

Determinant Of Teacher Performance

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Abstract

The achievement of organizational goals reflects the effectiveness of the principal's leadership. Meanwhile, if the school employee (Teacher) assesses leadership effectiveness from the point of view of the satisfaction he feels. This study aims to determine whether a principal's leadership and organizational commitment influence teacher performance by mediating job satisfaction. The population in this study was all public junior high school teachers in Salatiga city who were government employees. The sampling technique used is probability sampling technique. Testing the research hypothesis using SEM (Structural Equation Modeling) analysis. The results showed that: (1) leadership has a positive effect on job satisfaction. (2) a positive effect on performance. (3) commitment positively affects job satisfaction. (4) commitment has a positive effect on performance. (6) job satisfaction has a positive effect on performance. So the principal try to increase loyalty by growing a willingness to sacrifice through more awards with contributions from each individual in the junior high school school environment of the Salatiga city.

Keywords: principal's leadership, organizational commitment, and teacher performance

INTRODUCTION

The progress of education is the main determining factor for the progress of human civilization, namely through the development of the quality of human resources. This role is related to efforts to make the nation's next-generation a reliable human resource (Sugiarti et al., 2021; Wijaya et al., 2019). One of the organizations that play a role in creating quality human resources is through schools (Amtu et al., 2018).

School is one form of organization (Murnaka et al., 2021). An organization is formed to achieve a common goal. However, to achieve the effectiveness of these goals, two important components are needed, namely good and right management and leadership (Amtu et al., 2018; Murnaka et al., 2021). management is an art to get things done through other people (Robbins & Coulter, 2012). This opinion develops because leaders achieve organizational goals by arranging other people to do the work needed, without having to do the needed) own work.

Management is a specification practice that turns people into an effective, goal-oriented, and productive group (Robbins & Coulter, 2012). In a school organization, the principal's leadership factor plays an important role because the principal is obliged to mobilize and direct the entire school community in achieving goals and realizing this is not an easy thing. According to Gibson et al. (1996), leadership attempts to use influence (not coercion/conversive) to motivate people to achieve certain goals. Therefore, the achievement of school organizational goals reflects the effectiveness of the principal's leadership. Meanwhile, education staff (teachers) and education staff (staff) assess the effectiveness of the principal's leadership from the point of view of the satisfaction they feel during their overall work experience.

Basically, employees who are satisfied with their work will tend to have high performance because job satisfaction is born from a person's thoughts, feelings, and actions tendencies, which are a person's attitude towards work (Vecchio, 1995). So we can say that leadership affects teacher performance. The principal's leadership plays an important role in improving teacher performance in school organizations. In addition to the principal's leadership, teacher performance is influenced by several factors, including leadership, job satisfaction, work environment, organizational commitment, organizational culture, work motivation (Siagian, 2013). Gibson (2000) clearly illustrates the reciprocal relationship between performance and job satisfaction. On the one hand, it is said that job satisfaction causes an increase in performance so that satisfied workers will be more productive.

On the other hand, job satisfaction has a good impact on work performance, work discipline, activity, and work quality to make teacher performance better. In other words, teachers feel satisfied at work; teachers tend to carry out and complete tasks with all their abilities. In addition, job satisfaction is influenced by organizational commitment (Hardiansyah et al., 2018; Karlof & Svante, 1993; Hardiansyah et al., 2018). Organizational commitment is an attitude that shows employee loyalty and is an ongoing process of how an organization member expresses their concern for the success and goodness of the organization (Luthans, 2006).

Robbins & Coulter (2012). Explains that employee performance can be viewed from two sides, namely internal (through a study of the employee's own work motivation) and external (reviewed from the employee's work environment). The low performance which is reflected in the low discipline he has is a form of his low work commitment and job satisfaction (Amtu et al., 2018; Kusumawati, 2018; Nuraini, 2016) because discipline describes job satisfaction and a form of one's commitment when working to the fullest of one's ability. In completing the work (Mathis & Jackson, 2002). So that employees who have a high commitment are unlikely to leave their jobs (Durkin, 1999). James L. Gibson & Ivancevich (2012) also explained that job satisfaction would lead to increased performance so that satisfied workers will be more productive. Robbins & Coulter (2012) also explain that employees who have a positive attitude towards their work have a high level of job satisfaction. Based on this phenomenon, the objectives of this study are: 1) to determine the magnitude of the influence of the principal's leadership on teacher job satisfaction; Determine the magnitude of the influence of the principal's leadership on teacher performance; Determine the magnitude of the effect of organizational commitment on teacher job satisfaction; Knowing the magnitude of the effect of organizational commitment on teacher performance; Determine the magnitude of the effect of job satisfaction on teacher performance.

