International Journal of Education, Culture, and Society

e-ISSN : 3024-8973
p-ISSN : 3024-8981

Index: Harvard, Boston, Sydney University, Dimensions, Lens, Scilit, Semantic, Google, etc

https://doi.org/10.58578/IJECS.v4i1.8306

Influence of School Head Conflict Management, Interpersonal Communication, Work Climate on Teacher Performance in Elementary School District Sector Tabongo

Ripin Hamsah, Ansar, Arifin
State University of Gorontalo, Indonesia
hamsahripin@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
Oct 20, 2025	Nov 26, 2025	Dec 8, 2025	Dec 13, 2025

Abstract

This study analyzes the influence of principals' conflict management, interpersonal communication, and work climate on teacher performance in public elementary schools in the Tabongo sub-district. Using a quantitative approach with a correlational design, the research involved a population of all elementary school teachers in the Tabongo sub-district, with the sample selected through proportional random sampling. Data were collected using a questionnaire that had been tested for validity and reliability, and analyzed using multiple linear regression to examine the direct effects of each independent variable on the dependent variable. The results show that (1) principals' conflict management has a direct positive and significant influence on teacher performance; (2) interpersonal communication has a direct positive and significant influence on teacher performance; (3) work climate has a direct positive and significant influence on teacher performance; (4) principals' conflict management has a direct positive and significant influence on work climate; and (5) interpersonal communication has a direct positive and significant influence on work climate. These findings indicate that strengthening principals' capacity in conflict management, enhancing

IJECS Journal is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

interpersonal communication, and fostering a positive work climate are critical for optimizing teacher performance. The study contributes empirical evidence to the literature on educational management and underscores the importance of school leadership and organizational conditions in improving teacher performance in elementary education settings.

Keywords: Conflict Management; Interpersonal Communication; Work Climate; Teacher Performance; Elementary Education

INTRODUCTION

Teacher performance is factor key in determine quality of process and results learning at school . Teachers do not only play a role as transmitter material , but also as facilitator , motivator, mentor , and manager environment learn . Therefore that , optimal teacher performance becomes indicator important success education , especially at the tertiary level school basic . However , in in practice , various school including SDN in the District Tabongo Still face a number of problem related achievement teacher performance that has not been maximum . Low consistency in implementation task professional , such as planning learning , implementation learning that is oriented towards student needs , as well as implementation authentic assessment . There are still teachers who have not compile device learning in a way complete or not enough do reflection to results Study Students . One obstacle to low teacher professional competence is that teachers are not active when explaining, resulting in teachers simply sitting still, being passive, and also receiving minimal training to improve teacher professionalism (Witarsa et al., 2022) . The importance of mastering professional competency standards for teachers in improving their competency is the primary reason for the importance of mastering professional competency standards. By mastering professional competency standards, teachers are expected to improve their professionalism, the quality of student learning, and the quality of education in schools. (Bagou & Suking, 2020)

Teacher performance is description about level success a teacher in carry out duties and responsibilities the answer as educator in accordance with standard established professionals . Teacher performance is not only covers ability teach in class , but also reflect quality planning learning , implementation learning , assessment results learning , and commitment professional teachers in operate various activity education in schools . In

other words, teacher performance is totality teacher behavior and work output in reach objective learning and education .

In a way conceptually , teacher performance can understood as behavior visible teacher work in the learning process . According to Robbins and Judge (2018), student performance is results from interaction between ability , motivation , and opportunity For work . In the context of education , teacher performance is determined by competence pedagogical , personality , professional , and social . Teachers who have performance Good capable plan learning in a way systematic , implementing the learning process in a way effective , using appropriate learning strategies , evaluating results Study in a way objective , and show attitude professional in operate task . The quality of teacher performance is a crucial contribution to the success of the educational process in schools. Therefore, continuous attention to improving and enhancing teacher performance is crucial, especially considering the ever-increasing societal demands for educational quality. This, of course, will lead to an increasing need to improve teacher performance through increased effectiveness (T, 2016).

