

THE INFLUENCE OF PRINCIPAL INNOVATIVE LEADERSHIP AND SCHOOL CLIMATE ON THE QUALITY OF TEACHER SERVICES IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

The quality of teacher services in elementary schools is an integral part of improving the quality of national education. However, the suboptimal performance of teachers in providing professional services remains a crucial problem. This study aims to determine and analyze the influence of innovative leadership of the principal and school climate on the quality of teacher services in Public Elementary Schools in Periuk District, Tangerang City. This study uses a quantitative approach with a causal survey method and path analysis techniques. The population in this study were all 145 public elementary school teachers, with a sample of 106 teachers selected by proportional random sampling. The research instrument was a closed questionnaire using a five-point Likert scale. The results of the analysis show that: (1) innovative leadership has a positive and significant effect on the quality of teacher services ($t = 7.652$; $\beta = 0.429$; $r = 0.600$; $p < 0.001$); (2) school climate has a positive and significant effect on the quality of teacher services ($t \text{ count} = 7.171$; $\beta = 0.384$; $r = 0.575$; $p < 0.001$); and (3) innovative leadership has a positive and significant effect on school climate ($t \text{ count} = 5.093$; $\beta = 0.447$; $p < 0.001$). This study shows that strengthening the leadership capacity of school principals and developing a conducive school climate are strategic steps in improving the quality of teacher services.

Keywords: *Innovative Leadership, School Climate, Quality of Educator Services*

INTRODUCTION

The quality of basic education is largely determined by the quality of services provided by teachers, which in turn depends on the supportive school environment and the effective leadership of the principal. In the era of disruption and the Independent Curriculum policy, teachers are required to be more independent, creative, and professional. However, numerous studies indicate that teachers still

face internal and structural barriers, including weak support from school management.

The innovative leadership of the principal is considered a factor influencing the quality of educational services. A principal who possesses the ability to innovate, adapt to change, and promote effective learning can create a conducive learning environment and encourage improvements in educational quality (Raptis et al., 2024).

As the spearhead of education delivery, the principal is required to be committed and possess effective leadership in school management. The principal's presence is needed to initiate a new paradigm for change in both processes and interactions. Adjusting goals, objectives, procedures, inputs, processes, and outputs to suit the demands of the times. Innovative leadership in managing and developing change in schools can be an alternative option (Suyitno, 2021). The key to school success essentially rests on the efficiency and effectiveness of the principal. Criteria for school success include a qualified and empowering principal. There are three basic skills that a principal must master: conceptual skills, human skills, and technical skills (Chandra et al., 2020).

In addition to innovative leadership, another factor influencing the quality of educational services is school climate (Safitri & Prasetyo, 2022). School climate is also considered to influence the quality of educational services. A positive school climate, such as good relationships between teachers, students, and parents, as well as a safe and comfortable learning environment, can support the achievement of educational goals (Muh Nasir et al., 2023).

School climate is the conditions and situations that occur within the school environment. School climate arises from open interactions between school elements, and a conducive school climate influences the performance of educational institution employees (Ideswal et al., 2020). In other words, one of the factors contributing to the progress or decline of an educational institution is influenced by the institution's ability to manage the school climate. School climate refers to the school environment, the interactions between elements within the school, and the management of a conducive school environment. The benefits of school climate include: a conducive learning environment, creating an effective school culture, and supporting leadership, motivation, and job satisfaction (Farooq et al., 2021).

This research is urgently needed in Periuk District because this area faces challenges such as disparities in quality among public elementary schools and suboptimal implementation of leadership supervision and school work environment development.

This research draws on three main concepts: the quality of educator services, innovative leadership, and school climate, each of which has a strong theoretical foundation and empirical evidence from international academic literature.

The Quality of Educator Services

The development of the teaching profession is a global concern, as the duties, functions, and roles of educators extend beyond conveying information about science and technology to shaping the attitudes and attitudes of students so they can survive in the era of globalization. Educators, as an integral part of the learning system designed to enhance student abilities, play a crucial role in determining the direction and objectives of the educational process (Khuluqo, 2017). Assuring the quality of education, as implied by the Minister of National Education Regulation No. 63 of 2009 concerning the Education Quality Assurance System, is a systematic and integrated activity in the implementation of education to improve the nation's intellectual life.

