

The Power of Educational leadership and School Culture: A Strategic Approach to Enhancing Teacher Performance through Job Satisfaction

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Abstract

The purpose of this research is to study things that influence teacher performance. Specifically, this research examines the influence of school culture and transformational educational leadership style on teacher performance, with job satisfaction as an intervention variable. The quantitative approach uses a saturated sampling method, where the entire population is sampled. The research method used in this research is quantitative research. The population in this study were all Teachers and Educational Staff of Yayasan Islam Malik Ibrahim (YIMI) Gresik and a saturated sample of 100 respondents. Data was collected through a questionnaire given to all Teachers and Educational Staff at Yayasan Islam Malik Ibrahim (YIMI) Gresik. The results of the research conducted show that Transformational Educational leadership Style has a significant influence on teacher performance, School culture has a significant influence on teacher performance, Transformational Educational leadership Style has a significant influence on job satisfaction, School culture has a significant influence on job satisfaction, Job satisfaction has a significant influence on teacher performance, and indirect influence Transformational educational leadership style has an influence on teacher performance through job satisfaction as full mediation, School culture has an influence on teacher performance through job satisfaction as full mediation. The results of this research indicate that transformational school culture and educational leadership style influence employee satisfaction and performance. Job satisfaction also contributes to improving teacher performance; in fact, good educational leadership and a positive school culture will increase job satisfaction, which in turn has an impact on overall teacher performance. Next, organizations must strengthen these two aspects. However, further research could look at other things that might moderate this relationship, such as the nature of the person or external resources of the organization.

Introduction

Competition between companies in the era of globalization is increasingly competitive, therefore companies must have quality human resources (HR) who have *knowledge, skill* And *attitude* who are able to compete (Agustian et al., 2023; Ama et al., 2024; AlQershi et al., 2023; Matošková, 2024). Therefore, companies need to implement appropriate and effective strategies in managing human resources because they are a central factor in an organization or company. Companies must have work standards that can be used as guidelines for human resources or Teachers and Educational Staff in their work. Yayasan Islam Malik Ibrahim (YIMI) Gresik is an Islamic educational foundation committed to delivering high-quality education to support the development of competent and morally grounded future generations. Located at Ruko Green Garden Block A5 No. 01, Dahanrejo, Kebomas District, Gresik Regency, YIMI plays a vital role in advancing educational excellence within the region. In this

context, teacher performance serves as a crucial factor in determining the effectiveness and success of the institution. Teacher performance refers to the quality and quantity of work outcomes achieved by educators in fulfilling their professional responsibilities (Mangkunegara, 2021:67; Indrayani et al., 2024; Anakpo et al., 2023; Siyal et al., 2023; Triansyah et al., 2023; Rivaldo & Nabella, 2023).

Over the past two years, YIMI Gresik has experienced a noticeable decline in teacher performance. This issue is evident in the institution's inability to meet performance targets, accompanied by an increasing number of complaints from students' parents and other service users. One of the primary contributing factors identified is a lack of employee discipline, particularly concerning attendance and punctuality. Data from the institution's employee attendance records reveal a significant increase in leave applications and absenteeism during the months of November through January each year, with a decline beginning in February. Such irregularities in attendance directly affect teacher productivity, leading to delays in task completion and ultimately impairing overall performance. Addressing the decline in teacher performance poses a critical managerial challenge, as the institution's success in achieving its educational goals heavily relies on the quality of its human resources (Santi et al., 2021). Therefore, it is imperative for YIMI Gresik to implement effective human resource strategies, including the adoption of an appropriate educational leadership style. Educational leadership is a core competency required by leaders in the education sector (Utami & Zakiy, 2020; Ananyi & Ololube, 2023; Marisya et al., 2023; Eustachio et al., 2023; Schiuma et al., 2024). It encompasses the leader's ability to influence others to work collaboratively towards achieving institutional goals.

One of the most effective leadership styles for enhancing teacher performance is transformational educational leadership. Leaders who apply this approach are known for their capacity to provide individualized support, assign tasks that align with each teacher's strengths, and stimulate intellectual growth (Purwanto et al., 2020; Saif et al., 2024; Saefullah et al., 2025; Harri et al., 2024). By aligning responsibilities with individual competencies, transformational leaders motivate teachers to realize their full potential. The following are several routine programs that have been designed by leaders at Yayasan Islam Malik Ibrahim (YIMI) Gresik:

Table 1. YIMI Gresik Leader Routine Program and School culture

No	Information	School culture	Implementation
1	Work Evolution	Integrity and Ethics	Quarterly
2	Employee self-development training/workshops	Flexibility and Adaptability	Every Semester
3	Discussion of the company's vision and targets	Open and transparent communication	Yearly
4	Providing awards and bonuses	Collaboration and teamwork	Yearly

Source: Author

Based on the table above, it can be seen that leaders routinely create programs, namely implementing work evaluations which are carried out every quarter, and leaders create training programs or workshops for employee self-development which are carried out every semester, leaders also carry out annual activities, namely holding meetings/discussions regarding determining the company's vision and targets for the following year as well as giving awards and bonuses. This is supported by research conducted by Kadiyono et al. (2020) which states that educational leadership style has a strong influence on teacher performance.

