

# Organizational Climate Transformation and Emerging Implications for Teacher Job Satisfaction

**Zikrayati<sup>1</sup>, Nasir Usman<sup>2</sup>, Murniati AR<sup>3</sup>**

Administrasion Department, Universitas Syiah Kuala, Aceh, Indonesia

Email: yatizikraa@gmail.com<sup>1</sup>, nasir@usk.ac.id<sup>2</sup>, murniati@usk.ac.id<sup>3</sup>

DOI: <http://doi.org/10.33650/al-tanzim.v9i3.11938>

Received: 02 June 2025

Revised: 27 August 2025

Accepted: 22 September 2025

## Abstract:

This study aims to investigate how organisational climate transformation can enhance teacher job satisfaction in two public high schools. The approach used in this study was a descriptive qualitative one, with data collected through interviews, observations, and documentation involving principals and teachers. A total of six participants were selected using purposive sampling techniques to ensure the relevance and depth of information. This study demonstrates that both schools have developed participatory and transformative organisational climates, where principals engage teachers in program planning through consultative forums and collaborative work teams. One school focuses on teacher training and reflection twice a year, while the other implements monthly evaluations supported by a humanistic leadership approach. Both schools emphasise teacher participation, open communication, recognition, and ongoing evaluation to enhance job satisfaction. These findings support the notion that organisational climate transformation through active teacher involvement is efficacious in improving professionalism and educational quality, and provide theoretical and practical contributions to school leadership development and policy. This study provides important implications for the development of school leadership practices, demonstrating that active teacher involvement in organisational climate transformation can enhance job satisfaction and professionalism.

**Keywords:** *Organisational Climate, Job Satisfaction, Participatory Leadership, Continuous Evaluation*

## Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi bagaimana transformasi iklim organisasi dapat mendukung peningkatan kepuasan kerja guru di dua sekolah menengah atas negeri. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif deskriptif, dengan data yang dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan kepala sekolah dan guru. Sebanyak enam partisipan dipilih menggunakan teknik purposive sampling untuk memastikan relevansi serta kedalaman informasi. Penelitian ini menunjukkan bahwa kedua sekolah telah mengembangkan iklim organisasi yang partisipatif dan transformatif, di mana kepala sekolah melibatkan guru dalam perencanaan program melalui forum konsultatif dan tim kerja kolaboratif. Salah satu sekolah fokus pada pelatihan guru dan refleksi dua kali setahun, sementara sekolah lainnya menerapkan evaluasi bulanan dengan dukungan kepemimpinan humanistik. Kedua sekolah menekankan partisipasi guru, komunikasi terbuka, penghargaan, dan evaluasi berkelanjutan untuk meningkatkan kepuasan kerja. Temuan ini mendukung bahwa transformasi iklim organisasi melalui keterlibatan aktif guru efektif untuk meningkatkan profesionalisme dan mutu pendidikan, serta memberikan kontribusi teoritis dan praktis dalam pengembangan kepemimpinan sekolah dan kebijakan. Penelitian ini memberikan implikasi penting bagi pengembangan praktik kepemimpinan

sekolah, dengan menunjukkan bahwa keterlibatan aktif guru dalam transformasi iklim organisasi dapat meningkatkan kepuasan kerja dan profesionalisme.

**Kata Kunci:** *Iklim Organisasi, Kepuasan Kerja, Kepemimpinan Partisipatif, Evaluasi Berkelanjutan*

*Please cite this article in APA style as:*

Zikrayati, Usman, N., AR, M. (2025). Organizational Climate Transformation and Emerging Implications for Teacher Job Satisfaction. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 9(3), 890-903.

## INTRODUCTION

The organisational climate in schools plays a crucial role in shaping teacher job satisfaction, which has significant implications for student outcomes and the overall quality of education (Fang et al., 2023; Heinla et al., 2024). As educational systems worldwide face continuous reforms, it becomes imperative to understand how changes in school climate influence the well-being and motivation of educators. Research by Pratiwi et al. (2025) and Usman et al. (2025) highlights the relationship between a favourable organisational climate and improved teacher collaboration, professional growth, and decision-making. Furthermore, in the face of external demands such as education policies and technological shifts, schools must adapt their climate to remain effective. This adaptation is critical, as teacher job satisfaction, defined by positive feelings toward work (Mon & Sentoso, 2025; Rozi, 2025), directly influences their engagement and performance. The significance of this study lies in its potential to contribute to understanding how school climate transformation, rooted in participatory leadership, can enhance job satisfaction and, ultimately, improve educational outcomes.

