

THE INFLUENCE OF PRINCIPAL LEADERSHIP ON JOB SATISFACTION AND TEACHER PERFORMANCE OF ISLAMIC RELIGIOUS EDUCATION IN BADUNG REGENCY

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Abstract: Finding out how the principal's leadership affected the Islamic Religious Education teachers' job happiness and performance in Badung Regency was the aim of the study. 60 teachers are the subject of this descriptive and quantitative study design. Questionnaires were employed in data collection methods, and Modelling Structural by Partial Least Squares was used for assessment. According to the study's findings, (1) principal leadership significantly and directly improves job satisfaction, with T-statistics of 3.430 and P-values of 0.001, (2) For P-values test is 0.036 while the results T-statistics is 2.045, principal leadership directly is the real thing to improves teacher performance, (3) For T-statistic test is 4.193 while the results P-value is 0.000, job happiness directly and significantly improves teacher performance, and (4) With T-statistics of 2.788 and P-values of 0.007, principle leadership has the real thing of indirect impact to teacher performance through work satisfaction. The study's findings that teacher effectiveness is directly impacted by principal leadership. Job satisfaction can operate as a mediating element in the relationship principal leadership to teacher performance. The findings indicate that leadership of headmaster has direct or indirect impact on teacher. Suggestions for enhancing job happiness and principal leadership of teachers

Keywords: Principal Leadership, Job Satisfaction, Teacher Performance

1 INTRODUCTION

Teachers are professionals on the field for education through formal, basic, secondary education, teachers' primary responsibility is to guide, direct, train, assess, and evaluate pupils (Abacioglu et al., 2022). In order to good character, knowledge, ability, creativity, independence, and the capacity to become responsible citizens, teachers play a crucial role. The goal of learning to create a better generation for the country's advancement (Dille & Røkenes, 2021). The Ruler establishes education standards that are applicable to implementation of education through secondary school in order to accomplish these educational objectives on Madrasah educational norms (Handayani et al., 2023). More precisely, a strategy plan for the growth of the education sector has been created by the Badung Regency Government.

Islamic education since educators, particularly those who teach religious education, play a crucial role in the field of education and are the ones who drive improvements in educational standards. Excellent initiatives that empower school supervisors, mobilise principals' working groups, enhance teacher competency through teacher working groups. According to a number of research findings on teacher quality development, competency development is done to advance the teaching profession. The government has established Qualification and Competency Standards for professional teachers, which include pedagogical, personal, social, and professional competence (Franky & Savira, 2021). Developing competences is the first step in improving the quality of teachers and the teaching profession (Rizal Mahtur et al., 2020). Professional educators are required to fulfil of competency, which include educational, personality, attitude and then professionalism (Dam & Janssen, 2021).

The 20% required funding for education has been implemented, and the administration has made education a priority. All parties are concerned about the calibre of teachers. Teachers must be able to serve as best they can and be genuinely skilled in their disciplines. Numerous internal and external factors impact the success of teachers. Numerous important developments have resulted from Indonesia's shifting regulations towards instructors and lecturers, particularly with relation to performance concerns. It is the responsibility of every educator to become more competent in their field of study and in understanding their pupils, including their competence, personality for development phases. Following the publication of certification gained widespread use and became a major matter of discussion, particularly in the education sector. This law serves three purposes. First, as a legal shield for educators against the capricious behaviour of parents, students, and the general public. The second is to make teachers more professional. Third, to enhance the well-being of educators (Noviyanti, 2021).

The following information relates to Islamic religious education instructors in Badung Regency: despite having certification, some of them perform poorly. This is demonstrated by the certification teachers who are late for

class, the fact that some certification teachers do not regularly prepare lesson plans, and the fact that some certified teachers still administer learning incompletely when the supervisor evaluates them which had lowest from 15%, show that certified teachers perform similarly to those who were not certified. Despite having certification, some teachers lack the drive to pursue careers in teaching; As seen by measure describing the teacher's motivation for their job, which had the lowest score of over 50%, qualified about teachers worse; some able to improve and produce higher-quality work.

