

## **Principal's Leadership Style, School Climate and Teachers' Performance Towards School Effectiveness**

**Subandi<sup>1</sup>, Mispani<sup>2</sup>, Choirudin<sup>3</sup>, Apri Wahyudi<sup>4</sup>**

<sup>1</sup>Universitas Islam Negeri Raden Intan Lampung, Indonesia, subandi@radenintan.ac.id

<sup>2</sup>Institut Agama Islama Ma'arif NU (IAIMNU) Metro Lampung, Indonesia, mispaniiaimnu66@gmail.com

<sup>3</sup>Institut Agama Islama Ma'arif NU (IAIMNU) Metro Lampung, Indonesia, choirudiniaimnumetro@gmail.com

<sup>4</sup>Sekolah Tinggi Ilmu Tarbiyah (STIT) Pringsewu Lampung, Indonesia, apriwahyudistitpringsewu@gmail.com

### **Abstract**

The progress of a nation depends on quality human resources. An effort to improve the quality of human resources was to provide maximum education through good teachers' performance and school effectiveness. Teachers' performance improvement was influenced by organizational communication and other factors. The influence of school climate on some previous research has also been widely studied, for instance, the impact of school climate on teachers' performance. Good teachers' performance can be enhanced by several factors, including the Principal's Leadership style the school climate. This article aimed to determine the effect of school climate and organizational communication on teachers' performance. The researchers used a quantitative approach. Data collection used questionnaires and documentation. Analysis of the data in this study used a part analysis. The result shows a direct and indirect effect of the principal's leadership style variable, school climate, and teachers' performance on school effectiveness at Senior High School Lampung Province. The direct effect of the principal's leadership style is more significant than indirect through motivation on the teachers' performance. It shows that the principal's leadership style plays a role in improving teachers' performance.

**Keywords:** Principal's Leadership Style, School Climate, Teachers Performance, Schools Effectiveness

### **Introduction**

The progress of a nation is closely related to the quality of its Human Resources (HR). Indonesian people have their benchmarks to improve their human resources by optimizing education which continues to be pursued by the government. Education optimization can be achieved if the teachers have a good performance (Huda, 2020; Khalik et al., 2020; Purwati et al., 2020; Setiabudi et al., 2019). Although the Indonesian government has issued various laws, regulations and improved the development programs, the quality of education in schools and madrasas was still low (Ansori, 2019; Haris, 2018; Limpo et al., 2018; Nugroho et al., 2019). A good teachers' performance would positively impact the quality of Indonesia's

human resources. A good teachers' performance is continuous with the teachers' communication skills.

Besides, the teachers' performance improvement was influenced by organizational communication and school climate. The influence of school climate on some previous research has also been widely studied, for instance, the impact of school climate on teachers' performance (Adejumobi & Kola Ojikutu, 2013; Rhodes et al., 2009), analyzing school climates and teachers' leadership (Hoy et al., 1996; Kusumaningtyas et al., 2019; MacNeil et al., 2009; Sebastian et al., 2017); Kiliñç, A. Ç. 2014), School climate in examining classroom influence on students' perception (Burns & Lewis, 2000; Fraser & Fisher, 1982; Mitchell & Bradshaw, 2013; Setiabudi et al., 2019; Weaver & Qi, 2005), the influence of school climate on student outcome (Caldarella et al., 2011; Haynes et al., 1997; Uline & Tschannen-Moran, 2008; Wang & Degol, 2016), the correlation of school climates, student achievement, and school safety (Kraft et al., 2016; Kutsyuruba et al., 2015; Lleras, 2008), and Social environments and social, emotional learning on predicting job satisfaction (Caricati et al., 2014; Collie et al., 2012; Fairbrother & Warn, 2003; Harris et al., 2007).

However, the study was focused on effective organizational communication. Equally, school climate affects teachers' performance. Corporate communication and school climate are two aspects that determine how teachers can carry out basic and functional tasks in school. It makes the researchers find several problems: the teachers' ability to teach was still low, organizational communication, and school climate that was not conducive. Hence, the conducive school climate and good corporate communication were able to encourage teachers' performance at school.

Quality education or schools are also excellent or successful schools that are effective and superior (Darling-Hammond et al., 2020). It is hoped that a sound education system will emerge future generations of the nation who are qualified and able to adapt themselves to live in society, as a nation, and as a state. The problem of human resources is not qualified. It is supported by a statement from the National Commission for Child Protection, which states that the dropout rate in Indonesia is high (Setyadharma, 2018). The Ministry of Education and Culture said that only 30 percent of students in Indonesia could continue to pursue higher education. Education is expected to foster the ability to face changes in the present and future realities, both within and outside (Serdyukov, 2017).

Data obtained from the Department of Education and Culture gained the average value of UN and US Year 2019/2020 in Lampung Province reached 56.91, grade repetition rate of 10%. The rate of discontinuation of school is  $\pm$  35%. It shows that the effectiveness of senior secondary schools in Lampung is relatively low. As one of the teaching and learning process elements, the teacher has multiple roles, not only as a teacher who transfers knowledge but also as a guide who encourages potential, develops alternatives, and mobilizes students in learning. For this reason, teachers must continue to learn, read new information, develop creative ideas because teachers play a central role in the teaching and learning process because the quality of education in a school is very much determined by the abilities a teacher has in his duties (Darling-Hammond et al., 2020).