Teacher performance is a key factor in the success of the learning process in schools. Optimal teacher performance not only results in an effective learning process but also influences the quality of student learning outcomes. In the context of elementary schools in Tabongo District, improving the quality of learning requires attention to various organizational factors that can influence teacher behavior and productivity. Among these factors, the principal's conflict management, interpersonal communication, and work climate are three dominant aspects that have a significant influence on teacher performance. With existence high teacher performance will create something desire For work and give something best For work with not quite enough answer that has been given . So that management conflict in increase increase Teacher performance is important in scope of Educational Institutions (Suprayogi & Ginting, 2024) . Teacher performance is teacher behavior in the learning process from the planning process learning , implementing activity learning , assessing results learning and development self (Kartomo et al., 2016)

Ability head school in manage conflict in a way constructive , harmonious interpersonal communication , as well as creation climate positive work can become factor determinant in support improvement teacher performance . Research This expected can give description empirical that can considered in effort improvement quality management

schools in the sub-district Tabongo . Work climate school , is atmosphere work that exists in a a school that is felt by all inhabitant school , which describes life that happens in school From the description said , can concluded that climate Work contribute to teacher performance (Santiari & Dantes, 2020)

A number of study previously show head school must act as a skilled mediator in finish conflict . Ability this is very important No only For guard conducive atmosphere at school , but also for increase performance and productivity overall inhabitant school (Istiqomah et al., 2024) Management conflict carried out by the head school in improvement quality education with influence teacher performance in the learning and orderly process administration (Nurhayati, 2023) . Meanwhile That There is significant relationship between climate Work to performance employee (Undiksha, 2020)

However , the results study This seldom test third variables in a way simultaneous in one prediction model . The gap This show Still the need research in context school base especially elementary schools throughout the sub -district Tabongo which has characteristics organization and dynamics different work .

Management conflict head school , interpersonal communication , and climate Work in a way simultaneously For predict teacher performance in the context of SDN, which has not been Lots reviewed in 10 years of literature last . Foundation theory study This refers to several theory main . First , the theory management Robbins (2018) stated that conflict that conflict can managed through *competing, accommodating, avoiding, compromising,* and *collaborating* strategies For produce optimal performance . Second , the theory DeVito's (2019) interpersonal communication emphasizes importance openness , empathy , attitude supportive , and equality in interaction work . Third , theory climate Litwin & Stringer's organization (in Luthans, 2018) which explains that structure , standards , responsibilities responsibility , appreciation , and support social in organization influence behavior and performance individual . Integration third theory This become base conceptual further research comprehensive research This focus to : analyze influence management conflict head school to performance teacher;analyze influence interpersonal communication towards performance teacher;analyze influence climate Work to teacher performance ; and analyze influence third variables in a way simultaneous to teacher performance at elementary schools throughout the sub -district Tabongo . Research results expected give contribution theoretical and practical for development management education , in

particular in increase effectiveness teacher performance through strengthening aspect managerial and environmental Work school .

METHODS

This research was conducted at SDN Sekecamatan Tabongo, located on Jl. Raja Bobihoe, Tabongo Village, Tabongo District, Gorontalo Regency, Gorontalo Province. This research was conducted at SDN Sekecamatan Tabongo. The time of this research was carried out from March to June 2025. The type of research used in this study is quantitative with a correlational design through the Path Analysis approach. This approach was chosen to analyze the complex cause-effect relationship between exogenous variables (Principal Conflict Management and Interpersonal Communication) with endogenous variables (Work Climate and Teacher Performance). which aims to analyze influence management conflict head school , interpersonal communication , and climate Work to teacher performance at elementary schools throughout the sub -district Tabongo . Researchers want to reveal the direct influence of three main variables, namely principal conflict management, interpersonal communication, and work climate, on teacher performance at elementary schools in Tabongo District.

