

THE EFFECT OF LEADERSHIP STYLE, HUMAN RESOURCES COMPETENCE, FACILITIES AND INFRASTRUCTURE ON TEACHER PERFORMANCE THROUGH JOB SATISFACTION AS AN INTERVENING VARIABLE

(Study at Public Junior High Schools in Bondowoso Regency)

Siti Nurbayani, Nursaid and Ni Nyoman Putu Martini

¹ Muhammadiyah University of Jember; sitinurbayani82@gmail.com

² Muhammadiyah University of Jember; nursaid@unmuhjember.ac.id

³ Muhammadiyah University of Jember; ninyoman@unmuhjember.ac.id

*Correspondence: Siti Nurbayani
Email: sitinurbayani82@gmail.com

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Abstract: This study analyzes the performance of public junior high school teachers in Bondowoso Regency from 2020 to 2022. Indicators such as teaching linearity and administrative satisfaction showed significant progress nearing the target; however, they still have not achieved optimal results. Meanwhile, indicators for teacher certification and engagement in Teacher Working Groups demonstrated gradual improvements, yet remained well below target. The scholarly writing indicator registered the lowest performance and even declined in 2022, highlighting limited productivity in scientific work among teachers. Additionally, teacher competency test scores improved but did not meet the desired levels. Overall, this data indicates that teacher professionalism in Bondowoso Regency requires further enhancement, especially regarding certification, scientific writing, and competency development to attain optimal performance levels. The study aims to explore how leadership style, teacher competencies, and facility quality impact teacher job satisfaction and performance. The research employed a descriptive and verificative method to explore relationships between leadership style, human resource competencies, and the impact of facilities on teacher job satisfaction and performance. Data were collected through questionnaires, interviews, observations, and literature review, involving a sample of 180 teachers selected through purposive sampling. Hypothesis testing using SEM-PLS analysis revealed significant positive effects of leadership, competency, and facilities on teacher job satisfaction and,

consequently, on their performance. These findings suggest that enhancing leadership support, facilitating ongoing teacher training, and improving school facilities are essential strategies to boost teacher performance and meet established professional standards.

Keywords: Teacher performance, professionalism, teacher competency, leadership style, job satisfaction, educational facilities

INTRODUCTION

Based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning academic qualification standards and teacher competencies, it states that teachers have four basic competencies, namely: (1) pedagogical competency, namely the ability to manage learning, (2) professional competency, namely the ability to master material broadly and deeply obtained through professional education, (3) social competency, namely the ability of teachers as part of society to communicate and socialize effectively, and (4) personality competency, namely the ability of a steady, stable, mature, wise, and authoritative person to be a role model for students. These four competencies are of course measured through the teacher's performance in carrying out his teaching duties.

The object of this research is at the State Junior High School in Bondowoso Regency. Junior High School (abbreviated as SMP) is a basic education level in formal education in Indonesia that is taken after graduating from elementary school (or equivalent). Junior high school is taken in 3 years, starting from grade 7 to grade 9. In the 1994/1995 to 2003/2004 academic years, this school was once

called a junior high school (SLTP). Grade 9 students are required to take the School Exam (formerly required to take the National Exam (formerly called Ebtanas) which affects student graduation. Junior high school graduates can continue their education to high school or vocational high school (or equivalent). Junior high school students are generally 13-15 years old. In Indonesia, every citizen aged 7-15 years is required to take basic education, namely 6 years of elementary school (or equivalent) and 3 years of junior high school (or equivalent).

The above national education objectives include the domains of attitude, knowledge, and skills. Through these educational objectives, efforts are made to be realized in stages and levels, through the national education system. To realize these national education objectives, a graduate ability qualification profile is needed which is outlined in the graduate competency standards. The Graduate Competency Standards (SKL) of Junior High School are graduate ability qualification criteria that include attitudes, knowledge, and skills of students that must be met or achieved from an educational unit at the elementary education level.

Teacher performance is a crucial aspect in a quality education system. According to [1] Performance is the result of a process that refers to and is measured over a certain period of time based on previously established provisions or agreements. According to effective [2] teacher performance is characterized by the ability to design innovative learning, manage classes well, and conduct comprehensive evaluations. In line with that, emphasizing the importance of professional [3] and pedagogical competence of teachers in improving student learning achievement. Meanwhile, it is argued that optimal [4] teacher performance is reflected in their ability to integrate technology in learning and adapt to curriculum changes.

Based on the explanation of the purpose of education and performance in the previous paragraph, it is also supported by data on the condition of schools and teachers in junior high schools throughout Bondowoso Regency, showing that it is still less than optimal. This is also seen based on the performance measurement indicators of Educational Institutions, which can be seen in the following table:

Table 1 Performance Data of Public Middle Schools in Bondowoso Regency.

