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## The influence of principal instructional leadership and school environment on teacher learning services of public junior high schools

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### Abstract

This research aimed to analyze the influence of instructional leadership and the school environment on teachers' teaching service at State Junior High School in Pasaman Barat Regency, West Sumatra. Using a quantitative correlational research design, data were collected through Likert-scale questionnaires from a sample of 156 teachers selected by stratified proportional random sampling. Descriptive statistics, simple regression, and multiple regression were employed to test the research hypotheses. The results indicate that instructional leadership has a positive and significant effect on teachers' teaching service, and the school environment also has a positive and significant effect. These variables explain a substantial proportion of the variance in teachers' teaching service. Strengthening principals' instructional leadership and systematically improving school environmental conditions are strategic efforts to enhance the quality of teachers' teaching service and, in turn, to support the improvement of educational quality at the junior high school level.

### Keywords

Instructional leadership,  
learning services, principal,  
school environment,

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## Introduction

Education is a crucial component of the national development process in human resource development. It cannot be denied that those who play a role in the world today are educated people. These educated individuals, in any country, are the result of the education process. This means that education is one of the leading service industries in the world, preparing reliable human resources. Reliable human resources can only be produced through a reliable or high-quality education process. Therefore, improving the quality of education is very strategic and must be done to enhance human resources, equipping them with attitudes, knowledge, and skills that focus on the advancement of science and technology, professional abilities, and work productivity so they can compete in the Global Era (Pramana et al., 2021). Many factors influence the quality of education. One important factor is the teacher and the services they provide.

Teachers play a crucial role in the success of students at school, as they are at the forefront of implementing student learning (Jimerson & Haddock, 2015; Stronge, 2018). Numerous research studies have demonstrated that teachers have a significant impact on student learning outcomes (Kurniawati, 2022; Tute et al., 2020; and Yulianingsih & Sobandi, 2017). The success of teachers in carrying out their duties is partly determined by how effectively they provide services, including teaching services, to their students. Teachers, being at the forefront of education, are responsible for delivering excellent services, including teaching services, to their students. Teachers' teaching services can be defined as activities or assistance provided by teachers to students to facilitate the fulfillment of student needs related to learning activities (Jagtap, 2016).

Through effective teaching services, students can develop themselves, including improving their knowledge, skills, and attitudes, thereby achieving optimal learning outcomes. The quality of the teaching services provided by teachers largely depends on the teacher's ability to deliver services effectively. The teaching that a teacher gives to students are very important. Tamozhska et al. (2023) stated that the most important aspect in conducting learning or academic activities is the service provided by educators during the learning process.

Through satisfactory teaching services from educators (teachers), students will feel happy, satisfied, and motivated in their learning, which will ultimately have a positive impact on their learning outcomes and the overall quality of education (Maullidina et al., 2023; Nahid et al., 2023; Susiani & Abadiyah, 2021). Numerous studies have proven that the teaching services provided by teachers affect student satisfaction (Amini et al., 2023; Sofiati & Sumarni, 2016; Sudarma, 2023; Sumarno et al., 2024); student learning motivation (Naryani & Sinaga, 2024; Telaumbanua et al., 2024; Waty & Zaini, 2021); student learning outcomes (Rajab et al., 2019 & Saputri et al., 2023); and even parental satisfaction (Triwijayanti et al., 2022).

Based on these research findings, teachers' teaching services are crucial. Students who receive "good" teaching services from their teachers will find it easier to achieve their educational goals. With adequate teaching services, students will feel satisfied, thereby becoming more motivated in their studies, ultimately leading to optimal learning outcomes. Conversely, students who are dissatisfied with the teaching services provided by teachers may experience frustration and even risk dropping out of the program. Therefore, outstanding

teaching services from teachers are essential. The quality of these services greatly depends on the teacher's ability to provide them.

