

ANALYSIS OF THE INFLUENCE OF ORGANIZATIONAL CLIMATE AND TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPALS ON TEACHERS' WORK PRODUCTIVITY IN PUBLIC SCHOOLS

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui bagaimana iklim organisasi dan kepemimpinan transformasional mempengaruhi produktivitas guru. Dalam penelitian ini pendekatan survei dipadukan dengan metodologi kuantitatif. Regresi berganda, analisis jalur, dan uji F simultan digunakan untuk menguji penelitian ini. Penelitian ini dilakukan tanpa adanya perlakuan khusus terhadap data tertentu oleh peneliti. Responden berjumlah 100 orang yang dijadikan sampel dengan menggunakan teknik basic random sampling dalam penelitian ini. Metode pengumpulan data yang digunakan dalam penelitian ini meliputi studi dokumentasi dan angket. Dapat disimpulkan bahwa penggunaan kepemimpinan transformasional oleh kepala sekolah berada pada rentang menengah dan cukup efektif berdasarkan bukti yang dikumpulkan dari temuan analisis. Keadaan iklim organisasi saat ini tergolong biasa-biasa saja. Produktivitas kelompok guru saat ini berada pada kisaran median. Terdapat nilai substansial dalam hubungan antara iklim organisasi dan kepemimpinan transformatif serta produktivitas guru. Temuan ini menunjukkan bahwa kepala sekolah dapat memanfaatkan kepemimpinan transformasional untuk meningkatkan produktivitas kerja guru dengan memberikan perhatian kepada setiap individu guru dengan mengajak mereka berpartisipasi dalam perumusan rencana kerja atau kegiatan ekstrakurikuler.

Kata kunci: Kepemimpinan Transformasional, Iklim Organisasi, Produktivitas, Guru

Abstract

The purpose of this study is to ascertain how organizational climate and transformational leadership affect teacher productivity. In this study, survey approaches are combined with a quantitative methodology. Multiple regression, path analysis, and the simultaneous F test were used to examine this study. This research was carried out without any special treatment of certain data by the researcher. There were 100 respondents in total that were sampled using the basic random sampling technique in this study. Data collection methods employed in this study included documentation studies and questionnaires. It is possible to draw the conclusion that the school principal's use of transformational leadership is in the medium range and is fairly effective based on the evidence gathered from the analysis's findings. The current state of the organizational climate is classified as mediocre. The current teacher pool's productivity falls into the median range. There is substantial value in the relationship between organizational climate and transformative leadership and teacher productivity. These findings suggest that the principal can utilize transformational leadership to boost teacher work productivity by paying attention to each individual teacher by having them participate in the formulation of work plans or extracurricular activities.

Keywords: Transformational Leadership, Organizational Climate, Productivity, Teacher

INTRODUCTION

Every agency or organization, including educational institutions, needs quality human resources as valuable assets to advance and achieve the institution's goals. Educational institutions need quality resources and good work productivity to be able to achieve a goal, because human resources are the driving wheels in an organization or company (Agustina et al., 2021). In educational institutions, a

teacher who has good work productivity will really help advance the institution and achieve the institution's goals. Teachers' work productivity can be seen in their skills and mental attitude, which always strives to improve the quality of their work (Komariyah et al., 2020). Productive and professional teachers certainly master the competencies needed to support the implementation of their duties and work (Utomo et al., 2023). Teachers with good work productivity will always improve and develop their competence, knowledge, and abilities to support the learning process, conduct research, create scientific work, carry out their duties to the maximum extent possible, and provide good results (Utomo, 2023). One of the reasons for the success of an educational institution is the high work productivity of teachers. Teacher work productivity is the ability produced by teachers and used optimally to obtain output that is creative, generative, useful, and produces profits (Utomo et al., 2023). Thus, a teacher who has high work productivity will create optimal output; in this case, the useful output can be in the form of research or scientific work created by the teacher. Apart from that, speaking of output, it can also be seen from the quality of the student graduates (Puspitoningrum & Rahmayantis, 2018).

