

TRANSFORMATIONAL LEADERSHIP ON TEACHERS' PERFORMANCE MEDIATED BY TEACHER SATISFACTION

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Abstract

This study aims to determine the effect of transformational leadership on teacher performance mediated by teacher satisfaction on Tahfidzil Quran Lebay Yasin Boarding School. A quantitative approach and explanatory research will be used in this research. Primary data comes from questionnaires of variables, while secondary data comes from school data, textbooks, and journals. The population were 41. The sample was used through non-probability sampling purposive sampling, were 41. The data analysis techniques used SEM PLS by SmartPLS 3. The results of this study indicate that there was significant direct effect of transformational leadership on teacher performance t-statistic 2.444 > 1.96 p-value 0.015 or ($p < 0.05$), transformational leadership on teacher satisfaction t-statistic 10.319 > 1.96 p-value 0.00 or ($p < 0.05$), teacher satisfaction on teacher performance t-statistic 21.404 > 1.96 p-value 0.00 or ($p < 0.05$). The result also discovered that there was significant indirect effect of transformational leadership on teacher performance mediated by teacher satisfaction t-statistic 8.232 > 1.96 p-value 0.00 or ($p < 0.05$). So, the school leader was recommended to empower and develop peer relationships in order to achieve teacher performance effectively.

Keywords

Teacher performance; teacher satisfaction; transformational leadership

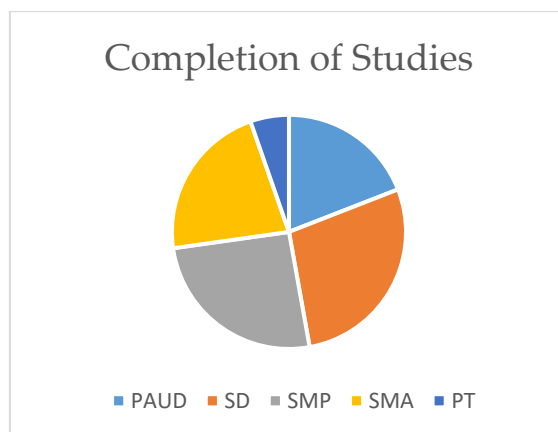


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INTRODUCTION

The strategic importance of education in nation-building does not necessarily mean that Indonesia's education rankings are high in both world and Asian rankings. The results of a 2023 survey from 203 countries on the worldtop20.org site show that Indonesian education was ranked 67th.

Figure 1. Indonesia Completion Studies



Source: worldtop20.org, 2023

The diagram above shows that the level of study completion is still low, especially at the tertiary level, namely 19%, high school 78%, middle school 91%, elementary school 100%, and PAUD 68%. Meanwhile, survey results in 2022 showed Indonesia is ranked 67th, with the main weakness being the Teacher Ratio Academic Levels (teacher ratio at the academic level).

Indonesia, in the fourth paragraph of the opening of the 1945 Constitution, stated the national goal of education, namely "to make the life of the nation intelligent." Education remains a priority in national development planning. Education can make people more critical in thinking (Mardalena, 2022; Ulfa et al., 2023). In order to create superior human resources, it is hoped that both the quantity and quality of education in Indonesia can be spread throughout the country.

The education sector is one of the most important factors in a country's development (Handayani & Usman, 2023; Ismail et al., 2021). Education is one of the determining indicators of national development (George, 2023; Sriadmitum et al., 2023). Education is believed to be one of the fields that has a strategic role in a nation's development. In fact, it has become a dominant factor in increasing the intelligence of the nation's quality (Mukhtar, Hapzi Ali, 2016). Education is one of the main pillars of the development and progress of the nation (Taufan et al., 2023). Education is a conscious effort for humans to develop their potential through the learning process. In order for education to truly make the nation's life intelligent, all related elements must carry out their

respective roles (Yuniarti, 2022). Schools have interconnected components with each other and work together to achieve common goals (Asrin Randelangi et al., 2022; Qadarsih et al., 2023). It was also added that teachers are a professional group that is considered important in the nation's progress (Verma & Emirates, 2018).

For this reason, organizational performance, in this case, a sustainable educational institution, needs to be maintained. Currently, educational organizations, like other organizations, face challenges in managing an effective work environment (Özgenel et al., 2022). So, the leadership role of the school principal is very important in achieving previously set targets (Acih et al., 2023). An organization's success is determined by the quality and model of its leadership (Muga, 2022). As is known, leaders in this context are referred to as school principals, who have the capacity to influence other people, in this case, the school community, to behave according to organizational expectations (Mardalena, 2017). The principal, as a manager, must be able to motivate, monitor, evaluate, and inspire teachers to always strive to improve their competence, including pedagogical, personality, social, and professional competence (Sriadmitum et al., 2023).