The data that was successfully collected in this study includes: 1) Preliminary study and identification problem ; 2) Compilation instrument research ; 3) Testing the validity and reliability of the instrument; 4) Collecting field data ; 5) Data analysis (descriptive and inferential); and 6) Conclusion conclusions and recommendations

The research population was all teachers who teach at Public Elementary Schools in Tabongo District, Gorontalo Regency, with a total population of 125 teachers. The sampling technique used was *proportional random sampling* from 11 elementary schools in Tabongo District. The population is all objects that are the target of research or observation and have the same characteristics. The sample is a part of the population that is taken to be the object of direct observation and used as the basis for drawing conclusions (Nuryadi et al., 2017).

The main instrument used was a questionnaire to measure four variables: (X1) Principal Conflict Management, (X2) Interpersonal Communication, (X3) Work Climate, and (Y) Teacher Performance. The questionnaire underwent validity and reliability tests to

ensure data validity. Teacher performance data from July to December 2024 was also used as the initial database.

Data collection in this study was carried out in stages over approximately 12 weeks (3 months). The data collection process was carried out through three main stages, namely: 1) Distribution questionnaire direct to elementary school teachers throughout the sub - district Tabongo ; 2) Interview short (limited) to head school For strengthen the data; and 3) Documentation , such as profile school , number of teachers, and structure organization . Instruments tested through : 1) Validity test (Pearson Product Moment); 2) Test reliability (Cronbach Alpha)

Data analysis was performed using multiple linear regression to test hypotheses and path analysis to determine the magnitude of contributions and patterns of relationships between variables. Prior to path analysis, prerequisite tests such as normality and linearity tests were performed · Partial hypothesis testing (t-test) was performed to determine the significance of the direct influence of each independent variable.

RESULTS

This research found several key findings from descriptive analysis and path analysis. In general, the data descriptions indicate that most teachers have positive perceptions of the Principal's Conflict Management, Interpersonal Communication, and Work Climate.

Path Analysis of Variable Influence

The results of partial hypothesis testing (t-test) and path coefficients indicate a significant influence on all structural relationships tested.

Table 1. The influence of the principal's conflict management (X1), interpersonal communication (X2), work climate (X3) on teacher performance (Y)

Variable Relationship	Path Coefficient (Total Direct Effect)	T-count value	Sig. Value	Information
Conflict Management (X1) Teacher Performance (Y)	38.10%	4,038	0,000	**Positive and Significant**
Interpersonal Communication (X2) Teacher Performance (Y)	32.60%	5,087	0,000	**Positive and Significant**
Work Climate (X3) Teacher Performance (Y)	10.80%	2,483	0. 010	**Positive and Significant**

calculated t value for the principal's conflict management variable was 4.038. When compared with the t table value of 1.986, the calculated t value obtained was far greater than t table value. the significant value of the principal's conflict management is smaller than the probability value of 0.05, or the value (0.000<0.05, then Ha 1 which states that the principal's conflict management has an effect on teacher performance is accepted. so that it can be concluded that the principal's conflict management has a positive and significant effect on teacher performance at SDN in Tabongo sub-district. Then it can be seen from the results of the path coefficient calculation that the total influence of the principal's conflict management on teacher performance at SDN in Tabongo sub-district is 38.10%.

calculated t value for the Interpersonal Communication variable was 5.087. When compared with the t table value of 1.986, the calculated t value obtained was far greater than t table value. the significant value of interpersonal communication is smaller than the probability value of 0.05, or the value (0.000<0.05, then Ha 2 which states that interpersonal communication has an effect on teacher performance is accepted. so that it can be concluded that interpersonal communication has a positive and significant effect on teacher performance at SDN in Tabongo sub-district. Then it can be seen from the results of the path coefficient calculation that the total influence of interpersonal communication on teacher performance at SDN in Tabongo sub-district is 32.60%.

calculated t value for the Work Climate variable was 2.483. When compared with the t table value of 1.986, the calculated t value obtained was far greater than t table value. The significant value of Work Climate is smaller than the probability value of 0.05, or the value (0.01<0.05, then Ha 3 which states that Work Climate has an effect on teacher performance is accepted. Thus, it can be concluded that Work Climate has a positive and significant effect on teacher performance at SDN in Tabongo sub-district. Then it can be seen from the results of the path coefficient calculation that the total influence of work climate on teacher performance at SDN in Tabongo sub-district is 10.80%.