Teacher performance, according to (Rihendra Dantes et al. (2020), is the outcome of a procedure that makes use of benchmarks that are evaluated throughout a specific time frame. According to (Hasyim & Supardi, 2018) Teacher performance is defined in a research publication as the teacher's capacity for practice. Teachers' primary responsibility is to instruct, guide, train or evaluate. Teachers are professionals in the field of education (Law No. 14, 2005). In order to improve students, develop their knowledge, ability, creativity, independence, and the capacity to become responsible citizens, teachers play a crucial role. The purpose of education to improve a better generation for the country's advancement. Regulations for the national education system's execution are set by the Indonesian government (Law Number 20, 2003). Based viewpoint, determined that performance of outcome to done for educators at schools who adhere to authority, duty granted in accomplishing the school's mission do not break of law, and possess morals and ethics. The performance of teachers is demonstrated by their obligations to uphold their moral and professional obligations. The outcome of teacher labour is teacher performance, which is demonstrated by the knowledge, abilities, values, and attitudes that teachers possess when performing their jobs. Performance is effect by leadership is most important functions to achieve. Principal seems to be required for various factors such as structure or order, strength or environmental conditions of the organization. In addition, principal leadership can be employed as a technique to address an issue that arises within the business. A leader plans the work and its processes, with the help of employees who do duties as best they can. A leader moves a social system toward goals by using influence based on authority or power rights. Therefore, developing a vision while impacting attitudes, behaviour, views, conventions is known as principal leadership. A person's overall attitude about his work, or job happiness, has an impact on teacher effectiveness. Interaction with coworkers, managers, organizational norms and policies, performance requirements, and working circumstances are all necessary for a job. Positive attitudes are displayed by those who are highly content with their jobs, whereas negative attitudes are displayed by those who are not (Muliartini et al., 2019). He enjoys his work and has a pleasant, emotional attitude. Workplace morale, discipline, and output all exhibit this mindset.

LITERATURE REVIEW AND HYPOTHESIS

Principal leadership is a skill that comes naturally to a leader and is influenced by a number of internal and external variables. Principal leadership consists of a set of organized actions that include the capacity to persuade others in specific circumstances to cooperate in order to accomplish the established objectives (Purwanto et al., 2020). The capacity for principal leadership is innate in a leader and is influenced by a number of internal and external variables. Principal leadership is a collection of organized actions that take the shape of the capacity to shape other people's conduct in specific circumstances so that they are willing to cooperate in order to accomplish the established goals (Dukalang, 2020). The indicators, namely, are (1) Organizational Principal leadership, (2) Influence, behavior, (3) achievement, and (4) Effective

Job satisfaction according to Stephen P. Robbins is an individual's overall attitude toward their work, the discrepancy between the quantity of incentives they receive and the amount they feel they should receive (Fitriyana et al., 2016). Satisfaction is an attitude toward, which is expressed in a balanced emotional attitude between compensation and doing his job. It also includes the amount of incentives and what is hope to be liked to done by receiving praise for placement (Tarjo, 2019). The indicator namely; (1) Attitude, Belief (2) Expectations (3) Work results, Treatment (4) Attitude, Implementation

Teacher performance is a capacity for perform educational activities at school or madrasah and to be accountable for pupils by cultivating positive relationships, which helps to increase learning achievement (Badrun, 2022). The performance also includes the significance of work outcomes, skills, accomplishments, or motivation to complete a task throughout educational activities (Adriani & Hikmah, 2022). The remedial program's learning clearly demonstrates the effectiveness of the teachers (Hasyim & Supardi, 2018). The degree of competency needed for students to learn and succeed can also be used to evaluate a teacher's performance. Learning achievement will be high when teachers perform well. Additionally, the outcomes of the student success assessment show good performance (Jaliah et al., 2020). The indicators namely are: (1), quality of work (2) speed and determination of work (3) quality and quantity of work (4) results of work.

2 METHOD

There are several studies that conclude that the symptoms and findings in previous studies have similarities, thus providing a quantitative research plan and design to test the survey results. Effect Principal leadership (X) on Job Satisfaction (Y1) and teacher performance (Y2) indirect impact by Principal leadership on teacher performance through job satisfaction as a mediating variable (Muliartini et al., 2019). This is focuses for problem of performance by all teacher which is influenced by leadership and work satisfaction.

As the original aim was that the analysis was to describe role of the mediating variable as well as the impact of the independent variable (X) on the dependent variable. Figure 1 below provides a description of the conceptual framework.