No	Indicator	Target	Realization		
			2020	2021	2022
1	Linear	100%	72%	93%	91%
2	Serdik	100%	53%	71%	72%
3	Active in KKG	100%	70%	80%	71%
4	Developing Media	100%	71%	76%	73%
5	Satisfaction of learning administration	100%	78%	83%	88%
6	Writing a paper (min 1/year)	100%	35%	42%	30%
7	Teacher Competency Test Results (min Good)	100%	67%	72%	79%

Source: Bondowoso Regency Education Office (2024).

Table 1 shows the performance of junior high school teachers in Bondowoso Regency from 2020 to 2022. Although a 100% target has been set for all indicators, the realization is still not optimal. Several indicators, such as linearity and satisfaction with learning administration, show improvements approaching the target, but have not yet achieved maximum results. On the other hand, teacher

certification and activeness in KKG have experienced gradual improvements, but are still far from the expected target. The indicator for compiling written works has the lowest performance, even decreasing in 2022, reflecting the low productivity of teachers in scientific work. The results of the teacher competency test also increased, but have not reached the set target. Overall, these data indicate that improving teacher professionalism still requires more attention, especially in terms of certification, compiling written works, and teacher competency to achieve optimal performance.

So in this study, researchers found the phenomenon of teacher performance, namely the less than optimal performance of teachers in carrying out their main tasks and functions. Based on the problems obtained, the researcher tried to raise several factors that are assumed to be important in improving the quality of work of the SMP Negeri organization in Bondowoso Regency, whatever these factors are: leadership style, HR competence, facilities and infrastructure on teacher performance through job satisfaction as an *intervening variable*.

The leadership policy factor in the organization has an important role in improving teacher performance achievement. [5] defines leadership style as a way for a leader to influence the behavior of subordinates that aims to encourage work enthusiasm, job satisfaction and high employee productivity, in order to achieve maximum organizational goals. Meanwhile, according to [6] states that Leadership style represents the philosophy, skills, and attitudes of leaders in politics. Leadership style is a pattern of behavior designed to integrate organizational goals with individual goals to achieve goals. Meanwhile, [7] it highlights the importance of leadership support in creating conducive working conditions that encourage optimal teacher performance, especially in facing contemporary educational challenges.

This is in line with the results of the study [8], [9], [10], [11] stating that the variables of leadership style, teacher motivation and physical work environment, all have a positive effect on performance. The study [12] concluded that leadership has a significant effect on performance, but does not have a significant effect on job satisfaction. The study [13] stated the opposite, stating that leadership and organizational commitment do not affect lecturer performance. The research on [14] leadership style has a negative and insignificant effect on employee performance at Pusdatin.

Another important factor in influencing performance is human resource competence. According to [15] teachers with strong pedagogical competence, they are able to design effective and adaptive learning, which directly improves their performance in the classroom. In line with that, [16] it emphasizes the importance of teachers' digital competence in the technological era, which allows them to effectively integrate digital tools to improve the quality of teaching. Furthermore, [17] it argues that the development of continuous professional competence, including the ability to reflect and conduct classroom action research, contributes significantly to improving teacher performance. Meanwhile, [18] it highlights the importance of teachers' social-emotional competence in building positive relationships with students and creating a supportive learning environment, which in turn improves their overall effectiveness and performance.

A study on employee performance influenced by competence, behavior with satisfaction as a mediating variable has been conducted by [19] with the results of the study proving that competence and work culture have a significant effect on job satisfaction and employee performance at the Ministry of Religious Affairs Office of West Aceh Regency. [20] Human resource competence does not affect the performance of ISO 9001:2015 implementation in automotive manufacturing companies. Furthermore, [21] the research results show that compensation, competence and organizational

commitment both simultaneously and partially have a significant effect on employee job satisfaction. Compensation, competence, organizational commitment and job satisfaction simultaneously have a significant effect on employee performance; but partially competence and job satisfaction do not affect employee performance.[22] The test results stated that competence had no significant effect on employee performance.

Educational facilities are everything that is used directly as a tool to achieve educational goals. Educational facilities and infrastructure have a vital role in supporting and improving teacher performance. According to [23]the availability of adequate physical facilities and up-to-date learning [24]technology significantly affect the effectiveness of teaching and teacher motivation. In line with that, it reveals that access to quality learning resources and well-equipped laboratories improves teachers' ability to deliver practical and experimental materials, which has a positive impact on their performance. Furthermore, it emphasizes the importance of [25]ergonomic and flexible classroom design in facilitating various teaching methods, which allows teachers to optimize their performance.

