



Leadership Style, Commitment, and Work Motivation on Job Satisfaction and Teacher Performance at the Vocational School of Multi Mekanik Masmur Pekanbaru

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Abstract

The purpose of this study was to examine the effect of leadership style, commitment, and motivation on job satisfaction and teacher performance at SMK Multi Mekanik Masmur Pekanbaru. Respondents in this study used a sample of 81 people, with a purposive sampling technique as exogenous variables are leadership style, commitment, and motivation. While the endogenous variables are job satisfaction and teacher performance. The data analysis technique used descriptive analysis and hypothesis analysis with structural equation modeling (SEM) and PLS. The results obtained indicate that there is an insignificant effect of leadership style on job satisfaction, commitment has no significant effect on job satisfaction, and motivation has no significant effect on job satisfaction. Furthermore, leadership style has a significant effect on teacher performance, commitment has no significant effect on teacher performance, motivation has no significant effect on teacher performance and job satisfaction has no significant effect on teacher performance.

Keywords: Leadership Style, Commitment, Motivation, Job Satisfaction, Teacher Performance

1.0 INTRODUCTION

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training (Setiawan, Junaedi, & Chandra, 2021) to assess and evaluate students in early childhood education in primary and secondary education. For students, teachers are often used as role models and even become figures of self-identification. In schools, besides students and facilities, the teacher is an element that greatly effects the achievement of educational goals. The success of implementing education in a school is largely determined by the readiness of teachers in preparing their students through teaching and learning activities. Teachers must play an active role and place themselves as professionals in accordance with the demands of a growing society.

In the world of education, Vocational High School (*Sekolah Menengah Kejuruan / SMK*) is an educational institution that is intended to prepare students to enter the world of work. SMK is vocational education at the secondary (secondary) level in Indonesia, the implementation of which is intended to prepare students to enter the world of work according to their expertise, namely certain fields that are studied during the education and training process while at SMK or continuing to a higher level.

Specifically, the purpose of teacher performance is to require teachers to make specific decisions, namely where learning objectives are clearly stated in the form of behavior which is then transferred to students. Teachers are a very important part of educational organizations and also have a very large contribution to the success of learning in schools. If the teacher feels a conducive working atmosphere in his school, it can be expected that his students will achieve satisfactory (Arif, Komardi, & Putra, 2021) academic achievement. The conducive working climate of a school affects the attitudes and actions of the entire school community, especially in the achievement of student academic achievement. Student academic achievement is very strongly effected by the psychological atmosphere or school work climate. Each school has the character of a working atmosphere, which will affect the success of the process of learning activities in the classroom.

From the description above, we can conclude that teacher performance plays an important role in developing the quality of education. A teacher's mistake in understanding his profession will result in a gradual shift in the teacher's function, as a result, what used to be between teachers and students need each other, they no longer need each other. Thus the atmosphere in learning is very boring and no longer makes students happy.

This is where conflict after conflict emerges, so that the parties in it become easily frustrated and finally vent their anxiety in inappropriate ways. There are many factors that effect a teacher's teaching performance, including: organizational climate, job satisfaction (Putra & Renaldo, 2020), work motivation (Toste, Didion, Peng, Filderman, & McClelland, 2020), and teacher competency.

Satisfaction (Jacksen, Chandra, & Putra, 2021) in carrying out tasks is important for one's performance or productivity. A symptom that can damage the condition of school organizations is low teacher satisfaction (Heimerl, Haid, Benedikt, & Scholl-Grisseemann, 2020) where symptoms such as absenteeism, lazy work, many teacher complaints, low work performance, low quality of teaching, teacher indiscipline, and others arise (Falahy, 2005).

Based on the initial observations made in this study of teachers at Masmur Multi Mechanic Vocational High School Pekanbaru, the following descriptions were obtained: that some teachers still feel that their wages or salaries have not met their expectations and promotions that do not match their expectations and this is also seen here. teachers lack enthusiasm in terms of teaching, and there are some teachers who are sometimes late to enter class to start lessons. In addition, there are also teachers who often gather and chat in the teacher's room when they should have started class, or are absent from teaching due to illness, family matters, parties and other reasons. This shows that the enthusiasm of some of these teachers is relatively low. Furthermore, to find out the causes of poor or low job satisfaction and teacher performance (Bastian, McCord, Marks, & Carpenter, 2017), a pre-survey was carried out at Masmur Multi Mechanic Vocational School Pekanbaru.