Apart from educational leadership style, school culture factors have a close relationship and mutual influence on improving teacher performance. School culture is values, beliefs and basic principles which are the basis for management systems and practices as well as behavior that enhances and strengthens these principles (Ashari, 2019; Assoratgoon & Kantabutra, 2023; Obeng, 2023; Tadesse Bogale & Debela, 2024; Ahmad et al., 2023). School culture can also be interpreted as the rules of the game that exist in an organization or company so that they can be used as guidelines for Teachers and Educational Staff in carrying out their obligations and when following the values for behaving within the organization or company (Hadiyanto et al., 2024). The following is the school culture implemented at Yayasan Islam Malik Ibrahim (YIMI) Gresik:

Based on the table 2, it shows that by building a school culture of integrity and ethics, flexibility and adaptability, open and transparent communication as well as collaboration and teamwork, school culture is able to provide strategic benefits for the company. This is because school culture is able to determine normative boundaries for the behavior of organizational members, determine managerial styles that are acceptable to members of the organization, determine appropriate ways of working in organizational processes and so on (Ernawati et al., 2022). Based on the definition of school culture above from experts, it can be concluded that school culture is the basis of the values and assumptions of an organization or company to direct Teachers and Educational Staff to be able to think and act on obstacles and opportunities. So if the company's school culture can be implemented well, it will have a positive impact on improving teacher performance.

Job satisfaction serves as a link between factors that influence teacher performance, such as transformational educational leadership style, because if a leader fails to inspire or set a good example, even though they adopt this educational leadership style, its impact on employee satisfaction and performance can be limited and a school culture that prioritizes employee engagement (Pham et al., 2024; Lai et al., 2020; Nassani et al., 2024; Aristana et al., 2023; Fatmawati et al., 2023) such as involving them in decision making or giving them autonomy in their work, can increase job satisfaction. Teachers and Educational Staff who feel they have an important role in the organization tend to be more satisfied and more motivated, which has an impact on their performance. Without job satisfaction, a transformational educational leadership style and a school culture that is running well, it will not have an impact on teacher performance, it will be less than optimal, but if Teachers and Educational Staff feel satisfied with their work, Teachers and Educational Staff will be more motivated to give their best and improve the quality of work and can contribute more to the company.

This study and previous research (2022–2025) differ significantly due to the methods used and elements considered. Previous studies focused more on the relationship of school culture and educational leadership to performance, but recent research is broader and focuses on digitalization, organizational flexibility, employee well-being, and employee engagement (Junaedi et al., 2023; Shidqi et al., 2023; Rizqi & Kuswinarno, 2024) Recent studies are also more sensitive to empathy-based educational leadership trends and technological disruption. This differentiation shows that recent research is more relevant to the changing dynamic work environment.

Methods

Data collection in this research was through quantitative methods using questionnaires distributed to all Teachers and Educational Staff at Yayasan Islam Malik Ibrahim (YIMI) Gresik, totaling 100 respondents. This questionnaire is designed to measure independent variables (transformational educational leadership style and school culture), intervening

variables (job satisfaction) and dependent variables (teacher performance). Each item in the questionnaire is arranged based on a Likert scale with a certain range of values to measure the respondent's perceptions quantitatively.

Before data is collected, validity and reliability tests are carried out to ensure that the instruments used can measure what they are supposed to measure and are consistent. Validity testing is carried out using item-total correlation, where each questionnaire item must have a significant correlation to the total scale. Meanwhile, the reliability of the instrument was tested using the Cronbach's Alpha coefficient, with values above 0.70 considered reliable.

The collected data was analyzed using path analysis to test the relationship between the independent variable and the dependent variable through intervening variables. In addition, multiple linear regression analysis was used to see the influence of each independent variable (transformational educational leadership style and compensation) on teacher performance. Significance tests were carried out on each path to determine whether there was a significant relationship between these variables.