Furthermore, the lack of teacher productivity is also caused by teachers' low understanding and awareness regarding scientific work and the preparation of learning tools (Wahdiniawati et al., 2014). Teacher productivity has decreased in quality in the context of learning preparation because this can be seen when supervision is carried out regarding the preparation of learning tools, and there are still many teachers who have not mastered the subjects they cover (Pandiangan et al., 2023). Teaching materials produced by teachers and teacher contributions related to writing in mass media are still very low. Teacher awareness regarding scientific work is still low, so teacher productivity can be said to be still low (Marjoni et al., 2015). Of course, this problem can also be found around us; therefore, the low work productivity of teachers needs to be a concern for the teachers themselves and also for education stakeholders. Based on data and looking at current realities, the level of teacher productivity in Indonesia is still relatively low (Violin, 2022). A teacher needs to at least have certification and meet qualifications so that they can be said to be professional (Marjoni & Zulfisa, 2017). Professional teachers will certainly know their duties and responsibilities, and this will have an impact on the teacher's work productivity. A teacher is said to have good work productivity when the teacher understands aspects of professional competence (Violin et al., 2022). Fulfillment of teacher academic standards is not optimal because every teacher should be required to fulfill these qualifications because this will have an impact on teachers' understanding of their duties, which results in a lack of teacher productivity (Violin, 2019). Factors that influence work productivity can be divided into two groups, namely factors that originate from the individual and factors that originate from outside the individual. Factors that influence productivity originate from outside the individual, one of which cannot be separated from the principal's leadership implemented within educational institutions (Raharjo et al., 2023).

Leadership is someone who has occupied a leadership position and has the skills or ability to influence the actions of other people or members so that members can behave positively and make a real contribution to achieving the goals of an organization. As with educational institutions, school principals need to pay attention to how they lead, so that the principal can influence the actions of teachers or educational staff, so that teachers will make a real contribution to achieving organizational goals (Tannady et al., 2022). There are various types of leadership that can be implemented by school principals. One type of leadership that is currently developing is transformational leadership. A leader that practices transformational leadership focuses on the issues that his followers are facing and the need for each follower to grow by inspiring and motivating them to reach their objectives (Raharjo et al., 2021). Transformational leaders have the ability to boost their followers' morale and fighting spirit, which enables their members to perform and produce at a high level. Leaders who possess transformational leadership have the ability to boost their members' excitement and morale, which can therefore have an effect on their job productivity (Manihuruk & Tirtayasa, 2020).

Charm, regard for the person, inspirational motivation, intellectual stimulation, and attention to detail are traits of transformative leadership. The characteristics of transformational leadership, through their charisma, will provide a clear understanding of the vision and mission and give rise to a sense of pride, love, respect, loyalty, perseverance, respect, and mutual trust. Transformational leaders, with their individual considerations, will understand that each individual is certainly different in these characteristics. Transformational leaders will pay attention to individuals according to the potential of each member (Salari & Naser, 2020). With their inspirational motivation, transformational leaders

always communicate high expectations. Transformational leaders, with their intellectual stimulation, encourage their members to continue to find new ways of carrying out their duties and solving problems, and encourage members to look again at the quality of the results of their work. Furthermore, by paying attention to individuals, transformational leaders pay attention to each individual member. In connection with the characteristics of transformational leadership that have been explained, when the principal applies his transformational leadership optimally, teachers will be more enthusiastic in their work, and with the principal seeing his members as individuals who have different potential, teachers will feel cared for by the principal, so that in carrying out their duties and work, teachers feel happy and their work productivity can increase (Zamzam & Yustini, 2021).

