




# The Relationship between Post-Pandemic Organizational Climate and Teacher Performance in Public Elementary Schools

Desi Eri Kusumaningrum<sup>1\*</sup>, Teguh Triwiyanto<sup>2</sup>, Bambang Budi Wiyono<sup>3</sup>, Raden Bambang Sumarsono<sup>4</sup>, Firda Fitrotul Unsa<sup>5</sup>, Arumia Fairuz Husna<sup>6</sup>, Sasi Maulina<sup>7</sup>, Warapark Maitreephun<sup>8</sup>, Erika Mei Budiarti<sup>9</sup>, Suwandi<sup>10</sup> 

<sup>1,2,3,4,5,6,7</sup> Departemen Administrasi Pendidikan, Universitas Negeri Malang, Malang, Indonesia

<sup>8</sup> Educational Administration Study Program, Prince of Songkla University, Pattani, Thailand

<sup>9,10</sup> Program Studi Manajemen Pendidikan Islam, Universitas Hasyim Asy'ari Tebuireng, Jombang, Indonesia

## ARTICLE INFO

### Article history:

Received July 10, 2024

Accepted September 10, 2024

Available online October 25, 2024

### Kata Kunci:

Kinerja guru; iklim organisasi; pandemi

### Keywords:

Teacher Performance; Organizational Climate; Pandemic



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

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Latar belakang dalam penelitian ini adalah adanya perubahan menyeluruh dalam kehidupan bermasyarakat karena adanya wabah pandemi Covid-19 yang diasumsikan dapat mempengaruhi pula pada banyak aspek bidang pendidikan. Penelitian ini bertujuan untuk menganalisis hubungan antara dua variabel terpilih, yaitu iklim organisasi dengan kinerja guru di sekolah dasar negeri pasca pandemi Covid-19. Penelitian ini merupakan penelitian kuantitatif dengan rancangan penelitian korelasional. Pengumpulan data dilakukan dengan menggunakan angket tertutup yang disebar kepada 128 responden guru sekolah dasar. Instrumen yang digunakan adalah lembar angket. Jumlah responden yang didapatkan oleh peneliti yaitu melalui teknik pengambilan sampel secara kluster atau yang dikenal dengan istilah cluster sampling technique. Hasil penelitian menunjukkan terdapat hubungan yang signifikan dan simultan antara iklim organisasi dan kinerja guru di sekolah dasar negeri dengan tingkat hubungan kategori sangat kuat. Sehingga, dapat disimpulkan bahwa, secara simultan yang terjadi antara iklim organisasi pasca pandemi memiliki hubungan yang signifikan terhadap kinerja guru di sekolah dasar negeri pasca pandemi Covid-19. Hasil penelitian ini juga dapat digunakan sebagai dasar bagi penelitian selanjutnya untuk menganalisis perbedaan dua periode dengan variabel yang sama.

## ABSTRACT

The background of this study is the comprehensive changes in social life due to the COVID-19 pandemic outbreak, which is assumed to affect many aspects of the education sector. This study analyses the relationship between two selected variables: organizational climate and teacher performance in public primary schools after the COVID-19 pandemic. This research is a quantitative study with a correlational research design. Data was collected using a closed questionnaire distributed to 128 primary school teacher respondents. The instrument used was a questionnaire sheet. The number of respondents obtained by researchers is determined through cluster sampling techniques, also known as cluster sampling techniques. The results showed a significant and simultaneous relationship between organizational climate and teacher performance in public elementary schools with an extreme category relationship level. Thus, the post-pandemic organizational climate significantly correlates with teacher performance in public primary schools after the COVID-19 pandemic. The results of this study can also be used as a basis for further research to analyze differences in two periods with the same variables.

## 1. INTRODUCTION

World conditions after the Covid-19 pandemic have experienced many impacts and changes in all countries including in Indonesia (Basmar et al., 2021; Onyeaka et al., 2021). Indonesia is experiencing significant changes in various aspects of life, especially in terms of digital transformation. Likewise, what is happening in the education sector, digital transformation is also experiencing very rapid development

\*Corresponding author.

E-mail addresses: [desieri.fip@um.ac.id](mailto:desieri.fip@um.ac.id) (Desi Eri Kusumaningrum)

(Cahaya et al., 2022; Muditomo & Wahyudi, 2021). The digital transformation that is currently occurring after the COVID-19 pandemic in the educational context can be both an opportunity and a challenge, depending on how educational institutions and stakeholders respond to it. Digital transformation in the world of education, for example, what was originally offline class learning is now no stranger to online class learning face-to-face learning involving digital transformation. In the educational office sector, many webinars have been held with various updated educational topics. There is also a lot of work software that contains all aspects of work, to be input into existing technology systems. Jobs that currently use software are jobs that lead to a metadatabase, which is then processed into information needed for all service users (Aidoo et al., 2021; Febrianto et al., 2020; Priatmoko et al., 2021). In this digital era, it is very important to understand and apply technology wisely to adapt to digital transformation. Technology impacts the quality of education in these turbulent times. The ongoing industrial revolution, supported by disruptive advances, both in terms of software and hardware, continues to encourage people to develop their skills so they can keep up with the progress and changes of the times. Such drastic changes can be felt by education stakeholders as a challenge, as well as an opportunity.

