Strategy to Improve Teacher's Performance Through Building Positive School Professional Culture, Satisfaction, Commitment, and Leadership Effectivity

[1]**Rajab Agustini, [2]Soewarto Hardhienata, [3]Eka Suhardi**

Post Graduated Pakuan University

CORRESPONDING AUTHOR:

Rajab Agustini
rajabgstn88@gmail.com

Abstract

This research aims to identify an effective model for improving teacher performance. The method used is Resource Management Strengthening Modeling and Optimization (POP-SDM), with a sample of 15 schools in the qualitative phase and 90 teachers in the quantitative phase. The research results show the priority order for addressing variables based on path coefficient values as follows: (1) Job satisfaction, (2) Teacher engagement, (3) Work motivation, and (4) School culture. These findings provide important insights into designing strategies to enhance teacher performance by focusing on key aspects influencing their productivity and job satisfaction.

INTRODUCTION

Schools undoubtedly are the primary factor of the National Education System. A school can only fulfill a crucial role in achieving educational goals such as constitutionally improving the living and intellectual standards of the people in the nation by the mandate of the 1945 Constitution. Law Number 20 of 2003 concerning the National Education System (Sisdiknas) stipulates that education aims to develop students' potential to become individuals who are faithful, pious, noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens.

To achieve such a high target in education, the government has to consider teachers as the front line of ensuring quality of education. Teachers' ability to deliver materials and simultaneously become the first mentors for students are crucial aspects of achieving educational goals in schools. Teachers, as the primary educators, play a key role in determining the quality of education that students receive. Teacher performance encompasses teaching ability, mastery of the subject matter, teaching methods, and the ability to interact with students. Article 39 of the National Education System Law (Sisdiknas) emphasizes the importance of pedagogical, personal, professional, and social competencies as teacher performance indicators.

Various strategies have been implemented to improve teacher's performance, including professional training, enhancing welfare, and providing incentives for outstanding teachers. Active participation from educational stakeholders is encouraged since teachers, as the front lines of education, are on the verge of various risks and need all the help possible so they can perform well. Focusing on teacher performance is essential to improve the quality of education and achieve national educational goals. Optimal teacher performance will impact the quality of graduates produced and their contributions to the progress of the nation and country.

However, realistically the quality of education is still concerning. PISA assessment results indicate that Indonesian students have consistently ranked low in reading, mathematics, and science from 2000 to 2018. In a highly competitive job market. It is worsened by the fact that private schools have experienced setbacks, especially since the pandemic. (Hermawan, 2021).. There is an urgency for schools to improve

management efficiency and improve the performance of teachers and educational staff.

Based on Research (Felten & Raj, 2021)There are strong indicators that the development of technology and AI will eventually affect teachers and their expectations of them. Therefore, educational organizations must consider their implications on teacher performance. Based on an initial survey conducted in April 2023 involving 15 school principals and 15 teachers from 15 private schools in Palembang, it was found that teacher performance still needs improvement.

From the preliminary survey results, several teachers did not meet expectations in planning lessons (44%), delivering lessons (47%), conducting assessments (48%), following up on assessment results (37%), and performing additional tasks (47%). Therefore, an analysis of the factors influencing teacher performance is needed to implement improvements and strengthen performance.

The effectiveness of leadership, conflict management, power distance, personal relationships, and school principal supervision significantly influence teacher performance. (Akhtar et al., 2020; Damanik & Saputra, 2022; Mahel, 2021; Santosa et al., 2022) . Additionally, it was found that teacher engagement also enhances teacher performance. These factors motivate teachers to perform better than those who do not experience these variables in their teaching careers.

From the various studies mentioned above, a common thread underscores the importance of research on teacher performance. Teacher performance is a key variable that reflects the synergy between leadership effectiveness, school culture, and internal factors related to teachers within a school organization. Issues in teacher performance increase the urgency of conducting this study, as optimal teacher performance is essential for better education quality. This research is crucial to identify and implement effective strategies to improve and enhance teacher performance comprehensively.

Literature Review

Teacher's Performance

Teacher performance is a primary indicator demonstrating the extent to which a teacher fulfills their duties in the educational process. This performance reflects the quality of teaching and the effectiveness of teachers in supporting the academic and non-academic development of students, and it is a critical factor in determining the success of education in schools, directly contributing to the overall performance of the school. According to (Whitmore, 2019), the simplest definition of performance is the execution of the functions required of an individual, and this understanding is enhanced when complemented by performance standards that are better than those established or determined.

In the context of education, teacher performance is measured through various indicators that reflect the quality of teaching and the support provided to students(Abraham & Supriyati, 2022; Efendi et al., 2022). Key indicators include teaching ability, student learning outcomes, the satisfaction of students and parents, character development of students, as well as involvement in extracurricular activities, and the commitment of teachers to their duties. (Madjid, 2016) explains that teacher performance is the work achieved by the authority and responsibilities given, to achieve the school's vision, mission, and goals legally and by moral and ethical standards.

