

Positive work climate in schools: perceptions of muhammadiyah school teachers

Ika Fitriana^{a,1}, Enung Hasanah^{b,2}, Hendro Widodo^{c,3}

^{ab}Manajemen Pendidikan FKIP Universitas Ahmad Dahlan, Indonesia

^cPendidikan Guru Sekolah Dasar FKIP Universitas Ahmad Dahlan, Indonesia

¹2307046024@webmail.uad.ac.id ; ²enung.hasanah@mp.uad.ac.id; ³hendro.widodo@pgsd.uad.ac.id;

Received: 12-10-2024

Revised: 12-11-2024

Accepted: 29-12-2024

KEYWORDS

Qualitative Research;
Positive Work Climate;
Teacher's Perception;
Muhammadiyah School ;

ABSTRACT

This study is motivated by the need for a positive work climate in Muhammadiyah schools, which is essential to support teacher comfort, productivity, and job satisfaction. However, some schools still face challenges, such as insufficient support, ineffective communication, and gaps in individual development, impacting teacher collaboration and work quality. Therefore, this study aims to identify the characteristics of a positive work climate and its supporting factors from the perspective of teachers in Muhammadiyah schools. The research uses a qualitative approach with five participants who are teachers from Muhammadiyah Schools in Gunungkidul. Data was collected through online interviews via Google Forms and then analyzed using thematic analysis to identify relevant patterns in respondent perceptions. The findings reveal four main characteristics of a positive work climate: support, comfort, opportunities for development, and the absence of gaps among members. Additionally, factors influencing the work climate in schools include leadership, problem-solving methods, and individual attitudes. Strategies to create a positive work climate involve fostering good cooperation, open communication, mutual respect, and regard among organization members. This study provides valuable insights for school administrators in creating a supportive work environment that enhances teacher work quality and well-being, ultimately contributing positively to the achievement of educational goals in Muhammadiyah schools.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Work climate is a work environment condition that can be felt by employees and all members of the work organization (Wicaksono, 2022; Zuhra, 2023). A series of characteristics that characterize an organization and persist over a long period of time is also the definition of work climate proposed by Von Haller & Forehand (2001). Schools as a work organization which is composed of many components also have their own characteristics and characteristics which are markers of the organizational climate in each school.

The large variations that can be found in each school allow for high variations in the work climate that is formed. The existence of differences in educational backgrounds can influence the mindset of each member of the organization, including teachers (Hariyani et al., 2019). Differences

in social and economic backgrounds can also influence the work climate created in a work organization (Purba et al., 2020).

Schools that consist of many teachers and employees with a variety of diversity make it possible to create a diverse work climate. The possibility that various climates may form must be addressed with appropriate steps, so that the work climate in schools remains conducive and comfortable for the psychological well-being of all school members.

The work climate can influence the long-term success of an organization (Al Hakim, 2022). The performance, productivity and inner and outer well-being of employees will be greatly influenced by the work climate created in a work organization (Dongoran & Batubara, 2021). An employee who feels comfortable and feels supported at work will tend to display the best performance and work more efficiently (Al Hakim, 2022; Santiari et al., 2020). Employee mental well-being can also be influenced by the working climate conditions in an organization (Darmawan, 2020). The more mentally prosperous the employees are, the more loyal the employees will be to the organization. High employee loyalty to the organization will influence the achievement of organizational goals. A sustainable work climate will shape the work culture of an organization (Saragih & Suhendro, 2020). A positive work climate can have an influence not only on members of the organization directly, but can also have an impact on organizational life on an ongoing basis. An organization will not be able to survive without support from all components of the organization (Wijaya, 2022). An organization that is able to create and maintain a positive work climate will find it easier to achieve its goals compared to an organization that does not support a positive work climate among its employees (Hayat et al., 2024). In the school context, a positive work climate for teachers has an important role very important because they are at the heart of educational success. When teachers feel comfortable, supported, and have their welfare cared for, they will be more motivated to teach optimally, collaborate effectively, and make the best contribution to the school. This in turn not only improves the quality of learning, but also strengthens teacher loyalty to the school. Over time, a good work climate will form a positive culture in the school environment, which can have an impact on achieving educational goals in a sustainable manner and improving the school's reputation as a workplace that supports professional growth and teacher welfare (Hasanah et al., 2020).