In many educational systems, top-down reforms, such as the implementation of the Merdeka Curriculum in Indonesia, often create a disconnect between policymakers and educators on the ground. While these reforms aim to enhance the quality of education, they frequently lead to stress and resistance among teachers, particularly when they are not involved in the decision-making processes (Lomba-Portela et al., 2022). This resistance can result in a negative impact on teachers' job satisfaction and, consequently, their professional performance. Schools in Banda Aceh, Indonesia, are no exception. The region's unique cultural and leadership dynamics, shaped by Islamic values and community engagement, create particular challenges in balancing national educational reforms with local cultural expectations. Thus, understanding how these factors influence the organisational climate and teacher satisfaction is crucial for developing effective school management strategies that align with both national policies and local values.

Previous research on organisational climate transformation in schools has primarily focused on the relationship between leadership styles, communication, and teacher job satisfaction (Wonnink, 2025; Zerrad & Schechter, 2025). Studies have shown that participatory leadership, which involves teachers in decision-making and fosters open communication, leads to higher job satisfaction and greater professional engagement (Budiyarti, 2025; Anggraeni et al., 2025). However, the existing literature tends to overlook the specific context of culturally diverse regions, such as Banda Aceh, where local traditions and values have a profound influence on leadership practices. Additionally, while much of the research has focused on the impact of leadership on teacher satisfaction, there is

limited exploration of how external pressures, such as curriculum reforms and technological advancements, interact with the organisational climate to affect teachers' perceptions of their work environment. This gap suggests the need for more localised studies that take into account the cultural context in educational leadership research.

While previous studies have made significant contributions to understanding the role of leadership and climate in educational settings, few have explored the interplay between participatory versus top-down transformations in the organisational climate and their effects on teacher job satisfaction. The need to bridge this gap is critical, as it will offer insights into how different leadership styles affect not only teacher engagement and motivation but also the overall success of educational reforms. Moreover, studies in regions like Banda Aceh, where local cultural values significantly influence leadership practices, have been limited. Thus, this research aims to fill this gap by focusing on the distinctive leadership dynamics in Banda Aceh schools and contrasting participatory and top-down approaches to organisational climate transformation.

This research offers a novel perspective by exploring the transformation of organisational climate in schools in Banda Aceh, with a particular focus on contrasting participatory and top-down approaches to leadership. While existing studies have predominantly focused on urban and less culturally diverse regions, this study examines how local cultural contexts, such as the influence of Islamic values and community engagement, shape school leadership and teacher job satisfaction. The significance of this research lies in its potential to contribute to the broader discourse on educational leadership by providing insights into the effectiveness of participatory leadership in enhancing teacher satisfaction and overall school performance. Moreover, the study's findings could serve as a valuable reference for policymakers and school leaders seeking to implement culturally sensitive reforms that promote teacher well-being.

The central research question of this study is: How do participatory versus top-down organisational climate transformations impact teacher job satisfaction in Banda Aceh public high schools? This study argues that participatory leadership, which actively involves teachers in the decision-making process, fosters a favourable organisational climate that enhances job satisfaction. Preliminary observations suggest that schools with participatory leadership and open communication have higher teacher satisfaction levels, indicating that teacher involvement in school reforms is essential for their success. This research contributes to the field by offering a comparative analysis of the two leadership styles and their effects on teacher satisfaction, providing valuable insights for both academic discourse and practical policy development in educational management. By focusing on the unique socio-cultural context of Banda Aceh, the study also highlights the importance of culturally sensitive leadership practices in achieving effective educational reforms.

## RESEARCH METHOD

This study employs a qualitative case study design, aiming to gain an in-depth understanding of the phenomenon of organisational climate in relation to

teacher job satisfaction. Qualitative research is particularly effective in exploring the meanings and interpretations of human experiences, actions, and behaviours in a specific social context (Waruwu, 2023). This design is chosen due to its suitability for capturing the complexities of teachers' perceptions and experiences, emphasising rich descriptions over statistical analysis. The study focuses on the lived experiences of teachers and principals regarding organisational climate factors such as leadership, communication, workload, and recognition, as they relate to teacher job satisfaction. By adopting a descriptive approach, this research seeks to present the reality of these phenomena within the specific context of Banda Aceh's educational settings (Suprayitno et al., 2024; Creswell, 2024).

