



## **PRINCIPAL LEADERSHIP EFFECT FOR TEACHER PERFORMANCE WITH WORK SATISFACTION INTERVENING VARIABLE IN JOMBANG**

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### **INFO ARTIKEL**

### **ABSTRAK**

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**Kata kunci:** Gaya Kepemimpinan, Manajer Kepala Sekolah, Kepuasan Kerja, Kinerja Guru.

Kepala sekolah sebagai top manager di sekolah merupakan komponen terpenting yang merupakan faktor penentu keberhasilan sekolah dalam menciptakan sumber daya manusia yang berkualitas di lingkungan sekolah. Tujuan penelitian adalah: 1) Menguji pengaruh gaya kepemimpinan kepala sekolah terhadap kinerja guru; 2) Menguji pengaruh manajemen kepala sekolah terhadap kinerja guru; 3) Uji pengaruh kepuasan kerja terhadap kinerja guru; 4) Menguji pengaruh gaya kepemimpinan kepala sekolah terhadap kepuasan kerja guru di SMA Negeri Bandarkedungmulyo Jombang; 5) Menguji pengaruh manajemen kepala sekolah terhadap kepuasan kerja guru melalui kepuasan kerja; 6) Menguji pengaruh signifikan gaya kepemimpinan kepala sekolah terhadap kinerja guru; dan 7) Menguji pengaruh signifikan manajemen kepala sekolah terhadap kinerja guru di SMA Negeri Bandarkedungmulyo Jombang melalui kepuasan kerja. Jenis data yang digunakan dalam penulisan ini adalah data kuantitatif yaitu data yang merupakan kumpulan data numerik sebagaimana diperoleh dari hasil pengumpulan data dengan angket yang telah diisi oleh responden. Hasil penelitian: 1) Gaya kepemimpinan berpengaruh positif dan signifikan terhadap kinerja guru 2) Manajerial tidak berpengaruh positif dan tidak signifikan terhadap kinerja guru 3) Kepuasan kerja berpengaruh positif dan signifikan terhadap kinerja guru 4) Gaya Kepemimpinan berpengaruh positif dan signifikan terhadap Kepuasan Kerja 5) Manajerial berpengaruh positif dan signifikan terhadap Kepuasan Kerja 6) Gaya Kepemimpinan melalui Kepuasan Kerja berpengaruh positif dan signifikan terhadap Kinerja Guru dan 7) Manajerial melalui Kepuasan Kerja berpengaruh positif dan signifikan terhadap Kinerja Guru.

### **ABSTRACT**

**Keywords:** Leadership Style, Principal Managerial, Job Satisfaction, Teacher Performance.

*The principal as the top manager in the school is the most important component which is the determining factor for the success of the school in creating quality human resources in the school environment. The objectives of the study were: 1) Examining the influence of the principal's leadership style on teacher performance; 2) Examine the influence of principal management on teacher performance; 3) Test the effect of job satisfaction on teacher performance; 4) Examining the influence of the principal's leadership style on teacher job satisfaction at SMA Negeri Bandarkedungmulyo Jombang; 5) Examine the influence of principal management on teacher job satisfaction through job satisfaction; 6) Examine the significant influence of the principal's leadership style on teacher performance; and 7) Examine the significant influence of*

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*principal management on teacher performance at SMA Negeri Bandarkedungmulyo Jombang through job satisfaction. The type of data used in this writing is quantitative data, which is data that is a collection of numerical data as obtained from the results of data collection with questionnaires that have been filled out by respondents. The results of the study: 1) Leadership style has a positive and significant effect on teacher performance 2) Managerial does not have a positive and insignificant effect on teacher performance 3) Job satisfaction has a positive and significant effect on teacher performance 4) Leadership Style has a positive and significant effect on Job Satisfaction 5) Managerial has a positive and significant effect on Job Satisfaction 6) Leadership Style through Job Satisfaction has a positive and significant effect on Teacher Performance and 7) Managerial through Job Satisfaction has a positive and significant effect on Teacher Performance.*

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## **Introduction**

The low quality of education in Indonesia is inseparable from education management which is still centralized and tends to hinder the improvement of the quality of education management, which is more democratic and encourages community participation, is less effective, efficient, and accountable responsive. In the process of education in schools, teachers are one of the implementing elements of education who play a very important role, namely as educators, facilitators, and motivators (Agatha et al., 2023)(Elston Lafata et al., 2023)(Hasan, 2012). Teachers are required to carry out activities of fostering faith and piety, education, and teaching in accordance with their fields and disciplines and provide guidance to students in order to meet the needs and interests of students. Because it is deemed necessary to know things that can affect the work motivation of teachers in carrying out their duties (Susilo et al., 2023).

The leadership of a leader (principal) will be able to distinguish between one organization and another. The leadership style possessed by the leader (principal) in leading an organization will affect the performance of the teacher. According to Thoha, explaining leadership style is a norm of behavior used by someone when that person tries to influence the behavior of others as they it. So, it can be interpreted that leadership style is a way used by a leader in influencing his subordinates (Mulyadi et al., 2023) (Ismail et al., 2020). Effective and ineffective leadership is the most important thing that must be understood by a leader (principal) in leading an organization or group. Understanding leadership styles will increase the understanding of a leader (principal) of himself and be able to find out the weaknesses and strengths of the potential that exists within him and can increase understanding of whether he should treat his subordinates. In achieving this, in order to grow and improve the ability of school principals to manage teacher resources in schools, it is necessary to have human resource management for school principals. In human resource management, there are four main functions in managing school human resources, namely planning, organizing, directing, and leading, and controlling.

In realizing educational goals, management is a very important factor. Therefore, in order for education to progress, it must be managed by professional education administrators. In addition to the importance of professional education administrators, an important effort in achieving educational goals is good cooperation between all existing elements, including utilizing all educational facilities and infrastructure. In this context, educational administrators play an important role.

In Indonesian Republic Government Regulation No. 38 of 1992 article 3 paragraph 3 explains that the management of the education unit consists of the school principal, director, chairman, chancellor, and heads of non-school education units. The principal as one of the administrators of the education unit is also referred to as the administrator, and also known as the education manager. The progress of the performance of an organization is determined by the manager. The principal as a manager is the key holder for the success of the school.

