

The Analysis of Determinants of Public Junior High School Teacher Performance in Semarang

Widi Setianah, Suwito Eko Pramono, Agus Wahyudin

Universitas Negeri Semarang, Semarang, Indonesia

*Corresponding Author: widisetiana@students.unnes.ac.id

Abstract. Teacher performance is still low. Many factors affect teacher performance, both internal and external. Many theories explain the relationship between these factors and teacher performance. The purpose of this study is to determine the determination of teacher performance, which is related to leadership style through job satisfaction and moderated by work commitment to the performance of public junior high school teachers in Semarang. This study uses a quantitative approach and the type of research is correlational research. The population of the research are 3.646 teachers and the sample of this study are 360 junior high school teachers in Semarang. The determination of the sample uses proportional random sampling. The dependent variable of the study is teacher performance. The intervening variable is job satisfaction, the moderating variable is work commitment and the independent variable consists of leadership style. The data collection technique uses an instrument in the form of a questionnaire. The data analysis technique uses validity test, reliability test, classical assumption test, simple and multiple regression analysis, coefficient of determination, hypothesis test and path analysis. The results shows that there is a significant direct influence between Leadership style (X) has a positive effect on teacher performance (Y). There was a significant direct influence that leadership style (X) has a positive effect on teacher job satisfaction (M). Leadership style (X) has an indirect effect on teacher performance (Y) through teacher job satisfaction (M). Organizational commitment (R) moderates indirectly between teacher job satisfaction (M) and teacher performance (Y). Research suggestions a) are expected to be able to develop or add indicators to the leadership style variable on teacher job satisfaction and performance in this study, b) This research model can be developed to improve teacher performance, especially leadership style, job satisfaction and work commitment in junior high school teachers in Semarang.

Keywords: leadership style; job satisfaction; job commitment; teacher performance; junior high school teacher

INTRODUCTION

Teachers as educators have a strategic role in the learning process that has an influence on the achievement of student learning outcomes. As explained in Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training and evaluating students in early childhood education through formal education, basic education and secondary education. The implementation of teacher duties and work cannot be separated from the way teachers work. Good teacher performance will greatly determine the quality of student learning outcomes because teachers are the parties who are in direct contact with students in the learning process at school (Sawianti, 2019).

According to (Priansa, 2018), it is explained that "Teacher performance is the level of teacher success in completing their work". Teacher performance can be said when carrying out and completing tasks that are already their responsibility along with additional tasks that

include learning planning activities, implementing the learning process, to implementing learning evaluations. This can be seen from the problems in the planning process Syllabus 66%, Learning Objective Flow (ATP) 73%, and Teaching Modules 80%.

It needs to be coaching and mentoring by the principal for teachers in order to improve teacher performance. The teachers need to get encouragement and direction from various parties to be able to improve and produce quality and quality performance. The role of the principal is very important for improving teacher performance and the quality of learning in schools (Mulyasa, 2019). According to (Mulyasa, 2019) principal leadership is a leadership approach that aims to create positive change in the school environment. This approach focuses on developing the potential of teachers and students through inspiration, motivation, and development of a shared vision. The results of the interview "There are principals who are less inspiring in managing schools, principals lack strategies in analysing the opportunities and challenges faced. Then the principal does not create a conducive school climate, provide advice to school residents, provide encouragement to all education personnel.

In contrast to the results of research conducted by (Sutanto, 2020), which shows that transformational leadership has a positive and significant effect on organizational performance behaviour.

The leadership of the principal is not the only factor that influences teacher performance, there are other factors that can influence teacher performance, one of them is job satisfaction. Job satisfaction is a person's emotional state regarding their work which can be influenced by supervision, working conditions and the work environment. (Kulsum, 2019). (Suparyadi, 2020) defines job satisfaction as something positive that is based on the results of an evaluation of what is expected to be obtained through efforts made in carrying out a job with the results or rewards received. Based on interviews teachers also given the opportunity to develop their profession by participating in training and seminars. However, in terms of supervision, several teachers still feel that the principal is less communicative and less open with teachers, so that teachers feel less cared for by the principal, In contrast to the results of research conducted by (Hafiza Safia Shaukat, 2023), it shows that there is significant positive relationship between transformational leadership style and job satisfaction.

