

STRATEGIC LEADERSHIP AND TEACHER PERFORMANCE THROUGH ORGANIZATIONAL CLIMATE IN WEST SERAM PUBLIC SCHOOLS

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Abstract

Principal leadership plays a strategic role in shaping organizational climate and improving teacher performance, particularly in public schools facing resource constraints. This study aimed to analyze the principal's strategic leadership practices, school organizational climate, and teacher performance based on professional practice at State Junior High School 6 of West Seram Regency. A qualitative case study design was employed to explore these phenomena within their natural context. Data were collected through in-depth interviews, observations, and document analysis and analyzed using inductive thematic analysis. The findings revealed that the principal implemented adaptive and participatory strategic leadership through contextual vision adjustment, collaborative decision-making, and teacher empowerment. These practices contributed to the development of an open, supportive, and collaborative organizational climate characterized by trust, effective communication, and professional support. Furthermore, the positive organizational climate enabled teachers to strengthen their professional performance through reflective practice, contextual pedagogical innovation, and commitment to student development. The study concludes that teacher performance is not directly determined by leadership policies but emerges through an ongoing organizational process shaped by strategic leadership and organizational climate. The findings provide both theoretical and practical insights into improving teacher performance in public schools, particularly those located in resource-constrained regional areas.

Keywords: Strategic Leadership; School Organizational Climate, Teacher Performance;

INTRODUCTION

Principal leadership plays a strategic role in managing schools and improving teacher performance, focusing not only on administrative aspects but also on vision formation, strategic decision-making, and fostering an organizational climate conducive to learning. Transformational leadership has been shown to enhance teacher professionalism and motivation through shared direction and effective collaboration (Radnasari & Andrianto, 2025). Furthermore, strategic leadership plays a role in leveraging learning media and motivational strategies to enhance teacher competency in the digital era (Ulhaq et al., 2025). In the context of public schools in island regions facing limited resources, adaptive principal leadership is a crucial factor in maintaining teacher performance and learning quality (Nurlina & Yusuf, 2022; Siregar & Siahaan, 2023).

The context of public schools in island regions, such as West Seram Regency, presents unique challenges compared to those in urban areas, including minimal resources, difficult geographic access, and diverse student social characteristics. In such conditions, effective principal leadership is crucial for maintaining sustainable teacher performance and learning quality. Research shows that principals in remote areas need to implement adaptive leadership that is responsive to local conditions to optimize school potential (Lumban Gaol, 2023). Furthermore, transformational leadership has been shown to increase teacher motivation and professionalism, even under limited resource conditions (Pitriani, 2024). Situational leadership is also crucial in island contexts, as it allows principals to adapt strategies to the needs of the school environment (Lismeni et al., 2025). Furthermore, strong organizational support from principals can strengthen teachers' commitment to learning and improve the quality of education in island regions (Aditia & Széll, 2025). Most research on principal leadership and teacher performance continues to view the relationship between the two in a linear, direct manner, focusing on end results without considering the organizational dynamics and social processes that mediate it (Bush, 2020; Harris & Jones, 2018). However, the effectiveness of strategic leadership is

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shaped through the complex interaction between the principal's vision, organizational climate, and teacher participation (Day et al., 2021). Furthermore, the social and cultural context of a school significantly determines how leadership is implemented adaptively and meaningfully (Hallinger, 2021; Lumban Gaol, 2023). Most studies still focus on urban schools with adequate resources, thereby failing to reflect the realities of leadership in island regions facing limitations, such as West Seram Regency (Aditia & Széll, 2025; Pitriani, 2024). This gap highlights the need for deeper contextual research to understand the relationship among strategic leadership, organizational climate, and teacher performance.

The literature on educational leadership indicates that strategic leadership emphasizes the principal's ability to formulate a vision, manage change, and empower human resources sustainably in response to the dynamics and complexity of the educational environment (Bush, 2020; Davies & Davies, 2019). This approach is considered more relevant than instructional or administrative leadership models, which tend to be hierarchical and reactive to change (Hallinger, 2021). Furthermore, school organizational climate has been shown to play a significant role in shaping teacher behavior and performance by fostering trust, open communication, and collaboration, creating psychological safety for teachers to innovate and reflect on learning practices (Hoy & Miskel, 2018). In this context, organizational climate is seen as a link between leadership policies and teachers' professional practice (Leithwood et al., 2021). Furthermore, the understanding of teacher performance has shifted from merely administrative measures to reflective and contextual performance concepts rooted in professionalism and pedagogical values (Joo et al., 2020). The integrative relationship among strategic leadership, organizational climate, and teacher performance has rarely been studied in depth, especially in the context of public schools in the regions, so this study plays a vital role in filling this gap through a processual and contextual analysis.