This opinion is confirmed by the following empirical evidence. The study [26], [27], [28], [29], [30]concluded that facilities and infrastructure have a significant effect on employee performance. However, the study [31]proved that infrastructure has no significant effect on ASN performance at the Regional Secretariat of East Luwu Regency. [32], [33]also stated that facilities and infrastructure do not have a significant effect on performance

Intermediary factors or in this case called *intervening* have an important role in improving performance. Where the role of this intervening is expected to be able to provide a high mediation effect from the measuring variables. Job satisfaction is a positive attitude towards work in a person that supports performance. Basically, job satisfaction is something that is individual. Each individual will have different levels of satisfaction according to the value system that applies to him. Job satisfaction has a significant role in driving employee performance in this case is a junior high school teacher. According to [34]employees who are satisfied with their jobs tend to be more productive and committed to organizational goals. This is reinforced by research [35]that reveals that teacher job satisfaction is positively correlated with teaching motivation and the effectiveness of learning in the classroom. Furthermore, [36]it emphasizes that a supportive work environment and a positive school climate contribute to increasing teacher job satisfaction, which in turn improves their performance. In line with that, [37]it states that teachers who feel appreciated and given autonomy in making professional decisions tend to show higher levels of job satisfaction and performance.

As the research results [38], [39], [40]state that job satisfaction has a significant influence on performance. However, different results with empirical evidence [14], [41], [42], [43], [44]state that job satisfaction has no significant effect on performance. This shows that satisfaction is not always the main measuring factor for performance.

METHOD

This study utilizes a descriptive and verification research design. The descriptive method collects and critically analyzes data to provide insights based on current observations, while the verification approach tests hypotheses to identify relationships between variables. Specifically, it examines the influence of leadership style, human resource competence, and infrastructure on job satisfaction, ultimately impacting the performance of public junior high school teachers in Bondowoso Regency.

The data used in this research includes subjective data from both primary and secondary sources. Primary data is gathered directly from respondents via structured questionnaires covering demographic information, while secondary data includes reference materials like official records and relevant literature on educational staff in Bondowoso. Together, these data sources provide a comprehensive view of the factors affecting teacher performance.

The study population consists of 904 public junior high school teachers in Bondowoso, from which a sample of 180 teachers was selected through purposive sampling. This technique ensures representativeness by setting specific inclusion criteria, such as certified teaching status and a minimum of three years' service. These criteria ensure that the sample reflects the characteristics necessary to draw meaningful conclusions about the research focus.

Data collection was conducted through four main methods: questionnaires, interviews, observations, and literature review. The questionnaires were distributed to all respondents, interviews facilitated direct pre-survey discussions, and observations allowed researchers to assess teachers' work dynamics. Literature review supported the theoretical foundation and interpretation of findings.

For data analysis, descriptive and hypothesis testing methods were employed. Descriptive analysis summarized the data distribution, while hypothesis testing used SEM-PLS to explore causal relationships between variables. This approach allowed for the measurement of path coefficients and model fitness, ensuring robust statistical insights into the factors influencing teacher satisfaction and performance.

RESULTS AND DISCUSSION

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This section describes each path in the model section using path analysis. Each path tested shows the direct and indirect influence of leadership style (X1) and HR competency (X2) on Job satisfaction (Z) and teacher performance (Y) of Public Junior High Schools in Bondowoso Regency. By knowing the significance or not of each path will answer whether the proposed hypothesis is accepted or rejected. Each path tested represents the hypothesis in this study. The path coefficient value can be seen in the following table:

Table 2 Hypothesis Test Coefficient Values

No	Hypothesis	Path coefficients	P values	Information
1	Performance Leadership Style→	0.273	0.001	Significant
2	HR →Performance Competence	0.255	0.001	Significant
3	Performance Facilities and Infrastructure→	0.291	0.001	Significant
4	Satisfaction Leadership Style→	0.143	0.025	Significant
5	HR Competence →Satisfaction	0.467	0.001	Significant
6	Facilities and infrastructure →Satisfaction	0.362	0.001	Significant
7	Performance Satisfaction→	0.178	0.007	Significant
8	Leadership Style →Performance Satisfaction→	0.025	0.015	Significant
9	HR Competence →Performance Satisfaction→	0.083	0.048	Significant