However, based on the Education Report Card of Pasaman Barat Regency, at the junior high school level, students' numeracy and literacy skills are still low (red). One reason for this is that teachers have not been able to provide satisfactory teaching services to their students. Based on observations of several teachers at SMPN 1 Pasaman, SMPN 2 Pasaman, SMPN 2 Kinali, and SMPN 1 Gunung Tuleh from May 25 to 29, 2024, it was found that teachers have not been able to provide satisfactory teaching services. The results can be seen from the following phenomena:

- Some teachers still conduct lessons in a basic manner, meaning they only complete the assigned tasks.
- Some teachers fail to update their teaching modules and ATPs (Teaching Activity Plans) at the beginning of each semester, and others do not create ATPs or teaching modules at all.
- Teachers rarely use teaching media, such as projectors (e.g., InFocus), even though they are provided.
- Teachers rarely use multiple teaching methods and tend to focus solely on lecturing.
- Some teachers do not verify or return student assignments.
- Student attendance is still high.
- Many teachers' work is not found on the "Merdeka Mengajar" platform.

Given the importance of teaching services provided by teachers, this issue warrants further examination.

## **Literature Review**

### ***Instructional leadership and teachers' teaching service***

Instructional leadership has become a central concept in contemporary school-effectiveness research because it directly links the principal's role to teaching and learning in the classroom. In contrast to traditional administrative leadership, which focuses on managing facilities and routines, instructional leadership emphasizes setting clear academic goals, supervising instruction, coordinating the curriculum, and supporting teachers' professional growth. Day et al. (2016) described instructional leadership as a systematic effort by school leaders to place student learning at the center of all school activities, from planning and resource allocation to classroom observation and feedback. When principals articulate a shared vision for learning, communicate high expectations, and model a commitment to instructional improvement, they create a strong foundation for enhancing teacher performance and service quality (Gading, 2024).

A substantial body of empirical research indicates that instructional leadership is positively correlated with teacher commitment, motivation, and teaching effectiveness. Instructional leaders typically engage in activities such as monitoring lesson plans, visiting classrooms, analyzing student assessment data, and facilitating collaborative reflection among teachers. Through these practices, principals can identify instructional problems, provide timely feedback, and encourage teachers to adopt more effective pedagogical strategies.

Studies in various countries, including developing contexts, consistently report that schools with strong instructional leaders tend to have teachers who are better prepared, more consistent in implementing the curriculum, and more responsive to students' learning needs. These teachers typically demonstrate better classroom management, more precise explanations, a wider range of teaching methods, and a stronger focus on assessment and feedback processes.

In the Indonesian context, the Ministry of Education and Culture explicitly states that principals are expected to function as instructional leaders rather than merely administrative managers (Sumintono et al., 2019). Policy directions from the Directorate General of Teachers and Education Personnel emphasize that principals must lead the learning process, guide teachers in designing lesson plans, and ensure that teaching and learning activities are aligned with curriculum standards and the demands of twenty-first-century skills. The principal is also expected to create conditions that enable teachers to innovate, use technology, and develop student-centered learning. When these expectations are realized in daily practice, they are likely to enhance the overall quality of teachers' teaching service as reflected in the planning, implementation, and evaluation of learning.

Instructional leadership also contributes indirectly to teachers' teaching service by shaping teachers' professional identity and sense of responsibility. When principals demonstrate concern for student achievement and provide structured opportunities for professional learning, teachers are more likely to perceive teaching as a meaningful profession that requires continuous improvement. Kilag and Sasan (2023) emphasized that supportive leadership is a key factor in encouraging teachers to participate in professional development, engage in reflective practice, and collaborate with colleagues to address instructional problems. Instructional leaders who facilitate mentoring, peer observation, and collaborative lesson study can therefore strengthen teachers' pedagogical competence and their commitment to providing high-quality services to students.

However, studies also indicate that not all principals can fully implement instructional leadership due to limited time, heavy administrative workloads, or insufficient training. In many schools, principals allocate a substantial portion of their time to addressing administrative tasks, external reporting requirements, and infrastructure issues, leaving them with limited time for classroom-focused activities (Sebastian et al., 2018). This situation suggests that the potential impact of instructional leadership on teachers' teaching service is not automatically realized; it depends on the principal's ability to prioritize instructional matters, delegate non-instructional tasks, and build a leadership team that can share responsibilities. Additionally, teachers' perceptions of the principal's leadership style are crucial. If instructional supervision is carried out in a top-down, punitive manner, it may be perceived as control rather than professional support and thus fail to improve teacher service.

