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# ANALYZING THE INFLUENCE OF SCHOOL CLIMATE AND MOTIVATION ON TEACHER PERFORMANCE IN SMA NEGERI 7 BINJAI

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**Abstract:** *This study aims to analyze the influence of school climate and work motivation on teacher performance at SMA Negeri 7 Binjai. Teacher performance is considered a key indicator in the implementation of the Merdeka Curriculum, which demands high professionalism and adaptive readiness to change. A quantitative approach with a correlational design and multiple linear regression analysis was employed. The entire population of 40 teachers was used as the sample through a total sampling technique. The research instrument consisted of a closed-ended questionnaire with 57 items, all of which were validated and found reliable. The results showed that school climate contributed 29.4% to teacher performance, while work motivation contributed 49.7%. Simultaneously, both variables explained 55.7% of the variance in performance. These findings indicate that the work environment and internal motivation play a crucial role in promoting professional teacher performance. Therefore, efforts to improve teacher performance should include creating a positive school climate and strengthening work motivation through systematic managerial strategies. This study provides practical implications for school principals, education managers, and policymakers in designing effective and sustainable interventions to enhance teacher performance and improve educational quality at the secondary school level.*

**Keywords:** *Motivation, School Climate, Teacher Performance.*

## INTRODUCTION

Education is a system and process that involves various components including goals, educators, students, tools, environment or institutions, curriculum and evaluation (Umar, 2010). Each of these components must work together so that educational goals can be achieved optimally. Imbalance or imperfection in one component can hinder the success of the educational process. One of the important components is educators, especially teachers, who are the spearhead in the implementation of the teaching and learning process. Teachers have a very important role in improving the quality of education. The success of education nationally is highly dependent on the quality of teachers at the education unit level. As stated in the Law of the Republic of Indonesia Number 14 of 2005, teachers are professional educators who play a strategic role in educating the nation's life. Without good teacher quality, various education reform efforts will not achieve the expected results. Therefore, to ensure that the strategic role of teachers really contributes to improving the quality of education, special attention is needed to aspects of teacher performance as a concrete indicator of the quality of their professionalism.

Teacher performance shows the extent to which an educator carries out his professional duties effectively, efficiently, and responsibly in achieving educational goals. Mangkunegara (2017) defines performance as the quality and quantity of work achieved by a person in carrying out their duties and responsibilities. Teacher performance is closely related to the quality of learning that takes place in the classroom. The level of performance is reflected through various aspects such as careful lesson planning, the use of varied teaching strategies, the ability to manage the class conductively, and the accuracy in evaluating student learning outcomes. Research by Suryati et al. (2020) shows that teacher performance is a key factor influencing learning effectiveness, which in turn has a direct impact

on student learning outcomes. This finding is in line with research conducted by Misnawati (2020), which confirms that the quality of interaction in the learning process is highly dependent on the readiness and performance of teachers in the field. Teachers who show high performance not only fulfill administrative tasks, but also play an active role in creating student-centered learning and are oriented towards achieving maximum learning outcomes (Lubis et al., 2024). Therefore, efforts to improve the quality of education need to start from strengthening teacher performance as a key element in organizing the teaching and learning process in schools.

The demand to strengthen teacher performance becomes even more relevant when it is linked to the various changes and challenges presented by the development of education in the 21st century. The 21st century education era is characterized by fundamental changes in the teaching and learning paradigm. The Merdeka Curriculum, as the latest form of national education reform, requires teachers to implement a differentiated approach, project-based learning, and internalization of the values of the Pancasila student profile into the daily learning process (Maryanah, Suyono & Indra, 2024). The readiness of teachers in responding to the curriculum requires high adaptive capacity, both in terms of pedagogical and psychosocial. Innovation in teaching strategies, the ability to reflect on classroom practices, and flexibility in developing lesson plans are the main indicators of successful implementation. The digital transformation that is sweeping the education sector also adds to the complexity of the teacher's role. Mastery of technological devices, online learning platforms, and digital-based administrative systems such as e-Kinerja and PMM (Merdeka Mengajar Platform) is no longer an option, but a necessity (Haeri & Afriansyah, 2024). Teachers who are unable to keep up with these developments risk falling behind in the quality of education services provided.

