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THE INFLUENCE OF LEADERSHIP, ORGANIZATIONAL CLIMATE, AND MOTIVATION ON THE QUALITY OF EDUCATION THROUGH TEACHER PERFORMANCE AS AN INTERVENING VARIABLE IN SABANG CITY

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Abstract

Leadership in a school institution is critical in supporting and improving the quality of education. So schools have to look at what sectors and how professionalism is in teaching to produce outstanding students. Therefore, this research will test whether several variables, such as leadership, organizational climate, and motivation, affect the quality of education at SMA AND VOCATIONAL SCHOOLS in Sabang. This research used quantitative methods with a sample of 125 people. The study's findings demonstrate the substantial effects of motivation, organizational climate, and leadership on teacher effectiveness and educational quality. In addition, the effectiveness of teachers also affects the standard of instruction at Sabang City's vocational and secondary schools. Thus, every research variable affects Sabang educational quality.

Keyword: Leadership, Organizational Climate, Motivation, Quality of Education, Teacher Performance

Introduction

Without improving facilities and teaching staff, inequality in the quality of education will still occur (Hanushek & Wößmann, 2007). Effective schools may not have the best facilities and learning, but they can still produce good students (Rivai, 2004). According to Suderadjat (2005), quality education can produce graduates with abilities or expertise in academic and non-academic fields. This education is based on social and personal abilities and strong moral values because of the importance of improving the quality of education in institutions, especially high schools and vocational schools, as pillars of formal education. As a school leader, the principal ensures that the learning and teaching process runs well. The principal's leadership is critical. Apart from that, according to Rivai (2004), good performance is the actual behavior shown by someone as a result of their work. Teacher performance must continue to be improved because it will impact the quality of education in schools (Nurhakim,

2021; Sopandi, 2019).

Likewise, organizational climate describes the working conditions employees feel physically and non-physically. This climate influences the attitudes, behavior, and performance of individuals who participate in the organization (Wirawan, 2007; Siagian, 2002). The climate within educational institutions is critical to improving teacher performance (Nurhakim, 2021). A good climate must always be created to make educational institutions a pleasant place for students and help improve teacher performance (Rohmawati, 2017). Teacher motivation is another critical factor in ensuring the improvement of education quality. As teaching staff, the role of teachers is vital for a school's progress.

In addition, performance is influenced by motivation and leadership elements. If a leader's leadership level in an educational institution increases, this will impact the quality of education and teacher performance (Kasten et al., 2019; Nurhakim, 2021; Sánchez & Hueros, 2010). According to Saputra (2020), leadership influences teacher performance; Motivation is also one factor that influences an employee's performance. If there is more fantastic encouragement or motivation to achieve organizational goals, there will be a greater desire to improve organizational performance (Murty & Dickerson, 2016; Salili et al., 2001). This shows that the quality of high schools and vocational schools in Sabang City still needs to be improved to support education throughout Indonesia, especially in Sabang. Therefore, it is necessary to test whether these three variables influence improving the quality of education with intervening variables on teacher performance in high schools and vocational schools in Sabang City.

Research Method

Research Approach

To evaluate the variables contributing to teacher performance in SMA/SMK Sabang City, this research uses economics focusing on management science. Explicit research is used to search for and limit research so that it is relevant and can be studied (Zikmund, 2000). This study is associative since it makes connections and looks at the direct and indirect effects of the independent variable on the dependent variable. This study intends to assess the variables that influence teacher performance in Sabang City High Schools and Vocational Schools to determine what elements improve the quality of education.

So that this operational definition will provide limitations to researchers, this definition must explain the variable measurement method. For researchers to know the variables' size and quality (Singarimbun, 1989). Based on a five-point Likert scale, each variable in this study was assigned a score: TS (Disagree) received a score of 2, STS (Strongly Disagree) received a score of 1, and SS (Strongly Agree) received a score of 5. The facilities and infrastructure, organizational climate, teacher performance as an intervening variable, instructional quality as a dependent variable, and principal leadership were all examined in this study. SEM-Partial Least Square (PLS) data will be analyzed using SmartPLS 3.0 software for this study.

Hypothesis test

The analysis of probability values (P) and t values from the data processing results was carried out to test the overall research hypothesis. These values are then compared with the recommended statistical limits, namely, values above 1.96 and values below 0.05. If the values from the data processing results meet these requirements, then the research hypothesis can be accepted. Discussions

about hypothesis testing are carried out in stages, following the sequence of proposed hypotheses. The partial test (t-test) can be carried out with a t-value > 1.96, while the joint test (F-test) can be carried out with the filler factor value in the full fit model with a value > 0.5. This study studied the principal's leadership, organizational climate, and motivation as independent variables, teacher performance as an intervening variable, and quality of education as the dependent variable.

RESULT AND DISCUSSION

The research results according to the research variables can be seen in the section below :

Table 1. Tabulation of Principal Leadership Variables

Question	5	4	3	2	1	Total				
	f	F	F	f	f	F	Score	TCR	Mean	Category
1	38	35	29	20	3	125	460	73,6	3,68	Good/Fair
2	50	38	25	8	4	125	497	79,52	3,976	Good/Fair
3	35	30	39	19	2	125	452	72,32	3,616	Good/Fair
4	32	30	41	16	6	125	441	70,56	3,528	Good/Fair
5	30	25	48	20	2	125	436	69,76	3,488	Good/Fair
6	60	41	11	10	3	125	520	83,2	4,16	Good/Fair
7	29	28	48	14	6	125	435	69,6	3,48	Good/Fair
8	43	38	25	16	4	125	478	76,48	3,79	Good/Fair
9	45	40	20	16	4	125	481	76,96	3,85	Good/Fair
10	40	36	30	17	2	125	470	75,2	3,76	Good/Fair
Average Value							467	74,72	3,732965	Good/Fair