Overall, the literature suggests that instructional leadership has a significant and multifaceted influence on teachers' teaching service. Effective instructional leaders provide direction and monitoring and create a culture of collaboration, trust, and continuous learning. Through these mechanisms, they can enhance teachers' capacity to plan, implement, and evaluate learning in ways that support student achievement. Nevertheless, the extent of this influence may vary depending on contextual factors such as school size, available resources, teachers' professional background, and policy expectations. These variations justify the need

for empirical studies, including in Pasaman Barat Regency, to measure how instructional leadership, as perceived by teachers, contributes to the quality of teachers' teaching service in specific local settings.

### *School environment and the teacher's teaching service*

Alongside leadership, the school environment is recognized as a key determinant of the quality of teaching and learning processes. The school environment is commonly conceptualized as encompassing physical, social, and psychological dimensions (Wang & Degol, 2016). The physical environment includes buildings, classrooms, lighting, ventilation, learning resources, and the overall cleanliness and safety of school facilities (Uline et al., 2010). The social environment refers to relationships among principals, teachers, students, and staff, including patterns of communication, cooperation, and mutual support. The psychological environment refers to the perceptions of fairness, trust, respect, and emotional security that members of the school community experience. Research on school effectiveness consistently demonstrates that a positive school environment creates conditions that support teachers in delivering high-quality teaching services and students in engaging productively in learning (Stronge, 2018).

Several studies indicate that the physical environment affects teacher productivity and instructional quality. Adequate facilities, including well-equipped classrooms, comfortable furniture, sufficient instructional materials, and access to technology, enable teachers to prepare lessons more effectively and implement interactive teaching strategies. Conversely, overcrowded classrooms, poor ventilation, noise, and a lack of teaching materials can create stress and reduce teachers' ability to maintain students' attention. The literature also suggests that teachers working in well-maintained schools feel more valued and respected, which can lead to a greater commitment to providing better teaching services. Schools that invest in maintaining clean, safe, and attractive learning spaces send a symbolic message that education is important and that the work of teachers is appreciated.

The social and psychological dimensions of the school environment are equally important. A school climate characterized by mutual respect, open communication, and supportive relationships fosters teachers' sense of belonging and self-efficacy (Sokmen, 2021). In such environments, teachers feel comfortable sharing ideas, discussing instructional problems, and seeking help from colleagues or administrators. International research indicates that positive interpersonal relationships in schools are linked to higher levels of teacher morale, job satisfaction, and organizational commitment. Teachers who experience collegial support are more willing to try new teaching methods, reflect on their practice, and persist in helping struggling students. On the other hand, environments marked by conflict, poor communication, or lack of trust can undermine teachers' motivation, resulting in minimal compliance with teaching duties and reduced attention to student needs.

The school environment also influences students' behavior and attitudes, which in turn affect teachers' teaching service (Han et al., 2019). A safe and orderly environment with clear rules and consistent enforcement tends to reduce disruptive behavior and absenteeism. This allows teachers to dedicate more time to instruction rather than managing the classroom, thereby improving the overall quality of teaching services. Psychological factors, such as

students' sense of belonging, perceived teacher support, and academic expectations, are shaped by the broader school climate (Encina & Berger, 2021). When students feel respected and encouraged, they are more likely to participate actively in lessons, complete their assignments, and strive for higher achievement. Such student behaviors, in turn, provide teachers with positive feedback that reinforces their efforts to provide high-quality instruction.

In the Indonesian educational context, numerous studies emphasize the significance of the school environment as a key determinant of learning outcomes and teacher performance. Research shows that schools with supportive climates—where principals and teachers work collaboratively, involve parents, and maintain strong communication—tend to achieve better academic and non-academic results. These findings are consistent with the international literature, which emphasizes that school climate is a mediating factor between leadership and classroom practices. Policies that encourage the creation of child-friendly schools, safe learning environments, and inclusive practices further underline the importance of environmental factors in shaping teacher and student behavior.

