



# The Effect of Principal Leadership, Work Climate, and Work Motivation Through Job Satisfaction Toward Teacher Performance

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### Abstract

This study aims to analyze the influence of the principal's leadership, work climate and work motivation on teacher performance with job satisfaction as an intervening variable. There are several factors that affect teacher performance including the leadership of the principal, work climate, work motivation and job satisfaction of teachers. This research was conducted at MAN 1 Semarang Regency, MAN 2 Semarang Regency and MAN Salatiga City. This research uses quantitative research methods. The population of this study were teachers at MAN 1 Semarang Regency, MAN 2 Semarang Regency and MAN Salatiga. Sampling using non-probability sampling with the selected sampling technique is purposive sampling. The sample in this study amounted to 128 respondents. The data collection technique in this study used a questionnaire. Data analysis techniques used three analytical techniques, namely descriptive statistical analysis, multiple regression analysis, and path analysis. The findings in this study indicate that the principal's leadership, work climate, work motivation and job satisfaction have a direct effect on teacher performance. And the principal's leadership, work climate, and work motivation have an indirect effect on teacher performance mediated by job satisfaction.

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## INTRODUCTION

Education is something that cannot be separated from human beings. Starting from the womb to growing up and then old, humans experience an educational process. Education is the light that guides humans in determining the direction, purpose and meaning of life.

Law Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character. as well as the skills needed by himself, society, nation and state. National education aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state.

In the world of education, teachers are human resources who have the expertise to improve the quality of learning. The teacher plays a very important role in the learning process. The teacher's learning process acts as a model and role model for students and learning managers. The success of learning is largely determined by the quality of a teacher. A teacher must have a spirit of maturity, leadership and great wisdom as well as good teaching competence to convey teaching materials to students properly. The teaching and learning process in addition to mastery of the material, professional competence can also be increased at their own will to add knowledge with the guidance of other parties.

Mastery of good professional competence will be at stake when facing learning demands because it reflects the increasingly complex needs that come from students, not only the teacher's ability to master learning alone but also other abilities, namely good learning strategies. Such demands can only be answered by professional teachers. With these professional competencies, it will also affect the process of managing

education so that it is able to produce quality students.

In order to improve the quality of education, the development of the quality of learning must always be improved. Among all the components in learning, the teacher is a very decisive organic component. There is no quality learning without quality teachers. So that improving the quality of learning is also not possible without improving the quality of the teachers.

The roles and responsibilities of teachers in the future will be increasingly complex, thus requiring teachers to continuously make various improvements and adjustments to their professional abilities. Teachers must be more creative in developing the learning process of students. To face these professional challenges, teachers need to continuously update their knowledge and knowledge (Chrisvianty et al., 2020).

Referring to Law No. 14/2005 concerning Teachers and Lecturers Chapter III 'Principles of Professionalism' Article 7, being a teacher is a very tough profession. One of the points stated, the teacher must (a) have talent, interest, calling, and idealism. In point (d), namely having the necessary competencies in accordance with the field of duty. Seeing the discrepancy between the ideals and the reality of teacher competence above, this shows that the seriousness of our teachers is being questioned. This is an important case considering that the teacher is the main pillar in the implementation of an educational process.

According to Imrotun and Sukirman (2016) Teachers as one of the resources in schools have an important role in improving the quality of students. They are tasked with guiding and directing student learning in order to achieve optimal results. Therefore teacher performance is always a concern because it is a determining factor in improving students' learning achievement.

Efforts to keep teachers always carrying out their duties and responsibilities require regular supervision, one of which is through teacher performance assessment (PKG) (Priyoga & Harnanik, 2017). Evaluation of teacher

performance is defined as an assessment of each item of the teacher's main task activities within the framework of career development for his rank and position (Permen PAN No. 16 of 2009).

In the school system, teacher performance can be described as tasks performed by a teacher at a time in the school that are directed towards achieving school and classroom goals on a daily basis and overall educational goals and objectives (Duze, 2012). Without teachers, educational goals will never be achieved because the education system will not run well (Suhartini et al., 2019).

There are several factors that affect teacher performance including the leadership of the principal, work climate, work motivation and job satisfaction of teachers. According to Octavia & Savira (2017: 8), leadership is needed to influence a group towards achieving goals. Leadership is the most important aspect in an organization. Remembering this as an attitude of readiness to influence, encourage, invite movement, and directives so that all instructions and orders issued by his subordinates are carried out properly and correctly in order to achieve the desired goals together (Umami et al., 2020: 56).