The research was conducted at two public high schools in Banda Aceh City: SMA Negeri 3 in Kuta Alam District and SMA Negeri 5 in Syiah Kuala District. These schools were selected purposively due to their distinct leadership styles and organisational climates, which provide a rich context for studying teacher job satisfaction in relation to organisational climate transformations. Banda Aceh, with its unique socio-cultural dynamics influenced by Islamic values and local traditions, offers a relevant setting to examine how participatory and top-down leadership styles impact teacher perceptions and satisfaction. The selection of these schools enables a comparison of different organisational climates within the same regional context, providing valuable insights into the dynamics of school leadership and teacher job satisfaction.

Data collection in this study involved three primary techniques: observation, interviews, and documentation. Observations were conducted to capture the behaviours and social dynamics that emerged within the school environment. This was supported by tools such as checklists and electronic devices to accurately document events. In-depth interviews were conducted with teachers and principals to explore their subjective experiences and perceptions regarding the organisational climate and job satisfaction. These interviews aimed to gather rich, qualitative data by encouraging open-ended responses. Additionally, documentation analysis was employed to examine relevant school records, meeting notes, and archival materials, providing further insight into the school's managerial practices and organisational culture. The use of these techniques ensured a comprehensive understanding of the research focus and allowed for triangulation of data sources to improve the validity of the findings.

The data analysis process in this study followed the model proposed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing/verification (Li et al., 2022; Salmona et al., 2024). Data reduction involved focusing on the organisational climate factors that influence teacher job satisfaction, filtering out irrelevant information to ensure clarity and relevance. The data display stage organised the data from interviews, observations, and documents into clear and coherent narratives. This stage helped in identifying key themes related to leadership, communication, and teacher satisfaction. Finally, conclusion drawing and verification were carried out by identifying recurring themes and cross-checking them for consistency across different data sources. This iterative process helped ensure that the findings accurately reflected the complexity of the school's organisational dynamics.

To ensure the credibility and validity of the research findings, several data validation techniques were applied. Prolonged engagement in the field and persistent observation were employed to establish trust and gain a deep understanding of the school environment. Triangulation, specifically source triangulation, was employed to compare data from observations, interviews, and documentation, thereby verifying consistency and validity. Member checking, a technique in which interview summaries were verified with the participants, was also conducted to ensure the Accuracy of the data interpretation. These methods helped to confirm that the findings were grounded in the experiences of the research participants and provided a reliable account of the phenomenon being studied (Fiantika et al., 2022).

## **RESULT AND DISCUSSION**

### **Result**

#### **Planning for Organizational Climate Transformation**

In this study, organisational climate transformation refers to the active involvement of teachers in planning, designing, and implementing school programs, including professional development activities, meetings, and school-wide work plans. This transformation involves a participatory and collaborative approach where leadership encourages teachers to engage in decision-making processes, thereby fostering an environment of openness, shared responsibility, and alignment with classroom needs. In both schools studied, organisational climate transformation aimed to enhance teacher satisfaction and improve school management practices by increasing teacher participation and providing leadership support.

From interviews with teachers at SMA Negeri 3, it was revealed that the school has adopted a school-based management model, in which teachers are directly involved in identifying their professional development needs and designing relevant programs. Informants reported that this approach enabled them to address the specific needs of their classrooms more effectively, as it facilitated a bottom-up flow of ideas and feedback. The teachers appreciated that their professional input was not only valued but actively sought, which, according to the teachers, resulted in programs that were more aligned with their real-world teaching experiences and challenges. This participatory model was considered a vital factor in enhancing both job satisfaction and professional growth.

In contrast, the interviews with teachers at SMA Negeri 5 revealed a different leadership style. This school adopted a humanistic leadership model that emphasised the balance between teachers' professional and emotional well-being. Teachers reported that the leadership approach at SMA Negeri 5 made them feel more supported, both in terms of their work and personal needs. One informant reported that the school leadership emphasised the importance of emotional support and well-being, which in turn created a more harmonious and collaborative work environment. Teachers believed that this leadership model helped reduce stress and fostered open communication between school leaders and staff, ultimately leading to increased teacher morale and satisfaction.



