

FOSTERING EXCELLENCE: HOW SCHOOL LEADERSHIP AND SCHOOL CLIMATE AFFECT TEACHER PERFORMANCE

Ipong Dekawati
Universitas Wiralodra

Shinta Fauziah
Universitas Wiralodra,

Rizki Satria Nugraha
Universitas Pendidikan Indonesia

INTRODUCTION

The enhancement of educational quality remains a central issue in the administration of national education systems. Efforts to improve education quality are fundamental strategies alongside equalizing educational opportunities, increasing access, and enhancing relevance and efficiency. Factors contributing to low education quality include the effectiveness, efficiency, and standardization of education. Education is deemed effective when it enables students to learn easily, and enjoyably, and achieve the expected outcomes. One of the primary reasons for low education quality is the suboptimal quality of teaching. Teaching is an interactive process between students, learning resources, and educators or teachers. According to the National Education System Law No. 20 of 2003, "Teaching is the process of interaction between students, educators, and learning resources in a learning environment" (Irawati & Susetyo, 2017). The learning process is part of the broader educational process, meaning that education encompasses more than just teaching. Education is a conscious and planned effort to create a learning atmosphere and learning process that enables students to actively develop their potential, possessing spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. At the educational unit level, improving school quality must consider local wisdom to ensure that educational advancement aligns with the community mindset. In addition to systemic and regional approaches (educational autonomy), the primary focus should be on teacher performance. Teachers are the main actors in educational operations, and their performance is believed to significantly influence the quality of education and school advancement.

Recent research underscores the pivotal role of teachers in student learning success. A meta-analysis by Wisniewski et al. (2020) reaffirms that teacher effectiveness significantly influences student achievement, with an effect size of 0.40. Teacher expertise is identified as a crucial factor, accounting for up to 30% of student performance variability. Additionally, a comprehensive study by Jackson (2021) highlights that high-quality teaching can enhance student achievement by 20-30%, with teacher qualifications and experience being key contributors. Moreover, research by Kraft et al. (2018) reveals that professional development programs for teachers result in substantial improvements in student outcomes, with an average effect size of 0.49. This indicates that continuous teacher training is vital for maintaining high educational standards. In a comparative analysis of educational systems across 50 countries, Hanushek & Woessmann (2020) find that teacher quality is the most significant school-related factor influencing student achievement, contributing to 40% of the variance in student performance. Management practices account for 25%, learning time for 20%, and physical infrastructure for 15%.

Teachers play a crucial role in the educational process. They contribute significantly to improving educational quality in schools as facilitators in preparing students to become excellent generations. UNESCO's educational policy introduces The Four Pillars of Education: learning to know, learning to do, learning to live together, and learning to be. These four pillars synergize to shape and develop the educational mindset in Indonesia. Based on the National Education System Law of Indonesia No. 20 of 2003, first, teachers as professional educators are tasked with planning and implementing teaching, guiding, and training (Article 39, Paragraph 2). Second, to ensure educational quality, national education standards comprising content standards, process standards, graduate competence standards, educational staff, facilities and infrastructure, management, funding, and educational assessment must be improved periodically (Article 35, Paragraph 1). Third, teachers must have minimum qualifications and certification according to their teaching authority, be physically and mentally healthy, and have the ability to achieve national education goals (Article 42, Paragraph 1). The role of teachers is reinforced by various studies showing their central role in the educational process. Recent findings before by Chetty, Chetty et al. (2014) highlight that students with top-performing teachers exhibit substantial test score improvements, increasing their percentile rankings by approximately 30 points over a three-year period. Conversely, students with less effective teachers show a significant decline in their test performance, reinforcing the critical role of teacher quality in educational outcomes.

