



The influence of instructional leadership, work climate, and work motivation on teachers' performance

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ABSTRACT

High-quality education for all students depends on effective teacher performance. This study examines the direct and indirect effects of principals' instructional leadership and work climate on teacher performance, mediated by work motivation. The research addresses the issue of low teacher performance in public junior high schools in Selat Subdistrict, Kapuas Regency. Using a quantitative approach with a correlational design, the study involved 104 teachers selected through a proportionate random sampling method. Data were collected via a structured Likert-scale questionnaire and tested for validity and reliability using Pearson's product-moment and Cronbach's alpha. Data analysis included descriptive statistics, classical assumption tests, multiple regression, path analysis, and the Sobel test. The findings reveal that instructional leadership and work climate have a significant and positive influence on work motivation and teacher performance. Additionally, work motivation mediates the relationship between both independent variables and teacher performance. These results underscore the importance of strengthening instructional leadership and fostering a positive work environment to enhance teacher motivation and performance.

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ABSTRAK

Layanan pendidikan bermutu untuk semua anak dapat terwujud dengan adanya kinerja guru yang berkualitas. Tujuan penelitian untuk menganalisis pengaruh kepemimpinan instruksional kepala sekolah dan iklim kerja terhadap kinerja guru, baik secara langsung maupun tidak langsung melalui motivasi kerja. Penelitian dilakukan berdasarkan latar belakang rendahnya kinerja guru SMP Negeri Kecamatan Selat Kabupaten Kapuas. Metode penelitian yaitu penelitian kuantitatif, dengan desain penelitian korelasional. Populasi adalah guru SMP Negeri Kecamatan Selat Kabupaten Kapuas. Sampel penelitian 104 orang guru, yang ditentukan dengan teknik pengambilan sampel simple Proportionate Random Sampling. Teknik pengumpulan data menggunakan instrumen penelitian angket/kuisisioner tertutup berskala likert. Sebelum digunakan, instrument penelitian diuji validitas dan reabilitas dengan uji korelasi product moment dan alpha cronbach. Data penelitian dianalisis melalui statistik deskriptif, uji asumsi klasik, regresi linier berganda, analisis jalur, dan uji Sobel. Hasil penelitian menyatakan bahwa kepemimpinan instruksional dan iklim kerja berpengaruh positif dan signifikan terhadap motivasi kerja dan kinerja guru. Demikian pula motivasi kerja terbukti dapat mempengaruhi secara tidak langsung pengaruh kepemimpinan instruksional dan iklim kerja terhadap kinerja guru. Implikasi adanya penelitian ini diharapkan kepala sekolah mampu menguatkan peran kepemimpinan instruksional dan membuat iklim kerja yang kondusif agar dapat meningkatkan motivasi kerja guru yang tentu akan berdampak pada peningkatan kinerja guru.

Kata Kunci: iklim kerja; kepemimpinan instruksional; kinerja guru SMP; motivasi kerja

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INTRODUCTION

The vision of Golden Indonesia 2045 represents the hope and great aspiration to prepare Indonesian human resources to face global challenges. In realizing this vision, education is a fundamental asset that must be taken into account. Education is an effort to strengthen the character and potential of the nation's next generation, so that they can maintain the nation's existence amid the onslaught and challenges of industrial and technological revolutions. Education must provide inclusive services for all children. High-quality educational services are strongly correlated with the quality of teachers. Teachers play a crucial role in maintaining the quality of education. The quality of education depends heavily on the implementation of the main tasks and functions, as reflected in teachers' performance.

Marzano, in the book translated by Purwono, explains that the quality of teacher performance is reflected in learning activities, thereby directly affecting student learning outcomes. With the teacher's role fully realized, it is expected that the objectives and quality of education in Indonesia will improve. It is stated that optimal teacher performance is key to the success of learning and education in schools in achieving educational goals; conversely, poor teacher performance prevents the achievement of these goals (Anwar, 2020). According to Robbins et al. in their book titled "Organizational Behavior," performance is an effort to achieve optimal work results. Teacher performance is the work result achieved in accordance with the regulations and standards applicable in schools.