This study aims to analyze in depth the principal's strategic leadership practices, the school's organizational climate, and teacher performance based on professional practices at State Junior High School 6 of West Seram Regency. Specifically, this study examines how the principal's strategic leadership is implemented, how the organizational climate is shaped, and how these two aspects interact to shape teacher performance. The research scope focuses on the school as a contextual social and organizational system. This research makes a theoretical contribution by offering an integrative understanding of the relationship between strategic leadership, organizational climate, and teacher performance as a contextual and processual process. Practically, the results of this study are expected to serve as a reference for school principals and education policymakers in designing adaptive leadership strategies oriented toward teacher empowerment, particularly in public schools in island regions with limited resources, such as West Seram Regency.

METHOD

2.1. Research Approach and Design

This research uses a qualitative approach with a case study Design. The qualitative approach was chosen because the research aims to deeply understand the principal's strategic leadership practices, the school's organizational climate, and teacher performance based on professional practices in a real-life school context. The case study Design enables researchers to examine phenomena holistically by considering the social, cultural, and organizational dynamics surrounding State Junior High School 6 of West Seram Regency. Through this Design, the research focuses on the processes, meanings, and relationships between variables, rather than on measurement or statistical generalizations.

2.2. Subjects and Informant Selection Techniques

The research subjects included the principal, senior teachers, and subject teachers at State Junior High School 6 of West Seram Regency. Informants were selected using purposive sampling, with the following criteria: (1) having at least three years of teaching experience, (2) being actively involved in academic activities and school organizations, and (3) being willing to provide information openly. The principal was positioned as a key informant to explore strategic leadership practices, while teachers were selected to gain perspectives on organizational climate and professional performance. The number of informants was determined gradually until data saturation was reached, namely, when the information obtained was repeated and did not produce significant new findings.

2.3. Research Location and Context

This research was conducted at State Junior High School 6 of West Seram Regency, a public school located in an archipelago with specific geographic and social characteristics. Environmental conditions, limited resources, and students' social backgrounds influence leadership practices, organizational interaction patterns, and the implementation of learning. Therefore, the school context is treated as an integral part of the analysis rather than merely a research setting. Understanding the local context is essential for interpreting the data comprehensively and contextually.

2.4. Data Collection Techniques

Data collection was conducted through in-depth interviews, observations, and document analysis. The interviews were semi-structured to allow informants to reflectively express their experiences and perspectives. Observations were made of the learning process and teacher interactions within the school environment to capture actual practices. Furthermore, school documents such as work programs, meeting minutes, and learning materials were analyzed to complement and verify the data from the interviews and observations. This combination of techniques was used to obtain rich and in-depth data.

2.5. Data Analysis Techniques

Data analysis was conducted using inductive thematic analysis. The analysis process began with repeated Reading of all data to understand the context and general meaning. Next, the data was coded to identify meaningful patterns, issues, and practices. These codes were then grouped into analytical categories, which were further developed into key themes. The analysis was conducted reflectively and iteratively, considering the relationships between themes and the school context. This approach aligns with thematic analysis guidelines, which emphasize a systematic, reflective process for developing themes to capture the deeper meaning of qualitative data (Braun & Clarke, 2019). The results of the analysis are presented in the form of thematic narratives, analytical tables, and a data-driven conceptual model.

2.6. Validity and Credibility of Research

To ensure the validity and credibility of the findings, this study employed several strategies. Source triangulation was conducted by comparing data from the principal and teachers, while method triangulation was conducted through interviews, observations, and document analysis. Furthermore, the researcher engaged in continuous reflection throughout the research process to minimize subjective bias. The analysis trail was systematically documented through field notes and analytical tables, allowing for transparent tracing of the research process. This strategy aligns with qualitative research validity guidelines, which emphasize the importance of triangulation, audit trails, and reflexivity as ways to enhance the reliability and credibility of data (Creswell & Creswell, 2018).

RESULTS AND DISCUSSION

3.1. Strategic Leadership of the Principal

Table 1 presents the results of an inductive thematic analysis that describes the process of constructing the meaning of the principal's strategic leadership, starting from the quotation of empirical data to the formulation of the core theme of adaptive strategic leadership.