Nevertheless, some studies suggest that improving the school environment is challenging, particularly in regions with limited resources. Schools in remote or economically disadvantaged areas frequently face shortages of facilities, overcrowded classrooms, and inadequate maintenance budgets. Social problems such as low parental involvement, community conflicts, or student discipline issues can also contribute to a less conducive environment. In such situations, even committed teachers may struggle to provide optimal teaching services. These realities suggest that efforts to enhance teachers' teaching service must consider structural conditions beyond the control of individual teachers.

Taken together, the literature suggests that the school environment plays a crucial role in supporting or hindering teachers' teaching service. A positive physical, social, and psychological environment provides the context in which teachers can plan, implement, and evaluate learning effectively. Conversely, a hostile environment can limit even the most capable teachers from performing to their full potential. Therefore, examining teachers' perceptions of the school environment, as done in the present study, is essential for understanding how environmental factors contribute to variations in the quality of teaching services in junior high schools.

### *Teachers' teaching service in the framework of educational quality*

A teacher's teaching service is a multidimensional construct that refers to the quality of services provided by teachers in planning, implementing, and evaluating learning to meet students' academic and developmental needs (Pérez Rave & Muñoz Giraldo, 2016). In many frameworks of teaching quality, such as Danielson's model of professional practice, effective teaching service includes careful preparation of lesson plans, organization of learning experiences, use of appropriate teaching methods and media, assessment of student learning, and provision of feedback and remediation. High-quality teaching services are also reflected in teachers' interpersonal behavior, including their ability to communicate clearly, build positive relationships with students, and create a classroom climate that is respectful, inclusive, and supportive of student participation (Hermawan et al., 2024).

Leighton et al. (2018) emphasized that teachers' teaching service is closely linked to student outcomes, including achievement, motivation, and socio-emotional development. Studies in various educational systems have shown that teachers who demonstrate strong pedagogical skills, mastery of subject matter, and effective classroom management can significantly improve students' learning outcomes, even in challenging contexts. High-quality teaching service is particularly crucial in subjects such as mathematics and science, where conceptual understanding depends heavily on teachers' explanations, examples, and guided practice (Cho & Baek, 2019). In addition, teacher service quality is a crucial factor in reducing learning gaps between different student groups, as effective teachers are better equipped to provide differentiation, scaffolding, and targeted support for learners with diverse abilities and backgrounds.

In Indonesia, the importance of teachers' teaching service has been highlighted repeatedly in national policy documents and teacher competency standards. Teachers are expected to master four core competencies: pedagogical, professional, personal, and social. These competencies are evident in their daily teaching services, from designing learning programs and employing varied instructional strategies to engaging with parents and communities. However, national and international assessments indicate that the quality of teaching services is still uneven across regions and schools. Many studies report that some teachers rely heavily on lecture methods, present limited opportunities for active learning, use assessment mainly for grading rather than diagnosis, and provide minimal feedback on student work. These patterns are associated with stagnant or low learning outcomes, especially in numeracy and literacy, as observed in several provinces, including West Sumatra.

The literature identifies several factors that influence teachers' teaching service. Individual characteristics, such as motivation, professional commitment, and self-efficacy, are among the factors that determine success. Teachers who perceive teaching as a calling and believe that they can make a difference in student learning are more likely to invest time and effort in planning lessons, seeking new methods, and reflecting on their practice. At the same time, contextual factors such as leadership, school environment, workload, class size, and access to professional development also have a significant impact. For example, studies show that teachers are more likely to provide high-quality teaching services when they receive regular feedback and support from principals, have opportunities to participate in in-service training, and work in schools with collegial cultures and manageable class sizes.