The low performance of teachers will affect the implementation of tasks which in turn will also affect the achievement of educational goals. The cause of the low teacher performance must be identified. There are various factors that affect the performance of a teacher. In conditions like this, the principal plays an important role, because it can provide a climate that allows teachers to work with enthusiasm. With the managerial skills possessed, the principal builds and maintains positive teacher performance.

Here the activities of the leadership are in charge of selecting, receiving, organizing, and equipping school personnel. Organize teachers, counselors, administrative staff, guard staff and school maintenance assistants, and other special officers. Included in this area, for example, is the administration of affairs related to the selection, appointment, promotion, leave, transfer and dismissal of school staff members, the division of tasks among school staff members, issues of social security, health and their economy, the creation of appropriate working relationships. and fun, the problem of applying the code of ethics in office (Rousmaniere, 2013) (Ahyani & Saimima, 2023). assessing the results of their work and so on. In this connection, the paradigm of various potentials requires an increase in the ability of school principals in various managerial aspects, so that they can achieve goals according to the vision and mission they carry (Mulyasa, 2011).

## **Research Methods**

The population is a combination of all elements in the form of events, things, or people who have similar characteristics which are the center of attention of researchers, therefore it is seen as a research universe. The population in this study were all teachers of SMA Negeri Bandara Kedung Mulyo, Jombang.

The sample is a subset of the population, consisting of several members of the population. Based on the description of the target and population characteristics above (Thehawijaya & Susilo, 2023). in this study no sampling technique was used because the sample studied was all teachers of SMA Negeri Bandarkedungmulyo Jombang or commonly called the census with a total of 56 respondents.

Data can be classified into quantitative data and qualitative data. The type of data used in this writing is quantitative data, namely data which is a collection of numerical data

as obtained from the results of data collection with questionnaires that have been filled in by respondents (MUTIARA, 2022).

In this study, two sources of research data were obtained, namely primary data (data obtained by interview system) and secondary data which is data that contains information and theories used to support the research being conducted. Researchers get secondary data from books, journals, previous research, and the internet.

The data collection method used in this study consists of:

1. Questionnaire, which is a data collection method that is carried out by giving questions to respondents with a questionnaire guide. The questionnaire in this study uses open and closed questions.
2. Observation, which is a research method in which the researcher makes direct observations on the research object.

Validity test is used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. In this case, several questions are used that can accurately reveal the variable being measured. to measure the level of validity can be done by correlating the score of the question items with the total score of the construct or variable. The validity test is carried out by comparing the  $r$  count value with  $r$  table for a significance level of 5 percent from degree of freedom  $(df) = n - k - 1$ , in this case  $n$  is the number of samples/ if  $r$  count  $>$   $r$  table then the question or indicator is declared valid, and vice versa if  $r$  count  $<$   $r$  table then the question or indicator is declared invalid.

Reliability test is a tool for measuring a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if one's answers to statements are consistent or stable from time to time. Reliability measurements were carried out by means of one shot or one time measurement with the Cronbach Alpha ( $\alpha$ ) statistical test SPSS tool. A construct or variable is said to be reliable if it gives a value of  $\alpha > 0.60$ .

## **Result and Discussion**

### **A. Bandarkedungmulyo Jombang Public Highschool Short Profile**

Bandarkedungmulyo Jombang Public High School is an educational unit with a high school level in Gondangmanis Village, Bandarkedungmulyo District, Jombang Regency, East Java Province. In carrying out its activities, SMA Negeri Bandarkedungmulyo Jombang is under the auspices of the Ministry of Education and Culture.

### **B. Address of Bandarkedungmulyo Jombang Public High School**

Bandar Kedung Mulyo Jombang Public High School is located at Jl. Raya Bandar Kedung Mulyo Number 213 Jombang, Gondang manis Village, Bandar Kedung Mulyo District, Jombang Regency, East Java Province, with postal code 61462.

### **C. Contact**

If you want to ask questions or contact SMA Negeri Bandarkedungmulyo Jombang directly, you can go through several media. The school website can be opened via the url <http://smanbandar.sch.id>. If you want to send an electronic letter (email), you can send it to [smanbandarkdm@yahoo.com](mailto:smanbandarkdm@yahoo.com). The school's fax number is (0321) 871786.

### **D. Available Facility**

Bandarkedungmulyo Jombang Public High School provides electricity to assist teaching and learning activities. The source of electricity used by Bandarkedungmulyo Jombang Public High School comes from PLN. Bandarkedungmulyo Jombang Public High School provides internet access that can be used to support teaching and learning activities more easily. The provider used by SMA Negeri Bandarkedungmulyo Jombang for its internet connection is XL (GSM).

**1. Learning Hours**

Learning at the Bandarkedungmulyo Jombang Public High School is carried out in a full day. In a week, learning is carried out for 5 days.

**2. Accreditation**

Bandarkedungmulyo Jombang Public High School has accreditation A, based on certificate 164/BAP-S/M/SK/XI/2017.

**3. School Identity**

**Table 1**

Identity of the Bandarkedungmulyo State High School, Jombang

<b>Name</b>	<b>SMA NEGERI BANDARKEDUNG MULYO</b>
<b>NPSN</b>	20503412
<b>Adress</b>	Jl. Raya Bandarkedungmulyo Jombang
<b>Postal Code</b>	61462
<b>Village</b>	Gondangmanis
<b>Subdistrict/City (Foreigner)</b>	Kec. Bandar KedungMulyo
<b>Regency/City</b>	<a href="#">Kab. Jombang</a>
<b>Province/Region</b>	<a href="#">East Java</a>
<b>Status</b>	Graduated
<b>Duration</b>	5
<b>Level of Education</b>	Senior Highschool
<b>Affiliation</b>	Ministry of Education and Culture
<b>No. SK. Pendirian</b>	0216/0/1992
<b>Date of SK. Pendirian</b>	1992-05-05
<b>Operational No. SK.</b>	0216/O/1992
<b>Operational SK Date</b>	1992-05-05
<b>Operational SK File</b>	131734-302450-110045-4024740-440791809.pdf
<b>Accreditation</b>	A
<b>Accreditation Number</b>	164/BAP-S/M/SK/XI/2017
<b>Accreditation Date</b>	17-11-2017
<b>ISO Certification Number</b>	Not yet
<b>Electric Source</b>	PLN
<b>Internet Provider</b>	XL (GSM)
<b>Fax</b>	0321871786
<b>Email</b>	<a href="mailto:smanbandarkdm@yahoo.com">smanbandarkdm@yahoo.com</a>
<b>Website</b>	<a href="http://smanbandar.sch.id">http://smanbandar.sch.id</a>

**4. Location Map**

Bandar kedung mulyo State High School is located at the coordinates of latitude: -7.5892 and longitude: 112.1314.