Recent research continues to highlight the significant impact of teacher quality on student performance. For instance, a study by Podolsky et al. (2019) calculates the effect of teacher quality on student outcomes, demonstrating that students taught by high-quality teachers achieve significantly higher scores. Specifically, students with top-tier teachers score at the 90th percentile, whereas those with lower-quality teachers score at the 60th percentile. Moreover, research by Kraft & Papay (2014) shows that the benefits of high-quality teaching are even more pronounced for low-achieving students. Their study reveals that these students experience substantial academic gains when instructed by effective teachers, often improving their performance by up to 25 percentile points over a school year. This underscores the pivotal role of teacher quality in closing achievement gaps and fostering equity in education. The aforementioned studies conclusively highlight that teachers are pivotal to successful education. Teacher performance profoundly influences both the learning process and student outcomes in schools. Recent literature emphasizes the multifaceted nature of teacher performance, incorporating various dimensions of professional efficacy.

To assess work performance, several critical factors have been identified:

1. **Work Quality:** Encompassing accuracy, precision, skill, and meticulousness, high work quality ensures that instructional content is delivered effectively and resonates with students' learning needs (Kim & MacCann, 2018).
2. **Work Quantity:** This includes both routine and non-routine (extra) outputs, reflecting a teacher's capacity to manage and fulfill diverse educational responsibilities (Rockoff et al., 2011).
3. **Reliability:** This pertains to a teacher's ability to take initiative, exercise caution, and demonstrate diligence, ensuring consistent and dependable educational delivery (Blazar & Kraft, 2017).
4. **Attitude:** Encompassing attitudes towards the organization, colleagues, work, and collaboration, a positive attitude fosters a conducive learning environment and enhances professional relationships (Collie et al., 2015).

Empirical observations and the authors' experience as educational enthusiast for over 11 years reveal several barriers to teacher performance excellence. Teacher output, both in quantity and quality, often falls short of expectations. Many teachers struggle with technological skills, especially older ones. Teachers' initiative is underdeveloped due to a sense of satisfaction with current achievements, and time discipline remains a critical issue. Many teachers arrive late to school, and delays in meetings are common. Teacher performance cannot stand alone; it requires support from various aspects, including school managerial implementation. The school principal, as the leader of an educational unit, is the driving force for school progress. As a manager, the principal must be able to manage and direct teachers to perform their duties effectively and efficiently, ensuring superior teacher performance. Recent studies emphasize the critical role of school principals in optimizing all school resources to achieve educational goals effectively and efficiently. For instance, Ibrahim et al. (2014) highlight the importance of principal leadership in enhancing teacher performance and overall school effectiveness. Similarly, D. Lynch et al. (2016) and M. E. Lynch (2021) underscores the pivotal role of principals in fostering a supportive environment that encourages professional growth and high instructional quality. In Indonesia, the school climate has not been optimally developed. This is evident from the limited facilities and infrastructure in some schools and the suboptimal internal relationships among teachers, students, principals, and parents, resulting in unmet teacher performance expectations. Based on this discussion, the authors are interested in conducting research on the managerial implementation capabilities of school principals and the school climate in relation to teacher performance.

LITERATURE REVIEW

A. Teacher Performance

Teacher performance is evaluated through multiple measures, including classroom observations, student achievement data, and self-assessments. This comprehensive approach aims to capture the multifaceted nature of teaching effectiveness, considering both quantitative and qualitative data to provide a balanced evaluation of teaching practices (Aimah & Purwanto, 2019). According to recent studies, teacher performance is closely linked to work engagement and efficacy. Performance is viewed through the lens of how engaged and effective teachers are in their roles, with a focus on the relationship between these factors and their impact on student outcomes. This definition underscores the importance of fostering work engagement and efficacy to enhance overall teacher performance (Mişu et al., 2022). Operationally, teacher performance in this study is defined as the work outcomes achieved by a teacher in carrying out the tasks assigned to them according to the standards set by the school within a specific period. The dimensions adapted from Sutrisno et al. (2016) to measure this are: 1) Work results; 2) Job knowledge; 3) Initiative; 4) Mental agility; 5) Attitude; 6) Time discipline and attendance. However, to further understand the dimensions of teacher performance, it is beneficial to compare the perspectives proposed by different scholars. Johnson et al. (2021) suggest a comprehensive framework encompassing several key dimensions. Firstly, instructional effectiveness refers to the teacher's ability to deliver lessons that actively engage students and facilitate their understanding. Secondly, classroom management involves strategies employed to maintain a conducive and orderly learning environment. Thirdly, technological integration highlights the importance of utilizing digital tools to enhance the overall learning experience. Lastly, student engagement focuses on techniques used to involve students actively in the learning process, ensuring they are motivated and participative. These dimensions collectively provide a robust framework for evaluating teacher performance in