In order to increase organizational effectiveness, leaders continue to strive to satisfy their employees (Chi et al., 2023). The principal's leadership style plays a significant role in school management and can improve the quality of education (Pacia & Guevarra, 2023). The relationship between teachers and school principals is an integral aspect of creating job satisfaction, Quinn & Andrews, as cited in (Kazimi et al., 2023). It is believed that the behavior of school principals who interact cooperatively and have effective communication skills can optimize teacher job satisfaction, Porter, Wrench, & Hoskinson, as cited in (Kazimi et al., 2023). In other words, principal leadership is considered a key factor in effective schools that has an indirect effect on the learning process (Koutouzis & Malliara, 2017).

From another point of view, teachers actually play a very strategic role in educational progress, especially in the learning process. Teacher expertise and experience are the main things in ensuring the learning process (Erlangga et al., 2021; Javillonar, 2022). Teachers as managers (Sriadmitum et al., 2023) in the learning process make it possible to create a conducive and comfortable learning climate in line with the implementation of the independent learning policy. Teachers can map and develop students' talents as well as act as facilitators, controllers, and organizers (Baluyos et al., 2019) through effective and creative teaching (Izzati et al., 2023).

Teachers as professional educators have the main responsibility of a) educating, b) teaching, c) guiding, d) directing, e) training, f) assessing, and g) evaluating students (Teachers and Lecturers Law, 2005). Teachers, as part of the school community, certainly have an important role in improving the quality of education. Especially in character building, teachers develop the potential of students to become great human beings and become responsible citizens (Ulfa et al., 2023).

Teachers are always required to continue practicing to improve their abilities (Yang & Ling, 2023). Teachers should be at their best work performance. The teacher's role is very strategic in ensuring the achievement of learning objectives (Abdulahi, 2020; Myint Lay, 2020; Izzati et al., 2023; Qadarsih et al., 2023).

In this context, the role of teachers continues to be emphasized because teachers are recognized as the main factor that significantly influences the quality of education. In order for teachers to be able to carry out the demands of their role, they need to feel comfortable with their work and gain satisfaction from that work, Ostroff cited (Koutouzis & Malliara, 2017). Teachers who are satisfied with their work tend to be more willing to invest more time and energy in educating their students (Koutouzis & Malliara, 2017). Many previous studies have concluded that leadership behavior provides a positive reflection on job satisfaction (Nguni et al., 2006; Hariri et al., 2016; Sun and Xia, 2018; Torlak and Kuzey, 2019; Torres, 2019; Maheshwari, 2021) as cited in (Özgenel et al., 2022).

Various previous studies have concluded that job satisfaction is a determining factor in teacher job stability (Abdulahi, 2020; Berhanu, 2023; ERTÜRK, 2022; Koutouzis & Malliara, 2017; Santoso et al., 2020)). In other research, it was also stated that several things that play a role in employee performance include a) work commitment, b) job satisfaction, and c) organizational commitment (Bahjat Abdallah et al., 2017; Čulibrk et al., 2018; Octavianus, 2022; Prayogi & Fahmi, 2021) as cited in (Mardalena et al., 2023); and (Ocampo, 2016). In another study, it was stated that transformational leadership is believed to be able to improve teacher performance because of the ability to influence subordinates while increasing their participation in achieving goals, (Sánchez-Rosas et al., 2023). Leadership style is associated with employee satisfaction (Sánchez-Rosas et al., 2023; Rafique1 et al., 2022). Furthermore, there are other factors in fostering positive performance, namely job satisfaction (Edwards & Martin, 2017; Muftah et al., 2022; Rafique1 et al., 2022; Prasetyo et al., 2023; Muttalib et al., 2023; Soetirto et al., 2023). Meanwhile, other research has also explored how transformational, charismatic, and various leadership styles relate to job satisfaction and

employee performance (Anderseet et al.; Uman et al., 2023).

School Teacher Leadership

Leadership behavior theory explores self-leadership behavior in influencing and facilitating individuals and groups to achieve common goals (Gary Yukl, 2010). Leadership in social phenomena is described as the process of gathering, influencing, and directing a group to achieve common goals in order to realize certain goals (Howel and Costley, 2006) (Özdemir, 2020). Leaders are tasked with guiding their subordinates to achieve the goals and targets that have been set within an organization (Katitas et al., 2022; Ahmed et al., 2023). Effective school leadership can be seen in the ability to manage and supervise activities and interactions within the school community (Lambert et al., 2001) as cited in (Ejuchegahi Anthony, 2023). For this reason, there are various types of leadership styles carried out by leaders in both the educational and non-educational fields, ranging from traditional to modern leadership styles (Maheshwari, 2022) because the leader is tasked with determining the direction of the organization while other related elements try to make sure that this direction can be achieved (Sarinah et al., 2017).