Based on a survey of 130 teachers with short oral interviews about teachers' performance, it can be seen in Figure 1 below:

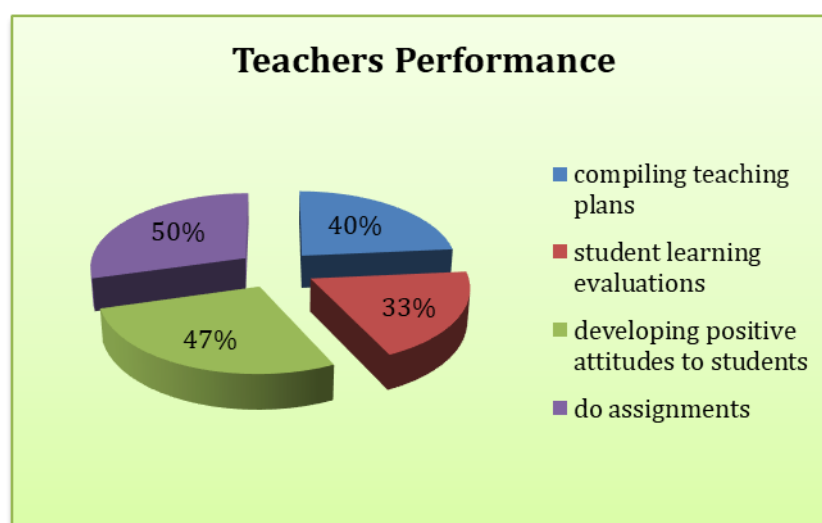


Figure 1. Teachers' Performance Problems in Senior High Schools in Lampung Province

It is known that the performance of high school teachers in Lampung Province is still not good. As many as 40% of teachers stated that they were not optimal in compiling teaching plans. Meanwhile, teachers who were not maximal in carrying out student learning evaluations were 33%. Meanwhile, teachers who did not take the initiative in developing positive attitudes to students were 47%. Furthermore, 50% of teachers are not on time to do assignments.

The data above shows that the teacher's performance of the senior high school in Lampung Province is still lacking. It is thought to be influenced by the principal's leadership style, school climate, and work motivation for teachers. Leadership style is a behavior norm used by a person when that person tries to influence the behavior of others (Fries et al., 2020). The leadership style favored by teachers and subordinates will create a conducive atmosphere for improving teachers' performance (Suharno et al., 2017). Administratively and psychologically, the principal's leadership style determines the course of management.

So, the teacher is a determining factor for the success of education in schools (Utami et al., 2019). The teacher is an influential component in improving the quality of school education. In connection with teacher duties that are so important in achieving the quality of education, the government has made efforts to improve professionalism to increase teachers' competence and welfare.

Performance is a person's willingness and ability to do a job. If the teacher has a good performance, the teaching and learning process results will also be good. Performance plays a vital role in achieving optimal teaching goals. Given the importance of this performance, schools need to improve teachers' performance so teaching objectives can be maximally achieved. According to Rivai (2010: 604), performance is a complete view of the

company/organization during a specific period (Jaleha & Machuki, 2018). Many teachers have not performed as expected. Teachers who do not have a good performance will be visible on implementing the tasks, as some teachers do not make Plans Teaching Program (RPP), Syllabus, Program Semester, Program Annual.

Based on the phenomenon, it is understood that the teachers' performance is not expected. Performance is an exciting variable to study because teachers' performance dramatically affects the success of a school. School effectiveness The results of previous research conducted by (Alm et al., 2019; Duan et al., 2018; Ramberg et al., 2019) regarding school effectiveness researchers concluded that several things could affect school effectiveness include (1) Principal's Leadership, (2) school climate/culture, (3) organizational commitment, (4) school committees, (5) teachers' performance, (6) work discipline and (7) infrastructure.

According to Ghavifekr & Rosdy (2015), school effectiveness is a school where all its resources are organized and utilized to ensure that all students, regardless of race, gender, or socio-economic status, can learn essential curriculum materials. The authors of the resources available in the explanation can conclude that the formation of a school to be effective must have principal solid leadership, optimal performance of educators and education personnel, a conducive culture, cooperation between school members and the community.

It is necessary to research several factors that affect the performance of high school teachers in Lampung Province. If this is allowed, it will impact the lowering of school effectiveness in Lampung Province.

## **Literature Review**

### **The Effect of Principal's Leadership Style on Performance**

Performance is one of the most critical aspects of an organization. Performance shows the extent to which the employees' abilities, in this case, the teacher, are at work. A teacher who has good work performance, then the teacher tends to have a good performance. According to Asrar-ul-Haq et al. (2017), performance is a complete display of the company during a specific period. It is a result of achievement influenced by its operational activities in utilizing its resources.