In the first question about how school principals can plan the learning process, there were 3 (2.4%) respondents who answered strongly disagree; 20 (16.0%) answered disagree; 29 (23.2%) answered quite agree; 35 (28.0%) answered agree; and 38 (30.4%) answered strongly agree. In the second question, 4 (3.2%) respondents answered strongly agree. In the third question about whether the principal constantly assesses the learning process, 2 (1.6%) respondents strongly disagree. 19 (15.2%) disagree. %), entirely agree 39 (31.2%), and strongly agree 50 (40.0%). For question 3, school principals always assess the learning process, with 6 (4.8%) respondents stating that they strongly disagree; 19 (15.2%) answered disagree, 39 (31.2%) answered quite agree, 30 (24%) answered agree, and 35 (28%). For question 4, the principal instructed teachers, school staff, and students. 6 (4.8%) respondents answered strongly disagree, 16 (12.8%) answered disagree, 41 (32.8%) answered quite agree, 30 (24%) answered agree, and 32 (25.6%)) answered strongly agree. In the fifth question, does the school principal involve all teaching staff in designing all activity programs that will be carried out? There were 2 (1.6%) respondents who strongly disagreed, 20 (16%), 48 (38.4%) respondents who quite agreed, 25 (20%) respondents who agreed, and 31 respondents who strongly agreed. (24%).

In question 6, can the principal organize all task directions well? There were 3 (2.4%) respondents who answered strongly disagree; 10 (8%) answered disagree; 11 (8.8%) answered somewhat agree; 41 (32.8%) answered agree; and 60 (48%) answered strongly agree. For question 7, where the principal is responsible, there were 6 (4.8%) respondents who answered strongly disagree; 14 (11.2%) answered disagree; 48 (38.4%) answered somewhat agree; 28 (22.4%) answered agree;

and 29 (23.2%) answered strongly agree. For question 8, the principal is committed to accepting the criticism and suggestions given. 4 (3.2%) respondents answered strongly disagree, 16 (12.8%) answered disagree, 25 (20%) answered agree, 38 (30.4%) and strongly agreed, 43 (34.4%) %. In question 9, it was shown that the principal was able to make decisions quickly; 4 (3.2%) respondents answered strongly disagree, 16 (12.8%) answered disagree, 20 (16.8%) answered entirely agree, 40 (32%) answered agree, and 40 (32%) answered strongly agree. In question 10, the principal was able to communicate well. There were 2 (1.6%) respondents who answered strongly disagree, 17 (13.6%) answered disagree, 30 (24%), 36 (28.8%) answered agree, and 40 (32.8%) answered strongly agree. Because it has a TCR value of 74.7% and a mean of 3.7, this variable is categorized as very good/high.

Table 2. Tabulation of Organizational Climate Variables

Question	5	4	3	2	1	Total				
	f	f	F	F	f	F	Score	TCR	Mean	Category
1	65	44	12	3	1	125	544	87,04	4,352	Very Good/High
2	98	27	0	0	0	125	598	95,68	4,784	Very Good/High
3	31	40	35	17	2	125	456	72,96	3,648	Good/Fair
4	51	56	15	2	1	125	529	84,64	4,232	Good/Fair
5	90	35	0	0	0	125	590	94,4	4,72	Very Good/High
6	42	32	31	12	8	125	463	74,08	3,704	Good/Fair
7	38	42	26	12	7	125	467	74,72	3,736	Good/Fair
8	76	43	5	1	1	126	570	91,2	4,52381	Very Good/High
9	65	41	14	5	0	125	541	86,56	4,328	Very Good/High
10	69	44	11	1	0	125	556	88,96	4,448	Very Good/High
Average Value							531,4	85,024	4,247581	Very Good/High

In the first question about whether I feel the relationship between teachers and principals is perfect, one (0.8%) respondent answered strongly disagree, three (2.4%) answered disagree, 12 (9.6%) answered agree, 44 (35.2%) answered agree, and 65 (52.0%) answered strongly agree. In the second question, 27 (21.6%) respondents answered agree, and 98 (78.4%) strongly agreed that the relationship between the teacher and the principal was enjoyable. For the third question, based on my knowledge as a teacher about the school program that will be implemented, two (1.6%) respondents answered strongly disagree; 17 (13.6%) answered disagree; 35 (28.0%) answered somewhat agree; 40 (32.0%) answered agree; and 31 (24.8%) answered strongly agree. In question 4, is the school happy to accept and support teachers' ideas? One (0.8%) respondent answered strongly disagree, two (1.6%) answered disagree, 15 (12.0%) answered quite agree, 56 (44.8%) answered agree, and 51 (40%) answered 8%) answered strongly agree. For the fifth question, 35 (28.0%) respondents agreed, and 90 (72.0%) strongly agreed that the team always works together.

For question 6, do schools provide funds for teachers to be creative in learning, eight (6.4%) respondents answered strongly disagree, 12 (9.6%), quite 31 (24.8%), 32 (32) agreed (25.6%), and strongly agree 42 (33.6%). In question 7, the school praises teachers with creative ideas and work. Seven (5.6%) respondents answered strongly disagree, 12 (9.6%) answered not quite, 26 (20.8%) answered agree, 42 (33.6%) answered agree, and 38 (30.4%) answered % answered strongly agree.

In question 8, teachers are allowed to convey new findings in learning for the development and exchange of experiences. One (0.8%) respondent answered strongly disagree, one (0.8%) answered disagree, 5 (4.0%) answered agree, 43 (34.4%) answered agree, and 76 (60.8%) answered strongly agree. In question 9, we are always asked to remember the purpose of each activity. Most respondents answered five (4.0%) disagree, 14 (11.2%) entirely agree, 41 (32.8%) agree, and 65 (52.0%) strongly agree. In question 10, whether teachers have the freedom to determine work steps, one respondent answered disagree (0.8%), 11 (8.8%), agree 44 (35.2%), and strongly agree 69 (69.55.2%). Because it has a TCR value of 85.0 percent and a mean of 4.2, this variable is categorized as very good/high.