Based on data obtained from a pre-survey of teacher performance evaluation at Masmur Multi Mechanic Vocational High School Pekanbaru, in 2020 it has decreased, namely the number of those who make, implement and evaluate lesson plans has an average value of 73.6%. Then in 2021 it will also experience a decline with an average value of 70.3%. Regarding teacher performance evaluation, it can be seen that from 2019-2021 there has been a decrease every year in carrying out learning according to the lesson plan and evaluating the lesson plans after being supervised by supervisors and school principals. So based on these conditions the teacher's performance evaluation which decreases if left unchecked will have an impact on the interests of organizational or school goals.

The causes of low teacher performance are caused by several things including low competence, work discipline and low job satisfaction of a teacher (Syaiin, 2012), the three main factors that affect performance include: 1) individual factors namely ability, skills, background family, work experience, social level and demographics of a person: 2) Psychological factors, namely perceptions, roles, attitudes, personality, motivation (Sukmawaty, Sudarno, & Putra, 2021) and job satisfaction; 3) Organizational factors, namely organizational structure, job design, leadership (Heimann, Ingold, & Kleinmann, 2020), and reward system (Renaldo, Suharti, Andi, Putri, & Cecilia, 2021).

Job satisfaction is a person's emotional response to work situations and conditions. Emotional responses can be in the form of feelings that are satisfied or dissatisfied with their work, if in the form of feelings of satisfaction then employee job satisfaction is achieved and if in the form of feelings of dissatisfaction then employees are not satisfied.

Based on the phenomenon of teacher performance and teacher job satisfaction, many influencing factors include good leadership factors, teacher commitment (Fadhli, Komardi, & Putra, 2022) factors and work motivation factors. Several studies related to factors that effect teacher job satisfaction and teacher performance in schools, this can be explained by some of the results of earlier research.

Based on the description of the background, it was found that there was a phenomenon about teacher job satisfaction and teacher performance. Then there are differences in the results of previous research as factors that effect teacher satisfaction and performance, so this is interested in conducting further research on the factors that effect teacher job satisfaction and teacher performance at SMK Multi Mekanik Masmur Pekanbaru. It can be seen that the most dominant variables influencing job satisfaction and teacher performance to be studied are leadership style, commitment (Wardana, Putra, & Panjaitan, 2022), and work motivation (Bakhroini, Junaedi, & Putra, 2022). The purpose of this study was to find out whether leadership style, commitment (Abasilim, Gberevbie, & Osibanjo, 2019), and work motivation affect job satisfaction and teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru, and whether job satisfaction effects teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru.

2.0 LITERATURE REVIEW

Teacher Performance

Teacher performance according to Rachmawati (2013) is the teacher's ability and effort to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities, and evaluating learning outcomes. The teacher's performance achieved must be based on professional ability standards while carrying out their obligations as a teacher at school.

Meanwhile, according to Supardi (2016: 54) states that "teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students who are under his guidance by increasing the achievement or learning outcomes of his students". As for teacher performance indicators, according to the

regulation of the State Minister for Administrative Reform and Bureaucratic Reform No. 16/2009 namely pedagogic, personality, social and professional.

Job Satisfaction

Job satisfaction is the level of pleasure a person feels for his role or work in an organization. The level of individual satisfaction that they get rewarded fairly from various aspects of the work situation of the organization where they work. So job satisfaction concerns the psychology of the individual in the organization, which is caused by the circumstances he feels from his environment.