Understanding teachers' perceptions of the work climate in schools can provide valuable insight for school leaders to identify aspects that support or hinder the creation of a conducive work atmosphere. This research is important to provide guidance for schools in developing policies and practices that increase comfort, productivity and teacher welfare, especially in privately managed schools such as Muhammadiyah schools. Thus, it is hoped that this research can become the basis for strategic steps in improving the work climate, which will ultimately have a positive impact on teaching effectiveness and the achievement of educational goals.

Method

This research used a qualitative approach (Ramdhan, 2021) which was carried out to explore in-depth information regarding the perceptions of Muhammadiyah School teachers regarding a positive work climate in schools. The choice of a qualitative approach is based on the researcher's need for in-depth information, where through this approach, the researcher has the freedom to reveal the meaning of each participant's response (Creswell & Poth, 2016). This research involved five teachers from Muhammadiyah Schools who were selected using a purposive sampling technique (Makbul, 2021), which is a method of determining research samples based on certain criteria that are in line with the research objectives. By using this sampling technique, it can be ensured that the participants involved in the research have rich knowledge and experience to be able to provide in-depth information related to the theme being researched.

The data collection process was carried out through interviews to obtain in-depth data as is characteristic of qualitative research (Hasanah, 2021). Collecting data through in-depth interviews allows researchers to obtain rich and detailed information regarding respondents' views and insights about the topic being researched. Meanwhile, data analysis was carried out using a thematic approach with steps such as identification, coding and then interpreting important themes found in the data (Mustafa et al., 2022; Rozali, 2022). The data analysis process was carried out through several stages, namely making interview transcripts, re-reading the data, coding, grouping codes into themes, then interpretation.

The thematic approach was chosen due to its high flexibility in analyzing complex data and its ability to describe meaningful patterns in experience based on research data. The selection of qualitative methods with purposive sampling and in-depth interview methods in this research is expected to produce in-depth and comprehensive results regarding teachers' perceptions of a Positive Work Climate in Schools..

Results

This research regarding the perceptions of Muhammadiyah School teachers regarding Positive Work Climate in Schools provides in-depth understanding and insight into the views and insights of teachers on this topic. This research reveals various perspectives from teachers at Muhammadiyah Schools regarding Positive Work Climate in Schools. There are several opinions about a positive work climate. Apart from that, this research also reveals factors that can influence the creation of a positive work climate in schools.

The outline of the results of this research can be seen in the following picture: Figure 1. Concept map of Muhammadiyah teachers' perceptions of a positive work climate in schools



Based on the picture above, three themes can be identified which according to Muhammadiyah teachers are related to a positive work climate in schools, namely the characteristics of a positive work climate, factors that influence a positive work climate and

strategies for building a positive work climate in schools. In more detail, below we present an in-depth discussion of each theme.

Theme 1. Characteristics of a Positive Work Climate

Based on what the respondents said, there are at least six characteristics that can indicate a positive work climate in the school environment, namely the existence of support, a climate that supports performance, a good environment, a feeling of comfort, opportunities for development, and the absence of gaps between fellow teachers. The existence of support is one of the important characteristics of a positive work climate in schools. Respondents feel that the support felt by a teacher, whether from fellow colleagues, from superiors or from the school system, can improve a teacher's mental and emotional well-being. Furthermore, this mental and emotional well-being will have an impact on increasing teacher work performance and productivity. A teacher who feels supported will tend to have a desire to help each other and collaborate. The support felt by a teacher can also reduce the teacher's stress level so that the teacher will be better able to focus on self-development and better teaching. Good support is often accompanied by effective communication which allows the teacher to convey ideas, challenges and difficulties that may be faced. Teachers who feel supported will be emotionally involved and have a greater sense of responsibility for the success of the school. Furthermore, the impact that can be had is the creation of a harmonious work atmosphere as an embodiment of a positive work climate.

