

The Impact of Organizational Climate and Professional Competence on Teachers' Performance

Nani Yulia Sari¹, Muhammad Kristiawan², Suherman¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia, ²Universitas Bengkulu, Bengkulu, Indonesia

Corresponding author e-mail: naniyuliasari.36@gmail.com

Article History: Received on 20 May 2025, Revised on 24 June 2025,
Published on 1 July 2025

Abstract: This study determines the effect of organizational climate and professional competence on teacher's performance partially and simultaneously at SMA Negeri 9 Palembang. Data collection techniques were carried out through questionnaires, observations, and documentation studies. The validity test used construction validity, while the reliability test used Cronbach's alpha, linearity test, and normality test. The results state there is significant partial and simultaneous effect of organizational climate and professional competence on teacher's performance at SMA Negeri 9 Palembang. The findings can help school administrators at SMA Negeri 9 Palembang design better policies to enhance organizational climate and teacher competence. Despite extensive research on teacher performance, few studies have examined the combined effect of organizational climate and professional competence in Indonesian high schools. Since both factors significantly influence performance, school leaders and policymakers can prioritize interventions such as workshops, mentorship, and a supportive work environment to boost teacher effectiveness. This study adds new insights by examining the dual influence of organizational climate and professional competence on teacher performance in a specific Indonesian school. Its practical value lies in guiding school leaders to enhance both workplace culture and teacher skills, while its academic contribution strengthens the literature with robust, context-specific evidence.

Keywords: Indonesian High Schools, Organizational Climate, Professional Competence, Teachers' Performance

A. Introduction

Education in general aims to improve the quality of human resources through the learning process in schools. With the existence of educational activities that are carried out consciously and planned by teachers in organizing learning activities for their students in schools, it is hoped that they will become humans who have knowledge and become people who have good morals in community life. Therefore, to realize students who have intellectual abilities as expected, teachers are needed who have good performance so that they are able to actively develop the potentials that exist in

students. Teacher's performance is the ability of a teacher to carry out learning tasks in schools and be responsible for students under their guidance by improving student learning achievements. Therefore, teacher's performance can be interpreted as a condition that shows the ability of a teacher to carry out his duties in schools and describes the existence of an action displayed by the teacher in carrying out learning activities (Karim et al., 2021; Ndukwe & Daniel, 2020). A teacher is always required to improve his abilities or competencies towards the better so that the performance produced will continue to increase over time. This awareness is part of the process to continue learning to develop and improve their professionalism in carrying out their duties as educators in teaching students. Good and professional teacher's performance will affect the learning achievements produced by students (Pido et al., 2023). The process of realizing well-organized teaching and learning activities, in addition to requiring teacher professionalism in carrying out their duties, the role of the principal as a leader has a large role through a conducive school organizational climate for teachers in carrying out their duties at school.

The principal is a leader in determining teaching and learning activities at school, organizing them in such a way through his role as a leader (Pan & Chen, 2021). His leadership is said to be successful if he is able to understand the existence and conditions of the school he leads as a complex and unique organization and is able to foster, guide, and carry out his role to all school residents. Organizational climate plays an important role in improving teacher's performance (Adriana et al., 2023). Organizational climate results in the emergence of environmental patterns that give rise to motivation and focus on reasonable perceptions and have an impact on Teacher's performance. This statement is reinforced by Vos & Page (2020), who said that organizational climate is a collection and environmental pattern that determines the emergence of motivation and focuses on reasonable or assessable perceptions so that it has a direct influence on the performance of organizational members.

According to Sein Myint et al. (2021), organizational climate is a set of measurable properties of the work environment that are felt or seen directly or indirectly by people living in the environment and are assumed to influence their motivation and behavior. A good organizational climate will influence the realization of good performance and will form new expectations for teachers about the consequences of carrying out their duties (Van Waeyenberg et al., 2022). Nabella et al. (2022) said that organizational climate can be in one place on a continuum that moves from pleasant to neutral to unpleasant. Principals and teachers want a more pleasant climate because the benefit is to realize better performance. Organizational climate is the human environment in which employees of an organization do their work. Organizational climate concerns all environments that exist or are faced by employees in an organization that affect employees in carrying out their organizational activities because a good environment directly or indirectly greatly influences the climate.