Performance is the overall pattern of a leader's actions, both visible and invisible to his subordinates (Suharno et al., 2017). Job performance is determined by the interaction of the ability to work. Either to the scope of work or the depth of work. Teachers' performance is determined by the teachers' ability to develop themselves. Teachers' performance is the ability and effort of teachers to carry out teaching tasks and possible in planning teaching programs, implementing learning activities, and evaluating learning outcomes (NawoseIng'ollan & Roussel, 2017).

Teachers' performance must be based on the standards of professional ability while carrying out their obligations as teachers in schools. Cakir & Adiguzel (2020) leadership style is a behavior norm used by a person when that person tries to influence the behavior of others. However, if someone is trying to control the behavior of others, then it has involved a person

in the activity of leadership. In this case, the effort to harmonize perceptions between people who influence behavior and those affected is significant.

The principal's leadership style is a determinant of the success or decline of the school. For the principal's leadership function to successfully empower all school resources to achieve goals, professional abilities are needed: personality, basic skills, professional experience and skills, training and professional knowledge, and administrative and supervisory competence. The principal's leadership style is an implementation of leadership.

### **The Effect of School Climate on Performance**

A conducive working climate will make the madrasa environment comfortable to be one of the motivators for teachers to carry out their duties properly. Dulay & Karadağ (2017) stated that one important aspect that supports the success of the learning process is the school climate. The research results (Suryati et al., 2020) prove that the work climate affects teachers' performance. Meanwhile, in his study, Khoirunnisa (2014) also confirmed that the work climate affects team member performance. The better the work climate, the more it positively affects team member performance. It indicates that the influence of the working environment.

According to Steinmann et al. (2018), the socially coordinated entity is aware, with a restriction that the relative can be identified, working on a relatively continuous basis to achieve a goal or destination group. Dulay & Karadağ (2017) stated several factors influencing the school climate, including leadership, physical environment, norms, attitudes, behavior, and work relationships. It is a motivating factor for teachers in doing work. On the other hand, teacher morale becomes low in a closed school climate. Likewise, the principal and peers' aspects of consideration and encouragement can lead to low teachers' performance.

### **The Effect of Leadership Style, School Climate and Teachers' performance on School Effectiveness**

School effectiveness is the school's ability as an educational service management institution to effectively optimize the function of all existing school resources to achieve goals and efficiently use these resources (Dangara, 2016). Based on the theoretical explanation that has been described, it can be synthesized that what is meant by school effectiveness is the accuracy or success of an institution in optimizing all school resources to achieve goals in meeting everyday needs.

School is one form of formal organization in an educational institution where each school has different complementary components. Schools that are said to be effective are in the learning process actively, or there is the involvement of various parties, especially students and teachers, as learning subjects. There are several essential components in determining the success of an effective school, namely institutional arrangements based on staff achievement and comfort, attention to staff needs, aspirations, and careers, development of school culture, and modern management based on share, care, and fairness.

Leadership style, school climate, and teachers' performance are essential to school effectiveness. Power is often centered on the principal, who serves as the teaching leader for the school, but leadership can also include the roles of teachers and school members (Kapur, 2019). Leadership is the art and skill of people using their power to influence others to carry out certain activities directed at predetermined goals (Kilani, 2016). Leading is working on the intention for a specific purpose. Leads are governed, influenced, and governed by provisions that apply formally, non-formally, and informally.

According to Vermunt & Donche (2017), leadership style is defined in terms of traits, personal behavior, influence on others, interaction patterns, cooperative relationships between roles, the position of administrative work, and perceptions. Meanwhile, NawoseIng'ollan & Roussel (2017) stated that leadership style is the process of influencing, directing, and coordinating all organizational and group activities. Mombourquette (2017) explained that educational leadership style is formed by three dimensions in leadership, namely leadership as "influence," leadership related to "values," and leadership related to "vision." In essence, leadership is a person's ability to influence people in organizations with a specific value system and vision to achieve goals.

## **Methodology**

### **Research Design**

This research was conducted at high schools throughout Lampung Province. The research subjects were high school teachers in Lampung Province. One hundred twenty teachers chose samples by technique probability sampling to provide equal opportunities to all members of the population to be selected into the model. The model is part of the number and characteristics of the population (Sugiyono, 2017). Sampling in this study was carried out by proportionate stratified random sampling. This technique is used when the population has members/elements that are not homogeneous and proportionally stratified. The team member population is stratified in an organization with employees from a stratified educational background.

### **Analyzing of Data**

A normality test is done to check whether data derived from the population is usually distributed or not. According to Duli (2019), the guidelines used in this normality test are to use the Kolmogorov Smirnov test. The homogeneity test was carried out to test whether the population group variations were homogeneous or not. The homogeneity test was carried out using the Levene test. In research, path analysis is used to analyze the pattern of relationships between variables to determine the direct or indirect effect of a set of variables (exogenous) on the dependent variable (endogenous). In this study, path analysis was used to analyze the principal's leadership style, school climate, and teachers' performance on the effectiveness of high schools in Lampung Province.

## Results

### Normality Test

The normality test in this study aims to test the assumption that the sample distribution and the sample mean to follow the population normality. The answer is considered normal by detecting the point spread.