A sense of comfort is another characteristic of a positive work climate identified by respondents. Respondents admitted that this feeling of comfort emerged because of good collaboration and cooperation between teachers and education staff, as well as with the school principal. Apart from that, a feeling of comfort can arise because of healthy communication patterns, namely two-way communication and open to each other. The sense of comfort felt by respondents makes them think that school is their second home. This has an impact on increasing the loyalty and performance of teachers and education staff.

There are opportunities to develop into other components of the characteristics of a positive work climate in schools. Respondents considered that having opportunities to develop enabled them to take opportunities for self-development. Capabilities that are constantly being upgraded make teachers more up to date on developments in science and technology that can support their performance in providing higher quality learning. The opportunity to take part in self-development activities can optimize a teacher's abilities and achievements. The feeling of satisfaction that arises can then create motivation for teachers so that they are able to display their best performance and can encourage the creation of a positive work climate in the school environment.

The absence of gaps is another positive work climate characteristic identified by respondents. Open communication supports all parties to freely convey information honestly and constructively. The absence of disparities also makes everyone equal so that there are no favorite individuals because all teachers are valued according to their contribution, which can further increase the sense of togetherness and mutual respect.

From the participants' narratives above, it can be concluded that the characteristics of a positive work climate in schools are support, the support felt by teachers will be able to increase teacher motivation and performance in carrying out their responsibilities (Santiari et al., 2020). A sense of comfort is one of the characteristics of a positive work climate at school. The comfort felt by a teacher will be able to increase the teacher's loyalty in carrying out their duties at school (Garini & Heryjanto, 2022). The existence of opportunities for development for a teacher will encourage teachers to be able to optimize their competence in providing quality learning in their schools

(Priyambodo, 2023). The absence of gaps can encourage high collaboration between fellow teachers, teachers and education staff as well as teachers and school principals (Perieman Zai et al., 2022). Apart from that, the absence of gaps will encourage effective communication that is open and honest (Andriani, 2024), thereby enabling the emergence of constructive ideas for the development of organizations, in this case schools.

Theme 2. Factors that Influence the Work Climate in Schools

The results of interviews with respondents revealed that there are three main factors that influence the work climate in schools, namely leadership, problem solving methods, and individual attitudes. According to respondents, the school principal is a figure who really determines the work climate created in the school. How the principal carries out leadership, with his leadership style, is felt to have a great influence on the work climate felt by teachers in the school. Based on respondents' accounts, how a school principal carries out his leadership has a big impact on the work climate created in the school. Respondents were of the opinion that a school principal who adopted an authoritarian leadership style, for example, would tend to lead to a less positive work climate in the school environment. On the other hand, respondents feel that a school principal who adopts a democratic leadership style can move the work climate in the school in a more positive direction.

Another factor identified as influencing the creation of a work climate in schools is the method of problem solving adopted by the Principal. Respondents stated that if they being involved in policy making and problem solving can foster a sense of involvement which will have an impact on the work climate created in the school. Respondents also feel safe if the school principal takes quick steps to respond to problems that arise. The speed of the principal's response to problems that arise will foster a sense of being cared for in teachers by the principal. A school principal who is able to be fair in making decisions on a problem is considered by respondents to be able to grow teachers' trust in the school principal

Individual attitudes are another factor which according to respondents influences the work climate created in the school environment. No matter how good the leadership is, no matter how good the problem-solving methods and approaches adopted by the school principal, it is felt that it will not have much of an impact on the work climate in a school if the individual attitudes of the school community are less than positive. Respondents felt that if individuals at school, such as teachers and education staff, had a positive attitude, it would foster enthusiasm for the work of the people around them.

According to the opinion of the respondents above, it can be summarized that there are three factors that the respondents feel are factors in the realization of a work climate in schools, namely the leadership of the school principal, ways of solving problems and individual attitudes. The principal's leadership greatly influences the work climate created in the school (Risambessy & Wairisal, 2021). The principal's collaborative and open leadership style will create a supportive atmosphere for the realization of a positive work climate in the school (Chua et al., 2022). Problem solving methods were also identified as one of the factors that influence the creation of a positive work climate in schools. A school principal who is able to be fair and respond to a problem quickly will foster a sense of involvement in teachers and the school community so that they are able to support the creation of a positive work climate in the school (Ritonga, 2020). Individual attitude is the last factor indicated to be a factor that can influence the work climate in a school. Individual attitudes act as a mirror for other people in determining attitudes that will influence social interactions (Framanta, 2020; Romadhonah & Ibrahim, 2023). Social interactions which are strongly

influenced by individual attitudes will ultimately have an impact on the work climate that is formed (Furqon & Winarsih, 2024; Pradesa et al., 2021; Pramesti et al., 2021).

