



Bibliometric Mapping of School Climate Culture and Principal Role

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Abstract. General Background: Education plays a fundamental role in human resource development, where school systems shape values, behavior, and performance outcomes through interconnected components such as teachers, management, and leadership. Specific Background: Within this context, organizational climate and school culture are closely linked to teacher performance, with the principal acting as a central leader responsible for creating conducive environments and guiding educational processes. Knowledge Gap: Despite numerous studies on school culture and leadership, there remains a need for a systematic mapping of research trends and scholarly contributions related to the principal's role in shaping organizational climate and culture. Aims: This study aims to analyze the development of scientific publications on school organizational climate and culture through the principal's role using a bibliometric approach. Results: Based on 100 selected journal articles from 2013–2023, publication trends showed fluctuations with a peak in 2020, while Miyono and Noor were identified as the most productive contributors with 18 documents, and visualization analysis revealed dominant and less-explored research clusters. Novelty: This study provides a structured bibliometric mapping using Publish or Perish and VOSviewer to identify publication patterns, influential authors, and research gaps in the field. Implications: The findings offer a reference framework for future research directions and support the development of studies focusing on school climate, organizational culture, and principal leadership in improving teacher performance.

Keywords: Bibliometric Analysis, School Organizational Climate, Principal Leadership

1 Introduction

Education has an important influence on the improvement of human resource development. Education has a continuous nature that is passed down from one generation to the next, where the values and culture contained in the education system are passed on from the past to the current generation[1]. The Father of Indonesian National Education, Ki Hajar Dewantara, explained that education has a meaning as a requirement in the development of children. This means that education directs all the natural potential possessed by children so that they can grow as human beings and members of society who are able to achieve safety and happiness as optimally as possible. Thus, education not only creates individuals who are different physically and

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materially, but also shapes human beings holistically with the ability to think, behave, and act well [2].

Education does not only focus on preparing individuals to adapt to their environment, but also emphasizes the formation of individuals who have the awareness to preserve the environment harmoniously. There are several components that influence the success of education, including: (1) the teacher component, (2) the student component, (3) the management component, and (4) the financing component. All of these factors are interconnected and play a significant role in determining the progress or decline of an education system [3]. Teachers are considered the spearhead in the implementation of children's education in schools and act as curriculum implementers. The good performance of a teacher has a positive impact on inspiring students' enthusiasm and motivation to learn. The learning process encompasses a series of activities carried out by teachers, starting from planning and implementing activities in the school environment, which are then followed up with evaluations and follow-up programs to achieve specific goals in the field of education [4].

In an effort to overcome the current era of global competition, improving the quality of human resources through the education system has become a major focus for all countries. Efforts to invest in human capital through the education sector in developing countries are highly significant, although it should be noted that investment in education is generally long-term. Education in this case not only plays a strategic role, but also a fundamental one [5]. In this era of global competition, the future and survival of a country is no longer determined by the abundance of natural resources, but depends on the excellence of its human resources. All countries in the world are currently competing and striving to prepare quality human resources in order to gain an edge in global competition. Therefore, in order to win the competition, there are many options other than investing heavily in education [6].

Basically, teacher performance covers all their duties and responsibilities as teachers and educators in the school environment. In a technical context, teacher performance can be described as a series of activities involving lesson planning, conducting learning activities, and assessing learning outcomes. All these efforts aim to bring students to holistic development, covering mental-spiritual and physical-biological aspects, until they reach maturity. In line with this, it is expected that a teacher not only has qualifications as an instructor at the elementary, secondary, and early childhood education levels, but is also required to have mastery of competencies in the areas of personality, professionalism, and social interaction. Of course, there is a purpose for all of this, namely so that the learning process can run effectively and efficiently [7].

Performance can vary, as it is influenced by a number of factors, both high and low. These factors include (1) personal factors, covering the level of skill, competence, motivation, and commitment of individuals. (2) Leadership factors, based on the quality of support and guidance provided by managers and team leaders. (3) Team factors, including the quality of support received from coworkers. (4) System factors, related to the existence of work systems and facilities provided by the organization. (5) Contextual/situational factors, involving the level of pressure from internal and external environments.

Principals must be innovative, wise, and create the right transitions in order to create a conducive school climate [8]. The role of the principal as a leader should be able to provide positive influences to bring positive energy to an individual's performance [9]. In addition to creating a positive climate, the principal must have management skills to achieve educational goals [10]. Because the principal is the primary factor influencing

the climate and culture in the school [11]. Furthermore, there are many factors influencing performance, namely personal variables, organizational variables, and psychological variables.