**Table 1. Summary of Research Variable Normality Test**

No.	Variable	Sig.	Alpha	Description
1	Leadership Style ( $X_1$ )	0.332	0.05	Normal
2	School climate ( $X_2$ )	0.285	0.05	Normal
3	Teachers' performance ( $X_3$ )	0.680	0.05	Normal
4	School Effectiveness (Y)	0.325	0.05	Normal

### Homogeneity Test

The homogeneity test was carried out to see whether the research data came from the same variance (homogeneous). The homogeneity test in principle aims to test whether a data group has the same variance among group members:

**Table 2. Variable Homogeneity Test**

No.	Variable	Sig.	Alpha	Description
1	Leadership Style ( $X_1$ )	0.236	0.05	Homogeneous
2	School climate ( $X_2$ )	0.076	0.05	Homogeneous
3	Teachers' performance ( $X_3$ )	0.178	0.05	Homogeneous

### Path Analysis

The program SPSS processes further analysis of the results of research-based formulation of the problem and the hypothesis to determine the magnitude of the coefficient of influence of variables exogenous to the endogenous variables, as well as the coefficient of influence of the exogenous variables with exogenous variables against other endogenous variables through path analysis:

#### *Substructure 1*

In this study, the first analysis was to look at the influence of the principal's leadership style on the climate of teacher schools in Lampung Province. Finding out the effect of the principal's leadership style on the school climate. It can be seen from the following table 3:

**Table 3. Result of Sub Structure Path Structure Analysis 1**

Variable	Path efficiency	$T_{count}$	Sig	$R^2$
----------	-----------------	-------------	-----	-------

Leadership Style (X <sub>1</sub> )	0.365	3.725	0.000	0.134
------------------------------------	-------	-------	-------	-------

### ***Substructure II***

The principal's leadership style, the school climate on teachers' performance in Lampung Province can be seen in the following table 4:

**Table 4. Result of Path Structure Analysis II**

Variable	Path efficiency	T <sub>count</sub>	Sig	F <sub>count</sub>	Sig	R <sup>2</sup>
Leadership Style (X <sub>1</sub> )	0.287	3.058	0.003	21.725	0.000	0.323
School climate (X <sub>2</sub> )	0.606	6.476	0.000			

### ***Substructure III***

To determine the principal's leadership style, school climate, and teachers' performance on school effectiveness in Lampung Province. It can be seen from the following table 5:

**Table 5. Result of Path Structure Analysis III**

Variable	Path efficiency	T <sub>count</sub>	Sig	F <sub>count</sub>	Sig
Leadership style (X <sub>1</sub> )	0.327	3.106	0.003	8.916	0.000
School climate (X <sub>2</sub> )	0.090	0.739	0.462		
Teachers' performance (X <sub>3</sub> )	0.287	2.535	0.013		

Based on the data processing results, it is known that the path coefficient of 0.090, sig = 0.462 > 0.05. It means that the school climate variable does not have a significant effect on the performance of high school teachers in Lampung Province, so a Trimming test is carried out with the results according to table 6 below:

**Table 6. Result of Path III Structure Analysis After Trimming Test**

Variable	Path efficiency	T <sub>count</sub>	Sig	F <sub>count</sub>	Sig	R <sup>2</sup>
Leadership style (X <sub>1</sub> )	0.363	3.894	0.000			
Teachers' performance (X <sub>2</sub> )	0.335	3.589	0.001	13.168	0.000	0.228

Based on the formula above, it is known that the contribution of other variables to school effectiveness is 87.86%.



**Table 7. Recapitulation of the Effect of Exogenous Variables on Endogenous Variables**

No.	Information	%	%
1	Effect of X <sub>1</sub> on X <sub>2</sub>	13.30	
2	Effect of X <sub>1</sub> on Y	13.17	
3	Effect of X <sub>1</sub> on X <sub>3</sub>	8.20	
4	Effect of X <sub>1</sub> on Y through X <sub>3</sub>	3.49	
	<b>The total effect of X<sub>1</sub> on Y</b>		<b>38.16</b>
5	Effect of X <sub>2</sub> on X <sub>3</sub>	36.72	
6	Effect of X <sub>2</sub> on Y through X <sub>3</sub>	1.83	
7	<b>The total effect of X<sub>2</sub> on Y</b>		<b>38.55</b>
8	The direct effect of X <sub>3</sub> on Y	11.22	
	<b>The total effect of X<sub>3</sub> on Y</b>		<b>11.22</b>
9	The magnitude of the influence of other variables	<b>12.07</b>	<b>12.07</b>
	<b>Total</b>	<b>100</b>	<b>100</b>

The results of the data analysis understudy can be described by the path analysis below.