a modern educational context, emphasizing the teacher's role in creating an interactive and technologically advanced learning environment.

Conversely, Koedel et al. (2017) propose a different set of dimensions for evaluating teacher performance, emphasizing a more holistic approach. Firstly, student engagement is highlighted, focusing on the level of student participation and interest in learning activities. Secondly, curriculum adaptation underscores the teacher's ability to modify content to address various learning needs, ensuring inclusivity and accessibility. Thirdly, continuous assessment refers to the use of formative assessments to gauge and enhance student understanding, allowing for timely feedback and adjustments. Lastly, holistic development emphasizes the promotion of students' academic and socio-emotional growth, recognizing the importance of fostering well-rounded individuals. These dimensions provide a comprehensive framework that captures the multifaceted nature of effective teaching, focusing on the teacher's ability to adapt to the diverse needs of students and continuously improve their teaching practices to support both academic and personal development. Integrating the dimensions from Sutrisno et al. (2016), Johnson et al. (2021), and Koedel et al. (2017). It is evident that teacher performance is a multi-faceted construct that includes both traditional measures of job performance and modern educational practices. While Sutrisno et al. (2016) emphasizes work results, job knowledge, initiative, mental agility, attitude, and time discipline, Johnson et al. (2021), than Koedel et al. (2017) highlight the importance of instructional effectiveness, classroom management, technological integration, student engagement, curriculum adaptation, continuous assessment, and holistic development. This comprehensive understanding of teacher performance underscores the necessity for teachers to not only meet set standards but also to continuously evolve their teaching methods to cater to the dynamic needs of their students. As educational paradigms shift towards more inclusive and technologically integrated approaches, the definition and measurement of teacher performance must also adapt to ensure that teachers are equipped to foster optimal learning environments.

B. School Leadership

School leadership typically refers to the actions and effectiveness of school principals and administrative teams in guiding and managing a school's educational practices. This role involves setting visions, implementing policies, and fostering a conducive learning environment. According to Siagian (2017), effective school leadership includes dimensions such as planning, organizing, actuating, controlling, and evaluating. D. DeMatthews (2021) and D. DeMatthews et al. (2021) describe school leadership as a principal's ability to create an inclusive environment that supports positive identity development for all students, particularly those with disabilities. Inclusive leaders ensure that educational practices are equitable and cater to the diverse needs of the student population. This approach emphasizes collaboration, respect, and the integration of inclusive practices in the school's daily operations (D. E. DeMatthews et al., 2021). Then D. E. DeMatthews & Mueller (2022) emphasize the importance of school leadership, where school leaders play a direct role in enhancing instructional practices. This dimension includes observing classroom activities, providing feedback, and facilitating professional development for teachers to improve teaching quality and student learning outcomes (D. E. DeMatthews & Mueller, 2022). According to a study on school leadership models. Another approach by Gumus et al. (2018) mentioned another approach which involves sharing leadership responsibilities among various members of the school community, including teachers and staff, to promote collaborative decision-making and enhance the overall effectiveness of school operations (Gumus et al., 2018). After a deep consideration, the dimensions proposed by D. E. DeMatthews & Mueller (2022) will be utilized

in this study. These dimensions—focusing on instructional leadership and inclusive leadership—are newer and more novel, providing a contemporary framework that aligns with current educational paradigms. By adopting these dimensions, this study aims to ensure that school leaders are equipped to foster optimal learning environments and adapt to the evolving needs of their students and teachers. This approach reflects the necessity for continuous evolution in leadership practices to maintain high standards of educational quality and effectiveness.