Given the strategic role of education, improving the quality of education services is currently a key government program to educate the nation. To achieve this, the government has enacted various regulations, one of which mandates schools to implement educational services in accordance with the standards stipulated in Government Regulation No. Government Regulation No. 57 of 2021 and its revision in Government Regulation No. 4 of 2022 maintain the principle that National Education Standards are the minimum criteria that must be met by the education system throughout Indonesia, but

with a greater emphasis on curriculum relevance, particularly for primary and tertiary education. This revision also includes specific provisions for the Pancasila curriculum, involving coordination with Pancasila ideology institutions to strengthen character development in accordance with national values.

Guaranteeing the quality of education, as implied by Minister of National Education Regulation No. 63 of 2009 concerning the Education Quality Assurance System, is a systematic and integrated activity in the implementation of education to improve the level of intelligence of the nation. Given the strategic role of education, currently improving the quality of education services is a primary government program to educate the nation. To achieve this, the government has enacted various regulations, one of which mandates schools to implement educational services in accordance with those stipulated in Government Regulation No. 19 of 2005, which has undergone several revisions, namely Government Regulation No. 57 of 2021, which was then revised through Government Regulation No. Article 1, Point 1, of Law No. 4 of 2022, states the minimum criteria that must be met in the implementation of the education system in Indonesia. This National Standard (SNP) covers aspects that must be implemented by every educational institution in accordance with the values of Pancasila and the goals of national education. The goal is to ensure equal quality of education throughout the jurisdiction of the Unitary State of the Republic of Indonesia.

The quality of education differs from the quality of a company that produces goods, because it concerns the quality of people through the learning process. The quality of education depends on the ability of teachers to provide quality learning services to students. A key indicator of quality service is customer satisfaction. In this context, students are the primary customers of schools.

Therefore, the quality of educational services provided by schools must be oriented towards student needs and consider students' perceptions of the educational services provided by the school. In the context of education, the definition of quality refers to the educational process and educational outcomes. A quality educational process involves various inputs, such as teaching materials (cognitive, affective, psychomotor), methodology (varying according to the lecturer's abilities), infrastructure and other resources, as well as the creation of a conducive atmosphere.

Innovative Leadership of School Principals

Leadership is a crucial element in a company. Leadership is a process by which an individual becomes a leader through continuous activity, thereby influencing those they lead (followers) in order to achieve organizational goals. Leadership qualities should be continuously improved to meet the aspects of competence, commitment, professionalism, honesty, fairness, trustworthiness, high integrity, and a comprehensive, integral, and holistic mindset, attitude, and behavior for the benefit of employees and the company.

Innovation is one of the factors supporting a leader's success. A truly successful leader is an innovative leader. In today's era of globalization, creative and innovative leaders are essential. Innovative leadership is a leadership style that emphasizes courage in creating change, a willingness to embrace new ideas, and the ability to inspire and motivate teams in facing organizational challenges. Innovative leaders are required to have a clear strategic vision, be customer-oriented, build a climate of trust, be open to ideas from various levels of the organization, be communicative, persuasive, and able to take calculated risks to achieve goals. In the context of education, innovative leadership is becoming increasingly important in response to the complexity of school issues and the demands of curriculum reform.

Research by Zenger and Folkman in Fitrah et al. (2021) identifies ten characteristics of innovative leaders, including: possessing a strategic vision, listening from the bottom, creating a culture of mutual trust, providing open feedback, and being able to move the organization quickly and measurably. Innovative leadership in education is seen as an absolute necessity in addressing global challenges and driving continuous improvement in the quality of educational services (Rusdiana, 2014).

School Climate

Etymologically, climate can be defined as the atmosphere or state of an organization, both internally and externally. School climate is closely related to several dimensions within the organizational environment. School climate is a set of measurable characteristics of the work environment, based on the collective perceptions of the community living and working in the environment, and has been shown to influence their behavior. This means that a conducive school climate will impact teacher performance, reflecting that a conducive school atmosphere strongly supports improved teacher performance (Hoy & Miskel, 2019).