In addition to being influenced by leadership style and job satisfaction factors, it is also influenced by teacher work commitment factors (Ilham, 2020). Teacher work commitment is a condition where teachers feel comfortable, appreciated, and confident so that they can do their jobs more diligently and better (Sianipar, 2020). There are still teachers who do not have a sense of responsibility in their work. This can be seen from the high percentage of teachers being late in collecting PAS grids and questions reaching 56 teachers (40.57%). Then teachers were late in collecting recap scores reaching 28 teachers (20.28%). This is due to the low work commitment of teachers to be able to be responsible for the work done. These results are in contrast to the results of research conducted by (Norhaily Abdul Halim, 2021) which shows that there is a relationship between transformational leadership and organizational commitment through job satisfaction.

METHODS

This study uses a quantitative approach and the type of research is correlational research to correlate leadership style through job satisfaction

and moderated by work commitment to the performance of public junior high school teachers in Semarang. The type of analysis used in this study is multiple correlation analysis which aims to determine the level of association (relationship) of several independent variables to the dependent variable. The study is conducted in junior high schools throughout Semarang starting from April 2025 to May 2025. The population in the researcher are 3.646 teachers and the sample in this study are 360 junior high school teachers in Semarang. Data collection techniques in this study are documentation and questionnaires. After the data is collected, the data needs to be analysed first correctly in order to test the truth of the hypothesis and also draw a conclusion that is the right answer to the problem posed. The data presented is in the form of raw data processed using descriptive statistical techniques. The data analysis techniques use validity tests, reliability tests, classical assumption tests, simple and multiple regression analysis, coefficient of determination, and hypothesis tests. As for the description of this data which is presented in the form of a frequency distribution Path analysis. Path analysis techniques will be used to test the magnitude of the contribution indicated by the path coefficient in each path diagram of the causal relationship between variables X through M and moderated by R against Y. The correlation and regression analysis are the basis for calculating path coefficients with the help of the SPSS version 25 computer program.

RESULTS AND DISCUSSION

Leadership Style (X) has a positive effect on teacher performance (Y) of Public Junior High Schools in Semarang

There is a significant direct influence between Leadership Style (X) has a positive effect on teacher performance (Y) of Public Junior High Schools in Semarang. Direct causal relationship between Leadership Style (X) has a positive effect on teacher performance (Y) with the operational hypothesis there is a direct influence between Leadership Style (X) has a positive effect on teacher performance (Y).

Table 1. Direct Influence of Leadership Style on Teacher Performance

| Variable | R | Significance |
|----------|-------|--------------|
| X → Y | 0.671 | 0.000 |

Based on the data above, there is a direct causal relationship: Leadership Style (X) has a positive effect on Teacher Performance (Y) Correlation Coefficient ($R = 0.671$) indicates a strong positive relationship between leadership style and teacher performance. This means that the better the leadership style applied, the higher the teachers' performance. Then the Significance value ($p\text{-value} = 0.000$): The significance value below 0.05 (even <0.001), indicates that this relationship is statistically significant. In other words, the influence of leadership style on teacher performance does not occur by chance, but can be scientifically trusted. Thus, it can be concluded that there is a positive and significant direct influence between leadership style and teacher performance. A good and effective leadership style contributes significantly to improving teacher performance.

There is a significant direct influence between leadership style (X) which has a positive effect on teacher job satisfaction (M) of Public Junior High Schools in Semarang. Direct causal relationship between Leadership style (X) which has a positive effect on teacher job satisfaction (M) with the operational hypothesis there is a direct influence between Leadership style (X) which has a positive effect on teacher job satisfaction (M).

Table 2. Direct Influence of Leadership Style on Job Satisfaction

| Variable | R | Significance |
|-------------------|-------|--------------|
| $X \rightarrow M$ | 0.634 | 0.000 |

Based on the data above, there is a direct causal relationship: Leadership Style (X) has a positive effect on teacher job satisfaction (M). The correlation coefficient ($R = 0.634$) shows a strong positive relationship between leadership style and teacher job satisfaction. This means that the better the leadership style applied by the principal or leader, the higher the level of job satisfaction felt by the teacher. It shows the significance value ($p\text{-value} = 0.000$). This value is far below the threshold of 0.05, which means that this result is very statistically significant. Thus, there is strong evidence that leadership style has a direct effect on teacher job satisfaction. Thus, it can be concluded that there is a positive and significant direct causal relationship between leadership style and teacher job satisfaction. This means that increasing the quality of leadership style (for example, participatory, transformational, or democratic styles) will tend to increase teacher job satisfaction.

