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The Influence of Principal Transformational Leadership and Work Climate on Primary School Teacher Performance

Nurbaeti*
Universitas Pendidikan Indonesia, Indonesia

Nugraha Suharto
Universitas Pendidikan Indonesia, Indonesia

Asep Suryana
Universitas Pendidikan Indonesia, Indonesia

***Corresponding Author:** nugrahasuharto@upi.edu

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Abstract
Teacher performance remains a critical determinant of educational quality, yet Indonesian elementary schools consistently demonstrate suboptimal teaching effectiveness as reflected in international assessments. This study examines the influence of principal transformational leadership and work climate on elementary school teacher performance in Plered District, Purwakarta Regency, Indonesia. A quantitative correlational survey design was employed with 152 teachers from 26 elementary schools selected through proportional random sampling. Data were collected using validated Likert-scale questionnaires measuring transformational leadership, work climate, and teacher performance. Statistical analyses included Pearson correlation, ANOVA, coefficient of determination, and multiple regression using SPSS version 24. Transformational leadership demonstrated a very strong positive correlation with teacher performance ($r = 0.907$, $p < 0.001$), explaining 82.3% of performance variance. Work climate showed similarly robust effects ($r = 0.879$, $p < 0.001$), accounting for 77.3% of variance. When combined, both variables explained 86.1% of teacher performance variation ($R = 0.928$, $F = 459.668$, $p < 0.001$). Regression analysis revealed significant predictive power for both transformational leadership ($\beta = 0.601$) and work climate ($\beta = 0.362$). Teacher performance optimization requires integrated interventions addressing both transformational leadership development and supportive organizational climate enhancement, validating ecological systems perspectives in educational contexts.

INTRODUCTION

Education is an important factor in the development of a country. The quality of high or low education is not only influenced by the educational process, but also by the low performance of teachers as educators. Performance is the work outcomes and behaviors achieved to complete tasks and responsibilities within a certain period of time (Addin et al., 2020; Taufik, 2019). For a long time, scientists and the government considered teachers to be the main asset in educating students. The relationship between teachers and students is very important in teaching and learning activities, both in acquiring knowledge and developing students' personalities (Kanya et al., 2021). In Indonesia, the quality of education is greatly influenced by teacher performance, which is considered a determining factor in students' academic success. It is not surprising that the government has made teacher reform one of the goals in an effort to improve education

Teacher performance is an important aspect in improving the quality of elementary school education and has been officially regulated through the Decree of the Director General of Teachers and Education Personnel Number 4242/B.B1/HK.03.01/2024 concerning Technical Guidelines for the Management of Performance of Teachers, Principals, and School Supervisors. In the regulation, teacher performance includes 7 aspects: 1) Service-Oriented; 2) Accountable; 3) Competent; 4) Harmonious; 5) Loyal; 6) Adaptive; and 7) Collaborative. The role of teachers is crucial in creating quality students at the elementary school level. For this reason, it is important for teachers to have

good performance in order to produce students with optimal abilities. High teacher performance can be achieved if they get good leadership and adequate support. Teachers, as the main component in the learning process, have a very important role in forming a quality generation for the progress of the nation. Good performance allows teachers to achieve pre-set learning goals, which ultimately contributes to improving the quality of education at the primary level and improving the quality of national education (Nurabadi et al., 2021).

The quality of teachers in Indonesia is still low, both in terms of competence, knowledge, and pedagogic expertise. This is based on an OECD report related to the Program for International Student Assessment (PISA) Survey in 2024 revealing that the quality of education in Indonesia is ranked low at 69 globally in literacy, science, and mathematics. The low quality of education in Indonesia is largely due to disparities in teacher qualifications and competencies. The low quality of teachers affects various aspects, including student achievement and learning process, because teachers have an important role in creating a learning environment that encourages students to actively participate in learning activities.

In line with OECD and PISA data, a preliminary study on elementary schools in Plered District, Purwakarta Regency, showed a clear gap in teacher performance. Educational report card data shows that 76.67% of students have exceeded the minimum competency in literacy, but 23.33% are still lagging behind. In numeracy, although 83.33% of students achieve minimum competence, the average score is only 63, reflecting low reasoning skills with a score of 56.92. Indicators of teacher reflection and instructional leadership were low (63.75 and 54.65), which showed a mismatch between student achievement and teacher performance. The causes include limited professional training and inadequate school infrastructure.