Table 2. The Influence of Principal Conflict Management (X1) Interpersonal Communication (X2) on Work Climate (X3)

Variable Relationship	Path Coefficient (Total Direct Effect)	T-count value	Sig. Value	Information
Conflict Management (X1) Work Climate (X3)	46.10%	4,086	0,000	**Positive and Significant**
Interpersonal Communication (X2) Work Climate (X3)	32.60%	5,087	0,000	**Positive and Significant**

calculated t value for the principal's conflict management variable was 4.086. When compared with the t table value of 1.986, the calculated t value obtained was far greater. greater than t table value. the significant value of the principal's conflict management is smaller than the probability value of 0.05, or the value (0.000<0.05, then Ha 4 which states that the principal's conflict management has an effect on the work climate is accepted. so that it can be concluded that the principal's conflict management has a positive and significant effect on the work climate in SDN in Tabongo sub-district. Then it can be seen from the results of the path coefficient calculation that the total influence of the principal's conflict management on the work climate in SDN in Tabongo sub-district is 37.10%.

calculated t value for the Interpersonal Communication variable was 3.781 . When compared with the t table value of 1.986, the calculated t value obtained is far greater than t table value . the significant value of interpersonal communication is smaller than the probability value of 0.05, or the value (0.003 <0.05, then Ha 5 which states that interpersonal communication has an effect on the work climate is accepted. so that it can be concluded that interpersonal communication has a positive and significant effect on the work climate in SDN in Tabongo sub-district. Then it can be seen from the results of the path coefficient calculation that the total influence of interpersonal communication on the work climate in SDN in Tabongo sub-district is 48.00%.

The structural model shows that Principal Conflict Management (X1), Interpersonal Communication (X2), and Work Climate (X3) simultaneously and partially have a positive and significant influence on Teacher Performance (Y). Work Climate (X3) is also significantly influenced by Conflict Management (X1) and Interpersonal Communication (X2), indicating the role of X3 as a mediating or intermediary variable in improving Teacher Performance.

DISCUSSION

This discussion will interpret and explain the significance of the findings in relation to what is already known about the research problem, contextualize the results within the broader academic discourse and identify their implications for policy, practice and future research.

Synthesis of Main Findings

The research results clearly address all of the proposed research questions. All studied variables—Principal Conflict Management, Interpersonal Communication, and Work Climate—were shown to have a positive and significant influence on Teacher Performance.

Research result show that management conflict head school influential positive and significant to teacher performance . This means that the more effective head school in manage conflict , increasingly good teacher performance in carry out task professionalism . Teachers who work in capable environment manage conflict in a way fair , open and constructive tend own motivation more height , relationship Work more harmonious , and focus on the learning process .

Effectiveness management conflict seen in ability head school in using strategies of collaboration , compromise , and accommodation when happen difference opinions in the environment school . The impact is that teachers feel appreciated , listened to , and treated in a way professional . This result emphasize that management conflict No only action finish difference only , but also create atmosphere Work conducive environment that allows teachers to excel . management conflict in managing it is very influential to member organization especially in a institution education For effort realize performance *teamwork* (Saadah et al., 2022)

Principal Conflict Management contributes the largest direct influence on Teacher Performance (38.10%). This positive coefficient confirms that the better the principal's ability to manage conflict (creating a harmonious atmosphere), the higher the resulting teacher performance. As stated by (Nugroho, 2020) Conflict management skills implemented by the principal through the skills of refusal, control, accommodation, compromise, or collaboration are of course also implemented appropriately so that teacher performance improves. Conflict if not managed properly will reduce work performance and will certainly affect aspects of the organization as a whole. It is also important to realize

that conflict management can be a factor in improving teacher performance in the right situation.