Another strand of literature focuses on service quality in education by adopting concepts from service management and customer satisfaction. In this perspective, teaching is seen as a service provided to students as "customers" of education, and the quality of this service is evaluated based on dimensions such as reliability, responsiveness, assurance, empathy, and tangibles. Studies applying this framework in Indonesian schools find that the clarity of teachers' explanations influences students' satisfaction with teacher services, their readiness to help students who experience difficulties, their fairness in assessment, and their punctuality and availability. Effective teaching services are also associated with teachers' ability to integrate character education, promote discipline, and model positive values, which are important goals of national education.

Despite the acknowledged importance of teachers' teaching service, there are still relatively few empirical studies that simultaneously examine how leadership and school

environment influence this construct, particularly at the junior high school level in specific local contexts. Many existing studies focus either on student achievement as an outcome variable or on teacher satisfaction and commitment, without directly measuring the quality of teaching services provided in classrooms. Moreover, research in Indonesia often focuses on large cities or more accessible regions. In contrast, schools in outer areas, such as Pasaman Barat Regency, may face different challenges related to resources, infrastructure, and community support. These gaps indicate that there must be studies that investigate teachers' perceptions of their teaching service and relate them to key organizational factors, such as instructional leadership and school environment.

Within this framework, the present research positions teachers' teaching service as the dependent variable, reflecting the effectiveness of school-level management in supporting teaching and learning. By examining the relationship between variations in instructional leadership and the school environment and variations in teacher service quality, this research contributes to the broader literature on improving educational quality. The findings are expected to provide policymakers, school principals, and teachers with evidence-based input on how to design interventions that strengthen leadership practices, improve environmental conditions, and ultimately enhance the quality of teaching services delivered to students in State Junior High Schools in Pasaman Barat Regency and similar settings.

### **Methodology**

This research employed a quantitative method with a correlational design. The design was chosen because the primary purpose of the research was to examine the strength and direction of the relationships between the independent variables of Instructional Leadership (X1) and School Environment (X2) and the dependent variable, teachers' teaching services (Y), at State Junior High Schools in Pasaman Barat Regency. The variables were not manipulated but observed in their natural setting to see how variations in instructional leadership and school environment were associated with variations in teachers' teaching service.

The research was conducted at State Junior High Schools in Pasaman Barat Regency, West Sumatra, Indonesia. These schools were selected because the Education Report Card of Pasaman Barat Regency indicated that students' numeracy skills were still low. The setting reflects the actual conditions of public junior high schools in the region.

The population of this research comprised all teachers at state junior high Schools in Pasaman Barat Regency, totaling 520 teachers. A sample of 156 teachers was determined using stratified proportional random sampling. The strata were defined by schools so that each school was represented proportionally to its number of teachers. Within each school, respondents were selected randomly. This procedure ensured that the sample reflected the characteristics of the population.

The research involved three variables. Instructional leadership (X1) and school environment (X2) were the independent variables, while the dependent variable was teachers' teaching service (Y). Instructional leadership is defined as the principal's efforts to direct, supervise, and support the teaching and learning process, for example, through setting academic goals, monitoring instruction, providing feedback, and facilitating teacher

professional development. The school environment encompasses the physical, social, and psychological aspects of the school, including its facilities, cleanliness, safety, interpersonal relationships, and the overall school climate. A teacher's teaching service refers to the quality of service provided by teachers in planning, implementing, and evaluating learning, including the preparation of teaching documents, the use of effective methods and media, the clarity of explanations, feedback on assignments, and responsiveness to student needs.

Data were collected using a questionnaire consisting of three scales that measured instructional leadership, school environment, and teachers' teaching service. Teachers filled in the Instructional Leadership and School Environment scales to evaluate the practices of their principals and the conditions of their schools. The teacher's teaching service scale required teachers to provide self-assessments of the teaching services they delivered to students. All items used a Likert-type format with response options from "strongly disagree" to "strongly agree," so that higher scores indicated higher levels of the respective constructs.

The development of the questionnaire items was based on relevant theories and previous research. Experts in educational management and research methodology reviewed the first draft to ensure it was clear and valid. A pilot test was conducted on teachers outside the main sample. Based on expert judgment and pilot results, several items were revised or removed. The construct validity of the scales was examined using item-total correlations, and items with low correlations were excluded. Reliability analysis was carried out using Cronbach's alpha coefficient, and the coefficients obtained for all scales met the minimum criteria for reliable instruments in educational research.