Teacher performance in primary schools is greatly influenced by the transformational leadership of principals (A'yun, 2022) and a supportive work climate (Rahman et al., 2023). Transformational leadership creates a positive and collaborative school environment, increasing teacher morale and satisfaction, which in turn contributes to improved teaching performance (Utami et al., 2024). Principals who demonstrate transformational leadership behavior inspire and motivate teachers, encourage professional development and innovation (Hadi et al., 2024). A positive work climate is essential because it fosters a culture of mutual trust and open communication, allowing teachers to feel supported and valued in their roles, thus increasing engagement and commitment to their teaching responsibilities (Chunhui et al., 2024). Therefore, these factors collectively contribute to higher teacher performance, ensuring that educational goals are effectively achieved and students receive quality teaching.

Studies show the transformational leadership demonstrated by elementary school principals can play a significant role in improving teacher performance through a variety of supportive and motivating practices. Principals who implement transformational leadership inspire their teachers by building a shared vision, emphasizing professional development, and creating a conducive work environment that encourages collaboration and innovation (Adriantoni et al., 2023; Malla et al., 2023). By providing individual support and recognition, these leaders increase the teacher's sense of self-efficacy and commitment to their role, which in turn improves their performance (Fiqri et al., 2024; Sengendo & Eduan, 2024). In addition, principals who actively promote a positive school climate and organizational civic behavior among teachers contribute to increased job satisfaction, which drives performance improvements (Putra et al., 2023; Soraya & Supadi, 2023). This leadership style not only increases teacher motivation and teaching quality, but also builds a stronger sense of community within the school (Aprianto et al., 2023). The combined effect of these transformational leadership attributes ensures that teachers are proficient in their pedagogical practices and also personally invest in the educational outcomes of their students, thereby significantly improving overall academic achievement.

The lack of implementation of transformational leadership can have a negative impact on teacher performance, work climate, and overall quality of education. Research by Daheri & Fransiska

(2022) highlights that school principals who do not adopt a transformational leadership style tend to be less able to motivate teachers, thereby lowering their level of satisfaction and enthusiasm in carrying out teaching tasks. The direct impact of this condition is the decline in teaching effectiveness which affects student learning outcomes. In addition, weak leadership can also create an unconducive work environment, causing teachers to feel powerless and lack of collaboration in the teaching team (Sugiarto & Farid, 2024). Research by Alangkajeng et al (2023) also underlines that an unsupportive work climate often correlates with low job satisfaction and organizational commitment, which ultimately hinders the improvement of the quality of education in schools. Therefore, transformational leadership has a crucial role in creating a more productive, collaborative, and effective educational environment.

This study aims to examine the influence of transformational leadership of school principals and work climate on teacher performance in elementary schools, especially in Plered District, Purwakarta Regency. The novelty of this research lies in its focus on connecting two main factors, namely transformational leadership and work climate, in influencing teacher performance at the elementary school level, an area that is still limited in educational research in Indonesia. The urgency of this research is very high, considering the low quality of Indonesian education, as reflected in the results of the 2024 PISA survey, and the importance of the role of teachers in improving student learning outcomes. It is hoped that the results of this research can provide new insights for education policy, especially in improving the effectiveness of school principal leadership and creating a supportive work climate. The expectation of this study is to provide practical recommendations for principals and policymakers to improve teacher performance, which ultimately contributes to improving the quality of education in primary schools and overall student learning outcomes.

METHODS

This study employed a quantitative approach utilizing a correlational survey design to examine the relationships among principal transformational leadership, work climate, and teacher performance in elementary schools. The correlational design was deemed appropriate as it enables the measurement of relationships between variables without experimental manipulation, facilitating the identification and analysis of naturally occurring associations in educational settings (Creswell & Creswell, 2018). This methodological approach aligns with the research objectives of determining both the strength and direction of relationships between the study variables while maintaining ecological validity in the school context.