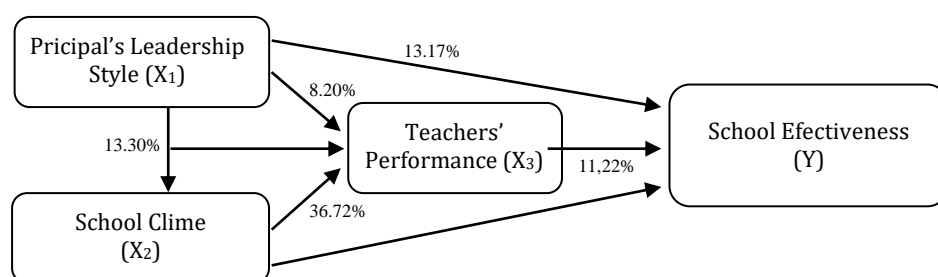


Figure 2. Correlation Percentage of Leadership Style and School Climate on Teachers' performance Has an Impact on School Effectiveness

### Discussion

Based on the analysis of the results, the effect of the principal's leadership style on the school climate in Senior High School Lampung Province, the amount of direct effect is 13.30%. When viewed from the  $T_{count}$  of 3.725 at sig 0.000 and the path coefficient of 0.365 with the effect of other variables on the school climate of 86.70%. It shows that the principal's leadership style significantly impacts the school climate. The school climate can be improved by changing or improving the principal's leadership style.

A good leadership style will direct teacher behavior to work well and provide direction to teachers to work together and respect each other, which offers comfort in working. The creation of comfort at work will create a conducive school climate. Greenway (2017) opinion is that there is a link between school climate and leadership. A good principal's leadership

style will also create a good school climate. Thus, it will create pleasant working conditions that impact creating a conducive school climate.

Based on the analysis of the results obtained a direct impact of 8.20%, the principal's leadership style on teachers' performance. Suppose seen from the  $T_{\text{count}}$  of 3.058 at sig 0.003 with a path coefficient of 0.287. It indicates that the principal's leadership style directly affects teachers' performance at the senior high school in Lampung Province. A kind that is inviting rather than forcing the teacher will motivate the teacher to work. It is in line with the opinion of Herzberg in Nasra & Arar (2019), suggesting that the principal's leadership style is one of the factors that can increase the motivation and performance of a teacher at work.

The direct effect of school climate on teachers' performance of 36.72% with  $T_{\text{count}}$  of 6.467 at sig 0.000 with a path coefficient of 0.606. It shows that the principal's leadership style on teachers' performance has a partially significant effect. Improving teachers' performance can be done by changing or improving the school climate. A school climate conducive and fun will motivate teachers to work as teachers will feel comfortable carrying out the task given—building society towards the organization's existence as a place for potential development. A good school climate can affect teachers' performance because a conducive work environment will motivate people to carry out their duties and continue teachers' performance.

The effect of the principal's leadership style and school climate variables on teachers' performance can be seen from the analysis results of the  $F_{\text{test}}$  is 21.187 with a significance of  $0.000 < 0.05$  with the effect of other variables on the work motivation 82.28%. The meaning leadership style and climate school are jointly significant effects on teachers' performance. However, there are still other variables that affect the teachers' performance. In line with the opinion of Saleem et al. (2020) that as a result of the school climate, there will be a resultant view of the formal system of the organization, leadership style, and other environmental factors on the attitudes, values, beliefs, and motivations of people who work in the organization. In other words, the school climate is seen as a separate property for an institution or organization as seen and felt by its members.

A conducive School climate to providing the convenience of teachers in the works that will perform teachers is good teachers for the task that has been set. Based on the analysis results, the direct effect of the principal's leadership style on school effectiveness was 13.17%. Suppose seen from the  $T_{\text{count}}$  of 3.894 at sig 0.000 and the path coefficient of 0.363. It shows that the principal's leadership style significantly affects school effectiveness. Meanwhile, the principal's leadership style's indirect effect on teachers' performance was 3.49% on school effectiveness. The indirect effect of school climate on school effectiveness through teachers' performance was 1.83%. For variable effect school climate on the performance of the analysis of the results obtained by the  $T_{\text{count}}$  of 0.739 with significant  $0.462 > 0.05$ , the effect directly on school effectiveness has no considerable impact do trimming test to receive a new path analysis.

Meanwhile, the direct effect of teachers' performance on school effectiveness shows that the results are 11.22%, the amount of path coefficient is 0.335, the  $T_{\text{test}}$  is 3.589 with a significant 0.001, which means that teachers' performance has a substantial effect on school

effectiveness. Taken together, the Principal's Leadership style variable and teachers' performance based on the  $F_{test}$  is 13.168 with a significance of  $0.000 < 0.05$ . It showed the variable performance of teachers as an intervening variable that can strengthen and could also weaken the relationship between the variables of school climate to variables of school effectiveness. For this data, the results obtained path coefficient  $0.335 < 0.363$ . It means a more significant direct effect on the top school's leadership style effectiveness of the indirect central leadership style of the school effectiveness through teachers' performance in high school Lampung province. In contrast, the effect of other variables on the performance of 87.86% means that many other variables affect performance apart from the authors studied.

Improvements to school effectiveness can be made by changing and improving leadership styles, school climate, and teachers' performance. A leadership style that goes well will direct teachers to work better and invite teachers to work together and respect each other to create comfort in work that will later be obtained, creating a school climate conducive. A conducive environment will motivate teachers to carry out their assigned tasks, seen from their performance. It is in line with Ghavifekr & Rosdy (2015). The factors that affect performance are divided into external factors and internal factors. Internal factors include discipline, work motivation, commitment, professional attitudes, intelligence, knowledge and abilities, self-control, while external factors can be in the form of training, school climate, wages, and work atmosphere, and implementation of supervision. The expert's opinion shows that leadership style, work environment (school climate), and work motivation can affect school effectiveness.