Every organization, like a school, has its own way of presenting its business. Therefore, an organization has a different climate from other organizations. The climate of a school organization can be oppressive, neutral, or supportive, depending on how it is managed; therefore, every organization always has a unique work climate. School organizations tend to attract and retain people who fit their climate, so that to a certain extent the pattern can be sustainable. Schools as organizations are groups consisting of several teachers and staff who have the same vision and mission. In schools, there are various elements in them that are related to each other. The elements in question are the principal (leader) and teachers (lower), all of which are related in order to achieve the school's goals. If one of the elements of the school does not have performance according to the proportion that is mandated, then the goals of the school will be difficult to achieve. The school organization certainly has its own steps so that its program can be accredited or recognized in its implementation.

In implementing the program, of course, there is a very mature initial plan to determine how the school organization will be in the future. Because many school organizations experience stagnation due to the absence of a clear formulation of performance implementation. There are two important aspects that must be considered in organizational climate, namely the workplace itself and the treatment received from management. Employees feel that a certain organizational climate is pleasant when they do something useful that provides personal benefits; thus, the organizational climate created plays an important role in the organization's ability to create its goals. Success in a school organization is certainly influenced by the extent of the teacher's performance (Indajang et al., 2021). School organizations are viewed by the public as small organizations, but they feel big when they are creative and prove to the public a lot of real steps in the daily activities of teachers in teaching and other social activities.

But on the contrary, there are large school organizations in the public eye, but there are no real steps that lead to the success of the programs that have been created or the incompatibility of the programs designed with needs. Therefore, cooperation is needed between the principal and teachers to improve the quality of the school. Brauckmann et al. (2023) said that the principal is a professional educator manager recruited by a certain institution to manage all activities that occur in the school based on established policies. Teachers are components of education providers who have a large role in realizing quality human resources through learning and coaching activities that are continuously developed through the learning process in guiding students; therefore, to realize students who have good quality, in addition to supervision carried out by the principal, teacher professionalism is also needed in carrying out their duties at school. Siri et al. (2020) argues that teacher competence is related to their professionalism, namely teachers who are competent (capable). Therefore, teacher professional competence can be interpreted as the ability and authority of teachers in carrying out their teaching profession with their broad abilities. The professionalism of a teacher is very important in realizing a knowledge-

based school, namely an understanding of learning, curriculum, and student development, including teaching activities in the classroom.

According to Widya (2019), there are several factors that influence teacher's performance, namely, a sense of dedication, personal personality, professional development, communication, relationships with the community, and discipline in carrying out their duties. Teachers who have a professional predicate will be able to apply learning by carrying out various innovations to motivate students' enthusiasm for learning, not only listening to what is conveyed by students but also being able to build a learning atmosphere that makes students active with the desire to ask questions about the material being taught. According to Murkatik et al. (2020), professional competence is the ability or competence related to the adjustment of teaching tasks. This competence is a very important competence and is directly related to the performance displayed. Teachers have a very big responsibility in carrying out their role as educators in schools. But on the contrary, there are large school organizations in the public eye, but there are no real steps that lead to the success of the programs that have been created or the incompatibility of the programs designed with needs. Therefore, cooperation is needed between the principal and teachers to improve the quality of the school. Dianto et al. (2023) said that the principal is a professional educator manager recruited by a certain institution to manage all activities that occur in the school based on established policies.

Teachers are components of education providers who have a large role in realizing quality human resources through learning and coaching activities that are continuously developed through the learning process in guiding students; therefore, to realize students who have good quality, in addition to supervision carried out by the principal, teacher professionalism is also needed in carrying out their duties at school. Therefore, teacher professional competence can be interpreted as the ability and authority of teachers in carrying out their teaching profession with their broad abilities (Snoek et al., 2019).