Observations conducted during school meetings and events highlighted the differences in leadership styles between the two schools. At SMA Negeri 3, meetings were structured and focused on analysing teachers' needs, followed by discussions on strategies for implementing bottom-up programs. The teacher participation was high, with frequent feedback sessions incorporated into regular school planning. On the other hand, SMA Negeri 5 emphasised informal meetings and provided opportunities for teachers to voice concerns and ideas in a less formal setting. Observational notes indicated that these meetings facilitated a more personal and emotional connection between teachers and leadership, underscoring the importance of support and empathy in their organisational climate. This difference in approach reflects the schools' unique leadership orientations – one focused more on professional development through structured management, and the other focused on fostering emotional and personal support.

The data from interviews and observations indicate that while both schools utilised participatory approaches in transforming their organisational climates, the leadership styles differed. SMA Negeri 3's school-based management model focused on identifying professional needs and developing programs through teacher involvement, resulting in greater alignment with classroom needs. In contrast, SMA Negeri 5's humanistic leadership approach prioritised teachers' emotional and professional well-being, fostering a supportive environment where teachers felt appreciated and encouraged. Both approaches emphasised the importance of teacher participation and support in enhancing job satisfaction, but they employed different methods to achieve this goal.

The patterns emerging from the data suggest that both schools valued teacher involvement in decision-making, but they approached it in distinct ways. SMA Negeri 3's participatory approach was more structured, focusing on bottom-up feedback and professional development programs. In contrast, SMA Negeri 5's approach placed a greater emphasis on creating a supportive and emotionally nurturing environment. Despite these differences, both schools were successful in fostering teacher satisfaction through active participation and leadership that was responsive to teachers' needs. The data indicate that a combination of professional development and emotional support is essential in fostering a favourable organisational climate that enhances teacher job satisfaction and overall school performance.

### **School Climate Implementation**

Furthermore, both schools supported teachers through recognition systems, professional groups (MGMP), and adequate facilities. Teachers reported increased motivation, psychological safety, and professional growth, findings that were reinforced by supervision reports, training attendance lists, and resource inventories. Altogether, the triangulation of interviews, observations, and documents strengthens the conclusion that participatory climate transformation, combined with responsive leadership and supportive structures, effectively enhances teacher job satisfaction. The following table details the implementation of the school climate:

**Table 1. School Climate Implementation**

<b>Aspect</b>	<b>SMA Negeri 3 Banda Aceh City</b>	<b>SMA Negeri 5 Banda Aceh City</b>
Core Values	Discipline, responsibility, openness	Sense of family, participation, trust
Leadership	Collaborative, communicative, evaluative	Participatory, transformative, dialogical
Teacher Involvement	Involved in evaluation-based programs	Given space and recognition for ideas
Mentoring	Open forums, training, task adjustment	Training, reflection, practical solutions
Facilities	Training room, ICT, comfortable staff room	Lab, library, fast internet, teaching aids
Professional Development	Workshops, training, external speakers	Training funds, MGMP, collaborative spaces
Communication	Two-way, formal and informal	Democratic, open discussions
Appreciation	Contribution recognition through evaluation system	Non-material rewards, innovation spaces
Barrier Management	Open dialogue, educational solutions	Quick responses and training tailored to needs
Outcomes for Teachers	Valued, collective spirit, loyal	Comfortable, motivated, innovative

At SMA Negeri 3 Banda Aceh, the organisational climate is built by emphasising discipline, openness, and a structured work system. Leadership is collaborative, and teachers are involved in programs that are supported through training and discussion forums. Comprehensive facilities and two-way communication support appreciation and educational problem-solving. Teachers feel valued, motivated, and loyal. Meanwhile, SMA Negeri 5 emphasises a more familial and participatory atmosphere. The principal encourages open dialogue, provides space for innovation, and responds quickly to teachers' challenges through practical training. Modern facilities, democratic communication, and non-material rewards create a comfortable environment that motivates teachers to keep developing.

In an educational institution, evaluation plays a crucial role in ensuring that the implementation of the organisational climate aligns with its intended goals – namely, creating a supportive work environment that enhances teacher job satisfaction. Evaluation provides insight into the effectiveness of the principal's policies and leadership approach, as well as identifying obstacles and shortcomings in implementing a healthy work climate. By conducting regular evaluations, principals can take appropriate improvement measures, such as improving communication patterns, increasing recognition of teacher performance, or strengthening teamwork within the school environment.