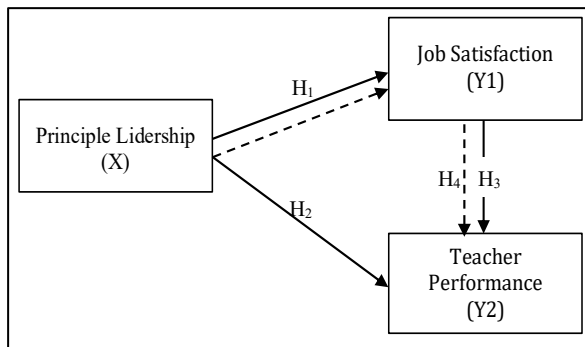


Figure (1). Relationship between variables

Hypothesis for it was developed in accordance with the issue under investigation, specifically as follows: (1) Islamic teacher job satisfaction in the Badung is strong impacted by leadership, (2) The performance of Islamic Education Teachers is strong impacted by leadership; (3) performance of Islamic Education Teachers is significantly impacted by work satisfaction, (4) Through work satisfaction, principal leadership significantly and favourably affects to performance for Islamic religious teachers.

The study population consists of 60 Islamic Religious Education Teachers in Badung Regency, including 48 SD/MIs, 7 SMP/MTs, and 5 SMA/SMKs. The research site is located in Badung Regency. It is best to include every member of the population if there are less than 100 so that the research sample includes a variety of these communities. The sample determination was carried out by calculating from a population of less than 100 people, therefore the number of 60 teachers was obtained, so all of them were used as a sample (Surahman et al., 2016). According to this theory, the sample, known as the respondent, consists of sixty individuals.

The respondents completed a questionnaire that was utilized as part of the data collection technique (Agung, 2014). Creating a grid is the first step in creating a questionnaire. Next, statement items and alternate responses are created. (Lijan Poltak Sinambela, 2014). Assesmen by Likert scale use five possible responses strongly agree 5 score, agree 4 score, disagree 3 score, disagree 2 score, strongly disagree 1 score is used to evaluate respondents' responses. Google Forms was used to produce the questionnaires, which were then sent to Islamic Religious Education Teachers for online responses. A summary of the responses from all 60 respondents was examined by the researcher.

Hypothesis analysis is helpful for understanding the findings of studies that utilize structural use partial least squares to examine the impact of leadership as an independent to satisfaction, teacher performance as dependent variable. The smart PLS application is used in the analysis method. For forecasting the impact from independent to dependent variable, the model technique is highly appropriate (Garson, 2016). Application is an analysis explains the use of multiple general models, such as (1) principal component analysis, canonical correlation techniques. SEM-PLS can also be used for causal-predictive analysis in complex situations with weak theoretical support (Arya Pering, 2020).

Following data collection, a validity test was conducted using the SPSS application to compare the Pearson correlation values on product-moment $\alpha = 5\%$ in order to view all items every variable for a sample size of 60 respondents. Table 1 below displays the findings of the validity of the study instrument items.

Table (1). Results of the Instrument Item Validity Test

		P-Correlation (> 0.250)		P-values (< 0.05)		Result
		High	Low	High	Low	
Principal leadership (X)	X1	0,764	0,568	0,004	0,000	valid
	X2	0,815	0,404	0,011	0,000	valid
	X3	0,858	0,505	0,002	0,000	valid
	X4	0,941	0,742	0,000	0,000	valid
Job Satisfaction (Y1)	Y1.1	0,719	0,361	0,017	0,000	valid
	Y1.2	0,703	0,379	0,018	0,000	valid
	Y1.3	0,726	0,348	0,015	0,000	valid
	Y1.4	0,802	0,561	0,001	0,000	valid
Teacher performance (Y2)	Y2.1	0,421	0,258	0,041	0,000	valid
	Y2.2	0,662	0,323	0,031	0,000	valid
	Y2.3	0,768	0,283	0,038	0,000	valid
	Y2.4	0,843	0,605	0,003	0,000	valid

Table 1 explains that the Certification (X1) variable has 32 questions and 4 indicators, and all of the items are valid according to the Pearson correlation value of > 0.250 . The principal leadership variable (X2) has 32 questions and 4 indicators; all items are valid, and the Pearson correlation value is more than 0,250. which has four indicators and thirty-two questions with Pearson correlation results > 0.250 ; the job satisfaction variable (Y1) has four indicators and thirty-two questions with Pearson correlation results > 0.250 ; and the teacher performance variables have four indicators and thirty-two questions with Pearson correlation results > 0.250 . Therefore, it can be said that every instrument item is legitimate.

