



The Effects of Work Climate, Discipline, and Professional Competence on Elementary School Teachers' Performance

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ABSTRACT

Keywords:

Work Climate;
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Professional
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This study aims to examine the influence of work climate, discipline, and professional competence on teacher performance, both partially and simultaneously. A quantitative research design was employed using a survey approach, and data were analyzed through multiple linear regression. The population consisted of all teachers in the 2025–2026 academic year, with 42 respondents selected using a saturated sampling technique. The findings reveal that partially, work climate does not have a significant effect on teacher performance. Discipline shows a significant but negative effect, indicating an inverse relationship. In contrast, professional competence has a positive and significant effect on teacher performance. Simultaneously, work climate, discipline, and professional competence collectively have a significant influence on teacher performance. These findings imply that strengthening teachers' professional competence should be prioritized to enhance performance, while discipline policies require careful evaluation to avoid unintended negative impacts. The study contributes to the development of human resource management strategies in educational institutions.

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INTRODUCTION

Elementary education serves as a fundamental pillar in shaping students' character and foundational competencies, making teacher performance a crucial concern for society. The quality of national education depends largely on how effectively teachers fulfill their professional roles as educators, mentors, and role models. According to the National Education System Law (Law No. 20, 2003), professional teachers must possess appropriate qualifications, certification, and the capacity to design and implement effective learning processes (Kulsum, 2025). When teacher performance declines, the impact extends beyond classroom achievement to public trust in educational institutions and long-term human

capital development. Teacher performance reflects the successful execution of instructional planning, implementation, assessment, and student guidance responsibilities. Therefore, examining the determinants of teacher performance is essential not only for institutional improvement but also for strengthening educational quality and sustainable societal development.

Teacher performance in elementary schools is influenced by multiple internal and external factors (Rahmatillah & Andayani, 2025). Organizational performance theory explains that individual performance is shaped by individual characteristics, organizational factors, and psychological variables (Melis & Nawaz, 2024). In educational settings, internal factors include professional competence, discipline, motivation, and commitment, while external factors involve management systems, work climate, facilities, and institutional culture. Weak subject mastery, inadequate lesson preparation, and low discipline may reduce instructional effectiveness and student motivation (Feng & Xiao 2024; Maulidy & Zaini, 2025)). These multidimensional influences indicate that improving teacher performance requires integrated strategies rather than isolated interventions. However, many empirical studies examine these determinants separately, leaving limited understanding of how work climate, discipline, and professional competence interact simultaneously in influencing teacher performance (Fauzi et al., 2025).

Institutional performance records indicate that several teacher performance indicators require improvement, including administrative completeness, participation in professional learning communities, instructional design quality, and punctuality. Supervision data show that some teachers need enhancement in designing core learning activities and applying innovative instructional strategies. Attendance monitoring systems reveal cases of late arrival and early departure, reflecting discipline-related concerns. In addition, education report data in 2025 demonstrate a decline in literacy achievement and stagnation in numeracy performance, accompanied by a decrease in overall instructional quality. These findings suggest that teacher performance challenges are closely associated with professional competence and discipline, as well as the broader work climate within the institution. Although the organizational culture is perceived as harmonious and supportive, empirical verification is necessary to determine whether these conditions significantly influence teacher performance outcomes.

Previous studies have reported varying findings regarding the influence of work climate and discipline on teacher performance. Work climate has been found to significantly affect teacher performance (Kurniasih et al., 2020; Samiyem et al., 2024; Waluyo, 2021). Work climate refers to shared perceptions of organizational conditions that shape employees' attitudes and behaviors.

Similarly, work discipline has been shown to significantly influence teacher performance (Ibrahim et al., 2023; Juniarti et al., 2020; Samiyem et al., 2024). Discipline reflects an individual's willingness to comply with organizational norms and regulations (Jancsics et al., 2023). However, contradictory findings indicate that work climate does not significantly influence teacher performance (Darlina et al., 2025). These inconsistencies reveal the need for further empirical testing within specific institutional contexts to clarify the relationship among these variables.

Professional competence has consistently been identified as a major determinant of teacher performance. Empirical evidence confirms that professional competence significantly improves teacher performance (Joshua, 2024; Purwo, 2025; Waluyo, 2021). Professional competence includes mastery of subject matter, curriculum development skills, implementation of effective instructional strategies, utilization of technology in learning, continuous professional development, and ethical responsibility (Takalao et al., 2024). Teachers with strong professional competence demonstrate better instructional planning, classroom management, and learning outcomes. Nevertheless, prior studies often analyze professional competence independently rather than integrating it with organizational climate and discipline variables in a single analytical model (Holis et al., 2024). Consequently, limited research has examined the simultaneous and partial effects of these three predictors within one comprehensive quantitative framework.

