



School Climate and Organizational Justice in Strengthening Teacher Professionalism: A Systematic Literature Review

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ABSTRACT

This article aims to systematically synthesize recent literature on school climate and organizational justice as organizational foundations for strengthening teacher professionalism. The study employed a Systematic Literature Review (SLR) with PRISMA-informed stages, including identification, screening, eligibility assessment, data extraction, quality appraisal, and thematic synthesis. Twenty-five publications from 2021 to 2026 were reviewed because they discussed school climate, organizational climate, organizational justice, leadership, job satisfaction, commitment, professional development, performance, and teacher professionalism. The findings show that teacher professionalism is shaped not only by individual competence but also by the organizational environment. A positive school climate provides psychological safety, collegial collaboration, open communication, academic support, and professional learning opportunities. Organizational justice strengthens these conditions through proportional workload distribution, transparent procedures, respectful interaction, equitable development access, and fair recognition. The novelty of this article lies in integrating school climate and organizational justice into a single conceptual framework. The synthesis shows that supportive and fair leadership, positive climate, justice, and continuous professional development strengthen teacher commitment, motivation, satisfaction, engagement, and instructional quality. The article recommends participatory governance, transparent workload management, academic supervision, professional learning communities, and fair recognition systems.

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INTRODUCTION

Teacher professionalism is a key element in improving educational quality because teachers directly design learning, build pedagogical interaction, evaluate student achievement, and shape the academic culture of schools. In current school practice, teacher professionalism is increasingly challenged by accountability demands, curriculum adaptation, digital transformation, student-centered learning, administrative workload, and the expectation that teachers

continuously improve instructional quality. These conditions show that teacher professionalism cannot be viewed only as an individual matter; it also depends on whether the school provides an organizational environment that enables teachers to work ethically, collaboratively, and innovatively.

Theoretically, teacher professionalism refers to teachers' capacity to perform pedagogical, personal, social, and professional roles responsibly, while continuously improving their competence and commitment to student learning. From an organizational perspective, professionalism develops when teachers experience a school environment that supports communication, collaboration, trust, psychological safety, academic supervision, and professional learning. Therefore, school climate becomes an important concept because it represents the social, psychological, and managerial atmosphere that teachers experience in their daily work.

Recent studies indicate that school climate and organizational climate are closely related to teacher satisfaction, commitment, loyalty, citizenship behavior, and performance. Teachers tend to work more productively when the school atmosphere is supportive, communicative, participatory, and psychologically safe (Farha et al., 2025); (Syauqi et al., 2026); (Dika et al., 2024). Other studies highlight that instructional leadership, transformational leadership, adaptive leadership, participative leadership, and organizational climate are important in strengthening teachers' organizational citizenship behavior, work motivation, achievement, and performance (Sermantho & Aslamiah, 2025); (Ismawiyah et al., 2025); (Nafiah, 2025).

Organizational justice is another important factor in strengthening teacher professionalism. In the school context, organizational justice refers to teachers' perceptions of fairness in workload distribution, compensation, decision-making procedures, leadership interaction, information sharing, and opportunities for professional development. Literature on procedural justice, compensation justice, and organizational commitment indicates that teachers' willingness to contribute beyond formal duties is influenced by the extent to which they perceive the organization as fair (Oktiara et al., 2023); (Okfrima & Tentama, 2023); (Siagian, 2024); (Nurrahmawati, 2024).

Although previous studies have discussed school climate, leadership, organizational justice, commitment, satisfaction, and teacher performance, the findings are often presented separately. This creates a research gap because the relationship between supportive school climate and fair school governance has not been sufficiently synthesized as an integrated foundation for teacher professionalism. A positive climate without justice may produce only superficial

compliance, while formal justice without a collaborative climate may not be sufficient to encourage sustainable professional growth.

Based on this gap, the main argument of this article is that teacher professionalism is strengthened when school climate and organizational justice operate together. School climate provides the social and psychological ecology for professional growth, while organizational justice provides the governance foundation that makes teachers feel respected, trusted, and fairly treated. The novelty of this article lies in integrating these two constructs into a single conceptual framework for strengthening teacher professionalism through leadership, professional development, commitment, motivation, satisfaction, engagement, and instructional quality.

