

THE INFLUENCE OF SCHOOL PRINCIPAL LEADERSHIP, TRAINING AND WORK ENVIRONMENT ON THE PERFORMANCE OF PNS TEACHERS IN BATAM CITY STATE HIGH SCHOOL THROUGH JOB SATISFACTION AS AN INTERVENING VARIABLE

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Abstract

This research aims to examine the following five variables: principal leadership, training, work environment, job satisfaction and teacher performance. Data analysis with parametric and non-parametric statistics using SEM-PLS (Structural Equation Modeling-Partial Least Square) Data analysis with parametric and non-parametric statistics. parametric research variables, calibration tests / pilot tests, validity and reliability, outer model and inner model analysis, as well as discussion of the results of hypothesis testing or path analysis. This research uses path analysis to test relationship patterns that reveal the influence of a variable or set of variables on other variables, both direct and indirect influences. The path coefficient calculation in this research was assisted by SmartPLS Ver 4.0 2022.

Keywords: *Principal Leadership, Training, work environment, job satisfaction, teacher performance*

1. INTRODUCTION

Teachers are substitutes for students' parents when they are at school, therefore it is important for every teacher to have the competence to be able to communicate and socialize in different languages, cultures and contexts. Education is indeed an important component in national development. The student skills survey conducted by the International Student Assessment Program (PISA) in Paris December 2019 stated that Indonesia was ranked 72nd out of 77 countries, lower than Brunei Darussalam and Malaysia (Kumparan.com, 02 /03/2020), Realizing this reality, teachers should have new, more innovative and creative methods and always use various kinds of resources and technology to make learning easier and more enjoyable, in the 2016 Global Education Monitoring (GEM) report by UNESCO, Indonesia is in 10th place out of 14 developing countries in terms of education quality and teachers are in 14th place out of 14 developing countries (Kumparan.com, 02/03/2020), Therefore, it is important to check how teachers perform existing so that education in Indonesia can develop. With the increasing number of schools in the Riau Islands, the need for teaching teachers is also increasing, for this reason it is hoped that the school will pay more attention to the performance of each teacher because it will affect the learning process in the classroom. Teachers have the task of conveying material to students clearly and easily. understand and of course this is not easy to do considering that not all students have a strong grasping power, this is where the quality of a teacher will be tested on how to deal with students like this in the classroom.

Every teacher is required to be able to make all students understand the lessons being taught. For this reason, teacher competence must be improved so that learning is not monotonous and more enjoyable so that it can be well received by students, considering that the number of high school students in Batam City is 25,437 students (Central City Statistics Agency Batam, 2020). On National Education Day (HARDIKNAS) which was held at the Plain Engku Putri Batam Center,

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Mr. Rudi as Mayor of Batam City said "I want one day Batam to be known as the city of education", (Jpnn.com 04/25/2019) so that this goal can be achieved, Mr. Rudi invited the Staff of the Minister of Education and Culture to build adequate facilities and infrastructure, so it is possible that Mr. Rudi's goals will be achieved. To achieve this goal requires more contributions from related institutions, especially the Education Council, "The school committee is an important component of the school, to achieve a more advanced quality of learning, all components should work together" (H. Amsakar Achmad Deputy Mayor of Batam, Gatekepri. com, 10/20/2019) at the Welcome coordination meeting and meeting with school committees throughout Batam City. Having a Committee in the school will have a positive impact and advance the school because of the ideas provided by the Committee, the ideas provided are in the form of empowerment and strengthening for the progress of Batam City Education

The success of a school is determined by the performance of its teachers and employees. For this reason, the school always tries to improve the performance of its teachers and employees in achieving the vision and mission that have been set. On the other hand, the ability of a leader to motivate, direct and empower teachers to influence performance is also seen. Teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who trusts the school and teachers in developing students. Job satisfaction is also a variable that can influence employee performance. According to Hasibuan (2017:202), job satisfaction is an emotional attitude of being happy and loving one's job, which is reflected in work morale, discipline and work performance. When employees feel satisfaction at work, they will also improve their performance. Job satisfaction expresses a number of matches between a person's expectations about his work, which can be in the form of work performance provided by the organization and the rewards given for his work. In essence, a person is encouraged to carry out activities because he hopes that this will bring about a better, more satisfying situation than the current situation. Teacher satisfaction has an impact on work performance, discipline and the quality of their performance. Teachers who feel job satisfaction will always improve their performance. Job satisfaction can have an impact on achieving targets when completing work and optimizing quality. Meanwhile, teachers who feel dissatisfied will tend not to have the drive to achieve maximum performance. So teachers feel less enthusiastic about carrying out their work.