Data collection was conducted by directly visiting the selected schools and meeting with the respondents. Before completing the questionnaire, teachers received an explanation regarding the research objectives, the confidentiality of their responses, and the voluntary nature of their participation. Teachers who agreed to participate completed the questionnaire independently during school hours at a time mutually agreed upon with the school. The completed questionnaires were collected on the same day and checked for completeness.

The data analysis technique employed in this research consisted of descriptive and inferential statistics, which were performed using SPSS version 20. Descriptive statistics (mean, standard deviation, minimum, and maximum) were used to describe the level of instructional leadership, school environment, and teachers' teaching service. Before hypothesis testing, prerequisite tests were conducted, including normality and linearity tests, to ensure that the data met the assumptions required for correlation and regression analysis. To test the first and second hypotheses, simple correlation and simple linear regression analyses were used to examine the effects of instructional leadership on teachers' teaching service and the effect of school environment on teachers' teaching service. To test the third hypothesis, multiple regression analysis was used to determine the combined effect of instructional leadership and school environment on teachers' teaching service. The level of significance used was 0.05, and the coefficient of determination ( $R^2$ ) was calculated to determine the proportion of variance in teachers' teaching service that could be explained by each independent variable and by both variables together.

Ethical considerations were observed throughout the research. Teachers' participation was voluntary, and they had the right to withdraw at any time without consequences. The anonymity of respondents was guaranteed by not including their names or other identifying

information on the questionnaire. The data obtained were used solely for research purposes and were reported in aggregate form so that individual teachers and schools could not be identified.

## Results and Discussions

### Results

The first hypothesis tested in this research is that instructional leadership affects teachers' teaching services. To test this hypothesis, a correlation analysis was conducted, as shown in Table 1.

**Table 1.** Summary of correlation analysis between instructional leadership ( $x_1$ ) and teachers' teaching service ( $y$ )

Correlation ( $r_{y1}$ )	Correlation Coefficient ( $r$ )	Coefficient of Determination ( $R^2$ )	Contribution	Sig. ( $\rho$ )
	0.663	0.439	43.9%	0.000

The calculation results in Table 1 show that the correlation coefficient ( $r_{x_1y}$ ) = 0.663 with  $\rho = 0.000 < \alpha 0.05$ . This indicates a very significant relationship between instructional leadership and teachers' teaching service. The coefficient of determination ( $R^2$ ) is 0.439. Based on the test results, it can be concluded that the hypothesis stating that instructional leadership affects teachers' teaching service is accepted. The effect of instructional leadership on teachers' teaching service at State Junior High Schools in Pasaman Barat Regency is 43.9%. This means that as the quality of instructional leadership improves, teachers' teaching service also improves. To enhance the quality of instructional leadership, school principals can 1) influence teachers to improve their morale and motivation in their work, 2) motivate teachers to increase intellectual abilities and provide attention to teachers, 3) guide teachers in performing their tasks to promote cooperation, and 4) direct teachers in developing school programs. The second hypothesis tested in this research is that the school environment affects teachers' teaching service. To test this hypothesis, a correlation analysis was conducted, as shown in Table 2.

**Table 2.** Summary of correlation analysis between school environment ( $x_2$ ) and teacher's teaching service ( $y$ )

Correlation ( $r_{y2}$ )	Correlation Coefficient ( $r$ )	Coefficient of Determination ( $R^2$ )	Contribution	Sig. ( $\rho$ )
	0.717	0.515	51.5%	0.000

Table 2 shows that the correlation coefficient ( $r_{x_2y}$ ) = 0.717 with  $\rho = 0.000 < \alpha 0.05$ . This indicates a very significant relationship between school environment and teachers' teaching service. The coefficient of determination ( $R^2$ ) is 0.515. To understand the predictive relationship between the school environment and teachers' teaching service, a simple regression analysis was performed. Based on the testing results, it can be concluded that the hypothesis stating that the school environment affects teachers' teaching service is accepted. The school environment affects teachers' teaching service at State Junior High Schools in

Pasaman Barat Regency at a rate of 51.5%. This result indicates that as the school environment improves, teachers' teaching services also improve. The improvements can be made by 1) the principal fostering an open attitude within the school to create good relationships and a conducive school environment, 2) the principal facilitating teachers in the learning process, and 3) the principal providing teachers and staff with freedom to work but still following existing rules, which can help improve teachers' teaching service. The third hypothesis tested in this research is that instructional leadership and school environment affect teachers' teaching services. To test this hypothesis, multiple correlation analysis was conducted. The results are presented in Table 3.