Therefore, this article aims to systematically synthesize recent literature on school climate and organizational justice as organizational foundations for strengthening teacher professionalism. The research questions are: (1) What themes dominate recent studies on school climate, organizational justice, and teacher professionalism? (2) How do school climate and organizational justice contribute to strengthening teacher professionalism? (3) What conceptual framework can be proposed for school-based strategies to strengthen teacher professionalism?

RESEARCH METHOD

This study used a Systematic Literature Review (SLR) approach with PRISMA-informed stages. The SLR approach was chosen because the purpose of the article was not to collect primary field data but to identify, evaluate, classify, and synthesize previous studies related to school climate, organizational justice, and teacher professionalism. The review was conducted through a structured process consisting of research question formulation, literature identification, screening, eligibility assessment, quality appraisal, data extraction, and thematic synthesis.

The object of the review was academic literature related to educational administration, school climate, organizational climate, organizational justice, school leadership, teacher professionalism, teacher performance, job satisfaction, organizational commitment, organizational citizenship behavior, academic supervision, and professional development. The review focused on publications issued between 2021 and 2026 to ensure that the discussion reflected recent developments in educational management research.

SLR protocol and search strategy

The review protocol was arranged to make the selection process transparent and reproducible. The search was conducted in May 2026. Literature was

searched and mapped from Google Scholar, GARUDA, SINTA, DOAJ, ResearchGate, journal websites, institutional repositories, proceedings, theses, dissertations, and other relevant academic indexing pages. The main search terms included: school climate, organizational climate, organizational justice, procedural justice, distributive justice, interactional justice, teacher professionalism, teacher performance, teacher commitment, job satisfaction, organizational citizenship behavior, school leadership, academic supervision, and professional development.

The search terms were combined using Indonesian and English keywords because the topic was closely related to Indonesian educational administration literature while also using international concepts. Examples of search combinations were: school climate AND teacher professionalism, organizational justice AND teacher commitment, organizational climate AND teacher performance, procedural justice AND teacher OCB, leadership AND school climate, and professional development AND teacher performance.

Eligibility Criteria

Table 1.
Eligibility Criteria Used in the SLR

Aspect	Inclusion Criteria	Exclusion Criteria
Publication year	Published between 2021 and 2026	Published before 2021 unless used only for basic theoretical support
Type of source	Journal articles, proceedings, theses, dissertations, and academic publications	Popular articles, opinion pieces, and non-academic web pages
Context	School, madrasah, pesantren, or educational organization context	Non-educational organizational context without relevance to teachers
Topic relevance	Discusses at least one key theme: climate, justice, leadership, professionalism, performance, satisfaction, commitment, OCB, supervision, or professional development	Does not have a clear relationship with teacher professionalism or educational management

Aspect	Inclusion Criteria	Exclusion Criteria
Accessibility	Publication information, author, year, title, and topic can be identified	Duplicated, incomplete, or unclear publication identity

Data extraction and quality appraisal

Data were extracted using a literature matrix consisting of author and year, study focus, key variables or concepts, educational context, and relevance to the present article. Each publication was examined to determine whether it contributed to one of the three main analytical domains: school climate, organizational justice, or teacher professionalism.

Quality appraisal was conducted qualitatively using five criteria: (1) clarity of publication identity, including author, year, title, and source; (2) relevance of the topic to school climate, organizational justice, leadership, teacher professionalism, or teacher performance; (3) suitability of the educational context, such as school, madrasah, pesantren, or educational organization; (4) accessibility of the publication information or full text; and (5) contribution of the findings to the review questions. Sources that did not show a clear relationship with the topic, were duplicated, or had unclear publication identity were excluded from the synthesis. After the screening and eligibility process, 25 publications were included in the final review.