Table 2. Number of YIMI Gresik Teachers and Educational Staff

Gender	Number of people)
Woman	50
Man	50
Total	100

Sgiyono (2022) explains that the quantitative approach is research based on positivism which aims to examine a certain population or sample. Quantitative data analysis is statistical in nature with the aim of describing and testing predetermined hypotheses.

The sampling technique used in this research is non-probability sampling. The non-probability sampling method in this research uses a saturated sampling technique, a sampling technique that uses all members of the population as samples (Sugiyono, 2022). The sample used in this research was all Teachers and Educational Staff at Yayasan Islam Malik Ibrahim (YIMI) Gresik.

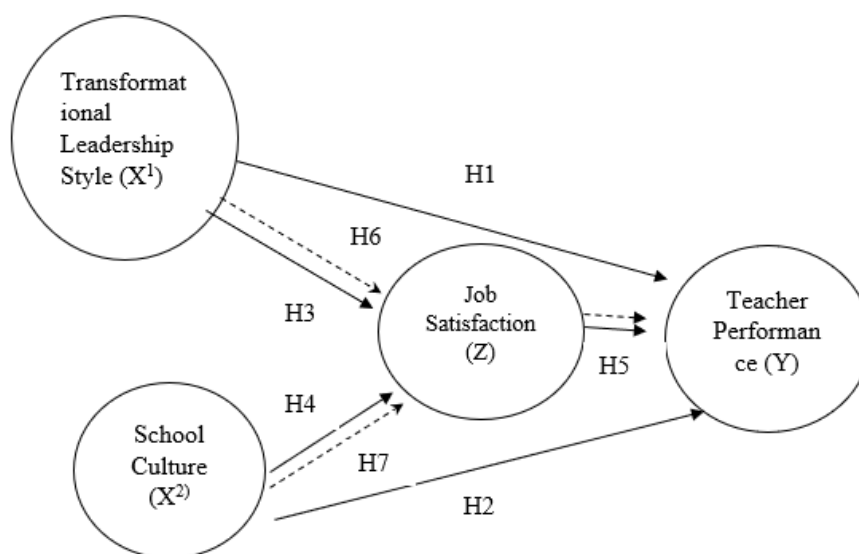


Figure 1. Conceptual Framework

Results and Discussion

Evaluation of Measurement Model or Outer Model Tests

Outer model analysis is carried out to ensure that the measurements used are suitable for measurement (valid and reliable). This model analysis determines the relationship between latent variables and their indicators.

Based on the results of the PLS analysis on the PLS algorithm for validity and reliability testing, the model determination coefficient and path coefficient for the equation model have been shown based on the PLS output results. The SmartPLS algorithm, which can be observed in Figure 4 below:

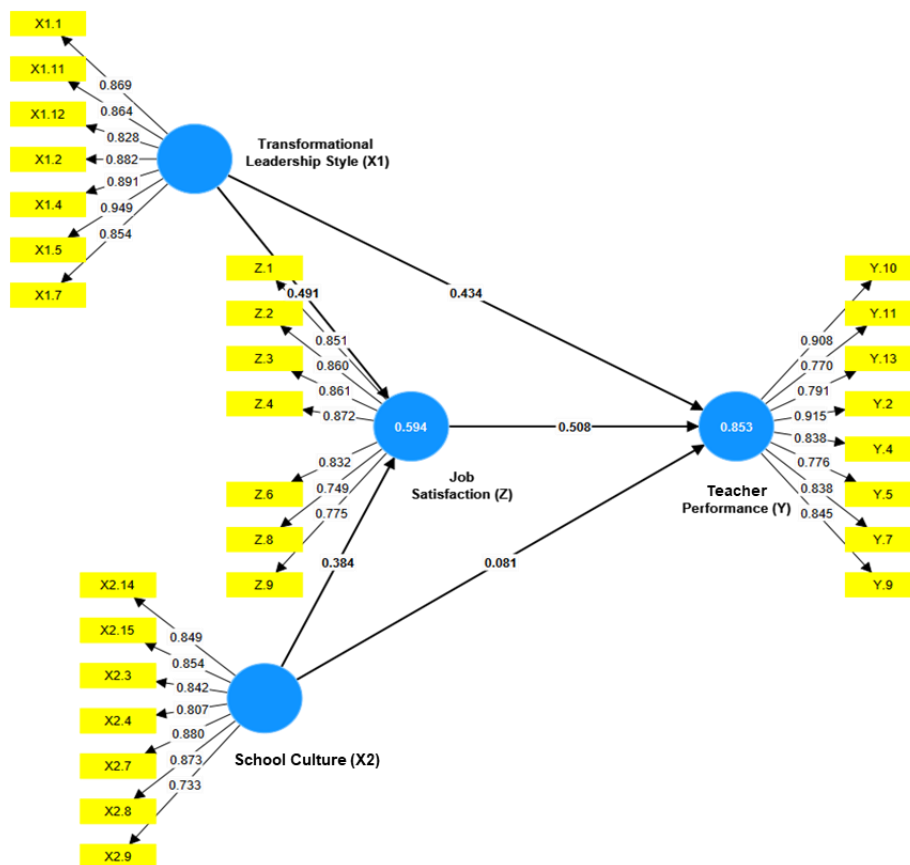


Figure 2. Outer Model Test Results

Source: Smartpls Report 2025 Data Processing Results

Apart from observing the loading factor value, you can also observe it using another method, namely looking at the Average Variant Extracted (AVE) value. Ghozali & Latan (2020) explained that another test was carried out to determine the assessment of the validity of the construct through 91 observations of the average variance extracted value. The model is declared good if the Average Variant Extracted (AVE) for each construct has a value greater than 0.50.

Table 3. Average Value of Extracted Variance (Path)

Variable	Average variance extracted (AVE)
Transformational Educational leadership Style (X1)	0.770
School culture (X2)	0.698

Teacher performance (Y)	0.700
Job Satisfaction (Z)	0.689

Source: Smartpls Report 2025 Data Processing Results

Based on the data display in Table 2, it can be seen that each research variable has a significant influence on the other variables. The Average Variance Extracted (AVE) value is greater than 0.5. Thus, it can be said that each variable already has a good discriminant validity value.

Reliability Test (Composite Reliability)

Composite Reliability Test tests the reliability value of several indicators on a variable. A variable can be said to meet composite reliability if it has a composite reliability value > 0.7 (Ghozali, I., & Latan, 2020). The following is the composite reliability value of each variable used in the research.

Table 4. Composite Reliability

Variable	Composite reliability (rho_c)
Transformational Educational leadership Style (X1)	0.959
School culture (X2)	0.942
Teacher performance (Y)	0.949
Job Satisfaction (Z)	0.939

Source: Smartpls Report 2025 Data Processing Results

These results indicate that each variable has met composite reliability, and in the end, a conclusion can be drawn that all variables have a high level of reliability.

Cronbach's Alpha Test

Reliability testing, apart from using Composite Reliability, can also be strengthened by using tests from Cronbach's Alpha. A variable can be said to meet Cronbach's alpha if it has a Cronbach's alpha value of > 0.7 (Ghozali & Latan, 2020).

Table 5. Mark Alfa Cronbach

Variable	Cronbach's alpha
Transformational Educational leadership Style (X1)	0.95
School culture (X2)	0.927
Teacher performance (Y)	0.938
Job Satisfaction (Z)	0.924

Source: Smartpls Report 2025 Data Processing Results

Based on the data displayed in Table 4, the Cronbach alpha value for each research variable is > 0.7 . Therefore, based on this, the following research results show that each research variable has met the requirements of Cronbach's alpha value. So it can be concluded that all variables have a high level of reliability.

Path Coefficient Test

The evaluation path coefficient is used to show how strong the influence or influence of exogenous variables is on endogenous variables.

Table 6. Path Coefficient

Variable	Original sample	Information
Transformational Educational leadership Style (X1) -> Teacher performance (Y)	0.434	Currently
Transformational Educational leadership Style (X1) -> Job Satisfaction (Z)	0.491	Currently
School culture (X2) -> Teacher performance (Y)	0.081	Weak
School culture (X2) -> Job Satisfaction (Z)	0.384	Currently
Job Satisfaction (Z) -> Teacher performance (Y)	0.508	Currently
Transformational Educational leadership Style (X1) -> Job Satisfaction (Z) -> Teacher performance (Y)	0.25	Weak
School culture (X2) -> Job Satisfaction (Z) -> Teacher performance (Y)	0.195	Weak

Source: Smartpls Report 2025 Data Processing Results

The description of the results shows that all variables in this model have positive path coefficients. This shows that the greater the value of the path coefficient on an exogenous variable on the endogenous variable, the stronger the influence of the exogenous variable on the endogenous variable.

