

The Influence of Principal Leadership and Teacher Competence on Teacher Performance Through Job Satisfaction at State Senior High School 5 Pekanbaru

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Abstract

This research was conducted with purpose to determine the effect of principal leadership and competence on teacher performance through job satisfaction at SMAN 5 Pekanbaru. The population in this study were all civil servant teachers at SMAN 5 Pekanbaru. The number of samples in this study was carried out by means of saturated sampling technique (census), namely making all members of the population into samples, so that the number of samples in this study was members of the population into a sample, so that the number of samples in this study was 55 teachers. The data analysis method of this research uses analysis method Structural Equation Modelling - Partial Least Square (SEM-PLS) with SmartPLS software version 4.1.1.3. The results showed that principal leadership has a positive and significant effect on teacher performance. Competence has a positive and significant effect on teacher performance. Principal Leadership has a positive and significant effect on job satisfaction. Competence has a positive and significant effect on job satisfaction. Job Satisfaction has a positive and significant effect on teacher performance. Principal Leadership has a positive and significant effect on teacher performance through job satisfaction. Competence has a positive and significant effect on teacher performance through job satisfaction.

Keywords: Principal Leadership, Competence, Job Satisfaction, and Teacher Performance



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INTRODUCTION

The progress and development of a nation is largely determined by the quality of its education. "The success or failure of any nation depends largely on the quality of its educational system" (Olaleye, 2013). The development of the times and the demands of globalization will give rise to an increasingly competitive climate. Therefore, broad knowledge and insight are needed to win the competition, namely by advancing education. The Indonesian nation is one nation that will not stop developing the education sector with the aim of ensuring the quality of its human resources is able to compete globally, as stated in Article 1 paragraph 1 of the Ministry of National Education (Depdiknas, 2008) concerning the education system. Teachers are a key component in preparing potential Human Resources (HR) as implementers of development. Teachers have the primary task of educating, teaching, guiding, training, assessing, and evaluating students in formal schools, both primary and secondary education Türkoğlu et al., (2017) Teachers play a role in the process of developing students' intelligence in accordance with the desired educational goals. The desired educational goal is to increase students' knowledge and skills. This development process is achieved through the teaching and learning process within the classroom. (Hazmi, 2019).

Senior High School (SMA) is an educational institution and one of the levels in formal education that can help create quality human resources. SMAN 5 Pekanbaru is a senior high school that was founded on December 20, 1983. SMAN 5 Pekanbaru is a quality school that excels in achievement, has good character based on faith and Malay culture, has insight and cares about the environment. In addition, SMAN 5 Pekanbaru is one of the schools that supports and implements the Adiwiyata school program, the school also provides

extracurricular activities in order to meet competency standards to continue to college and the world of work. In these activities there is self-awareness education and development of abilities in addition to understanding the subject matter. In the learning process at school, teachers as human resources are considered the most important asset so that they are the ones who will obtain the main welfare for their efforts. According to (Supardi, 2021) "A high-performing teacher is one who possesses learning skills, solid scientific insight, broad social insight, and a positive attitude toward their work." Teacher performance will be optimal when integrated with existing components in the school, whether it is the principal, teachers, education staff, and students, as well as the existing climate in the school. Therefore, teacher performance must be well managed and maintained to prevent decline. In fact, it should always be monitored to ensure continuous improvement.

Achieving optimal teacher performance will not be achieved easily; it requires well-directed and coordinated human resource development, which must also be supported by other factors. These factors include supervision, physical and non-physical work environments, leadership, job satisfaction, competence, technology, work discipline, motivation, education, training, and so on (Lubis, 2020). Teacher performance can also be supported by job satisfaction. (Chamundeswari, 2013). According to Handoko (in Sutrisno, 2017), job satisfaction is a pleasant or unpleasant emotional state for employees or teachers regarding their work. Job satisfaction reflects a person's feelings towards their job. This is evident in the employee's or teacher's positive attitude towards their work and everything they encounter in their work environment. Furthermore, according to Mulyasa (2023), a person's performance is determined by their ability (competence) to carry out the work. According to Kusen et al. (2019), teacher competence is a complete set of knowledge and skills to act intelligently and responsibly in holding a position as a profession. Learning activities will be able to run effectively and efficiently if supported by teachers who also have good competence.