Data analysis

The data were analyzed using thematic synthesis. First, the selected publications were mapped according to author, year, topic, and relevance. Second, similar findings were grouped into themes, including school climate, organizational justice, leadership, job satisfaction, organizational commitment, professional development, organizational citizenship behavior, and teacher performance. Third, the themes were interpreted conceptually to explain how school climate and organizational justice can strengthen teacher professionalism. Fourth, the synthesis was used to develop an integrated conceptual framework for future empirical research and school management practice.

The SLR process in this article can be summarized as follows: identification of relevant literature using predetermined keywords; screening based on year, topic, and educational context; eligibility assessment based on inclusion and exclusion criteria; data extraction into a literature matrix; quality appraisal based on relevance and clarity; and thematic synthesis into an integrated conceptual framework. The selection flow is presented in Table 2 to clarify how 25 publications were included in the final review.

Table 2.
Flow of Literature Selection in the SLR

SLR stage	Screening activity	Number of records	Decision
Identification	Records identified from Google Scholar, GARUDA, SINTA, DOAJ, ResearchGate, journal websites, institutional repositories, proceedings, theses, dissertations, and academic indexing pages using Indonesian and English keywords.	58	Included for initial mapping
Screening	Records screened by publication year, title, abstract, and topic relevance.	45	13 records excluded as duplicates or outside the publication range
Eligibility	Full-text/publication information assessed using inclusion and exclusion criteria.	30	15 records excluded because the context or variables were not sufficiently related
Included	Studies that met the relevance, clarity, accessibility, and educational-context criteria.	25	Included in the final thematic synthesis

RESULT AND DISCUSSION

The SLR identified 25 publications that met the inclusion criteria after the identification, screening, and eligibility stages. As shown in Table 3, the reviewed studies can be classified into three major groups: (1) studies on school climate and organizational climate, (2) studies on organizational justice and fairness, and (3) studies on teacher professionalism, performance, satisfaction, commitment, citizenship behavior, and professional development. These three groups are interconnected because teacher professionalism requires both a supportive work environment and fair school governance.

Table 3.

Matrix of Reviewed Studies Included in the SLR

No	Author/Year	Theme / Category	Study focus	Contribution to synthesis
1	Farha, Sari, & Hariri (2025)	School climate	School climate and teacher job satisfaction	School climate supports satisfaction through a positive, safe, and communicative school environment.
2	Syauqi, Karjuni, & Rizki (2026)	School climate	Organizational climate, satisfaction, and loyalty	Organizational climate and job satisfaction are connected with teacher loyalty.
3	Sermantho & Aslamiah (2025)	Leadership & climate	Instructional leadership, climate, satisfaction, and OCB	Leadership and organizational climate help strengthen teachers' organizational citizenship behavior.
4	Thobi (2024)	Organizational climate	Organizational climate, culture, competence, and service quality	Climate and professional competence are relevant to the quality of educational services.
5	Syahla (2026)	Leadership & climate	Adaptive leadership, decision making, climate, and satisfaction	Leadership and decision-making quality shape school climate and teacher satisfaction.
6	Firdaus et al. (2025)	OCB & quality	OCB and educational quality	Teacher OCB contributes to quality improvement in elementary schools.

No	Author/Year	Theme / Category	Study focus	Contribution to synthesis
7	Dika, Firjatullah, Pratama, & Idrus (2024)	Climate & performance	School climate, commitment, performance, and satisfaction	Climate and commitment are linked to teacher performance through satisfaction.
8	Oktiara, Muin, & Ifaturohiah (2023)	Organizational justice	Principal leadership, procedural justice, and citizenship behavior	Procedural justice and leadership strengthen citizenship behavior.
9	Pili (2023)	Leadership & climate	Managerial ability, work climate, motivation, and performance	Madrasah leadership, climate, and motivation are related to teacher performance.
10	Syam & Amin (2026)	Conflict & climate	Conflict management, organizational climate, and performance	Conflict management and organizational climate influence teacher performance in pesantren.
11	Siagian (2024)	Organizational justice	Compensation justice, job characteristics, and commitment	Fair compensation and work characteristics support teacher commitment.
12	Nurrahmawati (2024)	Organizational justice	Organizational justice and organizational commitment	Organizational justice is related to teachers' commitment.
13	Susanto, Kirana, & Hadi (2023)	Organizational justice	Organizational justice and achievement motivation	Justice and leadership values are associated with achievement motivation.
14	Sihotang et al. (2026)	Leadership	Principal leadership model, work spirit, and performance	Leadership models support teacher morale and performance.
15	Okfrima & Tentama (2023)	Organizational justice	Procedural justice and teacher OCB	Procedural justice is linked to organizational citizenship behavior.