Alawi (2016) adds that teacher performance refers to the term "performance," which means work achievement or execution. Performance is characterized by the agility of movement, rhythm, and work sequence that aligns with procedures and rules to meet quality, speed, and quantity standards. (Kempa, 2015) states that teacher performance encompasses the overall behavior in achieving the goals of tasks as a teacher, coach, mentor, and educator of students. (Helmi, 2019) further adds that teacher performance relates to the abilities that one aims to achieve, including both achievements and responsibilities.

Based on these theories, teacher performance is the outcome of executing duties according to their

main responsibilities and functions, with indicators including 1) planning lessons, 2) delivering lessons, 3) conducting assessments, 4) following up on assessment results, and 5) performing additional tasks.

School Culture

School culture is a fundamental element that encompasses the values, norms, and practices that shape the identity and characteristics of an educational institution. This concept involves how all elements within the school— including students, teachers, staff, parents, and the surrounding community— interact and contribute to creating an educational atmosphere. School culture underpins decision-making, character development, and the creation of a supportive learning environment(Purwanto et al., 2020).

According to (Mala, 2015), school culture consists of values, beliefs, and norms that are accepted and practiced by all members of the school, including the principal, teachers, staff, and students. These values serve as a foundation for behavior and interactions within the school. The development of school culture often involves efforts to align the perspectives and expectations of all stakeholders with the educational environment.

(Tetuko, 2012) menggarisbawahi bahwa budaya sekolah memainkan peran krusial dalam membentuk profesionalisme guru dan kualitas pendidikan. Guru yang berada dalam lingkungan budaya sekolah yang positif merasa lebih didorong untuk meningkatkan kualitas pengajaran mereka dan terlibat dalam pengembangan profesional. (Suriansyah, 2014) menambahkan bahwa budaya sekolah juga mencakup akumulasi pengalaman dan karakter individu, yang membentuk identitas unik setiap sekolah.

(Tetuko, 2012)emphasizes that school culture plays a crucial role in shaping teacher professionalism and educational quality. Teachers in a positive school culture are more motivated to improve their teaching quality and engage in professional development. Suriansyah (2014) adds that school culture also encompasses the accumulation of individual experiences and characteristics, which shape the unique identity of each school.

(Baidowi & Syamsudin, 2022) Emphasize that school principals must supervise school culture,

which includes the norms, policies, and values established. They argue that effective supervisory strategies require a thorough understanding of the social and cultural environment of the school. (Nizary & Hamami, 2020) Underscore the importance of developing school culture through components such as the development of values, social interactions, and continuous evaluation.

Thus, school culture can be seen as a unique and essential identity for each educational institution, influencing interactions and thoughts among all members of the school community.

Engagement Guru

Engagement is a concept that describes the level of involvement and commitment a person has towards a particular job or activity. It encompasses the emotional, cognitive, and behavioral aspects of an individual about their tasks. Engaged individuals feel enthusiastic, motivated, and actively involved in their work. Engagement reflects how deeply someone feels connected to their work and how personally invested they are in achieving goals and desired outcomes.

According to Robbins (2019), engagement involves satisfaction and enthusiasm towards the work being performed. It includes factors such as inspiring leadership, perceived social support, and job characteristics that match an individual's skills and responsibilities. Chairiza et al.(2018) Add that engagement can be observed from how often an individual shows contributions and mental and physical attachment. Critical indicators of engagement include vigor (energy in the work), dedication (commitment and pride in the work), and absorption (enjoyment and full immersion in the work).

In the educational context, teacher engagement refers to teachers' emotional, cognitive, and behavioral involvement in teaching activities and school-related tasks. Teacher engagement encompasses how personally connected teachers feel to their work and the extent of their motivation and enthusiasm for performing their duties.

According to Nurlaila (2015), teacher engagement involves a positive relationship between teachers and their work, including aspects such as vigor (energy), high dedication (commitment), and

happiness in the job (absorption). In other words, teacher engagement is about how deeply teachers feel connected and satisfied in their roles, which affects how they interact with students and carry out their responsibilities.

With indicators such as emotional participation, cognitive involvement, behavioral participation, dedication, and personal investment, teacher engagement reflects how effectively they contribute to creating a positive learning environment and supporting student development.