Furthermore, Cronbach's Alpha (α) was calculated by assessing research equipment using SPSS software as part from reliability test. If the Cronbach Alpha of a variable or instrument is greater than 0.70, it is considered dependable.

Table (2). Results of the Instrument Reliability Test

Variables	Cronbach's Alpha	Category
Principal leadership (X)	0.948	very high
Job Satisfaction (Y1)	0,904	very high
Teacher Performance (Y2)	0,883	very high

The analysis results obtained stated that all instruments had fulfilled the requirements as evidenced by the very high category in Cronbach's Alpha with the highest value being 0.975 while the smallest was 0.883, but all were above 0.70 (Budiastuti & Bandur, 2018).

3 RESULTS AND DISCUSSIONS

Result

In this section, it is crucial to test the data collected from respondents using SmartPLS to obtain results that demonstrate the influence of leadership on satisfaction and performance. Figure 2 below shows the results of the test, which yielded positive results.

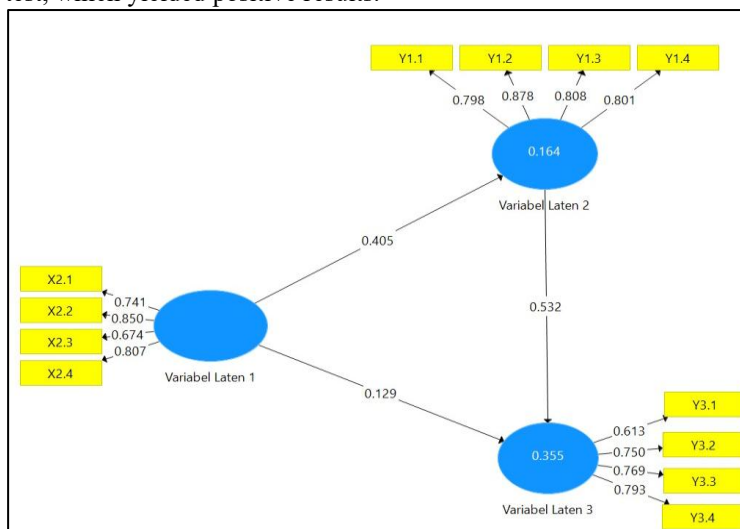


Figure (2). Analysis Results using Structural Model on Part Least Square

To meet the requirements set by the structural model, model testing was conducted to determine the convergent validity of the indicators used to form the construct. The test results are presented in the form of validity in the table 3 clearly displayed below.

Table (3). Reflective Loading from variables to indicators

Variable to Indicator	Loading	Standard Deviation	T Statistics	P Values	Addition
X1 <- X Principal leadership	0,741	0,079	9,326	0,000	significant
X2 <- X Principal leadership	0,850	0,041	20,979	0,000	significant
X3 <- X Principal leadership	0,674	0,101	6,674	0,000	significant
X4 <- X Principal leadership	0,807	0,059	13,708	0,000	significant
Y1.1 <- Y1 Job Satisfaction	0,798	0,061	13,134	0,000	significant
Y1.2 <- Y1 Job Satisfaction	0,878	0,038	22,904	0,000	significant
Y1.3 <- Y1 Job Satisfaction	0,808	0,089	9,043	0,000	significant

Y1.4 <- Y1 Job Satisfaction	0,801	0,052	15,461	0,000	significant
Y2.1 <- Y2 Teacher Performance	0,613	0,144	4,248	0,000	significant
Y2.2 <- Y2 Teacher Performance	0,750	0,135	5,556	0,000	significant
Y2.3 <- Y2 Teacher Performance	0,769	0,061	12,590	0,000	significant
Y2.4 <- Y2 Teacher Performance	0,793	0,054	14,601	0,000	significant

Table 3 shows that every indication in the categories of teacher performance (Y2), job satisfaction (Y1), and principal leadership (X) is statistically very significant on the T-statistic obtained above 1.96 while the p-value is below 0.05. Therefore, it can be argued that these constructs have satisfied the convergent validity requirements, which are positive and substantial, ensuring that the research data satisfies the standards (Nasution et al., 2020). Discriminant validity is a means of assessing a construct's validity. Examining indicators for constructs allows for discriminant validity on reflective indicators. Excellent Discriminant An indication with a higher cross-loading on other constructors is called validity (Garson, 2016). Table 4 displays each variable's cross-loading indicator results.