No	Author/Year	Theme / Category	Study focus	Contribution to synthesis
16	Lubis et al. (2025)	Leadership	Participative leadership and discipline	Participative leadership supports teacher discipline.
17	Azizah (2024)	Leadership & climate	Principal leadership, committee role, climate, and certified teacher performance	Leadership and school climate relate to certified teacher performance.
18	Ismawiyah et al. (2025)	Leadership & climate	Transformational leadership, climate, motivation, and achievement	Transformational leadership and organizational climate support achievement.
19	Sari (2025)	Professionalism	Commitment, professionalism, performance, and satisfaction	Professionalism and commitment relate to teacher performance through satisfaction.
20	Nafiah (2025)	Climate & supervision	Madrasah climate, academic supervision, motivation, and performance	Climate, supervision, and motivation influence teacher performance.
21	Munir (2023)	Justice & professionalism	Organizational justice, professionalism, and job satisfaction	Justice and professionalism are connected with job satisfaction.
22	Yasni, Djalilah, & Haritani (2025)	Professional development	Leadership and professional development	Leadership is important in developing teacher professionalism.
23	Surwiti (2022)	Leadership & climate	Authentic leadership, organizational climate, and work effectiveness	Authentic leadership and climate support work effectiveness.

No	Author/Year	Theme / Category	Study focus	Contribution to synthesis
24	Aziz & Damayanti (2026)	Professional development	Talent management and continuous professional development	Continuous professional development supports teacher talent management.
25	Soeprijadi & Sudibjo (2021)	Organizational support	Organizational support, fit, commitment, and performance	Organizational support and commitment are associated with teacher performance.

The first synthesis result shows that school climate is the most dominant theme in the reviewed literature. Studies on school climate and organizational climate consistently connect the quality of the school atmosphere with teacher job satisfaction, loyalty, commitment, organizational citizenship behavior, and performance. The records in Table 3 show that supportive communication, psychological safety, collegial relations, and a positive work atmosphere appear repeatedly as conditions that support teachers' professional work.

The second synthesis result shows that organizational justice is closely related to commitment, citizenship behavior, satisfaction, and motivation. The reviewed studies emphasize procedural justice, compensation justice, fairness in leadership practices, and organizational commitment. These findings indicate that teachers' professional contribution is strengthened when they perceive school policies, workload distribution, recognition, and leadership interaction as fair.

The third synthesis result shows that leadership functions as a connecting factor between climate, justice, and professionalism. Instructional, transformational, adaptive, authentic, and participative leadership are linked to school climate, teacher motivation, teacher discipline, work effectiveness, and performance. This result indicates that school leaders play a central role in shaping whether teachers experience the organization as both supportive and fair.

The fourth synthesis result shows that teacher professionalism is discussed as an integrated outcome involving competence, commitment, satisfaction, motivation, performance, organizational citizenship behavior, and professional development. The reviewed studies therefore suggest that professionalism is not only a personal attribute of teachers but also the result of organizational support, school climate, fair governance, and continuous development opportunities.

DISCUSSION

Theme 1: School climate as the ecology of teacher professionalism

School climate refers to teachers' collective experience of leadership, communication, norms, support, collegial relations, and psychological safety. The reviewed studies show that a positive school climate is repeatedly associated with job satisfaction, loyalty, commitment, and teacher performance (Farha et al., 2025); (Syauqi et al., 2026); (Dika et al., 2024); (Azizah, 2024). A supportive climate encourages teachers to communicate openly, share teaching practices, accept feedback, and participate in professional activities without fear of being ignored or treated unfairly.