Work climate also affects teacher performance. According to Hamsah et al. (2019: 238) The work climate describes the atmosphere and working relationships between fellow teachers, between teachers and school principals, between teachers and other education staff and between agencies in their environment, this is a manifestation of a conducive work environment.

Work motivation is also an aspect that influences teacher performance. Motivation is important because motivation will encourage or move someone to do something more enthusiastically, especially regarding work motivation. Teachers will work well according to their duties if they have high motivation. Motivation is a psychological process that encourages people to do something (Usman, 2014: 276).

In addition, the factors that influence teacher performance are job satisfaction. Job satisfaction is a pleasant mood in carrying out work. If the work is carried out happily and

happily, good results will be achieved, which in the end the implementation of tasks can run as expected (Helniha, 2020: 26).

This research was conducted at the State Aliyah Madrasah (MAN) in Semarang Regency and Salatiga City, namely MAN 1 Semarang Regency, MAN 2 Semarang Regency and MAN Salatiga City.

Based on the preliminary study, several problems were found related to teacher performance, including the making of lesson plans that were not optimal, even just copying and pasting the previous year's equipment, the teacher's workload increased due to the addition of other tasks from the school so that in terms of teaching it was not effective, teacher delays in entering school and class, there were still teachers chatting in the teacher's room even though it was time to go to class to teach and most of the teachers had not been able to use a variety of learning methods.

From the data obtained, it can be said that the teacher performance of MAN 1 Semarang Regency, MAN 2 Semarang Regency and MAN Salatiga has not been maximized. These data are facts found in the field that are relevant to previous research that has been carried out by several researchers, namely: Nababan (2022) who found that the leadership of school principals has a positive and significant effect on job satisfaction and teacher performance. Khadijah (2020) in her research found that the work climate has a significant effect on job satisfaction and teacher performance. Alfa (2020) states that with an increase in work motivation, teacher performance will increase. Garaika (2020) in his research found that work motivation has a positive and significant effect on performance and job satisfaction. And research from Nurmin (2020) found that job satisfaction has an influence on performance.

From some of the findings and the existence of GAP research results of previous research, they were interested in conducting research on "The Influence of Principal Leadership, Work Climate, Work Motivation on Teacher Performance at MAN Semarang Regency and MAN Salatiga City with Job

Satisfaction as an intervening variable". The purpose of this study was to analyze the influence of the principal's leadership, work climate and work motivation on the performance of teachers of MAN Semarang Regency and Salatiga City MAN with job satisfaction as an intervening variable.

## METHOD

This study used quantitative research methods, analyzed research data using statistical calculations with the help of the IBM SPSS Statistics 23 program. This method is a scientific method because it fulfills scientific principles, namely concrete/empirical, objective, measurable, rational and systematic (Romadhon, 2021:481). The study used 3 independent variables, namely principal leadership, work climate, work motivation, 1 intervening variable, namely job satisfaction and 1 dependent variable, namely teacher performance.

The population of this study were teachers at MAN 1 Semarang Regency, MAN 2 Semarang Regency and MAN Salatiga. Sampling using non-probability sampling technique. The sampling technique chosen was purposive sampling where the sample was determined deliberately by the researcher based on certain criteria or considerations (Faisal, 2008:67). the sample in this study amounted to 128 respondents.

Data collection techniques in this study used a questionnaire. Questionnaires, namely data collection techniques used by distributing a list of questions to research respondents. Each answer to a question related to the principal's leadership, work climate, work motivation, job satisfaction and teacher performance is given a score according to each measurement scale. Measurement of the variables in this study used a Likert scale with 5 possible answers for each question, with a scale of 5 indicating the highest and 1 the lowest. Data analysis used three analyses, namely descriptive statistical analysis, multiple regression analysis, and path analysis.

## RESULTS AND DISCUSSIONS

Testing the research hypothesis aims to determine whether there is a direct effect between the independent variables on the intervening variable and the dependent variable as well as an indirect effect between the independent variables on the dependent variable through the intervening variable using path analysis and the Sobel test. The hypothesis is accepted if the Sig. < 0.05.