RESEARCH METHODS

This research is quantitative research using the Survey Method. The population in this study was all public junior high school teachers throughout the city of Salatiga. The sample in the study was 210 public junior high school teachers who were government employees in the city of Salatiga spread over four sub-districts, namely Sidorejo, Argomulyo, Tingkir, and Sidomukti. This study uses Structural Equation Modeling (SEM) to analyze the causal relationship between exogenous and endogenous variables. There are four exogenous latent variables, namely the principal's leadership (ξ_1) and organizational

commitment (ξ_2), while the endogenous variables are job satisfaction (η_1) and teacher performance (η_2). This study's principal indicators of leadership are leaders, managers, educators, supervisors, administrators (Mulyasa, 2009; Yuliandri & Kristiawan, 2017). This research's organizational commitment indicators are affective commitment, continuance commitment, normative commitment, and integrated commitment (Meyer & J, 1997). Job satisfaction factors can be measured through challenges, rewards, environment, and colleagues (Robbins & Judge, 2008). Meanwhile, teacher performance factors are measured from teaching planning, teaching implementation, evaluating learning outcomes, and administering (Suyanto & Jihad, 2013). The scale used by the four variables is the Likert scale. The following is the causal model used.

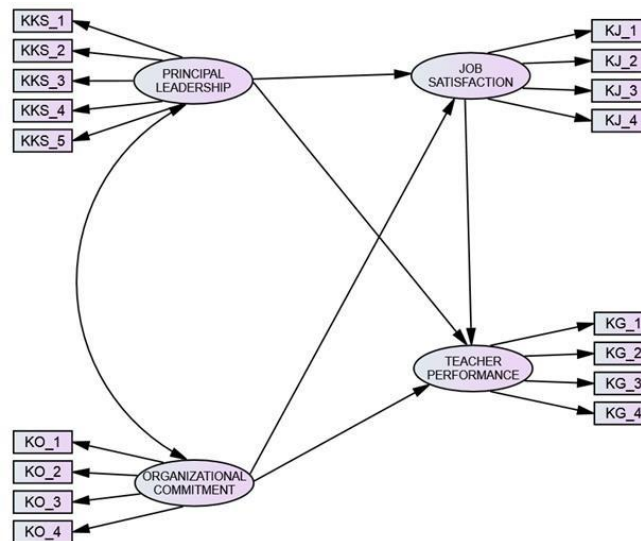


Figure 1. Conceptual Model

The hypotheses formulated in this study are as follows :

- H1: Leadership has a positive effect on job satisfaction
- H2: Leadership has a positive effect on performance
- H3: Organizational commitment has a positive effect on job satisfaction
- H4: Organizational commitment has a positive effect on performance
- H5: job satisfaction has a positive effect on job satisfaction

RESEARCH RESULT

Analysis of the data used in this study is Structural Equation Modeling (SEM). The SEM analysis technique was developed by Joreskog (1973), Keesling (1972) and Wiley (1973). The number of respondents in this study was 161 state junior high school teachers who were government employees in Salatiga. The profiles of respondents based on gender are as follows.



Figure 2 Profile of Respondents by Gender

Based on Figure 2, most of the respondents involved in this data are women, namely 113 respondents or 70%, while there are 48 people or 30% for male respondents.

a. Research Model Feasibility Test

Confirmatory factor analysis is the measurement stage of the indicators that make up the latent variables in the research model. Following are the results of testing the significance of each indicator in forming exogenous variables.

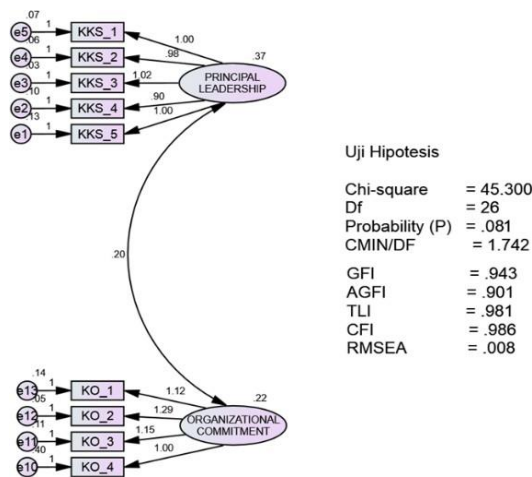


Figure 3. Confirmatory Exogenous Variables

From the results of the confirmatory analysis of exogenous variables (Principal's Leadership and Organizational Commitment), the Chi-Square, Probability (P), RMSEA, CFI, TLI values are obtained as shown in the following table.