Table 1. Results of Inductive Thematic Analysis of Principal's Strategic Leadership

Data Citation (Summary of Meaning)	Initial Code	Analytics Category	Core Theme
Adapting the school's vision to the social and academic conditions of students	Contextual vision	Strategic flexibility	Adaptive Strategic Leadership
Revise school programs based on actual teacher needs	Needs-based response	Contextual decision making	Adaptive Strategic Leadership
Teacher involvement in program planning and evaluation	Participatory decision	Collective direction	Adaptive Strategic Leadership
Repeated communication of the school's vision and targets	Internalization of vision	Organizational consolidation	Adaptive Strategic Leadership
Delegation of academic authority to teachers	Professional trust	Teacher empowerment	Adaptive Strategic Leadership
Principal support for learning innovation	Structural support	Strengthening teacher capacity	Adaptive Strategic Leadership

This table shows the results of an inductive thematic analysis that traces the process of transforming empirical data into core themes of principal strategic leadership. Each data excerpt was reduced to initial codes, then developed into analytical categories that consistently led to the central theme of adaptive strategic leadership, characterized by flexibility of vision, contextual decision-making, collective direction-building, and teacher empowerment. Based on the patterns of relationships between analytical categories identified in the table, Figure 1. A Data-Driven Conceptual Model of Strategic School Leadership is presented, which illustrates the flow of the principal's strategic leadership process from adaptive leadership practices to continuous teacher professional development.

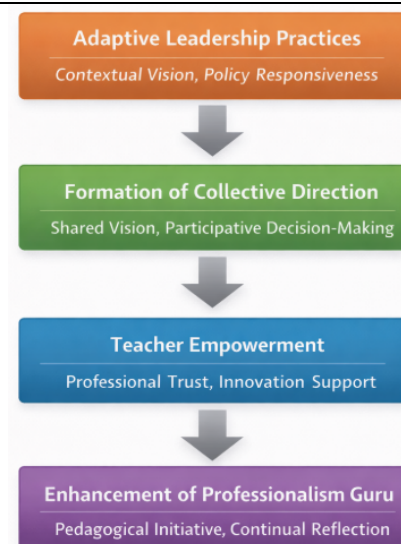


Figure 1. Data-Driven Conceptual Model of Strategic School Leadership

The model above shows that the principal's strategic leadership works as a gradual process: starting from adaptive leadership practices that adapt vision and policies to the school context, then shaping collective direction through shared vision and participatory decision-making, which then encourages teacher empowerment through professional trust and support for innovation, until finally contributing to strengthening teacher professionalism in the form of pedagogical initiatives and continuous reflection. Fieldwork at State Junior High School 6 of West Seram Regency shows that the principal's leadership is strategic, adapting to the school's social, geographic, and institutional context. The principal interprets his role not only as an implementer of educational policy, but also as a strategic director who adapts the school's vision and programs to student characteristics, environmental conditions, and the availability of school resources.

Field findings also show that the principal consistently involves teachers in the planning and evaluation of school programs. This participatory decision-making practice is realized through meeting forums, informal discussions, and the delegation of academic authority to teachers. Furthermore, support for learning innovation, despite limited resources, is part of the principal's strategy to strengthen teachers' professional roles. All of these practices are identified as forms of adaptive strategic leadership relevant to the context of State Junior High School 6 of West Seram Regency. Interpretatively, the principal's strategic leadership at State Junior High School 6 in West Seram Regency can be understood as a leadership process that operates in stages and in context. The practice of aligning the school's vision and policies serves as a starting point for forming a collective direction among teachers. When the school's vision is communicated repeatedly and adapted to realities on the ground, teachers tend to interpret it as a shared goal rather than a mere structural directive.

This collective direction subsequently created a space for teacher empowerment, characterized by increased professional confidence and autonomy in teaching practices. This empowerment serves as a crucial mechanism linking the principal's strategic leadership to the strengthening of teacher professionalism. Thus, the principal's leadership at State Junior High School 6 of West Seram Regency does not directly affect teacher performance but operates through a dynamic, ongoing organizational process, as illustrated in the data-driven conceptual model. The findings of this study reinforce the view that strategic leadership in the school context needs to be understood as an adaptive practice rooted in local realities. The resulting empirical model demonstrates that principals' strategic leadership operates through mechanisms of collective direction-building and teacher empowerment, consistent with the view that effective leadership requires the ability to adapt strategies to the school's social and cultural context (Spillane, 2019). These findings also support the notion that teacher empowerment through collaboration and active participation is central to learning-oriented leadership, thereby enhancing teacher performance and professional commitment (Nguyen et al., 2020). Furthermore, the results of this study emphasize the importance of participatory and flexible leadership, particularly in resource-constrained environments such as island regions, where context-based leadership innovation is key to sustaining educational quality (Harris & DeFlaminis, 2016). The findings of this study align with numerous studies showing that strategic and adaptive leadership play a crucial role in enhancing teacher professionalism and school effectiveness. Innumerable studies emphasize that leadership oriented toward a shared vision, teacher participation, and empowerment has a positive impact on the capacity development of