Model Goodness Test (Goodness of Fit)

Based on data processing that has been carried out in Smartpls 4.0. The R-Square value obtained is as follows:

Table 7. R Value – Square

Variable	R-Square
Teacher Performance (Y)	0.853
Job Satisfaction (Z)	0.594

Source: Smartpls Report 2025 Data Processing Results

Based on the picture above, it can be seen that the value for the teacher performance variable is 0.853. This states that the presentation for teacher performance is 85.3%. Meanwhile, the value for the variable Job Satisfaction is 0.594, this states that the percentage of job satisfaction is 59.4%. The goodness of fit assessment is observed from the Q-Square value. The Q-Square value is equivalent to the coefficient determination (R-Square) in regression analysis, where the higher the QSquare, the better it can be said. The results of calculating the Q-Square value are:

$$\begin{aligned}
 \text{Q-Square} &= 1 - [(1 - R_Y) \times (1 - R_Z)] \\
 &= 1 - [(1 - 0.853) \times (1 - 0.594)] \\
 &= 1 - (0.147 \times 0.406) \\
 &= 1 - 0.05968 \\
 &= 0.94032
 \end{aligned}$$

Based on the calculation results above, the Q-Square value is 0.94032, meaning it shows the large diversity of research data that can be influenced by the research model, namely 94.03%. Meanwhile, the remaining 5.97% was explained by other factors outside the research model.

The R – Square value of teacher performance is equal to 0.853 more than the ai R – Square value of job satisfaction is 0.594 then it can be stated that this model is acceptable.

Direct Effect Test

Direct Effect Test After the model as a whole and partially has been tested, the next stage is to test the hypothesis. Ghozali & Latan (2020) explain that hypothesis testing is carried out by looking at the T-statistic value compared to the T-table value > 1.96 at a significance level of $p \text{ value} < 0.05$. If the T-statistic value $> T\text{-table}$, it can be concluded that the exogenous variable is more significant than the endogenous variable. In table 7 below are the results of hypothesis testing obtained in the following research using the inner model:

Table 8. Direct Effect Test

HP	Variable	Original sample	Tstatistik (O/STDEV)	Nilai P (P values)
H1	Transformational Educational leadership Style (X1) -> Teacher performance (Y)	0.434	4.467	0.000
H2	Transformational Educational leadership Style (X1) -> Job Satisfaction (Z)	0.491	5.502	0.000
H3	School culture (X2) -> Teacher performance (Y)	0.081	1.985	0.047
H4	School culture (X2) -> Job Satisfaction (Z)	0.384	4.554	0.000
H5	Job Satisfaction (Z) -> Teacher performance (Y)	0.508	5.019	0.000

Source: Smartpls Report 2025 Data Processing Results

Based on the data presentation in the figure above, it shows that all of the five hypotheses proposed were accepted.

Indirect Effect Test

Testing the indirect influence hypothesis uses the bootstrapping resampling technique. Before looking at the mediation effect on the mediator variable, we must first see whether there is a significant influence on the endogenous variable. If the effect of the mediator variable is carried out after bootstrapping to first see the significance of the influence. If there is no significant effect, then no further mediation effect tests are carried out

Below are attached the results of data processing for testing the indirect influence hypothesis:

Table 9. Indirect Effect Test

HP	Variable	Original sample (O)	Tstatistik (O/STDEV)	Nilai P (P values)
H6	Transformational Educational leadership Style (X1) -> Job Satisfaction (Z) -> Teacher performance (Y)	0.25	3.265	0.001
H7	School culture (X2) -> Job Satisfaction (Z) -> Teacher performance (Y)	0.195	3.671	0.000

Source: Smartpls Report 2025 Data Processing Results

Based on the results of calculating specific indirect effects, it is known that:

The total influence of the transformational educational leadership style on teacher performance through job satisfaction is obtained by a T-Statistic of 3.265 and a P value of 0.001. P is greater than 0.05, and the t statistical value is greater than the t table ($t_{stat} > 1.960$) so there is a significant influence. Thus, it can be said that the transformational educational leadership style has a significant effect on teacher performance through job satisfaction. These results indicate that the hypothesis is accepted.

The total influence of school culture on teacher performance through job satisfaction is obtained by a T-Statistic of 3,671 and a P value of 0.000 is greater than 0.05, and the t statistical value is greater than the t table ($t_{stat} > 1.960$) so there is a significant influence. Thus, it can be said that school culture has a significant effect on teacher performance through job satisfaction. These results indicate that the hypothesis is accepted.

Transformational Educational leadership Style on Teacher performance

The influence of transformational educational leadership style on teacher performance. The original sample results amounted to 0.434 with a positive value because it is above zero below one, the t statistic value is greater than the t table ($t_{stat} > 1.960$) which is 4.467. The P-Values value of 0.000 is smaller than 0.05 so it is stated that the Transformational Educational leadership Style has a significant influence on teacher performance, meaning that a better Transformational Educational leadership Style will have a significant influence on better teacher performance. These results indicate that the hypothesis is accepted.