Table 3. Tabulation of Motivational Variables

Question	5	4	3	2	1	Total				
	f	f	F	f	F	F	Score	TCR	Mean	Category
1	45	36	34	8	2	125	489	78,24	3,912	Good/Fair
2	55	32	30	7	1	125	508	81,28	4,064	Good/Fair
3	90	35	0	0	0	125	590	94,4	4,72	Very Good/High
4	92	18	12	2	1	125	573	91,68	4,584	Very Good/High
5	88	25	12	0	0	125	576	92,16	4,608	Very Good/High
6	49	41	25	7	3	125	501	80,16	4,008	Good/Fair
7	40	42	33	7	3	125	484	77,44	3,872	Good/Fair
8	70	29	21	3	2	125	537	85,92	4,296	Very Good/High
9	62	35	23	4	1	125	528	84,48	4,224	Good/Fair
10	69	28	18	7	3	125	528	84,48	4,224	Good/Fair
Average Value							531,4	85,154	4,2512	Very Good/High

For the first question, "I think this job is interesting to do," there were two (1.6%) respondents who strongly disagreed; eight (6.4%) respondents said they disagreed; 34 (27.2%) entirely agree; agreed as many as 36 (28.8%); and strongly agree as many as 45 (36.0%). I have gained a new skill for the second question from this job. One (0.8%) respondent answered strongly disagree, seven (5.6%) answered disagree, 30 (24.0%) answered quite agree, 32 (25.6%) answered agree, and 55 (44%) answered 0%) answered strongly agree. For the third question, this job can be learned and will be relevant, as many as 35 (28.0%) and 90 (72.0%) respondents agreed. For the fourth question, this job uses your skills and abilities and allows you to do the things you do best—one (0.8%) respondent answered firmly disagree, and two (1.6%) respondents answered do not agree. For the fifth question, This job does not have to pretend to be someone you don't like; respondents answered quite agree 12 (9.6%), agree 18 (14.4%), and strongly agree 92 (73.6%). In the fifth question, respondents indicated there is no need to pretend to be someone you don't like at work. A total of 12 (9.6%), 25 (20.0%), and 88 (70.4%) of them strongly agreed.

For question 6, "In this job, I have the opportunity to be creative," three (2.4%) respondents answered strongly disagree; seven (5.6%) answered disagree; quite agree 25 (20.0%); agreed 41 (32.8%); and strongly agree 49 (39.2%). For question 7, this job is very respected and prestigious. Three (2.4%) respondents answered strongly disagree, seven (5.6%) answered disagree, 33 (26.4%)

answered somewhat agree, 42 (33.6%) answered agree, and 40 (32%) answered 0%) answered strongly agree. For question 8, this job is highly sought after and appreciated. Three (1.6%) answered strongly agree, the number of respondents who disagreed was three (2.4%), who quite agreed was 21 (16.8%), who agreed was 29 (23.2%), and who strongly agreed was 70 (56.0%). In question 9, which indicates that this job provides an opportunity to earn a large salary, one (0.8%) respondent strongly disagreed; four (3.2%) respondents disagreed; sufficient 23 (18.4%); agree 35 (28.0%); and strongly agree 62 (49.6%). Question 10 indicates that this job motivates you to advance and get a good promotion. Three (2.4%) respondents answered strongly disagree; seven (5.6%) answered disagree; 18 (14.4%) answered somewhat agree; 28 (22.4%) answered agree; and 69 (55.2%) answered strongly agree. Because it has a TCR value of 85.0 percent and a mean of 4.2, this variable is categorized as very good/high.

Table 4. Tabulation of Teacher Performance Variables

Question	5	4	3	2	1	Total				
	f	F	f	f	F	F	Score	TCR	Mean	Category
1	62	58	5	0	0	125	557	89,12	4,456	Very Good/High
2	90	31	4	0	0	125	586	93,76	4,688	Very Good/High
3	60	61	4	0	0	125	556	88,96	4,448	Very Good/High
4	103	22	0	0	0	125	603	96,48	4,824	Very Good/High
5	34	25	66	0	0	125	468	74,88	3,744	Good/Fair
6	76	44	5	0	0	125	571	91,36	4,568	Very Good/High
7	88	35	2	0	0	125	586	93,76	4,688	Very Good/High
8	70	48	7	0	0	125	563	90,08	4,504	Very Good/High
9	86	24	15	0	0	125	571	91,36	4,568	Good/Fair
Average Value							562,3333	89,97333	4,498667	Very Good/High

In the first question about whether I can prepare a learning syllabus that is by the current curriculum well, the majority of respondents stated that they entirely agree as many as five (4.0%), agree as many as 58 (46.4%), and strongly agree as many as 62 (49.6%). For the second question, I can plan the implementation of learning according to the applicable curriculum well. Four respondents (3.2%) answered quite agree, 31 (24.8%) answered agree, and 90 (72.8%) answered strongly agree. For the third question, I always open the lesson by giving them a nudge to get students' attention. Four respondents (3.2%) answered quite agree, 61 (48.8%) answered agree, and 60 answered strongly agree. For question 4, 22 respondents (17.6%) agreed, and 103 (82.4%) strongly agreed that I actively involve students during activities. By using an exciting learning method at each meeting for the fifth question, 66 (52.8%) respondents indicated that they entirely agree, 25 (20%) agree, and 34 (27.2%) strongly agree.