Various literature shows that skills development can increase satisfaction and performance. The leader plays an important role in developing his members. Several survey studies have examined the correlation between behavioral development and independent criteria of leadership effectiveness, but the results have been inconsistent across samples (Gary Yukl, 2010).

In this research, the focus will be on the transformational leadership style. Where transformational leaders behave charismatically, inspiring, and stimulating to motivate and encourage employees to a) change, b) be creative, c) be innovative and challenging, d) encourage them to define problems and solve them in creative ways, e) provide consultation, f) guidance and support to each employee separately. Afterward, it allows them to develop to a higher professional level and achieve significant achievements in their work (Muftah et al., 2022).

Meanwhile, transformational leadership indicators in this research refer to the theory of Bernard M. Bass and Ronald E. Riggio (Mukhtar et al., 2016; Mardalena, 2017), namely: a) agents reformer, b) inspiration, c) empowering, d) accepting the differences abilities, and e) personal attention.

Teacher Satisfaction

Job satisfaction can be referred to a person's general attitude towards his job. Someone who is satisfied in his job also has a positive impression and attitude. When they are dissatisfied, they

tend to have a negative attitude (Robbins & Coulter, 2021). Job satisfaction can be described as a person's attitudes and feelings toward their own work (Özdemir, 2020; Ariansyah & Mardalena, 2019). Teacher job satisfaction can be realized by the school principal (Kazimi et al., 2023). Employees' positive attitudes towards work can have an impact on their job satisfaction (Elrayah et al., 2023; Agarwal, 2019). This is due to a positive emotional response to their contribution to work (Locke, 1969; Luthans, 2011) (Özgenel et al., 2022). Several indicators of job satisfaction are the employee's ability to complete tasks, good communication, and the relationship between leaders and employees (Agarwal, 2019).

Job satisfaction is generally related to salary, benefits, job security, and working conditions. Apart from that, job satisfaction also includes relationship and interaction needs, teachers' emotional needs, and interpersonal relationship needs with students, colleagues, and supervisors Shikalepo, as cited in (Yang & Ling, 2023). On the other hand, teachers who have a low level of job satisfaction can be seen from high levels of absenteeism, lack of achievement, and low levels of involvement and participation in various activities. Not a few teachers quit due to poor working conditions and low economic conditions and then change professions (Quines & Nino, 2023).

Job satisfaction plays a significant role in the productivity of school organizations (Baluyos et al., 2019). Job satisfaction can affect student and school performance, as well as the quality of education. Apart from that, this variable also has a significant effect on leadership behavior and work performance (Baluyos et al., 2019). Employee job satisfaction is also influenced by factors including: 1) fair and appropriate remuneration, 2) appropriate placement according to skills, 3) the severity of the work, 4) the atmosphere and environment of the work, 5) equipment that supports the implementation of the work, 6) the leader's attitude and leadership, 7) the nature of the work (monotonous/not) (Marnis & Priyono, 2008).

Job satisfaction is a teacher's positive attitude towards his work, which can be seen from the dimensions: social relationships, needs fulfillment, and job characteristics. The social relations dimension can be characterized by the relationship between principals and teachers, teachers' social relations, emotions, physical factors, and working conditions. The dimension of meeting needs is characterized by rewards, incentives, security, and field trips. Meanwhile, the dimensions of job characteristics are characterized by interesting and enjoyable job designs, placement according to expertise, work morale, fair promotions, and assignments according to workload (Yuniarti, 2022). Meanwhile, other research looks at job satisfaction internally and externally in the form of salary,

promotions, organizational policies, recognition, and support from the organization (Van Dat Tran et al., 2022).

Meanwhile, in this research, the job satisfaction indicators used refer to Herzberg's two-factor theory: motivators: achievement, recognition, work itself, responsibility, advancement, and growth. While and hygiene factors: supervision, company policy, relationship with supervisor, working conditions, salary, relationship with peers, personal life, relationship with the member, status, and security (Robbins & Coulter, 2021). However, in this study, the researchers limited the indicators to hygiene factors.

Teacher Performance

Performance is closely related to behavior. Furthermore, it is also known that both behavior and performance can be influenced by individual, organizational, and psychological factors (Mardalena, 2017). Various types of teacher performance have been studied previously, including dimensions, work goals, and work behavior. Work targets consist of: work quantity, quality, duration, and cost. Work behavior is related to the teacher's attitude when completing their duties, which consists of service orientation, integrity, commitment, discipline, teamwork, and leadership (Novitasari et al., 2020). The teacher's performance is measured by: learning management, professional development, and academic mastery.