Results of the Transformational Educational leadership Style Variable of the Respondents above, To obtain optimal teacher performance results by providing motivation to Teachers and Educational Staff, efforts that can be made are to create a positive work environment so that Teachers and Educational Staff will feel comfortable expressing their opinions and ideas, apart from that, leaders can routinely give appreciation to Teachers and Educational Staff who have worked well and contributed fully to the company, even if it is only in the form of recognition in front of the team, so that Teachers and Educational Staff will feel appreciated and motivated. Leaders can develop a reward system in the form of monthly incentives and bonuses given to each employee who has completed their work exceeding predetermined targets and leaders can pay attention to employee welfare by supporting a balance between work and their personal lives so that Teachers and Educational Staff will feel well-being. noticed and appreciated.

Leaders encourage Teachers and Educational Staff to always be innovative. This shows that when leaders are able to encourage Teachers and Educational Staff to always be innovative, Teachers and Educational Staff will feel they have support from the company to develop the skills they have to make their work easier so that this will have an impact on improving teacher performance. Efforts that can be made by companies to support Teachers and Educational Staff in making innovations are by leaders providing opportunities for Teachers and Educational Staff to continue to innovate by providing various training to increase and deepen the skills possessed by Teachers and Educational Staff so that they can work effectively and efficiently so that this will also have an impact on improving teacher performance.

The results of this research are supported by research conducted by Kadek et al. (2024) which states that transformational educational leadership style has a positive and significant effect on teacher performance. The results of this research reveal that the educational leadership style applied by managers in a company will give rise to integrity which can provide encouragement to Teachers and Educational Staff desire to work in order to realize optimal work results. Previous research by Rojak et al. (2024) also shows that transformational educational

leadership can improve teacher performance. The results of this research are also in line with research conducted by (Idris et al., 2022; Setiawan et al., 2022; Quintania & Wulandari, 2024).

Research that is not in line with research conducted by Arifin et al., (2020) which states that transformational educational leadership style does not have a significant influence on teacher performance.

School culture on Teacher performance

The influence of school culture (X2) on teacher performance (Y). The original sample results amounted to 0.491 with a positive value because it is above zero below one, the t statistic value is greater than the t table ($t_{stat} > 1.960$) which is 5.502. The P-Values value of 0.000 is smaller than 0.05 so it is stated that school culture has a significant influence on teacher performance, meaning that a positive school culture can have an influence on improving teacher performance. The results of this research indicate that the hypothesis is accepted.

The results of the respondents' school culture variables above. To obtain optimal teacher performance results, companies can provide clear targets so that Teachers and Educational Staff know clearly what is expected by the company and are measurable in order to motivate Teachers and Educational Staff to try to achieve them. Apart from that, companies can provide time to provide regular feedback to Teachers and Educational Staff about the achievements that have been achieved by Teachers and Educational Staff in order to encourage Teachers and Educational Staff to try and improve their shortcomings.

Leaders support good cooperation between Teachers and Educational Staff. With teamwork, the company believes that the tasks and responsibilities that have been given can be completed well and on time because collaboration can strengthen each individual employee's sense of responsibility in achieving the overall team target.

The results of this research are supported by research conducted by (Moron et al., 2023) which states that school culture has a positive and significant effect on teacher performance. The results of this research reveal that by implementing a good school culture in the company, Teachers and Educational Staff will be disciplined about their time so that they can achieve predetermined targets. The results of this research are also in line with research conducted by Wua et al. (2022) and Gaynor (2023).

Transformational Educational leadership Style on Job Satisfaction

The influence of transformational educational leadership style on job satisfaction. The original sample results amounted to 0.081 with a positive value because it is above zero below one, the t statistic value is greater than the t table ($t_{stat} > 1.960$), which is 1.985. The P-Values value is 0.047, which is smaller than 0.05, so it is stated that the Transformational Educational leadership Style has a significant influence on job satisfaction. This shows that if the transformational educational leadership style applied by the leader is good, it will have an impact on the level of job satisfaction of Teachers and Educational Staff in a company, because transformational educational leadership can create a positive relationship and mutual trust between the leader and his Teachers and Educational Staff. The results of this research indicate that the hypothesis is accepted.