1) Leadership

Hasan Basri (2014: 11) states "leadership is the power and effort exerted by someone who serves as a leader in influencing other people to carry out predetermined work plans to achieve goals in an effective and efficient manner." A leader in a broad sense is someone who manages, directs, organizes or controls the efforts or efforts of other people through power or position. Shared Goal, Hemhiel and Coons in Hasan Basri (2014: 16) states "leadership is a personal attitude, which leads the implementation of activities for achieve the desired goal." Sobirin (2018:53) states "leadership is a process where a person (leading), with the help of his persuasive qualities, influences the activities of an organized group in an effort to achieve predetermined goals".

2) Training

According to Soekidjo Notoatmodjo in Isniar Budiarti et.all (2018:80) training is part of an educational process whose aim is to improve the special abilities or skills of a person or group of people. According to B. Siswanto Sastrohadiwiryo in Isniar Budiarti et.all (2018:80) training is education in the narrow sense, especially in instruction, special tasks and discipline. Therefore, it is necessary to learn how to carry out certain tasks and jobs. Thus, training is related to improving employee abilities and work skills and development is related to the application process for individual and organizational improvement.

3) Work environment

According to (Darmadi, 2020:242), the work environment includes anything around employees that influences an individual in carrying out the obligations assigned to him, such as air conditioning, good lighting and so on. According to (Effendy & Fitria, 2019:50), the work environment is direct work interaction with someone who has a higher position, the same position, or a lower position. According to (Anam, 2018:46), the work environment is something that surrounds employees so that it influences someone to feel safe, comfortable and satisfied in carrying out and completing the work given by their superiors.

4) Performance

Performance is the result of a process that is referred to and measured over a certain period of time based on previously established provisions or agreements. According to Sutrisno (2016:172) "Performance is the result of employee work seen from the aspects of quality, quantity, working time and cooperation to achieve the goals set by the organization." According to Mangkunegara (2017:67) "Performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him." According to Fahmi (2017: 188) "Performance is the result of a process that is referred to and measured over a certain period of time based on previously established provisions or agreements."

5) Job satisfaction

According to Badeni (2017:43) Employee job satisfaction is a person's attitude towards their work which can be positive or negative, satisfied or dissatisfied. Creating job satisfaction can create a positive attitude in employees towards the tasks they are responsible for. According to Afandi (2018:74) Job satisfaction is a positive attitude from workers including feelings and behavior towards their work through evaluating one's work as a sense of appreciation in achieving one of the important work values.

Conceptual framework

From the description of the literature review and previous research that has been summarized by the researcher, the framework of thought that can be used for this research is as follows:

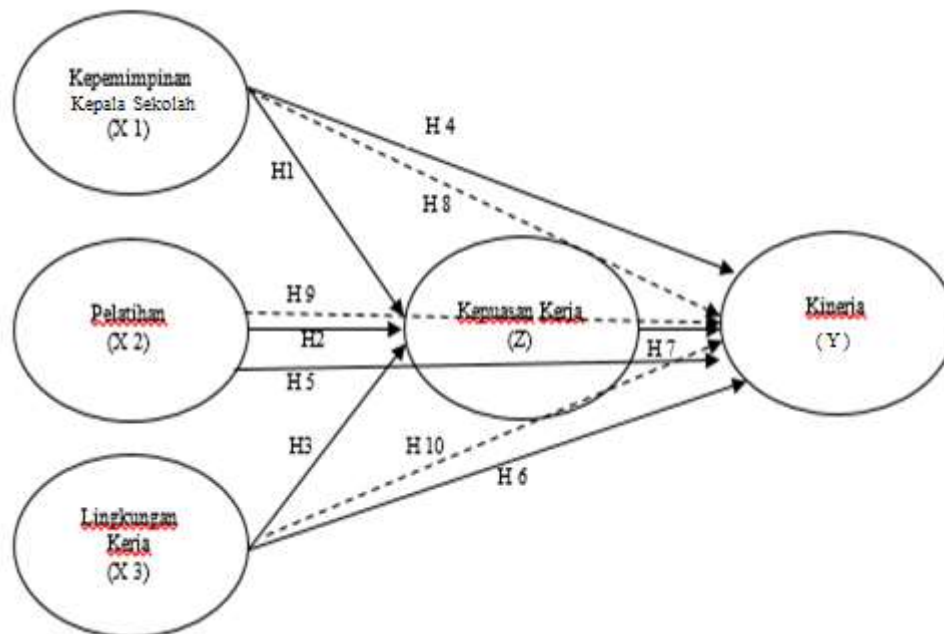


Figure 2. Research Conceptual Model
(Source: Developed from Previous Researchers (2023))

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7) Hypothesis

If seen from the framework above, the exogenous variables in this research are the principal's leadership, training, work environment. The endogenous variable in this research is performance. And job satisfaction as an intervening variable. From this framework, the hypothesis proposed in this research is:

- a) There is an influence of the principal's leadership variable on the job satisfaction of civil servant teachers at Batam City State High School
- b) There is an influence of training variables on the satisfaction of civil servant teachers at SMA Negeri Batam City
- c) There is an influence of work environment variables on the job satisfaction of civil servant teachers at SMA Negeri Batam City
- d) There is a direct influence of the principal's leadership variable on the performance of civil servant teachers at Batam City State High School
- e) There is a direct influence of the Training variable on the performance of Batam City State High School Civil Service Teachers
- f) There is a direct influence of work environment variables on the performance of Batam City State High School Civil Service Teachers
- g) There is an influence of the job satisfaction variable on the performance of civil servant teachers at SMA Negeri Batam City
- h) There is an influence of the principal's leadership variable on the performance of civil servant teachers in Batam City State High School through job satisfaction
- i) There is an influence of the Training variable on the performance of Batam City State High School Civil Service Teachers through job satisfaction
- j) There is an influence of work environment variables on the performance of Batam City State High School Civil Service Teachers through job satisfaction

2. RESEARCH METHODS

1) Research sites

The study chosen by the researchers was a public high school in Batam City, Riau Islands Province

2) Population and Sample

Population

Population is individuals or research objects that have certain predetermined qualities and characteristics. Population can be understood as a group of analysis units or objects of observation that have at least one characteristic in common (Sugiyono, 2016:72). The population in this study were all civil servant teachers at Batam City State High School, totaling 356 people.

Samples

According to Arikunto (2017:173) the sample is part of the number and characteristics of the population. According to Arikunto (2017: 173), if there are less than 100 subjects, then the entire population becomes the research sample. but if the subject is more than 100 then 10-15% or 15-25% can be taken. If the population is large, and it is impossible for researchers to study everything in the population, for example due to limited funds, energy and time, then research can use samples taken from that population. What is learned from the sample, the conclusions will be applied to the population. For this reason, the samples taken must be truly representative. The samples taken for this research were civil servant teachers in Batam City, namely 100 people.

2) Data analysis methods

Data analysis was carried out using Partial Least Square (PLS). Partial Least Square is a powerful analysis method because it can be applied to all data scales, does not require many assumptions, and the sample size does not have to be significant.

Apart from being able to be used as a confirmatory theory, PLS can also be used to build relationships or to test propositions (Ghozali, 2008:12).

3. DISCUSSION

a) Outer Model

This model specifies the relationship between latent variables and their indicators or it could be said that the outer model defines how each indicator is related to other latent variables. The tests carried out on the outer model are reflective indicator tests which consist of convergent validity, discriminant validity, composite reliability, average variance extracted (AVE) tests. The reliability test is strengthened with Cronbach's Alpha. Meanwhile, to test the formative indicators, different test points are carried out for the formative indicators, namely significance of weight and multicollinearity.