In connection with these changes, certainly, the work environment will also experience different situations and conditions, from before the Covid-19 pandemic. The most visible change is the possibility of transition from initially some work being completed manually then changing to digital (by systems). These changes give a unique impression to each employee, both teachers and school administration staff (TAS). The climate of educational organizations is no exception as it continues to shift, organizational climate has a meaning attached to the collection of interrelated experiences they have in the workplace. Organizational climate is the relatively long-lasting quality of the internal environment in an organization as perceived by its members, including the structure, applicable regulations, organizational practices, and behavior that is appreciated and supported to achieve organizational goals well (Mehmood et al., 2024; MZ, 2024). Organizational climate is formed due to a collection of employee perceptions and expectations regarding the system currently in effect in the organization. So organizational climate is a state of the work environment or psychological environment in an organization that can influence employee work attitudes and behavior directly or indirectly. Therefore, the organizational climate that occurs in a company always influences all basic conditions and individual behavior when carrying out work tasks.

To measure organizational climate or school climate, researchers use different dimensions. The dimensions of measuring organizational climate were first carried out by Halpin and Croft where what is measured includes the following 8 dimensions, namely hindrance, intimacy, disengagement, esprit, production emphasis, aloofness, consideration, and trust. There are 7 (seven) dimensions of organizational climate, namely: Structure, Responsibility, Reward, Warmth, Support, Organizational Identity and Loyalty, and Risk (Martha Wibawa et al., 2024; Mulyana et al., 2022). Organizational climate always appears in every organization objectively and influences the behavior of every member of the organization or group. So it is necessary to dig deeper to find out the climate that occurs in an organization or company, whether there is a positive organizational climate or a negative organizational climate. Organizational climate is a major factor in educational life, especially for teachers as educators, learning, and professional development in institutions. The climate that occurs at school is a positive factor in the work environment, especially in education. The application of organizational climate in schools is also a form of application of norms, values, traditions, and beliefs that flow from time to time where individuals will do work together and solve problems carefully. Organizational climate has a tendency to differentiate from one agency to another, so that each agency has a different climate in achieving the desired organizational goals.

In such conditions, teachers are also required to be adaptive to changes in the existing organizational climate so that employee performance remains in good condition. These innovative steps in balancing the digitalization of education are closely related to teacher performance. Found conditions according to other researchers based on the results of data analysis carried out in the research, it was found that the implementation of teachers' professional duties during the pandemic was in the very high category with a percentage value of 61.3% and the resulting mapping was sequential from the highest to the lowest score for the research indicator, namely educating. amounting to 84.9%; teaching by 78.5%; train by 71.1%; and guiding by 59.1%. Analyzing the analysis of the research results above, it is clear that several characteristics inherent in teacher respondents in carrying out their professional teaching duties are in the very high performance category, including the characteristics of gender, age, salary or wages, and employment status of the teacher respondents. One of the indicators that makes an educational institution have good or bad quality of education is the performance of teachers (HR) in the institution and their management activities. It is said that institution Teachers also tend not to know what kind of teaching method to use because of teacher incompetence regarding learning methods (Budiarti & Pambudi, 2022; Muktammar & Yassir, 2024). The dynamic relationship between educational organizational climate, teacher performance, and digital transformation is at the forefront of contemporary discussions in the field of

education (Carvalho et al., 2020; Ostmeier & Strobel, 2022; Vos & Page, 2020). This research investigates the multifaceted relationships among these three critical elements and explores the profound impact they collectively have on the educational landscape. The organizational climate of an educational institution functions as a foundation for the development of effective teaching and learning (Al-Kurdi et al., 2020; Sahibzada et al., 2023). Research consistently underlines the importance of a positive and conducive climate, characterized by open communication, collaborative decision making, and shared vision (Khan & Khan, 2019; Monroe et al., 2019; Vanajan et al., 2020). A supportive organizational climate fosters a sense of belonging and empowerment among educators, which is important for maintaining an environment conducive to professional growth and innovation.

The essence of the success of any educational effort is the performance of its educators (Bosch et al., 2021; Gneezy et al., 2019; Mishra, 2020; Namoun & Alshantqi, 2020). Teacher performance is a complex mix of teaching efficacy, adaptability, and commitment. A nurturing organizational climate is critical in improving teacher morale and job satisfaction, thereby influencing teaching practices and student outcomes. The reciprocal relationship between a positive organizational climate and increased teacher performance is the foundation of educational excellence. In the digital era, the integration of technology into educational practices has become a necessity. Digital transformation is not just about introducing gadgets into the classroom; this embodies a paradigm shift in pedagogy, assessment, and administrative processes. The efficacy of digital transformation depends on educators' proficiency in leveraging technology to enhance teaching methodologies and engage students effectively. The symbiotic relationship between organizational climate, teacher performance, and digital transformation is revealed as a dynamic process. A positive organizational climate is the foundation for educators to face the challenges posed by digital transformation. In turn, effective digital integration strengthens teaching practices, fostering a collaborative and innovative organizational climate. Although the relationship between these elements offers promising opportunities for educational improvement, challenges still lie ahead. Resistance to change, inadequate training, and limited resources can hinder the smooth integration of digital tools. Addressing these challenges requires a holistic approach, encompassing professional development, leadership support, and infrastructure investment.