Table 1. Results of Confirmatory Analysis of Exogenous Variables

Measure Goodness of Fit	Acceptance Limit Goodness of Fit	Result	Description
Chi Square	the smaller the better	45.300	Good
Probability (P)	$P \geq 0,05$	0.081	Good
RMSEA	$RMSEA \leq 0,08$	0.008	Good
CFI	$0,80 \leq CFI \leq 1$	0.996	Good
TLI	$0,80 \leq TLI$	0.981	Good

From the results of confirmatory factor analysis on exogenous variables, including principal leadership, and organizational commitment, it was found that the test scores for each of the factors forming a construct showed that all indicators had standardized regression weight values > 0.5 and with a significance < 0,05. Thus the measurement of the principal's leadership variables and organizational commitment can be done using each of the indicators that have been developed. Following are the results of testing the significance of each indicator in forming endogenous variables.

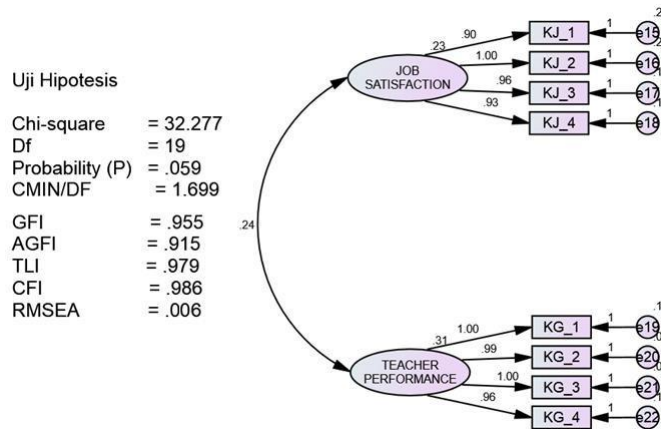


Figure 4. Confirmatory Endogenous Variables

Table 2. Results of Confirmatory Analysis of Endogenous Variables

Measure Goodness of Fit	Acceptance Limit Goodness of Fit	Result	Description
Chi Square	the smaller the better	32,277	Good
Probability (P)	$P \geq 0,05$	0.059	Good
RMSEA	$RMSEA \leq 0,08$	0.006	Good
CFI	$0,80 \leq CFI \leq 1$	0.986	Good
TLI	$0,80 \leq TLI$	0.979	Good

The confirmatory factor analysis results on endogenous variables, including job satisfaction and teacher performance, found that the test scores for each of the factors forming a construct showed that all indicators had standardized regression weight values > 0.5 and with a significance < 0, 05. Thus, the variables job satisfaction and teacher performance can be done using each of the indicators that have been developed. Following are the results of testing the significance of each indicator in forming endogenous variables.

Model Test Results

The overall model feasibility test was carried out using SEM, which was also used to analyze the proposed hypothesis. The model testing results through structural model testing are as shown in Figure 5. Based on the results of the processed data, it can be seen that all the constructs used to form a research model have met the predetermined goodness of fit requirements. This means that the model fits the sample data. The test results on the loading factor value for each indicator can be seen in Table 3.