### Direct Effect Analysis

**Table 1.** The Model I Analysis Result

Variable	t	Sig.
Principal Leadership	3.425	.001
Work Climate	6.280	.000
Work Motivation	4.746	.000

Dependent Variable: Job Satisfaction

**Table 2.** The Model II Analysis Result

Variabel	t	Sig.
Principal Leadership	3.598	.000
Work Climate	3.718	.000
Work Motivation	4.610	.000
Job Satisfaction	5.664	.000

Dependent Variable: Teacher Performance

### The Effect of Principal Leadership on Job Satisfaction

The results of the study show that the first hypothesis (H1), which states that the principal's leadership has a positive and significant effect on teacher job satisfaction in MAN Semarang Regency and Salatiga Regency can be accepted. This proves that there is a significant influence between the principal's leadership on teacher satisfaction. The principal leadership variable has a tcount of 3.425 with a sig value. 0.001. The provisions for making a decision on the hypothesis are accepted or rejected, based on the value of tcount > ttable, or if the significance is <0.05, it can be concluded that the hypothesis is accepted. The results of this study, obtained a value of tcount > ttable (3.425 > 1.657) and a significance value of 0.001 <0.05.

Based on the results of this study, it shows that there is a positive and significant influence of the principal's leadership on teacher job satisfaction, so it can be said that good principal leadership will increase teacher job satisfaction. This is in line with research from Nababan (2022) which suggests that the leadership of school principals has a positive and significant effect on teacher job satisfaction. Nurmin et al (2020) in his research found that leadership influences job satisfaction. From these findings, the principal's leadership is a requirement for providing job satisfaction to teachers. A school principal must have competent leadership so that teachers can be satisfied at work.

#### **The effect of Work Climate on Job Satisfaction**

The results of the study show that the second hypothesis (H2) which states that the teacher's work climate has a positive and significant effect on teacher job satisfaction at MAN Semarang Regency and Salatiga Regency can be accepted. The results of this study indicate that there is a significant influence between work climate on teacher satisfaction. The working climate variable has a tcount of 6.280 with a sig value. 0.000. The provisions for making a decision on the hypothesis are accepted or rejected, based on the value of tcount > ttable, or if the significance is <0.05, it can be concluded that the hypothesis is accepted. The results of this study, obtained a value of tcount > ttable (6.280 > 1.657) and a significance value of 0.000 <0.05.

Based on the results of this study indicate that there is a positive and significant influence of work climate on teacher job satisfaction, so it can be said that a good work climate will increase teacher job satisfaction. This is in line with research from Khodijah (2020) which says that there is a significant influence between work climate on employee satisfaction. So the better the work climate given, the better the job satisfaction. The occurrence of a harmonious relationship between school members will certainly create conditions where school members, especially teachers, feel comfortable in a comfortable environment when working. If the teacher is comfortable working, it will affect the

enthusiasm of the teacher in carrying out his duties and responsibilities (Angga & Wiyasa, 2021:15).

#### **The Effect of Work Motivation on Job Satisfaction**

The results of the study show that the third hypothesis (H3) which states that teacher work motivation has a positive and significant effect on teacher job satisfaction in Semarang Regency MAN and Salatiga MAN is acceptable. The results of this study indicate that there is a significant influence between work motivation on teacher satisfaction. The work motivation variable has a tcount of 4.746 with a sig. 0.000. The conditions for making a decision on the hypothesis are accepted or rejected, based on the value of tcount > ttable, or if the significance is <0.05, it can be concluded that the hypothesis is accepted. The results of this study, obtained a value of tcount > ttable (4.746 > 1.657) and a significance value of 0.000 <0.05.

Based on the results of this study indicate that there is a positive and significant influence of work motivation on teacher job satisfaction, so it can be said that with good work motivation will increase teacher job satisfaction. This is in line with research from Alfa (2020) and Garaika (2020) which shows that work motivation influences job satisfaction so that the better the work motivation given, the better job satisfaction will be. Work motivation is a very important determination in supporting individual and organizational performance. Hard work done with encouragement or motivation will result in satisfaction for the teacher in doing his job (Salwa et al., 2019). Teachers who are motivated at work will lead to job satisfaction, because teacher needs that are met encourage teachers to improve their performance (Andriani et al., 2018: 20).