10	Facilities and infrastructure for → performance satisfaction→	0.064	0.019	Significant
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- a. The Influence of Leadership Style (X1) on Teacher Performance (Y)
Based on Table 2, it can be seen that for testing the leadership style variable (X1) on teacher performance (Y), the *Path coefficient value* is 0.273 with a *p -value* of 0.001. Because the *p - value* is smaller than α ($0.001 < 0.05$), H_0 is rejected, thus there is a significant influence of leadership style (X1) on teacher performance (Y).
- b. The Influence of HR Competence (X2) on Teacher Performance (Y)
Based on Table 2, it can be seen that for testing the HR competency variable (X2) on teacher performance (Y), the *Path coefficient value* is 0.255 with a *p -value* of 0.001. Because the *p - value* is smaller than α ($0.001 < 0.05$), H_0 is rejected, thus there is a significant influence of HR competency (X2) on teacher performance (Y).
- c. The influence of facilities and infrastructure (X3) on teacher performance (Y)
Based on Table 2, it can be seen that for testing the variable of facilities and infrastructure (X3) on teacher performance (Y), the *Path coefficient value* is 0.291 with a *p -value* of 0.001. Because the *p - value* is smaller than α ($0.001 < 0.05$), H_0 is rejected, thus there is a significant influence of facilities and infrastructure (X3) on teacher performance (Y).
- d. The Influence of Leadership Style (X1) on Job Satisfaction (Z)
Based on Table 2, it can be seen that for testing the leadership style variable (X1) on Job Satisfaction, the *Path coefficient value* is 0.143 with a *p -value* of 0.025. Because the *p - value* is smaller than α ($0.025 < 0.05$), H_0 is rejected, thus there is a significant influence of leadership style (X1) on Job Satisfaction (Z).
- e. The Influence of HR Competence (X2) on Job Satisfaction (Z)
Based on Table 2, it can be seen that for testing the HR competency variable (X2) on Job Satisfaction (Z), the *Path coefficient value* is 0.467 with a *p -value* of 0.001. Because the *p - value* is smaller than α ($0.001 < 0.05$), H_0 is rejected, thus there is a significant influence of HR competency (X2) on Job Satisfaction (Z).
- f. The influence of facilities and infrastructure (X3) on job satisfaction (Z)
Based on Table 2, it can be seen that for testing the variable of facilities and infrastructure (X3) on Job Satisfaction (Z), the *Path coefficient value* is 0.410 with a *p -value* of 0.001. Because the *p - value* is smaller than α ($0.001 < 0.05$), H_a is rejected, thus there is a significant influence of facilities and infrastructure (X3) on Job Satisfaction (Z).
- g. The Influence of Job Satisfaction (Z) on Teacher Performance (Y)
Based on Table 2, it can be seen that for testing the Job Satisfaction variable (Z) on teacher performance (Y), the *Path coefficient value* is 0.178 with a *p -value* of 0.007. Because the *p - value* is smaller than α ($0.007 < 0.05$), H_0 is rejected, thus there is a significant influence of Job Satisfaction (Z) on teacher performance (Y).
- h. The influence of leadership style (X1) on teacher performance (Y) through job satisfaction (Z)

The indirect effect of leadership style (X1) on teacher performance variable (Y) through the *intervening variable* Job satisfaction (Z) is 0.025, which is smaller than the direct effect of the leadership style variable (X1) on teacher performance variable (Y), which is 0.273.

- i. The Influence of HR Competence (X2) on Teacher Performance (Y) through Job Satisfaction (Z)
The indirect effect of the HR competency variable (X2) on teacher performance (Y) through the *intervening variable* Job satisfaction (Z) is 0.083, which is smaller than the direct effect of the HR competency variable (X2) on teacher performance variable (Y), which is 0.255.
- j. The Influence of Facilities and Infrastructure (X2) on Teacher Performance (Y) through Job Satisfaction (Z)
the indirect influence of the variable of facilities and infrastructure (X3) on teacher performance (Y) through the *intervening variable* of Job satisfaction (Z) is 0.064, which is smaller than the direct influence of the variable of facilities and infrastructure (X3) on the variable of teacher performance (Y), which is 0.291.

Thus, it can be stated that leadership style (X1), HR competence (X2) and facilities and infrastructure (X3) influence teacher performance (Y) through job satisfaction (Z) with a smaller value than its direct influence. Based on the results of the path coefficient calculations, it appears that:

- a. The total influence of leadership style (X1) on teacher performance (Y) is 0.298 with details of direct influence of 0.273 and indirect influence of 0.025.
- b. The total influence of HR competency (X2) on teacher performance (Y) is 0.338 with details of a direct influence of 0.255 and an indirect influence of 0.083.
- c. The total influence of facilities and infrastructure (X3) on teacher performance (Y) is 0.355 with details of a direct influence of 0.291 and an indirect influence of 0.064.