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educational organizations (Bush, 2020; Leithwood et al., 2020). Furthermore, an adaptive leadership approach that considers the social and cultural context of schools has been shown to enhance the institution's ability to respond to change and sustain learning quality (Harris & Jones, 2018). In the context of teacher professionalism, collaboration facilitated by the principal through participatory leadership practices is a determining factor in building a reflective and innovative learning culture (Nguyen et al., 2020). Other research also confirms that leadership's influence on teacher performance is often mediated by the organizational climate and the dynamics of teacher relationships within the school (Day et al., 2021). Therefore, the results of this study complement previous studies by providing contextual empirical evidence that strategic leadership operates through complex organizational processes rather than through a direct causal relationship.

3.2. School Organizational Climate

The analysis shows that teachers perceive the school's organizational climate as relatively open, supportive, and collaborative. Teachers perceive the principal's leadership as a key factor shaping the work atmosphere through non-hierarchical communication patterns and openness to input. Interactions between teachers are not limited to formal activities; they also develop through informal discussions focused on solving learning problems. This creates a sense of psychological safety for teachers to express ideas, critique, and innovate. Trust in leaders and colleagues fosters professional solidarity, strengthening teachers' collective identity as a working community rather than simply as individuals performing tasks.

Table 2. Consistency of Teachers' Perceptions of School Organizational Climate

Organizational Climate Theme	Senior Teacher	Subject teachers	Consistency Level
Trust in leadership	✓	✓	Tall
Openness of communication	✓	✓	Tall
Collaboration between teachers	✓	✓	Tall
Support for initiatives	✓	✓	Tall
Perception of policy fairness	✓	✓	Medium–High

Field findings indicate that teachers perceive the organizational climate at State Junior High School 6 of West Seram Regency, as relatively open, supportive, and collaborative. Teachers perceive the principal's leadership as a central factor in shaping the work environment, characterized by relaxed communication and openness to input. Interactions between teachers occur not only in formal forums but also through informal discussions focused on solving learning problems and addressing student needs. This finding is reinforced by the consistent perceptions of senior teachers and subject teachers regarding trust, open communication, and collaboration, as shown in Table 2. Furthermore, observations reveal that teacher collaboration practices occur naturally without direct instruction from the principal, reflecting a conducive and trust-based organizational climate. Interpretatively, the organizational climate at State Junior High School 6 of West Seram Regency, can be understood as a social construct formed from repeated and meaningful interpersonal relationships. Open, non-hierarchical communication patterns create a sense of psychological safety for teachers to express ideas, criticisms, and innovations without fear of negative consequences. Trust in leadership and fellow teachers serves as the primary foundation enabling the development of professional solidarity. In this context, the organizational climate is not merely a work setting; it also serves as a social space that facilitates collective learning and strengthens teachers' identity as a professional community.

Theoretically, these findings reinforce the view that school organizational climate is an essential mediating variable in the relationship between principal leadership and teacher performance. A supportive and collaborative organizational climate enables strategic leadership practices to be effectively translated into teachers' professional actions, thus enriching educational leadership studies that emphasize relational and contextual dimensions. In practice, the results of this study imply that efforts to improve teacher performance at State Junior High School 6 of West Seram Regency, should be accompanied by strategies to strengthen the organizational climate. Principals and educational stakeholders need to maintain open communication, build trust, and provide spaces for informal collaboration as part of daily school management. The findings of this study align with previous research showing that a positive school organizational climate significantly contributes to increased teacher commitment, job satisfaction, and performance. Prior research confirms that trust, collaboration, and open communication are essential foundations for building an organizational climate that supports teachers' professional practice (Collie et al., 2020; Tschannen-Moran & Hoy, 2000). Furthermore, a favorable school climate has been shown to strengthen teachers'

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sense of belonging and engagement in the learning process, thereby enhancing organizational effectiveness (Thapa et al., 2013). Other studies highlight that principal leadership plays a central role in creating and maintaining a healthy organizational climate by providing emotional support, fostering participation, and empowering teachers (Khalifa et al., 2016). In this context, this study enhances previous findings by demonstrating that organizational climate is shaped not only by formal policies but also by teachers' daily social practices and collective work culture, which grow organically within schools.