#### **The Effect of Principal Leadership on Teacher Performance**

The results of the study show that the fourth hypothesis (H4), which states that the principal's leadership has a positive and significant effect on teacher job satisfaction at MAN Semarang Regency and Salatiga Regency

is acceptable. The results of this study indicate that there is a significant influence between the principal's leadership on teacher performance. The principal leadership variable has a *t*count of 3,598 with a sig. 0.000. The conditions for making a decision on the hypothesis are accepted or rejected, based on the value of *t*count > *t*table, or if the significance is <0.05, it can be concluded that the hypothesis is accepted. The results of this study, obtained a value of *t*count > *t*table (3,598 > 1.657) and a significance value of 0.000 <0.05.

Based on the results of this study, it shows that there is a positive and significant influence of the principal's leadership on teacher performance, so it can be said that good principal leadership will improve teacher performance. This is in line with research from Nababan (2022); Arianto et al (2020) and Suartini et al (2020) which show that leadership influences performance. So the better the leadership given, the better the performance. Principal leadership is one aspect that influences teacher performance. Leadership is the most important aspect in an organization. Remembering this as an attitude of readiness to provide influence, encouragement, solicitation of movement, and direction so that all instructions and orders issued by his subordinates are carried out properly and correctly in order to achieve the desired goals together (Umami, 2020: 56). If the principal leads well, the teacher's performance will also be good (Lestari et al., 2019)

#### **The Effect of Work Climate on Teacher Performance**

The results of the study show that the fifth hypothesis (H5) which states that the work climate has a positive and significant effect on teacher job satisfaction in MAN Semarang Regency and Salatiga Regency can be accepted. The results of this study indicate that there is a significant influence between work climate on teacher satisfaction. The working climate variable has a *t*count of 3,718 with a sig. 0.000. The conditions for making a decision on the hypothesis are accepted or rejected, based on the value of *t*count > *t*table, or if the significance is <0.05, it can be concluded that the hypothesis is accepted. The results of this study, obtained a

value of *t*count > *t*table (3,718 > 1.657) and a significance value of 0.000 <0.05.

Based on the results of this study, it shows that there is a positive and significant influence of work climate on teacher performance, so it can be said that a good work climate will improve teacher performance. This is in line with research from Khodijah (2020) which shows that there is a significant influence between work climate on employee performance. According to Angga and Wiyasa (2021:15) if the teacher is comfortable at work it will affect the enthusiasm of the teacher in carrying out his duties and responsibilities. According to Ratmini et al. (2019: 93), school climate as a condition or condition in a series which directly or indirectly, consciously or unconsciously, can affect the teacher's work. A conducive work climate in schools is needed by a teacher to foster encouragement in the teacher to work more enthusiastically.

#### **The Effect of Work Motivation on Teacher Performance**

The results of the study show that the sixth hypothesis (H6) which states that teacher motivation has a positive and significant effect on job satisfaction at MAN Semarang Regency and Salatiga Regency can be accepted. The results of this study indicate that there is a significant influence between work motivation on teacher performance. The work motivation variable has a *t*count of 4,610 with a sig. 0.000. The conditions for making a decision on the hypothesis are accepted or rejected, based on the value of *t*count > *t*table, or if the significance is <0.05, it can be concluded that the hypothesis is accepted. The results of this study, obtained a value of *t*count > *t*table (4,610 > 1.657) and a significance value of 0.000 <0.05.

Based on the results of this study indicate that there is a positive and significant influence of work motivation on teacher performance, so it can be said that with good work motivation will improve teacher performance. This is in line with research from Alfa (2020) and Garaika (2020), which shows that work motivation influences job satisfaction. So the better the work motivation given will be able to affect performance.

Motivation is important because motivation will encourage or move someone to do something more enthusiastically, especially regarding work motivation. Teachers will work well according to their duties if they have high motivation. Motivation is a psychological process that encourages people to do something (Usman, 2014: 276).

#### **The Effect of Job Satisfaction on Teacher Performance**

The results of the study show that the seventh hypothesis (H7) which states that teacher job satisfaction has a positive and significant effect on teacher performance at MAN Semarang Regency and Salatiga Regency can be accepted. The results of this study indicate that there is a significant influence between job satisfaction on teacher performance. The job satisfaction variable has a  $t_{count}$  of 5,664 with a sig. 0.000. The provisions for making a decision on the hypothesis are accepted or rejected, based on the value of  $t_{count} > t_{table}$  or if the significance is  $< 0.05$ , it can be concluded that the hypothesis is accepted. The results of this study, obtained a value of  $t_{count} > t_{table}$  ( $5,664 > 1.657$ ) and a significance value of  $0.000 < 0.05$ .

