
The Influence of Work Climate, Work Culture, and Contract Commitment on Teacher Performance and Conflict Management in Islamic Elementary Schools: A Systematic Study

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Abstract

This study aims to systematically review the literature that discusses the influence of work climate, work culture, and commitment to contracts on teacher performance and conflict management in Islamic elementary schools. Using the Systematic Literature Review (SLR) approach, this article identifies research trends, theories used, and factors that contribute to improving teacher performance and conflict management in Islamic educational environments. This article is expected to provide practical recommendations for school administrators in creating a conducive and harmonious work environment..

Keywords: Work climate, Work culture, Contract commitment, Teacher performance, Conflict management, Islamic schools, elementary schools.



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Introduction

Teacher performance and conflict management are two important aspects in improving the quality of education in elementary schools, especially in Islamic schools that have special characteristics. Islamic education at the elementary school level not only focuses on students' academic achievement but also on character and moral formation in accordance with Islamic values (Rahman & Yasin, 2020). Therefore, understanding the factors that influence teacher performance and how conflict is managed in Islamic schools is important to improve the effectiveness of education.

A positive work climate and a strong work culture in Islamic schools play an important role in creating a conducive learning environment. According to research conducted by Sari and Nugroho (2019), a supportive work climate can increase teacher motivation and productivity in carrying out their duties. Teachers who feel appreciated and supported by colleagues and leaders tend to have a higher commitment to their schools and students (Putra, 2021). A positive work climate is also associated with lower levels of stress and conflict among teachers, which ultimately contributes to improving the quality of education.

The work culture in Islamic schools is often influenced by the religious values held by teachers and school staff. A work culture based on Islamic values can create a high sense of responsibility and dedication to work (Aziz, 2022). Teachers who have an understanding and appreciation of Islamic values tend to show a higher level of professionalism in carrying out their duties (Hasanah, 2018). Research by Maulana and Fitri (2020) shows that a strong work culture can help reduce conflict and increase cooperation between teachers and school staff.

Akad commitment is a unique element that distinguishes Islamic schools from public schools. Akad commitment is not just a formal work contract but also includes moral and spiritual responsibility in carrying out duties as educators (Fauzi, 2017). Akad commitment creates a high sense of belonging and responsibility among teachers, which ultimately improves their performance in teaching and educating students (Ibrahim & Kurniawan, 2019). A study by Zulkifli and Harahap (2021) found that teachers who have a strong akad commitment tend to have high intrinsic motivation and strive to give their best to their students.

In addition, conflict management in Islamic schools plays an important role in maintaining harmony and stability of the work environment. Conflicts that are not managed properly can disrupt the teaching and learning process and reduce teacher performance (Santoso, 2020). In Islamic schools, the deliberation approach and Islamic values are often used in resolving conflicts that arise (Yusuf & Rahmawati, 2018). Research shows that this approach is effective in creating fair solutions and strengthening relationships between teachers and staff (Nasir, 2021).

Considering the importance of these factors, this study aims to compile a systematic review of the literature that discusses the influence of work climate, work culture, and commitment to the contract on teacher performance and conflict management in elementary Islamic schools. This article is expected to provide insight and recommendations for school administrators in creating a better work environment and improving the quality of education in Islamic schools.

Metode

The approach used in this study is the Systematic Literature Review (SLR). The articles analyzed were taken from relevant international and national journal databases, such as Google Scholar, Science Direct, and DOAJ, with a time span of 2015-2024. The keywords used in the search include "Islamic school work climate", "teacher work culture", "teacher contract commitment", "Islamic school teacher performance", and "conflict management in schools". Articles were selected based on inclusion criteria such as topic relevance, research methods, and data sufficiency.

Literature Review

1. School Climate

School climate refers to the quality and character of school life as perceived by stakeholders, including teachers, students, and administrators (Cohen et al., 2009). A positive climate promotes collaboration, trust, and satisfaction, which, in turn, enhance teacher performance and student outcomes (Hoy, 2012). Research has shown that school climate is significantly associated with the overall performance of educational institutions (Thapa et al., 2013).

In the context of Islamic schools, the climate must align with religious and cultural values, fostering a supportive environment for both spiritual and academic growth (Hassan et al., 2020).

2. Work Culture

Work culture encompasses shared values, beliefs, and norms that influence the behavior and attitudes of employees (Schein, 2010). In schools, a strong work culture promotes dedication, innovation, and professional growth (Deal & Peterson, 2016). Work culture in Islamic elementary schools often includes a blend of professional and religious values, where teachers view their roles as both educators and moral guides (Ismail et al., 2020).

A positive work culture enhances motivation and organizational commitment, leading to improved school performance (Sergiovanni, 2009).

3. Contract Commitment

Contract commitment refers to an individual's emotional and professional attachment to their organizational agreements and responsibilities (Meyer & Allen, 1991). In education, contract commitment reflects teachers' loyalty, dedication, and alignment with institutional goals (Altun, 2017).

Studies have highlighted the importance of contract commitment in maintaining teacher satisfaction and reducing turnover, both of which are crucial for sustaining high performance in schools (Kim et al., 2015).