From the calculations above, the independent variable that has the strongest influence on the Job Satisfaction variable is the HR competency variable. which is 0.467. While the independent variable that has the strongest influence on the teacher performance variable is Facilities and infrastructure which is 0.291. And the independent variable that has an influence on the teacher performance variable (Y) through the *intervening variable* Job satisfaction (Z) is the HR competency variable which is 0.084.

Hypothesis Model

Hypothesis testing is based on the results of the SEM PLS model analysis containing all supporting variables for hypothesis testing. The PLS model with the addition of the Job Satisfaction variable as a mediating variable explains that the addition of the variable will provide additional contributions as an explanation of teacher performance.

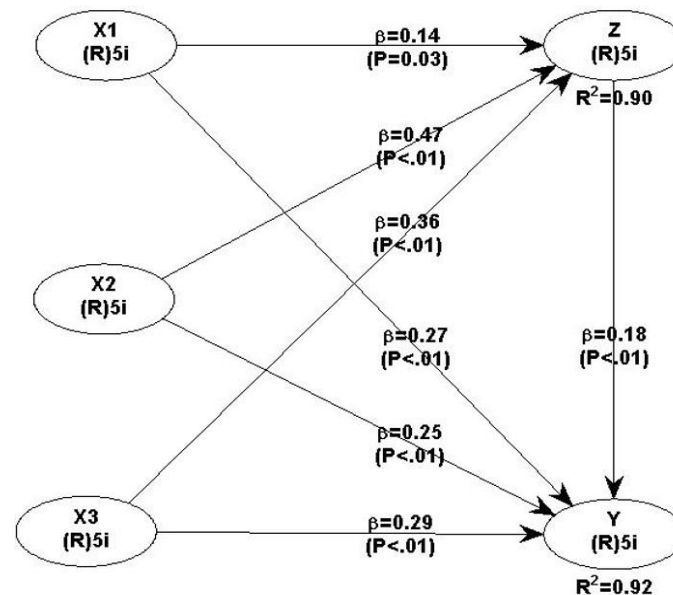


Figure 1 Hypothesis Model

Coefficient of Determination

Based on the results of the analysis, it shows that leadership style, HR competency and facilities and infrastructure are able to explain the variable of Job Satisfaction by 89.7% or categorized as a strong correlation, and the remaining 10.3% is explained by other constructs outside those studied in this study. While leadership style, HR competency, facilities and infrastructure and Job Satisfaction are able to explain the variable of performance of Junior High School teachers in Bondowoso Regency by 92.0% or categorized as a strong correlation, and the remaining 8.0% is explained by other constructs outside those studied in this study.

Discussion

The Influence of Leadership Style on Teacher Performance.

Based on the results of testing and data analysis showing that leadership style has a significant effect on the performance of junior high school teachers in Bondowoso Regency, it can be concluded that effective leadership plays a crucial role in improving teacher performance. Aspects of leadership style such as adaptability, strategic thinking, interpersonal skills, results orientation, and people development seem to have succeeded in creating a conducive work environment for teachers to perform optimally. Leaders who are able to adjust their leadership style to the needs and characteristics of teachers, as well as provide appropriate support and direction, can motivate teachers to improve the quality of their teaching.

The significant influence of leadership style on teacher performance also indicates that leaders at SMP Negeri Kabupaten Bondowoso have succeeded in inspiring and guiding teachers to achieve the educational goals that have been set. The ability of leaders to articulate a vision, set clear performance standards, and provide constructive feedback to teachers may have contributed to the improvement of overall teacher performance. In addition, a leadership style that encourages collaboration, innovation, and continuous professional development can create a positive school culture, where

teachers feel valued and motivated to continue to improve their competence and performance in educating students.

The results of this study are in accordance with the supporting theories, while in this study there are significant similarities in the results with previous research conducted by [45], (Lestari, et al., 2020) and [47] which states that leadership style has a significant effect on teacher performance. **The Influence of Human Resources Competence on Teacher Performance.**

Based on the second hypothesis, HR competency has an effect on teacher performance. After testing and data analysis, the results obtained stated that HR competency has a significant effect on the performance of junior high school teachers in Bondowoso Regency, proven true or H2 is accepted. This could be due to the aspects related to HR competency that have been able to increase the work productivity of junior high school teachers in Bondowoso Regency.

The test results showing that HR competency has a significant effect on the performance of junior high school teachers in Bondowoso Regency emphasize the importance of developing and improving teacher competency on an ongoing basis. Aspects of HR competency such as mastery of material, understanding of competency standards, creativity in developing material, developing professionalism, and utilizing information technology have been shown to have a direct impact on teacher work productivity. This shows that investment in developing teacher competency, whether through training, workshops, or other professional development programs, can provide tangible results in improving the quality of teaching and overall teacher performance.