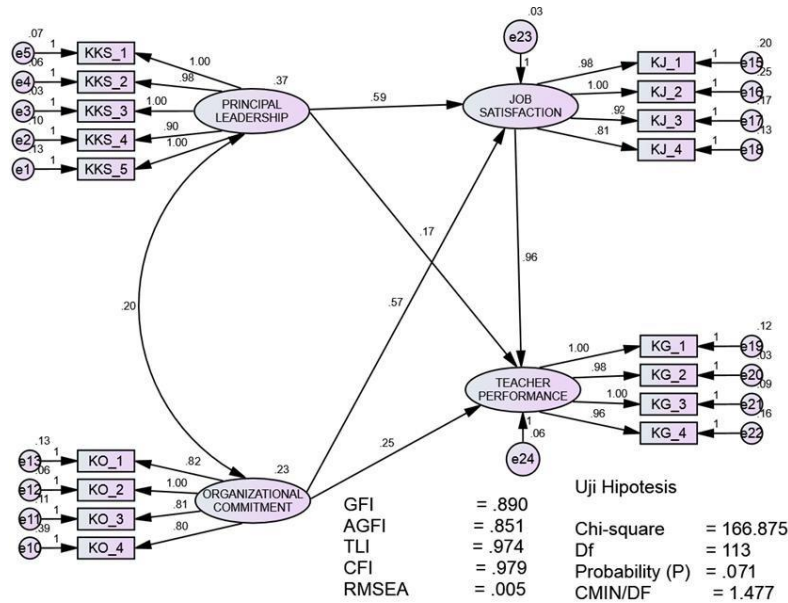


Figure 5. Conceptual model analysis results

Table 3. Results of the Feasibility of the Research Model

Measure Goodness of Fit	Acceptance Limit Goodness of Fit	Result	Description
Chi Square	the smaller the better	166,875	Good
Probability (P)	$P \geq 0,05$	0.071	Good
RMSEA	$RMSEA \leq 0,08$	0.005	Good
CFI	$0,80 \leq CFI \leq 1$	0.979	Good
TLI	$0,80 \leq TLI$	0.974	Good

Based on the results of the feasibility test of the model presented in table 3 above, it shows that overall the testing criteria are in a good category or meet the required assessment criteria, so it can be concluded that this research model is not different from the estimated population/model is considered good (accepted).

After evaluating the assumptions, hypothesis testing is done by analyzing the value of the Critical Ratio (CR) and the probability of a causal relationship. The following table collectively presents the test results of the nine proposed hypotheses.

Table 4. Hypothesis Testing Results

	Std Estimate	Estimate	S.E.	C.R.	P
Job Satisfaction <--- Principal's Leadership	.590	.489	.062	6.326	***
Job Satisfaction <--- Organizational Commitment	.574	.552	.106	5.420	***
Teacher Performance <--- Principal's Leadership	.165	.181	.185	.895	.001
Teacher Performance <--- Job Satisfaction	.964	.938	.448	3.100	.002

Teacher Performance <--- Organizational Commitment	.251	.215	.295	.853	.034
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Influence analysis was carried out to analyze the strength of the influence between constructs, both direct, indirect, and total effects. The direct effect is the coefficients of all coefficient lines with arrows at one end. Indirect effects are effects that arise through an intermediate variable. Finally, the total effect is the effect of various relationships (Ferdinand, 2002).

Table 5. Standardized Direct Effects

	Principal's Leadership	Organizational Commitment	Job Satisfaction
Job Satisfaction	.590	.574	.000
Teacher Performance	.165	.251	.964

Table 6. Standardized Indirect Effects

	Principal's Leadership	Organizational Commitment
Teacher Performance	.569	.553

Table 7. Standardized Total Effects

	Principal's Leadership	Organizational Commitment	Job Satisfaction
Job Satisfaction	.590	.574	.000
Teacher Performance	.734	.804	.964

b. Hypothesis test

❖ Hypothesis 1:

Principal leadership significantly positive effect on job satisfaction, which is equal to 0.590 or 59.0%.

❖ Hypothesis 2:

The principal's leadership significantly affects teacher performance, which is 0.165 or 16.5%.

❖ Hypothesis 3:

Organizational commitment has a significant positive effect on job satisfaction, 0.574 or 57.4%.

❖ Hypothesis 4:

Organizational commitment has a significant positive effect on teacher performance, which is 0.251 or 25.1%.

❖ Hypothesis 5:

Job satisfaction has a significant positive effect on job satisfaction, which is 0.964 or 96.4%.

DISCUSSION

A. The Effect of Principal's Leadership on Job Satisfaction

From the results of data analysis, it is known that there is a positive and significant influence between the principal's leadership on job satisfaction, which is 0.590 or 59.0%. Indicators of the leadership contribution of principals such as leaders, managers, educators, administrators, and supervisors, in turn, have been shown to have a significant effect on job satisfaction of state junior high school teachers in Salatiga City. The most influential leadership roles are leader and educator.