3.3. Teacher Performance Based on Professional Practices

A subject teacher noticed low student participation in a particular lesson. After reflecting on the lesson, she changed her teaching strategy by integrating small-group discussions and more closely contextual examples related to students' experiences. At the next meeting, the teacher noted the increased student engagement and interpreted the change as part of her professional responsibility, not merely to fulfill school administrative demands.

Table 3. Teacher Performance Based on Professional Practice

Analysis Aspects	Reflective Practice in Learning	Contextual Pedagogical Innovation	Commitment to Student Development
Observation Description	Teachers actively adjust learning methods based on student responses, including changing teaching strategies when material is poorly understood.	Teachers modify teaching materials and learning examples to align with the social context and students' experiences.	Teachers provide informal guidance outside of class hours to support students' academic and non-academic development.
Teacher Reflective Quotes	"After teaching, I always think about what parts didn't go according to plan, then I try to fix them in the next meeting."	"If the material is too far from their lives, I change it to make it closer to the students' daily lives."	"Not just grades, I want them to grow as individuals."
Analytical Interpretation	Reflective practice demonstrates teacher professionalism as a continuous learning process built through critical reflection on real practices.	Pedagogical innovation is understood as an adaptive, context-specific professional response to students' needs.	Teacher commitment affirms that professional performance includes ethical and relational dimensions that are oriented towards the holistic development of students.

Field findings indicate that teacher performance at State Junior High School 6 of West Seram Regency, is realized through reflective, adaptive, and student-centered professional practices. Teachers not only implement learning plans but also actively adjust teaching strategies when encountering obstacles in the learning process, such as low student participation or difficulty understanding the material. This finding is evident in the practice of post-learning reflection, contextual pedagogical innovation, and teacher commitment to student development, both academically and non-academically. As summarized in Table 3, these three aspects emerged consistently in classroom observations, teacher reflective quotes, and analytical interpretations, confirming that teacher performance is practiced as a dynamic professional process, not simply the fulfillment of administrative obligations.

Interpretatively, teacher performance based on professional practice can be understood as a form of reflective responsibility for the learning process. Reflective practice enables teachers to evaluate the effectiveness of teaching strategies and make pedagogical decisions that better align with student responses and characteristics. This reflection does not stop at individual awareness but continues to lead to concrete changes in learning practices. Pedagogical innovations undertaken by teachers demonstrate that professional performance is not uniform but is strongly influenced by the social context and students' learning experiences. Meanwhile, commitment to student development indicates that teachers view learning success not only in terms of grades but also in the development of students' attitudes, motivations, and character. Thus, teacher performance is understood as a comprehensive, long-term professional practice.

These findings reinforce the view that teacher performance should be understood as a reflection- and context-based professional practice, rather than simply a technical performance indicator. These findings support the view of teachers as professional agents with the capacity to interpret, adapt, and develop learning practices in response to students' needs and the school environment. In practice, these findings imply that efforts to improve teacher performance should focus on strengthening spaces for reflection, supporting learning innovation, and recognizing the

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ethical and relational dimensions of teaching practice. At State Junior High School 6 in West Seram Regency, strengthening teacher performance is not achieved solely through administrative supervision but also through supporting the reflective and innovative practices that have naturally developed. The results of this study align with previous studies that emphasize the importance of reflection and innovation as integral to teacher professionalism. Teachers who actively reflect on their teaching practices are more adaptive and able to improve the quality of their teaching through more informed pedagogical decision-making (Schön, 2017). Furthermore, professional reflection is also associated with increased commitment to student learning and ongoing self-development (Farrell, 2018). Other studies have shown that reflective practice can foster pedagogical innovation, particularly when supported by a collaborative school culture and leadership that encourages the exploration of new ideas (Korthagen & Vasalos, 2019). Within school organizations, leadership support that fosters trust and provides space for experimentation has been shown to strengthen reflective practice and increase teachers' intrinsic motivation (Avalos, 2019). Furthermore, research confirms that teacher professionalism is not solely the result of policies or formal training, but rather a social process that develops through interactions and contextual support within schools (Bubb & Earley, 2020). Thus, these findings enrich our understanding of how reflection and innovation develop within the ongoing professional process in regional public schools.