The role of school climate becomes stronger when it is connected with leadership and school management. Instructional leadership, transformational leadership, adaptive leadership, authentic leadership, and participative leadership appear in the literature as important factors that shape teachers' work atmosphere and professional behavior (Sermantho & Aslamiah, 2025); (Syahla, 2026); (Ismawiyah et al., 2025); (Lubis et al., 2025); (Surwiti, 2022). This indicates that school climate is not merely an emotional condition but a managerial outcome created through consistent communication, supervision, participatory decision making, and appreciation of teachers' contributions.

This discussion strengthens the interpretation that school climate functions as the ecology of professionalism. In a supportive climate, teachers are more likely to build professional dialogue, engage in reflective practice, and participate in school improvement. In contrast, a weak climate may limit collaboration and reduce teachers' willingness to develop professionally, even when formal competence standards are available.

Theme 2: Organizational justice as a foundation of school governance

Organizational justice complements school climate because a healthy climate must be supported by fair organizational practices. Distributive justice is reflected in proportional workload, incentives, access to professional development, and recognition. Procedural justice is reflected in transparent regulations, consistent decision making, and teacher participation. Interactional justice is reflected in respectful communication, empathy, and adequate explanations from school leaders.

The reviewed literature emphasizes the relevance of justice to teacher commitment, citizenship behavior, satisfaction, and motivation (Oktiara et al., 2023); (Okfrima & Tentama, 2023); (Siagian, 2024); (Nurrahmawati, 2024); (Susanto et al., 2023); (Munir, 2023). When teachers perceive school governance as fair, they are more likely to trust leadership, accept responsibilities, participate in school programs, and maintain professional commitment. Therefore, justice

should not remain an abstract value; it must be translated into daily school policies such as workload distribution, academic supervision, promotion opportunities, recognition systems, information transparency, and equal access to development programs.

The findings also show that justice gives legitimacy to school climate. A school may appear communicative and supportive, but teachers may still experience low commitment when procedures, recognition, or workload distribution are perceived as unfair. Therefore, organizational justice is a governance mechanism that sustains teachers' professional trust and willingness to contribute beyond routine duties.

Theme 3: Leadership, motivation, and professional development

The reviewed studies also show that leadership is a connecting mechanism between climate, justice, and professionalism. Principals create the conditions that determine whether teachers experience the school as supportive and fair. Leadership practices influence communication quality, conflict management, academic supervision, participatory decision making, and motivation (Pili, 2023); (Syam & Amin, 2026); (Sihotang et al., 2026); (Yasni et al., 2025).

Professional development is also a central pathway. Teacher professionalism cannot be strengthened only through short-term training; it requires continuous learning opportunities, mentoring, reflective practice, professional learning communities, and recognition of teacher growth. Studies on continuous professional development and teacher talent management emphasize the importance of organizational support for sustainable teacher competence (Aziz & Damayanti, 2026); (Soeprijadi & Sudibjo, 2021).

The implication is that leadership should not only manage administrative tasks but also organize professional learning conditions. Fair and supportive principals can connect supervision, collaborative learning, workload management, and appreciation systems so that teacher development becomes continuous rather than incidental.

Theme 4: Teacher professionalism as an integrated outcome

Teacher professionalism is reflected in pedagogical competence, subject-matter mastery, social competence, personality integrity, ethical responsibility, commitment to student learning, and continuous improvement. The reviewed literature suggests that professionalism and performance are shaped by climate, satisfaction, organizational support, commitment, leadership, justice, and development opportunities (Sari, 2025); (Nafiah, 2025); (Munir, 2023). Thus, teacher professionalism is not only an individual attribute but also an organizational outcome.

The synthesis indicates that school climate and organizational justice work through several pathways. First, supportive and fair leadership provides direction, academic supervision, and participatory communication. Second, a positive school climate builds trust, collegiality, psychological safety, and professional collaboration. Third, organizational justice ensures transparent procedures, proportional distribution of duties, and respectful interaction. Fourth, continuous professional development provides opportunities for teachers to improve competence, innovation, and instructional quality. These pathways strengthen commitment, motivation, satisfaction, engagement, and organizational citizenship behavior, which ultimately reinforce teacher professionalism.