The results of research on respondents regarding the transformational educational leadership style variable above, one type of training that can be provided is training on licensing regulations and policies so that Teachers and Educational Staff know about the latest government regulations or regional policies and can understand more clearly the various regulations, laws and policies that regulate licensing in various industrial sectors. Apart from

that, leaders can also provide challenges in the form of targets periodically so that Teachers and Educational Staff feel motivated to work optimally. With the opportunities provided by leaders to Teachers and Educational Staff, Teachers and Educational Staff will feel more appreciated for their contributions to the company, which will have an impact on employee job satisfaction.

The results of this research are in line with research conducted by Hadiyanto et al., (2024) which states that transformational educational leadership style has a positive and significant influence on job satisfaction. This shows that the better the transformational educational leadership that has been implemented by the leader, it will be followed by an increase in employee job satisfaction in a company. Research conducted by Oktaviany et al. (2023) states that transformational educational leadership style has a positive relationship and influence on job satisfaction. The results of this research are also in line with research conducted by (Tamawiwiy & Edastama, 2024; Anindita & Tanuwijaya, 2023).

School culture Against Job Satisfaction

The influence of school culture on job satisfaction. The original sample results amounted to 0.384 with a positive value because it is above zero below one, the t statistic value is greater than the t table ($t_{stat} > 1.960$) which is 4.554. The P-Values value of 0.000 is smaller than 0.05, so it is stated that school culture has a significant influence on job satisfaction. This shows that if the school culture in a company is good, it will have an impact on the level of job satisfaction of Teachers and Educational Staff in a company. This means that the school culture within the organization is closely related to the behavior and attitudes shown by Teachers and Educational Staff based on their habits and will then lead to the level of teacher performance achievements. The results of this research indicate that the hypothesis is accepted.

Respondent research results A school culture that can give appreciation to Teachers and Educational Staff and give awards to Teachers and Educational Staff for performance that has achieved predetermined targets will have an impact on increasing employee satisfaction with the work that has been completed and Teachers and Educational Staff will feel appreciated for the contribution they have made to the company. Because when Teachers and Educational Staff feel appreciated, they will tend to have higher motivation and will have a high attitude of loyalty towards their work and company goals. Apart from that, awards given as a result of certain achievements can encourage Teachers and Educational Staff to continue trying to improve themselves and improve their performance so that a school culture that focuses on continuous improvement will be created which supports job satisfaction.

The results of this research are in line with research conducted by Norawati (2022) which states that school culture is proven to have a significant influence on teacher performance. The results of this research are also in line with research conducted by (Nisa Romadhani et al., 2022), (Wularsih & Octafian, 2024) and (Janićijević et al., 2023)

This shows that a good school culture is proven to have a good impact on increasing employee job satisfaction and vice versa, if the school culture implemented is still not good then it will also have an impact on reducing employee satisfaction.

Job Satisfaction on Teacher performance

The influence of job satisfaction on teacher performance. The original sample results amounted to 0.508 with a positive value because it is above zero below one, the t statistic value is greater than the t table ($t_{stat} > 1.960$) which is 5.019. The P-Values value of 0.000 is smaller than 0.05, so it is stated that job satisfaction has a significant influence on teacher performance. This shows that if Teachers and Educational Staff feel satisfied with their work, they tend to pay

more attention to the details and quality of their work because this will create a sense of greater responsibility for the results of their work and strive to achieve work results that exceed standards. Apart from that, Teachers and Educational Staff who feel satisfied with their work will tend to be more motivated to try harder to achieve better work results, because job satisfaction triggers an internal drive that makes Teachers and Educational Staff want to make maximum contributions to the company. The results of this research indicate that the hypothesis is accepted.

Results of research on job satisfaction variable respondents. Teachers and Educational Staff who work in fields that match their educational background will tend to feel more confident, competent and more effective and efficient in carrying out their duties and responsibilities. Teachers and Educational Staff will feel more appreciated because they can use the skills and knowledge they learn during their education which will later have an impact on the level of employee job satisfaction. Efforts that companies can make to improve teacher performance through satisfaction are by providing regular training and skills development for all Teachers and Educational Staff, especially for Teachers and Educational Staff who do not have an educational background appropriate to their work. This training can include technical skills, soft skills, or courses that are relevant for career development, which can be carried out face-to-face or online.

The company has provided equal opportunities for all Teachers and Educational Staff who have skills and potential regardless of their educational background. Providing equal promotional opportunities can increase job satisfaction with teacher performance because if Teachers and Educational Staff feel that they have the same opportunities to develop within the company without discrimination based on educational background, they will feel more appreciated and motivated to continue working and contribute optimally to the company.