It was found that conditions of rapid and global change did not shake the enthusiasm of teachers to carry out good work performance. Even though in existing research, that organizational climate has a positive and significant effect on employee performance; organizational climate has a significant effect on work motivation; Work motivation can mediate the influence of organizational climate on performance (Mahdar & Satyadharma, 2023; Pamungkas et al., 2022). The very changing situation from before the pandemic, during the pandemic, and after the pandemic is what makes researchers very interested in conducting research regarding the relationship between the post-pandemic organizational climate and teacher performance in public elementary schools. The novelty of the research raised by researchers is that this research was carried out in a wider area so that the research samples obtained were also larger. The result is that the research results can also be generalized to a wide area. Apart from that, the results of this research can also be used as a basis for further research to analyze differences in two periods with the same variables. More specifically, this research aims to analyze the relationship between organizational climate variables and all their changes to teacher performance, which has also experienced many changes due to post-pandemic situations and conditions.

## 2. METHOD

The approach used by researchers in the research to be carried out is quantitative research. The design used is correlational research (Meyer et al., 2020; Munte et al., 2023). Researchers choose correlational research because researchers want to know whether or not there is a relationship between two or more variables in a study group (subject) to be studied namely post-pandemic organizational climate variables and teacher performance. A quantitative approach is used by researchers because the data that researchers will look for is in the form of numbers and calculations to describe whether there is a relationship between these variables. The research locations targeted were public and private elementary schools (SDN and SDS) in the Greater Malang area from 3 (three) locations, namely Malang City, Malang Regency, and Batu City. The population in this research is all elementary schools in the Greater Malang area, totaling 1,032 schools. Sampling was carried out using a cluster sampling technique (Stratton, 2021), namely the areas of Malang City, Batu City, and Malang Regency, represented by 4 (four) institutions from each region with a sample size of 128 teachers.

The Malang City area is represented by SDN Pisangcandi 1 Malang; SDN Summersari 02 Malang City; SDN Bareng 5 Malang; and SDN Lowokwaru 4 Malang City. The Malang Regency area is represented by SDN Wiyurejo 1 Pujon; SDN Wiyurejo 2 Pujon; SDN 3 Tambakasri; and SDN 9 Tambakasri. The Batu City area is

covered by SDN Sumberejo 1; SDN Sumberejo 2; SDN Pesanggrahan 1; and SDN Songgokerto 1. The steps taken by researchers in collecting data, namely: (a) the researcher makes a questionnaire and discusses it with research members; (b) the researcher determines the time to distribute the questionnaire; (c) researchers distribute research questionnaires; (d) respondents are asked to fill in or answer questions or statements in the questionnaire. When finished, it is collected back to the researcher; and (e) researchers carry out tabulation and analysis. This research used one questionnaire, namely a closed questionnaire with 1 (one) target research subject, namely teachers in the selected sample school environment. This questionnaire is used to collect data, and then the data that has been collected is used to determine the intensity ranking. The research instrument uses a questionnaire which is used to collect research variable data. The questionnaire used a Likert scale with four alternative answers. Fill out the questionnaire using a checklist (√). The description of the variables underlying the preparation of the questionnaire is in [Table 1](#).

**Table 1. Variable Description**

Variable	Indicators
Organizational Climate	Structure
	Responsibility
	Reward
	Warmth
	Support
Teacher Performance	Organizational Identity and Loyalty
	Risk
	Work quality
	Work efficiency
	Work initiative
	Self-development
	Focus on positive things

Scoring in this study uses a Likert Scale. This scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena, in this case teacher performance. The data analysis technique used is a descriptive and simple linear regression analysis. Descriptive analysis techniques are used to describe the independent variables and dependent variables ([Fernandes et al., 2019](#); [Gopalan et al., 2020](#)). Meanwhile, simple linear regression analysis used in this research because there are two variables involved in this research, namely organizational climate denoted by X, and teacher performance denoted by the letter Y.

### 3. RESULT AND DISCUSSION

#### Result

The hypothesis proposed is whether there is a relationship between the post-pandemic organizational climate and teacher performance in state elementary schools in the Greater Malang area. [Table 1](#) to [Table 4](#) is a presentation of the results of the correlation test which was sampled at the research location in the Greater Malang area. The researcher proposed a hypothesis, namely whether there is a relationship between organizational climate (X) and teacher performance (Y) in state schools in the Greater Malang area. The null hypothesis (H0) is there is no significant relationship between post-pandemic organizational climate and teacher performance in state elementary schools in the Greater Malang area. The results of the Correlation Test for the Greater Malang Region are presented in [Table 2](#).

**Table 2. Correlation Test for Greater Malang Region**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.857	0.734	0.732	5.524	0.734	342.158	1	124	0.000

The researcher proposed a hypothesis, namely whether there is a relationship between organizational climate (X) and teacher performance (Y) in state schools in the Greater Malang area. The null hypothesis (H0) is there is no significant relationship between the post-pandemic organizational climate and teacher performance in state elementary schools in the Greater Malang area. The results of the second



analysis carried out are related to the R-value (correlation coefficient) which is used to see whether the relationship is simultaneously strong or weak, using the following relationship degree guidelines: (a) Pearson Correlation value 0.09 – 0.199 Results of hypothesis testing carried out by the researcher Based on Table 2, it is found that the significance of F Change is 0.000, which results in the conclusion that  $0.000 < 0.05$  so it can be interpreted that  $H_0$  is rejected and  $H_1$  is not rejected. In other words, this research obtained the result that X has a significant relationship with Y simultaneously. In conclusion, the post-pandemic organizational climate has a significant and simultaneous relationship with teacher performance in state elementary schools in the Greater Malang area. Correlation uses categories: (a) Pearson Correlation value 0.00 – 0.19 has a very low level of relationship; (b) Pearson Correlation value 0.20 – 0.399 has a low level of relationship; (c) Pearson Correlation value 0.40 – 0.599 has a medium level of relationship; (d) Pearson Correlation value of 0.60 – 0.799 has a strong relationship level; (e) Pearson Correlation value of 0.80 – 1.00 has a very strong level of relationship.