In other research, the performance dimensions used are: 1) learning management competency with indicators of preparation of teaching tools, learning interactions, student assessment, and follow-up. 2) Professional competence with indicators relationships in subjects, application of scientific knowledge in daily life, preservation of national values and culture, instilling students' character, and building student excellence. 3) Academic mastery competency with indicators of understanding educational insights, mastery of academic study materials, developing oneself continuously, understanding learning theories, and providing services to students (Yuniarti, 2022). Meanwhile, teacher performance indicators in this research refer to: output quality, output quantity, output time, level of attendance, and work efficiency (Mardalena et al., 2020).

Based on the results of a preliminary study taken in October 2023, the research variable phenomena shown below:

Table 1. Teacher Performance

No.	Indicator	Teacher Performance			
		Agree	%	Disagree	%
1.	Output quality	4	36,4	7	63,6
2.	Output quantity	3	27,3	8	72,7
3.	Output time	3	27,3	8	72,7
4.	Work efficiency	3	27,3	8	72,7
	Total	17	30,9	38	69,1

Source: Primary data, 2023

Table 1 informs that among four indicators, the highest performance is on the output quality of four people, or 36.4%. Meanwhile, the lowest performance is on output time and work efficiency of 3 people or 27.3%. It can be concluded that teacher performance was still less than 30.9%. Meanwhile, teachers' phenomenon on transformational leadership can be seen as follows:

Table 2. Transformational Leadership

No.	Indicator	Transformational Leadership			
		Agree	%	Disagree	%
1.	Agents reformer	5	45,5	6	54,5
2.	Inspiration	5	45,5	6	54,5
3.	Empowering	4	36,4	7	63,6
4.	Accept ability difference	4	36,4	7	63,6
5.	Personal attention	3	27,3	8	72,7
	Total	21	38,2	34	61,8

Source: Primary data, 2023

Tabel 2 discovered that among five indicators, the highest score is on agents reformer and inspiration five people, or 45.5%. Meanwhile, the lowest score is on personal attention, which is three people or 27.3%. It can be concluded that the implementation of transformational leadership was still less than 38.2%.

Table 3. Teacher Satisfaction

No.	Indicator	Teacher Satisfaction			
		Agree	%	Disagree	%
	Hygiene factor:				
1.	Supervision	4	36,4	7	63,6
2.	Company Policy	4	36,4	7	63,6
3.	Supervisor relationship	4	36,4	7	63,6
4.	Working Conditions	4	36,4	7	63,6
5.	Salary	4	36,4	7	63,6
6.	Peers relationship	5	45,5	6	54,5
7.	Personal life	4	36,4	7	63,6

8.	Subordinates relationship	5	45,5	6	54,5
9.	Status	4	36,4	7	63,6
10.	Security	5	45,5	6	54,5
	Total	66	40,0	110	66,7

Source: Primary data, 2023

Tabel 3 told that among ten indicators, the highest score is on security and peers and subordinate relationships, five people or 45.5%. Meanwhile, the lowest score is on achievement of 3 people, or 27.3%. It can be concluded that the teacher satisfaction was still less than 40.0%.

Various studies have been conducted by previous researchers with similarities and several differences in related variables. However, this research tested the mediating variable using Frederick Herzberg's hygiene factor theory. The research chose a research location at an Islamic educational institution in the form of an Islamic boarding school. It is known that the working atmosphere in Islamic educational institutions, especially in the form of Islamic boarding schools, is run very strongly by the leadership of the Islamic boarding school. The boarding school leader acts not only as a leader but also as a teacher who is a role model for his subordinates and students. However, our modern Islamic boarding schools currently still run a 'manutan' education system that no one cannot be disputed their subordinates and students. For this reason, this research raises the title of the transformational leadership effect on teacher performance mediated by teacher satisfaction.