Besides competence, another factor influencing competency is the principal's leadership (Wirawan, 2022). Good principal leadership significantly impacts teacher performance. A principal's success depends, in part, on the leadership techniques employed to create a situation that encourages those under his/her leadership to carry out the desired objectives. In other words, the effectiveness of a leader depends on their ability to manage and implement leadership styles appropriate to the situation and conditions of the organization. This research is based on several phenomena at SMAN 5 Pekanbaru, as previously explained. These include suboptimal teacher performance, teacher job satisfaction, leadership that does not meet the criteria for a perfect leader, and suboptimal teacher competence.

RESEARCH METHODS

This research was conducted at State Senior High School 5 Pekanbaru, located at Jl. Bawal No. 43, Wonorejo Subdistrict, Marpoan Damai District, Pekanbaru City, Riau 28125. Data collection was conducted on working days of State Senior High School 5 Pekanbaru teachers. The population for this study was all 55 civil servant teachers. The sampling technique used in this study was saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples (Sugiyono, 2020). Another term for saturated sampling is census, where the sample was taken from all 55 civil servant teachers. The type of research used was quantitative research with data sources consisting of primary and secondary data. Data analysis in this study used Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS software version 4.1.1.3. The data processing method in this study was Structural Equation Modeling (SEM). Based on the explanation above, the framework of thought used in this research can be seen as follows:

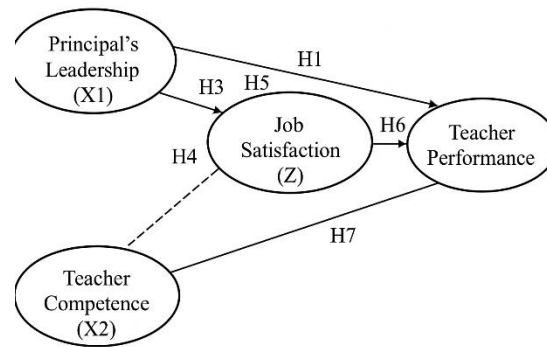


Figure 1. Research Model

RESEARCH RESULTS AND DISCUSSION

Data analysis in this study used Structural Equation Modeling–Partial Least Square (SEM-PLS) using SmartPLS software version 4.1.1.3. The data processing method in this study was with the Structural Equation Modeling (SEM) modeling equation).

1. Evaluation of Measurement Model (Outer Model). Evaluation of the Measurement Model, or outer model, is useful for measuring the relationship between latent variables and their indicators. It can be said that this measurement model defines how each indicator relates to its latent variable. Several tests were conducted, namely: Convergent Validity (factor loadings and average variance extracted), Discriminant Validity (Fornell-Larcker criterion and cross-loading), Composite Reliability, and Cronbach's Alpha. The results of the tests are as follows::
 - a. Convergent Validity. In convergent validity, two tests are conducted: loading factor and average variance extracted. There are two criteria for assessing the validity of a variable: the loading factor must be above 0.70 and the average variance extracted must be >0.5 (Abdillah & Jogiyanto, 2020). The research results are as follows:

Table 1. Loading Factor Result

Item	Principal Leadership	Teacher Competence	Teacher Performance	performance satisfaction
X1.1	0,790			
X1.2	0,756			
X1.3	0,912			
X1.4	0,880			
X1.5	0,871			
X1.6	0,831			
X2.1		0,859		
X2.2		0,874		
X2.3		0,809		
X2.4		0,897		
X2.5		0,846		
X2.6		0,804		
X2.7		0,855		
X2.8		0,830		
Y4.1			0,871	
Y4.2			0,839	
Y4.3			0,733	

Y4.4			0,848	
Y4.5			0,791	
Y4.6			0,885	
Z1				0,897
Z2				0,868
Z3				0,908
Z4				0,904
Z5				0,787

From the table above, it can be seen that the validity of each indicator of the principal leadership variable (X1), teacher competence (X2), job satisfaction (Z), and teacher performance (Y) has a loading factor value > 0.7 , thus the indicator can be declared valid as a variable measure. Then, testing is carried out by looking at the AVE value, as follows:

Table 2. Average Variance Extracted Result

	Average Variance Extracted (AVE)	Information
Principal Leadership	0,709	Valid
Teacher Competence	0,718	Valid
Teacher Performance	0,688	Valid
Motivation	0,764	Valid

From the table above, it can be seen that the value of each research variable has a result > 0.5 , so based on these results it can be said that all variables are valid and have met the testing criteria.