The school climate in a school or madrasah (Islamic school) refers to the conditions surrounding the school/madrasah, a quiet and comfortable atmosphere that is suitable and conducive to learning, which can enhance academic achievement. School climate is the atmosphere within a school. The school climate in a school reflects the cheerful and friendly atmosphere of the school community, characterized by mutual concern and care for one another. A friendly relationship within the school/madrasah climate occurs due to good relationships between the principal and teachers, and between teachers and students (Supardi, 2022).

A school's work climate, in detail, encompasses performance facilities, communication with colleagues, the principal's leadership, incentives, and rewards. According to Kusnadi, performance is conscious movement, actions, implementation, activities, or actions directed toward achieving a specific goal or target, in carrying out activities or as someone responsible for assigned tasks and obligations. A conducive school work climate is influenced by factors such as personnel placement, fostering dynamic relationships and resolving conflicts, utilizing information, and improving working relationships (Lubis & Wulandari, 2018).

The school work climate is a policy that must be considered by the Ministry of National Education (Depdiknas) to improve the quality of education. A conducive school work climate is expected to support an effective learning process, ensuring a comfortable environment for all parties involved (Mulyasa, 2020). One important aspect supporting the success of the teacher learning process is the school work climate. A conducive school work climate is one that truly aligns with and supports the smooth and continuous learning process carried out by teachers. Therefore, it is important to understand several factors that play a crucial role in achieving a conducive school work climate: the physical environment, the social environment, and the cultural environment.

The physical environment provides opportunities for movement and all aspects related to refreshment efforts, including sufficient and adequate learning infrastructure. The social environment relates to the patterns of interpersonal interaction within the school environment in general. A positive social environment allows for positive interactions between school members, including students, teachers, and students, teachers, and teachers with other educational staff. Conducive learning conditions can only be achieved if social interactions occur effectively. Good social interactions allow each member of staff to create relationships without any disruptions. The cultural environment provides a pattern of life that aligns with the lifestyles of its members (Supardi, 2022).

Based on the definition of school work climate above, it can be concluded that school work climate reflects the state of the school community, related to relationships between members of the school community, influenced by the physical, social, and cultural environment, which will ultimately impact teacher performance.

Relationships Between Concepts

The relationships between concepts in this study illustrate the functional link between the principal's innovative leadership, the school's work climate, and the quality of educator services. Innovative leadership is a transformational force capable of driving positive change in the school environment through strategic vision, the ability to inspire, and the courage to take innovative risks. Innovative leaders build an open and adaptive work culture and encourage teachers to improve the

quality of the educational services they provide.

Therefore, innovative leadership has a direct influence on the quality of educator services. Furthermore, school climate, as the social, psychological, and physical conditions within the work environment, also plays a crucial role in creating a comfortable and motivated work environment for teachers. A positive and supportive work climate will support teacher professionalism and encourage them to provide optimal educational services.

Therefore, school climate is thought to directly influence the quality of educator services. Furthermore, the principal's innovative leadership is also believed to contribute to establishing a conducive school climate. Innovative leaders are able to create a communicative, collaborative, and trusting work environment, which ultimately strengthens the work spirit of the entire school community. Based on this relationship, it can be concluded that the principal's innovative leadership directly influences the quality of educator services and indirectly through the school climate they create.

METHOD

This research uses a quantitative research method with a causal study. A causal study aims to examine the causal relationship between variables and the object under study, thus including independent and dependent variables (Sugiyono, 2016). This study will seek to establish the influence of innovative leadership and school work climate on the quality of teacher services. The results will then be presented descriptively.

The population in this study was all elementary school teachers in Cluster 1 of Periuk District, Tangerang City, totaling 145 teachers, with a sample size of 106 teachers. Because the number of teachers in each school varies, the sample was taken based on proportional random sampling. The analytical technique used was path analysis.

FINDINGS AND DISCUSSION

1. First Hypothesis: The Effect of the Principal's Innovative Leadership on the Quality of Educator Services

Based on the results of the t-test analysis, the calculated t value was 7.652. This calculated t value was then compared with the t table value with $df = 104$, resulting in a value of 1.983. The comparison revealed that the calculated t value was greater than the t table ($7.652 > 1.983$). Similarly, the significance level (p-value) in the table above shows that the probability of significance (Sig.) value is 0.000. This means that the Sig. value is $< \alpha$ ($0.000 < 0.05$), thus H_0 is rejected and H_1 is accepted.