**Table 3.** Summary of correlation analysis between instructional leadership ( $x_1$ ) and school environment ( $x_2$ ) on teachers' teaching service ( $y$ )

Correlation (ryl2)	Correlation Coefficient (r)	Coefficient of Determination (R <sup>2</sup> )	Contribution	Sig. (p)
	0.731	0.534	53.4%	0.000

The calculation results in Table 3 show that the correlation coefficient ( $R_{yx1.2}$ ) = 0.731 with  $p = 0.000 < \alpha = 0.05$ . This indicates a very significant relationship between instructional leadership and school environment on teachers' teaching service. Based on the testing results, it can be concluded that the third hypothesis, stating that instructional leadership and school environment affect teachers' teaching service, is accepted at the 95% confidence level. The combined effect is 53.4%, while the remaining 47.6% is determined by factors not included in this research.

## Discussions

This research examined the effect of instructional leadership and the school environment on teachers' teaching service in State Junior High Schools in Pasaman Barat Regency. The research reveals a close relationship between school-level management factors and the quality of services teachers provide in planning, implementing, and evaluating learning. This discussion focuses on three key findings: the impact of instructional leadership, the influence of school environment, and the combined effect of both variables.

The initial finding that instructional leadership accounts for 43.9% of the variance in teachers' teaching service substantiates the core tenet of instructional leadership theory. Hallinger and Murphy describe instructional leadership as leadership that is directly focused on teaching and learning through setting academic goals, coordinating the curriculum, supervising instruction, and promoting a favorable learning climate. When principals in Pasaman Barat are perceived as actively monitoring instruction, providing feedback, and facilitating professional development, teachers tend to prepare lesson plans carefully, employ varied instructional methods, and respond sensitively to students' needs. In this sense, the present findings support the view that principal leadership is among the most influential school-based factors for improving classroom processes. The better the instructional leadership of the principal, the more likely teachers are to provide high-quality teaching services.

Evidence from the Indonesian context also suggests that principals who act as instructional leaders can enhance teacher professionalism, align lesson planning with the curriculum, and foster innovation in the classroom. Conversely, when principals focus mainly on administrative tasks and rarely enter the classrooms, teachers receive limited guidance and support, which may cause their teaching service to stagnate. The present study, therefore, strengthens policy directions that position the principal as a learning leader who guides teachers and maintains a continuous focus on the quality of instruction.

Second, the finding that the school environment contributes 51.5% to teachers' teaching service underlines the importance of school climate theory. [Baeva and Bordovskala \(2015\)](#) emphasized that school climate—reflected in physical conditions, interpersonal relationships, and psychological safety—creates the context in which teaching and learning take place. The results show that when teachers perceive the school as clean, safe, adequately equipped, and characterized by cooperation and mutual respect, they are more motivated to provide reliable, responsive, and empathetic teaching services. Adequate facilities facilitate the implementation of interactive learning, while supportive relationships among colleagues reduce stress and encourage the sharing of ideas and resources.

This finding is consistent with studies reporting positive links between enabling school structures, collegial relations, and teacher commitment ([Sinden et al., 2004](#)). Teachers who work in a healthy school climate tend to exhibit higher job satisfaction and a greater willingness to invest effort in their students. In contrast, a poor school environment—with inadequate facilities, frequent conflicts, or unclear rules—can hinder teachers from implementing what they know to be acceptable practice. The substantial contribution of the school environment in this research suggests that improving physical infrastructure and social climate should be considered an essential component of programs aimed at enhancing teaching quality.