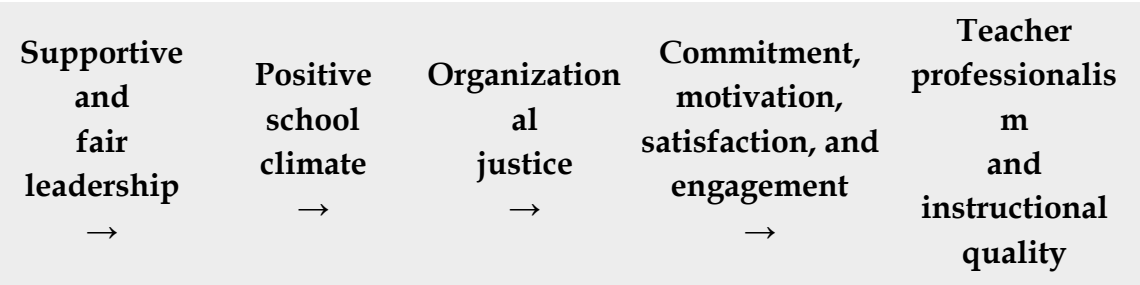


Figure 1.
Conceptual Framework for Strengthening Teacher Professionalism
Based on the SLR synthesis

The framework positions teacher professionalism as the result of interaction between school culture, work climate, fairness, leadership, and professional development opportunities. This model can be used as a conceptual basis for further empirical research and for school policies aimed at improving teacher performance and instructional quality.

The novelty of this article is the integration of school climate and organizational justice as a single explanatory framework for strengthening teacher professionalism. Previous studies generally discuss school climate, leadership, satisfaction, commitment, organizational justice, and teacher performance separately. This article synthesizes those findings by showing that climate and justice are mutually reinforcing: climate creates the relational and psychological conditions for teachers to grow, while justice creates the governance conditions that make professional growth credible, trusted, and sustainable.

This integrated framework contributes conceptually by positioning teacher professionalism as an organizationally produced outcome. It also contributes practically by suggesting that principals need to design school improvement

programs that combine supportive climate-building and fair governance, rather than treating teacher professionalism only as individual training or personal competence development.

CONCLUSION

This Systematic Literature Review of 25 publications shows that school climate and organizational justice are two important foundations for strengthening teacher professionalism. A positive school climate creates a safe, collaborative, communicative, and supportive work environment. Organizational justice ensures that teachers perceive task distribution, appreciation, communication, decision making, and professional development opportunities as fair and transparent. The integration of both factors strengthens teacher commitment, motivation, job satisfaction, citizenship behavior, performance, and professionalism.

The distinctive finding of this review is that teacher professionalism is not only determined by individual competence but also by the interaction between school climate and fair school governance. School climate provides the social and psychological environment for professional growth, while organizational justice provides the governance foundation that makes teachers feel respected, trusted, and fairly treated. Therefore, the conceptual contribution of this article is the positioning of school climate and organizational justice as an integrated strategy rather than separate variables.

Practically, principals need to build fair and supportive leadership, strengthen academic supervision, clarify procedures for task distribution, provide transparent information, develop a culture of appreciation, and facilitate professional learning communities. School management should also ensure that professional development opportunities, recognition systems, and workload arrangements are distributed proportionally and communicated respectfully so that teachers experience both support and fairness in their professional work.

The limitation of this review is that it synthesizes available literature conceptually and does not conduct a quantitative meta-analysis because the reviewed studies use different contexts, variables, instruments, and research designs. Nevertheless, the structured selection, eligibility criteria, quality appraisal, and thematic synthesis strengthen the transparency of the review.

Future studies are recommended to test this conceptual model empirically using quantitative, qualitative, or mixed-method approaches in elementary, junior high, senior high, vocational, madrasah, and pesantren contexts. Further research can also examine whether organizational justice mediates or moderates the relationship between school climate and teacher professionalism, and

whether leadership style strengthens the influence of climate and justice on teacher performance and instructional quality.

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