The research was conducted in Plered District, Purwakarta Regency, West Java, Indonesia, over an eight-month period from March to November 2025. This location was purposefully selected due to its diverse range of school leadership practices and organizational climates that could influence teacher performance. The target population comprised 273 elementary school teachers distributed across 26 schools in the district. To determine an appropriate sample size, this study utilized established sampling guidelines with a 5% margin of error (Krejcie & Morgan, 1970), yielding a required sample of 152 teachers. The sampling strategy employed proportional random sampling, a probability sampling technique that ensures each stratum is represented in proportion to its size in the overall population (Etikan & Bala, 2017). This approach guaranteed that teachers from all 26 schools had an equal opportunity for selection while maintaining proportional representation across institutions, thereby enhancing the generalizability of findings to the broader population of elementary school teachers in the district.

Data collection was conducted through a structured questionnaire utilizing a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), which is recognized as an effective and reliable instrument for measuring attitudes and perceptions in educational research (Kusmaryono et al., 2022). The questionnaire measured three primary constructs: transformational leadership of school principals (encompassing idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration), work climate (including dimensions of human relations, internal

processes, open systems, and rational goals), and teacher performance (comprising service orientation, accountability, competence, harmony, loyalty, adaptability, and collaboration). Prior to full-scale implementation, all instruments underwent rigorous validation processes to establish content validity through expert review and construct validity through pilot testing. Reliability of the instruments was assessed using Cronbach's alpha coefficient, with values exceeding 0.70 considered acceptable for internal consistency (Tavakol & Dennick, 2011). The validated questionnaires demonstrated strong psychometric properties, ensuring the instruments' capacity to accurately and consistently measure the intended constructs.

Data analysis was performed using SPSS version 24, employing a comprehensive analytical framework. The analysis commenced with descriptive statistics to characterize the distribution of responses for each variable, including measures of central tendency and dispersion. Subsequently, prerequisite tests were conducted to verify assumptions underlying parametric statistical procedures, including normality tests and homogeneity of variance assessments. Pearson correlation coefficients were calculated to determine the strength and direction of bivariate relationships between variables. The coefficient of determination (R^2) was computed to quantify the proportion of variance in teacher performance explained by the independent variables. Hypothesis testing was conducted through analysis of variance (ANOVA) to evaluate the statistical significance of the relationships, with F-statistics and associated p-values used to determine whether observed effects were unlikely to have occurred by chance (Field, 2013). Multiple linear regression analysis was employed to develop predictive models and generate regression equations that quantified the relative contribution of each independent variable to teacher performance. Statistical significance was established at $\alpha = 0.05$, and standardized regression coefficients (beta weights) were examined to compare the relative importance of predictors measured on different scales. This comprehensive analytical approach enabled both the examination of individual relationships and the assessment of the combined influence of transformational leadership and work climate on teacher performance.

RESULTS AND DISCUSSION

Result

The Influence of Transformational Leadership of School Principals on Elementary School Teacher Performance

The first research objective examined the relationship between principal transformational leadership and teacher performance. Table 1 presents the correlation analysis between these two variables, revealing a Pearson correlation coefficient of $r = 0.907$ ($p < 0.001$), which indicates an exceptionally strong positive relationship. This correlation coefficient suggests that transformational leadership practices by school principals are closely associated with enhanced teacher performance outcomes. The strength of this relationship exceeds typical correlations reported in educational leadership studies, which commonly range from $r = 0.50$ to $r = 0.70$.

Table 1. Correlation Analysis between Transformational Leadership and Teacher Performance

Variable	Instructional Leadership	Teacher Performance
Instructional Leadership	1	.907**
Teacher Performance	.907**	1

Note: **p < .001

The hypothesis testing results, presented in Table 2, further substantiate this relationship. The ANOVA yielded an F-value of 699.452 ($p < 0.001$), which far exceeds the critical F-value at $\alpha = 0.05$, leading to the acceptance of Ha_1 and rejection of H_{01}. This finding provides robust statistical evidence that transformational leadership exerts a positive and significant influence on teacher performance. The coefficient of determination ($R^2 = 0.823$, Table 3) reveals that 82.3% of the variance in teacher performance can be explained by transformational leadership, leaving only 17.7% attributed to other

factors not included in the model. This explanatory power is substantially higher than previous meta-analytic estimates suggesting R^2 values between 0.25 and 0.50 in leadership-performance relationships.