Organizational climate is an aspect that can be measured directly or indirectly in the work environment. Setiawan (2015) argues that organizational climate is a characteristic that emerges from the organizational environment, and its impact is felt in the behavior of individuals within the organization. This includes everything in the organization, such as formal systems, managerial leadership styles (both informal and formal), and other environmental factors that influence the attitudes, beliefs, values, and motivation of individuals working within it. In other words, organizational climate involves elements that shape the culture and atmosphere in the work environment, and this has a significant influence on the process of shaping individuals when they react and interact in an organizational context. The influence of organizational climate is reflected in the attitudes, beliefs, values, and motivation of the individuals who are part of the organization [11].

Suharsaputra (2010) discusses organizational culture and climate, which include patterns of action within an organization that have a significant impact on performance through the creation of a favorable environment for carrying out tasks. A teacher's performance can be optimized through the organizational climate at their school. A positive relationship between teaching staff, students, and school leaders will create an effective work environment, which has a major influence on teacher performance within educational institutions. The success of teachers in achieving organizational goals is greatly influenced by the quality of the organizational climate at school. Based on the background described above, the purpose of this study is to examine the results of a literature study on organizational culture and climate at school through the role of the principal in improving teacher performance.

1.1 Phenomena

When compared to the quality of education in several developing countries, Indonesia is still below average. Although there have been many efforts to improve the quality of education, such as the quality of students, teachers, principals, school management facilities, and the teaching and learning process, there has been no significant improvement. Researchers conclude that one of the factors affecting teacher performance is the suboptimal competence and motivation of teachers in carrying out their duties. As stated in Law No. 14 of 2005 concerning Teachers and Lecturers, professional competence is defined as the ability of teachers to master subject matter in depth and breadth [12]. What has happened is a decline in teacher performance [13]. Teacher performance has declined due to high teacher absenteeism and low performance ratings in the school environment.

As professionals in the field of education, teachers are considered crucial agents of learning in efforts to improve the quality of education in Indonesia. Teachers have a position as professionals with a vision of realizing learning based on the principles of professionalism, in order to guarantee equal rights for all citizens to quality education [14]. The important role of teachers as mentors greatly influences the success of learning outcomes. Teachers must have the skills to create a motivating atmosphere and be able to engage students in conducive interactions during the learning process in the classroom. Teachers also play an important role in motivating each individual to develop themselves [15].

Sanjaya, an education expert, emphasizes that the success of a learning process depends entirely on the role of the teacher. Therefore, the ability or quality of a teacher is a key factor in determining the success of learning. In Uman's view, having competence is not only important for individual abilities, but also has an impact on the quality and productivity of work in carrying out an activity. It is also important in an organization, especially to improve performance, which is a multimedia construction that will be carried out by each individual to achieve the goals of the organization [16]. In particular, the role of the principal is to manage all educational activities in the school he leads [17].

Data from the *World Competitiveness Year Book* survey from 1997 to 2007 shows that Indonesia ranks low compared to other countries. For example, in 1997, Indonesia was ranked 39th out of 47 countries that underwent the survey, and in 2007, Indonesia's ranking dropped to 53rd out of 55 countries that underwent the survey [18]. The leadership of a leader, especially in the context of a principal in a school, plays a significant role in distinguishing one educational organization from another. Teacher performance within an organization can also be significantly influenced by the leadership style of the principal. The leadership style of each principal can vary, such as transactional leadership that focuses on task management and incentives, or transformational leadership that emphasizes inspiration, motivation, and individual potential development.

This phenomenon raises the following questions: (a) How is the principal's leadership, (b) What is the involvement of all school members like, (c) What are the attitudes and actions of the school [19]. In some schools, the presence of the principal is a factor in influencing teacher performance. In some schools, many principals are rarely present during teaching and learning activities due to meetings or other matters with other agencies in advancing the school. Of course, this can affect communication between the principal and teachers [20]. Not only that, the problem of a lack of organizational culture is a matter of responsibility and the desire for a fair and appropriate personal identity for teachers and their families. There are still teachers who do not teach based on their own expertise, which has a negative impact on teachers' professional abilities [21].

1.2 Impact

The importance of the principal's role in improving teacher performance also lies in the guidance they provide. A quality leader will provide continuous guidance, give constructive feedback, and identify and provide solutions to the challenges faced by teachers. Leaders (principals) who can motivate and support teachers can have a positive impact on their performance. Motivation can come from intrinsic factors, such as job satisfaction or personal achievement, or from extrinsic factors, such as recognition or incentives. Effective leaders must also be able to provide clear direction, support the development of skills and knowledge, and create a work environment conducive to teachers' professional growth.