Theme 3. Strategies for Building a Positive Work Climate in Schools

The results of interviews with respondents revealed that there are at least five strategies that can be taken to build a positive work climate in schools, namely building cooperation, establishing good communication, building openness, mutual respect and mutual appreciation. Respondents felt that collaboration between teachers and with education staff and school principals could increase the possibility of creating a positive work climate in schools. Collaboration that exists between school members will increase interaction which according to respondents can create closeness and kinship, so that efforts to create a positive work climate at school become easier.

Respondents said that good communication can foster a sense of mutual trust between fellow school members. This sense of mutual trust is felt to be able to encourage school members to be able to express their thoughts and ideas, as well as the problems they face without feeling afraid of being judged. Respondents were of the opinion that if all parties felt heard and understood, then both teachers, education staff and students would be more motivated to work together in realizing common goals, namely the school's vision and mission. In this way, this can certainly encourage the creation of a positive work climate in schools.

Building openness is another strategy that according to respondents can be taken to build a positive work climate in schools. Open communication can eliminate negative prejudices which according to respondents are one of the inhibiting factors in creating a positive work climate in schools. The existence of openness can minimize conflict so that it is felt that it allows the creation of a more comfortable, supportive and productive work environment. Apart from that, the presence of openness makes respondents feel that they have received emotional support which will increase their self-confidence and work motivation so that efforts to create a positive work climate become easier.

Mutual respect was identified as another strategy that according to respondents could be adopted to create a positive work climate in schools. Schools consisting of principals, teachers, employees and students certainly have various differences on many sides. Therefore, mutual respect is felt to be able to reduce the possibility of conflict. The smaller the conflict that occurs in a community, the more positive the work climate in the school environment is felt by respondents. Based on the respondents' experience, if each person is able to respect each other's differences in duties and obligations, as well as differences in rights and authority, this can encourage positive collaboration which can support the creation of a positive work climate in the school environment.

Furthermore, another strategy identified according to respondents as being able to improve a positive work climate in schools is mutual respect. Based on what respondents said, if they feel appreciated, trusted and cared for, this will foster a sense of involvement in them. Thus, if respondents feel involved, according to them, their contribution will also grow in their sense of appreciation, which will further increase motivation and work enthusiasm and be able to build a more positive work climate at school.

Overall, respondents think that the strategies that can be taken to build a positive work climate in schools are building cooperation, establishing good communication, building openness, mutual respect and mutual respect (Darmawan, 2020; Hayat et al., 2024; Kurnia et al., 2023). Good cooperation between school members will increase positive interactions and closeness between each party, so that it can support the formation of a positive work climate at school (Ambarwati,

2024; Nurhaedah & Kadir, 2024). Good communication accompanied by openness will foster a sense of mutual trust in all parties involved in an organization (Nisa et al., 2023; Risambessy & Wairisal, 2021), a sense of mutual trust is the fruit of good communication and this openness. which can later encourage the creation of a positive work climate in schools. Mutual respect and respect can minimize conflicts that occur at school. The smaller the conflict that occurs in an organization, the easier it will be to create a positive work climate in that work environment (Ariani et al., 2020; Saragih & Suhendro, 2020; Tute et al., 2020). Someone who feels appreciated for their contribution will be motivated to show the best performance so that it will encourage the creation of a positive work climate in the workplace (Ayu Ratmini et al., 2019; Risambessy & Wairisal, 2021).

Conclusion

This research reveals that by building cooperation, establishing good and open communication, it will encourage the creation of a positive work climate in schools. Collaboration that exists well followed by an open communication pattern, it will foster a sense of trust and being taken into account in each school member. This sense of involvement and being taken into account will ultimately encourage the creation of a work climate that is supportive of organizational development. The positivity of the work climate will have an impact on performance and achievement of common goals in an organization (Darmawan, 2020). Moreover, if all school members are able to promote an attitude of mutual respect and appreciation, it will provide further impetus for efforts to create a positive work climate in the school.