Although various reform policies such as teacher certification and the provision of School Operational Assistance (BOS) funds have been implemented, the facts on the ground show that the quality of teacher performance has not always improved significantly. Factual conditions observed directly at SMA Negeri 7 Binjai during 2024 show symptoms of a decline in teacher morale and productivity, especially in the learning process in the classroom. Low participation in professional development activities, lack of innovation in teaching strategies, and performance inequality between civil servant and non-civil servant teachers are indicative of weak motivation and professionalism. In addition, the condition of the school organization, which should be supportive, is not optimal. The Subject Teacher Consultation Forum (MGMP), which should be a forum for improving competence and collaboration, has not functioned optimally. In fact, SMA Negeri 7 Binjai has the status of a driving school and full implementer of the Merdeka Curriculum, which should be a model in implementing transformative learning. This situation reflects internal challenges that are systemic and personal in nature, so an in-depth scientific study is needed to formulate relevant and sustainable improvement strategies.

One factor that is strongly suspected of influencing low teacher performance is school climate. The concept of school climate refers to the working atmosphere and individual perceptions of the environment in which they work, including aspects of interpersonal relationships, principal leadership, organizational communication, facilities, and cultural values that develop in schools (Robbins & Judge, 2018). A positive school climate will create a safe, comfortable work environment and encourage teachers to excel, while an unfavorable climate can weaken morale and productivity. Litwin & Stringer (1968) identified several important dimensions of organizational climate, such as managerial support, effective communication and spirit of innovation, which influence each other and can be improved to create a more supportive work environment. Research by Pinkas (2022) reinforces this view by showing that teachers' perceptions of school climate play a significant role in shaping their motivation and job satisfaction. Similar findings were presented by Sinaulan (2016), who asserted that a positive school climate can increase teachers' work motivation, which in turn has a direct impact on their performance in the classroom.

Work motivation is one of the key factors in improving teacher performance, especially amid the demands of implementing the Merdeka Curriculum, which emphasizes differentiated instruction, project-based learning, and alignment with the Pancasila Student Profile. In practice, there are still signs of low teacher enthusiasm for professional development and limited innovation in classroom instruction. According to Herzberg's two-factor theory, job satisfaction arises when individuals receive motivators such as achievement and recognition, while dissatisfaction occurs when hygiene factors like working conditions and salary are not adequately met (Mausner & Snyderman, 1993). The relevance of this study lies in its effort to quantitatively examine how teacher motivation contributes to performance, particularly in relation to the working environment within public secondary schools implementing the Merdeka Curriculum. The urgency of this research stems from the need for managerial strategies that not only improve organizational climate but also revive teachers' sense of professionalism in support of sustainable educational transformation.

A number of studies support the positive influence of motivation on teacher performance. For example, research by Prasetyaningsih et al. (2023) shows that achievement motivation contributes significantly to improving teacher performance in senior high schools. Similar findings were revealed by Bastian et al. (2022), who found that work motivation has a significant influence on teacher performance, along with training and professional competence.

Other research by also reinforces that high levels of motivation are consistently positively correlated with the achievement of highly satisfactory teacher work performance (Comighud & Arevalo, 2020). Increased motivation not only impacts teacher performance, but also the quality of learning provided. Only competent and motivated teachers are able to create meaningful and effective learning processes. High quality learning will produce graduates who are ready to face global challenges. Conversely, low motivation can lead to weak professionalism, which in turn affects the achievement of educational goals. Therefore, work motivation is one of the main aspects that must be considered in assessing and improving overall teacher performance.

The combination of a conducive school climate and high work motivation has the potential to positively influence teacher performance. A supportive school climate, characterized by participative leadership, open communication and a collaborative work culture, can create a working atmosphere that fosters a sense of security, comfort and motivation for teachers to work optimally. On the other hand, strong work motivation, both intrinsic such as professional commitment and extrinsic such as rewards and recognition, is also an important foundation in determining the level of teacher dedication to their duties. Misnawati (2020) suggests that school climate not only plays a direct role in performance, but can also act as a mediating variable that strengthens the influence of work motivation on teacher performance. This finding is supported by Suryati et al. (2020), who consistently showed that the synergy between organizational climate and individual internal work motivation has significant implications for teachers' professional achievement.