The professionalism of a teacher is very important in realizing a knowledge-based school, namely an understanding of learning, curriculum, and student development, including teaching activities in the classroom. Teachers who have a professional predicate will be able to apply learning by carrying out various innovations to motivate students' enthusiasm for learning, not only listening to what is conveyed by students but also being able to build a learning atmosphere that makes students active with the desire to ask questions about the material being taught. Professional competence is the ability or competence related to the adjustment of teaching tasks. This competence is a very important competence and is directly related to the performance displayed. Teachers have a very big responsibility in carrying out their role as educators in schools.

In order to achieve quality learning goals, teacher competence and professionalism must always be improved. Teacher professional competence needs to be improved in a programmed, sustainable manner through various professional development systems so that it can improve teacher teaching abilities. This is related to the strategic role of teachers, especially in the formation of student character through personality development in the learning process at school. Professional competence is a competence that must be possessed by professional teachers. This competence must be developed in order to achieve learning goals at school. Professional competence is considered important to be developed by teachers because professional competence includes the teacher's ability to master learning materials and the teacher's ability to manage learning.

Professional competence means that teachers must have broad and deep knowledge of the subject matter (field of study) to be taught, as well as mastery of methodology in the sense of having knowledge of theoretical concepts, being able to choose the right method, and being able to use it in the teaching and learning process. Therefore, in this study, what is meant by professional competence is the teacher's ability to master the subject matter and the teacher's ability to manage learning. The management of learning in question is understanding students, planning the implementation of learning, mastering learning methods and media, and assessing learning outcomes. Teachers' mastery of subject matter is very important to support the success of teaching. Vera (2017) emphasizes the importance of mastery of teaching materials by a teacher to achieve successful teaching. Teachers must help students in their minds (science) and help students master certain work skills (in line with technological demands), so that the quality of teachers' mastery of teaching materials greatly determines the success of the teaching carried out.

According to Antera (2021), teachers who have professional competence need to master several abilities, namely scientific disciplines as sources of teaching materials, teaching materials taught, knowledge of student characteristics, knowledge of philosophy and educational goals, knowledge and mastery of teaching methods and models, mastery of the principles of learning technology, and knowledge of assessment, and being able to plan and lead for the smooth running of the educational process. Based on the results of interviews during the pre-observation activities conducted by the researcher on October 5, 2024, with several teachers regarding the organizational climate of SMA Negeri 9 Palembang, the researcher can conclude that the organizational climate at SMA Negeri 9 Palembang is excellent. In daily descriptions, there is cooperation between the principal and the teachers who teach at SMA Negeri 9 Palembang. The principal always provides direction to teachers to always try to improve their performance in carrying out their duties, and there is good and compact communication between fellow teachers.

There is good cooperation between teachers to help each other in improving their teaching performance, but behind the good cooperation between teachers and

principals and between teachers, there is actually a problem experienced by teachers in achieving their good teaching performance. The problems that arise come from external factors so that they are felt to interfere with the achievement of the goals of a good organizational climate. One of the less good problems in this school related to the organizational climate is regarding the professional competence of teachers in the school they lead. The researcher can conclude that in carrying out their daily duties in teaching and learning activities at school, the organizational climate at SMA Negeri 9 Palembang has not been running well; this condition affects the performance of teachers in carrying out their duties. The less than optimal organizational climate is caused by the lack of warmth between employees, meaning there is an emotional bond between leaders and subordinates that can support the smoothness of teachers in carrying out their duties at school.

The results of the researcher's interview with the principal showed that teachers who teach at SMA Negeri 9 Palembang have not shown their optimal professionalism in teaching. When carrying out learning activities in the classroom, teachers still use conventional learning methods, where lecture methods and assignment methods to record and summarize learning materials in textbooks are still the mainstay in the learning process. It is rare to see teachers applying learning models or using learning media that can arouse students' motivation and enthusiasm to learn, such as the use of projectors or videos of delivering learning materials. The performance of teachers at State Senior High School 9 Palembang is still stagnant. In their role, teachers have not shown their professionalism in teaching. There are still frequent cases of teachers arriving late to school, leaving class before class ends, and going home before learning activities are finished. If there are guests from outside, they seem indifferent and lazy to greet them, so it looks like the teachers are not very friendly to guests who come from outside, and the dedication of the teachers to make State Senior High School 9 Palembang an advanced and superior school is still low. While prior studies have examined organizational climate and professional competence separately, their combined effect on teacher performance in Indonesian schools remains underexplored.