Interpersonal communication also has a significant direct impact (32.60%) on teacher performance. Effective communication between principals and teachers (and among teachers) minimizes miscommunication and confusion, ultimately improving teacher motivation and performance. Successful interpersonal communication occurs when there is a process of transferring and understanding meaning from one person to another. A good idea is useless until it is conveyed and understood by others. Communication can occur through thoughts and body language. If teachers have communication skills, their performance will also improve. Communication will create mutual understanding, foster friendship, nurture affection, and spread understanding.

Good communication results in high performance, as problems that arise can be resolved effectively and collaboratively. Communication quality is also determined by objective analysis, reasoning, and the ability to explain or elaborate on the subject matter to others. A teacher's ability to communicate demonstrates a positive, trustworthy, and open personality to colleagues and students. Communication quality can also be demonstrated through a clear voice. A teacher with a clear voice, including good intonation and expression, will encourage both students and the teacher to listen and pay attention to the teacher's speech.

Work climate plays a significant role (10.80% direct influence) on teacher performance. A healthy work climate, characterized by support and recognition, serves to strengthen teachers' commitment and responsibility. As stated by (Hamid, 2014) , the more positive the work climate, the higher the teacher's motivation to achieve or perform.

Organizational climate is based on what its members believe and practice. If, for example, members are accustomed to high levels of authority from their superiors, their actions will always be based on that climate. Second, there is a relationship between other organizational characteristics and the actions of superiors and the resulting climate. It is generally recognized that work climate is a significant factor influencing the behavior of the organization's members.

The work climate is viewed as a dynamic system concept. This means that the climate in an organization is not fixed but can change for the better or worse, depending on how the organization's members interact. Therefore, the climate in one organization will

not be the same as the climate in another organization, even though their overall activities may have nearly the same characteristics. This is because the driving force of activities in the organization is people. The work climate specifically encompasses teacher work facilities, communication with colleagues, the principal's leadership, incentives, and rewards. Incentives or rewards can be given in various forms and do not always have to be expressed in monetary terms. Work facilities include the workplace, teaching equipment, tools needed by teachers to develop processes, and funds. Current working conditions, where operational funds for a subject are solely the teacher's salary or honorarium, do not provide opportunities for teachers to develop initiative and creativity. A working atmosphere with the principal that fosters professionalism between teachers and their colleagues at the same or other madrasahs will provide teachers with the opportunity to perform to the best of their ability. Promotions or professional visits to other madrasahs can serve as incentives or rewards.

Furthermore, the results show that the principal's conflict management and interpersonal communication significantly influence the formation of a positive work climate. This confirms that these two leadership and social factors are essential prerequisites for creating a conducive work environment in schools.

Interpersonal communication patterns between principals and teachers play a crucial role in shaping the work climate and teacher performance (Pertiwi, 2024) Work climate as a number of condition or condition in One a series that is direct or No directly , consciously or No aware , able influence teacher performance (Pohan, 2019)

Comparison with Literature

The research findings show that elementary schools in Tabongo sub-district have dynamics sufficient organization strong in influence teacher performance . Based on results data analysis , it is known that management conflict head schools in schools base the has give influence positive and significant to improvement teacher performance . influence positive between management conflict to teacher performance (Dewi et al., 2025) Principal capable schools finish conflict in a way wise , open and fair proven capable create atmosphere more work harmonious so that teachers can Work more focused and productive . Interpersonal communication in elementary schools throughout the sub - district Tabongo is also in the category good and giving contribution significant to teacher performance . Relationship effective communication between head school , between

teachers, and between teachers and staff education allows coordination learning walk smooth and improve quality implementation teacher's duties .