The results of this research are in line with research conducted by Natalia et al. (2021) which states that job satisfaction has an influence on teacher performance. This shows that when Teachers and Educational Staff feel satisfied with the work they do, it can have a positive influence on teacher performance. Other research results that are in line are research conducted by Putri & Nawatmi, (2024) which states that satisfaction has a positive effect on teacher performance and is in line with research conducted by Egemen (2024), Egenius et al. (2020), Tafese Keltu (2024) and Soelistya et al. (2023). This shows that when Teachers and Educational Staff feel satisfied with their work, their performance tends to increase.

Transformational Educational leadership Style on Teacher performance Through Job Satisfaction Mediation

The influence of transformational educational leadership style on teacher performance through mediation of job satisfaction. The original sample results amounted to 0.250 with a positive value because it is above zero below one, the t statistic value is greater than the t table ($t_{stat} > 1.960$) which is 3.265. The P-Values value is 0.001, which is smaller than 0.05, so there is a significant influence. This states that there is an influence of the transformational educational leadership style on teacher performance through job satisfaction as mediation. The results of this research indicate that the hypothesis is accepted.

If the T statistic value of the direct influence of H1 is compared to 4,467 which is greater than the T statistic value of the indirect influence of H7 of 3,265, then the mediation function is said to be partial mediation, meaning that the direct influence is more dominant.

A good transformational educational leadership style can increase job satisfaction through motivation, support and appreciation provided by company leaders. Because job satisfaction

acts as a mediator that connects transformational educational leadership style and increased teacher performance. Teachers and Educational Staff who are satisfied with their work will tend to be more productive and work effectively and efficiently and will have a high commitment to their work which will have an impact on improving the quality of their work and performance. Because leaders who apply a transformational educational leadership style can create a positive work environment that supports the success and development of Teachers and Educational Staff and the company.

This research is in line with research conducted by Kadek et al. (2024) stating that job satisfaction is effective in mediating the influence of transformational educational leadership style on teacher performance. Research conducted by Tesfaw (2014) states that job satisfaction cannot mediate the relationship between transformational educational leadership style and teacher performance because if the transformational educational leadership style gets better it can improve teacher performance without needing to increase job satisfaction first.

School culture on Teacher performance Through Mediating Job Satisfaction

The influence of school culture on teacher performance through mediation of job satisfaction. The original sample results amounted to 0.195 with a positive value because it is above zero below one, the t statistic value is greater than the t table ($t_{stat} > 1.960$) which is 3.671. The P-Values value of 0.000 is smaller than 0.05, so there is a significant influence. This states that there is an influence on workload on teacher performance through job satisfaction as mediation. The results of this research indicate that the hypothesis is accepted.

If compared with the T statistic value of the direct influence of H3 which is 1.985, it is smaller than the T statistic value of the indirect influence of H7 which is 3.671, then the mediation function is said to be full mediation, meaning that the direct influence is more dominant.

A positive school culture can improve teacher performance mediated by job satisfaction. When the school culture supports Teachers and Educational Staff with good communication between leaders and Teachers and Educational Staff, providing appropriate rewards and providing equal opportunities regarding employee self-development, it will have an impact on employee satisfaction. This job satisfaction will encourage Teachers and Educational Staff to improve their performance both in terms of productivity and work quality, therefore, it is important for companies to build a healthy, positive and supportive school culture to increase job satisfaction and overall teacher performance.

This research is in line with research conducted by Norawati (2022) which states that school culture has been proven to influence the level of teacher performance achievement through job satisfaction as a mediator. This shows that the better the school culture and level of job satisfaction in the company, the more it will have a good impact on teacher performance achievements.

Conclusion

The research results show that transformational educational leadership style and school culture have a significant influence on teacher performance and job satisfaction. Leaders who apply a good transformational educational leadership style can increase employee satisfaction and performance. Likewise, a positive school culture contributes to increased employee satisfaction and performance. In addition, job satisfaction acts as a mediating factor, where Teachers and Educational Staff who are satisfied with their work tend to be more focused and improve the quality of their work. This study also found that transformational educational leadership influenced performance through job satisfaction as partial mediation, while workload had an impact on teacher performance with job satisfaction as full mediation.

Suggestion

Increasing a school culture that is more inclusive and based on employee involvement, as well as more adaptive educational leadership, such as coaching educational leadership and empathy-based educational leadership, can be the subject of further research. Research should also investigate the impact of digitalization on employee satisfaction and performance, and add variables such as innovation and intrinsic motivation. To see the results of this research more broadly, additional studies could be conducted in various industrial sectors. In a more in-depth way, this research can help improve school culture and educational leadership in today's world of work.

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