The significant influence of HR competency on teacher performance also indicates that teachers at SMP Negeri Bondowoso Regency have successfully applied their knowledge and skills in the teaching and learning process. Teachers' ability to master subject matter, develop creative learning methods, and utilize information technology in teaching may have contributed to increasing the effectiveness of learning and student achievement. In addition, high competency can also increase teacher confidence, which in turn can motivate them to continue to innovate and improve the quality of their teaching. Therefore, it is important for schools and education offices to continue to support and facilitate the development of teacher competency in a sustainable manner in order to maintain and improve their performance in the future.

The results of this study are in accordance with the supporting theories, while in this study there are significant similarities in results with previous research conducted by : [48], [49] and [50] which states that HR Competence has a significant effect on teacher performance.

The Influence of Facilities and Infrastructure on Teacher Performance.

The test results showing that facilities and infrastructure have a significant effect on the performance of junior high school teachers in Bondowoso Regency emphasize the importance of infrastructure and supporting facilities in improving teaching effectiveness. Aspects of facilities and infrastructure such as the availability of adequate classrooms, laboratories, libraries, and information and communication technology equipment have been shown to have a positive impact on teacher work productivity. This shows that investment in the development and maintenance of school facilities and infrastructure can make a real contribution to improving the quality of learning and overall teacher performance.

The significant influence of facilities and infrastructure on teacher performance also indicates that the physical environment of the school plays an important role in supporting the teaching and learning process. The availability of adequate facilities allows teachers to implement various more

effective and innovative learning methods. For example, the presence of a complete laboratory allows teachers to conduct practical experiments and demonstrations, while good information technology facilities allow the use of digital learning media that can improve student understanding. In addition, good facilities and infrastructure can also increase teacher motivation and work enthusiasm, because they feel supported and appreciated in carrying out their duties. Therefore, it is important for schools and local governments to continue to improve the quality and quantity of educational facilities and infrastructure to support the improvement of teacher performance and the overall quality of education in Bondowoso Regency.

The results of this study are in accordance with the supporting theories. In this study, [51] there are significant similarities in the results with previous research conducted by [52] and [51] [53] which states that facilities and infrastructure have a significant influence on teacher performance.

The Influence of Leadership Style on Job Satisfaction.

The test results showing that leadership style has a significant effect on job satisfaction of junior high school teachers in Bondowoso Regency emphasize the importance of the role of leaders in creating a positive and supportive work environment. Aspects of leadership style such as adaptability, strategic thinking, interpersonal skills, results orientation, and people development have been shown to have a direct impact on the level of teacher job satisfaction. This shows that leaders who are able to apply a leadership style that suits the needs and characteristics of teachers can effectively increase their job satisfaction, which in turn can have a positive impact on performance and productivity.

The significant influence of leadership style on teacher job satisfaction also indicates that leaders at SMP Negeri Bondowoso Regency have succeeded in creating a supportive and motivating organizational climate. Leaders who are able to communicate well, give appreciation for teacher achievements, involve teachers in decision-making, and provide the necessary support and guidance tend to create a work environment where teachers feel appreciated and satisfied with their work. This high job satisfaction can have a positive impact on various aspects, including commitment to the organization, motivation to continue to develop, and better teaching quality. Therefore, it is important for school leaders to continue to develop their leadership skills and apply adaptive leadership styles in order to maintain and improve teacher job satisfaction, which will ultimately contribute to improving the overall quality of education in Bondowoso Regency.

The Influence of HR Competence on Job Satisfaction.

The test results showing that HR competency has a significant effect on job satisfaction of junior high school teachers in Bondowoso Regency emphasize the importance of professional development and improving teacher skills in creating a sense of satisfaction in their work. Aspects of HR competency such as mastery of material, understanding of competency standards, creativity in material development, professional development, and utilization of information technology have been proven to have a positive impact on teacher job satisfaction. This shows that teachers who feel competent and have adequate skills tend to be more satisfied with their work, because they feel more confident and effective in carrying out teaching tasks.

The significant influence of HR competency on teacher job satisfaction also indicates that investment in teacher competency development provides dual benefits, not only improving the quality of teaching but also increasing job satisfaction. Teachers who have high competency tend to feel more appreciated and recognized in their profession, which contributes to feelings of job satisfaction. In addition, high competency allows teachers to deal with teaching challenges more effectively, reduces

work stress, and increases a sense of personal accomplishment. The ability to continue to develop and improve skills can also provide a sense of professional progress and growth, which are important factors in job satisfaction. Therefore, it is important for schools and education offices to continue to provide professional development opportunities, training, and support needed to improve teacher competency, which in turn will increase their job satisfaction and contribute to improving the overall quality of education in Bondowoso Regency.