School principals who implement transformational leadership are still minimal and needed in the world of education. Therefore, school principals currently need to pay attention to their leadership in the educational institutions they lead. In order to bring about change in the educational institutions they oversee, leaders in the field of education must possess the immense potential of transformational leadership. The productivity of teachers and institutions will be positively impacted by school principals that use transformational leadership. Positive organizational cultures are one of the factors that lead to the creation of professional and effective teaching staffs in educational institutions. One of the elements influencing work productivity is the culture within the organization. Organizational climate influences member productivity, which in turn influences organizational effectiveness and efficiency (Raharjo et al., 2021). For example, employees' negative perceptions of their leaders will influence their behavior in carrying out their work. This behavior ultimately affects their productivity. Organizational climate is members' perceptions regarding the internal environment of the organization or the environment around the workplace, which can influence behavior in the form of cooperation to achieve common goals. The organizational climate in a school can influence the attitudes of each member. The existence of a conducive organizational climate can also increase the motivation of organizational members, so that, with the existence of a supportive climate, it can improve the quality of work of each member and create productive teachers (Tannady et al., 2022).

Regarding the problem of teacher work productivity, this problem also occurs in the schools studied. Based on the results of interviews with the deputy principal for curriculum, it is known that, judging from the teacher's duties in producing scientific work, not all of them produce scientific work. Furthermore, there are still teachers who, when teaching, convey learning information; they still use text books, even though in this digital era, teachers need to keep up with current developments in their learning methods. Teachers who are entering old age no longer participate in training due to age (Salari & Naser, 2020). Based on these things, it can be seen that teacher productivity is not optimal. These things will certainly have an impact on the quality of work, where the quality of work is an indicator of whether someone can be said to be productive. Furthermore, school principals can be said to have the potential to implement transformational leadership. Even though some teachers have still not actively participated in providing input, the school principal's efforts to involve teachers in decision-making are evidence of this. The principal also provides motivation to teachers and other staff to continue to develop and innovate and reminds them of the organization's goals; however, the principal still does not pay attention to individual teachers. The lack of personal attention to each student and the somewhat stilted communication with each teacher show that the principal's transformational leadership is not yet at its best. Transformational leadership with its intellectual stimulation can also be said to be not optimal because it cannot encourage teachers to find new ways of learning and implement PTK (Violin, 2022).

Furthermore, based on the results of an interview with one of the teachers, the teacher felt comfortable at work. Teachers and school residents also work together and help each other realize organizational goals. Communication built between teachers and school principals is coordinated in groups. Teachers who have difficulties are also helped by other fellow teachers. However, some teachers still need to be reminded regarding their duties; of course, this shows that some teachers can be said to still have low awareness of their responsibilities. Low awareness of responsibility will have an impact on the teacher's work productivity (Tannady et al., 2022). Therefore, integrity in work or organizations still needs to be improved, so this shows that the existing organizational climate cannot be said to be optimal and conducive. Then, because of this pandemic, several programs were a little difficult to implement because there were difficulties in funding, and mobility became more limited. Not only that, teachers also experience obstacles during online learning, such as network problems, delays in students joining learning via video conference, and participation from their students.

METHOD

This research employs a quantitative methodology. Research that uses numbers or numerics to describe the analysis of the data is known as quantitative research. In this study, the data is analyzed using numbers or numeric values, and it is then possible to determine from these numbers if the variables under study are influenced. Survey research methodologies are used in this study. The purpose of survey research is to ascertain a phenomenon's status as well as how comparable its status is to a predefined standard, norm, or criterion. Multiple regression, route analysis, and the simultaneous F test will all be used to assess this quantitative technique that uses the survey method. The influence or causality of exogenous variables, also known as independent variables, on endogenous variables, also known as dependent variables, is facilitated by means of this route analysis. The researcher did not specifically handle any of the data when conducting this study. Teachers make up the population in this study. There were 100 respondents in total that were sampled using the basic random sampling technique in this study. Data collection methods employed in this study included documentation studies and questionnaires.