The data reveal that both schools have adopted distinct but practical approaches to fostering an organisational climate that supports teacher job satisfaction. SMA Negeri 3's emphasis on discipline, responsibility, and structured leadership creates a system in which teachers feel valued through regular evaluations and well-supported training programs. In contrast, SMA Negeri 5 cultivates a familial atmosphere with a focus on trust, open dialogue, and prompt responses to teachers' needs, resulting in a comfortable and innovative environment. Both schools demonstrate the importance of aligning leadership

style with teacher needs, whether through formal structures or informal, supportive relationships, both contributing to higher teacher morale and motivation. This comparison demonstrates that a combination of professional development, teacher involvement, and supportive leadership is crucial for enhancing teacher job satisfaction.

The patterns emerging from the data show that while SMA Negeri 3 and SMA Negeri 5 have differing leadership styles – one more structured and the other more participatory – both emphasise teacher involvement and support. SMA Negeri 3's approach emphasises structured evaluations, workshops, and discipline-based values, resulting in a strong sense of loyalty and motivation among teachers. On the other hand, SMA Negeri 5's leadership fosters a family-like environment where teachers are given more freedom to innovate and are quickly supported with practical solutions. Both schools emphasise the crucial role of communication, facilities, and recognition in promoting job satisfaction, highlighting that teacher engagement and responsive leadership are essential in fostering a favourable organisational climate.

### School Climate Evaluation

Evaluation also plays a crucial role in achieving transparency and accountability in school organizational management, so that teachers feel involved, valued, and motivated in carrying out their duties. Based on interviews conducted by the researcher with principals and teachers about the evaluation of the implementation of the organizational climate to improve teacher job satisfaction at SMA Negeri 3 and SMA Negeri 5 in Banda Aceh City, the results are presented in the following table:

**Table 2. School Climate Evaluation**

School	Evaluation Frequency	Evaluation Approach
SMA Negeri 3	Twice a year (end of odd and even semesters)	Collaborative, participatory, reflective, through discussion forums and formal evaluation meetings
SMA Negeri 5	Every month and at the end of each semester	Structured, dialogical, participatory, through coordination meetings and open reflection forums

The implementation of evaluation to support the organisational climate at both schools is carried out with different frequencies and approaches, but both actively involve teachers. SMA Negeri 3 conducts evaluations twice a year using a collaborative approach through discussion forums and formal meetings. Meanwhile, SMA Negeri 5 conducts evaluations more frequently – every month and at the end of each semester – using a dialogical and reflective approach. Both demonstrate that teacher participation is the key factor in creating a favourable organisational climate.

It can be seen that SMA Negeri 5 conducts evaluations much more intensively, with 12 evaluations per year, averaging once every month. Meanwhile, SMA Negeri 3 conducts evaluations only twice a year, at the end of the odd and even semesters. This difference indicates that SMA Negeri 5 has a more regular and continuous evaluation system, allowing for faster and more responsive program monitoring and improvement. Conversely, SMA Negeri 3



implements evaluations at longer intervals, focusing on comprehensive reflection at the end of each semester. Both approaches aim to improve the organisational climate and teacher job satisfaction, but differ in the intensity of their implementation.

The data from the evaluation approaches at both schools indicate that while the frequency and methods of evaluation differ, teacher involvement remains a critical factor in fostering a favourable organisational climate. SMA Negeri 5's monthly evaluations demonstrate a more continuous and responsive approach to monitoring teacher needs and program effectiveness. This regular evaluation enables timely adjustments and fosters a culture of open communication between leadership and teachers. In contrast, SMA Negeri 3's less frequent evaluations (twice a year) focus on more in-depth reflections at the end of each semester, potentially allowing for a more comprehensive analysis of the organisational climate and its impact on teacher satisfaction. Both schools, however, emphasise teacher participation as central to these evaluation processes, reinforcing the idea that involving teachers in decision-making and evaluation creates a more transparent and accountable environment.

The patterns from the data highlight a clear difference in the frequency and intensity of evaluations between the two schools. SMA Negeri 5's approach is characterised by its regular and consistent evaluation process, which involves teachers every month, allowing for more dynamic adjustments and ongoing support. This system seems to foster continuous teacher engagement and motivation, as feedback is regularly solicited, creating an environment of continuous improvement. On the other hand, SMA Negeri 3 focuses on biannual evaluations, which are more reflective and comprehensive in nature, suggesting that they value in-depth discussions and long-term analysis over regular adjustments. Both systems reflect the importance of feedback and teacher involvement; however, SMA Negeri 5's more frequent evaluations align with a more proactive and responsive leadership style, while SMA Negeri 3's approach emphasises periodic reflection and strategic planning.