For question 6, I always summarized the learning results, and respondents answered entirely, agreeing as many as 5 (4%), as many as 44 (35.2%), and strongly agreeing as many as 76 (60.8%). For question 7, I created an evaluation tool according to the learning objectives, and two respondents answered quite agree (1.6%), 35 (28%) agreed, and 76 (60.8%) strongly agreed. For question 8, I evaluate learning outcomes regularly. Respondents indicated that they entirely agree with as many as

seven (5.6%), agree with as many as 48 (38.4%), and strongly agree with as many as 70 (56%). For question 9, I use the evaluation results to increase student learning motivation. Respondents indicated that they entirely agree as much as 15 (12%), agree as many as 24 (19.2%), and strongly agree as many as 70 (56%). Because it has a TCR value of 89.9 percent and a mean of 4.49 percent, this variable is categorized as very good/high.

Table 5. Tabulation of Education Quality Variables

Question	5	4	3	2	1	Total				
	f	f	f	f	F	F	Score	TCR	Mean	Category
1	104	21	0	0	0	125	604	96,64	4,832	Very Good/High
2	37	48	26	12	3	126	482	77,12	3,825397	Good/Fair
3	90	35	0	0	0	125	590	94,4	4,72	Very Good/High
4	93	32	0	0	0	125	593	94,88	4,744	Very Good/High
5	37	46	29	11	2	125	480	76,8	3,84	Good/Fair
6	33	31	36	20	5	125	442	70,72	3,536	Good/Fair
7	64	51	10	0	0	125	554	88,64	4,432	Very Good/High
8	41	41	29	12	2	125	482	77,12	3,856	Good/Fair
9	25	25	46	23	6	125	415	66,4	3,32	Good/Fair
Average Value							515,7778	82,52444	4,122822	Good/Fair

In the first question, regarding determining the curriculum according to procedures by referring to the basic framework for preparation, 21 (16.8%) respondents agreed, and 104 (83.2%) strongly agreed. In the second question, regarding schools in planning learning referring to the syllabus that has been developed, three (2.4%) respondents strongly disagreed, and 12 (9.6%) respondents answered disagreed. 26 (20.8%) respondents quite agreed. %), 48 (38.4%) agreed, and 37 (29.6%) strongly agreed. In question 3, 35 (28%) respondents agreed, and 90 (72%) strongly agreed. In question 4, 32 (25.6%) respondents agreed, and 93 (74.4%) strongly agreed. Schools plan learning to improve students' competencies. In the fifth question, the school sets requirements for the competency of the teachers to be hired. Two (1.6%) respondents answered strongly disagree, 11 (8.8%) answered disagree, 29 (23.2%) answered somewhat agree, 46 (36.8%) answered agree, and 37 (29%) answered 6%) answered strongly agree.

In question 6, schools assess students' attitudes, knowledge, and skills. Five (4.0%) respondents answered strongly disagree, 20 (16.0%) answered disagree, 36 (28.8%) answered somewhat agree, 31 (24.8%) answered agree, and 33 (26, 4%) answered strongly agree. For question 7, the school uses an objective assessment method by established procedures. There were 10 (8.0%) respondents who said they quite agreed, 51 (40.8%) respondents who said they agreed, and 64 (51.2%). For question 8, the school always follows up on the results of the assessments that have been carried out; two (1.6%) respondents said they strongly disagreed, and 12 (9.6%) respondents said they disagreed. For question 9, does the school have complete and appropriate learning facilities and infrastructure, six (4.8%) respondents answered strongly disagree, 23 (18.4%) answered disagree, 46 (36.8%) answered quite agree, 25 (20%) answered strongly agree, and Because it has a TCR value of 82.5% and a mean of 4.12, this variable is categorized as very good/high.

Outer Model Testing (Validity and Reliability)

All research variables, Independent Variables (Motivation, Resonant Leadership, and Organizational Climate), Mediating Variables (Teacher Performance), and Dependent Variables (Education Quality) will be tested for the suitability of the statement instrument in this test. The validity testing results for each variable are seen from the following external load testing.

Table 6. Outer Loading Test Results Before Elimination

Sampel bisa 125, var 5 kues 10,... *Latihan Iqbal.splsm Bootstrapping (Run No. 1) PLS Algorithm (Run No. 1) PLS Algi					
Outer Loadings					
Matrix	Copy to Clipboard: Excel Form				
	Iklm Organisasi	Kepemimpinan kepala sekolah	Kinerja Guru	Motivasi	Mutu Pendidikan
X1.1		0.710			
X1.10		0.725			
X1.2		0.788			
X1.3		0.734			
X1.4		0.738			
X1.5		0.705			
X1.6		0.848			
X1.7		0.628			
X1.8		0.756			
X1.9		0.765			
X2.1	0.761				
X2.10	0.783				
X2.2	0.843				
X2.3	0.723				
X2.4	0.768				
X2.5	0.808				
X2.6	0.737				
X2.7	0.718				
X2.8	0.788				
X2.9	0.777				
X3.1				0.756	
X3.10				0.785	
X3.2				0.766	
X3.3				0.826	
X3.4				0.788	
X3.5				0.794	
X3.6				0.720	
X3.7				0.717	
X3.8				0.786	
X3.9				0.772	
Y1.1			0.731		
Y1.2			0.761		
Y1.3			0.719		
Y1.4			0.845		
Y1.5			0.657		
Y1.6			0.748		
Y1.7			0.754		
Y1.8			0.723		
Y1.9			0.747		
Y2.1					0.842
Y2.2					0.742
Y2.3					0.793
Y2.4					0.797
Y2.5					0.755
Y2.6					0.723
Y2.7					0.788
Y2.8					0.765
Y2.9					0.773

Source: Processed Results of Smart PLS 3.3.3 (2023)

One instrument from the principal's leadership variable does not meet external load testing standards, namely instrument numbers x1.5 and x1.7, and one instrument from the teacher performance variable also does not meet external load testing standards, instrument number y1.5. However, all statements meet external load testing standards for additional variables such as education level, organizational climate, and motivation. All variables in the Cronbach alpha test meet the testing standards (Cronbach alpha more than 0.70). The results show that every instrument for each variable that does not meet external load testing standards must be eliminated. As a result, the number of instruments for each variable will change to:

1. Change ten statements about school principal leadership into eight statement instruments;
2. Change nine statements about teacher performance into eight statement instruments; And,
3. The number of question instruments remains the same for other variables, such as quality of education, motivation, and organizational environment.