Work Satisfaction

Kepuasan kerja adalah perasaan emosional positif yang dirasakan seseorang terhadap pekerjaannya, yang mencerminkan evaluasi subjektif terhadap berbagai aspek dari pekerjaan tersebut. Menurut (Agung et al., 2019), kepuasan kerja mencakup ekspresi emosional yang bisa berupa perasaan baik atau buruk tentang pekerjaan. McShane & Von Glinow (Juniantara & Riana, 2015) menambahkan bahwa kepuasan kerja merupakan bagian penting dari penilaian individu mengenai pelaksanaan tugas dalam konteks pekerjaannya. Kepuasan kerja dapat dipengaruhi oleh berbagai faktor, termasuk faktor psikologis, sosial, fisik, dan finansial (Sutrisno dalam(Maslichah & Hidayat, 2017)). Selain itu, (Pitasari & Perdhana, 2008) mencatat bahwa isi pekerjaan, manajemen, lingkungan kerja, kompensasi, promosi kerja, dan pelatihan juga mempengaruhi tingkat kepuasan kerja.

Job satisfaction is the positive emotional feeling a person experiences towards their job, reflecting a subjective evaluation of various aspects of the job. According to Agung et al., (2019), job satisfaction includes emotional expressions that can be either positive or negative about the job. McShane & Von Glinow (as cited in Juniantara & Riana, 2015) add that job satisfaction is a critical component of an individual's assessment of task performance within the job context. Job satisfaction can be influenced by various factors, including psychological, social, physical, and financial factors (Maslichah & Hidayat, 2017)). Additionally, Pitasari & Perdhana (2008) note that job content, management, work environment, compensation, job promotion, and training also affect the level of job satisfaction.

In the context of teacher job satisfaction, it reflects how teachers feel about their work, particularly in teaching activities. Dellan (2013) notes that teacher job satisfaction includes pride and happiness in carrying out teaching duties and responsibilities. This can be observed in the positive attitudes and behaviors of satisfied teachers, which contribute to the quality of teaching and their relationships with students. Teacher job satisfaction involves elements such as job alignment with abilities, adequate compensation, and good working relationships (Maslichah & Hidayat, 2017b). Evaluating these factors is important to ensure that teachers feel valued and motivated, which can affect teaching effectiveness and student well-being.

Teacher's Commitment

Commitment is a complex and multifaceted concept that reflects an individual's dedication and responsibility towards something, whether it be work, an organization, or specific goals. According to Redmond as cited in (Arceo & Chua, 2022) commitment involves various aspects and can take different forms. Work commitment, for example, encompasses work ethics, involvement in the job, and commitment to one's career or profession. This underscores the importance of the relationship between one's work and self as a form of work commitment.

Colquitt et al. (2016) categorize commitment into three main types. First is affective commitment, which is the desire to remain a member of an organization due to emotional attachment and involvement with it. Teachers with strong affective commitment want to stay at their school because they enjoy their roles and feel emotionally connected to their work environment. The second is continuance commitment, which is based on awareness of the costs associated with leaving the organization. This means individuals stay because they feel they need to, weighing the benefits and drawbacks of their decision. Third, normative commitment, which reflects a sense of obligation to remain part of the organization. Individuals with high normative commitment feel that they must stay due to moral or ethical duties.

Idrus (2017) expands on this concept by noting that affective commitment is related to emotional

attachment, identification, and employee involvement within the organization. Continuance commitment is associated with the awareness of the costs incurred if leaving the organization, while normative commitment reflects a sense of obligation to continue contributing. Utari & Marina (2018) add that commitment can stem from a love for the task and a sense of responsibility. They emphasize that each individual has varying levels of commitment and that not everyone possesses the same degree.

Teacher commitment to an organization is crucial because teachers are the cornerstone of higher education. Committed teachers can significantly contribute to achieving organizational goals, enhancing educational quality, and helping students reach their full potential. Additionally, committed teachers can inspire students and other organization members, serve as role models in integrity, work ethic, and professionalism, and foster a spirit of learning within the organization.

Research conducted by (Sutoro et al., 2020) and Kurnianingwidhi et al.(2023) concluded that efforts to enhance teacher commitment, particularly in terms of affective commitment and pride in their membership within the organization, can be achieved by higher education institutions through improving work motivation. These efforts include social interactions, fostering teamwork spirit, providing financial and non-financial compensation, and maintaining good work discipline. It is also important to create a work environment that supports positive relationships among colleagues and fosters a friendly atmosphere.

Based on the above conceptual definitions, teacher commitment can be understood as their attachment to the goals, values, and mission of the school, accompanied by feelings of responsibility, loyalty, and a desire to achieve common objectives. This commitment can be measured through indicators such as responsibility, loyalty, pride, motivation, and focus on shared goals.

Headmasters Leadership Efficiency

Leadership in the context of education plays a central role in shaping the direction and quality of an educational institution. The principal, as the primary leader within the school environment, bears significant responsibility for creating an environment that supports effective learning and the development

of students. The effectiveness of the principal's leadership becomes a key element in determining the success of a school in achieving its educational goals.