The leadership of school principals plays a central role in creating a work climate (Ambarwati, 2024; Ritonga, 2020) in the organizational environment they lead. The problem solving method adopted by the school principal also influences the work climate felt by the school community, which is still closely related to the role of the school principal as a leader. However, apart from the main leadership role of the principal in creating a positive work climate in the school, other aspects such as the individual attitudes of all school members cannot be ignored. In fact, individual attitudes also determine the climate created in the environment (Framanta, 2020; Romadhonah & Ibrahim, 2023).

References

- Al Hakim, Y. R. (2022). Analisis Pengaruh Iklim Kerja Dan Komitmen Organisasi Terhadap Kinerja Pegawai. *Ekonomi, Keuangan, Investasi Dan Syariah (EKUITAS)*, 3(3), 456–460.
- Ambarwati, A. D. (2024). Efektivitas Peran Kepala Sekolah dalam Membangun Iklim Kerja Organisasi. *UNISAN JURNAL*, 3(1), 658–672.
- Andriani, N. (2024). Peran Integritas dan Teamwork Dalam Upaya Peningkatan Efektivitas Kerja Pegawai. *OPTIMAL Jurnal Ekonomi Dan Manajemen*, 4(2), 122–139.
- Ariani, D., Saputri, I. P., & Suhendar, I. A. (2020). Pengaruh Disiplin Kerja, Iklim Organisasi Dan Komitmen Organisasi Terhadap Produktivitas Kerja Guru. *Jurnal Ilmu Manajemen Terapan*, 1(3), 268–279. <https://doi.org/10.31933/jimt.v1i3.110>
- Ayu Ratmini, N., Natajaya, I. N., & Arya Sunu, I. G. K. (2019). Kontribusi Gaya Kepemimpinan Kepala Sekolah, Komitmen Organisasi, Iklim Kerja dan Motivasi Kerja Terhadap Kinerja Guru SMP Negeri 2 Singaraja. *Jurnal Administrasi Pendidikan Indonesia*, 10(2), 91–100. <https://doi.org/10.23887/japi.v10i2.2795>
- Chua, M., Junaidy, R., & Sitorus, D. H. (2022). Gaya Kepemimpinan dan Pengaruhnya terhadap Efektivitas Organisasi. *Jurnal PROFITA: Akuntansi Dan Manajemen*, 1(2), 84–90.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Darmawan, D. (2020). Analisis Variabel Komitmen Organisasi, Iklim Kerja, Kepuasan Kerja dan Etos Kerja yang Memengaruhi Kinerja Pegawai. *Jurnal Bisnis Dan Kajian Strategi Manajemen*,