METHOD

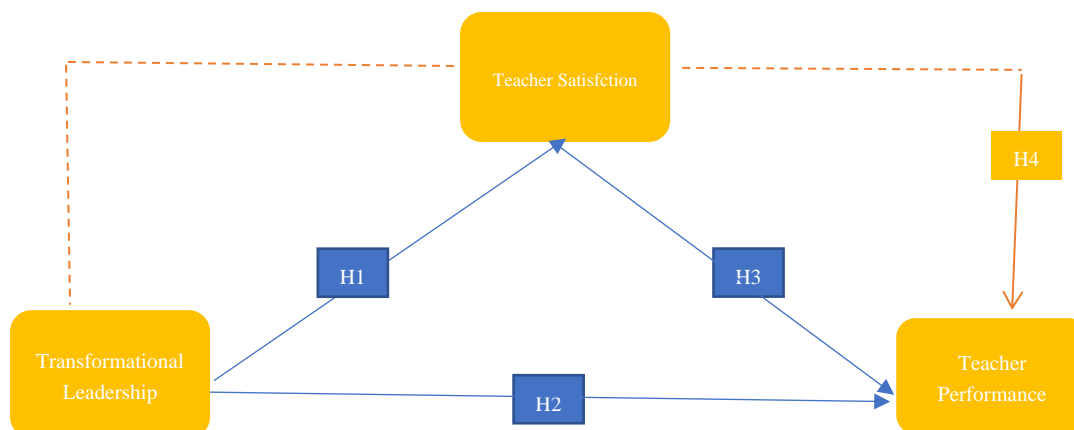
Type of research used is quantitative research with an explanatory approach in order to gain an understanding of the phenomenon being studied and complete knowledge through further theory development and hypothesis testing. The population were 41 and sample taken form non-probability purposive sampling, all teachers at the Tahfidzhil Qur'an Lebay Yasin Merangin Jambi Islamic Boarding School, as teachers only, school principals was excluded. So, the sample size were 41. Meanwhile, inferential statistical analysis was tested and analyzed with SmartPLS 3. PLS is more of a predictive model. The testing stages start with measuring the model (outer model), model structure (inner model), and bootstrapping hypothesis testing (Ghozali, 2018). The exogenous variable was transformational leadership. Meanwhile, the endogenous variable was teacher performance, while teacher satisfaction as the mediating variable.

Table 4. Operationalization of Research Variables

Variable	Indicator	Source
Teacher performance	Output quantity	(Mathis dan Jackson, 2010; Mardalena et al., 2020)
	Output quality	
	Output time	
	Level attendance	
	Work efficiency	
Transformational leadership	Agents reformer	(Bernard M. Bass and Ronald E. Riggio, 2006)
	Inspiration	
	Empowering	
	Accept ability differences	
	Personal attention	
Teacher satisfaction	Hygiene factor:	(Frederick Herzberg, 1959)
	Supervision	
	Supervisor relationship	
	Working Conditions	
	Salary	
	Peers relationship	
	Personal life	
	Subordinates relationship	
	Status	
	Security	

Based on the various supporting theories above, the following is the research model developed in this research.

Figure 2. Research Model



In order to examine the direct and indirect effects between exogenous and endogenous variables, the hypotheses built in this study are as follows;

Hypothesis 1: Transformational leadership affects teacher satisfaction

Ha: There is an effect of transformational leadership on teacher satisfaction

Ho: There is no effect of transformational leadership on teacher satisfaction

Hypothesis 2: Transformational leadership affects teacher performance

Ha: There is an effect of transformational leadership on teacher performance

Ho: There is no effect of transformational leadership on teacher performance

Hypothesis 3: Teacher satisfaction affects teacher performance

Ha: There is an effect of teacher satisfaction on teacher performance

Ho: There is no effect of teacher satisfaction on teacher performance

Hypothesis 4: Transformational leadership affects teacher performance indirectly mediated by teacher satisfaction

Ha: There is an indirect effect of transformational leadership on teacher performance through teacher satisfaction

Ho: There is no indirect effect of transformational leadership on teacher performance through teacher satisfaction

FINDINGS AND DISCUSSION

Findings

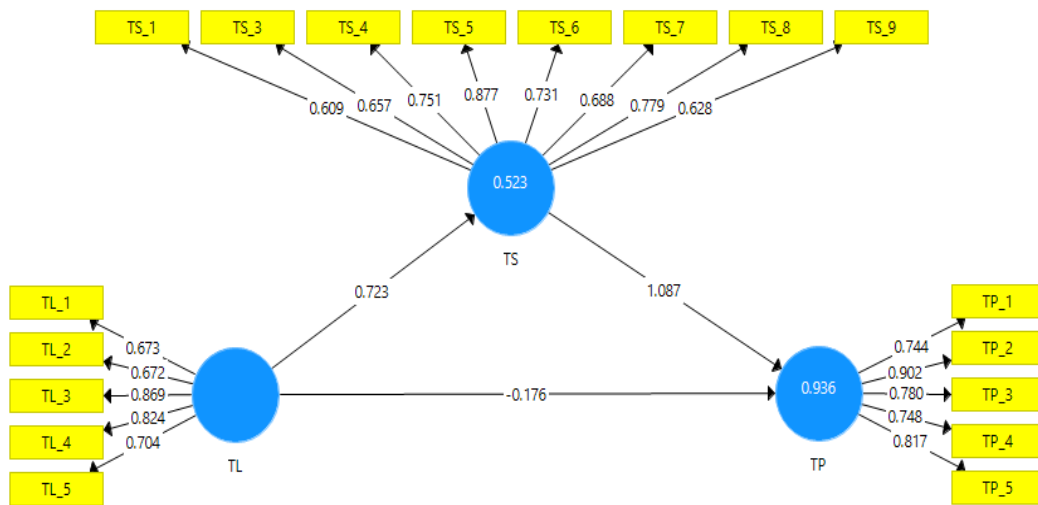
Respondent Demographics

Among 41 research respondents, 41.5% were men, and 58.5% were women. Respondents also had different work experiences: 19.5% had work experience of more than ten years, 56.1% had a maximum of 7 years of work experience, and 24.47% had work experience of less than five years. Regarding educational qualifications, 7.3% had a doctoral qualification, 82.9% had a bachelor's degree, and 9.8% were a high school qualification.