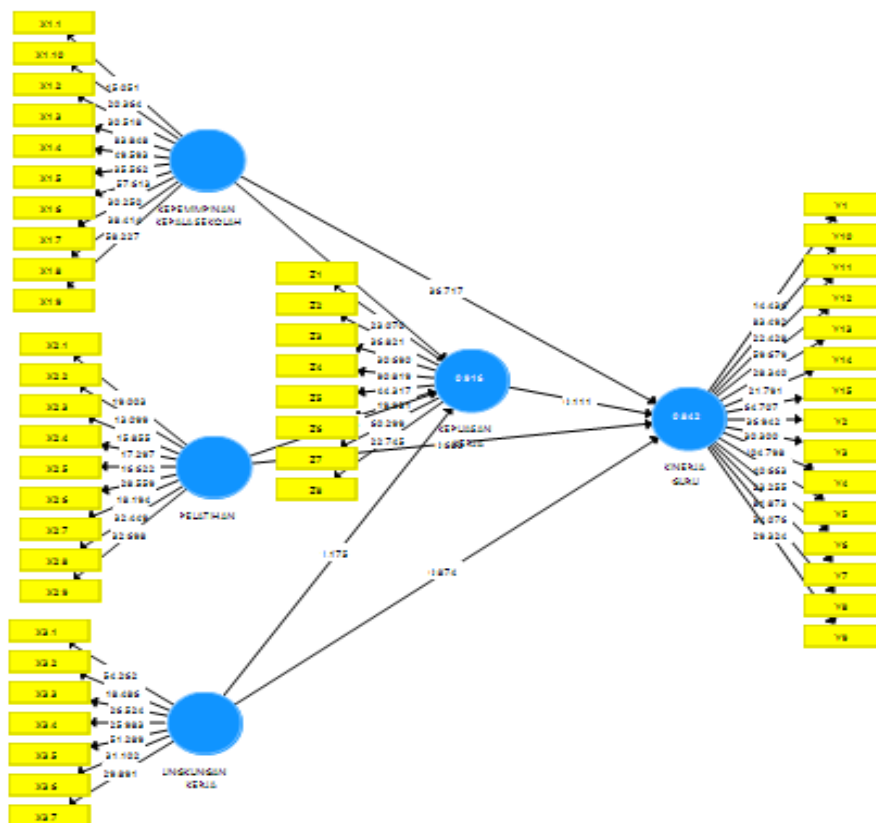


Figure.3.Outer Model

a) Direct Effects

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values |
|------------------------------------------------------------------|---------------------|-----------------|----------------------------|------------------------|----------|
| LEADERSHIP _Principal_Principal -> JOB_SATISFACTI ON | -0.030 | -0.029 | 0.025 | 1,166 | 0.244 |
| LEADERSHIP OF THE PRINCIPAL -> TEACHER PERFORMANCE | 0.905 | 0.904 | 0.025 | 36,717 | 0,000 |
| JOB_SATISFACTI ON -> | -0.016 | -0.043 | 0.142 | 0.111 | 0.911 |

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|-----------------------------------------|---------------------|-----------------|----------------------------|--------------------------|----------|
| TEACHER_PERFORMANCE | | | | | |
| WORK ENVIRONMENT -> JOB_SATISFACTION | -0.098 | -0.095 | 0.084 | 1,175 | 0.241 |
| WORK ENVIRONMENT -> TEACHER_PERFORMANCE | -0.057 | -0.058 | 0.065 | 0.874 | 0.382 |
| TRAINING -> JOB_SATISFACTION | 1,044 | 1,044 | 0.074 | 14,049 | 0,000 |
| TRAINING -> TEACHER_PERFORMANCE | 0.107 | 0.135 | 0.158 | 0.680 | 0.497 |