Third, the combined contribution of instructional leadership and the school environment, at 53.4%, indicates that these two variables are interrelated and mutually reinforcing. Leadership theories that emphasize distributed and transformational practices argue that effective principals establish supportive structures, norms, and relationships that foster effective teaching ([Kwan, 2020](#)). A principal may possess strong instructional knowledge, but without a conducive environment, their influence will be limited; likewise, a good environment without clear instructional direction may not automatically produce high-quality teaching services. The present findings suggest that teachers in Pasaman Barat respond most positively when strong instructional leadership is accompanied by a supportive climate that values collaboration, trust, and continuous improvement.

At the same time, 46.6% of the variance in teachers' teaching service is explained by other factors not examined in this study, such as teacher motivation, professional competence, workload, class size, and support from parents or the community. This aligns with multi-level models of school effectiveness, which view teaching quality as the product of interactions between individual and organizational factors ([Fulmer et al., 2015](#)). Future studies may incorporate these variables to provide a more comprehensive picture of what drives high-quality teaching service in different contexts.

Overall, the findings support theoretical arguments that leadership and environment are key levers for improving teaching quality. The results suggest that policy and practice should prioritize enhancing instructional leadership skills in capacity-building programs for principals.

This includes classroom observation, providing feedback, making informed decisions based on data, and facilitating opportunities for teachers to learn from one another. At the same time, local governments and school stakeholders must invest in school facilities and initiatives that foster a collaborative climate. By aligning leadership practices and environmental improvements, schools in Pasaman Barat Regency can create conditions that support teachers in delivering high-quality teaching services and improving student learning outcomes.

## **Conclusions**

This research aimed to investigate the impact of instructional leadership and the school environment on teachers' teaching services at State Junior High Schools in Pasaman Barat Regency. The findings demonstrate that both variables significantly contribute to enhancing the quality of services provided by teachers in planning, implementing, and evaluating learning. First, instructional leadership has a significant effect of 43.9% on teachers' teaching service. This means that almost half of the variation in teacher service quality can be attributed to how effectively principals act as instructional leaders by setting clear academic expectations, monitoring instruction, providing constructive feedback, and supporting teacher professional development. When principals are actively involved in instructional processes and consistently provide guidance, encouragement, and direction, teachers tend to demonstrate better preparation, a wider range of teaching methods, and more responsive interactions with students.

Second, the school environment contributes even more strongly, with an effect of 51.5% on teachers' teaching service. A positive school environment—characterized by adequate facilities, cleanliness, safety, supportive interpersonal relationships, and a conducive school climate—creates conditions that enable teachers to focus on teaching and learning. When principals foster an open and collaborative atmosphere, facilitate teachers' learning processes, and provide sufficient space and trust for teachers and staff to work within clear guidelines, the quality of teacher services naturally improves. Conversely, a hostile or unsupportive environment can undermine teachers' motivation, creativity, and consistency in delivering high-quality instruction.

Third, when considered together, instructional leadership and school environment have a combined effect of 53.4% on teachers' teaching service. This indicates that the interaction between strong instructional leadership and a conducive school environment is compelling in shaping teacher behavior and practices in the classroom. In other words, a principal who is an effective instructional leader but works in a poor school environment will not reach optimal impact, and a good environment without strong instructional leadership will also be less effective. The synergy of both factors is therefore essential to raise the overall standard of teaching in schools.

In practical terms, the results of this research suggest that efforts to enhance teachers' teaching services in Pasaman Barat and similar contexts should prioritize strengthening principals' instructional leadership capacity and systematically improving school environmental conditions. This includes continuous professional development for school leaders and policies that support participatory and transparent leadership, as well as investments in physical facilities and programs that foster a positive and collaborative school

climate. Although 47.6% of the variance in teachers' teaching service is influenced by other factors not examined in this study, the substantial contribution of instructional leadership and school environment demonstrates that school-level management interventions can play a central role in enhancing the quality of education at the junior high school level.

### Disclosure Statement

No potential conflict of interest was reported by the authors.

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