B. Methods

Research on the influence of organizational climate and professional competence on teacher's performance at SMA Negeri 9 Palembang was conducted from October 2024 to July 2025 at SMA Negeri 9 Palembang. The research method used by the researcher in this study was the descriptive quantitative research method. The descriptive quantitative research method is a study that is positioned as value-free. In other words, quantitative research strictly applies the principles of objectivity. This objectivity is obtained, among other things, through the use of instruments that are tested for validity and reliability. The research population was all teachers who teach at SMA Negeri 9 Palembang, totaling 79 people. Arikunto (2019) said that if the sample is under 100, it's best to take all of them for a population study. So, the sample size

used in this study was 79 respondents, or the total number of teachers who teach at SMA Negeri 9 Palembang. Because the population is 79 teachers and refers to, we made the entire population of this study a sample (total sampling). Data collection techniques in this study were observation, questionnaires, and documentation studies. Validity tests were used to measure the validity of a questionnaire. The technique used to determine the validity of the instrument was using the Pearson Product Moment correlation (bivariate Pearson). To test the validity of the questionnaire instrument, it was first tested on similar research objects of 20 respondents who were teachers who taught at SMA Negeri 4 Palembang. The results of the validity analysis can be seen by reading the correlation value (CITC) of each variable indicator item against the total variable items. To test the validity, the researcher used the help of the SPSS Version 25 for Windows program.

C. Results and Discussion

The Influence of Organizational Climate on Teacher's Performance at SMA Negeri 9 Palembang

To test the hypothesis of this study, we used the t-test technique. The t-test is used to determine whether there is a significant partial effect between one independent variable, namely organizational climate, and one dependent variable, namely Teacher's performance. The results of the t-test calculation prove that the organizational climate variable (X1) on the teacher's performance variable (Y) shows that the calculated t-value = 3.461 is greater than the t-table value of 1.671 with a significant level = $0.002 < (\alpha) 0.05$ (the t-table is obtained from df (n-2) $79 - 2 = 77$ so that the t-table value is 1.671). This shows that H_0 is rejected and H_a is accepted, which means that partially the organizational climate variable has a significant influence on teacher's performance at SMA Negeri 9 Palembang. The results of this calculation prove that organizational climate has an influence on teacher's performance at SMA Negeri 9 Palembang. Dabić et al. (2019) state that organizational climate is the perception of members of an organization of the nature and character that exists in the place where they gather that distinguishes them from other organizations and can influence the people in it.

Organizational climate is the internal environment or psychology of the organization and can also be seen as being able to influence the behavior of its members, and the organizational climate is formed because of activities in an organization (Obeng et al., 2021). Organizational climate is something that can be measured in the work environment, both directly and indirectly affects employees and their work, and where the work environment is assumed to affect employee motivation and behavior. Organizational climate is a condition felt by employees or employees who work in a particular institution or organization. Organizational climate greatly affects the performance of employees in it. If the organizational climate in an institution or organization can provide comfort and physical and mental peace, then employees in

that institution or company will be able to realize their good performance. Therefore, to realize a good employee or employee performance order, it is necessary to create security and comfort for workers. Organizational climate is formed due to interactions between individuals, groups, and policies and procedures that are mutually agreed upon and implemented by an organization to achieve the desired goals. The organizational climate that occurs in an institution reflects the conditions, feelings, and perceptions of its employees towards the work environment in which they work.

A good and healthy organizational climate is characterized by several characteristics, namely: a) the existence of interpersonal relationships between leaders and employees and between employees in an institution or organization. This interpersonal relationship will affect the performance and atmosphere in the institution or organization, the existence of good and open relationships and mutual support will create a healthy organizational climate; b) there is an agreement to comply with the rules that have been agreed upon together, ready to accept sanctions or punishments if the agreement is violated, this agreement and rules apply to all members of an organization regardless of their status in the institution or organization; c) there is an open relationship between leaders and subordinates, good communication is established which aims to jointly achieve the goals of an organization or institution that is formed; d) there are awards given to all members of the organization if they are truly able to work well and show superior work quality, regardless of the status of the employee or employee in the institution or organization; e) motivating each other, respecting each other's performance that has been achieved and providing each other with optimal enthusiasm and support to achieve the goals of the institution or organization; f) uphold norms and regulations to make the institution or organization where they work or work into a superior institution or organization.