The following is the appearance of the outer model in this research before elimination is carried out ;

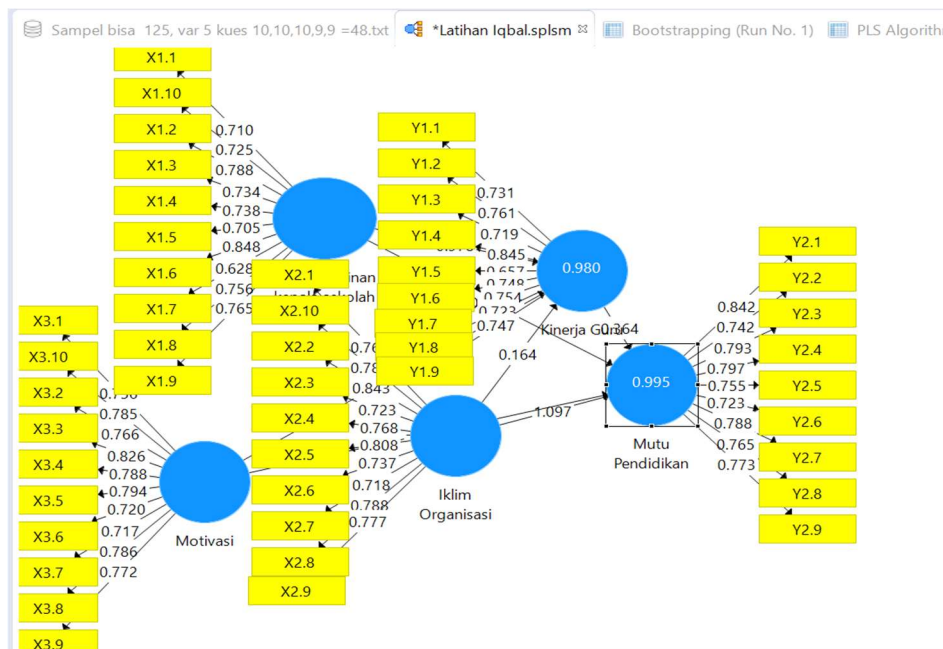


Figure 1. Outer Model Before Elimination

After eliminating several statements on all research variables, the outer loading test was carried out again as follows,

Table 7. Outer Model Test Results After Elimination

Sampel bisa 125, var 5 kues 10,... *Latihan Iqbal.spism PLS Algorithm (Run No. 5) PLS Algorithm (Run No. 6) PLS

Outer Loadings

Matrix Copy to Clipboard: Excel F

	Iklm Organisasi	Kepemimpinan kepala sekolah	Kinerja Guru	Motivasi	Mutu Pendidikan
X1.1			0.740		
X1.10			0.752		
X1.2			0.815		
X1.3			0.732		
X1.4			0.725		
X1.6			0.846		
X1.8			0.761		
X1.9			0.781		
X2.1	0.762				
X2.10	0.783				
X2.2	0.843				
X2.3	0.722				
X2.4	0.767				
X2.5	0.808				
X2.6	0.737				
X2.7	0.718				
X2.8	0.789				
X2.9	0.777				

X3.1			0.755		
X3.10			0.786		
X3.2			0.766		
X3.3			0.826		
X3.4			0.788		
X3.5			0.795		
X3.6			0.719		
X3.7			0.717		
X3.8			0.786		
X3.9			0.773		

Outer Loadings

Matrix Copy to Clipboard: Excel Format

	Iklm Organisasi	Kepemimpinan kepala sekolah	Kinerja Guru	Motivasi	Mutu Pendidikan
Y1.1			0.726		
Y1.2			0.763		
Y1.3			0.712		
Y1.4			0.853		
Y1.6			0.750		
Y1.7			0.761		
Y1.8			0.744		
Y1.9			0.755		
Y2.1					0.842
Y2.2					0.742
Y2.3					0.793
Y2.4					0.797
Y2.5					0.754
Y2.6					0.722
Y2.7					0.789
Y2.8					0.765
Y2.9					0.773

After specific instruments were eliminated, all instrument values met the validity assumption because the value of all external loadings was more significant than 0.60 (Shaw et al., 2015). Therefore, the external load test results above show that the values of all external loads meet the convergent validity testing standards. Next, validity is tested with the average variance extracted (AVE) value.

Table 8. Average Variance Extracted (AVE) Value

	Average Variance Extracted (AVE)
Principal Leadership (X1)	0.716
Organizational Climate (X2)	0.741
Motivation (X3)	0.747

Teacher Performance (Y1)	0.884
Quality of Education (Y2)	0.751

All instruments for each variable meet the terms and conditions of discriminant validity, according to the table above. The results show that the average value of the variables extracted from the principal leadership variables (0.716), organizational climate (0.741), motivation (0.747), teacher performance (0.884), and educational quality (0.751). Next, reliability testing was carried out with two tests, combined reliability and Cronbach alpha.

Table 9. Cronbach Alpha and Composite Reliability Values

Variabel	Cronbach Alpha	Composite Reliability
Principal Leadership (X1)	0,806	0,825
Organizational Climate (X2)	0,875	0,877
Motivation (X3)	0,893	0,893
Teacher Performance (Y1)	0,781	0,848
Quality of Education (Y2)	0,917	0,957

Principal Leadership (0.825), Organizational Climate (0.877), Motivation (0.893), Teacher Performance (0.848), and Education Quality (0.957) all meet the reliability assumptions in the combined reliability test, as shown by the test results in the table above. All instruments used for each research variable have met the Cronbach Alpha reliability assumption, as shown by the test results in Table 5.9. The results show that Principal Leadership (0.806), Organizational Climate (0.875), Motivation (0.893), Teacher Performance (0.781), and Education Quality (0.917) are all greater than 0.70.