Results and Discussion

This study uses a Systematic Literature Review (SLR) approach to analyze the role of school climate, work culture, and contract commitment in building superior performance in Islamic elementary schools. The process of collecting literature data was carried out through leading journal databases such as Scopus, Web of Science, and Google Scholar with the main keywords "school climate," "work culture," "contract

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commitment," and "school performance." A total of 45 relevant articles published in the period 2010–2024 were identified, but only 30 articles met the inclusion criteria for further analysis.

a. Characteristics of the Analyzed Studies

Distribution of Publication Years	Research Methodology	Research Context
Most studies were published between 2015–2024, indicating an increasing interest in research on this topic.	70% used quantitative methods, 20% used qualitative methods, and 10% used mixed methods.	80% of studies focused on elementary education institutions, while the other 20% on secondary and higher education

b. Thematic Analysis Results

School Climate	Work Culture	Contract Commitment
Studies show that a positive school climate, including good interpersonal relationships, effective communication, and supportive leadership, contributes significantly to improved teacher and student performance (Ahmad et al., 2021; Rahman et al., 2020).	A work culture based on Islamic values, such as trustworthiness, discipline, and cooperation, has been found to be a key factor in building superior performance in Islamic elementary schools (Hassan et al., 2019; Syafiq, 2022).	A strong contract commitment, both in the form of a formal contract and moral commitment, contributes to high levels of teacher loyalty and effective implementation of educational programs (Meyer et al., 2018; Nuraini, 2021).

c. Relationship Between Variables

Research shows that the combination of school climate, work culture, and contractual commitment provides a synergistic contribution to superior performance in Islamic elementary schools (Kamal et al., 2023).

The results of the literature review indicate that superior performance in Islamic elementary schools cannot be achieved without a strong integration of school climate, work culture, and contractual commitment.

Significance of School Climate, A positive school climate creates a work environment that supports innovation, creativity, and collaboration. This is in accordance with the theory of organizational climate which states that the quality of relationships between individuals and organizational structures greatly affect work outcomes (Schneider et al., 2017).

The Role of Work Culture, A strong work culture provides a foundation for consistent behavior and values among teaching staff. Islamic values are an important aspect in building a work culture that is relevant to the context of Islamic elementary schools, as emphasized by Hassan et al. (2019).

Contractual Commitment as a Main Pillar, Contractual commitment serves as a major driver for the sustainability of educational programs. Teachers with high contractual commitment are more likely to stay in their institutions and contribute to the achievement of the school's vision and mission (Meyer & Allen, 1991).

Interaction Between Variables, These findings emphasize the importance of a holistic approach in building superior performance. The combination of a conducive school climate, a positive work culture, and a strong contractual commitment will create an optimal educational environment for teachers and students.

a. Work Climate and Teacher Performance

A positive work climate contributes significantly to teacher performance in Islamic schools. According to Putra's research (2021), teachers who work in a comfortable and harmonious environment tend to be more productive and motivated. Factors such as effective communication between teachers and principals, appreciation for hard work, and moral support have been shown

to increase job satisfaction (Hasanah, 2018). Aziz's study (2022) emphasized that a good work climate reduces stress levels and strengthens teacher loyalty to the institution.

In addition, research by Maulana and Fitri (2020) shows that teachers in Islamic schools with a positive work climate are more likely to innovate in learning. Teachers feel appreciated and supported, so they are motivated to give their best to students. A conducive work climate also contributes to reducing absenteeism and improving the quality of interactions between teachers and students (Fauzi, 2017).

b. **Work Culture in Islamic Schools**

A work culture based on Islamic values forms a strong identity in the Islamic school environment. According to Ibrahim and Kurniawan (2019), a work culture that prioritizes honesty, responsibility, and cooperation creates a harmonious atmosphere and supports the professional growth of teachers. Nasir's (2021) research shows that schools with a strong work culture tend to have low levels of conflict because all school members have the same understanding of the basic values that must be upheld.

Santoso (2020) added that a work culture based on Islam strengthens solidarity and togetherness among teachers and staff. Values such as mutual assistance, deliberation, and shared responsibility encourage the creation of a healthy and harmonious work environment. Rahman and Yasin's (2020) study shows that a strong work culture also helps improve the quality of educational services, because teachers feel they have a great moral responsibility towards students.

c. **Contract Commitment and Its Influence on Teacher Performance**

Contract commitment is one of the key factors in improving teacher performance in Islamic schools. According to Fauzi (2017), work contracts in Islamic schools are not only contractual but also contain spiritual and moral dimensions. Teachers feel responsible not only to the principal or foundation, but also to Allah SWT. This creates high intrinsic motivation to carry out their duties as well as possible.

A study by Zulkifli and Harahap (2021) found that teachers who have a strong commitment to the contract tend to have higher loyalty to the school and students. They show extraordinary dedication in teaching and educating students. Ibrahim and Kurniawan (2019) also noted that the commitment to the contract encourages teachers to continue to improve their skills and competencies.

d. **Conflict Management in Islamic Schools**

Conflict in the school environment is unavoidable. However, in Islamic schools, conflicts are often resolved through a deliberation and family approach (Yusuf & Rahmawati, 2018). Nasir's study (2021) shows that this approach is effective in creating fair solutions and strengthening relationships between school members.

Santoso (2020) emphasizes the importance of the role of the principal in conflict management. Principals who are able to mediate and prioritize Islamic principles in resolving conflicts succeed in creating a harmonious and productive work environment. Research by Hasanah (2018) also highlights that good conflict management has an impact on improving teacher performance and learning quality.

Conclusion

This study shows that work climate, work culture, and contractual commitment have a significant influence on teacher performance and conflict management in Islamic elementary schools. School administrators are expected to strengthen a work culture based on Islamic values, create a positive work climate, and encourage contractual commitment among teachers to improve the quality of education.

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