Based on the correlation coefficient analysis (r_{xy}) between the principal's innovative leadership (X_1) and the quality of educator services (X_3), the value was 0.600 with a Sig. (2-tailed) of 0.000. This means that the Sig. value is $< \alpha$ ($0.000 < 0.05$). ($0.000 < \alpha$ (0.05)). The coefficient value of 0.600, when entered into the Pearson Correlation table, falls within the range of 0.600-0.799, categorizing it as a strong correlation. Therefore, it can be concluded that the principal's innovative leadership and the quality of educator services have a significant and strong influence.

This is consistent with research conducted by (Fitrah et al., 2021), which showed that the principal's innovative leadership influences the quality of educator services. Principals who implement innovative leadership are able to create a more dynamic, collaborative work environment and support teacher professional development. This leadership style not only encourages teachers to continuously improve their skills and teaching methods but also creates a more inspiring and productive work atmosphere. With the support of a visionary leader, teachers are more motivated to provide quality educational services, which ultimately has a positive impact on student learning outcomes.

Another study by (Hidayat & Rugaiyah, 2023) indicates that the principal's innovative leadership influences the quality of educator services. Principals who implement innovative leadership are able to create a work environment that supports teacher professional development, encourages creativity in learning, and improves the effectiveness of school management. Furthermore, innovative leadership allows for adaptation to changes in education policy and technological developments, thereby continuously improving the quality of teacher services. Therefore, this study reinforces previous findings that innovative leadership by principals is a key factor in improving the quality of educational services and optimally achieving learning objectives.

Based on the above findings, it can be concluded that innovative leadership by principals has a significant influence on the quality of teacher services. Innovative principals are able to create a work environment that supports teacher professionalism, encourages creativity, and adapts to change. This impacts the quality of learning and the optimal achievement of educational objectives. Therefore, innovative leadership is a key factor in effective and high-quality school management.

2. The Influence of School Climate on the Quality of Educator Services

Based on the results of the t-test analysis, the calculated t value was 7.171. This calculated t value was then compared with the t table value with $df = 104$, resulting in a value of 1.983. The comparison revealed that the calculated t value was greater than the t table ($7.171 > 1.983$). Similarly, the significance level (p-value) showed that the probability of significance (Sig.) was 0.000. This means that the Sig. value is $< \alpha$ ($0.000 < 0.05$), thus H_0 is rejected and H_2 is accepted. Therefore, it can be concluded that school climate significantly influences the quality of educator services at elementary schools in Periuk District, Tangerang City.

Based on the correlation coefficient analysis (rxy) between school climate (X2) and educator service quality (X3), the value was 0.575 with a Sig. (2-tailed) of 0.000. This means that the Sig. value is $< \alpha$ ($0.000 < 0.05$). The coefficient value of 0.575, when entered into the Pearson Correlation table, falls within the range of 0.400–0.599, categorizing it as a moderate correlation. Therefore, it can be concluded that there is a significant relationship between school climate and the quality of teacher services, categorized as moderate.

This is consistent with research conducted by (Syafaruddin et al., 2021), whose results showed a significant influence between school climate and the quality of teacher services. These findings highlight that schools that implement a collaborative and innovative culture enable teachers to continuously improve their skills and teaching methods, thus resulting in improved quality of education services. These factors indicate that a conducive school climate not only impacts teacher well-being but also directly influences student learning outcomes.

Another study conducted by (Dasor, 2022) demonstrated a significant influence between school climate and the quality of teacher services. A good school climate, characterized by supportive leadership, harmonious interpersonal relationships, and a supportive physical environment, can increase teacher motivation and professionalism in teaching. Furthermore, social and emotional support from colleagues and students contributes to a more comfortable and productive work environment.