- a. Vision and Mission of Bandarkedungmulyo Jombang Public High School
- b. Vision of the Education Unit
  - 1) Realizing human beings who have faith, have noble character, are intelligent, skilled, disciplined, environmentally aware and independent towards a better future.
  - 2) Vision Indicators:
  - 3) One hundred percent of Muslim students are able to read the Koran and apply religious values in activities.
  - 4) Cultivating the behavior of the school community with 5S (smiles, greetings, greetings, courtesy, and courtesy).
  - 5) There is a culture of caring and helping each other among fellow citizens in the school.
  - 6) 100% of students pass the National Examination.
  - 7) The average score for each subject in the National Examination is 7.30
  - 8) Increasing the percentage of students who are accepted at state universities and private universities that are of good standard.
  - 9) The creation of schools that are environmentally minded and concerned with efforts to prevent environmental damage, prevent environmental pollution, and preserve the environment.
  - 10) Creating a Culture of Achievement for students.
  - 11) Creating a Quality Culture in Schools.
- c. Education Mission

To achieve this VISION, SMA Negeri Bandarkedungmulyo Jombang has developed the following missions:

- 1) Growing the values of faith and devotion to God Almighty with several activities, among others.
  - Reading of the holy verses of the Koran/literacy every day before class starts.
  - Every Idhul Adha holiday, Qurban animals are slaughtered, and Eid prayers are held together.
  - Existence of Islamic boarding school activities and distribution of Zakat Fitrah.
  - Commemoration of the Prophet's Birthday/PHBI.
  - Joint study/Istighotsah
  - There are activities that make students have love for each other. This is realized by holding mass circumcisions every 2 years and holding a pious children's festival which involves the community in Jombang Regency.
- 2) Encouraging the formation of individuals who have noble character in social life, several activities, among others.
  - Schools help poor students as much as 20% of the total number of students from paying school fees.

- Providing discount fees for underprivileged students who have not received facilities (KSM, KIP, Jamkesmas/Jamkesda, etc.).
- Foster child activities supported by contributions through Remas and Teacher Dues activities.
- Spontaneous contributions are held if a member of the school/family suffers a disaster (died/sick).
- Creating a conducive learning environment for competence mastery, self-development, and achievement.
- Teachers receive self-development/self-competence improvement through education and training activities/workshops held by schools and agencies that oversee teachers/schools (Education Office).
- Parents can access information about their children through the school (homeroom teacher/teacher/BK) and the internet/school website.
- Every year there are representatives from SMAN Bandarkedungmulyo who take part in Olympic activities.
- The number of each type of textbook in the library is at least 50% of the number of students for students in class X, class XI, and XII.
- Implement participatory, transparent, and accountable management in decision making.
- Preparation of RKAS/DKAS is carried out jointly, DKAS that has been prepared is socialized and accessible to all parties.

There is regular coaching every week for all teachers and employees so that any changes to school policies can be monitored. Utilizing technology (gadget) to strengthen friendship, share information, provide a forum for criticism and suggestions from and for school members. Cultivating schools that are environmentally friendly and concerned with efforts to prevent environmental damage, prevent environmental pollution, and preserve the environment.

- Each class has a classroom garden which is supported by sufficient water circulation to create a green classroom.
  - There is active participation of class members in making class gardens.
  - There is separation and processing of organic and non-organic waste.
  - Making biopores so that there is an increase in soil water content.
  - Encouraging the entire school community to be able to maintain a clean and beautiful environment.
  - Every three months the cleanest class is announced with a green flag, while the middle class is marked with a yellow flag, and the class with the dirty condition is marked with red, thus triggering students to always maintain the cleanliness of the classroom environment.
- 3) Growing and developing the quality of the younger generation in various aspects that can support the culture and character of the nation.

- Habituation of 5 S (smile - greeting - greeting - courtesy and manners) at school.
- Applying STEM, HOTS, PPK in Teaching and Learning Activities at school.
- Organizing social activities both at school and in the school environment (disaster assistance, assistance to friends affected by disaster, social assistance)

##### **5. Purpose of the Education Unit**

Education is aimed at developing intellectual intelligence and academic brilliance through educational disciplines. This philosophy determines that the contents of the curriculum are disciplines and learning is learning disciplines (essentialism). This philosophy aims to develop intellectual abilities and academic excellence.

The aim of secondary education is to increase intelligence, knowledge, personality, noble character, and skills to live independently and to attend further education by having a balance of attitudes, knowledge, and skills that are integrated into everyday life.

Education to build a present and future life that is better than the past with various intellectual abilities, communication skills, social attitudes, concern, and participation to build a better life for society and the nation (experimentalism and social reconstructivism). With this philosophy, the 2013 Curriculum intends to develop students' potential into the ability to think reflectively for solving social problems in society, and for building a better democratic society.

Referring to the national education goals above and so that the Vision and Mission of Bandarkedungmulyo State High School can be achieved, the educational goals of Bandarkedungmulyo State High School are directed as follows, among others:

- a. To equip students to become individuals who are faithful, pious and have noble character.
- b. Improving academic achievement thereby boosting School Examination Scores and National Examinations.
- c. Increase the number of students accepted at universities.
- d. Improving Non-Academic Achievement.
- e. Improving education services.
- f. Increasing the active participation of the entire school community in developing student achievement
- g. Empowering the School Environment in realizing the Wiyata Mandala Insight

Classroom management skills are teacher skills in creating and controlling a conducive learning atmosphere, both in psychological aspects and in aspects of the physical environment. On psychological aspects such as checking student learning readiness, and communicating and interacting with students, controlling emotions, and so on. While on environmental aspects, such as arranging classrooms, arranging student seats, and paying attention to the cleanliness of classrooms.