3.4. Integration of Strategic Leadership, Organizational Climate, and Teacher Performance

Table 4 presents a relational matrix that synthesizes the empirical links between strategic leadership practices, organizational climate, and teacher performance, highlighting how leadership actions shape organizational conditions that support teachers' professional practices.

Table 4. Relational Matrix Between Strategic Leadership Variables, Organizational Climate, and Teacher Performance

Strategic Leadership	Organizational Climate	Teacher Performance
Participatory decision	Trust	Pedagogical initiatives
Adaptive vision	Collaboration	Learning innovation
Teacher empowerment	Professional support	Reflective practice

The integrated findings indicate that the principal's strategic leadership, the school's organizational climate, and teacher performance are interrelated and cannot be understood separately. As shown in Table 4, strategic leadership practices such as participatory decision-making, adaptive vision, and teacher empowerment are intertwined with the creation of an organizational climate characterized by trust, collaboration, and professional support. These conditions are reflected in teacher performance practices through pedagogical initiatives, learning innovations, and ongoing reflection. These findings demonstrate that teacher performance does not emerge solely as an individual response but instead results from the interaction between principal leadership and a supportive organizational environment. The integration of these variables confirms that teacher professional practice develops within a social and organizational context that allows teachers to act reflectively and innovatively.

Interpretatively, the relationship between variables can be understood as a hierarchical, mutually reinforcing process. The principal's strategic leadership serves as the initial trigger that shapes the school's organizational climate. When the principal implements participatory decisions and an adaptive vision, teachers interpret this as a form of trust and professional recognition, which further strengthens a collaborative and supportive work climate. This organizational climate creates an intermediary space that allows teachers to develop their professional performance more meaningfully. Pedagogical initiatives, learning innovations, and reflective practices arise not from structural pressures, but from the psychological safety and professional support teachers experience. Thus, teacher performance is shaped through conceptual and processual interactions, not linear cause-and-effect relationships.

Theoretically, these integrative findings reinforce the view that leadership, organizational climate, and teacher performance constitute a unified system that dynamically interacts. Recent studies have shown that strategic leadership is effective not only through the leader's direct actions but also through their ability to build a value system, collaborative culture, and shared direction that foster teacher professionalism (Heck & Hallinger, 2019). This perspective emphasizes that educational leadership is a process in which the leader's influence is mediated by the organizational climate and social practices within the school (Wahlstrom & Louis, 2008). In this context, strategic leadership functions as a catalyst for collective learning, strengthening interpersonal relationships while developing the school's institutional capacity (Marks & Printy, 2003; Tian & Huber, 2019). In practice, improving teacher performance in public schools, such as State Junior High School 6 in West Seram Regency, requires understanding

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it as the result of a leadership process that fosters trust, open communication, and ongoing professional support among teachers. The integrative findings of this study are also consistent with research linking collaborative leadership, a favorable organizational climate, and effective teacher performance. Previous studies have shown that principals who implement distributive and participatory leadership can create a conducive school climate, which, in turn, increases teacher motivation and work commitment (Hulpia et al., 2009; Liu & Hallinger, 2018). Furthermore, other studies confirm that leadership's influence on teacher performance is not direct but is mediated by contextual factors, such as professional collaboration and emotional support within the organization (Ng, 2019). Thus, this study enriches the discourse on educational leadership with an integrative approach that grounds understanding of the relationship between strategic leadership, organizational climate, and teacher performance in schools in social relations and local context.

4. CONCLUSION

This study concludes that the principal's strategic leadership at State Junior High School 6 in West Seram Regency plays a crucial role in shaping the school's organizational climate and teacher performance through professional practice. Adaptive, participatory, and empowerment-oriented strategic leadership has been shown to foster collective direction and create an organizational climate characterized by trust, collaboration, and professional support. These conditions create a space that allows teachers to reflectively and innovatively develop their professional performance. Teacher performance does not emerge directly from policies or leadership instructions; rather, it is shaped by contextual and ongoing organizational processes. Reflective practice, contextual pedagogical innovation, and a commitment to student development demonstrate that teachers act as professional agents who actively interpret and develop learning practices in response to students' needs and the school environment. Theoretically, this study strengthens an integrative understanding of the processual relationship among strategic leadership, organizational climate, and teacher performance. In practice, these findings underscore the importance of maintaining strategic leadership and a supportive organizational climate as a sustainable strategy to improve teacher performance, particularly in public schools with limited resources.

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