Table 2. ANOVA Results for Transformational Leadership Effect on Teacher Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.790	1	7.790	699.452	.000
Residual	1.671	150	.011		
Total	9.460	151			

Table 3. Model Summary for Transformational Leadership and Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error
1	.907	.823	.821	.10549

The regression equation derived from the analysis, $Y = 0.251 + 0.937X_1$ (Table 4), indicates that for every one-unit increase in transformational leadership practices, teacher performance is predicted to increase by 0.937 units. The standardized regression coefficient ($\beta = 0.907$, $t = 26.447$, $p < 0.001$) demonstrates not only statistical significance but also practical significance, suggesting that transformational leadership serves as a powerful predictor of teacher effectiveness. This finding aligns with contemporary research demonstrating that principals exhibiting transformational behaviors—including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—create organizational conditions that foster professional growth and enhanced pedagogical practices.

Table 4. Regression Coefficients for Transformational Leadership on Teacher Performance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	.251	.142		1.769	.079
Transformational Leadership	.937	.035	.907	26.447	.000

The Influence of Work Climate on Elementary School Teacher Performance

The second research objective investigated the relationship between work climate and teacher performance. As illustrated in Table 5, the correlation analysis yielded a Pearson correlation coefficient of $r = 0.879$ ($p < 0.001$), demonstrating a very strong positive relationship between these variables. Although slightly lower than the transformational leadership correlation, this coefficient nonetheless represents a substantial association, indicating that work climate perceptions significantly correlate with teachers' professional effectiveness.

Table 5. Correlation Analysis between Work Climate and Teacher Performance

Variable	Work Climate	Teacher Performance
Work Climate	1	.879**
Teacher Performance	.879**	1

Note: **p < .001

The hypothesis testing results (Table 6) revealed an F-value of 509.939 ($p < 0.001$), providing compelling evidence to accept Ha_2 and reject H_{02}. The coefficient of determination ($R^2 = 0.773$, Table 7) indicates that work climate explains 77.3% of the variance in teacher performance, with the remaining 22.7% attributable to factors beyond the scope of this model. This finding underscores the critical role that organizational climate plays in shaping teacher behaviors and outcomes, supporting theoretical frameworks that position school climate as a fundamental determinant of professional functioning.

Table 6. ANOVA Results for Work Climate Effect on Teacher Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.310	1	7.310	509.939	.000
Residual	2.150	150	.014		
Total	9.460	151			

Table 7. Model Summary for Work Climate and Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error
1	.879	.773	.771	.11973

The regression analysis (Table 8) produced the equation $Y = 0.610 + 0.841X_2$, indicating that each one-unit increase in positive work climate perceptions corresponds to a 0.841-unit increase in teacher performance. The standardized coefficient ($\beta = 0.879$, $t = 22.582$, $p < 0.001$) confirms both the statistical and practical significance of this relationship. These findings corroborate research demonstrating that supportive organizational climates—characterized by collegial relationships, administrative support, and opportunities for professional development—enhance teacher motivation, job satisfaction, and ultimately, performance.

Table 8. Regression Coefficients for Work Climate on Teacher Performance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	.610	.150		4.071	.000
Work Climate	.841	.037	.879	22.582	.000

The Combined Influence of Transformational Leadership and Work Climate on Teacher Performance

The third research objective assessed the simultaneous influence of both transformational leadership and work climate on teacher performance. Table 9 presents the model summary, revealing a multiple correlation coefficient of $R = 0.928$ and a coefficient of determination of $R^2 = 0.861$. This indicates that when combined, transformational leadership and work climate account for 86.1% of the variance in teacher performance, representing a substantial improvement over the individual models. The adjusted R^2 of 0.859 confirms that this explanatory power is not inflated by model complexity, suggesting genuine predictive utility.

Table 9. Model Summary for Combined Effects

Model	R	R Square	Adjusted R Square	Std. Error
1	.928	.861	.859	.09410

The ANOVA results (Table 10) yielded an F-value of 459.668 ($p < 0.001$), providing overwhelming evidence to accept Ha_3 and reject H_{03}. This finding establishes that transformational leadership and work climate jointly exert a positive and significant influence on teacher performance, with their combined effect surpassing the sum of their individual contributions.