Teachers are expected to be able to teach students either in groups or individually and determine the right strategy to do so that learning objectives are achieved. In terms of conveying subject matter, the teacher pays attention to the level of students' thinking abilities



and has sensitivity to the needs and desires of students, because basically the teacher is a service and facilitator for students to master a number of predetermined competencies.

Through various K-13 training or technical guidance (bimtek) that have been carried out so far, it is expected to be able to change the teacher's paradigm, as well as increase teacher competency in learning. Scientific approaches, 21st century learning (4C), STEM, HOTS, integration of literacy and CPE, and contextual learning are actually nothing new for teachers. Consciously or not, this has actually been done, only in K-13 it is emphasized more to be implemented in PBM, and the results are carried out through authentic assessments that are able to measure student competency achievement.

#### **6. Ideal Conditions (8 SNP) and Real Conditions of Education Units**

The entire Bandarkedungmulyo State High School community really hopes that Bandarkedungmulyo State High School will become the main destination of education for all the people of western Jombang, both those with low economic levels and high economic levels, so that the school gains high trust from the community. This condition continues to be pursued so that children moving to other high schools that have bigger facilities have been successfully reduced from year to year. We can conclude this from the existing student transfer data, namely: in the 2019/2020 school year the number of students who moved was 3 because they followed their parents and in 2020/2021 there were 2 students who moved, 1 student moved schools, 1 student moved to cottage school.

Of the 709 students at Bandarkedungmulyo Jombang Public High School in the 2021/2022 Academic Year, we can classify them as follows:

Based on parents' occupation, 9% are farm labourers, 20% farmers, 10% civil servants, 20% private employees, 41% self-employed. Based on parents' education, 2% had elementary school education, 10% junior high school, 68% high school education, and the remaining 20% tertiary education. Based on parents' income 35% with income below Rp. 2,000,000, while 53% earn between IDR 2,000,000 – IDR 5000,000, while the remaining 12% are above IDR 5,000,000.

Based on the location of the Bandarkedungmulyo Public High School in the border area of the western part of Jombang Regency coupled with family background and the economic situation and education of parents/guardians of students, parents' awareness of the importance of education needs to be further increased.

#### **7. Potential and Characteristics of the Education Unit**

Bandarkedungmulyo State High School occupies an area of 1 ha, with 21 study groups where each level has 7 classes in class X – XII, supporting facilities for learning activities in the form of Physics Laboratory, Biology and Chemistry Laboratory (Biokim), Computer Lab, Multimedia/Language Lab, indoor court (multipurpose hall), Graha (meeting room), mosque, canteen, and several other supporting facilities. In 2021 the school is waiting for the continuation of the chemical laboratory development program at the top of the parking lot (Next to the Graha) so that it can be used as a place for students to practice chemistry subjects.

The distance between the buildings of  $\pm 6$  meters makes air circulation very good, besides that the Bandarkedungmulyo State High School has been designated as the Model

School chosen by the Education Quality Assurance Agency (LPMP) starting in 2017 encouraging students and the entire school community to play a more active role in moving towards a school that cultured in quality, with the launching of an internal school quality assurance program that involves all elements of the school, community and existing stake holders towards schools that meet the National Education Standards (NES).

The Bandarkedungmulyo State High School is located at a distance of  $\pm$  100 m from the provincial highway, this makes the noisy atmosphere of the highway not to disturb teaching and learning activities in class. On the other hand, it also makes it easier for students to use transportation facilities to school.

The number of existing teachers is 41 teachers with the following details 34 teachers are PNS (30 PNS teachers are certified and 4 PNS teachers are not yet certified), 7 GTT consisting of 1 counseling teacher, 1 sports teacher, Islamic religious education teacher 2 people, 1 person Javanese language teacher, 1 person Geography teacher and 1 person Economics teacher.

These are the real conditions, ideal conditions, potential and characteristics of the educational unit at Bandarkedungmulyo Jombang Public High School in 2021. We hope that realizing these conditions will make the entire Bandarkedungmulyo State High School community better.

The curriculum of the Bandarkedungmulyo Jombang State High School is a reference for educational units and all educators and education staff in implementing education and learning by prioritizing the principles of curriculum development and the characteristics of the 2013 curriculum with adjustments to the use of analysis of the real conditions of the Bandarkedungmulyo Jombang State High School and Analysis of School Environment Conditions.

## **Dethesis of Each Variable**

### **A. Respondent Response Analysis**

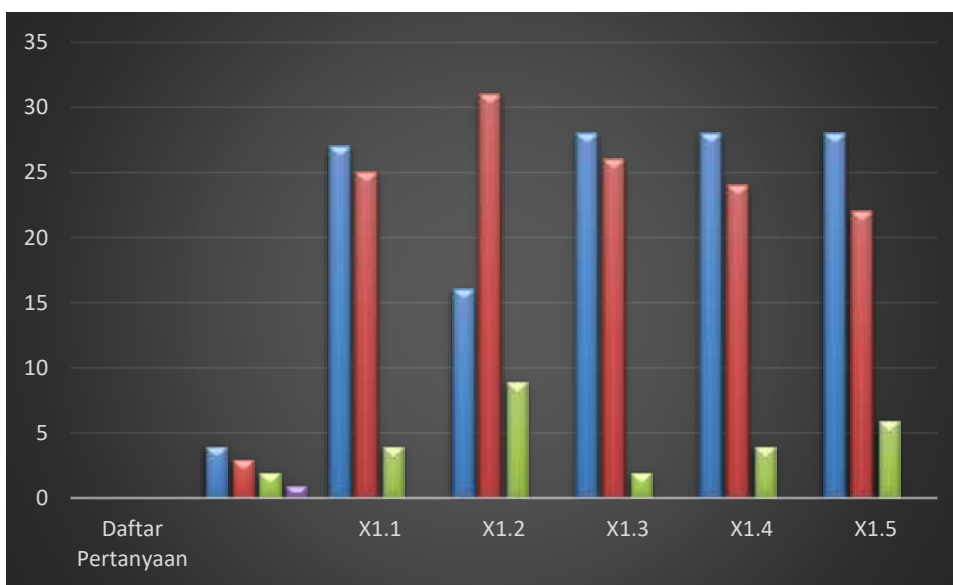
Based on the data that has been collected from the research questionnaire, it can be seen through the responses of the respondents to each statement in the answer column provided, then the frequency of the results of the questionnaire for each variable is described as follows:

#### **1. Principal Leadership Style**

The following is the frequency of the results of the Principal Leadership Style variable questionnaire (X1):

**Table 2**  
**Frequency of Principal Leadership Style Questionnaire Results (X1)**

Question l	Answer Score				Total
	4	3	2	1	
<b>X1.1</b>	27	25	4		56
	48%	45%	7%	0%	100%
<b>X1.2</b>	16	31	9		56
	29%	55%	16%	0%	100%
<b>X1.3</b>	28	26	2	0	56
	50%	46%	4%	0%	100%
<b>X1.4</b>	28	24	4		56
	50%	43%	7%	0%	100%
<b>X1.5</b>	28	22	6		56
	50%	39%	11%	0%	100%



Source: Results of distributing questionnaires

Remarks: Blue: 4 (Strongly Agree), Red: 3 (Agree), Green: 2 (Disagree), Purple: 1 (Strongly Disagree)

**Image 1**

**Frequency Chart of Principal Leadership Style Questionnaire Results (X1)**

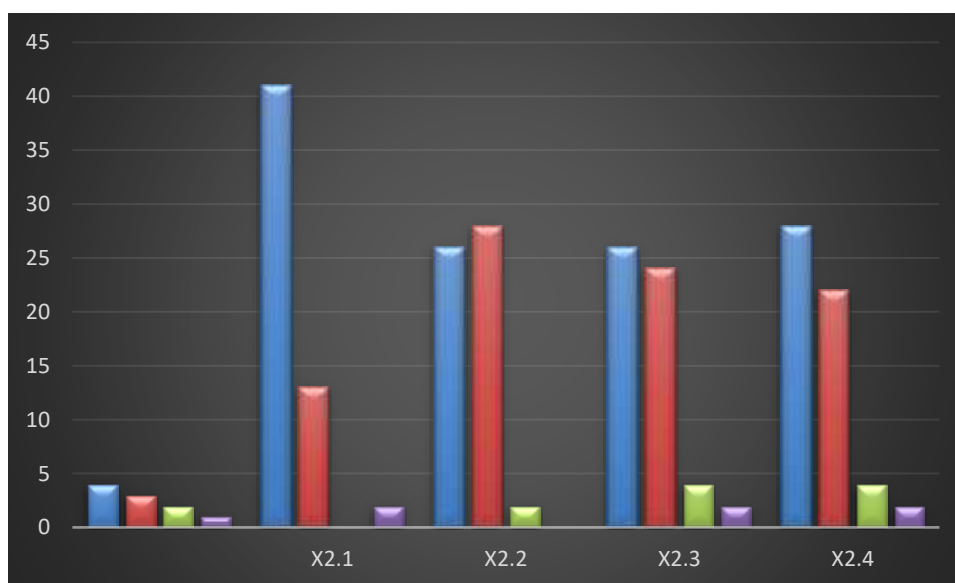
Based on the table and diagram above, it can be explained that the indicator of the Principal Leadership Style variable (X1) which is more dominant in choosing the answers strongly agree (gets a score of 4) and agrees (gets a score of 3) is the indicator X1.3 with a total of 54 Teacher.

**2. Principal Managerial**

The following is the frequency of the results of the Principal Managerial Variable Questionnaire (X2):

**Table 3**  
Frequency of Principal Managerial Questionnaire Results (X2)

List Question	Answer Score				Total
	4	3	2	1	
<b>X2.1</b>	41	13		2	56
	73%	23%	0%	4%	100%
<b>X2.2</b>	26	28	2		56
	46%	50%	4%	0%	100%
<b>X2.3</b>	26	24	4	2	56
	46%	43%	7%	4%	100%
<b>X2.4</b>	28	22	4	2	56
	50%	39%	7%	4%	100%



Source: Results of distributing questionnaires

Remarks: Blue: 4 (Strongly Agree), Red: 3 (Agree), Green: 2 (Disagree), Purple: 1 (Strongly Disagree)

**Image 2**

Frequency Chart of Principal Managerial Questionnaire Results (X2)

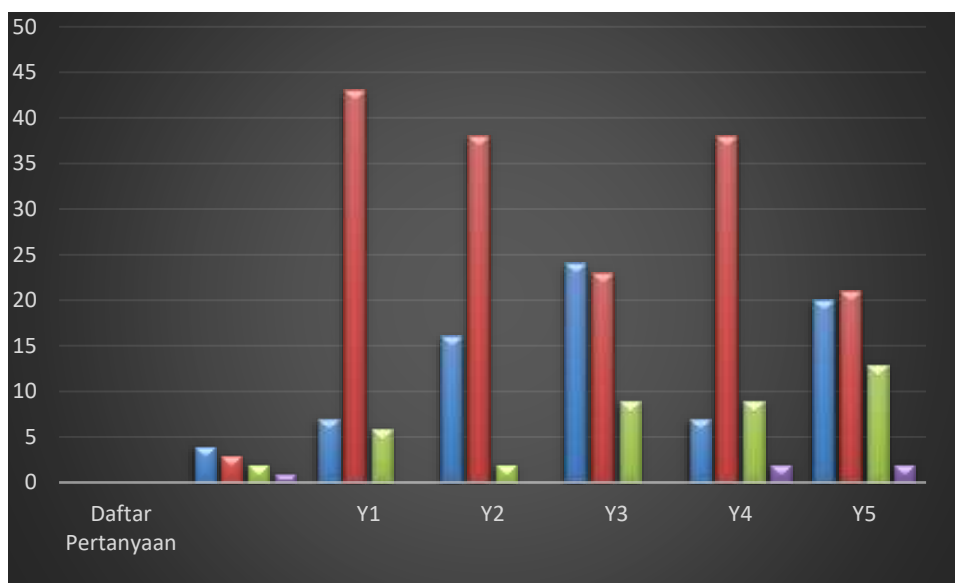
Based on the table and diagram above, it can be explained that the indicators of the Principal Managerial variable (X2) which are more dominant in choosing answers strongly agree (score 4) and agree (score 3) are the indicators X2.2 and X2.3 with a total of 54 teachers.