Through effective leadership and guidance, principals can create conditions that support the growth and improvement of teacher performance in schools. Teachers play an important role as the main drivers of high-quality education. In order to improve the quality of education, special attention needs to be given to increasing the number and quality of human resources as teachers [22]. Thus, the success of improving teacher performance in schools does not only depend on the teachers' self-motivation, but is

also greatly influenced by the leadership style and coaching applied by the principal. The combination of teachers' internal motivation and support from leaders can create an optimal learning environment, which in turn can have a positive impact on the quality of education in the school.

The organizational climate is involved in triggering various impacts[23]. Generally, these differences can be seen in the categories of the various differences[24]. According to Supardi (2013:66), the importance of transformational leadership is to reach out to followers to develop awareness of a job in order to achieve these goals[25]. This proves that the organizational climate contributes significantly to the job[26]. Professionally, it depends on the commitment to teacher performance[27].

Education is created to enlighten the nation, and every educational institution has a principal. The principal is fully responsible for the school so that it can achieve its goals[28]. A principal can be said to be successful if he or she can improve teacher performance. The principal must also be able to create a conducive and comfortable atmosphere so that every teacher can work to their full potential [29]. The highest position in the school is held by the principal. The principal has a central role and responsibility for all aspects within the school environment. Therefore, close cooperation and good coordination between the principal and teachers are very important. This is so that the quality of education in the school can improve[30]. The principal's leadership has a role and responsibility to strive to improve teacher performance, which can be done through the development of educational skills.[31]

2 Method

This section explains the methodology that will be used, including the research design and approach, data sources (population and sample), data collection and analysis techniques using a bibliometric study approach to collect data from two main sources, Google Scholar and Crossref, using keywords that focus on the Influence of Improving School Culture and Organizational Climate Through the Role of the Principal, Climate, Organization, Culture, Principal's Role, and School. This study also uses the Publish or Perish (PoP) application to generate data for 2017-2022 from the two primary sources mentioned above. The data obtained was then analyzed and presented using VOS, software for processing network bibliometric data on publication types, volume, organizations, and authors. The first step was to import data from Google Scholar and Crossref in RIS format. In addition, this study applied two approaches: the citation approach, to look in depth at the journals cited, and the co-citation approach.

3 Results and Discussion

3.1 Results

There were 100 journal publications with the same theme and issues in the last 10 years. These were found from 2013 to 2023 on the development of publications and publication affiliations regarding the influence of improving school culture and organizational climate on the role of school principals.

Table 1. Journal Publication Years

No	Publication Year	Number	Percentage
1	2013	0	0
2	2014	3	3
3	2015	2	2
4	2016	5	5
5	2017	16	16
6	2018	10	10
7	2019	10	10
8	2020	18	18
9	2021	7	7
10	2022	13	13
11	2023	16	15
	Total	100	100

There are 100 scientific journals published with the same subject matter, discussion, and issues regarding the impact of improving school culture and organizational climate on the role of school principals. These have been published by 11 publishers.

Table 2. Verify Selected Authors

No	Publication Name	Document	Number
1	Miyono, Noor	18	13
2	Abdullah, Ghufroon	14	9
3	Egar, Ngasbun	11	4

Continued Table 2.

No	Publication Name	Document	Number
1	Miyono, Noor	18	13
2	Abdullah, Ghufron	14	9
3	Egar, Ngasbun	11	4
4	Murniati, Ngruh Ayu Nyoman	5	4
5	Nurkolis, Nurkolis	5	4
6	Retnaningdyastuti, Retnaningdyastuti	5	4
7	Wuryandini, Endang	5	4
8	Yuliejantningsih, Yovitha	8	4
9	Sudharto, Sudharto	5	2
10	Syahril, Syahril	6	0
11	Wildan, Wildan	5	0