C. School Climate

School climate generally refers to the quality and character of school life. It reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. According to Thapa et al. (2013), school climate encompasses various dimensions that contribute to the overall environment of a school. Cohen et al. (2018) define school climate as the quality and consistency of the experiences of school life, including relationships, teaching and learning, and the structural aspects of the environment. This definition highlights the importance of creating an inclusive and supportive environment to enhance student learning and development (Cohen et al., 2018). MacNeil et al. (2009) emphasize three key dimensions of school climate essential for fostering a positive and effective learning environment. The first dimension is leadership, highlighting the crucial role school leaders play in creating and maintaining a positive school climate. Effective leaders set the tone for the school environment, promote a shared vision, and support the professional growth of teachers. The second dimension is teacher collaboration, which involves the extent to which teachers work together to improve instructional practices. Collaborative efforts among teachers lead to the sharing of best practices, joint problem-solving, and a more cohesive approach to teaching. The third dimension is student engagement, which refers to the level of student involvement and investment in their learning. High levels of student engagement are associated with better academic outcomes, higher motivation, and a more positive school experience overall (MacNeil et al., 2009). In this research, the utilization of the dimensions proposed by MacNeil et al. (2009)—leadership, teacher collaboration, and student engagement—offers a robust framework for evaluating school climate. This set of dimensions is particularly advantageous due to its familiarity and relevance to the authors, ensuring a deeper understanding and more effective application in research and practice. Leadership is pivotal in setting the tone and maintaining a positive school environment, while teacher collaboration fosters a cohesive approach to instructional improvement. Furthermore, student engagement directly correlates with academic success and overall school experience. By adopting these well-established dimensions, the study aligns with current educational paradigms and leverages a comprehensive and practical framework to enhance the evaluation and improvement of school climate. This approach reflects the necessity for continuous evolution in leadership practices to maintain high standards of educational quality and effectiveness (MacNeil et al., 2009).

D. Hypotheses Statement

Teachers in schools represent a crucial human resource that requires guidance, direction, and development to achieve optimal performance. High-performing teachers instil confidence in the community, encouraging parents to enrol their children in these schools. Another key factor related to teacher performance is the role of supervisors and managers, particularly the school principal. As a manager, the principal is required to possess meticulous managerial skills to oversee every aspect of policy implementation and program execution within the school. Thus, it is evident that the principal's managerial implementation significantly contributes to teacher performance. To optimize teacher performance, additional support such as a positive school climate is essential. A conducive school climate facilitates teachers in enhancing their performance. The impact of the

principal's managerial implementation and the school climate on teacher performance is illustrated in the following diagram. The hypotheses of this study are:

1. There is a positive impact of the school leadership on the performance of teachers in schools.
2. There is a positive contribution of the school climate to the performance of teachers in schools.
3. There is a simultaneous positive contribution of the school leadership and the school climate on the performance of teachers in schools.

METHODS

In this study, the variables to be measured consist of two independent variables denoted as (X1) and (X2), and one dependent variable denoted as (Y). The population of participating school principals and teachers totals 324 individuals, including 33 principals and 291 teachers. Based on the Slovin formula, from a population of 324 individuals, a minimum sample size of 179 participants, including supervisors, principals, and teachers, is required. To collect data, the researcher will conduct direct research on the subjects through direct observation, literature review, questionnaires, and interviews. The research instrument will be a questionnaire using a Likert scale. The data generated from the questionnaire will be ordinal, with response alternatives ranging from 1 to 5, indicating extreme positivity with a score of five and extreme negativity with a score of one, or vice versa, depending on the nature of the question or statement being tested. To analyse and calculate the research results, Excel and SPSS software will be utilized. Data input will be performed twice using different datasets but with the same method. The first data input will come from the questionnaire's pilot test results for validity and reliability testing. The second data input will be based on the actual research questionnaire results. The second dataset will be used for normality testing, linearity testing, and other statistical analyses to support the research findings. In practice, once the data is collected from respondents, it will be processed using Excel and subsequently input into SPSS. The data presentation will be conducted using tables, accompanied by narrative descriptions, and conclusions will be drawn in the final section.