Based on the definitions that have been put forward by several expert opinions, it can be concluded that job satisfaction is an individual's feeling of satisfaction or pleasure towards work which is the result of a subjective assessment of aspects of work which include satisfaction with the work itself, salary received, opportunity for promotion and career development, quality of supervisors and relationships with colleagues. There are 5 indicators of job satisfaction according to Robbins & Judge (2013), namely: the work itself (work itself), rewards (pay), promotion (promotion), supervision (supervision) and co-workers (co workers).

Leadership Style

Based on some opinions of experts that the notion of leadership is the ability of a leader to direct, effect, encourage and control (Renaldo, Sudarno, & Hutahuruk, 2020b) people or subordinates to be able to do a job on their conscience and voluntarily in achieving certain goals. According to Balancard, Zigarmi and Nelson (1993), leadership style indicators are: ordering style, selling style, participating style and delegating style.

Commitment

The teacher's commitment to teaching is the teacher's most important determination to show sincerity and direct all abilities professionally in carrying out tasks at school. The aspects seen from this commitment are caring, responsibility, and loyalty in teaching.

Teachers need to have a high commitment to actualize their potential. Organizational commitment has an important role in improving teacher performance (Napitupulu, Sudarno, & Junaedi, 2021). Commitment is needed in all aspects of life, both in organizational life and social life. Teachers who have a good commitment are expected to be able to provide the best and maximum for their organization/school, so as to produce optimal performance for the school. Teachers with good commitment in carrying out the rules that have been set and have high responsibility. According to Meyer and Allen (2002), commitment indicators are: affective commitment, continuance commitment, normative commitment, obligation/debt and ability to appreciate.

Motivation

Motivation according to Mangkunegara (2016) suggests that motivation is a condition or energy that drives employees who are directed or directed to achieve the company's organizational goals. According to Flippo in Hasibuan (2016) "motivation is a skill, in directing employees and organizations to want to work successfully, so that the wishes of employees and organizational goals are simultaneously achieved. Meanwhile, according to Hamzah (2018) the term motivation comes from the word motive which can be interpreted as a strength within the individual, which causes the individual to act or act. Motives cannot be observed directly, but can be interpreted in their behavior, in the form of stimulation, encouragement, or power generation for the emergence of a certain behavior.

Based on the definitions according to the experts above, it can be concluded that employee motivation is encouragement from within and from outside a person to take an action to achieve a predetermined goal in an organization. According to Maslow, Robbins and Judge (2008), motivational indicators are: physiology, security, social, appreciation and self-actualization.

Relationship Between Variables

The Effect of Leadership Style on Job Satisfaction

According to Yukl (2017) leadership style is a leader should improve (Renaldo, Sudarno, & Hutahuruk, 2020a) the leadership he has applied so far, namely leadership, because he better understands the needs of teachers so that it will create an incentive so that teachers and employees have better competence and morale, so they feel satisfied.

This is in line with the results of Tomy Sun Siagian's research, Hazmanan Kair (2018) showing that the principal's leadership has a positive effect on job satisfaction at SMA Negeri 2 Prabumulih. The better the principal's leadership, the better the job satisfaction. However, it is different from the results of research conducted by Christian Yogi Pratama (2012) where the results of his research stated that leadership had no significant negative effect on job satisfaction at PT. KIA Cars Indonesia Semarang. Based on this statement, a hypothesis can be made in this study, namely:

H1: There is a positive effect of leadership on teacher job satisfaction

The Effect of Commitment on Job Satisfaction

Schermerhorn, Hunt, Osborn and Uhl-Bien stated organizational commitment of an individual's loyalty to the organization. Individuals with high organizational commitment identify very strongly with the organization and feel proud to consider themselves as members of Wibowo (2016).

Teachers who are unable to obtain satisfaction in their work will lead to negative attitudes and behavior (Renaldo, Andi, Nur, Junaedi, & Panjaitan, 2021) which will lead to decreased motivation during the teaching process, whereas teachers who are satisfied can work well, enthusiastically, and excel. This is supported by the results of research conducted by Anita Tresia Samosir (2020) showing that there is a positive and significant effect of teacher commitment on teacher job satisfaction at the Bina Agung Medan Education Foundation. However, it is different from the results of research conducted by Ridwan Baraba, Esti Margiyanti Wijayanti (2014) with the result that organizational commitment has a negative and insignificant effect on job satisfaction of Muhammadiyah Purworejo University employees.