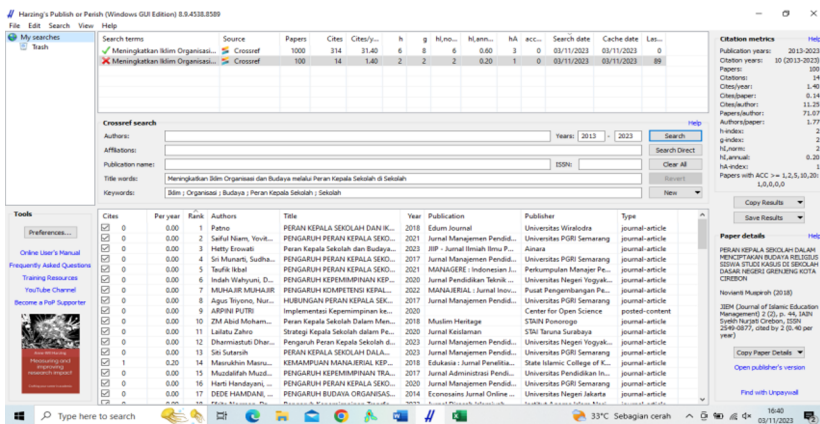


Fig. 1. Results of Publish or Perish Metadata Search.

There are 17 most popular researchers who publish research on Improving Organizational Climate and Culture through the Role of Principals in Schools. The researcher who has published the most research results is Patno, a lecturer at Wiralodra University, who published his journal in Edurn Journal. In second place is Saiful Niam and his colleagues, authors of the Journal of Education Management, who published their journal at PGRI University Semarang. In third place is Hetty Erowati, a lecturer

at Ainara, who published her journal in JIIP. In fourth place is Sri Munarti and her colleagues, lecturers at PGRI University Semarang, who published their journal in the Journal of Education Management.

In fifth place is Taufik Ikbal, a publisher at the Managers Association, who published his journal in MANAGERE. In sixth place is Indah Wahyuni and her colleagues, lecturers at Yogyakarta State University, who published their journal in the Journal of Technical Education. In seventh place is Muhajir Muhajir, a publisher at the Development Center, who published his journal in MANAJERIAL. In eighth place is Agus Triyono and his colleagues, lecturers at PGRI University Semarang, who publish their journal in the Journal of Education Management. In ninth place is Arpini Putri, publisher at the Center for Open Science.

In tenth place is ZM Abid, a lecturer at STAIN Ponorogo, who published his journal in Muslim Heritage. In eleventh place is Lailatu Zahro, a lecturer at STAI Taruna Surabaya, who published her journal in Jurnal Keislaman. In twelfth place is Dharmiasuti, a lecturer at Yogyakarta State University, who published her journal in Jurnal Manajemen Pendidikan. In thirteenth place is Siti Sutarsih, a lecturer at PGRI University Semarang, who published her journal in the Journal of Education Management. In fourteenth place is Masrukhin, a publisher at State Islamic College, who published his journal in EDUKASIA. In fifteenth place is Muzdalifah, a publisher at the University of Education, who published her journal in the Journal of Education Administration. In sixteenth place is Harti Handayani, a publisher at PGRI University Semarang, who published her journal in the Journal of Education Management. Finally, in last place is Dede Hamdani, a publisher at Jakarta State University, who published his journal in Econsains Online Journal.

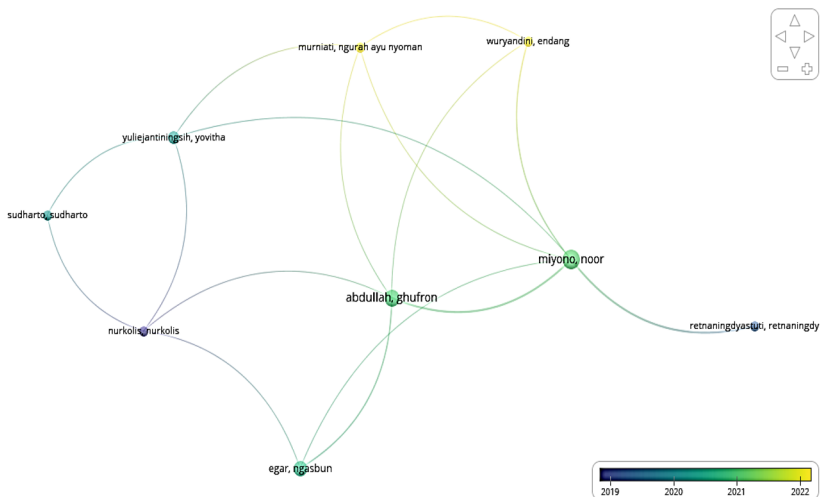


Fig. 2. Mapping results with Network Visualization display mode

From the graph above, it can be concluded that the most dominant Publication Name (*Publisher*) is Miyono, Noor because the published branches resulted in five (5) branches. Meanwhile, the graph with the fewest publication names is Retnaningdyastuti, retnaningdy and Sudharto.