This study offers a comprehensive analytical model by simultaneously examining work climate, discipline, and professional competence as predictors of teacher performance using multiple linear regression analysis. Unlike previous research that primarily focused on partial relationships, this study evaluates both individual and collective effects to identify dominant and interacting determinants of teacher performance. By integrating organizational, behavioral, and competency perspectives into a unified quantitative framework, the research provides a clearer explanation of how structural and individual factors contribute to teacher effectiveness. The findings are expected to clarify inconsistencies in previous empirical results and provide a stronger basis for strategic decision-making in educational human resource management.

Based on the theoretical and empirical considerations above, this study investigates whether work climate, discipline, and professional competence significantly influence teacher performance, both partially and simultaneously. It is proposed that work climate positively influences teacher performance, discipline affects performance, and professional competence exerts a strong positive effect. Furthermore, the three variables are expected to jointly predict teacher performance within an integrated regression model. By testing these propositions, the study aims to provide empirical evidence regarding the most

influential determinants of teacher performance and to generate practical recommendations for strengthening institutional policies, professional development programs, and organizational management strategies to improve educational quality.

RESEARCH METHODS

This study employed a quantitative research approach with a survey design to examine the influence of work climate, discipline, and professional competence on teacher performance. The unit of analysis was individual teachers as research subjects within an elementary school institution, focusing on professional activities related to teaching, administrative responsibilities, and school participation. The population consisted of 44 teachers, including classroom teachers, subject teachers, and Qur'an teachers. A non-probability sampling technique was applied, resulting in 42 teachers participating as respondents, while two managerial staff members were excluded from the sample. Primary data were obtained from teachers as the main respondents, while secondary data were derived from institutional documents, performance reports, and attendance records to support contextual analysis.

Data collection was conducted through a structured questionnaire using a Likert-scale instrument, complemented by observation and limited interviews to strengthen contextual understanding. A desk review of relevant literature was also undertaken to establish the theoretical framework and construct indicators. Prior to hypothesis testing, instrument validity and reliability tests were performed to ensure measurement accuracy. Data were analyzed using descriptive and inferential statistical techniques, including classical assumption tests, multiple linear regression analysis, hypothesis testing (t-test and F-test), and coefficient of determination analysis. All statistical procedures were conducted using IBM SPSS Statistics version 26 to examine both partial and simultaneous relationships among the research variables.

RESULTS AND DISCUSSION

Results

Data Analysis Results

In the Validity test, on the variable's climate work, out of 15 statements, only 6 statements are valid. Because out of 6 valid statements, represent fifth indicator climate work, then invalid statements are removed, then valid statements are tested repeat and the results are all valid. For variables discipline, 9 statements of the 4 indicators, all are valid. Variables competence professional, 17 statements from sixth all valid indicators. In the Reliability test, all variables studied own mark *Cronbach's alpha* ≥ 0.7 so all over variables stated reliable and can trusted

In the normality test, the results Can seen in the following PP Plot and Kolmogorov Smirnov graphs:

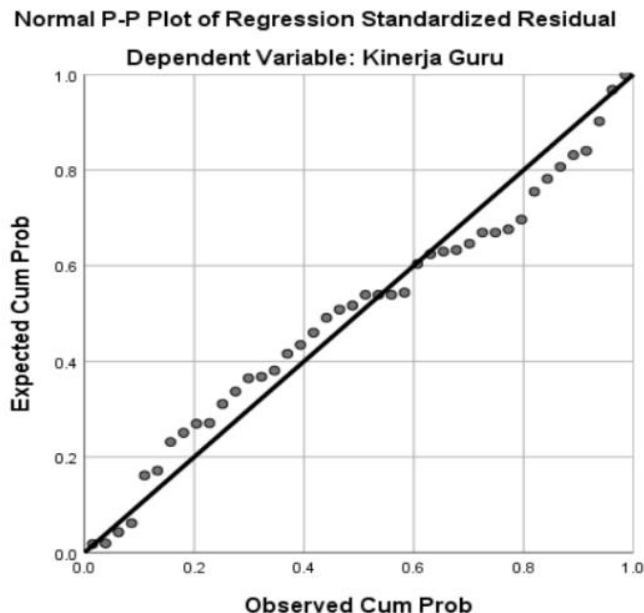


Figure 1. PP Plot Graph

Based on PP graph Normality test plot, the data points are close together and follow a straight line, meaning the data is normally distributed.