Leadership style (X) has an indirect effect on teacher performance (Y) through teacher job satisfaction (M) of Public Middle Schools in Semarang

Table 3. Indirect Effect of Leadership Style on Teacher Performance through Job Satisfaction

| Variable | R | Explanation |
|---------------------------------|-------|--------------------------|
| $X \rightarrow Y \rightarrow M$ | 0.761 | There is indirect effect |

Based on the data above, the R value = 0.761 shows that the indirect effect between leadership styles on teacher performance through job satisfaction has a very strong relationship strength. This indicates that teacher job satisfaction is an effective mediator in bridging the effect of leadership style on teacher performance. The statement "There is an indirect effect" implies that the path $X \rightarrow M \rightarrow Y$ has been tested and is significant. This means that although there is a direct effect from X to Y, most of the influence of leadership style on teacher performance is also carried out through increasing teacher job satisfaction. The results of the analysis show that leadership style has an indirect effect on teacher performance through job satisfaction, with a coefficient value of 0.761. This indicates that the leadership style applied by the principal is able to increase teacher job satisfaction, which in turn has a positive impact on increasing teacher performance. Thus, teacher job satisfaction acts as a significant mediating variable in the relationship between leadership style and teacher performance at Public Junior High School in Semarang. Similar to research conducted by (Andi Farid Noor Ahmad, 2019) which showed the influence of organizational commitment and job satisfaction on teacher performance, research conducted by (Devi., 2019) also showed that organizational commitment did not significantly influence teacher performance.

Work commitment (R) moderates indirectly between teacher job satisfaction (M) and teacher performance (Y) of Public Junior High Schools in Semarang.

The results above show that Job Satisfaction (M) has a significant effect on Teacher Performance (Y) ($p = 0.000$) with a coefficient of $B = 0.728$. It means that the higher the job satisfaction, the higher the teacher performance. The Moderation Interaction (Moderate1) representing work

Table 4. Moderating Effect of Work Commitment and Job Satisfaction on Teacher Performance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 21.6214 | 7.310 | | 3.668 | .001 |
| Job Satisfaction | .728 | .253 | .735 | 3.855 | .000 |
| Teacher Performance | .365 | .183 | .271 | 2.465 | .000 |
| Moderat1 | .541 | .442 | .462 | 3.112 | .000 |

commitment as a moderator is also significant ($p = 0.000$, $t = 3.112$), and the coefficient $B = 0.541$, meaning: Work commitment strengthens the relationship between job satisfaction and teacher performance. Teachers who are satisfied with their jobs will show higher performance if they have a strong work commitment. Beta Moderation = 0.462 is also quite high, indicating that this moderation effect has a strong contribution to the dependent variable (teacher performance). There is a significant moderation effect of work commitment in the relationship between teacher job satisfaction and teacher performance. This means that: "The effect of job satisfaction on teacher performance will be stronger when teachers have a high work commitment." The results of the analysis show that work commitment moderates the relationship between job satisfaction and teacher performance with an interaction coefficient of 0.541 and a significance value of 0.000. This means that the higher the level of work commitment a teacher has, the stronger the influence of job satisfaction on improving their performance. Thus, work commitment strengthens the relationship between job satisfaction and teacher performance at Public Junior High Schools in Semarang.

Similar to research conducted by (Pradana., 2020) which showed the influence of organizational commitment and job satisfaction on teacher performance of 5.596. Then research conducted by (Iswati, 2023) which showed organizational commitment influenced job satisfaction, organizational commitment influenced lecturer performance, and job satisfaction influenced lecturer performance. Then research conducted by (Utari., 2020) which showed commitment had a positive but insignificant effect on performance through teacher work motivation.

CONCLUSION

Based on the results of the research that has been conducted, the following conclusions can be drawn: There is a significant direct influence between Leadership style (X) which has a positive effect on teacher performance (Y) of Public Junior High Schools in Semarang. There is a significant direct influence between Leadership style (X) which has a positive effect on teacher job satisfaction (M) of Public Junior High Schools in Semarang. Leadership style (X) has an indirect effect on teacher performance (Y) through teacher job satisfaction (M) of Public Junior High Schools in Semarang. Organizational commitment (R) moderates indirectly between teacher job satisfaction (M) and teacher performance (Y) of Public Junior High Schools in Semarang.

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