H2: There is a positive effect of commitment on teacher job satisfaction

The Effect of Motivation on Job Satisfaction

Sutrisno (2013) theory of satisfaction that is if the needs and satisfaction are increasingly fulfilled, the motivation to work will also be better. With the increase in teacher performance (Renaldo, Sudarno, et al., 2021), it will provide satisfaction to the school, so that the school can provide appropriate rewards for outstanding teachers. Because, a person's relationship with his work is very basic and therefore a person's attitude towards his work is very likely to determine satisfaction or dissatisfaction in work.

This is in line with the research results of Edi Sugiono, Suryono Effendi and Bahtiar Alwan (2021), namely motivation has a positive and significant effect on job satisfaction of PT employees. Pakoquine. But in contrast to the results of research conducted by Saman, Afdul (2016) with the partial results of research work motivation has a negative and significant effect on job satisfaction of employees of PT. Pegadaian Kanwil II Medan.

H3: There is a positive effect of motivation on teacher job satisfaction

The Effect of Leadership on Teacher Performance

Mirayani (2019) suggests that leadership is a strong dimension of organizational commitment when organizational culture represents the values of employees in the organization. Employees are more satisfied if the organization can meet their expectations which are part of the organizational culture, so they are more committed to the organization.

Principal leadership effects teacher performance, this is a concern for schools, especially school principals, to improve the quality and effectiveness of leadership used so that the performance of teachers increases. This is in line with the research conducted by Titik Handayani and Aliyah A. Rasyid (2015) whose research results show that partially, the principal's participatory leadership style variable has a significant effect on teacher performance in Wonosobo State Senior High School. However, it is different from the results of research conducted by Indra Marjaya¹, Fajar Pasaribu (2019) where the results of his research state that leadership has no significant negative effect on employee performance at SMA Negeri 1 Pasangkayu and MA in Pasangkayu.

H4: Leadership style has a positive effect on performance

The Effect of Commitment on Teacher Performance

Teachers who have a high commitment to work will meet the work targets given because performance is emphasized on attention to the suitability of the results achieved by the school with the goals to be achieved (Rahawarin & Arikunto, 2015).

Whereas teachers who have high commitment and try to do their job well, on the other hand teachers with low commitment do not do their job well, but teachers with low commitment tend to prioritize their personality compared to work and school organizations. This is in line with research conducted by Prapti Ningsih (2016) whose research results show that commitment to teacher performance has a positive and significant effect in Pasangkayu District, North Mamuju Regency. However, it is different from the results of research conducted by Joko Sutupo (2018) where the results of his research state that organizational commitment has no significant effect on performance.

H5: There is a positive effect of commitment on teacher performance

The Effect of Motivation on Teacher Performance

If motivation is high but basic abilities are low, performance will be low and if abilities are high but motivation is low then performance will be low, or vice versa Nanang (2016). Motivation is indeed the main element of the teacher in carrying out his duties, a teacher who has high motivation will be more active in carrying out his duties as a teaching staff.

This research is in line with research by Titin Eka Ardiana (2017), namely work motivation has a positive and significant effect on teacher performance at SMK Madiun city. However, it is different from the results of research conducted by P Snaini Diana Putri Abdullah etrina Gabriella, Hendy Tannady (2019), which shows that motivation partially has a negative and significant effect on employee performance at PT. Bama News Television Facilities Surabaya.

H6: There is a positive effect of motivation on teacher performance

The Effect of Job Satisfaction on Teacher Performance

The teacher will still carry out his performance well for the sake of being committed to students and student lessons, teaching, guiding and educating students sincerely, if students have achieved maximum results, that's where teacher job satisfaction will be achieved, so not necessarily teacher job satisfaction because of a high salary. obtained, promotions obtained, colleagues or leaders but because of the achievement of the results obtained by students is the real teacher job satisfaction. This is in line with the results of research by Parmin (2017).