It was found that the R-value (correlation coefficient) was 0.857; So it can be concluded that the simultaneous relationship that occurs between the post-pandemic organizational climate and teacher performance in state elementary schools in the Greater Malang area is in the very strong category. The hypothesis proposed is whether there is a relationship between the post-pandemic organizational climate (X) and teacher performance (Y) in state elementary schools in the Malang City area. The null hypothesis ( $H_0$ ) is "there is no significant relationship between post-pandemic organizational climate and teacher performance (Y) in state elementary schools in the Malang City area." This hypothesis can be answered through analysis of Table 3.

**Table 3. Correlation Test for Malang City Region**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.545	0.297	0.284	7.697	0.297	22.433	1	53	0.000

The results of the hypothesis test analysis based on Table 3 show that the significance of F Change is 0.000, which is  $0.000 < 0.05$ , so it can be concluded that  $H_0$  is rejected and  $H_1$  is not rejected. In other words, variable X has a significant relationship with variable Y simultaneously. In conclusion, the post-pandemic organizational climate has a significant relationship with teacher performance in state elementary schools in the Malang City area. The results obtained were that R (correlation coefficient) was 0.545; so it can be concluded that the simultaneous relationship that occurs between the post-pandemic organizational climate has a significant relationship to teacher performance in state elementary schools in the Malang City area at the medium category level of relationship. The hypothesis proposed is whether there is a relationship between the post-pandemic organizational climate (X) and teacher performance (Y) in state elementary schools in the Malang Regency area. The null hypothesis ( $H_0$ ) is "there is no significant relationship between post-pandemic organizational climate and teacher performance (Y) in state elementary schools in the Malang Regency area." This hypothesis can be answered through analysis of Table 4.

**Table 4. Correlation Test for Malang Regency Area**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.868	0.754	0.747	5.081	0.754	104.362	1	34	0.000

The results of the hypothesis test analysis based on Table 4 show that the significance of F Change is 0.000, which is  $0.000 < 0.05$ , so it can be concluded that  $H_0$  is rejected and  $H_1$  is not rejected. In other words, variable X has a significant relationship with variable Y simultaneously. In conclusion, the post-pandemic organizational climate has a significant relationship with teacher performance in state elementary schools in the Malang Regency area. The results obtained were that R (correlation coefficient) was 0.868; So it can be concluded that the simultaneous relationship that occurs between the post-pandemic organizational climate has a significant relationship with teacher performance in state elementary schools in the Malang Regency area, which is at the level of a very strong relationship category. The hypothesis proposed is whether there is a relationship between the post-pandemic organizational climate (X) and teacher performance (Y) in state elementary schools in the Batu City area. The null hypothesis ( $H_0$ ) is "there is no significant relationship between post-pandemic organizational climate and

teacher performance (Y) in state elementary schools in the Batu City area." This hypothesis can be answered through analysis of [Table 5](#).

**Table 5. Correlation Test for Batu City Area**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.583	0.340	0.320	8.161	0.340	16.976	1	33	0.000

The results of the hypothesis test analysis based on [Table 5](#) show that the significance of F Change is 0.000, which is  $0.000 < 0.05$ , so it can be concluded that H0 is rejected and H1 is not rejected. In other words, variable X has a significant relationship with variable Y simultaneously. In conclusion, the post-pandemic organizational climate has a significant relationship with teacher performance in state elementary schools in the Batu City area. The results obtained were that R (correlation coefficient) was 0.583; so it can be concluded that the simultaneous relationship that occurs between the post-pandemic organizational climate has a significant relationship to teacher performance in state elementary schools in the Batu City area, which is at the medium category level of relationship..

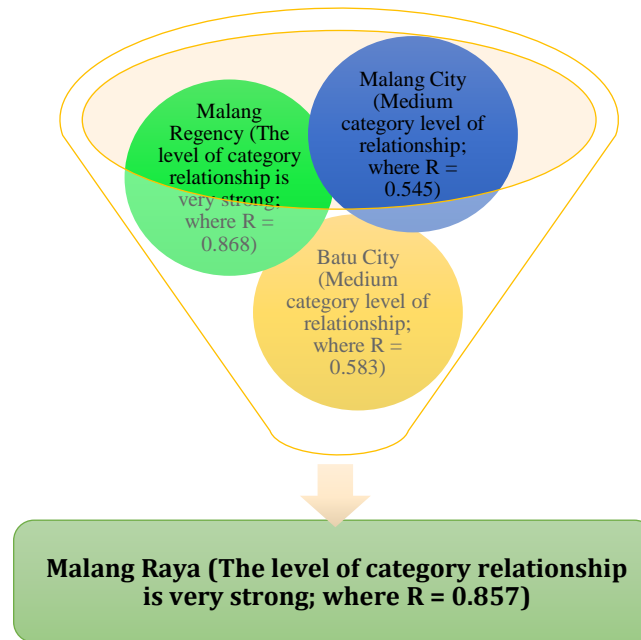
Referring to the analysis results listed in [Tables 1 to Table 5](#), it can be concluded that the post-pandemic organizational climate has a significant and very strong relationship with teacher performance in state elementary schools in the Greater Malang area. To see the existing results in more detail, the researcher made a summary of the analysis results which can be seen in [Table 6](#).