The Influence of Facilities and Infrastructure on Job Satisfaction.

Based on the sixth hypothesis, facilities and infrastructure have an effect on Job Satisfaction. After testing and data analysis, the results obtained stated that facilities and infrastructure have a significant effect on Job Satisfaction of Junior High School teachers in Bondowoso Regency, which is proven to be true or H₆ is accepted. This is due to the existence of aspects related to facilities and infrastructure that have a positive impact on job satisfaction of Junior High School teachers in Bondowoso Regency.

These findings indicate that the availability and quality of facilities and infrastructure play an important role in creating a conducive working environment for teachers. Adequate facilities and infrastructure can facilitate the teaching and learning process more effectively, enable teachers to develop more innovative teaching methods, and provide comfort in carrying out daily tasks. This in turn can increase teachers' satisfaction with their work, because they feel supported by a good working environment and equipment that suits their needs.

Furthermore, the significant influence of facilities and infrastructure on teacher job satisfaction can also be explained through a psychological perspective. When teachers feel that the educational institution where they work provides sufficient attention and investment in facilities and infrastructure, this can increase their perception of the value and appreciation given by the institution to their profession. This feeling of being appreciated and supported can increase teachers' intrinsic motivation and job satisfaction. In addition, good facilities and infrastructure can also reduce work stress caused by limited resources, so that teachers can focus more on their main tasks in educating and guiding students.

The Influence of Job Satisfaction on Teacher Performance.

Based on the seventh hypothesis, Job satisfaction has an effect on teacher performance. After testing and data analysis, the results obtained stated that Job satisfaction has a significant effect on the performance of junior high school teachers in Bondowoso Regency, which is proven to be true or H₇ is accepted. This could be due to the aspects of Job satisfaction related to the performance of junior high school teachers in Bondowoso Regency.

These findings underscore the importance of job satisfaction in improving teacher performance. When teachers are satisfied with their jobs, it can create a positive and productive work environment. High job satisfaction tends to increase intrinsic motivation, which in turn encourages teachers to put more effort into their teaching tasks. Satisfied teachers tend to be more committed to their profession, more creative in developing teaching methods, and more involved in professional development activities. All of these factors contribute to improving the quality of teaching and, ultimately, overall teacher performance.

Furthermore, the relationship between job satisfaction and teacher performance can be explained through social exchange theory. When teachers feel that their professional and personal needs are met at work, they tend to reciprocate by delivering better performance as a form of reciprocity.

Job satisfaction can also reduce stress and burnout levels, which are often major barriers to optimal performance. Teachers who are satisfied with their jobs are more likely to manage job challenges more effectively, maintain a positive attitude in the face of adversity, and build better relationships with students, coworkers, and school administration. All of these factors collectively contribute to improved teacher performance, which ultimately has a positive impact on the quality of education at Junior High Schools in Bondowoso Regency.

The results of this study are in accordance with the supporting theories. In this study, there were significant similarities in the results with previous studies conducted by [51], [54], [55], [56] and [48] stated that there is a significant influence between job satisfaction and teacher performance.

The Influence of Leadership Style on Teacher Performance through Job Satisfaction

Based on the eighth hypothesis, facilities and infrastructure affect teacher performance through Job Satisfaction. After testing and data analysis, the results obtained stated that satisfaction affects teacher performance through Job Satisfaction of Junior High School Teachers in Bondowoso Regency, which was proven true or H8 was accepted. The test results showed that there was an indirect effect of leadership style (X1) on teacher performance variables (Y) through the *intervening variable* Job Satisfaction (Z) of 0.025, which is smaller than the direct effect of the leadership style variable (X1) on teacher performance variables (Y) which is 0.273. This finding indicates a complex relationship between facilities and infrastructure, job satisfaction, and teacher performance. Adequate facilities and infrastructure not only directly affect teacher performance, but also have an indirect effect through increased job satisfaction. When teachers have access to supportive facilities and equipment, they tend to feel more satisfied with their work environment. This satisfaction, in turn, encourages increased motivation and dedication, which is ultimately reflected in better performance.

This indirect relationship emphasizes the importance of a holistic approach to improving teacher performance. Investment in facilities and infrastructure is not just about providing physical tools for teaching, but also about creating an environment that supports teachers' psychological well-being. When teachers feel that their needs are met through adequate facilities, they are more likely to experience higher job satisfaction. This satisfaction then becomes a catalyst for improved performance, creating a positive cycle where a good work environment drives satisfaction, which ultimately improves the quality of teaching and student learning outcomes.