- b. Discriminant Validity. Discriminant validity is used to ensure that each concept of a latent variable/construct is distinct from other latent variables. There are two tests for discriminant validity: the Fornell-Larcker criterion and the cross-loading test. The results of these tests are as follows:

Table 3. Fornell-Lacker Criterion Result

	Principal Leadership	Teacher Competence	Teacher Performance	performance satisfaction
Principal Leadership	0,842			
Teacher Competence	0,792	0,847		
Teacher Performance	0,834	0,873	0,830	
performance satisfaction	0,795	0,867	0,919	0,874

From the table above, it can be seen that the square root value of the AVE along the diagonal line has a greater correlation between one construct and another, so it can be concluded that the construct has a good level of validity. Then, testing is carried out by looking at the cross-loading value, as follows:

Table 4. Cross Loading Results

Item	Principal Leadership	Teacher Competence	Teacher Performance	Job satisfaction
X1.1	0.790	0.681	0.718	0.728
X1.2	0.756	0.506	0.574	0.547
X1.3	0.912	0.703	0.736	0.653
X1.4	0.880	0.695	0.741	0.747
X1.5	0.871	0.712	0.739	0.718
X1.6	0.831	0.678	0.683	0.593
X2.1	0.691	0.859	0.789	0.784
X2.2	0.640	0.874	0.740	0.773
X2.3	0.578	0.809	0.722	0.730
X2.4	0.704	0.897	0.748	0.750
X2.5	0.711	0.846	0.772	0.791
X2.6	0.664	0.804	0.705	0.698
X2.7	0.686	0.855	0.681	0.674
X2.8	0.696	0.830	0.747	0.662
Y4.1	0.719	0.818	0.871	0.826
Y4.2	0.665	0.783	0.839	0.754
Y4.3	0.703	0.723	0.733	0.702
Y4.4	0.740	0.683	0.848	0.775
Y4.5	0.596	0.595	0.791	0.707
Y4.6	0.719	0.722	0.885	0.800
Z1	0.649	0.745	0.791	0.897
Z2	0.771	0.780	0.855	0.868
Z3	0.671	0.721	0.818	0.908
Z4	0.719	0.784	0.813	0.904
Z5	0.657	0.758	0.733	0.787

From the table above, it can be seen that the loading value of each indicator item on the construct is from the value cross loading. From this it can be concluded that all constructs or latent variables already have discriminant validity better than the indicators in other blocks.

- c. Reliability Test. One type of test to determine the reliability of a construct is to conduct a Cronbach's alpha and composite reliability test. This test requires a value above 0.7 to be considered reliable. (Sholihin and Ratmono, 2021). The test results can be seen as follows:

Table 5. Reliability Test Results

Variables	Composite Reliability	Cronbach's alpha	Information
Leadership Headmaster	0.936	0.917	Reliable
Competence Teacher	0.953	0.944	Reliable
Teacher Performance	0.930	0.908	Reliable
Job satisfaction	0.942	0.922	Reliable

2. Evaluation of Structural Model (Inner Model). Evaluation of Structural ModelsA structural model describes the relationship between latent variables in a model based on research theory. This relationship illustrates the relationship between exogenous and endogenous variables. This relationship pattern is analyzed using statistical techniques such as path analysis. From this inner model, the magnitude of the exogenous variable's influence on the endogenous variable, both directly and indirectly, is obtained. Evaluation of the structural model was carried out using R-Square and model fit. The results of the tests are as follows:

- a. R-Square. R-Square shows the large percentage of endogenous construct variance that can be explained by exogenous constructs/predictors in the model. According toGhozali, (2021)The R-Square value range is categorized into 3 levels: low with an R-Square of 1–40%, medium with an R-Square of 41–70%, and high with an R-Square of 71–100%. The following are the results of the R-Square test:

Table 6. R-Square Results

	R-square	Adjusted R-square
Teacher Performance	0.844	0.877
Job satisfaction	0.784	0.776

From the table above, the test results obtained an R-Square value for the Teacher Performance variable of 0.844 (84.4%), the rest is influenced by variables not studied of 0.156 (15.6%). And, Job Satisfaction of 0.784 (78.4%) and the rest is influenced by variables not studied of 0.216 (21.6%). So it can be concluded that motivation has a high level of R-Square value and teacher performance has a high level of R-Square value.