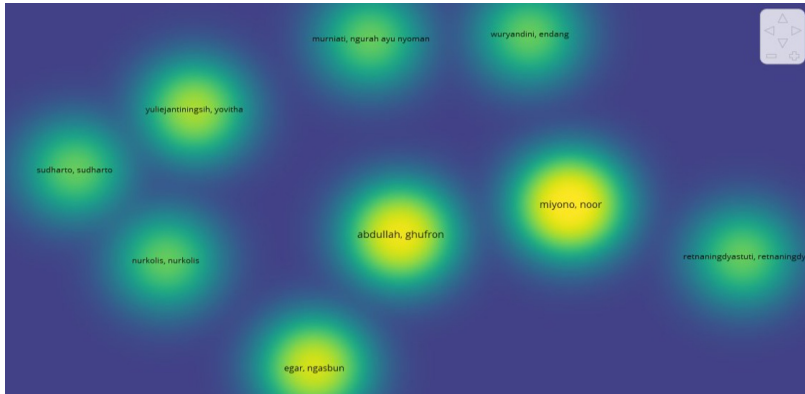


Fig. 3. Mapping Results with Density Visualization Display Mode

The Density display mode above shows that the most dominant publishers related to Organizational Climate and Culture through the Role of the Principal in Schools are Miyono, Noor, followed by Abdullah, Ghufron, and Egar, ngasbun, marked with a prominent yellow color. The more prominent the yellow color, the more research there is. The publishers with very little research are Yuliejantiningasih, Yovitha, Sudharto, Nurkolis, Wuryandini, Endang, and Retnaningdyastuti, Retnaningdy, marked with a slightly darker color. From the above results, there is an opportunity to conduct new research using these samples.

3.2 Discussion

Publish or Perish. Publish or Perish (PoP) is an application that can assist students in collecting reference files and organizing metadata such as titles, authors, publishers, and other information. In its default configuration, PoP allows users to access reference sources from various leading academic scientific databases, including Google Scholar, Scopus, Web of Science, Microsoft Academic, PubMed, and CrossRef. Publish or Perish greatly helps us as writers in collecting various scientific references in the form of books or journals and previous research articles[32].

With PoP, each individual can easily connect this application to their personal database using the *Application Programming Interface* (API) provided by the database provider, although some of them may require a subscription fee. The advantage of PoP lies in its ability to help students overcome obstacles in finding valid and relevant references for their research or academic assignments. Overall, the use of PoP can be an effective solution for students to improve efficiency in managing their references. Therefore, the introduction of the PoP application among students is considered necessary to improve their ability to handle academic assignments more effectively.[33].

VOSviewer. VOSviewer is software that has the function of analyzing and visualizing bibliometric networks and keyword maps in scientific literature. Through bibliometric analysis using VOSviewer, this study aims to understand and explore the development of literature in publications using metadata network maps. This study aims to describe the relationships and patterns of interconnection between various elements in scientific literature in this field [34]. In other words, this software helps users to see and understand how scientific publications are related to one another, while also identifying

certain patterns in the literature. The VOSviewer software is designed for the construction and visualization of bibliometric networks.

These networks can include various elements such as journals, researchers, or individual publications. The formation of networks can be based on various factors such as citations, bibliographic merging, co-citations, or co-authorship relationships. VOSviewer enables in-depth analysis of these relationships and patterns of interconnection, helping researchers understand the structure and dynamics of scientific literature in a particular field of science[35]. One of the main uses of *VOSviewer* is in bibliometric analysis. This analysis involves the collection, measurement, and interpretation of bibliographic data, such as keyword frequency, collaboration between researchers, and citation networks. *VOSviewer* allows users to generate graphical visualizations of this data in the form of maps or diagrams, which provide an easier-to-understand picture of the structure and relationships within scientific literature.

4 Conclusion

Through a series of studies that have been conducted, it was concluded that the application of bibliometric analysis using VOSviewer on the influence of improving school culture and organizational climate through the role of the principal, based on the results of research on the number of publications on improving school culture and organizational climate through the role of the principal, fluctuated during the 2013-2023 period, with the peak of publications occurring in 2020. This research is expected to be an effort to improve organizational culture and climate efficiently and effectively through the performance of educators, providing a strong reference base for future research in the domain of improving school culture and organizational climate through the role of the principal. The identification of productive researchers and specific focus periods can help new researchers understand research trends and needs. We investigated several contributing factors from existing journals. These causes include the role of the principal, work concepts, organizational structure, and education and training. Thus, this bibliometric analysis not only provides an understanding of current research developments but also directs the direction of future research in this field.

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