- 4(1).
- Dongoran, A. T., & Batubara, I. H. (2021). Pengaruh iklim sekolah dan motivasi kerja terhadap kinerja guru. *Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi [JMP-DMT]*, 2(1), 1–16.
- Framanta, G. M. (2020). Pengaruh lingkungan keluarga terhadap kepribadian anak. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 126–129.
- Fitrianto, I. (2024). Critical Reasoning Skills: Designing an Education Curriculum Relevant to Social and Economic Needs. *International Journal of Post Axial: Futuristic Teaching and Learning*, 245-258.
- Fitrianto, I., Hamid, R., & Mulalic, A. (2023). The effectiveness of the learning strategy" think, talk, write" and snowball for improving learning achievement in lessons insya'at Islamic Boarding School Arisalah. *International Journal of Post Axial: Futuristic Teaching and Learning*, 13-22.
- Fitrianto, I., Setyawan, C. E., & Saleh, M. (2024). Utilizing Artificial Intelligence for Personalized Arabic Language Learning Plans. *International Journal of Post Axial: Futuristic Teaching and Learning*, 132-142.
- Fitrianto, I., & Aimmah, S. (2023). Tathwir al-Wasail al-Ta'limiyah fi Ta'lim al-Qashr Muassasan'ala Barnamaj Sketchware. *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab*, 14(1), 732-740.
- Fitrianto, I. (2024). Innovation and Technology in Arabic Language Learning in Indonesia: Trends and Implications. *International Journal of Post Axial: Futuristic Teaching and Learning*, 134-150.
- Fitrianto, I., & Saif, A. (2024). The role of virtual reality in enhancing Experiential Learning: a comparative study of traditional and immersive learning environments. *International Journal of Post Axial: Futuristic Teaching and Learning*, 97-110.
- Fitrianto, I., Setyawan, C. E., & Saleh, M. (2024). Educational Resilience: Confronting Future Learning Challenges. *International Journal of Post Axial: Futuristic Teaching and Learning*, 132-142.
- Furqon, M., & Winarsih, W. (2024). Pengaruh Budaya Kerja dan Iklim Kerja Terhadap Kinerja Karyawan pada PT. Korin Technomic Cirebon. *ATRBIS Jurnal Administrasi Bisnis (e-Journal)*, 10(1), 143–150.
- Garini, E. A., & Heryjanto, A. (2022). Pengaruh Penghargaan Finansial, Promosi Jabatan, Dan Kepuasan Kerja Terhadap Kinerja Karyawan Yang Dimediasi Oleh Loyalitas Karyawan (Studi Empiris: Karyawan Pt Xxx Jakarta). *Jurnal Studi Manajemen Organisasi*, 18(1), 57–68. <https://doi.org/10.14710/jsmo.v18i1.42735>
- Hariani, M., Samsul, A., & Putra, A. R. (2019). Pengaruh Iklim Organisasi, Pengalaman Kerja Dan Motivasi Kerja Terhadap Komitmen Kerja Karyawan. *Global*, 03(02), 22–28.
- Hasanah, E. (2021). *Metodologi Penelitian Pendidikan*. UAD PRESS. <https://books.google.co.id/books?id=3BZDEAAAQBAJ>
- Hasanah, E., Suyatno, S., Tugino, T., & Ali, S. (2020). Work Satisfaction Level of Private School Teachers in Yogyakarta Indonesia. *Randwick International of Social Science Journal*, 1(3), 542–554.
- Hayat, N., Sumarni, S., Mansyuri, M. I., & Samsudin, S. (2024). Pengaruh Iklim dan Disiplin Kerja terhadap Motivasi Kerja Pegawai. *Lensa Ilmiah: Jurnal Manajemen Dan Sumberdaya*, 3(2), 41–47.
- Kurnia, M. A., Hasnah, S., Iswahyudi, M. S., & Yusron, A. (2023). Pengaruh Kecerdasan Emosional, Perilaku Kepemimpinan Kepala Sekolah, Dan Iklim Kerja Terhadap Pengelolaan Stres Kerja Guru Sd Negeri. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(2), 3045–3053.
- Makbul, M. (2021). *Metode pengumpulan data dan instrumen penelitian*.
- Mustafa, P. S., Gusdiyanto, H., Victoria, A., Masgumelar, N. K., & Lestariningsih, N. D. (2022). Metodologi Penelitian Kuantitatif, Kualitatif, dan Penelitian tindakan kelas dalam pendidikan olahraga. *Insight Mediatama*.
- Nisa, K., Zahari, M., & Akbar, A. (2023). Pengaruh Iklim Organisasi dan Promosi Jabatan terhadap