According to Robbins et al., a teacher's performance is influenced by several factors, such as work climate, leadership, quality, competence, initiative, and motivation. Research indicates that instructional leadership has a significant influence on the performance of former teachers (Sanyoto et al., 2024). Instructional leadership also directly affects teacher performance through the principal's leadership. Instructional leadership can create a work climate that supports teachers in improving their performance. Instructional leadership creates a conducive work climate for teachers to build performance. A conducive work climate directly has a positive and significant effect on teacher performance (Fajarwati et al., 2024).

The instructional leadership of school principals is believed to produce leadership that can change teachers' behavior to achieve an effective organization (Syalwa et al., 2021). The significant influence of school principals' instructional leadership and teacher motivation indicates that these two variables are very important in determining teachers' work motivation (Sundari et al., 2019). The leadership of school principals, particularly instructional leadership, significantly affects teachers' motivation in carrying out their daily duties and responsibilities. The instructional leadership of school principals and teacher motivation have a significant impact, and both factors play a crucial role in determining teachers' work outcomes (Purwanti et al., 2024). Likewise, research states that performance is influenced by work climate, organizational commitment, and job satisfaction (Norliani et al., 2022).

Based on observations and interviews conducted by the researcher in Selat District, Kapuas Regency, the researcher found that many teachers still have unsatisfactory performance. This is supported by teacher performance assessment results, which still do not meet the expected standards. For example, in terms of work quality, teachers do not create lesson

plans that meet students' needs or do not copy-paste, even using lesson plans from previous academic years without updating them, making the learning process non-contextual. Another example is that teachers do not offer varied teaching modules, do not use engaging teaching methods, and do not conduct assessments that adequately match students' needs. Teachers also do not utilize existing resources, including technology, to support the teaching process and task completion, making it less effective and efficient. Based on this, the researcher conducted a study on teacher performance and the factors that affect teacher performance.

The focus of this research is on how instructional leadership, work climate, and work motivation affect teacher performance. Previous studies have examined the relationships among these factors, but this study analyzes them simultaneously. The aim is to gain a more comprehensive understanding of how these factors influence teacher performance, enabling them to be optimized more effectively. Therefore, this study aims to analyze the influence of school principals' instructional leadership and work climate on teacher performance, both directly and indirectly through work motivation.

LITERATURE REVIEW

Teacher performance

Etymologically, the word "performance" comes from the Latin "performance," which means "achievement," that is, an activity or action carried out as well as the task given. Simply put, performance is a person's ability, skill, or competence in doing something. According to Robbins in his book titled "Organizational Behavior," performance is the result achieved by an employee in carrying out his work compared to the previously established criteria. Performance can be measured both quantitatively and qualitatively. From the definitions of these experts, it can be concluded that performance is the result or achievement obtained by a person in completing tasks assigned in a company or field of work according to certain criteria over a specific period of time. Mangkunegara, in his book titled '*Manajemen Sumber Daya Manusia*' ,explains that performance is the work result in the form of quality and quantity achieved by a person in carrying out their tasks according to the responsibilities given.

Teacher performance is the ability demonstrated by teachers in carrying out their tasks and duties (Werdiningsih et al. , 2022). Teacher performance can be seen from their ability to master and develop teaching materials, teach professionally, and implement innovative learning strategies. In addition, teachers need to collaborate with all members of the school, be effective classroom leaders, and guide students honestly, objectively, and responsibly. Performance is a form of work result or performance shown by teachers in carrying out tasks, in terms of quality and quantity, in accordance with their professional duties and responsibilities as educators in formal educational institutions (Indriawati et al., 2021). Work results, according to tasks, include the preparation of learning programs, the implementation of learning, the execution of evaluations, and the evaluation results.