a. Measurement Model

The following are the results of statistical data processing on the outer model, carried out by looking at Convergent validity, Construct Reliability, Average Variance Extracted-AVE, Discriminant validity, and cross-loading of the model, as follows:

Figure 3. Outer Model



Source: data processed 2023

Based on Figure 3 above, it is known that there was only one item dropped (TS_2) since its loading factor value is 0.42 or < 0.5 . So, the rest of the items passed the convergent validity well. Since the whole item for each variable has a factor loading value of > 0.5 , it can be concluded that all items were convergently validated.

b. Discriminant Validity

Validity determinations are performed to ensure that each concept is appropriate. Latent variables are different from other variables. The potential has the highest charge value compared to other charge values.

Table 5. Cross Loadings

Cross Loadings				
	Transformational Leadership	Teacher Performance	Teacher Satisfaction	
TL_1	0,673	0,474	0,628	
TL_2	0,672	0,287	0,358	
TL_3	0,869	0,476	0,555	
TL_4	0,824	0,341	0,423	
TL_5	0,704	0,587	0,621	
TP_1	0,464	0,744	0,751	
TP_2	0,668	0,902	0,877	
TP_3	0,484	0,780	0,731	
TP_4	0,354	0,748	0,688	
TP_5	0,446	0,817	0,779	
TS_1	0,520	0,463	0,609	

TS_3	0,574	0,478	0,657
TS_4	0,464	0,744	0,751
TS_5	0,668	0,902	0,877
TS_6	0,484	0,780	0,731
TS_7	0,354	0,748	0,688
TS_8	0,446	0,817	0,779
TS_9	0,673	0,474	0,628

Source: data processed 2023

c. Composite Reliability

The following is a construct validity and reliability in measuring the construct reliability of latent variables. The value that is considered reliable must be above 0.70. Construct reliability is the same as Cronbach's alpha.

Table 6. Validity and Reliability Construct

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
TL	0,808	0,815	0,866	0,567
TP	0,858	0,864	0,899	0,640
TS	0,864	0,879	0,895	0,518

Source: data processed 2023

Table 6 shows that Cronbach's Alpha for all latent variables, transformational leadership 0,808, teacher performance 0,858, and teacher satisfaction 0,864. It means that all latent variables were reliably constructed.

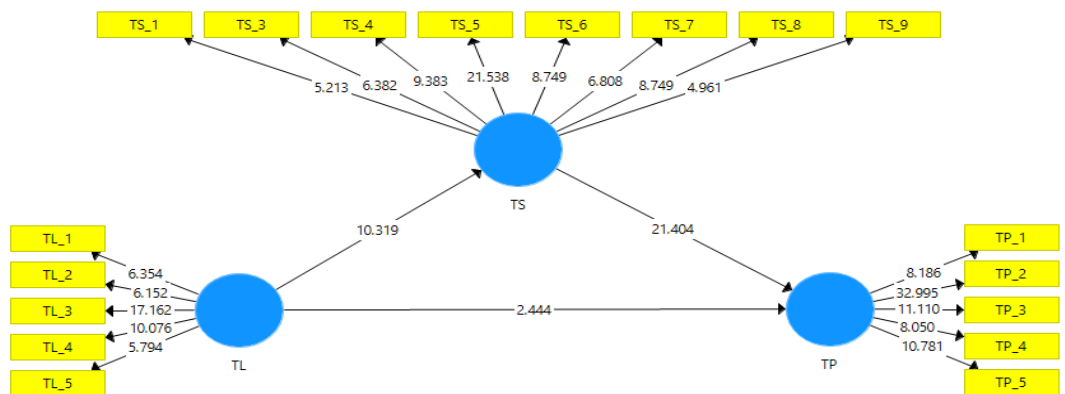
Table 6 also shows that the AVE value for each variable is > 0.5, so it can be concluded that all variables have passed the discriminant validity test. Likewise, with composite reliability, namely all indicators > 0.7 Cronbach's Alpha > 0.6. So that all questionnaire items in the outer model testing can be declared valid and reliable.

d. Hypothesis Testing

Inner Model

Below, we will show the Inner model figure that will be used to answer the research hypothesis.