1. Principal Leadership on Job Satisfaction

Based on the statistical tests above, it can be explained that the Principal's Leadership has an insignificant influence on Job Satisfaction. This means that the results of empirical data testing prove that the first hypothesis in this research, namely the leadership of the school principal, has proven to have an insignificant effect on the job satisfaction of civil servant teachers at SMA Negeri Batam City. Leadership is the main key in management which plays an important and strategic role in the survival of an organization. Leaders are the originators of goals, plan, organize, mobilize and control all the resources they have so that organizational goals can be achieved effectively and efficiently. Teachers may have developed a high degree of autonomy in their teaching methods and classroom management. They may feel that the principal's leadership has little direct influence on the way they teach or work with students. Therefore, the role of school principals may not be very significant in influencing their job satisfaction. It is possible that external factors outside the principal's control influence teacher job satisfaction more. For example, changes in educational policy, pressure from standardized test results, or increased workloads may impact teacher job satisfaction more than the principal's leadership.

Principal leadership is a complex concept and can be interpreted differently by various teachers. It is possible that the teachers in this study had varying perceptions of the principal's leadership, and these varying results may have “overwhelmed” the overall impact, making it not statistically significant. Each study has certain limitations, and there may be variables that were not considered or confounding effects that were not fully controlled for in the study. This can influence the research results and lead to the conclusion that the principal's leadership does not have a significant effect. However, it is important to remember that the results of this research are contextual and may vary across situations and schools. The conclusion that the principal's leadership has no effect on teacher job satisfaction in certain situations does not mean that leadership is irrelevant. Effective leadership remains a key factor in good school management and educational progress.

2. Training on Job Satisfaction

Based on the statistical tests above, it can be explained that training has a significant positive influence on job satisfaction. This means that the results of testing empirical data prove

that the second hypothesis in this research, namely training, is proven to have an effect on the job satisfaction of civil servant teachers at SMA Negeri Batam City. From the results of this research it can be seen that teachers frequently attend training and carry out self-development will increase their fitness for work. The results of this research are in accordance with research conducted by Okechukwu (2017) entitled "Influence of Training and Development, Employee Performance on Job Satisfaction Among the Staff of School of Technology Management and Logistics, University Utara Malaysia (STML, UUM)". The results show that training and development have a significant positive influence on the job satisfaction of STML, UUM staff. The results also found that employee performance has a positive influence on performance satisfaction. This research recognizes that training and development, employee performance as part of HRM practices are significantly related to employee job satisfaction and will increase organizational success. Examining the relationship between the two variables involved in this research. The hypothesis was developed with the aim of confirming that there is a significant relationship between training & development, employee performance and job satisfaction.

3. Work Environment on Job Satisfaction

Based on the statistical tests above, it can be explained that the work environment has an insignificant influence on job satisfaction. This means that the results of empirical data testing prove that the third hypothesis in this research, namely the work environment, is proven to have an insignificant effect on the job satisfaction of civil servant teachers at SMA Negeri Batam City. Job satisfaction is an individual's subjective experience. Different teachers may have different views about the same work environment. Some teachers may feel satisfied with the existing work environment, while others may feel dissatisfied. This makes it difficult to consistently measure the influence of the work environment on job satisfaction. The work environment in schools can be very complex. It involves interactions with various elements, including coworkers, students, assignments, school rules, and so on. These factors can interact with each other in complex ways and make it difficult to identify the influence of the work environment with certainty. Sometimes, research may show that work environment does not have a significant effect, but this could be due to variations in the data used. The data used may not be sensitive enough to assess changes in the work environment that might influence teacher job satisfaction. The research methodology used, such as the measurement instruments used or research design, can influence the research results. If the methodology is not well designed, the results of the study may not show the true effect.

The results of this research are in accordance with previous research conducted by (Wulan & Purwanti, 2021) where in this research it was found that work environment variables had no effect on the Job Satisfaction variable.