Table (4). Test results on Cross-loading

Variable	Principal leadership	Job Satisfaction	Teacher Performance
X Principal leadership	0,771		
Y1 Job Satisfaction	0,405	0,822	
Y2 Teacher Performance	0,345	0,584	0,735

In table 4 above, the test results relating to discriminant validity have been met well, as evidenced by the fact that the indicators have a greater cross loading score than those below or next to them.

Next, a reflecting indicator used to assess a construct about consistency and Cronbach's Alpha is composite. Average Variance from Discriminant y shows construct feasibility. Table 5 below displays the outcomes of the data processing.

Table (5). Test Results on The Reliability of The Instruments for Each Variable

Variables	Cronbach's Alpha	Rho A	Composite Reliability	Average Extracted Variance
Principal Leadership	0,772	0,800	0,853	0,594
Job Satisfaction	0,840	0,845	0,893	0,675
Teacher Performance	0,718	0,741	0,823	0,540

The Cronbach's Alpha value obtained is above 0.70, while the rho A value is higher than 0.70, while the Average Variance Extracted are reliability requirements that are greater than 0.50, according to Table 5. It may be concluded that the reliability requirements have been satisfied by the instruments for Teacher Performance (Y2), Job Satisfaction (Y1), Principal Leadership (X2), and Certification (X1).

Following evaluation, the direct impact test is conducted to see whether there is a direct relationship for research, findings of which are shown on table 6 below.

Table (6). Results of data analysis on research hypotheses

Direct and Indirect Relationship	Loading	Deviation Standard	T Statistic	P Values	Result
X Principal leadership -> Y1 Job Satisfaction	0,405	0,118	3,430	0,001	accepted
X Principal leadership -> Y2 Teacher Performance	0,129	0,063	2,045	0,036	accepted
Y1 Job Satisfaction -> Y2 Teacher Performance	0,532	0,127	4,193	0,000	accepted
X Principal leadership -> Y2 Teacher Performance	0,216	0,077	2,788	0,007	accepted

Referring to the results of hypothesis testing as produced from the analysis that has been carried out, a detailed explanation is needed along with the scores as follows.

1) The coefficient of 0.405, the T-statistic of $3.430 > 1.96$, and the P values of $0.001 < 0.05$ all show a direct relationship between principal leadership and work satisfaction. It is claimed that principal leadership has a direct, favorable, and substantial impact on work satisfaction, while H_0 is rejected and H_1 is accepted.

2) In the coefficient section, the figure obtained was 0.129, then in the T-statistic, the figure obtained was 2.045 > 1.96 , while in the P value, the figure obtained was $0.036 < 0.05$, this indicates that the principal's leadership has a direct and significant impact on teacher performance. In such conditions, H_0 is rejected, while H_1 is accepted, which means that increasing the value of leadership can directly significantly improve teacher performance.

3) The coefficient obtained is 0.532, In the T-statistic, the score is $4.193 > 1.96$, while in the P values, the number obtained is $0.000 < 0.05$ for such conditions, H_0 is rejected while H_1 is accepted. With the explanation and evidence that satisfaction can have a very strong direct impact on teacher performance. It contains meaning if job satisfaction increases in value and causes a strong increase in teacher performance.

4) In the indirect analysis of the total coefficient, a score of 0.216 was obtained, then in the T-statistic, a score of $2.788 > 1.96$ was obtained, while in the P values, a score of $0.007 < 0.05$ was obtained in this condition, so H_0 was rejected while H_1 was accepted. It means that the principal's leadership has a good indirect influence on teacher performance through satisfaction. Leadership that directly impacts satisfaction, then satisfaction also influences performance, so it is concluded that leadership has an indirect influence on performance through teacher satisfaction. If the leadership value is high, then it has an impact on high satisfaction values and ultimately causes teacher performance also high.

According to the study's findings, principal leadership significantly and directly affects teacher performance. In addition, job satisfaction is a substantial and indirect effect of principal leadership on teacher performance. One could argue that job satisfaction serves as a mediating factor. The framework of the research model successfully test the direct or indirect relationship the independent or dependent variables, according to another finding.