That needs are everything that is very important to be fulfilled in order to survive and achieve satisfaction. Teachers will feel satisfied, if the rewards received for their work can meet the necessities of life. The opposite can also happen, that is, if the rewards received by the teacher cannot meet the necessities of life, it is difficult for the teacher to feel satisfied.

This is supported by the results of research conducted by Nur Rohom (2020) showing that teacher job satisfaction has a positive and significant effect on teacher performance. But it is different from the results of research conducted by Rika Dewi Saputri, Suprayitno, Sutarno (2016) with the result that job satisfaction has no significant effect on teacher performance at Jumapolo 1 Middle School.

H7: There is a positive effect of job satisfaction on teacher performance

3.0 METHODOLOGY

This research was conducted at Masmur Multi-Mechanical Vocational High School (SMK) Pekanbaru. Its address is at Jalan K. H. Ahmad Dahlan number 96 Sukajadi Pekanbaru. The Masmur Multi-Mechanical Vocational School in Pekanbaru is established under the auspices of the Riau Regional Masmur Foundation. Research time starts from October 2021 until completion.

Research with a quantitative approach demands accuracy, persistence, and a critical attitude in capturing data, namely population and sample, because the data from this study are in the form of numbers that must be processed statistically, so between the variables proposed as objects of research there must be a clear link (correlation).

The population in this study were all teachers at the Masmur Multi-Mechanical Vocational School in Pekanbaru, both PNS teachers, Provincial Assistance Teachers, Honorary Teachers and Permanent Foundation Teachers, totaling 101 people. The sample technique used in this research is purposive sampling. The sampling criteria in this study were not all teaching staff at Masmur's Multi Mechanic Vocational School. So the sample in this study were 81 people who were civil servant teachers, provincial assistant teachers, and permanent foundation teachers at Masmur's Multi Mechanic Vocational School. The remaining 20 people are honorary teachers.

The operationalization of the variables in this study consists of exogenous variables which are variables that influence endogenous variables and consist of leadership style, commitment and motivation. Endogenous variables are variables that are influenced by exogenous variables and the endogenous variables in this study are job satisfaction (Sari, Sudarno, Nyoto, & Suyono, 2022) and teacher performance.

The data analysis technique used is descriptive analysis, feasibility test, structural equation analysis, testing assumptions in Structural Equation Modeling (SEM), data processing and hypothesis testing.

4.0 RESULTS AND DISCUSSION

Questionnaire Test Analysis Using SPSS Software

In the analysis of the questionnaire test consists of validity and reliability tests. The purpose of testing the validity and reliability of the questionnaire is to ensure that the questionnaire prepared is really good at measuring symptoms and producing valid data. The results of the validity and reliability tests in this study can be explained as follows:

Data Validity Test

Validity test is a test used to show the extent to which the measuring instrument used in a measure measures what is being measured.

Validity Test about Teacher Performance Variables

Based on the results of the item validity test, it is shown that the Corrected Item-Total Correlation has an average value above 0.30. This can be explained by all statement items used to measure teacher performance variables that have valid values. These results can be concluded that a test can be said to have high validity, so that the test results can carry out its measuring function, or provide precise and accurate measurement results in accordance with the purpose of the validity test

Validity Test about Job Satisfaction Variables

Based on the results of the item validity test, it is shown that the Corrected Item-Total Correlation has an average value above 0.30. This can be explained that all statement items used to measure Job Satisfaction variables have valid values. These results can be concluded that a test can be said to have high validity, so that the test results can carry out its measuring function, or provide precise and accurate measurement results in accordance with the purpose of the validity test.

Validity Test about Leadership Style Variables

Based on the results of the item validity test, it is shown that the Corrected Item-Total Correlation has an average value above 0.30. This can be explained that all statement items used to measure the Leadership Style variable have a valid value. These results can be concluded that a test can be said to have high validity, so that the test results can carry out its measuring function, or provide precise and accurate measurement results in accordance with the purpose of the validity test.