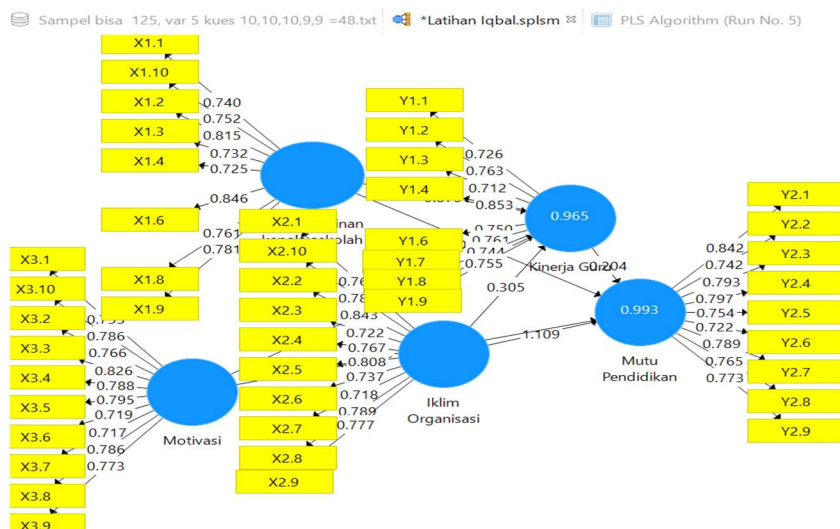


Figure 2. Outer Model View After Elimination
Discriminant Correlation Test

One test of the feasibility of this research model will be to examine the R-square level of each pattern of relationship or influence in the research model.

Table 10. R Square Test

	R Square
Teacher Performance	0.542
Quality of Education	0.433

The qualitative Rsquare theoretical value, according to Chin (1998), is 0.19 for low influence, 0.33 for moderate influence, and 0.66 for high influence. According to the table above, the influence of the Principal Leadership, Organizational Climate, and Motivation variables on Teacher Performance is 0.542, or 54.2%, with a moderate influence. The influence of the Principal Leadership, Organizational Climate, and Motivation variables on Education Quality is 0.433, or 43.3%. After knowing the r-squared value for each equation, the Q-squared value is sought to determine the research's suitability level. The following Q-Square calculation.

Table 1. Q Square

	Q ² (=1-SSE/SSO)
Teacher Performance	0.312
Quality of Education	0.263

The Q-Square value for Education Quality is 0.263. Because Q-Square = 0.263 is greater than 0, it is concluded that Principal Leadership, Organizational Climate, and Motivation have predictive relevance for Education Quality. The Q-Square value for Teacher Performance is 0.312. Because Q-Square = 0.312 is greater than 0, it is concluded that Principal Leadership, Organizational Climate, and Motivation have predictive relevance for Teacher Performance.

Test the Goodness of the Fit Model

Table 12. Model Fit Testing

	Estimated Model
SRMR	0.054

Based on the results of the SRMR goodness of fit test, it is known that the SRMR value = 0.054 < 0.1, so the model is considered FIT.

Hypothesis test

The following table will present the results of the significance test of influence.

Table 13. Coefficient Test and Significance of Direct Effect

Path Coefficients						
	Mean, STDEV, T-Values, P-...	Confidence Intervals	Confidence Intervals Bias ...	Samples	Copy to Clipboard:	Excel Format
	Original ...	Sample Mean (M)	Standard Deviation (STD...	T Statistics (O /STDEV)	P Values	R Format
Iklim Organisasi -> Kinerja Guru	0.305	0.308	0.048	6.314	0.000	
Iklim Organisasi -> Mutu Pendidikan	1.109	1.112	0.029	38.418	0.000	
Kepemimpinan kepala sekolah -> Kinerja Guru	0.875	0.875	0.048	18.222	0.000	
Kepemimpinan kepala sekolah -> Mutu Pendidikan	0.198	0.198	0.035	5.605	0.000	
Kinerja Guru -> Mutu Pendidikan	-0.204	-0.208	0.038	5.315	0.000	
Motivasi -> Kinerja Guru	-0.182	-0.185	0.062	2.919	0.004	
Motivasi -> Mutu Pendidikan	-0.112	-0.110	0.029	3.920	0.000	

As a result of the Path of Coefficient test, which is shown in Table 13, the influence category for each equation can be identified as follows:

1. Influence of Principal Leadership: Teacher performance is in a significant category because the t-statistic value is greater than 1.969 (18,222 is more significant than 1.969), and the P value is <0.05 (0.000 is smaller than 0.05).
2. Influence of Principal Leadership: Education Quality is significant because the t-statistic value is greater than 1.969 (5,605 is more significant than 1.969), and the p-value is less than 0.05 (0.000 is less than 0.05).
3. Influence of Organizational Climate: The t-statistic value is more significant than 1.969 (6,314 greater than 1.969), and the p-value is less than 0.00 (0.000 is less than 0.05), indicating that teacher performance is in a significant category.
4. Influence of Organizational Climate: Because the t-statistic value is more significant than 1.969 (34,418 greater than 1.969) and the p-value is more significant than 0.05 (0.000 greater than 0.05), the quality of education is a significant category.
5. Influence of Motivation: Because the t-statistic value is > 1.969 (2,919 > 1.969) and the P-values are < 0.05 (0.004 < 0.05), teacher performance is in a significant category.
6. Influence of Motivation: Because the t-statistic value is more significant than 1.969 (3.920 is more excellent than 1.969) and the p-value is more significant than 0.05 (0.00 is greater than 0.05), the quality of education falls into the category significant.
7. Influence of Teacher Performance: The t-statistic value is more significant than 1.969 (5,315 greater than 1.969), and the p-value is more significant than 0.05, indicating that education quality is in a significant category.