RESULTS

To determine the correlation coefficient of X1 with Y, refer to the following table:

Tabel 4.16
Correlation Coefficient of X1 with Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.666 ^a	.444	.441	4.46143

a. Predictors: (Constant), School Leadership Implementation
_X1

Based on the table above, the correlation coefficient (r) is 0.666, indicating a moderate positive correlation. This suggests that the school leadership and the dependent variable are moderately correlated. Furthermore, the table indicates that the coefficient of determination (R²) is 0.444, which represents the proportion of variance in the dependent variable explained by the independent variable (X1). Thus, it can be stated that the school leadership accounts for 44.4% of the variance in the dependent variable, while the remaining 55.6% is influenced by other factors. Subsequently, to determine the hypothesis testing of X1 with Y, refer to the following table:

**Hypothesis Testing Results of X1 with Y
Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.522	4.562		7.568	.000
	School Leadership Implementation X1	.606	.051	.666	11.883	.000

a. Dependent Variable: Teacher Work Performance_Y

Based on the table above, it can be explained that the calculated t-value is 11.883 = 1 and df2 (denominator degrees of freedom) = 178. The critical t-value is 1.973 at a significance level of 0.05 ($t_{\text{calculated}} > t_{\text{critical}}$), with a significance value of 0.000 ($0.000 < 0.05$), indicating that the regression model is significant. This means that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Therefore, the research hypothesis stating, "There is a positive effect of school leadership implementation on the performance of teachers at schools," is accepted. The relationship between X2 and Y was tested using Pearson's Product Moment Correlation. This test was conducted because each variable met the requirements for this type of correlation test. The statistical analysis was performed using SPSS 26.0 To determine the correlation coefficient of X2 with Y, refer to the following table:

**Tabel 4.18
Correlation Coefficient of X2 with Y
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690 ^a	.476	.473	4.32944

a. Predictors: (Constant), School Climate_X2

Based on the table above, the correlation coefficient (r) is 0.690, indicating a strong correlation (Appendix 2.8). Thus, the school climate and teacher performance at schools have a strong relationship. Furthermore, the table shows that the coefficient of determination (R^2) is 0.476, representing the percentage impact of X2 on Y. Therefore, the school climate affects teacher performance by 47.6%, while the remaining 52.4% is influenced by other factors. Next, to determine the hypothesis testing of X2 with Y, refer to the following table:

**Tabel 4.19
Hasil Uji Hipotesis X2 terhadap Y
Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.768	4.019		9.397	.000
	School Climate X2	.583	.046	.690	12.685	.000

a. Dependent Variable: Teacher Work Performance_Y

Based on the table above, the t-value is 12.685 with df1 (numerator degrees of freedom) = 1 and df2 (denominator degrees of freedom) = 178. The critical t-value is 1.973 at a significance level of 0.05 ($t_{\text{calculated}} > t_{\text{critical}}$), with a significance value of 0.000 ($0.000 < 0.05$), indicating that the regression model is significant. This means that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Therefore, the second hypothesis of this study, which states: "There is a positive contribution of school climate to the performance of teachers at schools" in is accepted. The relationship between X2 and Y was tested using Pearson's Product Moment Correlation. This test was conducted because each variable met the requirements for this correlation analysis. The statistical analysis was performed using SPSS 26.0. To determine the correlation coefficients of X1 and X2 with Y, refer to the table below:

Tabel 4.20
Koefisien Korelasi X₁ dan X₂ terhadap Y
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747 ^a	.558	.553	3.98715

a. Predictors: (Constant), School Leadership Implementation_X1, School Climate_X2