### 3. Teachers Capability

The following is the frequency of the results of the Teacher Performance variable questionnaire (Y):

**Table 4**  
Frequency of Teacher Performance Questionnaire Results (Y)

List Question	Answer Score				Total
	4	3	2	1	
<b>Y1</b>	7	43	6	0	56
	13%	77%	11%	0%	100%
<b>Y2</b>	16	38	2	0	56
	29%	68%	4%	0%	100%
<b>Y3</b>	24	23	9	0	56
	43%	41%	16%	0%	100%
<b>Y4</b>	7	38	9	2	56
	13%	68%	16%	4%	100%
<b>Y5</b>	20	21	13	2	56
	36%	38%	23%	4%	100%



Source: Results of distributing questionnaires

Remarks: Blue: 4 (Strongly Agree), Red: 3 (Agree), Green: 2 (Disagree), Purple: 1 (Strongly Disagree)

**Image 3**

Chart of Frequency of Teacher Performance Questionnaire Results (Y)

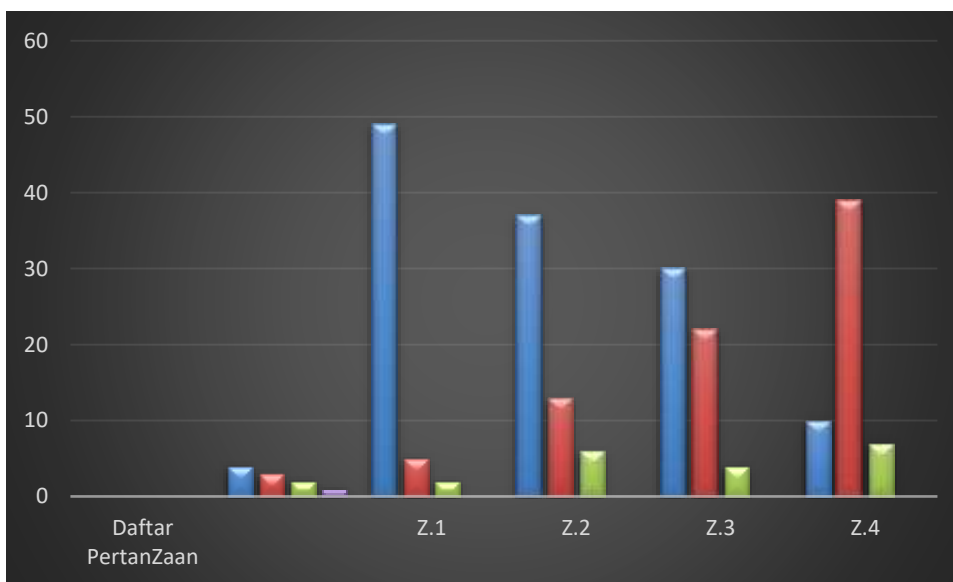
Based on the table and diagram above, it can be explained that the indicator of the Teacher Performance variable (Y) which is more dominant in choosing the answers strongly agree (score 4) and agree (score 3) is the indicator Y2 with a total of 54 teachers.

**4. Job Satisfaction**

The following is the frequency of the results of the Job Satisfaction variable questionnaire (Z):

**Table 5**  
Frequency of Job Satisfaction Questionnaire Results (Z):

List Question	Answer Score				Total
	4	3	2	1	
<b>Z1</b>	49	5	2		56
	88%	9%	4%	0%	100%
<b>Z2</b>	37	13	6		56
	66%	23%	11%	0%	100%
<b>Z3</b>	30	22	4		56
	54%	39%	7%	0%	100%
<b>Z4</b>	10	39	7		56
	18%	70%	13%	0%	100%



Source: Results of distributing questionnaires

Remarks: Blue: 4 (Strongly Agree), Red: 3 (Agree), Green: 2 (Disagree), Purple: 1 (Strongly Disagree)

**Image 4**

Frequency Chart of Job Satisfaction Questionnaire Results (Z)

Based on the table and diagram above, it can be explained that the indicator of the variable Job Satisfaction (Z) which is more dominant in choosing answers strongly agree (score 4) and agree (score 3) is the Z1 indicator with a total of 54 teachers.

## Model Analysis and Hypothesis Verification

### A. Model Testing (Outer Model)

There are three criteria in the use of data analysis techniques with Smart PLS to assess the outer model, namely convergent validity, discriminant validity and composite reliability. Convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between the item score/component score estimated by the PLS software.

#### 1. *Convergent Validity*

*Convergent validity by looking at the outer loadings table. The loading factor limit is 0.5. If the loading factor value is  $> 0.5$  then convergent validity is met, if the loading factor value is  $< 0.5$  then the construct must be dropped from the analysis (Ghozali, 2006). The test results in the table below show that all construct outer loading indicators have a loading value  $> 0.5$ , so it can be concluded that this measurement meets convergent validity. The following is the result of the calculation of convergent validity:*

**Table 6**  
**Outer Loadings Calculation Results**

	Leadership Style (X1)	Managerial (X2)	Teachers Capabili (Y)	Work Satisfaction (Z)
X1.1	0.856			
X1.2	0.580			
X1.3	0.892			
X1.4	0.864			
X1.5	0.942			
X2.1		0.868		
X2.2		0.930		
X2.3		0.983		
X2.4		0.976		
Y.1			0.848	
Y.2			0.849	
Y.3			0.904	
Y.4			0.917	
Y.5			0.929	
Z.1				0.897
Z.2				0.918
Z.3				0.878
Z.4				0.644

## 2. *Discriminant Validity*

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other variables according to Ghozali (2006). Discriminant validity is based on the cross-loading value of the construct measurement. If the construct's correlation with the measurement items is greater than the other construct's measures, then this indicates that the latent constructs predict their block size better than the sizes of the other blocks. The following is the result of the calculation using cross loading:

**Table 4.7**  
Cross Loading Calculation Results

	<b>MBS (X1)</b>	<b>Leadership (X2)</b>	<b>Education (Y)</b>	<b>Qua Teachers Capability (Z)</b>
X1.1	0.856	0.735	0.804	0.785
X1.2	0.580	0.486	0.673	0.631
X1.3	0.892	0.928	0.819	0.776
X1.4	0.864	0.815	0.818	0.767
X1.5	0.942	0.932	0.856	0.887
X2.1	0.799	0.868	0.779	0.862
X2.2	0.866	0.930	0.835	0.742
X2.3	0.936	0.983	0.891	0.906
X2.4	0.950	0.976	0.874	0.925
Y.1	0.772	0.687	0.848	0.769
Y.2	0.756	0.724	0.849	0.608
Y.3	0.928	0.877	0.904	0.828
Y.4	0.846	0.795	0.917	0.836
Y.5	0.924	0.894	0.929	0.819
Z.1	0.738	0.782	0.703	0.897
Z.2	0.870	0.851	0.807	0.918
Z.3	0.913	0.903	0.821	0.878
Z.4	0.525	0.456	0.571	0.644

The cross-loading value for each indicator of each latent variable is greater than the cross-loading value when associated with other latent variables. This means that each latent variable already has good discriminant validity where some latent variables have gauges that are highly correlated with other constructs.

## 3. *Composite Reliability*

Composite reliability indicator block that measures a construct can be evaluated with a composite reliability value. A dimension is considered reliable if it has a composite reliability value above 0.7. The validity and reliability criteria can also



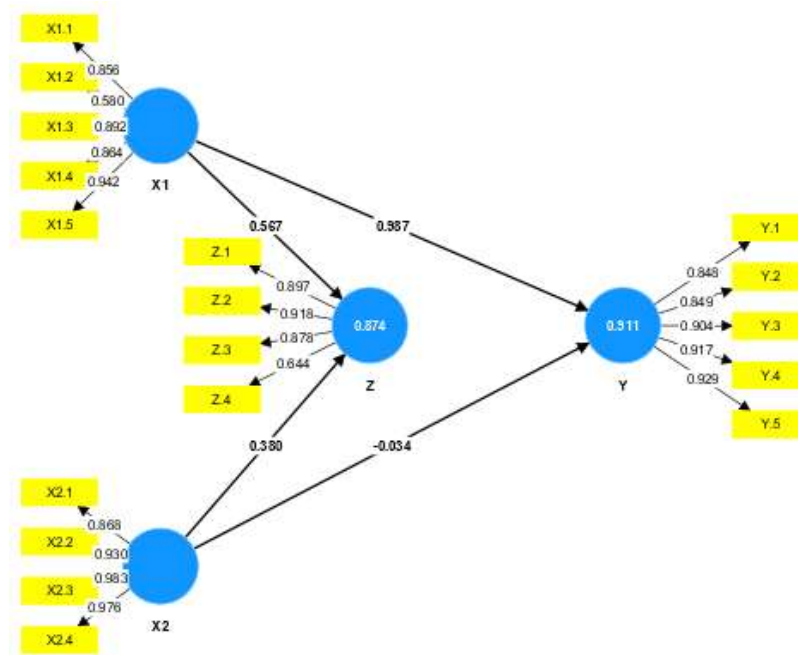
be seen from the reliability value of a construct (Ghozali, 2006). Composite reliability which measures a construct can be evaluated with two kinds of measures, namely internal consistency, and Cronbach's alpha (Ghozali, 2006).

**Table 8**

Calculation results using composite reliability (pc)

	<b>Cronbach's alpha</b>	<b>Composite reliability (rho_a)</b>
X1	0.885	0.898
X2	0.956	0.960
Y	0.934	0.940
Z	0.860	0.900

According to (Ghozali, 2013) a construct is declared reliable if the composite reliability value is above 0.7. Therefore, it can be concluded that all research variables are declared to fulfill reliability or be reliable.



**Image 5**  
**Outer Model Graphic**

**B. Model Testing (Inner Model)**

Testing of the inner model or structural model is carried out to see the relationship between the constructs, the significance value and the R-square of the research model. The structural model is evaluated using the R-Square for the dependent construct, the Stone-Geisser Q-Square test for predictive relevance. If the R-Square value is greater than 0.2, it can be interpreted that latent predictors have a major influence on the structural level. The following is the result of the R-Square calculation.

**Table 9**  
Calculation results using R-Square

	<b>R-square</b>	<b>R-square adjusted</b>
Teachers Capability	0.911	0.907
Work Satisfaction	0.874	0.869

Can be concluded that:

- The Teacher Performance Variable (Y) is influenced by the Principal's Leadership Style (X1), Principal Managerial (X2) and Job Satisfaction (Z) of 0.907 or 90.7% (strong). While the rest are influenced by others not examined further.
- The Variable Job Satisfaction (Z) is influenced by the Principal's Leadership Style (X1), Principal Managerial (X2) and Teacher Performance (Y) of 0.869 or 86.9% (strong). While the rest are influenced by others not examined further.

**C. Hypothesis Testing**

The results of testing the hypothesis by comparing the calculated t value with the t table value, if the calculated t value is greater than t table then the relationship between the variables is significant and can be analyzed further. With the amount of data generated from 56 respondents, then obtained:

$$df = n - k - 1$$

$$df = 56 - 2 - 1$$

$$df = 53, \text{ then}$$

t table ( $\alpha = 10\%$ ) of 1,674. The results of hypothesis testing are presented in Table 4.10 below:

**Table 10**  
**Hypothesis Testing Results**

<b>H</b>	<b>Influence</b>			<b>Koef P</b>	<b>t count</b>	<b>p values</b>	<b>Details</b>
H1	Leadership Style	=>	Teachers Capability	0,984	6.746	0.000	Significant
H2	Principal Managerial	=>	Teachers Capability	-0,031	0,206	0.003	Not Significant
H3	Work Satisfaction	=>	Teachers Capability	0,383	2.117	0.000	Significant
H4	Leadership Style	=>	Work Satisfaction	0,564	2.850	0.004	Significant
H5	Principal Managerial	=>	Work Satisfaction	0,583	1,919	0,005	Significant
H6	Principal's Leadership Through Satisfaction	=>	Teachers Capability	0,092	5.167	0.001	Significant
H7	Principal Managerial Through Satisfaction	=>	Teachers Capability	0,153	3.178	0.000	Significant