Table 14. Indirect Effects

Specific Indirect Effects

Mean, STDEV, T-Values, P-...	Confidence Intervals	Confidence Intervals Bias ...	Samples	Copy to Clipboard:	Excel Format	R Format
			Original Sample (O)	Sample Mean (M)	Standard ...	T Statistic... P Values
Iklim Organisasi -> Kinerja Guru -> Mutu Pendidikan			-0.062	-0.064	0.017	3.656 0.000
Kepemimpinan kepala sekolah -> Kinerja Guru -> Mutu Pendidikan			-0.178	-0.182	0.036	4.912 0.000
Motivasi -> Kinerja Guru -> Mutu Pendidikan			0.037	0.039	0.016	2.265 0.024

1. Because the t-statistic value is > 1.969 (4,912 > 1.969) and the p-value is < 0.05 (0.000 < 0.05), the influence of the principal's leadership on teacher performance and educational quality is in a significant category.
2. The Influence of Organizational Climate on Teacher Performance and Education Quality. It is included in the significant category because the t-statistic value is greater than 1.969 (3,656 is more significant than 1.969), and the P value is <0.05 (0.000 is smaller than 0.05).
3. The Effect of Motivation on Teacher Performance and Education Quality. It is included in the significant category because the t-statistic value is greater than 1.969 (2,265 is more significant than 1.969), and the p-value is less than 0.00 (0.024 is lower than 0.05).

Discussion

The Influence of Principal Leadership on Teacher Performance

The research results show that the principal's leadership significantly influences teacher performance, with a t-statistic value (18.22) more significant than the t-table value (1.969) and a P value < 0.05 ($0.000 < 0.05$). This suggests that teacher performance could be improved with more leadership in schools. According to Purwanto (2011), leadership can be defined as a collection of desires and personality qualities, including the nature of authority, which can be used to convince the people being led that they are willing and able to carry out the responsibilities assigned to them. Principals with good leadership can encourage their subordinates to do the best of their abilities to achieve organizational goals. School principals must avoid attitudes and actions that are forceful or harsh if they want to motivate their employees and students successfully (Wahyusumidjo, 2005).

Principals who prioritize relationships will get satisfaction, resulting in good relationships. The principal emphasized the importance of the relationship between the principal and instructor and stressed how important it is to have positive feelings toward the instructor. In other words, a principal who effectively implements leadership in a school can be seen from the teacher's enthusiasm. The results of this performance assessment allow a school principal to determine what policies he can implement. It also shows how much potential teachers have in the workplace and how they have advantages and disadvantages. Principals can influence, encourage, and convince teachers to improve their performance. This is because the relationship between leadership and teacher performance is very positive and significant (Budianto and Komalasari, 2016; Satria et al., 2022).

The Influence of Organizational Climate on Teacher Performance

With a t-statistic value (6.314) more significant than the t-table value (1.969) and a P value < 0.05 ($0.000 < 0.05$), the research results show that the organizational environment influences teacher performance significantly. A good school climate, both physical and non-physical, helps students learn well and productively. Therefore, as the highest leader in a school, the principal is responsible for creating a supportive organizational environment to foster enthusiasm and stimulate teachers' desire to teach. The organizational climate in a school is critical because it can bridge human resource management methods and productivity. This climate change will impact teachers' level of commitment to their work. The organizational conditions in Sabang City High Schools and Vocational Schools show that teachers' responsibilities for the subjects taught differ from expectations, and the school atmosphere needs to create a better learning atmosphere. Nevertheless, there is a positive and significant correlation between teacher performance and organizational culture (Hadi, 2016; Satria et al., 2022; Saragih and Suhendro, 2020).

The Influence of Motivation on Teacher Performance

The research results show that motivation significantly affects teacher performance, with a t-statistic value of 2.919, which is greater than the t-table value of 1.969 and a P value < 0.05 ($0.004 < 0.05$). Motivation is the entire process of encouraging teachers to work sincerely to achieve organizational goals. Motivation is the power to generate encouragement within the teacher, which influences, generates, directs, and maintains behavior related to the work environment (Wentzel & Wigfield, 1998). Thus, motivation is an encouragement from within the teacher to fulfill needs that are stimulation-oriented toward individual goals. Teacher performance is related to teaching

motivation (Hadi, 2016; Costello & Lambert, 2019; Ardiana, 2017; Sedarmayanti and Safer, 2016).

The Influence of Organizational Climate on Education Quality

The research results show that organizational environmental factors have a significant effect on the quality of teacher education, with the t-statistic value (34.418) being more significant than the t-table value (1.969) and the P value < 0.05 ($0.000 < 0.05$). This shows that better school conditions indicate a higher quality of education. According to Karwati and Priansa (2013), a good school climate is one of many factors that influence school quality. These factors include the principal, teachers, school committee, students, and parents. Everyone at school, including students, parents, teachers, committee members, and principals, is considered to influence the school atmosphere. There are ten dimensions of school climate evaluation, which are divided into four categories based on their influence on improving the quality of education, namely security, instruction and learning, interpersonal communication, and the institutional setting (Dasor, 2022).

The Influence of Principal Leadership on Education Quality

The results of the research show that the leadership of the school principal's organization has a significant effect on the quality of teacher education, with the t-statistic value (5.605) being more significant than the t-table value (1.969) and the p-value < 0.05 ($0.000 < 0.05$). Good leadership from the school principal can produce quality education by motivating teachers and school employees. School principals must be able to increase their strategic role in managing school organizations. The principal's leadership is the ability and personality traits, including authority, to convince those he leads to carry out the tasks given willingly, enthusiastically, and without coercion. A school principal must adapt to situations, be ready to interact with others, be success-oriented, firm, confident, and work together. School principals can influence their subordinates to carry out their duties as well as possible by providing role models, guidance, and motivation (Suyitno, 2021; Syaifuddin et al., 2019).