The Influence of Human Resources Competence on Teacher Performance through Job Satisfaction

Based on the ninth hypothesis, HR competency influences teacher performance through Job Satisfaction. After testing and data analysis, the results obtained stated that HR competency influences teacher performance through Job Satisfaction of Junior High School teachers in Bondowoso Regency, which was proven true or H9 was accepted. The test results showed that there was an indirect effect of the HR competency variable (X2) on teacher performance (Y) through the *intervening variable* Job Satisfaction (Z) of 0.083, which is smaller than the direct effect of the HR competency variable (X2) on teacher performance variable (Y) which is 0.255.

These findings underscore the importance of developing HR competencies in improving teacher performance, with job satisfaction acting as a mediating variable. When teachers have high competencies, they tend to feel more confident and capable in carrying out their tasks. This feeling of competence contributes to increased job satisfaction, as teachers feel more valued, effective, and

successful in their roles. This increased job satisfaction, in turn, drives better performance through increased motivation, dedication, and effectiveness in teaching.

The indirect relationship between HR competency and teacher performance through job satisfaction suggests that efforts to improve teacher performance should consider the psychological and emotional aspects of teachers. Competency development programs should not only focus on improving skills and knowledge, but also on how these improvements can improve teacher job satisfaction. For example, training that improves teachers' abilities in classroom management or the use of educational technology will not only improve their competency, but can also increase their self-confidence and satisfaction in their work. This will ultimately be reflected in better performance, creating a positive cycle where improved competency drives higher job satisfaction, which then drives better performance.

The Influence of Facilities and Infrastructure on Teacher Performance through Job Satisfaction

Based on the tenth hypothesis, facilities and infrastructure affect teacher performance through Job Satisfaction. After testing and data analysis, the results obtained stated that facilities and infrastructure affect teacher performance through Job Satisfaction of Junior High School Teachers in Bondowoso Regency were proven to be true or H10 was accepted. The test results showed that there was an indirect effect of the facilities and infrastructure variable (X2) on teacher performance (Y) through the *intervening variable* Job Satisfaction (Z) of 0.064, which is smaller than the direct effect of the facilities and infrastructure variable (X2) on the teacher performance variable (Y) which is 0.291. This finding confirms the important role of facilities and infrastructure in improving teacher performance, with job satisfaction acting as a mediating variable. The availability of adequate facilities and infrastructure not only facilitates the teaching and learning process directly, but also contributes to increasing teacher job satisfaction. When teachers have access to facilities, equipment, and resources that support their duties, they tend to feel more appreciated and supported by the institution. These feelings increase job satisfaction, which in turn drives intrinsic motivation and commitment to the job, resulting in better performance.

The indirect relationship between infrastructure and teacher performance through job satisfaction suggests that investment in educational infrastructure has a broader impact than simply improving physical facilities. Good infrastructure creates a conducive working environment, which can improve teacher morale and enthusiasm. For example, comfortable classrooms, well-equipped laboratories, or resource-rich libraries not only make it easier for teachers to teach, but also make them feel more satisfied with their work environment. This satisfaction then translates into greater dedication to the task of teaching, innovation in teaching methods, and a willingness to invest more time and energy in their professional development. All of these factors collectively contribute to improved teacher performance, which ultimately has a positive impact on the quality of education in junior high schools in Bondowoso Regency.

CONCLUSION

In conclusion, the research findings confirm that leadership style, human resource competencies, and the availability of adequate facilities significantly affect teacher job satisfaction, which subsequently impacts their performance. Leadership that is adaptive, supportive, and strategically focused fosters a positive work environment that enhances teacher motivation and satisfaction. Additionally, high competency levels in teachers

boost their confidence and effectiveness in teaching, directly enhancing their job satisfaction and, consequently, their performance. Furthermore, well-maintained school facilities positively influence teachers' job satisfaction, as they provide the necessary tools and a conducive environment for efficient teaching. This study emphasizes that enhancing these variables directly benefits job satisfaction and ultimately elevates teacher performance, particularly among public junior high school teachers in Bondowoso Regency.

The implications of these findings underscore the need for school administrations and educational policymakers to prioritize leadership development programs, continuous professional training, and infrastructure improvement initiatives. By doing so, schools can foster a supportive and resource-rich environment where teachers feel motivated, appreciated, and equipped to succeed. Investment in training programs can sharpen teacher competencies, providing them with essential skills and reinforcing their commitment to quality education. Moreover, maintaining and upgrading facilities can address teachers' practical needs and alleviate challenges that could hinder their effectiveness. Therefore, strategic investments in these areas are crucial to creating a sustainable impact on teacher satisfaction and performance, ultimately contributing to educational quality and student outcomes.

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