment, principal leadership, and employee satisfaction. This table displays the outcomes of several Analysis that is linear.

Table 7. Multiple Linear Regression Test Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	65.267	4.448		14.675	.000
	Principal Leadership	.221	.117	.340	1.886	.061
	Organizational Climate	.301	.153	.364	1.963	.051
	Job satisfaction	.417	.163	.525	2.554	.011

The multiple linear regression equation for this study may be constructed as follows using the following table as a guide.:

$$Y = 65,267 + 0,340 (X1) + 0,364 (X2) + 0,525 (X3)$$

- 1) When the teacher performance variable is unaffected by other independent factors like work satisfaction (X3), organizational environment (X2), and principal leadership (X1), the value (a) remains constant at 65.267%.
- 2) The principal leadership variable's regression coefficient value (b1) is positive at 0.340, meaning that if the principal leadership variable rises by one unit, the teacher's performance will rise by 0.340 with all other variables held constant or fixed.
- 3) With all other factors held constant, the organizational climate variable's regression coefficient value of 0.364 indicates a positive value, meaning that if the organizational climate variable rises by one unit, the teacher's performance will also rise by 0.364.
- 4) With other factors held constant or fixed, the work happiness variable's regression coefficient value is positive at 0.525, meaning that if the job satisfaction variable rises by one unit, the teacher's performance will rise by 0.525.

The fourth hypothesis in this investigation was calculated using the anova table and SPSS version 26 respectively. The table below displays the findings of this study's simultaneous significance test (Test F).

Table 8. Test Analysis F

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1703.550	3	567.850	22.794	.000 ^b
	Residual	4534.090	182	24.913		
	Total	6237.640	185			

The sig value is 0.000 according to the statistical test table above. This is in line with the decision-making premise that H_a is accepted and H_0 is rejected if the significance value is less than 0.05. Given that the sig value for the above calculation is $0.000 < 0.05$, it can be said that the hypothesis is accepted and that the performance of the teachers at Pelalawan Regency High School is significantly impacted by the leadership of the principal, the organizational climate, and job satisfaction taken together.

DISCUSSION

The value of sig was 0.000 according to Test F's statistical test table. This is in line with the decision-making premise that H_a is accepted and H_0 is rejected if the significance value is less than 0.05. Given that the sig value for the above calculation is $0.000 < 0.05$, it can be said that the hypothesis is accepted and that the performance of high school teachers in Pelalawan Regency is significantly impacted by the leadership of the principal, the organizational climate, and job satisfaction taken together. The purpose of this study is to examine how teacher performance at Pelalawan Regency High School is impacted by organizational environment, job satisfaction, and principal leadership. The statistical testing results showed that the principal's leadership variables, organizational climate, and job satisfaction all significantly affect teacher performance. The significance value of 0.001, which is less than 0.05, indicates that H_a is accepted and H_0 is rejected.

These results are in line with other research that demonstrates the critical roles that strong leadership, a positive workplace culture, and high job satisfaction play in raising teacher performance. According to Sonedi (2016), school administrators' leadership significantly influences teachers' work happiness, which in turn influences their performance. These findings are corroborated by Suhayat et al., (2023), who demonstrate that organizational atmosphere directly affects teacher performance. Furthermore (Jamali & Refi, 2022; Widayati et al., 2020) highlighted that teacher performance is significantly impacted by job satisfaction, both immediately and over time. Therefore, the study's findings support the notion that strong principal leadership, a positive work environment, and high job satisfaction all significantly enhance teacher performance at Pelalawan Regency High School and have implications for future improvements in educational administration.

CONCLUSIONS

The principal leadership, organizational environment, and job satisfaction were analyzed, and the results showed that all three factors significantly impacted teacher performance at the same time. This demonstrates how these elements complement one another and are crucial in defining the caliber of teacher performance. It is anticipated that optimizing these three factors will have a more beneficial effect on raising educational standards generally. Since they are at the forefront of the learning process, teachers are supposed to keep trying to get better. This may be achieved by enhancing their skills, fostering an enjoyable learning environment, and fulfilling their duties as teachers. The preparation, execution, assessment, and follow-up of the learned material are all included in this process. In order for the study's findings to be more broadly applicable, it is advised that future research should broaden the sample's coverage by including a larger region.

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