These findings are consistent with international studies highlighting the relationship between school climate and teacher motivation in the context of curriculum implementation. Research in Europe has found that school climate has a direct impact on job satisfaction and instructional quality, with teacher motivation serving as a mediator in this relationship (Erdem & Koçyiğit, 2025). Meanwhile, studies in Spain and Costa Rica reported that teachers' perceptions of school climate, along with their expectations of students, are key determinants of teacher job satisfaction (Alonso-Tapia & Ruiz, 2022). Therefore, a deeper understanding of the relationship between the two variables is important to enrich academic perspectives in developing teacher quality improvement strategies. In addition to being a theoretical basis, it can also serve as a frame of reference in designing school policies that are oriented towards teacher welfare and productivity in a sustainable manner. This study aims to determine the extent of the influence of school climate and work motivation on teacher performance at SMA Negeri 7 Binjai. Focusing on these two aspects is important as they are believed to play a major role in supporting teacher professionalism and the quality of learning in schools. Although this topic has been widely studied, the context of a driving school in a medium-sized city like Binjai has rarely been specifically explored.

## RESEARCH METHODOLOGY

This study uses a quantitative approach with a correlational approach and multiple linear regression analysis. The purpose is to examine the relationship and influence between two independent variables, namely school climate and work motivation, on the dependent variable, namely teacher performance. The population in this study were all teachers who taught at SMA Negeri 7 Binjai with a total of 40 people. Given the relatively small population, this study used a sampling technique, in which all members of the population were used as research samples. The instrument used in this research is a closed questionnaire, which is prepared based on the theoretical indicators of each variable. Before being used in the main data collection, the questionnaire was tested first to determine the level of validity and reliability. The validity test was carried out with the Pearson Product Moment correlation technique, while the reliability was tested with the Cronbach's Alpha coefficient. Descriptive analysis was used to see the tendency of the data and the distribution of variable scores. Normality and linearity tests were conducted as a condition of regression analysis. Pearson correlation was used to measure the relationship between variables. Furthermore, simple and multiple linear regression were used to test partial and simultaneous effects. The F test (ANOVA) was used to assess the significance of the model as a whole.

## RESULTS AND DISCUSSION

### General Description of Research Results

This study involved the entire population of teachers at SMA Negeri 7 Binjai, totaling 40 people. Data collection was conducted through the distribution of a closed questionnaire that was prepared based on the theoretical indicators of each variable, namely school climate, work motivation, and teacher performance. There are a total of 57 statement items in the questionnaire, each of which represents specific indicators in accordance with the literature review.

Before being used in the main data collection, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using the Pearson Product Moment correlation technique and all items were proven valid because they met the critical value of the correlation coefficient at the 5% significance level.

The reliability test was carried out using the Cronbach's Alpha formula, which resulted in a value above 0.70 for all variables, so that the instrument was declared reliable and suitable for use.

The collected data were then analyzed using descriptive statistical tests to obtain an overview of the scores of each variable, and continued with the classical assumption test as a prerequisite for regression analysis, including normality and linearity tests. Regression analysis was conducted to determine the effect of school climate and work motivation on teacher performance, both partially and simultaneously. The results of the analysis are presented in tabular form and interpreted narratively to support the reader's understanding before entering into a more in-depth inferential discussion.

### Effect of School Climate on Teacher Performance

This study aims to determine how much influence the school climate has on teacher performance at SMA Negeri 7 Binjai. The test was conducted using simple linear regression analysis, and the results are presented in Table 1 below:

**Table 1. Results of Simple Linear Regression Analysis between School Climate and Teacher Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 <sup>a</sup>	.294	.275	11.787

The results of the analysis in Table 1 show that the correlation coefficient (R) value of 0.542 indicates a positive relationship between teachers' perceptions of school climate and the level of teacher performance. That is, the more positive the school climate perceived by teachers-including the work atmosphere, interpersonal relationships, and organizational support-the higher their tendency to show optimal professional performance.

The R Square value of 0.294 indicates that school climate is able to explain 29.4% of the variation in teacher performance. The remaining 70.6% is influenced by other factors not examined in this study. Although not the only factor, school climate proved to be a significant element in shaping teacher performance.