**Table 6. Summary of Data Analysis Results**

No.	Area	F Change Score (Significance)	Details	R Score (Correlation coefficient)	Details (relationship level)
1	Greater Malang	0.000	Significant Relationship	0.857	Very Strong
2	Malang city	0.000	Significant Relationship	0.545	Medium
3	Malang Regency	0.000	Significant Relationship	0.868	Very Strong
4	Batu City	0.000	Significant Relationship	0.583	Medium

The research results for the Greater Malang area show that there is a significant and simultaneous relationship between the post-pandemic organizational climate and teacher performance in state elementary schools in the Greater Malang area with the strength of the relationship at a very strong level, namely 0.857 for the R value (correlation coefficient). If the research results are looked at in each region, the results obtained are that for the Malang City area, there is a significant and simultaneous relationship between the post-pandemic organizational climate and teacher performance in state elementary schools in the Malang City area with a medium-level of relationship strength, namely 0.545 for the R value (correlation coefficient). Meanwhile, the research results for the Malang Regency area are that there is a significant and simultaneous relationship between the post-pandemic organizational climate and teacher performance in state elementary schools in the Malang Regency area with the strength of the relationship at a very strong level, namely 0.868 for the R value (correlation coefficient). Most recently, there has been a significant and simultaneous relationship between the post-pandemic organizational climate and teacher performance in state elementary schools in the Malang City area with a moderate level of relationship strength, namely 0.583 for the R value (correlation coefficient). Through this description, researchers can conclude through [Figure 1](#).

The research designed by the researcher aims to find out whether in the Greater Malang area through sampling areas, namely Malang City, Malang Regency, and Batu City, there is a relationship between the post-pandemic work climate and the performance of teachers in state elementary schools or not. It can be seen from [Table 5](#), and [Figure 1](#). This research was initiated by research conducted by (Budiarti et al., 2022; Sobri et al., 2022) regarding the implementation of professional teacher duties during the pandemic in elementary schools in the Greater Malang area. The implementation of the teacher's professional duties at that time was in the "very high" category, namely with a percentage score of 61.3%, and the mapping produced sequentially from the highest to the lowest score of the research indicator, namely education, was 84.9%; teaching by 78.5%; train by 71.1%; and guiding by 59.1%.



**Figure 1.** Illustration of Overall Research Results

Based on the results of this research, it can be concluded that even though the implementation of education was carried out during the pandemic, the duties of a teacher in carrying out his profession in public elementary schools throughout Malang Raya are still running very well, this is proven by the research results in the "very good" category. ". The pandemic period is not an obstacle for elementary school teachers in the Greater Malang area to carry out their duties as educators, teachers, trainers, and mentors. In the case of this research, the dimensions of the research variables explored by the researcher are in line with the dimensions of the teacher performance research variables conducted by namely, seen from the aspects of the ability to plan learning, master the material to be taught to students, preparing teaching methods and strategies, providing structured assignments, the ability to manage the class and the ability to carry out assessments and evaluations.

An international cross-sectional investigation found that organizational climate empirically and theoretically has a relationship with teacher performance, in the Philippines, India, Malaysia, and Nigeria. Organizational climate directly has a significant effect on high and low teacher performance. The magnitude of the influence that organizational climate has on teacher performance is 55%. Meanwhile, the second result obtained was that organizational climate and job satisfaction jointly influenced a teacher's performance, the amount of influence exerted together was 63.9%. In general, organizational climate empirically and theoretically has a relationship with teacher performance. The organizational climate continues to face more challenges, including education and has an impact on teacher performance. Based on this cross-sectional study, there are different interactions between the organizational environment and the successful performance of educators, beyond geographic and cultural boundaries. These empirical findings underscore the real impact of organizational climate on various aspects of teacher performance, including teaching effectiveness, job satisfaction, and overall professional efficacy. Theoretically, this relationship is based on the premise that organizational climate, characterized by factors such as leadership quality, collegial support, and institutional culture, serves as a forum that shapes the conditions under which teachers can work and excel. These revelations not only contribute to the growing body of global education research but also underscore the importance for institutions to foster a positive and supportive organizational climate as a strategic imperative for improving teacher performance on an international scale.

When educational institutions realize the importance of implementing a conducive organizational climate, educational institutions need to explore the factors driving teaching motivation and performance among teachers. The level of influence of the organizational climate variable (X1) and the teaching motivation variable (X2) on teacher performance (Y) of 0.73 or 73.0%. This figure shows that teacher performance (Y) is jointly (simultaneously) influenced by the organizational climate variable (X1) and the teaching motivation variable (X2) by 73.0% while the remaining 27% is influenced by other factors. Teachers' psychological capital, in the form of decision making, teacher performance, and organizational climate influence each other (Wu et al., 2022; Wong et al., 2023; Liou & Bjorklund Jr., 2023). According to

Wijiyono (2019) The results of his research show that: (1) there is a positive correlation between decision making and teacher performance, with a correlation coefficient  $r_{y1} = 0.488$  ( $p < 0.01$ ), (2) there is a positive correlation between organizational climate and teacher performance,  $r_{y2} = 0.378$  ( $p < 0.01$ ), (3) there is a positive relationship between decision making, organizational climate and teacher performance, correlation coefficient  $r_{y12} = 0.779$  ( $p < 0.01$ ). These results indicate that teacher performance can be improved through developing decision making and organizational climate, both individually and collectively.