Instructional Leadership of the School Principal

Instructional leadership encompasses all steps taken by the principal, including various activities aimed at strengthening the teaching and learning process (Hallinger & Murphy, 2013). The principal must assume various roles, namely educator, manager, administrator, supervisor, leader, innovator, and motivator, to improve teacher performance (Yenni et al., 2020). The definition of instructional leadership: a principal who carries out the role of instructional leadership focuses on the development of learning and teaching, not merely managing the organizational structure, because the school is a dynamic system that continues to develop (Daniëls et al., 2019). The opinion explains that leadership learning focuses on teaching and learning activities aimed at improving students' learning outcomes (Syahminan et al., 2024).

The concept of the principal's role as a learning leader consists of three dimensions: first, formulating the school's vision and mission; second, managing learning programs; and third, creating a positive learning climate in the school (Hallinger & Murphy, 2013). Instructional leadership can be defined as the principal's effort to improve student progress and facilitate students' learning through teachers and other learning resources (Aslamiah et al., 2023). The results of this study are supported by previous research, which found that the principal's instructional leadership has a positive and significant impact on teacher performance because the principal's activities focus on improving the processes and outcomes of student learning through teachers. (Syalwa et al., 2021)

Work Climate

Work climate is a person's or employee's perception of the institution where they work. This work climate arises from institutional activities that either contribute to or directly affect individuals' actions within the institution. Organizational climate is the nature of the internal environment within an organization, which occurs relatively continuously, is felt by the organization's members, influences their behavior, and can be described by several specific characteristics or traits of the organization.

Organizational climate indicators include several aspects, namely: 1) Structure, which means the organization has a clear form and everyone feels organized in carrying out their roles and responsibilities in the work environment; 2) Standards, which means members of the organization feel a pressure to improve performance and feel proud of the work they do well; 3) Responsibility, which means members of the organization feel a high sense of responsibility and are motivated to solve problems independently; 4) Recognition, which means members of the organization feel appreciated if they complete tasks well; 5) Support, which means members of the organization mutually have trust and continuously support each other; 6) Commitment, which means members of the organization feel proud of their organization and have a high level of loyalty to achieving the organization's goals (Otrębski, 2022).

Work Motivation

Work motivation is the drive or enthusiasm that pushes someone to perform their job wholeheartedly and work effectively to achieve the company's goals. Work motivation is also a set of forces or energies from within and outside the job, encompassing efforts, intensity, and persistence (Adinda et al., 2023). A person will work optimally, exerting all their abilities and skills, if they have strong work motivation

According to Herzberg's theory, motivation indicators can be measured through motivation factors and hygiene factors (Selviana, 2023). Motivation factors are internal factors related to the content of work, such as job performance, recognition of work results, improvement of work performance, responsibility, and the nature of the job. Hygiene factors are related to external factors, such as interpersonal relationships, job security and safety, personal life, policies and administration, and opportunities for growth.

METHODS

This study uses a quantitative, correlational design. The relationship between the variables examined in this study is the influence of school principals' instructional leadership (X1), work climate (X2), work motivation (Z), and teacher performance (Y) at SMP Negeri Kecamatan Selat in Kapuas Regency. The population of this study comprises all public junior high school teachers in SMP Negeri Kecamatan Selat, Kapuas Regency, both civil servants and PPPK, registered in Dapodik, totaling 114. Sampling was conducted using proportional random sampling with the Slovin formula, yielding a sample of 104 people from five in SMP Negeri Kecamatan Selat.

Data collection was conducted using a closed-ended questionnaire. The measuring tool used consists of five alternative answer choices using a Likert scale ranging from 1 to 5. This ordinal scale has five answer options, namely: "Strongly Agree (SA)" is given a score of 5, "Agree (A)" is given a score of 4, "Neutral (N)" is given a score of 3, "Disagree (D)" is given a score of 2, and "Strongly Disagree (SD)" is given a score of 1. The instruments used in this study include: 1) The performance instrument, consisting of 28 items (Azizah, 2024; Selviana, 2023). The instructional leadership instrument for principals consists of 24 items (Hallinger & Murphy, 2013). The work climate instrument consists of 27 items (Otrębski, 2022). Finally, the work motivation instrument was adapted from Herzberg's theory.