The creation of a good organizational climate will affect the performance of the members of the organization. The quality of work produced by its members is a driving factor in increasing the quality of the performance of the institution or organization, which in turn will contribute to improving the performance of the organization. Therefore, if an institution or organization wants to become a better body, it should pay attention to the organizational climate. The results of research conducted by Putri et al. (2023) are that 1) there is a significant influence of teacher self-efficacy on the work productivity of elementary school teachers in Rantau Panjang District, Ogan Ilir Regency; 2) there is a significant influence of organizational climate on the work productivity of elementary school teachers in Rantau Panjang District, Ogan Ilir Regency; and 3) there is a significant influence of teacher self-efficacy and organizational climate together on the work productivity of elementary school teachers in Rantau Panjang District, Ogan Ilir Regency.

The Influence of Professional Competence on Teacher's Performance at SMA Negeri 9 Palembang

The results of the t-test calculation state that the professional competence variable (X2) on the teacher's performance variable (Y) shows that the t-value = 3.351 is greater than the t-table value of 1.671 with a significant level = $0.002 < (\alpha) 0.05$ (the t-table is obtained from df $(n-2) 79-2 = 77$ so that the t-table value is 1.671). This shows that H_0 is rejected and H_a is accepted, which means that partially the professional competence variable (X2) has a significant influence on teacher's performance (Y) at SMA Negeri 9 Palembang. Professional competence is mastery of a particular field of expertise, which is demonstrated through attitudes, knowledge, and skills in carrying out one's profession (Antera, 2021). According to Muhammadiyah et al. (2022), professional competence is an ability that includes mastery of learning materials to be taught, mastering methodology and teaching strategies (for teachers), and having a professional attitude that is in accordance with the demands of their work as educators. Teachers' professional competence is the center of attention in efforts to improve their performance, which affects the level of efficiency and effectiveness of school quality. Analysis that focuses more on professional competence will place more emphasis on the main factor, namely, teachers have the ability to carry out their duties professionally.

Teachers' professional competence is the ability, expertise, and trust in someone who holds and provides subjects at school in growing and developing the potential of students so that students are encouraged to understand and master the subject matter. These professional competencies include a good personality, the ability to compile learning tools, master learning materials, master learning strategies and models, have the ability to manage classes, provide objective grades based on student abilities, provide rewards for those who excel, and praise for those who behave well. and take an interpersonal approach to students who have problems. The results of research conducted by Mardalena et al. (2020) are that 1) there is an influence of academic supervision on teacher's performance with a t-value of 9.815 and a t-table value of 1.987, 2) There is an influence of teacher professional competence on teacher's performance with a t-value of 3.015 and a t-table value of 1.987. 3) There is an influence of academic supervision and teacher professional competence on teacher's performance with an f-value of 64.652 and an f-table value of 3.10. The conclusion of this study is that in improving teacher's performance, academic supervision and teacher professional competence are needed.

The Influence of Organizational Climate and Professional Competence on Teacher's Performance at SMA Negeri 9 Palembang

Based on the table above with testing using SPSS 25 for Windows, it can be seen that the calculated F obtained is $6.239 > F\text{-Table} = 2.06$ (F-Table is obtained from df $= n - k - 1 = 79 - 2 - 1 = 76$, so the value of F-Table is 2.06). and the level of significance