DISCUSSION

Principal leadership has a direct strong impact to Job satisfaction. As a matter of fact, if the teacher believes that he is receiving what he needs at school, particularly from the service leader, it will impact his performance, ultimately quality of learning (Noviyanti, 2021). The principal plays a central role in creating a conducive work climate in schools. The leadership implemented by the principal can directly and indirectly influence teacher job satisfaction (Dubey et al., 2023). He or she is able to provide clear direction, guidance, and motivation, which will make teachers feel valued and supported in carrying out their duties, thereby increasing work enthusiasm in teaching. Furthermore, this positive work environment significantly influences teacher comfort, so they feel satisfied with their work. Principals who provide opportunities for teachers to participate in self-development and are involved in decision-making (Agus et al., 2021). Empowered teachers are usually more satisfied in their work because they feel their competence is valued, which makes them satisfied with their principal's leadership.

Principal also has a direct strong impact or significant to teacher performance, indicating that the influence on high performance increases with the value of the principal's leadership (Fathorrozi, 2023). If the school's principal continuously demonstrates effective principal leadership, teachers will find it simpler to finish preparation and implementation duties. This is consistent with research findings published in publications (Teruna & Ardiansyah, 2021). Effective principal leadership at schools includes, but is not limited. This will have an impact on how well teachers function in classrooms (Karo et al., 2020). The principal is an educational leader who serves as a manager, motivator, supervisor, and role model. His role determines how teachers carry out their primary duties and functions. He is able to provide motivation, recognition, and moral support, which can increase teacher enthusiasm for work. Motivated teachers typically demonstrate higher performance, both in lesson planning, implementation, and evaluation. Furthermore, conducting regular academic supervision will help teachers identify strengths and weaknesses in their teaching. With proper guidance, teachers are encouraged to refine their methods, improve the quality of learning, and enhance their work results (Casu et al., 2021).

Job satisfaction has a direct strong impact to teacher performance, indicating that teachers perform better when they are more satisfied with their jobs. It is crucial that the instructor is at ease, that their needs are satisfied, and that there is a positive work environment because these factors will undoubtedly enhance their performance (Kusuma & Lina, 2018). The following factors contribute to job satisfaction enjoying one's work, loving one's work, work discipline, and work achievement. According to studies looking at the relationship satisfaction for teacher performance, who is happy in his profession will be able to perform better (Rosyidah, Elok Fadah, Isti Tobing, 2018). Job satisfaction is a positive feeling that arises when a teacher feels that their work meets their expectations and needs, and provides appropriate rewards. A high level of job satisfaction significantly impacts teacher performance, including planning, implementing, and evaluating learning. Teachers who are satisfied with their work are more motivated (Amini & Kemal, 2021). This satisfaction encourages them to be more active in preparing teaching materials, using innovative methods, and providing engaging learning for students. Furthermore, teachers who are satisfied with their work environment, leadership, and rewards demonstrate greater dedication. They are more involved in school activities, not just teaching but also supporting the school's overall program, so that satisfaction can impact their performance.

Principal has high indirect impact to teacher performance through job satisfaction. This occurs because teacher performance is directly impacted by both principal leadership and work satisfaction, and job satisfaction can mitigate effects for principal leadership to performance (Purwanto et al., 2020). Principal leadership is a crucial factor in shaping the school's work climate. However, the influence of leadership on teacher performance is not always direct. Often, leadership operates through job satisfaction, acting as an intermediary (Hermanto et al., 2024). Teachers who experience attention, guidance, and appreciation from the principal will feel satisfied with

their work. This job satisfaction arises from feeling appreciated, supported, and given opportunities to develop. Satisfied teachers work with greater discipline, enthusiasm, and dedication. Job satisfaction fosters creativity and innovation in learning, improves the quality of interactions with students, and increases responsibility in carrying out tasks. Therefore, leadership indirectly influences performance through job satisfaction. The study's conclusions indicate that the performance of Islamic Religious Education instructors in Badung Regency is directly impacted by the principal's leadership (Sutrisno et al., 2023). Additionally, work satisfaction might operate as a mediating variable because it has an indirect impact for teacher through principal leadership and certification. Another conclusion is that the study model's structure has been successful in determining variables.

4. CONCLUSION

The following explanation about direct or indirect impacts between some variables in this study may be drawn from the analysis and discussion results; (1) Job satisfaction is strong or significantly impacted by leadership; (2) teacher performance is strongly or significantly impacted by principal leadership, (3) Teacher performance is strongly or significantly impacted by satisfaction (4) Through work satisfaction, principal leadership significantly and favourably influences teacher performance. In addition to creating settings that can boost job satisfaction, the findings suggest that education providers use principal leadership and satisfaction to improve performance. The findings from study can serve as a reference for other researchers in addition of studies on teacher performance.

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