- b. Model Fit. Model fit testing is conducted to determine how well the model being studied fits. This testing requires careful consideration of the model's fit, as seen in the NFI (Normed Fit Index) and SRMR (Standardized Root Mean Square) results. The test results are as follows:

Table 7. Model Fit Result

	Saturated Model	Estimated Model
SRMR	0,071	0,071
d_ULS	1,631	1,631
d_G	2,313	2,313
Chi-square	513,793	513,793
NFI	0,696	0,696

From the table above, it can be seen that the resulting Normed Fit Index value is 0.696, or when converted to a percentage, the research model has a 69.6% good value. However, based on the SRMR (Standardized Root Mean Square) value of $0.071 < 0.10$, the model is considered a good fit. Therefore, it can be concluded that the model fits the data.

- c. Hipotesis Test. Hypothesis testing is conducted to determine the direction of the relationship between exogenous and endogenous variables. Two tests can be performed: path coefficients and t-statistics. The path coefficients will indicate significant correlations between constructs with direct influence, while the t-statistics will indicate significant correlations between constructs with direct and indirect influence.

Table 8. Path Coefficients Result

	Leadership Headmaster	Competence Teacher	Teacher Performance	Job satisfaction
Leadership Headmaster			0,221	0,290
Competence Teacher			0,212	0,637
Teacher Performance				
Job satisfaction			0,559	

From the table above, we can see that variables with a direct relationship have positive values (>0). The explanation is as follows:

Table 9. Path Coefficients Result Description

Hipotesis	Keterangan
H1: Principal Leadership on Teacher Performance	Having a Positive Relationship Direction
H2: Teacher Competence on Teacher Performance	Having a Positive Relationship Direction
H3: Principal Leadership on Job Satisfaction	Having a Positive Relationship Direction
H4: Teacher Competence on Job Satisfaction	Having a Positive Relationship Direction
H5: Job Satisfaction on Teacher Performance	Having a Positive Relationship Direction

- d. T-Statistics. The t-statistics test is conducted to test the significance of the overall influence of exogenous variables on endogenous variables. The required t-statistics value is $> 1,96$ dan p-values $< 0,05$.

Table 10. T-Statistics Direct Effect Result

Hipotesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-values
Principal Leadership -> Teacher Performance	0,221	0,226	0,091	2,425	0,015
Teacher Competence -> Teacher Performance	0,212	0,204	0,098	2,156	0,031
Principal Leadership -> Job Satisfaction	0,290	0,302	0,135	2,153	0,031
Teacher Competence -> Job Satisfaction	0,637	0,628	0,131	4,864	0,000
Job Satisfaction -> Teacher Performance	0,559	0,561	0,115	4,860	0,000

The table above shows the results of the t-statistics test on the variables that have a direct influence, indicating that all hypotheses have a positive and significant direct influence because they have a t-statistic value > 1.96 and p-values < 0.05 . The explanation of the test results is as follows:

Table11. Description of T-Statistics Results

Hypothesis	Information
H1: Principal Leadership on Teacher Performance	Significant
H2: Teacher Competence on Teacher Performance	Significant
H3: Principal Leadership on Job Satisfaction	Significant
H4: Teacher Competence on Job Satisfaction	Significant
H5: Job Satisfaction towards Teacher Performance	Significant

Then, a test was conducted for the mediation/intervening effect. The results obtained from the mediation/intervening effect test are as follows:

Table 12. Results of T-Statistics Specific Indirect Effects

Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-values
Principal Leadership -> Job Satisfaction -> Teacher Performance	0.162	0.167	0.079	2,069	0.039
Teacher Competence -> Job Satisfaction -> Teacher Performance	0.357	0.355	0.113	3,155	0.002

From the table above, it can be seen that the 6th and 7th hypotheses have a positive and significant direct influence because they have t-statistics > 1.96 and p-values < 0.05 . This means that the 6th and 7th hypotheses have a mediation effect (partial mediation), meaning that by involving the mediator variable, the exogenous variable can directly or indirectly influence the endogenous variable.