## Discussion

Teachers' psychological capital, which includes resilience, self-confidence, optimism, and hope, intricately weaves together a variety of interconnected influences in the educational landscape (Alibakhshi et al., 2020; Han & Yin, 2016; Rubtsova et al., 2022). The important relationship lies in decision making, where teachers' psychological well-being largely determines their choices in pedagogical approaches, classroom management, and teaching strategies. At the same time, the teacher's performance, which is a form of psychological capital, becomes a dynamic force shaped by these decisions, so that a reciprocal relationship is established (Liu, 2016; Yao et al., 2020). As teachers navigate complex educational terrain, their psychological capital reverberates throughout the organizational climate, shaping the collective ethos, collaboration, and overall morale of the school environment. The symbiosis between decision-making, teacher performance, and organizational climate forms a complex flow where waves of psychological capital are interrelated, forming an educational landscape with deep-rooted influences and far-reaching implications.

The results of this research are relevant to be used as an analysis guide if they are related to school efforts to improve the quality of institutions which can be carried out by heads of institutions and heads of departments. This is in line with research conducted by One of the aspects that can cause high/low school quality can be seen in the aspects of management, methods, and human resources (Dhiu, 2017; Jin et al., 2022; Moses & Mohamad, 2019). The human resources aspect here can also lead to the performance of a teacher. In the case of this research, it was carried out post-pandemic to see the condition of teacher performance during the pandemic and the results showed that teacher performance was influenced by the organizational climate during the pandemic. So during the pandemic years, we can also see how the quality of institutions is seen from these three aspects. Because from one aspect, in the Malang Raya state elementary school area, teacher performance is in the "very strong" category.

Improving school quality is a multifaceted effort that requires joint efforts from various stakeholders (Agung et al., 2018; Poerwanti et al., 2021). At its core, this transformation requires a commitment to excellence from the school itself, characterized by the cultivation of a dynamic learning environment, the implementation of innovative teaching methodologies, and the integration of cutting-edge educational technology. The principal emerged as a key figure, responsible not only for effective leadership but also fostering a culture of continuous improvement among faculty and staff (Lisnawati, 2018; Subandi, 2018; Yusuf, 2012). Management efforts play an important role, extending beyond administrative functions to strategic planning, resource allocation, and the establishment of strong evaluation mechanisms. Additionally, educational quality is closely related to the implementation of advanced teaching methods that can cater to diverse learning styles, while optimizing human resources involves recruiting, retaining, and developing skilled educators. In essence, improving the quality of education demands a holistic approach that synergizes collective school efforts, principled leadership, skilled management, innovative methodologies, and a cadre of skilled educators.

The discussion related to the research results obtained by researchers is limited to environmental conditions after the Covid-19 pandemic which is limited to only 2 variables, namely organizational climate and teacher performance in basic-level educational institutions. To complement the results obtained by the researcher, it is recommended that other researchers follow up the research with the same variables in different conditions with a different (new) curriculum. Other researchers could also add other variables which are assumed to influence teacher performance variables.

## 4. CONCLUSION

In general, organizational climate empirically and theoretically has a relationship with teacher performance. The organizational climate continues to face more challenges, including education and has an impact on teacher performance. The organizational climate continues to face more challenges, including education and has an impact on teacher performance. When educational institutions realize the importance of implementing a conducive organizational climate, educational institutions need to explore the factors driving teaching motivation and performance among teachers. Teachers' psychological capital, in the form



of decision-making, teacher performance, and organizational climate influence each other. The results of this research are relevant to be used as an analysis guide if they are related to school efforts to improve the quality of institutions which can be carried out by heads of institutions and heads of departments.

## 5. ACKNOWLEDGE

Thank you to the Dean of the Faculty of Education, Universitas Negeri Malang, who has funded research activities through a decentralized scheme, with research contract number 5.4.1/UN.32/KP/2023.