### **Conclusion**

Based on the research that has been conducted on the effect of the principal's leadership style, school climate, and teachers' performance on the school effectiveness in Lampung Province. The following conclusions can be drawn: The principal's leadership style significantly affects the school climate. The principal's leadership style can direct the teachers' behavior to create the school climate in the desired direction so that the role of a school principal as a leader can create a conducive environment. The principal's leadership style significantly affects the teachers' performance at Senior High School Lampung Province. It means that teachers' performance is still not completely good, so this can be done by improving the principal's leadership style to increase and improve the performance.

The principal's leadership style and school climate significantly affect teachers' performance at Senior High School Lampung Province. It means that improving the school climate can enhance the principal's leadership style and the school climate. Teachers' performance can be encouraged through the ability or style that supports teacher work. While the school climate directly has no significant effect on school effectiveness in Lampung Province. It means the school climate is less conducive to affecting the variable performance style of leadership, the head of the school, school climate, and teachers' performance affect the school effectiveness at Senior High School Lampung Province.

There is a direct and indirect effect of the principal's leadership style, school climate, and teachers' performance on school effectiveness at Senior High School Lampung Province.

Effect direct principal's leadership style of the teachers' performance greater than indirect effect through motivation on the teachers' performance. It shows that the principal's leadership style plays a role in improving teachers' performance.

### **Recommendations**

Based on the study results, future researchers to be able to examine the effect of school climate on school effectiveness and the factors that strengthen and weaken it. The weakest influence occurs in leadership style on teacher performance, so it is vital to provide recommendations to research a performance and leadership style directed at the leadership of a rector at a university.

### **Limitations**

This research can be limited to variables about the principal's leadership style, school climate, teachers' performance, and school effectiveness. This study has not discussed the factors that affect teachers' performance and overall school effectiveness. However, it is understood theoretically that these variables have contributed to the school effectiveness in Lampung Province.

### **Acknowledgments**

This study was supported by the collaboration of Universitas Islam Negeri Raden Intan Lampung, Institut Agama Islama Ma'arif NU (IAIMNU) Metro Lampung and Sekolah Tinggi Ilmu Tarbiyah (STIT) Pringsewu Lampung. Furthermore, acknowledgment is also expressed for the full support from Senior High School Lampung Provincial for the research contribution.

### **References**

1. Adejumobi, F. T., & Kola Ojikutu, R. (2013). School climate and teacher job performance in Lagos state Nigeria. In *Discourse Journal of Educational Research* [www.resjournals.org/IJER](http://www.resjournals.org/IJER) (Vol. 1, Issue 2).
2. Alm, S., Låftman, S., Sandahl, J., & Modin, B. (2019). School effectiveness and students' future orientation: A multilevel analysis of upper secondary schools in Stockholm, Sweden. *Journal of Adolescence*, 70, 62–73. <https://doi.org/10.1016/j.adolescence.2018.11.007>
3. Ansori, H. (2019). Effectiveness of Educational Objectives: Advancing the Quality of Education in Indonesia. *AL-HAYAT: Journal of Islamic Education*, 3(1), 20. <https://doi.org/10.35723/ajie.v3i1.42>
4. Asrar-ul-Haq, M., Anwar, S., & Hassan, M. (2017). Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan. *Future Business Journal*, 3(2), 87–97. <https://doi.org/10.1016/j.fbj.2017.05.003>
5. Burns, H., & Lewis, B. (2000). Dual-Enrolled Students' Perception of the Effect of Classroom Environment on Educational Experience. *The Qualitative Report*, 4(1), 1–10. <https://doi.org/10.46743/2160-3715/2000.2089>
6. Cakir, F. S., & Adiguzel, Z. (2020). Analysis of Leader Effectiveness in Organization and Knowledge Sharing Behavior on Employees and Organization. *SAGE Open*, 10(1), 2158244020914634. <https://doi.org/10.1177/2158244020914634>
7. Caldarella, P., Shatzer, R. H., Gray, K. M., Richard Young, K., Young, E. L., Weller Swanson, K., & Caldarella Ryan Shatzer Kristy M Gray K Richard Young Ellie L Young, P. H. (2011). The Effects of School-wide Positive Behavior Support on Middle School Climate and Student Outcomes for Middle Level Education 1 The Effects of School-wide Positive Behavior Support on Middle School Climate and Student Outcomes. *Emerald.Com*, 35(4), 1–14. <https://doi.org/10.1080/19404476.2011.11462087>