Based on the table above, the correlation coefficient (r) is 0.747, indicating a strong correlation. This signifies a strong relationship between school leadership implementation and school climate with the performance of teachers in schools. The table also shows that the multiple correlation coefficient (R^2) is 0.558, representing the coefficient of determination or the percentage of influence that X1 and X2 have on Y. Therefore, it can be stated that school leadership implementation and school climate account for 55.8% of the variance in teacher performance in schools, while the remaining 44.2% is influenced by other factors such as organizational culture, school leadership, the role of the school committee, teachers' academic qualifications, management information systems, and others. Next, to determine the hypothesis testing of X1 and X2 with Y, refer to the following table:

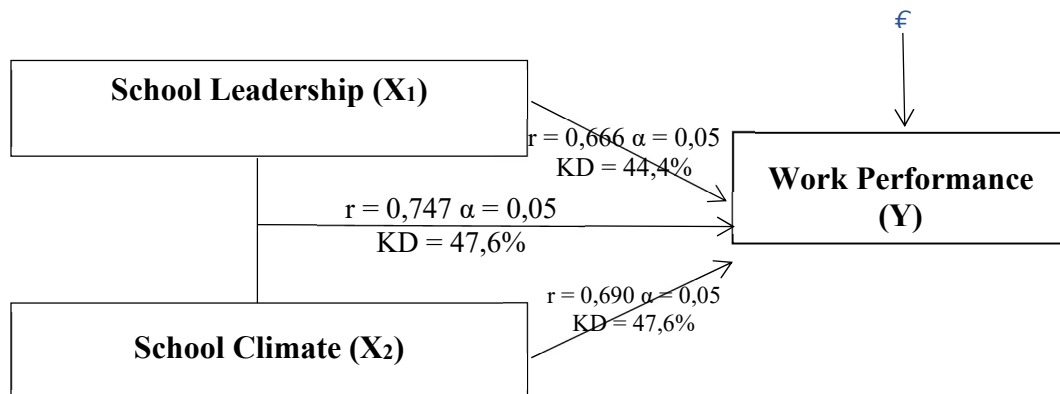
Tabel 4.21
ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3535.639	2	1767.819	111.202	.000 ^a
	Residual	2797.937	176	15.897		
	Total	6333.575	178			

a. Predictors: (Constant), School Leadership_X1, School Climate_X2
b. Dependent Variable: Teacher Work Performance_Y

Based on the table above, the calculated F-value is 111.202 with df1 (numerator degrees of freedom) = 2 and df2 (denominator degrees of freedom) = 176. The critical F-value at a significance level of 0.05 is 3.89 (Appendix 2.11). Since the calculated F-value ($F_{\text{calculated}}$) is greater than the critical F-value (F_{critical}) and the significance value is 0.000 (which is less than 0.05), it indicates that the regression model is significant. This means that the alternative

hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Therefore, the third hypothesis of this study, which states: "There is a positive contribution of school leadership implementation and school climate simultaneously on the performance of teachers at schools in" is accepted. To illustrate the research paradigm based on the above calculations, the following figure is presented:



Gambar 4.13
The Relationship Structure Between Variables X_1 , X_2 , and Y

Notes:

- X_1 = School Leadership
- X_2 = School Climate
- Y = Teacher Work Performance

Our research shows that the correlation coefficient (r) between school leadership implementation (X_1) and teacher performance (Y) is 0.666, indicating a moderate positive correlation. This supports the view that effective school leadership significantly impacts teacher performance. The coefficient of determination (R^2) is 0.444, indicating that 44.4% of the variance in teacher performance can be explained by the school leadership implementation, with the remaining 55.6% influenced by other factors. Similarly, previous studies have highlighted the critical role of school leadership in enhancing educational outcomes. For instance, Ibrahim et al. (2014) emphasize the importance of principal leadership in improving teacher performance and overall school effectiveness. Their findings are in line with our research, reinforcing the notion that effective school leadership is crucial for educational success. When examining the relationship between school climate (X_2) and teacher performance (Y), our research found a correlation coefficient (r) of 0.690, indicating a strong correlation. The coefficient of determination (R^2) is 0.476, suggesting that school climate accounts for 47.6% of the variance in teacher performance. This finding corroborates with the study by Thapa et al. (2013), which highlights the significant influence of school climate on student and teacher outcomes. Furthermore, the combined correlation coefficients of X_1 (school leadership) and X_2 (school climate) with Y (teacher performance) yield an r value of 0.747, indicating a strong relationship. The multiple correlation coefficient (R^2) is 0.558, meaning that school leadership and school climate collectively explain 55.8% of the variance in teacher performance. This is consistent with the findings of Hanushek & Woessmann (2020), who identified school leadership and climate as critical factors influencing educational quality. Empirical observations and extensive research further substantiate these findings. For example, meta-analysis by Wisniewski et al. (2020) reaffirms that teacher effectiveness,

significantly influenced by leadership, has a substantial impact on student achievement. Jackson (2021) also highlights that high-quality teaching, supported by effective leadership, can enhance student achievement by 20-30%.

CONCLUSION

Based on the findings, several conclusions can be drawn in accordance with the research objectives. The implementation of school leadership in schools is categorized as excellent. Hypothesis testing reveals a positive contribution of the principal's school leadership to the work performance of teachers, with a correlation coefficient (r) of 0.666 and a coefficient of determination (R^2) of 44.4%, indicating that the better the school leadership, the higher the teacher work performance, with 44.4% of the variance in teacher work performance explained by the principal's school leadership. Additionally, the school climate in schools is also deemed excellent, with hypothesis testing showing a positive contribution to teacher work performance, reflected by a correlation coefficient (r) of 0.690 and a coefficient of determination (R^2) of 47.6%, suggesting that a more conducive school climate leads to improved teacher work performance, with 47.6% of the variance explained by the school climate. Finally, the overall work performance of teachers is categorized as very good, with hypothesis testing indicating a positive simultaneous contribution of both the principal's school leadership and the school climate to teacher work performance. This is evidenced by a combined correlation coefficient (r) of 0.747 and a coefficient of determination (R^2) of 55.8%, meaning that improved school leadership by principals and a conducive school climate collectively enhance teacher work performance, with 55.8% of the variance in teacher work performance explained by these two factors combined.

REFERENCES

- Aimah, S., & Purwanto, B. (2019). Evaluating teachers' performance: A need for effective teaching. *A Journal of Culture, English Language Teaching & Literature*, 19(1), 158–170.
- Blazar, D., & Kraft, M. A. (2017). Teacher and teaching effects on students' attitudes and behaviors. *Educational Evaluation and Policy Analysis*, 39(1), 146–170.
- Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633–2679. <https://doi.org/10.1257/aer.104.9.2633>
- Cohen, S. L., Giatsou, E., Roudebush, A., & Heineke, A. J. (2018). Preparing all teachers for inclusive classrooms: Teacher expertise for diverse learners. In *Teaching, Learning, and Leading with Schools and Communities* (pp. 111–130). Routledge.
- Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015). Teacher well-being: Exploring its components and a practice-oriented scale. *Journal of Psychoeducational Assessment*, 33(8), 744–756.
- DeMatthews, D. (2021). Undoing systems of exclusion: exploring inclusive leadership and systems thinking in two inclusive elementary schools. *Journal of Educational Administration*, 59(1), 5–21.
- DeMatthews, D., Carrola, P., Reyes, P., & Knight, D. (2021). School leadership burnout and job-related stress: Recommendations for district administrators and principals. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 94(4), 159–167.
- DeMatthews, D. E., & Mueller, C. (2022). Principal leadership for inclusion: Supporting positive student identity development for students with disabilities. *Journal of Research on Leadership Education*, 17(4), 315–332.
- DeMatthews, D. E., Serafini, A., & Watson, T. N. (2021). Leading inclusive schools: Principal perceptions, practices, and challenges to meaningful change. *Educational Administration*