## 6. REFERENCES

- Agung, A. A. G., Sudiarta, I. G. P., & Divayana, D. G. H. (2018). The Quality Evaluation of School Management Model Based on Balinese Local Wisdom using Weighted Product Calculation. *Journal of Theoretical and Applied Information Technology*.
- Aidoo, S. O., Agyapong, A., Acquah, M., & Akomea, S. Y. (2021). The performance implications of strategic responses of SMEs to the covid-19 pandemic: Evidence from an African economy. *Africa Journal of Management*, 7(1), 74–103. <https://doi.org/10.1080/23322373.2021.1878810>.
- Al-Kurdi, O. F., El-Haddadeh, R., & Eldabi, T. (2020). The role of organisational climate in managing knowledge sharing among academics in higher education. *International Journal of Information Management*, 50(1), 217–227. <https://doi.org/10.1016/J.IJINFOMGT.2019.05.018>.
- Alibakhshi, G., Nikdel, F., & Labbafi, A. (2020). Exploring the consequences of teachers' self-efficacy: a case of teachers of English as a foreign language. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1). <https://doi.org/10.1186/s40862-020-00102-1>.
- Basmar, E., Iii, C. M. C., & Basmar, E. (2021). Is an Indonesia the right investment environment after Covid-19? *Earth and Environmental Science*, 737(1), 12021. <https://doi.org/10.1088/1755-1315/737/1/012021>.
- Bosch, E., Seifried, E., & Spinath, B. (2021). What successful students do: Evidence-based learning activities matter for students' performance in higher education beyond prior knowledge, motivation, and prior achievement. *Learning and Individual Differences*, 91(1), 102056. <https://doi.org/10.1016/J.LINDIF.2021.102056>.
- Budiarti, E. M., & Pambudi, B. A. (2022). Pengembangan Diagram Ishikawa Sebagai Upaya Peningkatan Mutu Sekolah. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 6(2), 149–160. <https://doi.org/10.26740/JDMP.V6N2.P149-160>.
- Cahaya, A., Yusriadi, Y., & Gheisari, A. (2022). Transformation of the Education Sector during the COVID-19 Pandemic in Indonesia. *Education Research International*, 22(1). <https://doi.org/10.1155/2022/8561759>.
- Carvalho, A., Alves, H., & Leitão, J. (2020). What research tells us about leadership styles, digital transformation and performance in state higher education? *International Journal of Educational Management*, 36(2), 218–232. <https://doi.org/10.1108/IJEM-11-2020-0514>.
- Dhiu, K. D. (2017). Learning Motivation And Perception Of The Teachers' Pedagogic Competence And Learning Achievement In Social Science Of Junior High School Students. *Journal of Education Technology*, 1(1), 6–12. <https://doi.org/10.23887/jet.v1i1.10078>.
- Febrianto, P. T., Mas'udah, S., & Megasari, L. A. (2020). Implementation of online learning during the covid-19 pandemic on Madura Island, Indonesia. *International Journal of Learning, Teaching and Educational Research*, 19(8), 233–254. <https://doi.org/10.26803/IJLTER.19.8.13>.
- Fernandes, E., Holanda, M., Victorino, M., Borges, V., Carvalho, R., & Erven, G. V. (2019). Educational data mining: Predictive analysis of academic performance of public school students in the capital of Brazil. *Journal of Business Research*, 94(1), 335–343. <https://doi.org/10.1016/j.jbusres.2018.02.012>.
- Gneezy, U., List, J. A., Livingston, J. A., Qin, X., Sadoff, S., Xu, Y., Griffin, K. C., Auger, K., Aversa, R., Blair, D., Davis, J., Halliday, C., Mackevicius, C., & Mather, D. (2019). Measuring Success in Education: The Role of Effort on the Test Itself. *American Economic Review: Insights*, 1(3), 291–308. <https://doi.org/10.1257/AERI.20180633>.
- Gopalan, M., Rosinger, K., & Ahn, J. B. (2020). Use of Quasi-Experimental Research Designs in Education Research: Growth, Promise, and Challenges. *Review of Research in Education*, 44(1), 218–243. <https://doi.org/10.3102/0091732X20903302/asset/images/large/10.3102>.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 1–18. <https://doi.org/10.1080/2331186X.2016.1217819>.
- Jin, X., Tigelaar, D., Want, A. van der, & Admiraal, W. (2022). Novice teachers' appraisal of expert feedback