8. Caricati, L., La Sala, R., Marletta, G., Pelosi, G., Ampollini, M., Fabbri, A., Ricchi, A., Scardino, M., Artioli, G., & Mancini, T. (2014). Work climate, work values and professional commitment as predictors of job satisfaction in nurses. *Journal of Nursing Management*, 22(8), 984–994. <https://doi.org/10.1111/jonm.12079>
9. Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189–1204. <https://doi.org/10.1037/a0029356>
10. Dangara, Y. (2016). *Educational Resources: An Integral Component for Effective School Administration in Nigeria*. 11.
11. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
12. Duan, X., Du, X., & Yu, K. (2018). School Culture and School Effectiveness: The Mediating Effect of Teachers' Job Satisfaction. *International Journal of Learning, Teaching and Educational Research*, 17(5), 15–25. <https://doi.org/10.26803/ijlter.17.5.2>
13. Dulay, S., & Karadağ, E. (2017). The Effect of School Climate on Student Achievement. In *The Factors Effecting Student Achievement: Meta-Analysis of Empirical Studies*. [https://doi.org/10.1007/978-3-319-56083-0\\_12](https://doi.org/10.1007/978-3-319-56083-0_12)
14. Duli, N. (2019). *Metodologi Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS*. Deepublish.
15. Fairbrother, K., & Warn, J. (2003). Workplace dimensions, stress and job satisfaction. *Journal of Managerial Psychology*, 18(1–2), 8–21. <https://doi.org/10.1108/02683940310459565>
16. Fraser, B. J., & Fisher, D. L. (1982). Predicting Students' Outcomes from Their Perceptions of Classroom Psychosocial Environment. *American Educational Research Journal*, 19(4), 498–518. <https://doi.org/10.3102/00028312019004498>
17. Fries, A., Kammerlander, N., & Leitterstorf, M. (2020). Leadership Styles and Leadership Behaviors in Family Firms: A Systematic Literature Review. *Journal of Family Business Strategy*, 100374. <https://doi.org/10.1016/j.jfbs.2020.100374>
18. Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Science (IJRES)*, 1(2), 18.
19. Greenway, G. H. (2017). *Relationship Between School Climate and Student Achievement* [Doctoral dissertation]. Georgia Southern University.
20. Haris, R. (2018). THE COMPETENCE OF YOUNG ENTREPRENEUR CANDIDATE IN UNIVERSITY, INDONESIA. In *Journal of Entrepreneurship Education* (Vol. 21, Issue 3).
21. Harris, J. I., Winskowski, A. M., & Engdahl, B. E. (2007). Types of workplace social support in the prediction of job satisfaction. *Career Development Quarterly*, 56(2), 150–156. <https://doi.org/10.1002/j.2161-0045.2007.tb00027.x>
22. Haynes, N. M., Emmons, C., & Ben-Avie, M. (1997). School Climate as a Factor in Student Adjustment and Achievement. *Journal of Educational and Psychological Consultation*, 8(3), 321–329. [https://doi.org/10.1207/s1532768xjepc0803\\_4](https://doi.org/10.1207/s1532768xjepc0803_4)
23. Hoy, W. K., Hoffman, J., Sabo, D., & Bliss, J. (1996). The organizational climate of middle schools: The development and test of the OCDQ-RM. *Journal of Educational Administration*, 34(1), 41–59. <https://doi.org/10.1108/09578239610107156>
24. Huda, M. N. (2020). *Strengthening on Human Resources Investment through Education in Indonesia*. 138–141. <https://doi.org/10.2991/icei-19.2019.35>
25. Jaleha, A. A., & Machuki, V. N. (2018). Strategic Leadership and Organizational Performance: A Critical Review of Literature. *European Scientific Journal ESJ*, 14(35). <https://doi.org/10.19044/esj.2018.v14n35p124>
26. Kapur, R. (2019). *Leadership Role in Educational Institutions*.
27. Khalik, M. F., Asbar, A., & Elihami, E. (2020). The Quality of Human Resource in Enrekang District. *JURNAL EDUKASI NONFORMAL*, 1(1), 63–71.