Based on Table 4.10, the structural equation is as follows:

$$KK = 0.564GK + 0.583MK$$

$$KG = 0.982GK + (-0.031) MK + 0.383KK$$

Information:

KG = Teacher Performance

Kk = Job Satisfaction

GK = Leadership Style

MK = Principal Managerial

Based on Table 4.10, it can be seen that of the seven paths, there are 6 paths that show a significant effect, and 1 path is not significant. The interpretation of Table 4.10 can be explained as follows:

- a. a. Leadership style has a positive and significant influence on teacher performance with a t count  $>$  t table ( $6,746 > 1,674$ ) and a path coefficient of 0.984, this coefficient indicates that increasing the principal's leadership style will significantly increase teacher performance.
- b. b. Managerial does not have a positive and insignificant effect on teacher performance with a t count  $<$  t table ( $0.206 < 1.674$ ) and a path coefficient of -0.031, this coefficient indicates that with increasing managerial principals the teacher performance will not increase significantly.
- c. c. Job satisfaction has a positive and significant effect on teacher performance with a t count  $>$  t table ( $2.117 > 1.674$ ) and a path coefficient of 0.383, this coefficient indicates that increasing job satisfaction will increase teacher performance.
- d. d. Leadership Style has a positive and significant influence on Job Satisfaction with t count  $>$  t table ( $2,850 > 1,674$ ) and a path coefficient of 0.564, this coefficient indicates that with increasing Leadership Style the principal will increase Job Satisfaction.
- e. e. Managerial has a positive and significant influence on Job Satisfaction with a t count  $>$  t table  $1.919 > 1.674$ ) and a path coefficient of 0.583, this coefficient indicates that with increasing Managerial principals will increase Job Satisfaction.
- f. f. Leadership Style through Job Satisfaction has a positive and significant influence on Teacher Performance with a t count  $>$  t table ( $5.167 > 1.674$ ) and a path coefficient of 0.092.
- g. g. Managerial through Job Satisfaction has a positive and significant influence on Teacher Performance with a t count  $>$  t table ( $3.178 > 1.679$ ) and a path coefficient of 0.153.

a. **Discussion**

1. The significant influence of Leadership Style on Teacher Performance at Bandarkedungmulyo Jombang Public High School

The test results using the Partial Least Square (PLS) Software show that the H1 hypothesis shows that the influence of Leadership Style is significant and has a positive path

coefficient on Teacher Performance at SMA Negeri Bandarkedungmulyo Jombang. This means when the Teacher Performance Style is education in the school.

#### 2. Managerial Significant Influence on Teacher Performance at Bandarkedungmulyo Jombang Public High School

The test results using Partial Least Square show that the H2 Managerial Principal hypothesis has no effect on the performance of SMA Negeri Bandarkedungmulyo Jombang teachers and is not significant. While the direction of the relationship between the path coefficients of the two variables shows a positive relationship. This means that H2 in this study was rejected.

#### 3. The significant effect of Job Satisfaction on Teacher Performance at Bandarkedungmulyo Jombang State Senior High School

The test results using Partial Least Square show that the H3 hypothesis has the effect of Job Satisfaction on Teacher Performance at SMA Negeri Bandarkedungmulyo Jombang proven significant. Meanwhile, the direction of the relationship between the path coefficients of the two variables shows a positive relationship. This means that H3 in this study is accepted.

#### 4. The significant influence of Leadership Style on Job Satisfaction in Bandarkedungmulyo Jombang Public High School

The test results using Partial Least Square show that the H4 hypothesis of the influence of Leadership Style on Job Satisfaction at SMA Negeri Bandarkedungmulyo Jombang is proven significant. Meanwhile, the direction of the relationship between the path coefficients of the two variables shows a positive relationship. This means that H4 in this study is accepted.

#### 5. The significant managerial influence of school principals on job satisfaction at SMA Negeri Bandarkedungmulyo, Jombang

The results of the test using Partial Least Square show that the hypothesis H5 of the Managerial effect of school principals on the Job Satisfaction of teachers at SMA Negeri Bandarkedungmulyo Jombang is proven significant. Meanwhile, the direction of the relationship between the path coefficients of the two variables shows a positive relationship. This means that H4 in this study is accepted.

#### 6. The significant influence of Leadership Style on Teacher Performance at Bandarkedungmulyo Jombang Public High School through Job Satisfaction.

The results of testing using Partial Least Square show that the hypothesis H6 of the effect of Leadership Style on Teacher Performance through Job Satisfaction in this study proved significant. It can be seen from the table of Specific Indirect Effects which shows that the P-Values and T-Statistics meet the significant requirements. As for the path coefficient, it was found that the relationship X1 with Y through Z is a positive relationship.

#### 7. The significant managerial influence of the principal has a significant effect on teacher performance at Bandarkedungmulyo Jombang Public High School through Job Satisfaction

The test results using Partial Least Square show that the hypothesis H7 "Managerial influence of school principals on Teacher Performance through teacher Job Satisfaction in

research" is significant. It can be seen from the table of Specific Indirect Effects which shows that the P-Values and T-Statistics meet the significant requirements. As for the path coefficient, it was found that the relationship X1 with Y through Z is a positive relationship.

### **Conclusion**

Based on empirical research evidence and the results of the discussion, the following conclusions can be drawn, Leadership style has a positive and significant influence on teacher performance, Managerial has no influence and is not significant on teacher performance, Job satisfaction has a positive and significant effect on teacher performance, Leadership style has a positive and significant influence on teacher performance, Managerial principals have a positive and significant influence on teacher performance, Leadership Style through Job Satisfaction has a positive and significant influence on Teacher Performance, Managerial through Job Satisfaction has a positive and significant influence on Teacher Performance

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