- in a teacher professional development programme in Chinese vocational education. *Teaching and Teacher Education*, 112. <https://doi.org/10.1016/j.tate.2022.103652>.
- Khan, N. A., & Khan, A. N. (2019). What followers are saying about transformational leaders fostering employee innovation via organisational learning, knowledge sharing and social media use in public organisations? *Government Information Quarterly*, 36(4), 101391. <https://doi.org/10.1016/J.GIQ.2019.07.003>.
- Lisnawati, R. (2018). Fungsi Manajemen Kepala Sekolah, Motivasi, dan Kinerja Guru. *Jurnal Pendidikan (Teori dan Praktik)*, 2(2), 143–149. <https://doi.org/10.26740/jp.v2n2.p143-149>.
- Liu, S.-H. (2016). Teacher education programs, field-based practicums, and psychological factors of the implementation of technology by pre-service teachers. *Australasian Journal of Educational Technology*, 32(3 SE-Articles). <https://doi.org/10.14742/ajet.2139>.
- Mahdar, M., & Satyadharma, M. (2023). Efektivitas Komunikasi Interpersonal dalam Penyelenggaraan Angkutan Lebaran Tahun 2023 pada Pelabuhan Penyeberangan Baubau dan Pelabuhan Penyeberangan Waara. *Jurnal Ilmiah Komunikasi*, 15(2), 75–103. [https://doi.org/10.1007/978-3-031-06089-2\\_4](https://doi.org/10.1007/978-3-031-06089-2_4).
- Martha Wibawa, A., Purwanto, P., & Rahayu, S. (2024). Pengaruh Iklim Organisasi dan Job Insecurity terhadap Kinerja dengan Psychological well-being sebagai Variabel Mediasi. *Co-Value Jurnal Ekonomi Koperasi dan kewirausahaan*, 15(01). <https://doi.org/10.59188/covalue.v15i01.4431>.
- Mehmood, K. K., Mushtaq, M., & Hanaysha, J. R. (2024). Impact of organizational climate, culture, leadership and structure on competitive advantage: mediating effect of absorptive capacity. *South Asian Journal of Business Studies*, 13(2), 244–261. <https://doi.org/10.1108/SAJBS-06-2021-0229>.
- Meyer, G., Shatto, B., Kuljeerung, O., Nuccio, L., Bergen, A., & Wilson, C. R. (2020). Exploring the relationship between resilience and grit among nursing students: A correlational research study. *Nurse Education Today*, 84(1), 104246. <https://doi.org/10.1016/J.NEDT.2019.104246>.
- Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. *Educational Research Review*, 29(1), 100307. <https://doi.org/10.1016/J.EDUREV.2019.100307>.
- Monroe, M. C., Plate, R. R., Oxarart, A., Bowers, A., & Chaves, W. A. (2019). Identifying effective climate change education strategies: a systematic review of the research. *Environmental Education Research*, 25(6), 791–812. <https://doi.org/10.1080/13504622.2017.1360842>.
- Moses, R. N., & Mohamad, M. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. *Journal Scientific Research*, 10, 3385–3391. <https://doi.org/10.4236/ce.2019.1013260>.
- Muditomo, A., & Wahyudi, I. (2021). Conceptual Model for Sme Digital Transformation During the Covid-19 Pandemic Time in Indonesia: R-Digital Transformation Model. *BASKARA : Journal of Business and Entrepreneurship*, 3(1), 13. <https://doi.org/10.24853/baskara.3.1.13-24>.
- Muktamar, A., & Yassir, B. M. (2024). Hubungan Gaya Kepemimpinan dan Manajemen Sumber Daya Manusia. *Journal of International Multidisciplinary Research*, 2(1), 181–190. <https://doi.org/10.62504/xt3xd422>.
- Mulyana, O. P., Izzati, U. A., Puspitadew, N. W. S., & Budiani, M. S. (2022). Hubungan antara Iklim Organisasi dengan Work Life Balance pada Karyawan. *Jurnal Psikologi Teori dan Terapan*, 13(1), 14–26. <https://doi.org/10.26740/jptt.v13n1.p14-26>.
- Munte, R. S., Risnita, Jailani, M. S., & Siregar Isropil. (2023). Jenis Penelitian Eksperimen dan Noneksperimen (Design Klausal Komparatif dan Design Korelasional). *Jurnal Pendidikan*, 7(3), 27602–27605.
- MZ, I. (2024). *Kinerja Guru (Perspektif profesionalitas iklim organisasi dan motivasi kerja)* (F. Hayati (red)). umsu press.
- Namoun, A., & Alshanqiti, A. (2020). Predicting Student Performance Using Data Mining and Learning Analytics Techniques: A Systematic Literature Review. *Applied Sciences*, 11(1), 237. <https://doi.org/10.3390/APP11010237>.
- Onyeaka, H., Anumudu, C. K., Al-Sharify, Z. T., Egele-Godswill, E., & Mbaegbu, P. (2021). COVID-19 pandemic: A review of the global lockdown and its far-reaching effects. *Science Progress*, 104(2). <https://doi.org/10.1177/00368504211019854>.
- Ostmeier, E., & Strobel, M. (2022). Building skills in the context of digital transformation: How industry digital maturity drives proactive skill development. *Journal of Business Research*, 139(1), 718–730. <https://doi.org/10.1016/j.JBUSRES.2021.09.020>.
- Pamungkas, W. A., Mulyanti, R. Y., & Puspa, T. (2022). *Terhadap Kinerja Pegawai Di Masa Pandemi Covid-19* (Vol 12, bil 211–231). <https://doi.org/10.37932/j.e.v12i2.586>.
- Poerwanti, E., Suwandayani, B. I., & Sombuling, A. (2021). Literacy Skills as an Effort to Maintain Quality Culture in Muhammadiyah Elementary Schools in Malang City During the Covid-19 Pandemic.

- Journal of Nonformal Education*, 7(1), 8–13. <https://doi.org/10.15294/jne.v7i1.26429>.
- Priatmoko, S., Hossain, B., Rahmawati, W., Winarno, S. B., & David, L. D. (2021). Webinar among Indonesian academics during Covid-19, embracing the audiences. *PLOS ONE*, 17(3), 265257. <https://doi.org/10.1371/JOURNAL.PONE.0265257>.
- Rubtsova, O. V, Poskagalova, T. A., Andrianov, S. S., & Artemenkov, S. L. (2022). Adolescents' and Secondary School Teachers' Perception of Online Learning Under COVID-19 Pandemic. *Psychological Science and Education*, 27(6), 68–83. <https://doi.org/10.17759/pse.2022270606>.
- Sahibzada, U. F., Jianfeng, C., Latif, K. F., Shah, S. A., & Sahibzada, H. F. (2023). Refuelling knowledge management processes towards organisational performance: mediating role of creative organisational learning. *Knowledge Management Research & Practice*, 21(1), 1–13. <https://doi.org/10.1080/14778238.2020.1787802>.
- Subandi, S. (2018). Kontribusi Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Iklim Sekolah terhadap Kinerja Guru. *Jurnal Penelitian dan Pengembangan Sains dan Humaniora*, 1(2), 57–63. <https://doi.org/10.23887/jppsh.v1i2.12934>.
- Vanajan, A., Bültmann, U., & Henkens, K. (2020). Health-related Work Limitations Among Older Workers—the Role of Flexible Work Arrangements and Organizational Climate. *The Gerontologist*, 60(3), 450–459. <https://doi.org/10.1093/GERONT/GNZ073>.
- Vos, L., & Page, S. J. (2020). Marketization, Performative Environments, and the Impact of Organizational Climate on Teaching Practice in Business Schools. 59–80. <https://doi.org/10.5465/AMLE.2018.0173>.
- Yao, J., You, Y., & Zhu, J. (2020). Principal–Teacher Management Communication and Teachers' Job Performance: the Mediating Role of Psychological Empowerment and Affective Commitment. *The Asia-Pacific Education Researcher*, 29(4), 365–375. <https://doi.org/10.1007/s40299-019-004900>.
- Yusuf, M. (2012). Kinerja Kepala Sekolah dan Guru dalam Mengimplementasikan Pendidikan Inklusif. *Jurnal Pendidikan dan Kebudayaan*, 18(4). <https://doi.org/10.24832/jpnk.v18i4.96>.