Normality test results with Kolmogorov- Smirnov obtained information that the sig. value of teacher performance is 0.069, meaning sig. value > 0.05, means the data is distributed normally and fulfilling assumptions normality as Figure 4:

One-Sample Kolmogorov-Smirnov Test

		Iklim Kerja	Kedisiplinan	Kompetensi Profesional	Kinerja Guru
N		42	42	42	42
Normal Parameters ^{a,b}	Mean	26.38	40.36	66.48	75.19
	Std. Deviation	2.547	4.873	6.433	7.438
Most Extreme Differences	Absolute	.206	.225	.141	.131
	Positive	.206	.170	.110	.131
	Negative	-.158	-.225	-.141	-.120
Test Statistic		.206	.225	.141	.131
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c	.035 ^c	.069 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Figure 2. Kolmogorov Smirnov

multicollinearity test in table 3, the tolerance value of all variables free > 0.1, meaning in accordance with condition passing the multicollinearity test. While VIF value of variable climate work (X1) is 1.909, variable discipline (X2) is 3.707, and the variable professional competence is 4.256. The VIF value of all variables free < 10, meaning No happen strong relationship between third variables free, and declared according to with multicollinearity test conditions

Table 1. Multicollinearity Test Results

No.	Variables	Tolerance >0.1	VIF < 10	Information
1.	Work Climate(X1)	0.524	1,909	In accordance
2.	Discipline (X2)	0.270	3,707	In accordance
3.	Competence Professional (X3)	0.235	4,256	in accordance

Heteroscedasticity test results Can seen in the scatterplot and Glejser graphs in figure 5 and figure 6 below:

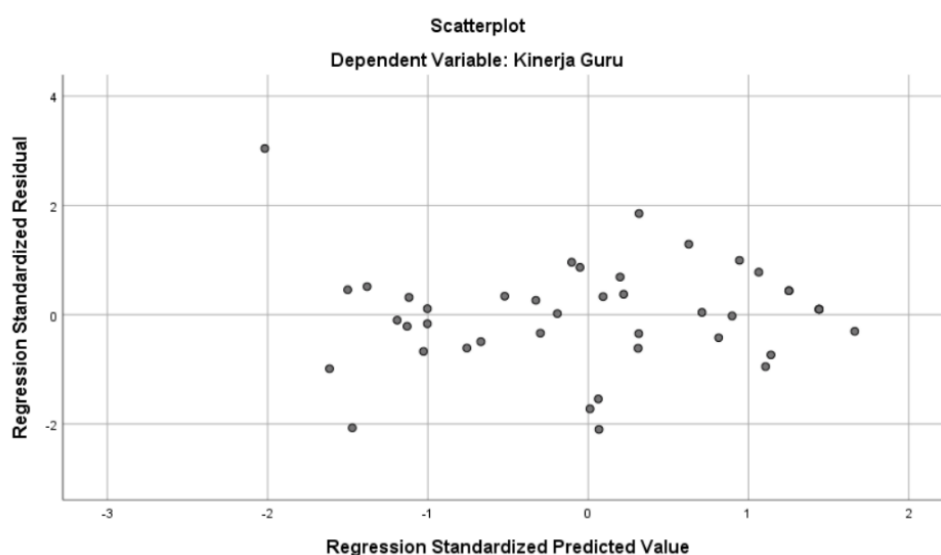


Figure 3. Scatterplot Graph

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.692E-15	6.480		.000	1.000
	Iklim Kerja	.000	.308	.000	.000	1.000
	Kedisiplinan	.000	.224	.000	.000	1.000
	Kompetensi Profesional	.000	.182	.000	.000	1.000

a. Dependent Variable: Abs_RES

Figure 4. Glejser Table

In figure 5, the points spread in a way random around 0 and not form pattern certain, meaning No there is heteroscedasticity. And the results of the *Glejser* test in Figure 6, the sig. value of each variable > 0.05, meaning No there is significant influence between independent variables on mark absolute residual. Then it can conclude that the regression models No experience heteroscedasticity.