simultaneously is $0.001 < (\alpha) = 0.05$ so that H_0 is rejected and H_a is accepted. This means H_a shows that organizational climate and professional competence have a significant effect on teacher's performance at SMA Negeri 9 Palembang. This evidence shows that organizational climate and professional competence factors have a significant effect on teacher's performance in carrying out their duties at school. A good organizational climate is able to create good performance, and good teacher professional competence will contribute to achieving good performance; therefore, a good organizational climate coupled with good teacher professional competence will be able to contribute to teachers achieving good performance in carrying out work at school. Based on the results of data processing and analysis of the t-test and discussion that the researcher has done, the researcher can conclude that the organizational climate variable (X_1) has a significant effect on the teacher's performance variable (Y) at SMA Negeri 9 Palembang and the professional competence variable (X_2) also has a significant effect on the teacher's performance variable (Y) at SMA Negeri 9 Palembang. The results of the f-test data processing and the results of the discussion on the organizational climate variable (X_1) and the professional competence variable (X_2) also have a significant effect on the teacher's performance variable (Y) at SMA Negeri 9 Palembang.

D. Conclusion

From the results of data processing and discussion of the results of this study, the following are the conclusions of the results of this study 1) there is a significant influence between organizational climate and teacher's performance. The results of the analysis show that organizational climate has a major influence on teacher's performance. This shows that the better the organizational climate, the better the teacher's performance; 2) there is a significant influence between professional competence and teacher's performance. From the results of data analysis, it can be concluded that professional competence has a major influence on the performance of teachers; the greater the professional competence of teachers, the better the performance they produce; and 3) there is a significant influence of organizational climate (X_1) and professional competence (X_2) on teacher's performance (Y) at SMA Negeri 9 Palembang. Schools should invest in mentorship programs and climate assessments to enhance teacher's performance.

E. Acknowledgement

We thank our respondents in SMA Negeri 9 Palembang for assistance with data collection, and colleagues who helped us in this article.

References

Adriana, M., Santoso, D., Adijaya, Y. H., & Srinio, F. (2023). Effect of Organizational Climate and Achievement Motivation on Teacher Performance. *Nidhomul Haq* :

- Jurnal Manajemen Pendidikan Islam*, 8(2), 152–165.
<https://doi.org/10.31538/ndh.v8i2.3066>
- Antera, S. (2021). Professional Competence of Vocational Teachers: a Conceptual Review. *Vocations and Learning*, 14(3), 459–479. <https://doi.org/10.1007/s12186-021-09271-7>
- Arikunto, S. (2019). *Research Procedure*. Rineka Cipta.
- Brauckmann, S., Pashiardis, P., & Ärlestig, H. (2023). Bringing Context and Educational Leadership Together: Fostering the Professional Development of School Principals. *Professional Development in Education*, 49(1), 4–15. <https://doi.org/10.1080/19415257.2020.1747105>
- Dabić, M., Lažnjak, J., Smallbone, D., & Švarc, J. (2019). Intellectual Capital, Organisational Climate, Innovation Culture, and SME Performance. *Journal of Small Business and Enterprise Development*, 26(4), 522–544. <https://doi.org/10.1108/JSBED-04-2018-0117>
- Dianto, A., Yanto, A., Bastian, D., Kurniawan, M. E., Harahap, E. K., & Hamengkubuwono. (2023). Principal's Leadership Strategy in School Development of SMKN 2 Rejang Lebong. *Educational Leadership: Jurnal Manajemen Pendidikan*, 2(2), 277–290. <https://doi.org/10.24252/edu.v2i2.34636>
- Indajang, K., Sherly, Halim, F., & Sudirman, A. (2021). *The Effectiveness of Teacher Performance in Terms of the Aspects of Principal Leadership, Organizational Culture, and Teacher Competence*. <https://doi.org/10.2991/assehr.k.210615.078>
- Karim, A., Kartiko, A., Daulay, D. E., & Kumalasari, I. D. (2021). The Effect of the Supervision of the Principal and the Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 497–512. <https://doi.org/10.31538/ndh.v6i3.1686>
- Mardalena, M., Arafat, Y., & Fitria, H. (2020). The Influence of Academic Supervision and Teacher Professional Competence on Teacher Performance in State Senior High Schools in Tanjung Raja District. *Jurnal Intelektualita: Keislaman, Sosial dan Sains*, 9(1), 103–114.
- Muhammadiyah, M., Hamsiah, A., Muzakki, A., Nuramila, N., & Fauzi, Z. A. (2022). The Role of the Professional Teacher as the Agent of Change for Students. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 6887–6896. <https://doi.org/10.35445/alishlah.v14i4.1372>
- Murkatik, K., Harapan, E., & Wardiah, D. (2020). The Influence of Professional and Pedagogic Competence on Teacher's Performance. *Journal of Social Work and Science Education*, 1(1), 58–69.
- Nabella, S. D., Rivaldo, Y., Kurniawan, R., Nurmayunita, ., Sari, D. P., Luran, M. F., Amirullah, ., Saputra, E. K., Rizki, M., Sova, M., Nurhayati, ., & Wulandari, K. (2022). The Influence of Leadership and Organizational Culture Mediated by Organizational Climate on Governance at Senior High School in Batam City. *Journal of Educational and Social Research*, 12(5), 119. <https://doi.org/10.36941/jesr-2022-0127>
- Ndukwe, I. G., & Daniel, B. K. (2020). Teaching Analytics, Value and Tools for Teacher