## Discussion

The findings of this study align with existing literature on the importance of organisational climate in fostering a healthy and productive school environment (Nurrizayani et al., 2024). Both SMA Negeri 3 and SMA Negeri 5 employed participatory and transformative planning, involving teachers in decision-making processes through forums, annual meetings, and development teams. This aligns with Brahma (2025), who emphasised the importance of teacher participation in creating shared responsibility and ownership. Furthermore, both schools sought to align their organisational climate with the actual needs of the classroom, reinforcing the notion that a well-structured climate fosters teacher satisfaction, motivation, and loyalty (Donque & Valle, 2025). However, the study also reveals some differences in leadership styles between the two schools. SMA Negeri 3 adopted a collaborative school-based management (SBM) model, while SMA Negeri 5 emphasised humanistic, two-way communication. These differences in leadership approaches were found to influence the organisational climate and

teacher satisfaction, highlighting the nuanced role of leadership in shaping the climate, as also noted by Nugraha (2025).

The implications of these findings are significant both theoretically and practically. From a theoretical perspective, the study contributes to the literature by demonstrating how different leadership orientations—collaborative SBM versus humanistic-dialogical leadership—affect the operationalisation of participatory climate models in schools. This distinction between leadership styles is crucial, as it provides a deeper understanding of how leadership can facilitate the implementation of organisational climate transformations (Nugraha, 2025). Practically, the research provides actionable insights for school leaders. It emphasises the need to involve teachers in organisational planning and decision-making processes, as teacher participation is central in fostering professional growth, psychological comfort, and active engagement. This aligns with the findings of Murniati & Usman (2022), who emphasised that teacher involvement encourages idea-sharing and the building of aspirations.

Another key practical implication is the importance of non-material rewards such as recognition, responsibilities, and training opportunities, which were identified as factors that significantly strengthen intrinsic motivation and improve teacher-school relationships. These findings are consistent with Brahma (2025), who highlighted how non-material incentives foster a respectful and cooperative relationship between teachers and management. Furthermore, the study emphasises the role of evaluation in supporting the organisational climate. Regular evaluations, as found in both schools, are essential not only for measuring the effectiveness of policies but also for promoting continuous improvement (Febrianto et al., 2025). The findings demonstrate that participatory and transparent evaluations are instrumental in fostering satisfaction, collaboration, and adaptability, which aligns with Nurjanah et al.'s (2025) views on the importance of evaluation in building transparency, accountability, and mutual trust.

The study's findings also illustrate how different evaluation frequencies—twice yearly at SMA Negeri 3 versus monthly evaluations at SMA Negeri 5—impact the organisational climate. SMA Negeri 5's more frequent evaluations enabled quicker feedback and adjustments, resulting in a more responsive and adaptable climate. This aligns with Febrianto et al. (2025), who argue that regular evaluations help identify barriers and facilitate ongoing improvements. On the other hand, SMA Negeri 3's less frequent evaluations, focusing on comprehensive reflection, demonstrated the value of in-depth analysis at longer intervals. Both schools, however, emphasised the importance of teacher involvement in the evaluation process, which aligns with Brahma (2025) and Murniati & Usman (2022), who underscored the significance of active teacher engagement in fostering a participatory climate.

In conclusion, the findings of this study highlight the crucial role of participatory organisational climate transformation in enhancing teacher job satisfaction and educational quality. The theoretical contributions lie in demonstrating the impact of leadership orientations on the operationalisation of participatory models. The practical implications underscore the importance of

school leaders prioritising teacher involvement in planning, adopting leadership styles that strike a balance between professional and emotional needs, and implementing evaluations that are participatory, transparent, and responsive. By combining these elements, school leaders can cultivate a favourable climate that enhances teacher satisfaction and ultimately contributes to improved educational outcomes.

## CONCLUSION

The key finding of this study is that participatory and transformative organisational climate planning significantly enhances teacher job satisfaction by promoting involvement, open communication, and professional and emotional support. The research highlights the importance of teacher participation in the evaluation process, with SMA Negeri 3 conducting semester evaluations and SMA Negeri 5 implementing monthly evaluations. Both approaches emphasise the role of teachers in shaping the organisational climate, demonstrating that teacher engagement in decision-making and evaluation leads to increased satisfaction and professional growth. This study also illustrates that leadership styles, whether collaborative or humanistic, play a crucial role in fostering an inclusive and supportive school environment.