The stages of data analysis in research include prerequisite tests and hypothesis testing. Before testing the hypothesis, a prerequisite test is conducted to assess normality and linearity. The normality test uses the Kolmogorov-Smirnov test to determine whether the data follow a normal distribution; a p-value greater than 0.05 indicates normality. Meanwhile, the linearity test assesses whether the relationship between the independent and dependent variables is linear, with decisions based on the significance of the deviation from linearity.

Hypothesis testing was conducted using multiple linear regression and path analysis. The path model used in this study was designed to measure the direct and indirect effects of instructional leadership on teacher performance, the direct effect of work climate on teacher performance, and the role of work motivation. Partial testing was conducted using the t-test,

while the coefficient of determination was used to determine the extent to which independent variables influenced the dependent variable. The guidelines used to formulate hypotheses in this study are presented in **Table 1**

Table 1. Research Hypothesis Test

Hypothesis	Independent Variable	Dependent variable	Description
H1: School Principal's Instructional Leadership→ Teacher Performance	Instructional Leadership of the School Principal (X1)	Teacher Performance (Y)	Tested to see the direct effect
H2: Work Climate → Teacher Performance	Work Climate (X2)	Teacher Performance (Y)	Tested to see the direct effect
H3: Principal's Instructional Leadership→ Work Motivation	Principal's Instructional Leadership (X1)	Work Motivation (Z)	Tested to see the direct effect
H4: Work Climate → Work Motivation	Work Climate (X2)	Work Motivation (Z)	Tested to see the direct effect
H5: Work Motivation → Teacher Performance	teacher motivation (Z)	Teacher Performance (Y)	Tested to see the direct effect
H6: Principal's Instructional Leadership → Work Motivation → Teacher Performance	Principal's Instructional Leadership (X), Work Motivation (Z)	Teacher Performance (Y)	Tested to see the direct and indirect effects
H7: Work Climate → Work Motivation → Teacher Performance	Work Climate (X2), Work Motivation (Z)	Teacher Performance (Y)	Tested to see the direct and indirect effects

Source: 2025 Research

RESULTS AND DISCUSSION

Descriptive Analysis

Descriptive analysis is used to identify trends or the high and low levels of variables by using the mean score of each variable. The following is summarized in **Table 2**.

Table 2. Average Variable Score

Variable	Sub Variable	Average	Category
Instructional Leadership of the School Principal (X1)	Defining the school's vision and mission	4,50	High
	Managing instructional programs	4,52	High
	Developing a positive learning climate	4,37	High
Work Climate (X2)	Structure	4,64	High
	Standard	4,18	High
	Responsibility	4,71	High
	Support	4,68	High

Variable	Sub Variable	Average	Category
Work Motivation (Z)	Award	4,62	High
	Commitment	4,69	High
	Motivational Factors	4,46	Very High
	Hygiene Factor	4,47	Very High
Teacher Performance (Y)	Work Quality	4,34	High
	Quantity	4,43	High
	Punctuality	4,43	High
	Effectiveness	4,42	High
	Independence	4,49	Very High

Source: 2025 Research

The average score of the three sub-variables in instructional leadership indicates that the principal is considered quite good at carrying out their role. The sub-variables Defining the school's vision and mission, Managing instructional programs, and Developing a positive learning climate received average scores of 4.50, 4.52, and 4.37, respectively. All three fall into the 'High' category, indicating that the principal consistently demonstrates good performance in directing and facilitating the learning process at the school.

The work climate variable consists of six sub-variables, all of which fall into the "High" category. The highest scores are found in the sub-variables Responsibility (4.71) and Commitment (4.69), followed by Support (4.68), Structure (4.64), Recognition (4.62), and Standards (4.18). This indicates that teachers perceive a conducive, supportive work environment that fosters professionalism, thereby helping achieve educational institution goals.