John P. Kotler, as cited by Ahmad & Murtopo (2019) states that effective leadership can be evaluated based on several factors. First, is the power to influence subordinates, which relates to the leader's ability to secure commitment from their subordinates and motivate them to carry out their tasks and responsibilities. Second, behavior that leads towards a common goal, where the leader directs all subordinate activities to achieve the organization's objectives. Third, the ability to manage resources, which includes accurately mapping tasks and responsibilities so that resources can be utilized optimally. Fourth, the guidance of humanistic norms, involving shared beliefs and goals embraced by organizational members that shape their behavior.

Vaculik et al. (2014) add that leadership effectiveness is shaped by several indicators, including leadership emergence, where subordinates assess whether their leader is good or suitable; perceived leadership effectiveness, where subordinates evaluate their leader's contributions; leadership self-efficacy, where leaders evaluate their effectiveness; and group performance, which refers to the actual performance of the organization under the leader's guidance.

In the context of school leadership, it includes managerial skills as well as the ability to inspire, guide, and motivate all stakeholders in the school, including teachers, students, and parents. An effective principal can create a positive school culture, develop a shared vision, and provide the support needed to achieve educational goals. According to Hasmayanti (2011), indicators of principal leadership effectiveness include task-oriented behaviors, such as setting standards and supervising task execution, and human-oriented behaviors, such as involving subordinates in decision-making and fostering good relationships through collaboration.

One important aspect of school leadership is the ability to manage resources wisely, both human

and physical(Engin, 2020; Townsend, 2019). A principal who can identify the potential of each individual in the school and handle conflicts constructively can create an environment conducive to growth and development. Additionally, effective leadership also involves good communication. The principal needs to convey the school's vision and goals to all members of the school and listen to feedback from various parties. Effective communication can enhance collaboration among all stakeholders, build trust, and increase parental involvement in their children's education.

Overall, effective school leadership encompasses not only managerial skills but also the ability to inspire, motivate, and guide the entire school community(Pristiwanti et al., 2022; Sama et al., 2021; Wulandari, 2020). By leveraging indicators of effective leadership, principals can create an optimal educational environment for student growth and development and achieve the desired educational goals.

Research Method

This study employs the Resource Management Strengthening Modeling and Optimization Approach (POP-SDM) as a sequential exploratory method developed by Setyaningsih, S., and Hardhienata, S. (Sunaryo et al., 2020) The approach consists of two stages: qualitative and quantitative research.

The research begins with the qualitative stage, aimed at identifying factors that influence the strengthening of resource management. Interviews and focus group discussions are conducted at 15 private junior high schools in Palembang. The data is analyzed thematically to identify key significant factors.

Subsequently, quantitative research is conducted to test hypotheses using path analysis. The sample consists of 90 teachers selected from 149 schools in Palembang. Path analysis is used to understand the relationships between variables identified in the qualitative stage.

The results of the path analysis are used to perform SITOREM analysis, which prioritizes the improvement of weak indicators. This analysis assists in evaluating the performance of these indicators and determining strategies for strengthening resource management.

The outcome of the POP-SDM method is recommendations and strategies for improving weak

aspects of resource management, aimed at enhancing the effectiveness and efficiency of educational management in private junior high schools in Palembang.

Findings and Discussion

Qualitative Test

The qualitative research conducted from April to June 2023 at 15 private junior high schools in Palembang revealed various factors affecting teachers' performance in their primary duties. In this study, 30 teachers participated as informants, providing in-depth insights through interviews analyzed using data reduction, coding, classification, and triangulation methods to ensure the validity of the results.

The research successfully identified 12 variables influencing teacher performance, with five dominant variables being the most significant: the effectiveness of school leadership, teacher commitment, school culture, teacher engagement, and job satisfaction. The effectiveness of school leadership was found to have a direct positive impact on teacher performance. The more effective the school leadership, the higher the teacher performance. Indicators of leadership effectiveness, such as communication, motivation, empathy, evaluation, and balance, were shown to enhance teacher performance significantly.

Teacher commitment also has a strong positive influence on their performance. Teachers with high commitment to their tasks and organization exhibit better performance. Indicators of teacher commitment include responsibility, loyalty, pride, motivation, and focus on common goals, all contributing to improved teacher performance.

A positive school culture supports the enhancement of teacher performance. A school culture that emphasizes positive values, traditions, good interactions, adherence to school rules, and appreciation for diversity creates a conducive environment for teachers to work optimally.

Teacher engagement, encompassing emotional participation, cognitive involvement, behavioral participation, dedication, and personal investment, also improves teacher performance. When teachers feel actively involved in the school environment, they are more motivated and feel their contributions are

valued.

Job satisfaction is another important factor affecting teacher performance. Teachers who are satisfied with their work environment are likely to provide a better teaching and be more motivated to enhance their teaching skills. Job satisfaction indicators, such as work facilities, rewards, work-life balance, career development, and interpersonal relationships, all contribute to improved teacher performance.