In addition , the climate work that is built in the SDN environment throughout the sub- district Tabongo proven own strong influence to teacher performance . Atmosphere conducive work , support from leadership , relationships harmonious work , as well as environment supportive physical make teachers more motivated in carry out task professionalism . Findings research also shows that management conflict and interpersonal communication are not only influence teacher performance in general directly , but also indirectly No direct through formation climate positive work . This means that the more Good head school manage conflict and increasingly effective interpersonal communication at school , then the more good climate too the work that is created , which is ultimately increase teacher performance . School climate has a significant influence on teacher performance (Adib & Sarbanun, 2022)

In a way overall , research This show that improvement teacher performance at elementary schools throughout the sub -district Tabongo No can released from role strategic head school in manage conflict , building healthy interpersonal communication , as well as create climate positive work . Third factor the each other interact and in a simultaneous give significant contribution to quality teacher work in the area .

Limitations

This research has limitations, including: a) Research done only at SDN throughout the sub -district Tabongo , so that the result No can generalized to level other education or other sub-districts without study additional ; b) Variables study limited to three factor main (management conflict , interpersonal communication , climate work). Other variables such as motivation intrinsic , leadership transformational , and competence pedagogy No entered although Possible influential to teacher performance ; c) Research done in range time certain , so that No describe dynamics change teacher performance in general term long . Although Thus , the results study still give description strong empirical about influencing factors to teacher performance at elementary schools throughout the sub - district Tabongo .

CONCLUSION

This study demonstrates that Principal Conflict Management, Interpersonal Communication, and Work Climate each have a positive and significant direct influence on Teacher Performance at SDN Sekecamatan Tabongo. In addition, Work Climate is itself significantly shaped by Principal Conflict Management and Interpersonal Communication, confirming that these three variables function as interconnected and mutually reinforcing predictors of teacher performance. The validated structural model indicates that Work Climate not only exerts a direct effect on Teacher Performance but also serves as a mediating pathway through which leadership (conflict management) and social interaction (interpersonal communication) enhance teachers' professional outcomes.

Theoretically, the study contributes to Educational Administration and Educational Management by empirically substantiating a structural model that positions Work Climate as a central mediating construct linking leadership practices and social dynamics to teacher performance. This model clarifies the mechanism through which effective conflict management and high-quality interpersonal communication translate into improved teacher outcomes via a more supportive and conducive work environment. Practically, the findings underscore the importance for school leaders and policymakers of prioritising conflict management competencies and fostering constructive interpersonal communication as strategic levers to build a positive work climate and, in turn, strengthen teacher performance.

Future research is recommended to test the robustness and generalisability of this structural model across different school levels, regions, and institutional types. Subsequent studies could employ longitudinal or mixed-method designs to examine how changes in conflict management practices, interpersonal communication patterns, and work climate evolve over time and influence teacher performance. Researchers are also encouraged to incorporate additional organisational and individual variables, such as organisational culture, teacher motivation, or professional development support, to refine and extend the model, thereby offering a more comprehensive understanding of the factors that shape teacher performance in diverse educational contexts.

REFERENCES

Adib, A., & Sarbanun, A. (2022). Pengaruh Iklim Kerja Sekolah terhadap Kinerja Guru. *Unisan Jurnal: Jurnal Manajemen dan Pendidikan, 1*(1), 172–186. https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/584/223

Bagou, D. Y., & Suking, A. (2020). Teacher professional competency analysis. *Jambura Journal of Educational Management (JJEM), 1*, 122–130. https://ejournal-fip-ung.ac.id/ojs/index.php/JJEM/article/view/522

Dewi, M. P., Setiadi, D., & Makki, M. (2025). Pengaruh Manajemen Konflik dan Budaya Sekolah terhadap Kinerja Guru Sekolah Dasar Negeri di Kota Mataram. *Reflection Journal, 5*(1), 230–242. https://journal-center.litpam.com/index.php/RJ/article/view/2849/1899