Based on the above opinion, it can be concluded that a positive school climate can influence the quality of educator services. This can be seen in their skills and teaching methods. Furthermore, supportive leadership, good interpersonal relationships, and social and emotional support create a comfortable and productive work environment. Consequently, the quality of educational services improves, which not only impacts teacher well-being but also directly contributes to improved student learning outcomes.

3. The Influence of the Principal's Innovative Leadership on School Climate

Based on the results of the t-test analysis, the calculated t-value was 5.093. This calculated t-value was then compared with the t-table value at the significance level ($df = 104$), resulting in a value of 1.983. The comparison revealed that the calculated t-value was greater than the t-table ($5.093 > 1.983$). Similarly, the significance level (p-value) in the table above indicates that the probability of significance (Sig.) is 0.000. This means that the Sig. value $< \alpha$ value ($0.000 < 0.05$), thus H_0 is rejected and H_3 is accepted. Therefore, it can be concluded that the innovative leadership of the principal has a significant effect on the school climate of elementary schools in Periuk District, Tangerang City.

Based on the correlation coefficient analysis (rxy) between the innovative leadership of the principal (X1) and school climate (X2), a value of 0.447 was obtained with a Sig. (2-tailed) of 0.000. This means that the Sig. value ($0.000 < \alpha$ (0.05)). The coefficient value of 0.447, when entered into the Pearson Correlation table, is in the range of 0.400-0.599, with a moderate correlation category. Thus, it can be concluded that there is a significant relationship between the innovative leadership of the principal and school climate in the moderate category.

This aligns with research conducted by Susanto et al. (2019), whose results showed a significant influence of innovative principal leadership on the quality of teacher services. Innovative principals are able to create and implement new ideas in school management, encourage teacher creativity, and adapt to changes in policy and technology. Furthermore, innovative leadership is also characterized by efforts to build collaboration between educators and related parties to improve the quality of educational services. Innovative principals actively conduct continuous evaluation and improvement through academic supervision, teacher training, and professional development programs. Therefore, the more innovative the principal's leadership, the higher the quality of services provided by educators, which ultimately impacts the quality of learning and the optimal achievement of educational goals.

Other research conducted by Safitri & Prasetyo (2022) shows that innovative principal leadership influences school climate. Innovative principals are able to create a more positive, collaborative, and supportive environment, thereby increasing the comfort and motivation of teachers and students. This leadership style encourages a work culture that is open to change, innovation in teaching, and harmonious relationships among all school members. Thus, a conducive school climate resulting from innovative leadership contributes to improving the quality of educational services and positively impacts student learning outcomes.

Based on the above opinion, it can be concluded that innovative leadership by a principal can positively influence school climate. An innovative principal is able to build an environment that supports collaboration, innovation in teaching, and harmonious relationships within the school. This positive school climate then increases teacher motivation and professionalism, which ultimately impacts the quality of educational services and student learning outcomes.

CONCLUSION

The conclusions of this study, based on the findings, analysis, and discussion, are as follows:

1. There is a direct positive and significant effect of the principal's innovative leadership (X1) on the quality of teacher services (X3) at elementary schools in Periuk District, Tangerang City. This is also evidenced by the calculated $t > t$ table ($7.652 > 1.983$) and the path coefficient value of 0.429. Furthermore, the correlation coefficient analysis shows a value of 0.600 with a Sig. (2-tailed) of 0.000. This indicates a significant but weak relationship between the principal's innovative leadership and teacher service quality.
2. There is a direct positive and significant effect of school climate (X2) on the quality of teacher services (X3) at elementary schools in Periuk District, Tangerang City. This is also evidenced by the calculated $t > t$ table ($7.171 > 1.983$) and the path coefficient value of 0.384. Furthermore, the

correlation coefficient analysis showed a value of 0.575 with a Sig. (2-tailed) of 0.000. This indicates a significant and very strong relationship between school climate and the quality of teacher services.

3. There is a direct, positive and significant effect of the principal's innovative leadership (X1) on the school climate of teachers (X2) at elementary schools in Periuk District, Tangerang City. This is evident from the calculated t value $> t$ table ($5.093 > 1.983$) and the path coefficient value of 0.447 with a Sig. (2-tailed) of 0.000. This indicates a significant and moderate relationship between the principal's innovative leadership and school climate.

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