4. Principal leadership towards teacher performance

Based on the statistical tests above, it can be explained that the principal's leadership has a significant positive influence on teacher performance. This means that the results of empirical data testing prove that the fourth hypothesis in this research, namely the principal's leadership, is proven to influence the performance of PNS teachers at Batam City State High School. The principal's leadership reflects a person's ability to influence individuals or groups. A leader must be able to maintain harmony between fulfilling individual needs and directing individuals towards organizational goals. An effective leader is a leader who recognizes the important strengths contained in individuals or groups, and is flexible in the approaches used to improve the performance of the entire organization. The results of this research are in accordance with previous research conducted by Fadude Et al (2019) where in this research it was found that the Principal Leadership variable had a significant positive effect on the Teacher Performance variable.

5. Training on teacher performance

Based on the statistical test above, it can be explained that training has an insignificant effect on employee performance. This means that the results of empirical data testing prove that the fifth hypothesis in this research, namely training, has proven to have an insignificant effect on the performance of civil servant teachers at SMA Negeri Batam City. This could happen because

one of the important factors in training is the quality of the training itself. If the training provided is not relevant to teachers' needs, is inadequate, or does not provide required skills, then the training may not have a significant impact on teacher performance.

In these cases, the lack of impact is not because the training itself is not working, but because of a lack of quality in the provision of training. Teacher performance is not only about what is learned in training, but also about the teacher's ability to apply the knowledge and skills acquired in everyday situations in the classroom. If teachers do not have the support to apply what they learn during training, then its impact may be limited. Teachers have varying levels of experience, motivation, and initial skills. Some teachers may be more responsive to training than others. Variability in individual responses to training can make the effects appear statistically insignificant. In some cases, the results of training may not be immediately visible. Changes in teacher performance may take time to develop, and research may not have a long enough time period to detect such changes. Sometimes, there are external factors that can influence teacher performance that are not related to training. This could include changes in school policies, state education policies, or social and economic factors that affect students. It is important to note that the impact of training on teacher performance can vary greatly depending on the various factors above. To identify why, an in-depth evaluation of the quality and relevance of training, the support provided to teachers after training, as well as variability in individual responses should be considered. If training is well designed, relevant to needs, and provided with appropriate support, it is likely to have a positive influence on teacher performance.

6. Work Environment on Teacher Performance

Based on the statistical test above, it can be explained that the work environment has an insignificant influence on teacher performance. This means that the results of empirical data testing prove that the sixth hypothesis in this research, namely the work environment, has proven to have an insignificant effect on the performance of civil servant teachers at SMA Negeri Batam City. The work environment at different schools can vary greatly. Some schools may have a very supportive work environment and provide teachers with sufficient resources, while others may not. If the study included a wide range of schools with large differences in the quality of the work environment, the effects might not be significant on average. The influence of the work environment on teacher performance may take quite a long time to develop, and research may only be conducted for a limited period of time. Study results may not reflect changes that may occur over a longer period of time. It is important to remember that the influence of the work environment on teacher performance can vary depending on the particular situation and context. Research results that state that the work environment has no effect on teacher performance in one study do not mean that this effect does not exist in other situations. The factors above can explain why in certain studies no significant relationship was found between the work environment and teacher performance.

7. Job satisfaction on teacher performance

Based on the statistical test above, it can be explained that job satisfaction has an insignificant influence on teacher performance. This means that the results of empirical data testing prove that the seventh hypothesis in this research, namely job satisfaction, has proven to have an insignificant influence on the performance of civil servants at Batam City State High School. Job satisfaction is an individual experience that can vary greatly from one teacher to another. Factors such as personal preferences, values, and individual expectations can influence the level of job satisfaction. Some teachers may be satisfied with the working environment and conditions, while others may not be. This variability can produce inconsistent research results in finding the effect of job satisfaction on teacher performance.