Validity Test about Commitment Variables

Based on the results of the item validity test, it is shown that the Corrected Item-Total Correlation has an average value above 0.30. This can be explained that all statement items used to measure the Commitment variable have a valid value. These results can be concluded that a test can be said to have high validity, so that the test results can carry out its measuring function, or provide precise and accurate measurement results in accordance with the purpose of the validity test.

Validity Test about Work Motivation Variables

Based on the results of the item validity test, it is shown that the Corrected Item-Total Correlation has an average value above 0.30. This can be explained that all statement items used to measure the Work Motivation variable have a valid value. These results can be concluded that a test can be said to have high validity, so that the test results can carry out its measuring function, or provide precise and accurate measurement results in accordance with the purpose of the validity test.

Data Reliability Test

Reliability, or reliability, is the consistency of a series of measurements or a series of measuring instruments. The results of the data reliability test showed that all variables used in this study had a Cronbach's Alpha value above 0.70. This indicated that all variables already had reliable values. From these results it can be concluded that the variable being measured is a reliable variable which is a requirement for further testing.

Questionnaire Test Analysis Using Smart PLS Software

Testing the suitability of the model (model fit) on the Structural Equation Model (SEM) model, there is an evaluation that must be carried out, namely unidimensionality and reliability tests. Where unidimensionality is used to calculate the reliability of the model that is a one-dimensional model. Measuring reliability with Cronbach's alpha cannot measure unidimensionality in the multi-indicator construct. So that reliability testing is needed on the Structural Equation Model (SEM) model which has several dimensions. Construct reliability is a measure of the internal consistency of the indicators of a formed variable that shows the degree of the formed variable. The results of the Construct Reliability and Validity test of the Structural Equation Model (SEM) model in this study using the Smart PLS software can be shown in the following table.

Table 1. Construct Validity and Reliability and Data Multicollinearity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Multicollinearity	
					Y1	Y2
X1	0.826	0.847	0.880	0.655	1.037	1.045
X2	0.895	0.904	0.930	0.762	2.010	2.010
X3	0.869	0.973	0.896	0.684	2.038	2.042
Y1	0.970	1.131	0.975	0.906		1.015
Y2	0.932	0.939	0.948	0.786		

Source: Smart PLS Processed Data, 2022

Based on the table it is known that the construct reliability and validity as well as the Multicollinearity Test of PLS SEM testing data can be explained as follows:

a. Cronbach's Alpha test

Apart from being measured by assessing convergent validity and discriminant validity, the outer model can also be measured by looking at construct reliability or latent variables as measured by looking at the Cronbach's alpha value of the indicator block that measures the construct. The construct is declared reliable if the Cronbach's alpha value is greater than 0.60. The model shows the Cronbach's alpha value for all constructs is above the value of 0.60. Thus it can be concluded that all constructs have good reliability in accordance with the required minimum value limit.

b. Composite Reliability Test

Apart from being measured by assessing convergent validity and discriminant validity, the outer model can also be measured by looking at the reliability of constructs or latent variables as measured by looking at the composite reliability value of the indicator block that measures the construct. The model shows the value of composite reliability for all constructs is above the value of 0.70. Thus it can be concluded that all constructs have good reliability according to the required minimum value limit.

c. Average Variance Extracted (AVE)

To evaluate discriminant validity it can be seen by the average variance extracted (AVE) method for each construct or latent variable. The model has better discriminant validity if the AVE square root for each construct is greater than the correlation between the two constructs in the model. From the table it can be seen that the AVE value of each construct is above 0.5. Therefore there are no convergent validity problems in the tested model so that the constructs in this research model can be said to have good discriminant validity.

d. Data Multicollinearity Test

The multicollinearity test in this study was conducted to determine whether there is intercorrelation or collinearity between independent variables in a regression model. If the VIF value is less than 10, it can be concluded emphatically that there is no multicollinearity problem. Based on the test results, it can be concluded that there is no multicollinearity problem based on several indicators, especially the VIF value is less than 10. So the test results are said to be reliable. Then the structural coefficient value of the Structural Equation Model (SEM) model in the Smart PLS test can be said to be reliable for changes that occur in other variables in the Structural Equation Model (SEM) model.