From a scientific perspective, this study contributes to the existing body of knowledge on participatory school climate models, offering a deeper understanding of how various leadership styles impact teacher involvement and satisfaction. Practically, it offers valuable guidance for school principals, suggesting that implementing inclusive and transparent evaluation systems can have a positive impact on teacher morale and school performance. However, the study is limited by its focus on only two schools, which restricts the generalizability of the findings. Future research should expand the sample size and include a broader range of schools to validate these results further and explore the impact of different organisational climates in diverse educational settings.

## ACKNOWLEDGMENT

We want to express our sincere gratitude to the Rector of Syiah Kuala University, Aceh, Indonesia, for the funding and support provided for this research. Their insights and contributions have played an important role in the successful completion of this study. Finally, we would also like to extend our thanks to our families and colleagues for their encouragement and support throughout this academic process.

## REFERENCES

- Al Awwaby, M. S., Ardhiyanto, Y., Rokhimawan, M. A., & Hayad, Z. (2025). Implementation of Islamic Education Curriculum Development at STITMA Madani Yogyakarta: A Practical and Theoretical Review. *Amorti: Jurnal Studi Islam Interdisipliner*, 4(2), 439. <https://doi.org/10.59944/amorti.v4i2.439>

- Anggraeni, A., Muhaemin, M., & Sulistiani, I. (2025). Prophetic Leadership in Islamic Schools: Transforming Teacher Performance and Student Achievement. *International Journal of Asian Education*, 6(1), 17–28. <https://doi.org/10.46966/ijae.v6i1.476>
- Brahma, R. (2025). Innovations in Teaching and Learning for Environmental Education. *Journal of the American Institute*, 2(2), 210–224. <https://doi.org/doi.org/10.71364/kxrd4r73>
- Budiyarti, N. (2025). Pengaruh Kepemimpinan Transformasional dan Manajemen Talenta terhadap Produktivitas Kerja Guru. *PRODUKTIF: Jurnal Kepegawaian Dan Organisasi*, 4(1), 11–22. <https://doi.org/doi.org/10.37481/jko.v4i1.163>
- Creswell, W. (2024). 4.2. Karakteristik Penelitian Kualitatif. *Metode Penelitian Kualitatif*, 45.
- Donque, C. A., & Valle, A. M. (2025). School Climate and Teamwork of Secondary School Teachers. *International Journal of Multidisciplinary Research and Analysis*, 8(3), 1307–1319. <https://doi.org/10.47191/ijmra/v8-i03-45>
- Fang, J., & Qi, Z. (2023). The Influence of School Climate on Teachers' Job Satisfaction: The Mediating Role of Teachers' Self-Efficacy. *Plos One*, 18(10), e0287555. <https://doi.org/10.1371/journal.pone.0287555>
- Febrianto, R., Utami, Y. S., Wati, R. A., & Dewi, D. E. C. (2025). Kepemimpinan dalam Evaluasi Pendidikan Islam. *Dinamika Pembelajaran: Jurnal Pendidikan Dan Bahasa*, 2(2), 185–198. <https://doi.org/10.62383/dilan.v2i2.1543>
- Fiantika, F. R., Wasil, M., Jumiayati, S. R. I., Honesti, L., Wahyuni, S. R. I., Mouw, E., Mashudi, I., Hasanah, N. U. R., Maharani, A., & Ambarwati, K. (2022). Metodologi Penelitian Kualitatif. *Metodologi Penelitian Kualitatif*. In Rake Sarasin (Issue March). Surabaya: PT. Pustaka Pelajar.
- Heinla, E., & Kuurme, T. (2024). The Impact of School Culture, School Climate, and Teachers' Job Satisfaction on the Teacher-Student Relationship: A Case Study in Four Estonian Schools. *Research Papers in Education*, 39(3), 439–465. <https://doi.org/10.1080/02671522.2022.2150883>
- Iddrisu, I., & Fuseini, I. (2025). The Impact of Digital Technologies on Public Service Delivery: The Role of Organizational Structures and Decision-Making. *International Journal of Organizational Analysis*. <https://doi.org/10.1108/IJOA-10-2024-4918>
- Kareem, J., Patrick, H. A., & Prabakaran, N. (2025). Exploring the Factors of Learning Organization in School Education: The Role of Leadership Styles, Personal Commitment, and Organizational Culture. *Central European Management Journal*, 33(2), 232–251. <https://doi.org/10.1108/CEMJ-12-2023-0457>
- Li, Y., & Zhang, S. (2022). Qualitative Data Analysis. In *Applied Research Methods in Urban and Regional Planning* (pp. 149–165). Cham: Springer International Publishing. [https://doi.org/10.1007/978-3-030-93574-0\\_8](https://doi.org/10.1007/978-3-030-93574-0_8)
- Lomba-Portela, L., Domínguez-Lloria, S., & Pino-Juste, M. R. (2022). Resistances to educational change: Teachers' perceptions. *Education Sciences*, 12(5), 359. <https://doi.org/10.3390/educsci12050359>