- Quarterly*, 57(1), 3–48.
- Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E. (2018). A systematic review of studies on leadership models in educational research from 1980 to 2014. *Educational Management Administration and Leadership*, 46(1), 25–48. <https://doi.org/10.1177/1741143216659296>
- Hanushek, E. A., & Woessmann, L. (2020). *The economic impacts of learning losses*.
- Ibrahim, M. S., Ghavifekr, S., Ling, S., Siraj, S., & Azeez, M. I. K. (2014). Can transformational leadership influence on teachers' commitment towards organization, teaching profession, and students learning? A quantitative analysis. *Asia Pacific Education Review*, 15, 177–190.
- Irawati, E., & Susetyo, W. (2017). Implementasi Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Di Blitar. *Jurnal Supremasi*, 7(1), 3. <https://doi.org/10.35457/supremasi.v7i1.374>
- Jackson, K. (2021). *The Implementation of Higher-Order Thinking Strategies to Increase Student Engagement and Academic Achievement*. Trevecca Nazarene University.
- Johnson, E. S., Zheng, Y., Crawford, A. R., & Moylan, L. A. (2021). The relationship of special education teacher performance on observation instruments with student outcomes. *Journal of Learning Disabilities*, 54(1), 54–65.
- Kim, L. E., & MacCann, C. (2018). Instructor personality matters for student evaluations: Evidence from two subject areas at university. *British Journal of Educational Psychology*, 88(4), 584–605.
- Koedel, C., Li, J., Springer, M. G., & Tan, L. (2017). The Impact of Performance Ratings on Job Satisfaction for Public School Teachers. *American Educational Research Journal*, 54(2), 241–278. <https://doi.org/10.3102/0002831216687531>
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547–588.
- Kraft, M. A., & Papay, J. P. (2014). Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *Educational Evaluation and Policy Analysis*, 36(4), 476–500. <https://doi.org/10.3102/0162373713519496>
- Lynch, D., Smith, R., Provost, S., & Madden, J. (2016). Improving teaching capacity to increase student achievement: The key role of data interpretation by school leaders. *Journal of Educational Administration*, 54(5), 575–592.
- Lynch, M. E. (2021). *Understanding the Development of Socially Just Teachers Through Supervision in a Professional Development School Partnership: An Activity Theoretical Analysis*. The Pennsylvania State University.
- MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1), 73–84. <https://doi.org/10.1080/13603120701576241>
- Mişu, S. I., Radu, C., Deaconu, A., & Toma, S. (2022). How to increase teacher performance through engagement and work efficacy. *Sustainability*, 14(16), 10167.
- Podolsky, A., Kini, T., & Darling-Hammond, L. (2019). Does teaching experience increase teacher effectiveness? A review of US research. *Journal of Professional Capital and Community*, 4(4), 286–308.
- Rockoff, J. E., Jacob, B. A., Kane, T. J., & Staiger, D. O. (2011). Can you recognize an effective teacher when you recruit one? *Education Finance and Policy*, 6(1), 43–74.
- Siagian, D. (2017). Improving Quality Of Education Through School Management. *Education and Humaniora (ICoSEEH) 08-10 November 2017 Pekanbaru, Indonesia*, 213.

- Sutrisno, N. R., Isyanto, H. P., & Hasbullah, R. (2016). Influence of Teacher Competence, Motivation and Job Satisfaction on Teacher's Performance SMP Negeri 1 Cikarang Bekasi Regency East. *AFEBI Management and Business Review*, *1*(1), 65–74.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, *83*(3), 357–385.
- Wisniewski, B., Zierer, K., & Hattie, J. (2020). The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research. *Frontiers in Psychology*, *10*(January), 1–14. <https://doi.org/10.3389/fpsyg.2019.03087>