The work motivation variable, consisting of Motivational Factors and Hygiene Factors, yielded average scores of 4.46 and 4.47, respectively. Both fall into the "Very High" category, indicating that teachers feel highly motivated to perform their duties, driven by both internal factors (such as achievement and recognition) and external factors (such as working conditions and relationships with colleagues).

Teacher performance variables consist of five sub-variables, namely Work Quality (4.34), Quantity (4.43), Timeliness (4.43), Effectiveness (4.42), and Independence (4.49). Most of them fall into the "High" category, while the Independence sub-variable falls into the "Very High" category. This indicates that, in general, teachers have good, fairly consistent performance, as well as a very high level of initiative and personal responsibility in carrying out their professional duties.

Normality Test

The normality test is used to assess whether the independent and dependent variables in this regression model follow a normal distribution. In this study, the normality test used is the one-sample Kolmogorov-Smirnov test. If the significance value (Sig. 2-tailed) > 0.05, then the data are normally distributed. More details on the results of the normality test in this study are shown in **Tabel 3**.

Table 3. Normality Test Result

		Instructional Leadership of the School Principal	Work climate	Work Motivation	Teacher performance	
N		104	104	104	104	
Normal Parameters ^{a,b}	Mean	105.03	122.41	146.85	121.58	
	Std. Deviation	10.745	9.306	10.308	12.637	
Most Extreme Differences	Absolute	.111	.116	.121	.194	
	Positive	.097	.088	.075	.194	
	Negative	-.111	-.116	-.121	-.168	
Test Statistic		.111	.116	.121	.194	
Asymp. Sig. (2-tailed)		.003 ^c	.001 ^c	.001 ^c	.000 ^c	
Monte Carlo Sig. (2-tailed)	Sig.	.142 ^d	.113 ^d	.088 ^d	.001 ^d	
	95% Confidence Interval	Lower Bound	.135	.107	.082	.000
		Upper Bound	.149	.119	.094	.001

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 1993510611.

Source: 2025 Research

Linearity Test

The linearity test determines whether two variables are linearly related. The guidelines for determining whether linearity occurs are carried out in 2 ways: by comparing the significance value of the deviation from linearity (Sig. > 0.05) with a 5% significance level, and by comparing the calculated F value with the F table value; if the F value is < the F table value, the data is linear and meets the linearity criteria. More details on the linearity test results in this study are shown in **Table 4**.

Table 4. Linearity Test Results

Linear Model	Variable	Significance Value		Description
		Linearity	DfL	
X1, X2, Z → Y	Instructional Leadership	0,021	0,688	linear
	Work Climate	0,015	0,176	linear
	Work Motivation	0,000	0,281	linear
X1, X2 → Z	Instructional Leadership	0,000	0,216	linear
	Work Climate	0,000	0,178	linear

Source: 2025 Research

Based on **Table 4**, each regression model produces a linearity deviation value (deviation from linearity) > 0.05 and a linearity value < 0.05, indicating that the data follow a linear function.

Hypothesis Testing

Path analysis is used to determine how one variable affects another, including both direct and indirect effects. In path analysis, a variable is considered significant if its significance value is less than or equal to 0.05. The following are the path analysis results for variables X₁, X₂, Z, and Y in **Table 5**.