Discussion

1. The Influence of Principal Leadership on Teacher Performance. The test results showed that the proposed hypothesis 1 was accepted, meaning that the principal's leadership had a positive and significant effect on the performance of teachers at SMAN 5 Pekanbaru. The better the principal's leadership, the more the performance of teachers at SMAN 5 Pekanbaru would improve, and vice versa, the worse the principal's leadership, the more the performance of teachers at SMAN 5 Pekanbaru would decline. Therefore, hypothesis 1 was accepted.
2. The Influence of Teacher Competence on Teacher Performance. The test results showed that the proposed second hypothesis was accepted, meaning that teacher competence had a positive and significant effect on the performance of teachers at SMAN 5 Pekanbaru. The better the teacher competence, the more the teacher performance at SMAN 5 Pekanbaru would improve, and vice versa, the worse the teacher competence, the more the teacher performance would decline. Therefore, the second hypothesis was accepted.
3. The Influence of Principal Leadership on Job Satisfaction. The test results show that the proposed third hypothesis is accepted, meaning that the principal's leadership has a positive and significant effect on job satisfaction at SMAN 5 Pekanbaru. The higher the principal's leadership, the higher the job satisfaction of teachers at SMAN 5 Pekanbaru, and vice versa, the worse the principal's leadership, the lower the job satisfaction of SMAN 5 Pekanbaru. Therefore, the third hypothesis is accepted.

4. The Influence of Teacher Competence on Job Satisfaction. The test results showed that the proposed fourth hypothesis was accepted, meaning that teacher competence has a positive and significant effect on job satisfaction at SMAN 5 Pekanbaru. The higher the teacher competence, the higher the job satisfaction of SMAN 5 Pekanbaru teachers, and vice versa, the lower the teacher competence, the lower the job satisfaction of SMAN 5 Pekanbaru teachers. Therefore, the fourth hypothesis was accepted.
5. The Influence of Job Satisfaction on Teacher Performance. The test results showed that the proposed fifth hypothesis was accepted, meaning that job satisfaction has a positive and significant effect on the performance of teachers at SMAN 5 Pekanbaru. The higher the job satisfaction, the higher the performance of teachers at SMAN 5 Pekanbaru, and vice versa, the lower the job satisfaction, the lower the performance of teachers at SMAN 5 Pekanbaru. Therefore, the fifth hypothesis was accepted.
6. The Influence of Principal Leadership on Teacher Performance Through Job Satisfaction. The test results show that the proposed hypothesis 6 is accepted, meaning that the principal's leadership has a positive and significant effect on teacher performance through job satisfaction. The better the principal's leadership, the higher the job satisfaction, which will have implications for improving the performance of teachers at SMAN 5 Pekanbaru. Conversely, the worse the principal's leadership, the lower the job satisfaction, which will have implications for decreasing the performance of teachers at SMAN 5 Pekanbaru. Therefore, the hypothesis 6 is accepted.
7. The Influence of Teacher Competence on Teacher Performance Through Job Satisfaction. The test results showed that the proposed hypothesis 7 was accepted, meaning that teacher competence has a positive and significant effect on teacher performance through job satisfaction. The better the teacher competence, the higher the job satisfaction, which has implications for improving the performance of teachers at SMAN 5 Pekanbaru. Conversely, the lower the teacher competence, the lower the job satisfaction, which has implications for decreasing the performance of teachers at SMAN 5 Pekanbaru. Therefore, hypothesis 7 was accepted.

CONCLUSION

From the research results that have been presented previously, the following conclusions can be drawn from this research: Principal leadership has a positive and significant effect on teacher performance. This means that the better the principal's leadership, the higher the teacher's performance. Competence has a positive and significant effect on teacher performance. This means that the better the competency, the higher the teacher's performance. Principal leadership has a positive and significant effect on job satisfaction. This means that the better the principal's leadership, the higher the job satisfaction. Competence has a positive and significant effect on job satisfaction. This means that the better the competency, the higher the job satisfaction. Job satisfaction has a positive and significant effect on teacher performance. This means that the higher the job satisfaction, the higher the teacher's performance. Principal leadership has a positive and significant effect on teacher performance through job satisfaction. This means that the better the principal's leadership, the higher the job satisfaction, and in turn, this will improve teacher performance. Competence has a positive and significant effect on teacher performance through job satisfaction. This means that the better the competency, the higher the job satisfaction, and in turn, this will improve teacher performance.

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