Determination Coefficient Test (R²)

The coefficient of determination (R²) is used to measure how well the regression line matches the actual data (goodness of fit). The coefficient of determination measures the percentage of the total variance of the endogenous variables explained by the exogenous variables in the Structural Equation Model (SEM) model. The results of testing the coefficient of determination (R²) using the Smart PLS Software in this study can be presented in the following table explanation.

Table 2. The coefficient of determination (R²)

No	Variable	R Square	R Square Adjusted	Conclusion
1	Job satisfaction	0.215	0.187	Weak
2	Performance	0.838	0.829	Very strong

Source: Smart PLS Processed Data, 2022

Based on model 1 it can be explained that the R Square Adjusted value is 0.187 or 18.7% of the teacher's job satisfaction variable explained by the variables of leadership style, commitment and work motivation. While the remaining 81.3% is explained by other factors not examined by this study. While the test results on model 2 obtained an adjusted R Square value of 0.829 or 82.9%, the teacher's performance variable can be explained by leadership style, commitment and work motivation and job satisfaction. While the remaining 17.1% is explained by other factors not examined in this study.

PLS Equation Model Structure Analysis (SEM)

The Equation Model Structure Test (SEM) of this study aims to see the effect of exogenous variables on endogenous variables. The results of testing the Equation Model Structure (SEM) in this study are in table 3.

Table 3. Structure of the PLS Equation Model (SEM)

Influence between Variables	T Statistics (O/STDEV)	P Values	Conclusion
Leadership Style -> Satisfaction	0.658	0.511	Not significant
Commitment -> Satisfaction	0.031	0.975	Not significant
Motivation -> Satisfaction	0.381	0.703	Not significant
Leadership Style -> Performance	24.966	0.000	Significant Positive
Commitment -> Performance	0.545	0.586	Not significant
Motivation -> Performance	0.969	0.333	Not significant
Satisfaction -> Performance	0.406	0.685	Not significant

Source: Smart PLS Processed Data, 2022

The influence of leadership style on teacher job satisfaction

Based on the results of testing the hypothesis that the influence of leadership style on job satisfaction has a P-value of 0.511 or the p-value is greater than the predetermined alpha of 0.05. It can be concluded that the teacher's leadership style variable does not have a significant effect on job satisfaction. Thus, the hypothesis that has been proposed is rejected. These results can be concluded that a good leadership style may not necessarily have a significant impact on increasing the job satisfaction of teachers in schools.

The effect of organizational commitment on teacher job satisfaction

Based on the results of testing the hypothesis, the influence between commitments to job satisfaction has a P-value of 0.975 or the p-value is greater than the predetermined alpha of 0.05. It can be concluded that the teacher's organizational commitment variable does not have a significant effect on job satisfaction. Thus, the hypothesis that has been proposed is rejected. These results can be concluded that not always good organizational commitment does not necessarily have an impact on increasing the job satisfaction of teachers in schools.

The effect of work motivation on teacher job satisfaction

Based on the results of testing the hypothesis that the influence of leadership style on job satisfaction has a P-value of 0.703 or the p-value is greater than the predetermined alpha of 0.05. It can be concluded that the teacher's work motivation variable does not have a significant influence on job satisfaction. Thus, the hypothesis that has been proposed is rejected. These results can be concluded that not always good work motivation does not necessarily have an impact on increasing the job satisfaction of teachers in schools.

The influence of leadership style on teacher performance

Based on the results of testing the hypothesis that the influence of leadership style on teacher performance has a P-value of 0.000 or the p-value is smaller than the predetermined alpha of 0.05. It can be concluded that the teacher's leadership style variable has a significant influence on teacher performance. Thus, the hypothesis that has been proposed is accepted. These results can be concluded that a good leadership style can have a significant impact on improving the performance of teachers in schools.