Table 5. Path Analysis Results

Path	B	t value	Sig.	Decisionn
X ₁ → Y	0,337	2,149	0,033	Significant
X ₂ → Y	0,109	2,159	0,032	Significant
Z → Y	1,044	2,032	0,046	Significant
X ₁ → Z	0,426	4,915	0,000	Significant
X ₂ → Z	0,300	3,862	0,000	Significant
X ₁ → Y through Z	4,953	2,225	0,000	Significant
X ₂ → Y through Z	3,264	2,188	0,002	Significant

Source: 2025 Research

Based on the regression test results in **Table 5**, the principal's instructional leadership (X) has a positive and significant effect on teacher performance (Y). The regression coefficient value is 0.512, with a t-value of 2.193 and a significance level of 0.047 (< 0.05). Therefore, H₀ is rejected, and H₁ is accepted. This finding indicates that the higher the principal's instructional leadership quality, the better the teacher performance at SMP Negeri Kecamatan Selat, Kabupaten Kapuas. This is reinforced by the view that instructional leadership encompasses all actions of the principal aimed at strengthening the learning process (Hallinger & Murphy, 2013). Moreover, as Robbins states in his book 'Organizational Behavior,' leadership is very decisive in individual performance within an organization, including among teachers.

This research aligns with previous studies that show that the principal's instructional leadership directly impacts teacher performance (Syalwa et al., 2021; Qadarsih et al., 2023). Principals who have a clear vision and mission, involve teachers in decision-making, and actively conduct academic supervision have been proven capable of encouraging teachers to be more independent, punctual, and effective in carrying out their duties. Therefore, effective instructional leadership is an important factor in improving the quality of learning in schools.

Based on the results of the regression test in Table 5, the work climate (X₂) has a positive and significant effect on teacher performance (Y). The regression coefficient value is 0.109, with a calculated t value of 2.176 and a significance level of 0.032, which is less than 0.05. Therefore, H₀ is rejected, and H₁ is accepted. This indicates that the better the perceived work climate, the higher the teachers' performance. This finding is consistent with the path analysis, which shows a direct effect of 0.109, and is supported by the descriptive analysis, which indicates that the work climate at SMP Negeri Kecamatan Selat is in the high category.

A positive work climate, such as a clear organizational structure, open communication, recognition of teachers' work, and harmonious relationships among staff, has been proven to be an important factor in improving teacher performance. This aligns with Robbins' view that organizational climate is a key factor influencing individual performance. The results of this study are also consistent with previous findings that show that the work climate significantly affects teacher performance, especially through increased motivation, commitment, and job satisfaction. (Fajarwati et al., 2024; Noorhapizah et al., 2023; Norliani et al., 2022).

Based on the regression results in **Table 5**, work motivation (Z) is positively and significantly correlated with teacher performance (Y). The regression coefficient is 1.044, the calculated t-value is 18.689, and the significance level is 0.000, which is less than 0.05. Therefore, H_0 is rejected, and H_1 is accepted. This indicates that the higher a teacher's work motivation, the better their performance. This finding is reinforced by the path analysis results, which show that work motivation provides a strong direct contribution to improving teacher performance at SMP Negeri Kecamatan Selat, Kapuas Regency.

Work motivation in this study includes intrinsic and extrinsic factors, both of which are in the very high category. This reflects internal drives such as responsibility, the desire to achieve, and self-development, all of which have been proven to encourage teachers to work optimally. According to Herzberg's two-factor theory and supported by Hasibuan in his book titled '*Manajemen Sumber Daya Manusia*,' work motivation is a major driver of individual productivity. These findings align with previous research showing that the higher a teacher's work motivation, the better their work performance (Nopiyana et al., 2024; Normianti et al., 2019).

The regression analysis results in Table 5 indicate that the school principal's instructional leadership (X_1) has a positive and significant effect on teachers' work motivation (Z). The regression coefficient value is 0.426, the t-value is 5.09, and the significance level is 0.000, which is smaller than 0.05. Therefore, H_0 is rejected, and H_1 is accepted. This indicates that the better the school principal's instructional leadership practices, the higher teachers' work motivation at SMP Negeri Kecamatan Selat, Kabupaten Kapuas. These findings align with the descriptive results, which indicate that teachers' perceptions of instructional leadership and work motivation are in the high category.