- Data Literacy: A Systematic and Tripartite Approach. *International Journal of Educational Technology in Higher Education*, 17(1), 22. <https://doi.org/10.1186/s41239-020-00201-6>
- Obeng, A. F., Zhu, Y., Azinga, S. A., & Quansah, P. E. (2021). Organizational Climate and Job Performance: Investigating the Mediating Role of Harmonious Work Passion and the Moderating Role of Leader-Member Exchange and Coaching. *Sage Open*, 11(2). <https://doi.org/10.1177/21582440211008456>
- Pan, H.-L. W., & Chen, W.-Y. (2021). How Principal Leadership Facilitates Teacher Learning through Teacher Leadership: Determining the Critical Path. *Educational Management Administration & Leadership*, 49(3), 454-470. <https://doi.org/10.1177/1741143220913553>
- Pido, M. R., Mahmud, M., & Sudirman, S. (2023). Teacher Performance on Student Learning Outcomes. *Journal of Economic and Business Education*, 1(1), 21-29. <https://doi.org/10.37479/jebe.v1i1.16928>
- Putri, I. N., Fitria, H., & Misriani, M. (2023). The Influence of Teacher Self-Efficacy and Organizational Climate on the Work Productivity of Elementary School Teachers in Rantau Panjang District, Ogan Ilir Regency. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(9), 6933-6939. <https://doi.org/10.54371/jiip.v6i9.2680>
- Sein Myint, N. N., Kunaviktikul, W., & Stark, A. (2021). A Contemporary Understanding of Organizational Climate in Healthcare Setting: A Concept Analysis. *Nursing Forum*, 56(1), 172-180. <https://doi.org/10.1111/nuf.12513>
- Siri, A., Supartha, I. W. G., Sukaatmadja, I. P. G., & Rahyuda, A. G. (2020). Does Teacher Competence and Commitment Improve Teacher's Professionalism. *Cogent Business & Management*, 7(1), 1781993. <https://doi.org/10.1080/23311975.2020.1781993>
- Snoek, M., Dengerink, J., & de Wit, B. (2019). Reframing the Teacher Profession as a Dynamic Multifaceted Profession: A Wider Perspective on Teacher Quality And Teacher Competence Frameworks. *European Journal of Education*, 54(3), 413-425. <https://doi.org/10.1111/ejed.12350>
- Van Waeyenberg, T., Peccei, R., & Decramer, A. (2022). Performance Management and Teacher Performance: The Role of Affective Organizational Commitment and Exhaustion. *The International Journal of Human Resource Management*, 33(4), 623-646. <https://doi.org/10.1080/09585192.2020.1754881>
- Vera, S. (2017). *Development of Teaching Materials and their Applications*. Bandung: Alfabeta.
- Vos, L., & Page, S. J. (2020). Marketization, Performative Environments, and the Impact of Organizational Climate on Teaching Practice in Business Schools. *Academy of Management Learning & Education*, 19(1), 59-80. <https://doi.org/10.5465/amle.2018.0173>
- Widya, I. (2019). *Tesacher Performance Development and Factors Influencing It*. Jakarta: Rineka Cipta.