- Kompensasi dan Dampaknya terhadap Komitmen Kerja Pegawai pada Badan Pengelola Pajak dan Retribusi Daerah Kabupaten Muaro Jambi. *J-MAS (Jurnal Manajemen Dan Sains)*, 8(2), 1581. <https://doi.org/10.33087/jmas.v8i2.1405>
- Nurhaedah, A., & Kadir, S. (2024). Motivasi Kepala Sekolah Dalam Menciptakan Iklim Kerja Di Madrasah Aliyah DDI Kelurahan Baru Kabupaten Tolitoli. *Journal of Educational Management and Islamic Leadership (JEMIL)*, 4(01), 1–15.
- Periaman Zai, E., Magdalena Duha, M., Gee, E., & Laia, B. (2022). *CURVE ELASTICITY: Jurnal Pendidikan Ekonomi PERAN KEPALA SEKOLAH DALAM PELAKSANAAN MANAJEMEN BERBASIS SEKOLAH DI SMA NEGERI 1 ULUGAWO*. 03(02).
<https://jurnal.uniraya.ac.id/index.php/JPE/issue/archive>
- Pradesa, H. A., Sulistyan, R. B., & Dharmanegara, I. B. A. (2021). Meningkatkan Perasaan Berkewajiban Individual Pada Organisasi: Peran Dari Iklim Kerja Etis dan Komitmen Afektif. *Progress Conference*, 4(1), 96–107.
- Pramesti, N. K. M. A., Landra, N., & Widiadnya, I. B. (2021). Pengaruh iklim kerja, kompetensi dan karakteristik individu terhadap kinerja pegawai negeri sipil pada UPTD pelayanan pajak dan retribusi daerah Provinsi Bali di Kota Denpasar. *EMAS*, 2(1).
- Priyambodo, P. (2023). Strategi kepemimpinan kepala sekolah dalam pengembangan profesionalisme guru. *Tirai: Jurnal Program Studi Manajemen Pendidikan Islam*, 2(1), 34–58.
- Purba, E. M., Napitupulu, E., & Siallagan, S. (2020). Hubungan Budaya Organisasi, Motivasi Kerja, dan Imbalan dengan Komitmen Organisasi Kepala SMP Negeri Kota Medan. 4(3).
- Ramdhan, M. (2021). *Metode penelitian*. Cipta Media Nusantara.
- Risambessy, A., & Wairisal, P. L. (2021). Pengaruh Gaya Kepemimpinan Transaksional, Penempatan Kerja dan Iklim Kerja Terhadap Kinerja Karyawan. *Iqtishoduna*, 17, 175–189.
- Ritonga, N. A. (2020). Peran Kepala Sekolah dalam Menciptakan Iklim Kerja yang Kondusif di SD IT Ummi Aida Medan. *Continuous Education: Journal of Science and Research*, 1(1), 43–55.
- Romadhonah, I. S., & Ibrahim, M. (2023). Komunikasi Dakwah dalam Bingkai Teori-Teori Psikologi. *Nusantara Hasana Journal*, 3(2), 77–88.
- Rozali, Y. A. (2022). Penggunaan analisis konten dan analisis tematik. *Penggunaan Analisis Konten Dan Analisis Tematik Forum Ilmiah*, 19, 68.
- Santiari, L. P., Sunu, I. G. K. A., & Dantes, K. R. (2020). Kontribusi kepemimpinan kepala sekolah, iklim kerja, dan motivasi kerja terhadap kinerja guru. *Jurnal Administrasi Pendidikan Indonesia*, 11(1), 1–10.
- Saragih, I. S., & Suhendro, D. (2020). Pengaruh iklim organisasi sekolah, budaya kerja guru, dan kepuasan kerja terhadap komitmen kerja guru. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 44–52. <https://doi.org/10.21831/jamp.v8i1.29654>
- Tute, K. J., Suryani, L., & Aje, A. U. (2020). Pengaruh Iklim Kerja dan Kualitas Mengajar Guru terhadap Prestasi Belajar siswa. *Jurnal Basicedu*, 4(4), 1326–1335.
<https://doi.org/10.31004/basicedu.v4i4.554>
- Von Haller, G. B., & Forehand, G. A. (2001). Environmental variation in studies of organizational behavior. *Risorsa Uomo. Fascicolo 3/4, 2001*, 1000–1026.
- Wicaksono, L. (2022). *Pengaruh Iklim Organisasi Terhadap Kinerja Sdn 21 Sandai*.
- Wijaya, S. (2022). Peran Budaya Organisasi dalam Meningkatkan Retensi Karyawan. *Jurnal Bina Manajemen*, 11(1), 199–213.
- Zuhra, C. S. K. (2023). *Hubungan Iklim Organisasi Dengan Workplace Well-Being Pada Pegawai Dinas Lingkungan Hidup Aceh Barat*. UIN Ar-Raniry Fakultas Psikologi.