Instructional leadership includes formulating the school's mission, managing learning programs, and strengthening the learning climate (Hallinger & Murphy, 2013). This leadership style allows principals to provide meaningful guidance, support, and supervision to teachers, thereby shaping strong intrinsic motivation. This study aligns with findings indicating that instructional leadership has a significant impact on teachers' work motivation (Rachman et al., 2023; Riningsih et al., 2022) With principals' direct involvement in the learning process, teachers feel valued and are more motivated to achieve and develop.

Based on the regression results in **Table 5**, the work climate (X_2) has a significant and positive effect on teachers' work motivation (Z) at SMP Negeri Kecamatan Selat, Kapuas Regency. The regression coefficient value was recorded at 0.300 with a t-count of 3.583 and a significance level of 0.001, which is below the 0.05 threshold. Thus, H_0 is rejected and H_1 is accepted. This finding indicates that when teachers experience a supportive work environment, their level of motivation to work tends to increase. A healthy and supportive

work climate appears to be an important factor contributing to teachers' increased enthusiasm and engagement in carrying out their professional responsibilities.

This research aligns with the views of Robbins in his book "Organizational Behavior" and Hasibuan in his book "*Manajemen Sumber Daya Manusia*", which state that a positive organizational climate provides a sense of security, satisfaction, and emotional support, thereby enhancing work motivation. A healthy work climate with open communication, harmonious relationships among individuals, and support from leadership encourages teachers to work more enthusiastically and creatively. These findings align with studies showing that the work climate directly and significantly influences teachers' work motivation (Fajarwati et al., 2024). Therefore, school principals play a strategic role in creating a supportive work environment that maintains and consistently increases teachers' motivation.

Based on the results of the path analysis in Table 5, the school principal's instructional leadership (X_1) has a significant indirect effect on teacher performance (Y) through work motivation (Z). The magnitude of this indirect effect is $0.409 \times 1.044 = 0.426$, which is higher than the direct effect of X_1 on Y, which is 0.337. This indicates that work motivation acts as a mediating variable, strengthening the relationship between instructional leadership and teacher performance. The Sobel test results showed a calculated t-value of 4.953, exceeding the table t-value of 1.984 with a significance level below 0.05. Therefore, H_0 is rejected, and H_1 is accepted, meaning the mediation effect is statistically significant. These findings reinforce the idea that effective instructional leadership can drive improvements in teacher performance, particularly through increased work motivation.

These findings support the theory that effective instructional leadership plays a role in creating a work environment that fosters teachers' intrinsic motivation, which, in turn, influences their performance (Andriani et al., 2018; Sundari et al., 2019). Principals who can clearly articulate a learning vision, provide guidance in professional development, and demonstrate support and positive reinforcement, even when doing so indirectly, create a psychological climate conducive to enhancing work motivation. Thus, work motivation has been shown to serve as a significant mediating variable in linking instructional leadership to teacher performance at SMP Negeri Kecamatan Selat, Kapuas Regency.

Based on **Table 5**, the work climate (X_2) has a significant indirect effect on teacher performance (Y) through work motivation (Z), with an effect size of $0.332 \times 1.044 = 0.346$. The Sobel test produced a t-value of 3.364, which is greater than the table t-value of 1.984, so H_0 is rejected, and H_1 is accepted. This indicates that work motivation significantly mediates the relationship between work climate and teacher performance at SMP Negeri Kecamatan Selat, Kapuas Regency. Interestingly, this indirect effect is greater than the direct effect of work climate on teacher performance, which is only 0.109. Thus, although the direct effect remains significant, work motivation has been shown to play a key role in strengthening the work climate's influence on overall teacher performance.

Theoretically, this aligns with Herzberg's view that the work climate serves as a hygienic factor that creates a basis for work comfort, even though it does not directly increase performance. A positive work climate, characterized by open communication, harmonious relationships, and social support, fosters teachers' intrinsic motivation, as explained by self-determination theory (Ryan & Deci, 2020). Research also shows that work motivation influences the formation of the work climate within an organization, which, in turn, indirectly

affects teacher performance (Langi et al., 2023). Therefore, although the direct effect remains significant, the presence of work motivation strengthens the contribution of the work climate to teachers' overall work outcomes.