The triangulation process through expert assessment confirms that the constellation model built from these variables is relevant and can be implemented to enhance teacher performance in schools. The findings provide a strong foundation for developing strategies to improve teacher performance through strengthening the identified dominant variables.

Results of Quantitative Testing

Effects Between Research Variables

Based on the significance test results of direct effects in the structural model of school performance as listed in Table 1, it was found that all direct paths have a significant positive effect on the variables of Leadership Effectiveness (X4), Teacher Commitment (X5), and Teacher Performance (Y). Below is an explanation of the hypothesis testing results for each direct path:

School Culture on Teacher Performance: School Culture (X1) has a significant positive direct effect on Teacher Performance (Y). The null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, indicating that a conducive school culture can enhance teacher performance.

Teacher Engagement on Teacher Performance: Teacher Engagement (X2) has a significant positive direct effect on Teacher Performance (Y). The null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, suggesting that high teacher engagement improves teacher performance.

Job Satisfaction on Teacher Performance: Job Satisfaction (X3) has a significant positive direct effect on Teacher Performance (Y). The null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, indicating that high job satisfaction enhances teacher performance.

Leadership Effectiveness on Teacher Performance: Leadership Effectiveness (X4) has a significant positive direct effect on Teacher Performance (Y). The null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, showing that high leadership effectiveness improves teacher performance.

Teacher Commitment on Teacher Performance: Teacher Commitment (X5) also proves to have a significant positive direct effect on Teacher Performance (Y). Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, indicating that high teacher commitment enhances their performance.

Table 1. Direct Results

| Correlations	Path Coefficient	T Statistics	P Values
X1. School Culture-> Y. Teacher's Performance	0.208	2.267	0.026
X2. *Teacher's* Engagement -> Y. Teacher's Performance	0.228	2.122	0.036
X3. Job Satisfaction -> Y. Teacher's Performance	0.131	2.230	0.028
X4. Leadership Effectivity -> Y. Teacher's Performance	0.230	2.180	0.032
X5. Teacher's Commitment -> Y. Teacher's Performance	0.225	2.075	0.041

Sitorem Analysis

Based on the contribution analysis conducted, it was found that Leadership Effectiveness is the primary variable that significantly contributes to the improvement of teacher performance. Effective leadership has been proven to better motivate and guide teachers, enabling them to achieve more optimal performance. Additionally, Teacher Engagement, Teacher Commitment, School Culture, and Job Satisfaction also play a role in enhancing teacher performance, but with relatively smaller contributions compared to Leadership Effectiveness.

Table 2. Contribution Analysis

Correlation	Correlation Coefissien	Coeffisien Path	Effective Contribution	Relative Contribution	Contribution Rank
School Culture (X1) -> Teacher's Performance (Y)	0.953	0.208	19.87	20.639	4
Teacher's Engagement (X2) -> Teacher's Performance (Y)	0.952	0.228	21.71	22.556	2
Job Satisfaction (X3) -> Teacher's Performance (Y)	0.858	0.131	11.28	11.714	5
Leadership Effectivity (X4) -> Teacher's Performance (Y)	0.955	0.230	22.00	22.852	1
Teacher's Commitment (X5) -> Teacher's Performance (Y)	0.952	0.225	21.41	22.239	3