RESULTS AND DISCUSSION

It was determined that H1 was accepted and H0 was rejected based on the path analysis test results, indicating that transformational leadership has an impact on teachers' productivity at work. The analysis's findings indicated that there was a relationship between the transformational leadership variables and teacher work productivity, with the t-count being $9.2 > t\text{-table } 2.008$. The study's findings suggest that transformative leadership has an impact on teachers' output. This is in line with previous research, which confirms that transformational leaders are able to increase the fighting spirit of members and raise the morale of their subordinates so that their members will have high-quality performance and productivity. Similar to the research results, the principal applies transformational leadership, which is in the medium category. This has an impact on teacher productivity, so teacher productivity is also in the medium category. Supportive leadership needs to be a consideration for all leaders, especially for all school principals. In this case, transformational leadership is a leader who always supports his members because one of the indicators of transformational leadership is motivational inspiration. Referring to research conducted by Burns, it is true that transformational leaders have the ability to increase the fighting spirit of members so that it has a positive effect on their work productivity.

From the results of the research that has been conducted, there is work productivity in the medium category, one of which is due to transformational leadership behavior, which has mostly been implemented by school principals, so that the teachers also have work productivity in the medium category. In this research, based on the results of the transformational leadership questionnaire, it is known that there is still minimal attention from the principal; interpersonal interaction with individual teachers is also not optimal; the principal is not optimal in inviting teachers to express their opinions during meetings; and the principal is not optimal in providing training that is tailored to areas of teacher ability and needs. When school principals improve transformational leadership on things that are not yet optimal and are still lacking, then, of course, teacher productivity will also increase. Then, from the research results, it was found that the transformational leadership variable explained the teacher work productivity variable by 0.63, or 63%, while the remaining 37% was explained by other variables. Based on the test results, it shows that transformational leadership contributes to explaining or improving teacher work productivity by 63%. We can conclude that there is a relationship between teacher productivity and transformational leadership. The study's findings support earlier studies on the impact of transformative leadership on productivity at work, which also produced similar findings. The findings of his study indicated that one of the factors that can affect how productive teachers are at work is transformational leadership, as higher productivity is associated with leaders who are more adept at putting this strategy into practice.

There is a relationship between organizational environment and teacher work productivity, as indicated by the route analysis test findings, which showed that H0 was rejected and H2 was accepted. The data analysis revealed that the t-count was $10.7 > t\text{-table } 2.008$, indicating a relationship between organizational climate characteristics and teacher productivity at work. The results of this research indicate that organizational climate can influence teacher productivity. This agrees with previous research results, namely that the creation of a conducive school organizational climate that makes

teachers part of the organization can increase teacher work productivity. In this case, when teachers feel part of the organization, then of course these teachers will be happy to be in the organization, so this will make teachers feel comfortable and motivated at work, and of course this will have an impact on teacher productivity. The research results show the same thing: the existing organizational climate is in the medium category, so this has an impact on teacher work productivity, which is also in the medium category. If the existing organizational climate becomes more conducive, then, of course, the level of teacher productivity will also significantly increase.

Based on the respondents' answers, it shows that the existing organizational climate is in the medium category using the indicators flexibility, conformity, responsibility, standards, reward, clarity, and commitment theme. Through the questionnaire, it is known that the school still does not involve teachers in the distribution of work plans and activities, and the school also does not yet require teachers to take part in training. Naturally, subpar conditions will have an impact on teachers' motivation and attitudes, causing them to perform at a medium level of productivity. The teacher work productivity variable was therefore able to be explained for the remaining 30% by other variables, with a coefficient of determination value of 0.7 (70%), according to the results of the coefficient of determination test. The test results indicate that organizational environment plays a role in explaining or contributing to the productivity of teacher work. We can conclude that there is a relationship between teacher productivity and organizational atmosphere. The outcomes of this study confirm those of other studies, which found that an individual's work productivity can be predicted by the organizational climate. This is because a workplace that supports change can foresee resistance to initiatives aimed at enhancing productivity. such that teacher productivity will rise in tandem with improvements in the current organizational climate.