28. Kilani, Y. (2016). *The Influence of the Leadership Style on Managerial Creativeness from the Perspective of Employees within Jordanian Industrial Corporations*. 27–39. <https://doi.org/10.3968/8951>
29. Kraft, M. A., Marinell, W. H., & Shen-Wei Yee, D. (2016). School Organizational Contexts, Teacher Turnover, and Student Achievement: Evidence From Panel Data. *American Educational Research Journal*, 53(5), 1411–1449. <https://doi.org/10.3102/0002831216667478>
30. Kusumaningtyas, W., Q, I. A., Laili, N., & Hartati, S. (2019). Gestalt-Prophetic: The Parenting Method for Early Childhood with Gadgets Addiction. *Islamic Guidance and Counseling Journal*, 2(2), 66–76. <https://doi.org/10.25217/igcj.v2i2.391>
31. Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: A review of the literature. *Review of Education*, 3(2), 103–135. <https://doi.org/10.1002/rev3.3043>
32. Limpo, I. Y., Bachri, S., Ilmar, A., & Patittingi, F. (2018). Potret of Basic Education in Indonesia. *Journal of Law, Policy and Globalization*, 69.
33. Lleras, C. (2008). Hostile school climates: Explaining differential risk of student exposure to disruptive learning environments in high school. *Journal of School Violence*, 7(3), 105–135. <https://doi.org/10.1080/15388220801955604>
34. MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1), 73–84. <https://doi.org/10.1080/13603120701576241>
35. Mitchell, M. M., & Bradshaw, C. P. (2013). Examining classroom influences on student perceptions of school climate: The role of classroom management and exclusionary discipline strategies. *Journal of School Psychology*, 51(5), 599–610. <https://doi.org/10.1016/j.jsp.2013.05.005>
36. Mombourquette, C. (2017). The Role of Vision in Effective School Leadership. *International Studies in Educational Administration*, 45, 19–37.
37. Nasra, M. A., & Arar, K. (2019). Leadership style and teacher performance: Mediating role of occupational perception. *International Journal of Educational Management, ahead-of-print*. <https://doi.org/10.1108/IJEM-04-2019-0146>
38. NawoseIng'ollan, D., & Roussel, J. (2017). Influence of Leadership Styles on Employees' Performance: A Study of Turkana County, Kenya. *International Journal of Business and Social Science*, 8(7), 17.
39. Nugroho, O. F., Permanasari, A., & Firman, H. (2019). The movement of stem education in Indonesia: Science teachers' perspectives. *Jurnal Pendidikan IPA Indonesia*, 8(3), 417–425. <https://doi.org/10.15294/jpii.v8i3.19252>
40. Purwati, P., Japar, M., & Putro, H. E. (2020). The Lack of Interest to do Counseling among Junior High School Students: Evaluation of Principals, Counselors, Teachers, and Peers Factors. *Islamic Guidance and Counseling Journal*, 3(2), 54–60. <https://doi.org/10.25217/igcj.v3i2.737>
41. Ramberg, J., Låftman, S. B., Almquist, Y. B., & Modin, B. (2019). School effectiveness and students' perceptions of teacher caring: A multilevel study. *Improving Schools*, 22(1), 55–71. <https://doi.org/10.1177/1365480218764693>
42. Rhodes, J. E., Camic, P. M., Milburn, M., & Lowe, S. R. (2009). Improving middle school climate through teacher-centered change. *Journal of Community Psychology*, 37(6), 711–724. <https://doi.org/10.1002/jcop.20326>
43. Saleem, A., Aslam, S., Yin, H., & Rao, C. (2020). Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management. *Sustainability*, 12(8), 3390. <https://doi.org/10.3390/su12083390>
44. Sebastian, J., Huang, H., & Allensworth, E. (2017). School Effectiveness and School Improvement An International Journal of Research, Policy and Practice Examining integrated leadership systems in high schools: Connecting principal and teacher leadership to organizational processes and student outcomes. *Taylor & Francis*, 28(3), 463–488. <https://doi.org/10.1080/09243453.2017.1319392>
45. Serdyukov, P. (2017). Innovation in education: What works, what doesn't, and what to do about it? *Journal of Research in Innovative Teaching & Learning*, 10(1), 4–33. <https://doi.org/10.1108/JRIT-10-2016-0007>

46. Setiabudi, A., Luddin, M. R., & Rahmawati, Y. (2019). Human Resources Development Through Scholarship: A Case Study of Ministry of Public Works and Housing of Indonesia. *Journal of International Conference Proceedings*, 2(2), 1–6. <https://doi.org/10.32535/jicp.v2i2.597>
47. Setyadharma, A. (2018). Government's Cash Transfers And School Dropout In Rural Areas. *JEJAK*, 11(2), 447–461. <https://doi.org/10.15294/jejak.v11i2.16125>
48. Steinmann, B., Klug, H. J. P., & Maier, G. W. (2018). The Path Is the Goal: How Transformational Leaders Enhance Followers' Job Attitudes and Proactive Behavior. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.02338>
49. Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. CV. Alfabeta.
50. Suharno, S., Sarjana, P., & Gunawan, R. (2017). The effect of work environment, leadership style, and organizational culture towards job satisfaction and Its implication towards employee performance in Parador Hotels and Resorts, Indonesia. *International Journal of Law and Management*, 59, 00–00. <https://doi.org/10.1108/IJLMA-10-2016-0085>
51. Uline, C., & Tschannen-Moran, M. (2008). The walls speak: The interplay of quality facilities, school climate, and student achievement. *Journal of Educational Administration*, 46(1), 55–73. <https://doi.org/10.1108/09578230810849817>
52. Utami, P. P., Matin, & Sutjipto. (2019). The Effect Of Absenteeism On Teacher Work Productivity. *International Journal of Advanced Research*, 7(4), 1615–1626. <https://doi.org/10.21474/IJAR01/8992>
53. Vermunt, J. D., & Donche, V. (2017). A Learning Patterns Perspective on Student Learning in Higher Education: State of the Art and Moving Forward. *Educational Psychology Review*, 29(2), 269–299. <https://doi.org/10.1007/s10648-017-9414-6>
54. Wang, M. Te, & Degol, J. L. (2016). School Climate: A Review of the Construct, Measurement, and Impact on Student Outcomes. In *Educational Psychology Review* (Vol. 28, Issue 2, pp. 315–352). Springer New York LLC. <https://doi.org/10.1007/s10648-015-9319-1>
55. Weaver, R. R., & Qi, J. (2005). Classroom Organization and Participation: College Students' Perceptions. *The Journal of Higher Education*, 76(5), 570–601. <https://doi.org/10.1080/00221546.2005.11772299>