Based on the SITOREM analysis results and the in-depth evaluation by experts and analysts, the author has developed weights for the indicators that need to be improved or maintained. The process of assigning these weights is based on a careful evaluation of the effectiveness of each indicator in supporting the research objectives. The analysis results indicate that some indicators require improvement to enhance their relevance and impact, while other indicators should be maintained due to their significant contribution. These weights are presented in Figure 1.
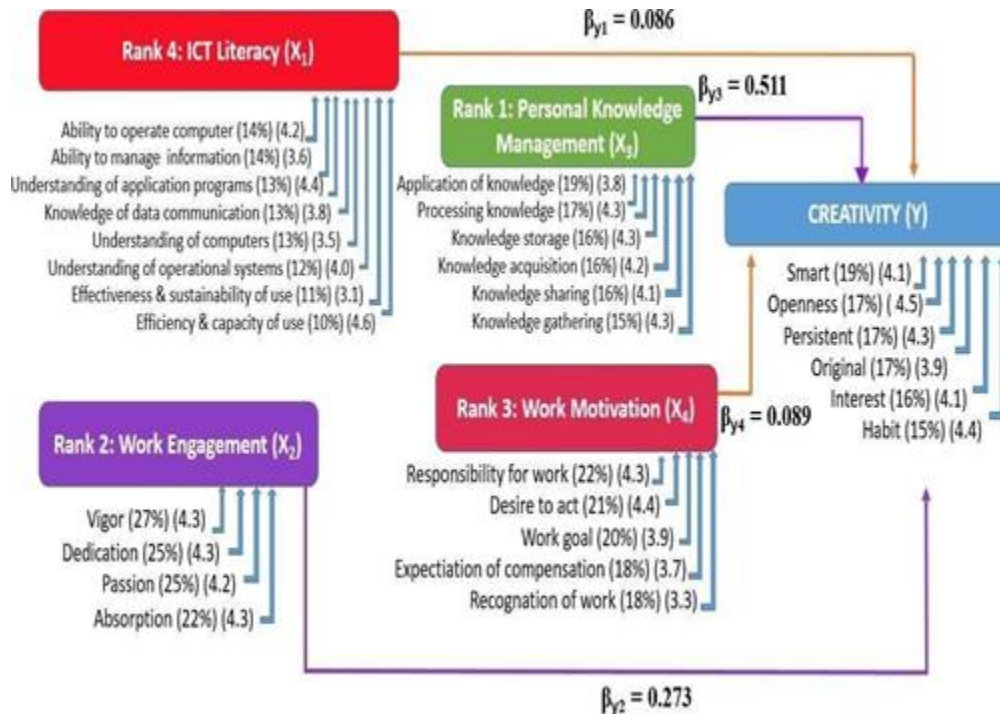
Based on Figure 1, which shows the path coefficient values of each exogenous variable leading to the endogenous variable of performance, the exogenous variable with the highest path coefficient value becomes the top priority for addressing or improving if there are weak indicators within it. The priority order for handling variables based on path coefficient values is as follows: (1) Job Satisfaction, (2) Teacher Engagement, (3) Work Motivation, and (4) School Culture.

Thus, with the analysis results presented in Figure 1, the priority of indicators related to teacher performance is as follows:

Table 3. List of Fixate Priority

Priority Sectors to be Improved	Positive Indicators
1. Knowledge Application	1. Knowledge Acquisition
2. Motivation	2. Knowledge Management for Further New Development

3. Compensation Expectation	3. Information Documentation
4. Results Recognition	4. Knowledge Distribution
5. Information Management Skills for Users	5. Gathering Knowledge
6. Information Technology Knowledge	6. Work Motivation/ Vigor
7. Data Communication Knowledge	7. Dedication
8. Effectivity in Sustainability	8. Grittiness
9. Originality	9. Passion
	10. Responsibility
	11. Initiative to take action
	12. Ability to Perform Information Technology Ability
	13. Understanding Various Applications
	14. Understanding Operational System
	15. Efficiency and Capacity
	16. Habits
	17. Interests
	18. Openness
	19. Smart
	20. P

Conclusion

This study applies the Resource Management Strengthening and Optimization Modeling (POP-SDM) approach to teachers at Private Junior High Schools in Palembang, leading to several important conclusions regarding strategies for improving teacher performance. The main strategies identified involve strengthening other variables that have a positive and dominant impact on teacher performance, including school principal leadership effectiveness, teacher commitment, school culture, teacher engagement, and job satisfaction.

School Principal Leadership Effectiveness: This has been shown to have a significant positive impact on teacher performance. Leadership indicators such as communication, motivation, empathy, evaluation, and balance are crucial areas for improvement.

Teacher Commitment: This is also a critical factor, with indicators such as responsibility, loyalty, pride, motivation, and focus on shared goals needing reinforcement.

School Culture: A positive school culture helps align teachers around a common vision and mission, thereby enhancing teacher performance. Indicators of school culture include cultural values, traditions, interactions, adherence to rules, and respect for diversity.

Teacher Engagement: This boosts intrinsic motivation, with indicators like emotional participation, cognitive involvement, behavioral participation, dedication, and personal investment needing enhancement.

Job Satisfaction: This plays a significant role in improving teacher performance. Teachers who are

satisfied with their work environment are more motivated and perform better. Indicators of job satisfaction include working conditions, recognition, work-life balance, career development, and interpersonal relationships.

The SITOREM analysis reveals priority improvements on indicators such as innovative behavior, critical thinking, responsibility, curiosity, and job recognition. Indicators that should be maintained or developed include self-confidence, openness to new perspectives, perseverance, diligence, and a conducive work environment.

Conflicts of Interest

The authors have disclosed no conflicts of interest.

Author's Affiliation

[1]Rajab Agustini, [2]Soewarto Hardhienata, [3]Eka Suhardi

Post Graduated Pakuan University

Email : [1]rajabgstn88@gmail.com, [2]soewartohardhienata@unpak.ac.id, [3]ekasuhardi@unpak.ac.id

COPYRIGHT

HOW TO CITE THIS ARTICLE

Agustini, R., Hardhienata, S., & Suhardi, E. (2024). Strategy to improve teacher's performance through building positive school professional culture, satisfaction, commitment, and leadership effectivity. *Seybold Report Journal, 19*(07), 191-213. DOI:10.511/77.1710

REFERENCES

Abraham, I., & Supriyati, Y. (2022). Desain kuasi eksperimen dalam pendidikan: Literatur review. *Jurnal Ilmiah Mandala Education*, *8*(3).