Research findings show that instructional leadership, work climate, and work motivation positively and significantly affect teacher performance. Teacher performance is proven to improve due to the influence of the principal's instructional leadership, a conducive work climate, and high teacher work motivation. Good teacher performance affects student performance and learning outcomes. Factors, including optimal teacher performance influence student learning outcomes. Based on this explanation, it can be inferred that student learning outcomes can be indicated by the extent of the teacher's performance. Teachers who carry out their work as expected and are well accepted by leaders and other teachers will result in student learning achievements being felt (Noor et al., 2021).

Discussion

The research results show that work motivation acts as a significant mediator in the relationship between work climate and teacher performance. Although the direct influence of the work climate on teacher performance is significant, these findings indicate that the indirect effect through work motivation is even greater, suggesting the importance of teachers' internal psychological states in amplifying the impact of the work environment on their performance. These findings affirm that creating a conducive work climate is not sufficient to optimally improve teacher performance without a strong motivational drive among teachers.

Theoretically, these findings are in line with the self-determination theory, which emphasizes that a supportive work environment can fulfill three basic psychological needs: autonomy, competence, and relatedness, which are the main foundations for the formation of intrinsic motivation (Ryan & Deci, 2020). When teachers feel valued, socially supported, and have room to take initiative, they are more driven to carry out tasks optimally. In this context, the work climate becomes a situational stimulus that teachers internally process as work motivation.

In addition, Herzberg's view of the motivation-hygiene theory provides a relevant explanation: aspects of the work climate, including relationships among coworkers, fairness in treatment, and job security, do not directly improve performance but serve as basic prerequisites for the emergence of work motivation, which then impacts performance. Thus, this finding confirms that the work climate plays a significant role but is not sufficient to work directly; it is mediated by psychological factors such as motivation.

School success is greatly influenced by the school environment, which is shaped by teachers' and school administrative staff's experiences (Santiari et al., 2020). Similarly, research has concluded that teacher work motivation is a crucial intervening variable in bridging the influence of organizational climate on job outcomes (Misnawati et al., 2020; Sapriansyah & Effendi, 2022;). A new finding in this study is that in the context of public junior high schools in Selat District, a positive work climate not only correlates with high work motivation but also shows a stronger mediating influence than its direct effect on performance.

Thus, this study provides empirical support for the idea that strategies to improve teacher performance must include dual interventions: both to enhance the quality of the work climate and to strengthen teacher motivation. School principals, as the main actors in managing the school organization, must recognize that building a positive work climate is a foundation that must be followed by creating a system of appreciation and support that encourages teachers' intrinsic motivation to achieve maximum impact on performance improvement.

The performance improvement positively and significantly affects the quality of learning. This shows that learning quality increases alongside teacher performance (Hakim et al., 2025). Teachers with high motivation usually perform more optimally, whereas low motivation can hinder performance. Improving teacher performance directly enhances the quality of the learning process.

CONCLUSION

This research shows that the instructional leadership of school principals, work climate, and work motivation directly and indirectly contribute significantly to the performance of junior high school teachers in the Selat District, Kapuas Regency. Specifically, instructional leadership and work climate not only have a direct effect on teacher performance but also have a significant indirect influence through the work motivation variable.

Work motivation has been shown to mediate the relationship between instructional leadership and teacher performance, but not in the relationship between work climate and teacher performance, where the direct effect is stronger. These findings indicate that to optimally improve teacher performance, leadership focused on instructional reinforcement and the creation of a healthy work climate is needed, along with empowering teacher motivation as the main internal driver. Thus, the research objectives and proposed hypotheses can be accepted, and this study successfully identifies the importance of motivation as a connector in the organizational dynamics of schools that support the improvement of teacher performance.

AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article. The author emphasizes that the article's data and content are free of plagiarism.

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