Figure 4. Inner Model



Source: data processed 2023

Figure 4 shows that there is a significant effect where it is known that transformational leadership has an effect on teacher performance t-statistic $2.444 > 1.96$ (alpha 5%). Furthermore, it is known that transformational leadership affects teacher satisfaction t-statistics $10.319 > 1.96$ (alpha 5%). Then, it is also known that teacher satisfaction affects teacher performance t-statistics of $21.404 > 1.96$ (alpha 5%).

Path Coefficient

The following are the results of statistical data processing for testing the direct influence hypothesis.

Table 7. Path Coefficient

Path Coefficients					
Mean, STDEV, T-Values, P-Values					
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
TL -> TP	-0,176	-0,178	0,072	2,444	0,015
TL -> TS	0,723	0,743	0,070	10,319	0,000
TS -> TP	1,087	1,094	0,051	21,404	0,000

Source: data processed 2023

Table 7 shows that the original sample of transformational leadership on teacher performance -0,176. It means the higher transformational leadership, the lower teacher performance. In testing hypothesis 1, the t-statistic $2.444 > 1.96$ p-value 0.015 or ($p < 0.05$). The original sample

transformational leadership on teacher satisfaction 0,723. It means the higher transformational leadership, the higher teacher satisfaction. While in testing hypothesis 2, t-statistics $10.319 > 1.96$ p-value 0.00 ($p < 0.05$). Then, the original sample of teacher satisfaction with teacher performance were 1,087. It means the higher the teacher satisfaction, the higher the teacher performance. In testing hypothesis 3, the t-statistics $21.404 > 1.96$ p-value 0.00 or ($p < 0.05$).

Hypothesis 1: Transformational leadership affects teacher performance

Hypothesis 1 states that there is an influence of transformational leadership on teacher performance, specifically stated on H_a : There is an effect of transformational leadership on teacher satisfaction. The test results show that t-statistic $2.444 > 1.96$ (alpha 5%) p-value 0.015 or ($p < 0.05$). So, H_a : there is an effect of transformational leadership on teacher satisfaction that can be accepted. Thus, it can be proven that transformational leadership has an influence on teacher performance.

Hypothesis 2: Transformational leadership affects teacher satisfaction.

Hypothesis 2 states that there is an influence of transformational leadership on teacher satisfaction, specifically stated on H_a : There is an effect of transformational leadership on teacher performance. The test results show that t-statistic $10.319 > 1.96$ (alpha 5%) p-value 0.00 or ($p < 0.05$). So, H_a : There is an effect of transformational leadership on teacher performance that can be accepted. Thus, it can be proven that transformational leadership has an influence on teacher satisfaction.

Hypothesis 3: Teacher satisfaction affects teacher performance

Hypothesis 3 states that there is an influence of transformational leadership on teacher satisfaction, specifically stated on H_a : There is an effect of teacher satisfaction on teacher performance. The test results show that the t-statistic $21.404 > 1.96$ (alpha 5%) p-value 0.00 or ($p < 0.05$). So, H_a : There is an effect of teacher satisfaction on teacher performance that can be accepted. Thus, it can be proven that transformational satisfaction has an influence on teacher performance.

Hypothesis 4: Transformational leadership affects teacher performance indirectly mediated by teacher satisfaction. Hypothesis 4 states that there is an indirect influence of transformational leadership on teacher performance mediated by satisfaction, specifically stated on H_a : There is an indirect effect of transformational leadership on teacher performance through teacher satisfaction. The test results can be seen as follows:

Table 8. Indirect Effect

Specific Indirect Effect	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
TL -> TS -> TP	0,786	0,814	0,096	8,232	0,000

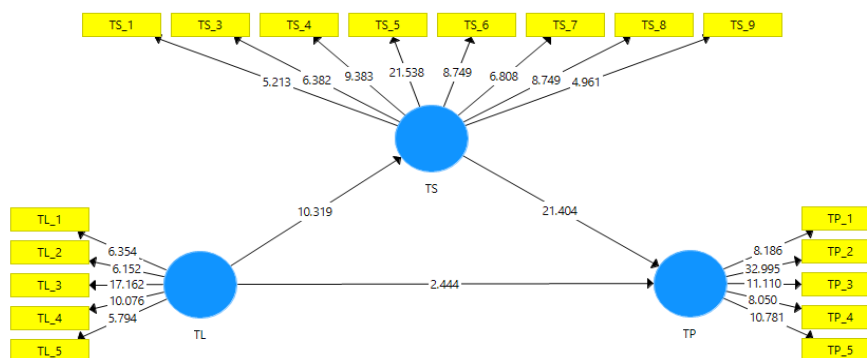
Source: data processed 2023

Hypothesis 4 (Ha) states that transformational leadership affects teacher performance mediated by teacher satisfaction. The test results show that the t-statistic $8.232 > 1.96$ (alpha 5%) p-value 0.00 or ($p < 0.05$). So, Ha: There is an indirect effect of transformational leadership on teacher performance, which can be accepted. Thus, it can be proven that there is an effect of transformational leadership on teacher performance, mediated by teacher satisfaction.