This finding is consistent with previous research. Manla (2021) revealed that a positive school climate has a direct impact on teacher commitment and performance, especially through collegial leadership and a supportive work atmosphere. Simaremare et al. (2023) highlighted the importance of collaboration and leadership that encourages active participation in creating a healthy work environment. Meanwhile, Papilaya and Nanda (2024) asserted that principals' managerial skills supported by a positive work climate can improve teacher motivation and effectiveness. Thus, it can be concluded that school climate is one of the important pillars in building quality human resources in the educational environment, including at SMA Negeri 7 Binjai as a driving school.

### Effect of Work Motivation on Teacher Performance

Simple linear regression analysis is used to determine how much influence work motivation has on teacher performance at SMA Negeri 7 Binjai. The results of the analysis are presented in Table 2 below:

**Table 2. Results of Simple Linear Regression Analysis between Work Motivation and Teacher Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705 <sup>a</sup>	.497	.483	9.953

The correlation coefficient (R) value of 0.705 indicates a strong positive relationship between work motivation and teacher performance. With an R Square value of 0.497, it can be interpreted that work motivation explains 49.7% of the variation in teacher performance, while the remaining 50.3% is influenced by other factors not analyzed in this study. This finding suggests that the higher the level of work motivation teachers have, the greater the chance of achieving optimal performance, both in terms of responsibility, professionalism, and the quality of learning in the classroom.

These results are in line with various previous studies. Comighud and Arevalo (2020) stated that the dimensions

of existence, relationship, and growth needs have a significant influence on teacher performance. Anghel-Repede (2023) also showed a close relationship between motivation and teacher performance, especially in private education environments that demand a high level of professionalism. Research by Hasan et al. (2022) reinforces these findings, concluding that teacher work motivation significantly improves teaching quality and professional engagement in Indonesian senior secondary schools.

Empirically, these results confirm that work motivation is a crucial factor in improving teacher performance. Motivation is not only individual, but can also be strengthened through institutional support, such as creating an appreciative work environment, providing rewards, and a management system that encourages achievement. Therefore, strategies to improve teacher performance need to take motivational aspects seriously and sustainably.

### Simultaneous Effect of School Climate and Work Motivation on Teacher Performance

Multiple linear regression analysis was used to see the simultaneous effect of school climate and work motivation on teacher performance. The results of data processing are presented in Table 3 below:

**Table 3. Determinant Coefficient Test of Independent Variables on the dependent variable**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 <sup>a</sup>	.557	.533	9.466

The correlation coefficient (R) of 0.746 indicates a strong and positive relationship between the combined variables of school climate and work motivation and teacher performance. This correlation is higher than the correlation value of each variable separately, indicating that the simultaneous influence of both variables contributes more to the variation in performance.

The R Square value of 0.557 means that 55.7% of the variation in teacher performance can be explained by the combination of the two independent variables. This figure is quite significant, indicating that teachers' perceptions of the work atmosphere and the level of motivation in carrying out their duties are the two main components that contribute to the achievement of professional performance in schools.

This finding confirms that teacher performance is not only influenced by one single aspect, but is the result of a combination of structural factors (work climate) and personal factors (work motivation). The interaction between a supportive work environment and strong internal motivation creates ideal conditions for teachers to perform optimally in carrying out their tasks. This is in line with the systems approach in education management which emphasizes the importance of synergy between organizational components in achieving work effectiveness

A total of 44.3% of the variation in teacher performance is explained by other factors outside the model, such as the principal's leadership style, administrative workload, professional support, and individual well-being. This finding provides an opportunity for further research to explore other relevant variables to strengthen the overall understanding of the determinants of teacher performance in schools.

### Analysis of Partial Contribution of Each Variable to Teacher Performance

The results of multiple linear regression analysis focusing on the contribution of each independent variable to teacher performance are presented in Table 4 below:

**Table 4. Simple Linear Regression Analysis Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.087	12.559		23.224	.807
Climate	.501	.107	.577	4.682	.000
Motivation	.398	.178	.276	2.239	.031

The regression coefficient value for the school climate variable is 0.501, which means that every one unit

increase in positive perceptions of school climate will increase teacher performance by 0.501 units. Meanwhile, work motivation has a regression coefficient of 0.398, which indicates that every one unit increase in work motivation has an impact on improving teacher performance by 0.398 units.