Hamid, A. (2014). Pengaruh Iklim Kerja terhadap Kinerja Guru Madrasah Ibtidaiyah Negeri Kota Bandar Lampung. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, 6*(2). https://doi.org/10.24042/albayan.v6i2.553

Istiqomah, F. U., Aini, N., & Masruroh, L. (2024). Peran Kepemimpinan dalam Menyelesaikan Konflik di Lingkungan Pendidikan. *Journal of International Multidisciplinary Research, 2*(12), 136–142. https://journal.banjaresepacific.com/index.php/jimr/article/view/1067

Kartomo, A. I., Program, A., Sarjana, P., Manajemen, M., Pasca, P., Magister, S., & Pendidikan, M. (2016). Evaluasi Kinerja Guru Bersertifikasi. *Kelola: Jurnal Manajemen Pendidikan, 3*(2), 219–229. https://doi.org/10.24246/j.jk.2016.v3.i2.p219-229

Nugroho, S. (2020). The contribution of principals' communication and conflict management skills to teacher performance. *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi, 7*(1), 17–25. https://doi.org/10.21831/jppfa.v7i1.24774

Nurhayati, M. (2023). Principal leadership conflict management in improving teacher performance at MTs YPK Cijulang. *Global Research Publication, 1*(1), 56–60. https://glorespublication.org/index.php/jupenus/article/view/105/50 [Broken link]

Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). *Textbook of basic research statistics*. Sibuku Media. https://eprints.mercubuana-yogya.ac.id/id/eprint/6667/1/Buku-Ajar_Dasar-Dasar-Statistik-Penelitian.pdf

Pertiwi, M. (2024). Interpersonal communication patterns of principals and teachers at SMA Negeri 1 Indralaya, Ogan Ilir Regency. *Unisan Jurnal: Jurnal Manajemen dan Pendidikan, 3*(3), 508–515. https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/2427/1764

Pohan, R. (2019). The influence of work climate and achievement motivation on the performance of state Islamic junior high school teachers in Pekanbaru City. *Journal of Islamic Education Research and Studies, 2*(1), 1–22. https://doi.org/10.24014/au.v2i1.6680

Saadah, M., Rahmayati, G. T., & Saely, E. (2024). As an effort to realize teamwork performance in MI NU. *Jurnal Kepemimpinan dan Pengurusan Sekolah, 7*(4). https://ejurnal.stkip-pessel.ac.id/index.php/kp/article/view/143

Santiari, L. P., & Dantes, K. R. (2020). Contribution of principal leadership, work climate, and work motivation to teacher performance. *Indonesian Journal of Educational*

Administration, 11(1), 1–10. https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_ap/article/view/3149

Suprayogi, W., & Ginting, R. B. (2024). The influence of conflict management and interpersonal communication of school principals on the work motivation of elementary school teachers in Bejen District, Temanggung Regency. *JIIP, 7*, 13382–13392. http://jiip.stkipyapisdompu.ac.id/jiip/index.php/JIIP/article/view/6348

T, S. A. (2016). Teacher performance effectiveness. *Journal of Islamic Education Management, 4*, 1–11. https://journal.iaingorontalo.ac.id/index.php/tjmpi/article/view/435

Undiksha, D. I. L. (2020). The relationship between work climate and employee performance in the Undiksha laboratory. *Journal of Technology & Vocational Education, 17*(1), 125–134. https://ejournal.undiksha.ac.id/index.php/JPTK/article/view/21270

Witarsa, R., Rizki, L. M., Studi, P., Pendidikan, M., Pahlawan, U., Tambusai, T., Studi, P., Matematika, P., Pahlawan, U., & Tambusai, T. (2022). Analysis of teacher professional competence development in elementary schools. *Tambusai Institute, 6*, 4114–4121. https://jptam.org/index.php/jptam/article/view/3514