Good leadership from a principal can create a school culture, enforce a high level of discipline that makes co-workers work well, and encourage cooperation between all students to create a friendly and purposeful school environment. Thus, the quality of education can be improved through the school principal's leadership. A study conducted by Fitriyah and Santosa (2020) found that the school principal can influence the quality of education. The study shows that school principals who make changes can improve the quality of education (Sari et al., 2021).

The Influence of Motivation on the Quality of Education

The research results show that motivation significantly affects the quality of teacher education. The t-statistic value (3.920) is greater than the t-table value (1.969), and the P value is < 0.05 ($0.000 < 0.05$). Motivation is the encouragement that encourages a teacher to use his expertise, skills, energy, and time to carry out the teaching and learning process and fulfill his obligations to achieve organizational goals and objectives. Effective teaching and learning activities will improve the quality of education. In his study, Penilitain Zubaidah (2015) found that teacher work motivation positively impacted the quality of education. According to research conducted by Fuad et al. (2020), teacher work motivation significantly impacts the quality of education.

The Influence of Principal Leadership on Education Quality Through Teacher Performance

The research results show that the school principal's leadership significantly influences teacher performance. The t-statistic value (4.912) is greater than the t-table value (1.969), and the P value is < 0.05 ($0.000 < 0.05$). To improve the quality of education, school principals, the highest leaders in institutions, must be able to use available resources. These resources include empowering teachers through improving their performance. Improving teacher performance will undoubtedly result in a better teaching and learning process and better education. As a leader, the principal can improve learning activities, teaching and learning activities, provide comfort and security for students, and work together with teachers to improve the quality of learning in schools (Kailola, 2016). Principals are fundamental in school organizations because they are the ones who determine the path and goals of the school.

The Influence of Organizational Climate on Education Quality Through Teacher Performance

The research results show that teacher performance is significantly influenced by the organizational environment, with the t-statistic value (3.656) being more significant than the t-table value (1.969) and the P value < 0.05 ($0.000 < 0.05$). An excellent organizational climate will encourage teachers and students to provide high-quality education. In contrast, an excellent organizational climate will prevent teachers from becoming less enthusiastic about working and students from becoming lazy in learning. Teachers will feel at home teaching if the school has an excellent organizational environment. As a result, teacher performance will increase. According to Sutapa (2002), one of the factors that influences teacher performance is the school atmosphere. Responsibility for individual tasks and roles, work support provided, and relationships between employees are depicted in the school environment. Therefore, the school climate is critical to get a quality educational institution.

In this research, teacher performance influences the quality of education through school climate. This shows that the school environment is conducive because of the working atmosphere and relationships between educators, school principals, other teaching staff, and local agencies. The interaction process between organizational members determines the organization's quality. There are several essential things to note from the previous understanding of work climate: how organizational perceptions are based on what organizational members do and believe and the relationship between other organizational characteristics and management actions that produce this climate. Because teacher performance influences the quality of education through school climate (Agustina et al., 2020)

The Influence of Motivation on Education Quality Through Teacher Performance

Teacher performance shows a significant influence of motivation on the quality of education, with a t-statistic value (2.265) more significant than the t-table value (1.969) and a P value < 0.05 ($0.024 < 0.05$). Teachers are teaching staff and are very important for the education system, especially in formal education such as schools. Motivation is essential to improve teacher performance so that they can perform to the best of their abilities. Increasing teacher performance will undoubtedly result in more significant improvements in the quality of education. Quality education can only be achieved with the role of teachers as education providers. Teachers have a vital and strategic role and position in achieving quality education. If teachers have enough abilities, the next generation will be of better

quality. As a result, the quality of education and graduates is often considered to depend on the role of teachers (Musfah, 2011). Increasing teacher performance is correlated with motivation because individuals who have strong motivation tend to have high performance (Uno and Lamatenggo, 2012).

CONCLUSION

By the research results above, there are several conclusions in this research, namely :

1. The leadership of the school principal significantly influences teacher performance; The t-statistic value (18.22) is greater than the t-table value (1.969), and the P value < 0.05 ($0.000 < 0.05$).
2. Teacher performance is significantly influenced by the organizational environment, with the t-statistic value (6.314) being more significant than the t-table value (1.969) and the P value < 0.05 ($0.000 < 0.05$).
3. With a t-statistic value of 2.919 which is greater than the t-table value (1.969), and a P value < 0.05 ($0.004 < 0.05$), it is shown that motivation significantly influences teacher performance.
4. With a t-statistic value (34.418) more significant than the t-table value (1.969) and a P value < 0.05 ($0.000 < 0.05$), it is shown that the organizational environment influences the quality of teacher education.
5. With a t-statistic value (5.605) more significant than the t-table value (1.969) and a P value < 0.05 ($0.000 < 0.05$), it is shown that the leadership of the principal of the organization has a significant impact on the quality of teacher education.
6. With a t-statistic value of 3.920, which is greater than the t-table value of 1.969, and a P value < 0.05 ($0.000 < 0.05$), it is shown that motivation significantly affects the quality of teacher education.
7. Because the t-statistic value is less than 1.969 (5.315 less than 1.969) and the p-value is more than 0.05 (0.00 more than 0.05), teacher performance, which impacts education quality, is in a significant category.
8. Teacher performance is significantly influenced by the principal's leadership towards the quality of education, with the t-statistic value (4.912) being more significant than the t-table value (1.969) and the P value < 0.05 ($0.000 < 0.05$).
9. Teacher performance shows a significant influence of the organizational environment on the quality of education, with a t-statistic value (3.656) more significant than the t-table value (1.969) and a P value < 0.05 ($0.000 < 0.05$).
10. Teacher performance shows a significant influence of motivation on the quality of education, with a t-statistic value of 2.265, which is greater than the t-table value (1.969) and a P value < 0.05 ($0.024 < 0.05$).

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