Based on the results of this study indicate that there is a positive and significant effect of job satisfaction on teacher performance, so it can be said that with good job satisfaction will improve teacher performance. This is in line with research from Nababan (2022); Nurmin et al (2020) and Hussain et al. (2013) which shows that job satisfaction affects performance. So the better the satisfaction, the better the performance. Teachers who are satisfied with their work will have a positive attitude towards their work so that they are motivated to do their best work, resulting in good performance. Good performance is based on satisfaction (Hussain et al., 2013). Teachers will be satisfied if they work in good conditions or situations that match their expectations (Abdul Quddus & Ahmed, 2017).

#### **Indirect Effect Analysis**

To find out whether the resulting indirect effect is mediating or not, a Sobel test is needed. The results of the Sobel test are as follows.

#### **The effect of the Principal's Leadership on teacher performance with job satisfaction as an intervening variable**

The results of the study show that the eighth hypothesis (H8) which states that the principal's leadership has a positive and significant effect on teacher performance through job satisfaction at MAN Semarang Regency and Salatiga Regency can be accepted. The results of this study indicate that the principal's leadership indirectly affects teacher performance with a value of  $t_{count} = 2.912$  greater than  $t_{table}$  with a significance level of 0.05 which is equal to 1.657, so it can be concluded that the mediation coefficient is 0.074 significant, which means there is a mediating effect. Then the variable of job satisfaction mediates the principal's leadership variable on teacher performance. This is in line with research from Nababan (2022) and Nurmin et al (2020) which shows that leadership influences performance mediated by satisfaction.

#### **The effect of work climate on teacher performance with job satisfaction as an intervening variable**

The results of the study show that the ninth hypothesis (H9) which states that the work climate has a positive and significant effect on teacher performance through job satisfaction at MAN Semarang Regency and Salatiga Regency can be accepted. The results of this study indicate that the work climate indirectly affects teacher performance through job satisfaction with a value of  $t_{count} = 4.142$  greater than  $t_{table}$  with a significance level of 0.05 which is equal to 1.657, it can be concluded that the mediation coefficient is 0.162 significant, which means there is a mediating effect. Then the job satisfaction variable mediates the work climate variable on teacher performance. This is in line with research from Khodijah (2020) which says that the work climate has an indirect effect on employee satisfaction and performance.

**The effect of work motivation on teacher performance with job satisfaction as an intervening variable**

The results of the study show that the tenth hypothesis (H10) which states that work motivation has a positive and significant effect on teacher performance through job satisfaction in Semarang Regency MAN and Salatiga MAN is acceptable. The results of this study indicate that work motivation indirectly affects teacher performance through job satisfaction with a value of  $t_{count} = 3.606$  greater than  $t_{table}$  with a significance level of 0.05 which is equal to 1.657, it can be concluded that the mediation coefficient is 0.133 which is significant, which means there is a mediating effect. Then the variable of job satisfaction mediates the variable of work motivation on teacher performance. This is in line with research from Alfa (2020), which states that motivation has a significant effect on teacher performance through job satisfaction.

**CONCLUSION**

Based on the results and discussion of this study, the conclusions of this study are first, there is a positive and significant influence of the principal's leadership on the job satisfaction. Second, there is a positive and significant influence of work climate on teacher job satisfaction. Third, there is a positive and significant effect of teacher work motivation on teacher job satisfaction. Fourth, there is a positive and significant influence of the principal's leadership on teacher performance. Fifth, there is a positive and significant effect of work climate on teacher performance. Sixth, there is a positive and significant effect of teacher work motivation on teacher performance. Seventh, there is a positive and significant effect of teacher job satisfaction on teacher performance. Eighth, there is a positive and significant influence of the principal's leadership on teacher performance through job satisfaction. Ninth, there is a positive and significant effect of work climate on teacher performance through job satisfaction. Tenth, there is a positive and significant effect of teacher

work motivation on teacher performance through job satisfaction.

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