Both variables have significance values below 0.05 (0.000 and 0.031 respectively), indicating that partially, school climate and work motivation have a significant effect on teacher performance. This indicates that both aspects of the work environment and internal motivation individually play an important role in driving the quality of teacher performance.

A conducive school climate, such as good professional relationships, open communication and support from school management, encourages teachers to be more focused and productive in carrying out their duties. On the other hand, strong work motivation, both from intrinsic factors such as personal satisfaction and extrinsic factors such as rewards, also influences teachers' enthusiasm and dedication to learning.

These two variables complement each other. A healthy school climate can strengthen teacher motivation, while motivated teachers will be more responsive to a positive work environment. Thus, performance improvement does not depend on one aspect alone, but on the synergy between organizational structure and personal drive that is integrated into daily professional activities.

### Confirmation of Significance of Regression Model

The multiple linear regression model used in this study was statistically tested for feasibility through the Analysis of Variance (ANOVA) test. The test results are presented in Table 5 below:

**Table 5. Hypothesis Proving**

Model	Sum of Squares	df	Mean Square	F	Sig.
1Regression	4161.821	2	2080.910	23.224	.000 <sup>b</sup>
Residuals	3315.279	37	89.602		
Total	7477.100	39			

Based on the ANOVA test results, the calculated F value is 23.224 with a significance level of 0.000. This value is much greater than the F table value ( $\pm 3.25$ ) at the 5% significance level with degrees of freedom of 2 and 37. Thus, the regression model that combines school climate and work motivation as predictors of teacher performance is statistically significant.

The significance of this model shows that both independent variables simultaneously have a real influence on the dependent variable. This means that improving the quality of teacher performance can be convincingly attributed to teachers' perceptions of a conducive work environment and their level of work motivation. Both structural factors such as peer communication, principal leadership and organizational culture, as well as personal factors such as intrinsic motivation and extrinsic incentives, together play an important role in shaping teacher performance in the classroom.

This finding provides a strong empirical basis that the regression model used is feasible and reliable for explaining variations in teacher performance. Furthermore, these results also confirm that improving teacher performance should not be done partially, but through a comprehensive managerial approach. A strategy that integrates strengthening personal motivation through training, incentives and recognition, with the creation of a positive, collaborative and supportive work climate, is necessary to achieve optimal performance on an ongoing basis.

Despite its contributions, this study has several limitations that need to be acknowledged. First, the research was conducted in a single school with a relatively small sample size (40 teachers), which may limit the generalizability of the findings. Second, only two independent variables school climate and work motivation—were examined, while other important factors such as leadership style, workload, and teacher well-being were not included. Third, the cross-sectional design restricts the ability to capture changes over time in the relationship between organizational and personal factors influencing teacher performance.

Based on these limitations, several policy directions are recommended. At the school level, principals should prioritize participatory leadership, foster collaboration among teachers, and provide incentives and recognition systems that are transparent and performance-based. At the district and national levels, policymakers should design teacher development programs that integrate efforts to improve both school climate and work motivation, ensuring alignment with the Merdeka Curriculum. More specifically, professional training modules, workload management

strategies, and well-being support systems could be institutionalized to sustain long-term improvements in teacher performance.

## CONCLUSION

This study shows that school climate and work motivation have a significant influence on teacher performance at SMA Negeri 7 Binjai, both partially and simultaneously. A positive school climate, characterized by good interpersonal relationships, open communication, and strong organizational support, is proven to be able to encourage improved teacher performance. Similarly, work motivation, both intrinsic and extrinsic, has a substantial contribution to the achievement of teachers' professional performance. Simultaneously, these two variables explain 55.7% of the variation in teacher performance, suggesting that the interaction between a conducive work environment and strong internal motivation creates ideal conditions for teachers to perform optimally. This finding confirms the importance of an integrated approach in efforts to improve the quality of education, emphasizing the synergistic role between organizational aspects and teachers' personal motivation as the key to successful implementation of educational policies, including the Merdeka Curriculum.

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