Regression test results can see in figure 7 below:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.432	6.480		.684	.498
	Iklim Kerja	.395	.308	.135	1.281	.208
	Kedisiplinan	-.539	.224	-.353	-2.404	.021
	Kompetensi Profesional	1.235	.182	1.068	6.784	.000

a. Dependent Variable: Kinerja Guru

Figure 5. Multiple Linear Regression Table

Based on the results of the multiple linear regression analysis, several important findings can be interpreted in a coherent manner. The constant value of 4.432 indicates that when work climate (X_1), discipline (X_2), and professional competence (X_3) are assumed to be zero, teacher performance (Y) remains at a baseline level of 4.432. This constant represents the fundamental level of teacher performance that exists independently of the three predictor variables included in the model.

Regarding the independent variables, work climate (X_1) has a regression coefficient of 0.395, indicating a positive relationship with teacher performance. This means that for every one-unit increase in work climate, teacher performance increases by 0.395 units, assuming other variables remain constant. Although the magnitude of the effect is moderate, the finding suggests that a more supportive and conducive work environment contributes to better teacher performance.

In contrast, discipline (X_2) shows a regression coefficient of -0.539, revealing a negative relationship with teacher performance. This implies that for every one-unit increase in discipline, teacher performance decreases by 0.539 units, holding other variables constant. The inverse relationship indicates that excessively rigid or pressuring disciplinary practices may produce unintended negative effects. In line with organizational commitment theory proposed by Allen and Meyer (1990), overly strict regulations may encourage compliance driven by obligation rather than internal commitment, potentially leading to psychological pressure and reduced performance quality.

Among all predictors, professional competence (X_3) demonstrates the strongest effect, with a regression coefficient of 1.235. This indicates that every one-unit increase in professional competence results in a 1.235-unit increase in teacher performance, assuming other variables remain constant. This substantial positive effect underscores the critical role of subject mastery, instructional expertise, and continuous professional development in enhancing teacher performance.

Coefficient value regression from variables professional competence (X_3) has mark highest compared to with mark coefficient regression variables climate work (X_1) and discipline (X_2). That means that professional competence (X_3) more influential to teacher performance (Y) than variables climate work (X_1) and discipline (X_2).

Hypothesis test results seen based on the t-test and F-test. The results are Can seen in figure 8 and figure 9:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.432	6.480		.684	.498
	Iklim Kerja	.395	.308	.135	1.281	.208
	Kedisiplinan	-.539	.224	-.353	-2.404	.021
	Kompetensi Profesional	1.235	.182	1.068	6.784	.000

a. Dependent Variable: Kinerja Guru

Figure 6. t-test

Based on t-test results, sig. value of variable climate work $0.208 > 0.05$, So H_0 accepted. This means the level of truth reach 80% of 95% tolerance. This result Can interpreted that in a way partial climate Work No influential No significant to teacher performance. In other words, the climate Work influential to teacher performance, but small. The sig. value of the variable discipline $0.021 < 0.05$, meaning H_0 rejected. So, it can interpret in a way partial discipline influential significant to teacher performance. Significant value of variable professional competence $0.000 < 0.05$, meaning H_0 rejected. So, in general, partial influential professional competence significant to teacher performance.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1766.314	3	588.771	44.554	.000 ^b
	Residual	502.163	38	13.215		
	Total	2268.476	41			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Kompetensi Profesional, Iklim Kerja, Kedisiplinan

Figure 7. F Test

Based on the results of the F test in Figure 9 were obtained results sig. value $0.000 < 0.05$, meaning in a way simultaneous climate work, discipline, and professional competence have an influence to teacher performance.

Determination test results Can seen in figure 10:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.882 ^a	.779	.761	3.635

a. Predictors: (Constant), Kompetensi Profesional, Iklim Kerja, Kedisiplinan

Figure 8. Determination Test

Based on the results of the coefficient of determination analysis, the multiple correlation coefficient (R) is 0.882. This value is close to 1, indicating a very strong relationship between the independent variables – work climate (X_1), discipline (X_2), and professional competence (X_3)—and the dependent variable, teacher performance (Y). The strength of this correlation suggests that the regression model provides a substantial explanation of the relationship among the variables tested.

The coefficient of determination (R^2) is 0.779, or 77.9%. This indicates that 77.9% of the variance in teacher performance can be explained collectively by work climate, discipline, and professional competence. In other words, these three variables significantly contribute to variations in teacher performance, while the remaining 22.1% is influenced by other factors not included in the model.

Furthermore, the adjusted R square value is 0.761, meaning that after adjusting for the number of predictors in the model, 76.1% of the variance in teacher performance is still explained by the independent variables. This confirms that the regression model has strong explanatory power and remains stable even after adjustment.