Table 10. ANOVA Results for Combined Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.141	2	4.070	459.668	.000
Residual	1.319	149	.009		
Total	9.460	151			

An unexpected finding emerged from the regression analysis: when both predictors were included simultaneously, the relative contribution of transformational leadership ($\beta = 0.601$) remained stronger than work climate ($\beta = 0.362$), despite work climate demonstrating a substantial bivariate correlation with performance. This pattern suggests potential multicollinearity between the two independent variables or, more substantively, that transformational leadership may partially operate through its influence on work climate. This interpretation aligns with theoretical perspectives

proposing that leadership behaviors shape organizational climate, which in turn affects employee outcomes. The finding opens new avenues for understanding the mechanisms through which leadership influences performance, suggesting that principals may enhance teacher effectiveness both directly through leadership practices and indirectly by cultivating supportive work environments.

Discussion

The optimization of the performance of elementary school teachers in Plered District is the result of the synergy between the transformational leadership of the principal and the quality of the work climate that develops in the school. In Bronfenbrenner's ecological perspective, teacher performance is not only determined by individual competence, but is shaped by interactions with microsystem contexts such as leadership, professional relationships, and work climate (Navarro & Tudge, 2022; Urie Bronfenbrenner, 1979). When transformational leadership is integrated with a positive work climate, performance indicators such as competent, accountable, harmonious, loyal, adaptive, collaborative, and service-oriented develop more optimally.

The transformational leadership of elementary school principals in Plered District forms a strategic foundation in optimizing teacher performance. The four main dimensions include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration working through changes in teachers' values, culture, and professional behavior (Firmansyah et al., 2022). Empirically, the quality of leadership that is classified as good and the very strong relationship with teacher performance indicate that leadership functions not only as a support, but as a key determinant of the implementation of professional tasks, such as planning, learning, assessment, and pedagogical interaction (Yan & Yuet, 2025).

Idealized influence strengthens the example of school principals in integrity, discipline, and work ethics so that teachers are encouraged to show accountability, loyalty, and harmonious work behavior. This influence also increases organizational citizenship behavior, including cooperation and initiatives in maintaining the school's reputation (Hyseni Duraku & Hoxha, 2021). Inspirational motivation helps teachers interpret their work as a professional calling, not just a routine, thereby increasing service orientation, work morale, and resilience to policy changes (Yuliana, 2022). Intellectual stimulation contributes to improving teachers' competence and adaptability by providing space for critical thinking, learning experiments, and innovation. However, this creativity is only optimal if it is supported by a reflective and collaborative culture through activities such as lesson study and learning communities (Yan & Yuet, 2025). Meanwhile, individualized consideration is the weakest dimension. Imoptimality in potential mapping, task delegation, and coaching causes teachers' professional development to tend to be stagnant and uneven (Sun & Leithwood, 2015).

In Bronfenbrenner's (1979) ecological perspective, transformational leadership success is influenced by the interaction of various contexts, ranging from internal school relations to external support and educational policy (Burakgazi, 2024). Overall, transformational leadership will only be effective if the four 4I dimensions are balanced and supported by a solid school ecosystem. The biggest challenge in Plered District lies in the weak individualized consideration and collaboration of teachers. Therefore, strengthening leadership needs to be directed at mentoring, coaching, needs-based PKB, and organizational systems that encourage teamwork and external partnerships so that teacher performance improves sustainably.

Furthermore, a positive work climate is an important prerequisite for optimizing the performance of elementary school teachers because it affects the way teachers interpret tasks, interact, and make daily professional decisions. Theoretically, the work climate reflects the collective perception of policies, practices, and interpersonal relationships in schools (Delgado-Galindo et al., 2025). When the climate is perceived to be fair, supportive, and conducive to development, teachers show higher motivation and performance; on the contrary, a stressful climate and lack of support lowers focus and hinders competency actualization (Llorent et al., 2021). The human relations dimension plays a role in building a warm, supportive, and trusting work atmosphere. Teaching

autonomy, leader support, and healthy interpersonal relationships encourage teachers to serve students to the maximum, maintain social harmony, and show loyalty to the school (Xie & Zou, 2025). This climate also strengthens competence and accountability, as training, supportive supervision, and pedagogic discussions allow teachers to develop their profession in a sustainable manner (Sania et al., 2024).