Bootstrapping

The following are the results of statistical data processing for testing the direct influence hypothesis.

Figure 5. Bootstrapping



Source: data processed 2023

Figure 5 above shows that transformation leadership has an effect on teacher performance t-statistic $2.444 > 1.96$ (alpha 5%). Furthermore, it is known that transformational leadership affects teacher satisfaction t-statistics $10.319 > 1.96$ (alpha 5%). Then, it is also known that teacher satisfaction affects teacher performance t-statistics $21.404 > 1.96$ (alpha 5%).

Discussion

The first hypothesis (Ha) states that transformational leadership influences teacher performance was accepted. Therefore, it can be proven that transformational leadership has an influence on teacher performance. In this measurement, the empowering and output time indicators have the largest values. This shows that to improve teacher performance, the empowerment given by the principal really motivates teachers to complete tasks accurately, quickly, and correctly. The results of this research are in accordance with the results of previous studies conducted by Sarinah et al. (2017), Katitas et al. (2022), Ahmed et al. (2023), Sanchez-Rosas et al. (2023), which states that teacher performance is influenced by leadership guidance and direction.

The second hypothesis (Ha) states that transformational leadership has an influence on teacher satisfaction was accepted. Thus, it can be proven that transformational leadership has an influence on teacher satisfaction. In this measurement, the empowering and peer relationship indicators have the greatest value. This shows that to increase teacher satisfaction, the peer relationship conditioned by the school principal is very satisfying for teachers. So, they tend to be able to complete tasks effectively and efficiently. The results of this research are in accordance with the results of previous studies conducted by Koutouzis & Malliara (2017), Sarinah et al. (2017), Maheswari (2021), Ozgenel et al. (2022), Katitas et al. (2022); Ahmed et al., (2023), which states that transformational leadership can satisfy teachers. Satisfaction is felt in non-material aspects. Because it is related to material satisfaction, teachers already know clearly the feasibility of their income.

The third hypothesis (Ha) states that transformational leadership has an influence on teacher satisfaction was accepted. Thus, it can be proven that transformational satisfaction has an influence on teacher performance. In this measurement, the peer relationship indicator has the largest value. This shows that to increase teacher satisfaction, the peer relationship conditioned by the school principal really motivates teachers to complete their tasks. Harmonious relationships between colleagues create a feeling of comfort and pleasure. There is no dispute, envy, or bringing down fellow colleagues except with healthy competition. So, they tend to be able to complete tasks effectively. The results of this research are in accordance with the results of previous studies conducted by Baluyos et al. (2019), Agarwal (2019), Yuniarti (2022), Van Tran et al. (2022), Yang & Ling (2023), which states that teacher satisfaction can foster teacher enthusiasm in completing their tasks appropriately and correctly.

The fourth hypothesis (Ha) states that transformational leadership affects teacher performance mediated by teacher satisfaction was accepted. Thus, it can be proven that there is an influence of transformational leadership on teacher performance, mediated by teacher satisfaction. In this measurement, the indicators of empowerment, peer relationships, and output quality have the greatest value. This shows that empowering leaders are, therefore, able to build work situations, and good co-worker relationships can mediate indirectly in completing teachers' tasks effectively and efficiently. With good leadership, leaders can build and foster harmonious relationships between colleagues. This condition of harmonious relationships has an impact, whether consciously or unconsciously, on improving teacher performance at work. The results of this research are in accordance with the results of previous studies conducted by Ocampo (2016), Agarwal (2019), Abdulahi (2020), Santoso et al. (2020), Yang & Ling (2023); Mardalena et al., (2023); Berhanu (2023) stated that teacher satisfaction could foster teacher enthusiasm in completing their tasks appropriately and correctly.

CONCLUSION

The results of the research can be concluded that 1) transformational leadership has an effect on teacher performance, 2) transformational leadership has an effect on teacher satisfaction, 3) teacher satisfaction has an effect on teacher performance, and 4) transformational leadership has an indirect effect on teacher performance which is mediated by teacher satisfaction. Empowering and peer relationships have a very positive impact on teacher performance. Therefore, school leadership is highly expected to continue to strengthen and build conducive working relationships to achieve high teacher performance.

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