The f-test results indicated that H_0 was rejected and H_3 was accepted, indicating that organizational climate and transformational leadership have an impact on the productivity of teachers' work. Based on earlier studies, it is evident that organizational atmosphere and transformational leadership traits positively and significantly influence innovative work output, sometimes concurrently. The study's findings are consistent with earlier investigations. According to this study, organizational atmosphere and transformational leadership traits can both significantly and favorably impact teachers' productivity at work. Teacher productivity will therefore rise in direct proportion to the level of transformational leadership exhibited by the school principal and the favorable organizational climate within the institution. The questionnaire data analysis revealed an f-count of $64.4 > f\text{-table } 3.19$, indicating a combined effect of the organizational climate and transformational leadership factors on the teacher work productivity variable. In the correlation and coefficient of determination tests, the correlation value between variables was obtained at 0.8. The coefficient of determination is 0.7 (70%), which indicates that transformational leadership and organizational climate together can explain the teacher work productivity variable, with other variables accounting for the remaining 30% of the explanation. Based on the test results, it shows that the variables transformational leadership and organizational climate contribute to explaining or explaining teacher work productivity.

Teacher productivity can be raised by the organizational atmosphere of the school and the transformative leadership of the principal. A leader has a crucial role to play in assisting raise the job productivity of his teachers. Additionally, transformational leadership is required in the field of education because it will result in many changes, thus it is acceptable for every school principal to apply it in order to boost teacher job productivity. Then, the existence of an organizational environment in schools is one of the elements that influences teacher work productivity since its existence can influence teacher attitudes and teacher motivation in terms of work. The principal's transformative leadership and organizational atmosphere, based on the level of tendency of respondents' answers, are in the medium group. Teacher productivity is impacted by this and falls into the middle range. So it may be inferred for the third problem formulation, namely, that there is a favorable relationship between transformational leadership and organizational climate on teacher productivity.

CONCLUSION

The information gathered from the analysis's findings allows for the following deductions to be made: The school principal's implementation of transformational leadership falls into the medium category and is quite good. This means that the application of transformational leadership needs to be

improved in order to achieve maximum results because transformational leadership is not yet optimally implemented in individualized consideration because the interpersonal interactions built by the principal are not yet optimal and the principal has not paid attention to each teacher's individual needs and abilities. The existing organizational climate is in the medium category. This means that the school needs to improve the organizational climate to get maximum results because the existing organizational climate is not yet conducive to clarity because the school has not involved all teachers in the division of work plans and school activities. The work productivity of existing teachers is in the medium category. As a result, there are still indicators that teachers have not met due to a lack of scientific work they have produced, and there are still teachers who have not made student progress reports. There is substantial value in the relationship between organizational climate and transformative leadership and teacher productivity. This implies that teachers will be more driven to finish their work, the quality and quantity of their work will increase, and teacher productivity will rise if transformational leadership is implemented and the organizational climate in schools is enhanced. Based on these results, it can be said that by involving teachers in the creation of work plans or extracurricular activities, the principal can use transformational leadership to increase teacher work productivity by paying attention to each individual teacher. The better and more effective the implementation of transformational leadership by school principals and the more conducive the organizational climate, the more productive teachers will be.

Based on the theoretical studies and conclusions presented above, it is hoped that the results of this research will have implications for the development of the world of education, especially for schools that are used as research sites by researchers. The study's findings demonstrate that organizational climate and transformational leadership both significantly impact teachers' productivity at work. Consequently, in order to raise teacher labor productivity from the medium category to the high category, efforts must be made to preserve and enhance the transformational leadership of school administrators and the organizational climate in schools. The following efforts can be made: School principals must pay more attention to each individual teacher and build better interactions with each teacher. The school needs to improve the organizational climate so that it is more conducive by involving teachers in school activities, which makes teachers feel like they are part of the organization. Based on the conclusions that have been outlined, the researcher tries to provide the following suggestions: To increase teacher productivity, school principals should practice transformational leadership, cultivate positive interpersonal relationships, and pay close attention to individual teachers. Organizational climate plays an important role in the sustainability of an organization and its members; therefore, a more conducive organizational climate needs to be created by improving harmonious social relations between members and involving teachers in the distribution of work plans, so that this will increase teacher work productivity. It is hoped that other researchers can develop research discussions based on more diverse variables, for example, teacher welfare, organizational commitment to teachers, work motivation, and so on. Apart from that, other researchers are expected to expand their samples and research objects so that their research results can be more representative.

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