The standard error of the estimate is 3.635, indicating that the model's predictions may deviate by approximately ± 3.6 units from the actual values. This relatively small margin of error suggests that the regression model demonstrates an adequate level of accuracy in predicting teacher performance.

Discussion

Based on results testing that has been done, can be done discussion to results findings as following:

Influence climate Work to teacher performance

Based on regression model test results Can explained variables climate Work to teacher performance is 0.395, meaning climate Work influential to teacher performance. But from hypothesis test results No influential No significant or influential but small. because t counts smaller from t table, $1.281 < 1.686$.

Research result No in accordance with hypothesis the beginning that states that climate Work influential significant to teacher performance. This is No in line with study previously carried out by Kurniasih, et al. (2020), Waluyo, B. (2021), and Semiyem, et al. (2024) which states that climate Work influential to teacher performance. However, in line with research conducted by Darlina. et al. (2025) which states that climate Work No influential significant to teacher performance. This is emphasized that climate Work No only influenced by the atmosphere environment Work in a way physique only, and also climate Work nature complex, no only influenced by behavior organization, but is interaction various factor like leadership, and motivation.

Influence discipline to teacher performance

Based on regression model test results Can explained variables discipline to teacher performance is -0.539, meaning discipline influential to teacher performance. Meanwhile, in the results of the hypothesis test, discipline own t table value = 1.686, and t count = -2.404, t count > t table. This means discipline influential significant to teacher performance, however its influence negative.

Based on observation, discipline influential negative because the teacher feels stressed with discipline applied so that happen fatigue psychological impact that results in a decline performance. This is in accordance with Robbins and Judge's (2017) opinion explains that control over - organization can lower motivation from in teacher self and also has an impact on satisfaction teacher's work.

Influence professional competence towards teacher performance

Based on the results of the t-test, F-test, and multiple linear regression tests, professional competence shows influence positive and significant to teacher performance. This is Can seen from the sig. value of professional competence

smaller of 0.05, which is 0.000. This result in line with study previous studies conducted by Hardianti, E., & Listiadi, A. (2021), Waluyo, B. (2021), Joshua MS (2024), Purwo, P. (2025). With results study competence professional influential to teacher performance.

Based on response respondents, statement items professional competence that has mark the biggest lies in the teacher's ability to master material lessons taught and abilities increase professional competence in general sustainable of 4.6. Professional competence in study This explain about abilities that must be mastered by teachers in classroom learning. There are 6 indicators used for measure professional competence, namely ability control material, ability develop curriculum, abilities implementing strategies, methods, and approach, ability utilise technology, capabilities develop professionalism and ability own responsibility. In a way partial and simultaneous, results study This support hypothesis the initial proposal, namely allegedly influential professional competence in a way positive and significant to teacher performance.

Influence simultaneous climate work, discipline, and professional competence towards teacher performance.

Because the calculated F value bigger from the F table, then H_0 rejected. This means in a way simultaneous climate work, discipline, and professional competence have an influence significant to teacher performance. With Thus, the results study This support the hypothesis proposed, namely allegedly in a way together there is influence between climate work, discipline, and professional competence towards teacher performance at Lentera Elementary School Generation. With Thus, the analysis This prove that teacher performance is not stand alone on top one single pillar. There is a connection functional where the climate Work give comfort psychological, discipline ensure regularity time and process, and professional competence ensures quality content pedagogical. All three blend for realize standard quality excellent education in schools.

CONCLUSION

The most important finding of this study is that professional competence emerges as the strongest and most consistent predictor of teacher performance, while work climate does not show a significant partial effect and discipline demonstrates a negative influence when applied excessively. This implies that teacher performance is primarily driven by internal professional capacity rather than solely by external environmental conditions. Even when the work climate is less supportive, teachers may maintain performance through personal responsibility and professional commitment. However, overly rigid disciplinary

systems may create psychological pressure that ultimately reduces performance. These findings highlight an important lesson: strengthening teachers' professional competence through continuous development programs is more sustainable and impactful than relying predominantly on strict regulatory control or environmental adjustments.

This study contributes academically by integrating work climate, discipline, and professional competence into a single multiple regression model, thereby providing a more comprehensive explanation of teacher performance determinants. The findings enrich the literature by clarifying the relative strength and direction of each variable's effect within one analytical framework. Nevertheless, this research is limited by its relatively small sample size and focus on a single institutional context, which may restrict generalizability. Future studies are recommended to involve larger and more diverse samples, incorporate mediating or moderating variables such as motivation or organizational commitment, and apply longitudinal designs to better understand causal relationships over time.

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