Agung, D., Arianto, N., & Choliq, A. (2019). Pengaruh Kepribadian Terhadap Kepuasan Kerja Karyawan Starwood Furniture Indonesia. *Bisnis & Entrepreneurship*, *13*(1), 25–34.

Ahmad, A., & Murtopo, A. (2019). Efektivitas Kepemimpinan Dalam Meningkatkan Layanan Mutu Pendidikan. *Edukasi*, *7*(2), 1–21.

Akhtar, A., Khan, A., Akhtar, S., & Shafiq, M. (2020). Conflict Management Strategies and Organizational Performance in Banking Sector of Pakistan. *Foundation University Journal of Business & Economics*.

Alawi, A. (2016). Kinerja Guru dan Hubungannya Dengan Kualitas Hasil Belajar Siswa Madrasah Aliyah. *Journal of Islamic Education*, 177–202.

Arceo, J., & Chua, E. (2022). Organizational Dynamics and Stewardship in Promoting Innovative Work Behavior and Commitment at Work. *International Journal of Academe and Industry Research*, *3*(3), 65–86. https://doi.org/10.53378/352917

Baidowi, A., & Syamsudin, S. (2022). Strategi Supervisi Pendidikan di Sekolah. *Alim Journal of Islamic Education*, *4*(2), 27–38.

Chairiza, D., Zulkarnain, Z., & Zahreni, S. (2018). Pengaruh Burnout dan Employee Engagement Terhadap Intensi Turnover Karyawan Hotel. *Analitika: Jurnal Magister Psikologi UMA*, *10*(2), 69–79.

Colquitt, J., LePine, J. A., & Wesson, M. J. (2016). *Organizational behavior: improving performance and commitment in the workplace*.

Damanik, B. E., & Saputra, W. (2022). Pengaruh Pola Kepemimpinan dan Kemampuan Intelektual Terhadap Kinerja Guru. *JURNAL JENDELA PENDIDIKAN*, *2*(02), 182–189. https://doi.org/10.57008/jjp.v2i02.180

Efendi, M. Y., Salamun, S., Mahatmaharti, R. A. K., Arvianti, A., Suhartati, T., Subakti, H., Sari, A. C., Panjaitan, M. M. J., Sunawi, S., & Purwaningtyas, A. (2022). *Asas-Asas Pendidikan: Konsep dan Teori*. Yayasan Kita Menulis.

Engin, G. (2020). An Examination of Primary School Students' Academic Achievements and Motivation In Terms of Parents' Attitudes, Teacher Motivation, Teacher Self-efficacy and Leadership Approach. *International Journal of Progressive Education*, *16*(1), 257–276.

Felten, E., & Raj, M. (2021). *Occupational Heterogeneity in Exposure to Generative AI*.

Hasmayanti, Y. (2011). PENGARUH EFEKTIVITAS KEPEMIMPINAN KEPALA SEKOLAH DAN MOTIVASI KERJA TERHADAP KOMPETENSI GURU (Studi pada Jurusan Bisnis dan Manajemen Sekolah Menengah Kejuruan Negeri dan Swasta di Kabupaten Sumedang). *Jurnal MANAJERIAL*, *10*(1),

78–86. https://doi.org/10.17509/manajerial.v10i1.1827

Helmi, A. (2019). Kinerja Guru Dalam Meningkatkan Prestasi Siswa Pada SMP Negeri 2 Babahrot Aceh Barat Daya. *Jurnal Administrasi Pendidikan Indonesia*, 1–12.

Hermawan, A. (2021). *Pemodelan dan Optimasi Penguatan Kepemimpinan Melayani Menggunakan Pendekatan POP-SDM (Studi Empirik Pada Guru SMK Swasta di Kabupaten Bogor).*

Juniantara, I. W., & Riana, I. G. (2015). Pengaruh motivasi dan kepuasan kerja terhadap kinerja karyawan koperasi di Denpasar. *E-Jurnal Ekonomi Dan Bisnis UniverPengaruh Motivasi Dan Kepuasan Kerja Terhadap Kinerja Karyawan Koperasi Di Denpasarsitas Udayana*, *4*(9), 611–628.

Kempa, R. (2015). *Kepemimpinan Kepala Sekolah Studi Tentang Hubungan Perilaku Kepemimpinan,Keterampilan Manajerial, Manajemen Konflik,Daya Tahan Stres Dengan Kinerja Guru*. Ombak.