The effect of organizational commitment on teacher performance

Based on the results of testing the hypothesis the influence of organizational commitment on teacher performance has a P Value of 0.586 or the P Value is greater than the predetermined alpha of 0.05. It can be concluded that the variable of teacher organizational commitment does not have a significant effect on teacher performance. Thus, the hypothesis that has been proposed is rejected. From these results it can be concluded that good teacher organizational commitment does not necessarily have an impact on improving the performance of teachers in schools.

The effect of work motivation on teacher performance

Based on the results of testing the hypothesis that the effect of work motivation on teacher performance has a P Value of 0.333 or the P Value is greater than the predetermined alpha of 0.05. It can be concluded that the teacher's work motivation variable does not have a significant effect on teacher performance. Thus, the hypothesis that has been proposed is rejected. These results can be concluded that not always good work motivation does not necessarily have an impact on improving the performance of teachers in schools.

The effect of job satisfaction on teacher performance

Based on the results of testing the hypothesis the effect of job satisfaction on teacher performance has a P Value of 0.685 or the P Value is greater than the predetermined alpha of 0.05. It can be concluded that the teacher's job satisfaction variable does not have a significant effect on teacher performance. Thus, the hypothesis that has been proposed is rejected. These results can be concluded that not always good teacher job satisfaction does not necessarily have an impact on improving the performance of teachers in schools.

5.0 CONCLUSION

Conclusion

Based on the results and discussion of the research described in the previous chapter. Then a conclusion can be made in this study as follows: Leadership style has a negative and insignificant effect on teacher job satisfaction at SMK Multi Mekanik Masmur Pekanbaru. This means that the better the Leadership Style, the less likely it is to increase teacher job satisfaction. Commitment has a positive and insignificant effect on teacher job satisfaction at SMK Multi Mekanik Masmur Pekanbaru. This means that the better the commitment given to the teacher, it is not certain that the teacher's job satisfaction will also increase. Work motivation has a negative and insignificant effect on teacher job satisfaction at SMK Multi Mekanik Masmur Pekanbaru. This means that the better the work motivation, the less likely it is to increase teacher job satisfaction. Leadership style has a positive and significant effect on teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru. This means that the better the teacher's leadership style can improve teacher performance. Commitment has a positive and insignificant effect on teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru. This means that the better the commitment given to the teacher, it is not certain that the teacher's performance will also increase. Motivation has a positive and insignificant effect on teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru. This means that the better the motivation given to the teacher, it is not certain that the teacher's job satisfaction will also increase. Job satisfaction has a negative and insignificant effect on teacher performance at Masmur Multi Mechanic Vocational School Pekanbaru. This means that the better the teacher's job satisfaction, the better the teacher's performance.

Suggestion

Based on the results of research and discussion in this study, it can be suggested several things as follows:

- a. Masmur Multi Mechanic Vocational School Pekanbaru together with management in terms of performance should always pay attention to the standards of work that are set and the leadership style used. Suggestions in terms of job satisfaction, leaders should pay attention to their leadership style for the work given to teachers or their subordinates, in addition to giving awards to teachers who are able to achieve targets or who win a competition. Suggestions in terms of motivation, leaders should always care about their subordinates and the surrounding environment by providing comfortable and complete work facilities, supervising work, especially the level of teacher attendance, because there are still many teachers who commit violations.
- b. Teachers are expected to further improve their performance by better understanding and applying the 4 (four) domains of teacher competence (Gazali, Panjaitan, & Chandra, 2022) including: 1) pedagogic competence, 2) personality, 3) social, and 4) professional. There is a form of forum that can be developed to enhance instructional dialogue in improving teacher performance, namely the Subject Teacher Consultation (*Musyawarah Guru Mata Pelajaran / MGMP*). Therefore it is suggested that teachers carry out discussions with fellow teachers in an effort to improve teacher performance, through the MGMP forum. Suggestions for Leaders (Marliza, Nyoto, & Sudarno, 2022), leaders should care about subordinates and the surrounding environment, by always carrying out inspections and providing activity reports on work given to teachers, especially in the work process, so that teachers have responsibilities and work according to predetermined standards. For future researchers to be more considerate in selecting variables by reading references and previous research journals. So that the variables used really provide a good model of teacher satisfaction and performance

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