The internal process dimension in the work climate can be seen from the clarity of rules, procedures, and roles. An orderly organizational structure helps teachers work efficiently, reduces administrative conflicts, and increases accountability for the quality of learning (Villavicencio-Morales & Palacios-Zamora, 2025). This order strengthens accountability and consistency of professional behavior. The open systems dimension encourages adaptivity and collaboration. Schools that are open to innovation, curriculum change, and external partnerships provide space for teachers to update knowledge, experiment, and build networks that enrich practice (Knain et al., 2025). The rational goal dimension sharpens outcome orientation through clear visions, targets, and performance standards. Positive pressure accompanied by support makes teachers more efficient and committed to maintaining the quality of the learning process and outcomes (McKenzie, 2015). According to the study of ecological theory (Zamora-Rodríguez et al., 2025), the influence of the work climate works through layered interactions between individuals and the school environment. When values such as fairness, support, and quality orientation are consistent across layers, competent, accountable, adaptive, harmonious, loyal, and collaborative performance indicators evolve simultaneously. Therefore, improving the quality of education requires systemic intervention in the work climate, not just increasing the individual capacity of teachers.

To be able to improve teacher performance through transformational leadership and a conducive work climate, schools need to build an ecosystem that simultaneously strengthens aspects of vision, motivation, empowerment, exemplary, and a supportive, organized, collaborative, and innovative work environment. School principals must improve academic supervision, mentoring, and coaching so that teachers receive meaningful assistance in developing their pedagogic and professional competencies (Virgana & Fitriani, 2025). Teachers also need to strengthen their abilities through continuous professional development, reflection on teaching practices, and active involvement in the learning community. In addition, the education office needs to design a leadership development program and strengthen the work climate systemically so that the two factors can go hand in hand and have a sustainable impact on improving teacher performance and learning quality in elementary schools (El Achi et al., 2025).

Thus, optimizing teacher performance in elementary schools requires consistent integration between transformational leadership and strengthening the work climate in all its dimensions. Idealized Influence, Inspirational Motivation, and Intellectual Stimulation, which are already relatively strong, need to be maintained and directed to further foster teacher competence, accountability, service orientation, and adaptability. At the same time, strengthening Individualized Consideration and the collaborative dimension must be a priority agenda through personal mentoring, directed sustainable professional development, reflective academic supervision, and the development of sustainable external partnerships. When this balanced transformational leadership is combined with a strong work climate in human relations, internal processes, open systems, and rational goals, then teacher performance has the potential to increase from the Good to Very Good category consistently, resulting in more effective, collaborative, and characterful learning, and in line with the demands of future education.

CONCLUSION

The transformational leadership of the principal and the work climate have a strong, significant, and complementary influence in improving the performance of elementary school teachers in Plered District. Partially, transformational leadership contributes 82.3% to teacher performance, showing that the ability of school principals to provide vision, example, motivation, empowerment, and intellectual

stimulation greatly determines the quality of teachers' work. Meanwhile, the work climate contributed 77.3%, which shows that a supportive, organized, collaborative, and results-oriented school environment plays an important role in shaping optimal teacher performance. Simultaneously, the two variables exerted an influence of 86.1%, emphasizing that the synergy of transformational leadership and the work climate is the main factor in driving teacher performance towards the excellent category. These findings illustrate that teachers will demonstrate high competence, accountability, adaptivity, loyalty, and service orientation when the principal's leadership is strong and the work environment is conducive. The combination of the two creates a professional ecosystem that encourages teachers to develop, innovate, and provide the best service for students. The implications of this study confirm that improving the quality of education cannot only focus on teachers, but must strengthen leadership capacity and the quality of the school work climate. School principals need to implement consistent transformational leadership practices, especially in the aspect of individualized consideration that is still weak. On the other hand, schools must improve the dimensions of the work climate such as collaboration, openness to innovation, and data-driven performance management. Suggestions that can be given are: (1) school principals improve academic supervision, mentoring, and coaching; (2) teachers strengthen professional competence through continuous development and reflection of teaching practices; and (3) the Education Office designs leadership development programs and strengthening the work climate systemically so that teacher performance improvement is sustainable.

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