Kurnianingwidhi, L. M., Hasanah, K., & Dessyarti, R. S. (2023). PENGARUH GAYA KEPEMIMPINAN KARISMATIK DAN BUDAYA ORGANISASI TERHADAP KOMITMEN ORGANISASIONAL PENGURUS PONDOK PESANTREN DARUSSALAM GONTOR PONOROGO. *SIMBA: Seminar Inovasi Manajemen, Bisnis, Dan Akuntansi*, *5*.

Madjid, A. (2016). *Pengembangan Kinerja Guru melalui Kompetensi, Komitmen dan Motivasi Kerja*. Samudera Biru.

Mahel, T. A. (2021). No LEADERSHIP COMPETENCIES: RISK AND CONFLICT MANAGEMENT CHALLENGES TO HIGHER EDUCATION IN A VOLATILE, UNCERTAIN, COMPLEX, AND AMBIGUOUS (VUCA) ENVIRONMENT. *European Journal of Humanities and Educational Advancements (EJHEA)*, *2*(9), 75–82.

Mala, A. (2015). Membangun Budaya Islami Di Sekolah. *Irfani*, *11*(1), 1–13.

Maslichah, N., & Hidayat, K. (2017). KEPUASAN KERJA KARYAWAN (Studi pada Perawat RS Lavalette Malang Tahun 2016). *Jurnal Administrasi Bisnis*, *49*(1), 60–68.

Nizary, M. A., & Hamami, T. (2020). Budaya Sekolah. *At-Tafkir*, *13*(2), 161–172. https://doi.org/10.32505/at.v13i2.1630

Nurlaila, E. (2015). Pengaruh Psychological Capital Terhadap Work Engagement pada Dosen di Universitas Katolik Mandala Surabaya. *Jurnal Experienta*, *3*(2), 23–34.

Pitasari, N., & Perdhana, M. (2008). Kepuasan Kerja: Studi Literatur. *Diponegoro Journal of Management*, *7*(4), 605–612.

Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, *4*(6), 7911–7915.

Purwanto, A., Tukiran, M., Asbari, M., Hyun, C. C., Santoso, P. B., & Wijayanti, L. M. (2020). Model Kepemimpinan di Lembaga Pendidikan: A Schematic Literature Review. *Journal of Industrial Engineering & Management Research*, *1*(3), 255–266.

Robbins, S. P. (2019). *Organizational Behavior*. Pearson Education.

Sama, S. P., Wahyuni, A., Anggraeni, A. D., Tonasih, S. S. T., Yoniartini, D. M., Amni, S. S., Ismarianti, S. P., Pentury, H. J., Pelangi, I., & Widiastuti, R. (2021). *Psikologi Pendidikan*. Yayasan Penerbit Muhammad Zaini.

Santosa, D., Wijayanti, S., & Siregar, N. (2022). Pengaruh power distance, hubungan pribadi dan supervisi kepala sekolah terhadap work engagement guru. *Journal Ellia*, *2*(1), 1–8.

Sunaryo, W., Setyaningsih, S., & Hardhienata, S. (2020). *POP-SDM SEBAGAI PENDEKATAN PENELITIAN YANG KOMPREHENSIF*. Alfabeta.

Suriansyah, A. (2014). HUBUNGAN BUDAYA SEKOLAH, KOMUNIKASI, DAN KOMITMEN KERJA TERHADAP KINERJA GURU SEKOLAH DASAR NEGERI. *Jurnal Cakrawala Pendidikan*, *3*(3). https://doi.org/10.21831/cp.v3i3.2380

Sutoro, M., Mawardi, S., & Sugiarti, E. (2020). Pengaruh Kepemimpinan, Kompensasi, Budaya Organisasi, Dan Kepuasan Kerja Terhadap Kinerja Pegawai Negeri Sipil. *Scientific Journal Of Reflection: Economic, Accounting, Management And Business*, *3*(4), 411–420.

Tetuko, B. (2012). Pengaruh Motivasi Kerja, Budaya Organisasi, Kepemimpinan Kepala Sekolah Terhadap Kepuasan Kerja dan Kinerja Guru SMA Swasta di Kabupaten Grobongan. *Education Management*, *1*(2), 129–134.

Townsend, T. (2019). *Instructional leadership and leadership for learning in schools: Understanding theories of leading*. Springer.

Vaculik, M., Prochazka, J., & Smutny, P. (2014). *Competencies and Leadership Effectiveness: Which Skills Predict Effective Leadership?* 337–344.

Whitmore, J. (2019). *Coaching Performance, Growing Human Potential and Purpose The Principles and Practice of Coaching and Leadership Terjemahan Dwi Helly Purnomo & Louis Novianto*. Gramedia Pustaka Utama.

Wulandari, T. (2020). Teori progresivisme John Dewey dan pendidikan partisipatif dalam pendidikan islam. *At-Tarbawi: Jurnal Kajian Kependidikan Islam*, *5*(1).