The findings essentially confirm the existence of a strong and mutually influencing relationship between leadership and job satisfaction. Both complement each other, complement each other, and synergize. In practice, according to Davis & Wilson (2000), the principal occupies a key position and role in determining the level of job satisfaction of teachers. In addition, Kuswadi (2004) states that leaders must always feel what employees need so that employees will feel satisfied. The Effect of Principal's Leadership on Teacher Performance

a. The Effect of Principal's Leadership on Teacher Performance

From the results of data analysis, it is known that there is a direct influence between the principal's leadership on teacher performance and produces a positive and significant effect, with a large effect of 0.165 or 16.5%. The indirect effect of the principal's leadership on teacher performance by mediating job satisfaction is 0.569 or 56.9%. At the same time, the total influence of the principal's leadership on teacher performance is 0.734 or 73.4%.

This shows that the principal's leadership is the dominant variable affecting teacher performance. With the test of the hypothesis, the results of this study support the theoretical opinion or the results of research studies that experts have carried out. According to Siagian (2013), leadership plays a very dominant role in the organization's success in carrying out its various activities, especially seen in the performance of its employees.

b. The Effect of Organizational Commitment on Job Satisfaction

From the results of data analysis, it is known that there is an influence between the principal's leadership on teacher performance and produces a positive and significant effect, with a large effect of 0.574 or 57.4%. Indicators of the contribution of organizational commitment such as affective commitment, normative commitment, continuous commitment, integrated commitment have been shown to have a

significant effect on teacher job satisfaction in the city of Salatiga. This is in accordance with Cohen's opinion (in Eslami & Gharakhani, 2012) that organizational commitment has a positive effect on job satisfaction and high productivity. The results of Zahari & Shurbagi's (2012) research also found a significant relationship between aspects of affective commitment, continuance commitment and normative commitment with job satisfaction. This condition illustrates that the more committed teachers are to their work, the greater their satisfaction at work.

c. The Effect of Organizational Commitment on Teacher Performance

From the results of data analysis, it is known that organizational commitment directly affects teacher performance. The effect is positive and significant, which is 0.251 or 25.1%. The indirect effect of organizational commitment on teacher performance is 0.553 or 55.3%. While the total effect of organizational commitment on teacher performance is 0.804 or 80.4%. This shows that organizational commitment is the dominant variable affecting job satisfaction. The existence of commitment will encourage individuals to be actively involved in various important issues in the organization to improve their performance. The desire to develop personal competencies that can contribute to the organization will arise if the individual has a strong commitment. With a strong commitment to the teacher's personality, the teacher's performance will increase, and the teacher's desire to remain in school becomes stronger.

d. The Effect of Job Satisfaction on Teacher Performance

From the analysis results, it is known that there is a positive and significant effect between job satisfaction variables on teacher performance, while the effect is 0.964 or 96.4%. Indicators of the contribution of job satisfaction such as challenges, rewards, environment, and colleagues have been shown to have the most dominant and significant influence on teacher performance in the city of Salatiga. There is a positive and significant effect of job satisfaction on teacher performance. The higher the teacher's perceived job satisfaction, the higher the performance, and conversely, the lower the teacher's job satisfaction, the lower the teacher's performance. The teacher's dissatisfaction with the work will reduce the teacher's degree of performance. Conversely, the higher a person feels satisfied with his job as a teacher, the better the teacher will be.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis with the help of the Analysis of Moment Structure (AMOS) software, several conclusions were obtained that the principal's leadership had a positive and significant effect on teacher job satisfaction in the Salatiga City Junior High School, the principal's leadership had a positive and significant effect on teacher performance in the school. Junior High School Salatiga City, organizational commitment has a positive and significant effect on teacher job satisfaction in Salatiga City Junior High Schools, organizational commitment has a positive and significant effect on teacher job satisfaction at Salatiga City Junior High Schools, and job satisfaction has a positive and significant effect on teacher job satisfaction at the Salatiga City Junior High School,

After studying, analyzing, discussing and drawing conclusions, the authors provide some suggestions that can be used as consideration in determining future policies, namely: in order to improve the performance of junior high school teachers in the city of Salatiga, the junior high school principal should still maintain leadership who are supportive and participative in giving appreciation to members in the school environment who have worked hard, and appreciate members in the school who have worked hard. The principal as a leader also needs to update the knowledge accordingly so that later he can give the maximum to the community. In order to increase the commitment of teachers to the school organization, the principal is advised to try to increase loyalty by fostering a willingness to sacrifice through more rewards associated with the contribution of each individual teacher at the junior high school in Salatiga.

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