- Mon, M. D., & Sentoso, A. (2025). Role of Polychronicity in Job Performance and Turnover Intention Mediated by Job Satisfaction and Work Engagement. *Binus Business Review*, 16(1), 57–69. <https://doi.org/10.21512/bbr.v16i1.11974>
- Murniati, A. R., & Usman, N. (2022). Who Wants To Be A Teacher? Menyiapkan Guru Profesional Di Era Global Society 5.0. *Deepublish*.
- Nugraha, A. (2025). The Effect of Transformational Leadership Style and Organizational Commitment on Employee Performance With Organizational Climate as Intervening Variable. *Golden Ratio of Human Resource Management*, 5(1), 133–150. <https://doi.org/10.52970/grhrm.v5i1.688>
- Nurjanah, N., Judijanto, L., Apriyanto, A., Haryanti, T., Suri, D. R., Tadius, T., & Januaripin, M. (2025). Administrasi Pendidikan: Manajemen Pengelolaan Sekolah Unggulan. PT. Sonpedia Publishing Indonesia.
- Nurrizayani, N., Niswanto, N., & Usman, N. (2024). Empowering Education: Transformational Leadership Creates Inspiring Work Climates to Boost Teacher Performance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(4), 1302–1312. <https://doi.org/10.33650/al-tanzim.v8i4.9646>
- Pratiwi, A., Salma, S. N., & Wildanah, F. (2025). Budaya dan Iklim Organisasi Dalam Meningkatkan Kedisiplinan Siswa. *Jurnal Ilmu Manajemen Dan Pendidikan*, 2(1), 322–328.
- Rozi, A. M. (2025). Pengaruh Empowerment Dan Job Characteristics Terhadap Kepuasan Kerja Dengan Komitmen Organisasi Sebagai Variabel Intervening Pada BPN Sijunjung. *Interdisciplinary Journal of Computer Science, Business Economics, and Education Studies*, 2(1), 163–172.
- Salmona, M., & Kaczynski, D. (2024). Qualitative Data Analysis Strategies. In *How to Conduct Qualitative Research in Finance* (pp. 80–96). Edward Elgar Publishing. <https://doi.org/10.4337/9781803927008.00012>
- Subhaktiyasa, P. G. (2024). Menentukan Populasi dan Sampel: Pendekatan Metodologi Penelitian Kuantitatif dan Kualitatif. *Jurnal Ilmiah Profesi Pendidikan*, 9(4), 2721–2731. <https://doi.org/10.29303/jipp.v9i4.2657>
- Suprayitno, D., Ahmad, A., Tartila, T., & Aladdin, Y. A. (2024). Metodologi Penelitian Kualitatif: Teori Komprehensif dan Referensi Wajib bagi Peneliti. PT. Sonpedia Publishing Indonesia.
- Sutomo, A., & Egar, N. (2025). Pengaruh Lingkungan Kerja, Budaya Organisasi, dan Kepemimpinan Kepala Sekolah Terhadap Kepuasan Kerja Guru SMK. *Andragogi: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 116–129. <https://doi.org/10.31538/adrg.v5i1.1857>
- Usman, N. K., Efendi, K., & Cinantya, C. (2025). Kepemimpinan Transformasional Dalam Membangun Budaya Organisasi Sekolah Yang Positif. *Jurnal Kajian Teori Dan Praktik Pendidikan*, 6(2).
- Waruwu, M. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif Dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910.
- Wonnink, N. K. (2025). The Influence of Structural Aspects of a Machine Bureaucracy on Change Readiness of Employees. *University of Twente*.



Zerrad, H., & Schechter, C. (2025). Human Capital Development: Principals' Challenges in Developing School Staff. *Journal of Professional Capital and Community*. <https://doi.org/10.1108/JPCC-09-2024-0159>