Teacher performance can also be influenced by external factors such as changes in educational policies, social pressure, or problems outside the work environment. These factors may have a more significant impact than teacher job satisfaction. The research methods used in the

study may not be adequate to measure the influence of job satisfaction on teacher performance. The job satisfaction measurement instruments used may not be sensitive or valid, or the research may not have considered key aspects of teacher job satisfaction. The influence of job satisfaction on teacher performance may take longer to be reflected in research. Studies conducted over a short period of time may not be able to detect changes in performance that can occur over a longer period of time. Although there is a relationship between job satisfaction and teacher performance, this does not necessarily mean that job satisfaction causes increased performance. Correlation does not always indicate a cause-and-effect relationship. Other factors may mediate or moderate this relationship. Each school has different dynamics and challenges. Teacher job satisfaction in one school may have more influence on performance than in another school. Unique school factors may play a role in the relationship between job satisfaction and teacher performance. In the analysis of research data, it is important to consider all factors that may influence the results, and results indicating that job satisfaction has no effect on teacher performance should be treated as findings that reflect the particular research conditions and context. This does not mean that job satisfaction is not important, but that in certain cases, its relationship may not always have a significant influence on teacher performance.

b) Indirect Effects

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values |
|---------------------------------------------------------------------------------|---------------------|-----------------|----------------------------|--------------------------|----------|
| LEADERSHIP OF THE SCHOOL PRINCIPAL -> JOB SATISFACTION -> TEACHERS' PERFORMANCE | 0,000 | 0.002 | 0.006 | 0.081 | 0.935 |
| WORK ENVIRONMENT -> JOB_SATISFACTION -> TEACHER_PERFORMANCE | 0.002 | 0.003 | 0.020 | 0.078 | 0.938 |
| TRAINING -> JOB_SATISFACTION -> TEACHER_PERFORMANCE | -0.016 | -0.044 | 0.151 | 0.109 | 0.913 |

Table 3. Indirect Effects

8. Principal leadership towards teacher performance through job satisfaction as an intervening variable

Based on the statistical test above, it can be explained that there is an insignificant influence between the principal's leadership on teacher performance through job satisfaction as an intervening variable. This means that the results of empirical data testing prove that the eighth hypothesis in this research is that there is an insignificant influence between the principal's leadership on teacher performance. through job satisfaction as an intervening variable in civil servant teachers at Batam City State High School. In this context, the intervening variable is teacher job satisfaction. If teacher job satisfaction does not effectively reflect the influence of principal leadership on teacher performance, it may be because job satisfaction is only one aspect that influences teacher performance. Other factors such as intrinsic motivation, skills, and commitment can have a greater impact on performance.

As mentioned earlier, job satisfaction is an individual experience. Teachers may have different preferences and expectations when it comes to job satisfaction. Therefore, the influence of the principal's leadership may vary from one teacher to another. As mentioned earlier, job

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satisfaction is an individual experience. Teachers may have different preferences and expectations when it comes to job satisfaction. Therefore, the influence of the principal's leadership may vary from one teacher to another. The unique school context, including school culture, organizational structure, and staff dynamics, may influence the extent to which principal leadership influences teacher performance through job satisfaction.

Apart from job satisfaction, there are other factors that can mediate the relationship between principal leadership and teacher performance. These include teacher motivation, commitment to education, and support from colleagues. The research results showing that job satisfaction does not act as a significant intervening variable between principal leadership and teacher performance in certain research contexts is an important finding. This can provide insight into the complexity of factors influencing teacher performance and help schools to identify areas where improvement is needed, both in terms of leadership and other factors that may influence teacher performance.

9. Training on teacher performance through job satisfaction as an intervening variable

Based on the statistical test above, it can be explained that there is an insignificant influence between training on teacher performance through job satisfaction as an intervening variable. This means that the results of empirical data testing prove that the ninth hypothesis in this research is that there is an insignificant influence between training on teacher performance through job satisfaction as intervening variables in civil servant teachers at Batam City State High School. Teacher job satisfaction is an intervening variable in the relationship between training and performance. If teacher job satisfaction does not have a strong impact on teacher performance, then the training effect may be reduced. Apart from job satisfaction, there are other factors that can mediate the relationship between teacher training and performance, such as intrinsic motivation, peer support, and commitment to education.

10. Work environment on teacher performance through job satisfaction as an intervening variable

Based on the statistical tests above, it can be explained that there is an insignificant influence between the work environment on teacher performance through job satisfaction as an intervening variable. This means that the results of empirical data testing prove that the tenth hypothesis in this research is that there is an insignificant influence between the work environment on teacher performance through satisfaction. work as an intervening variable for civil servant teachers at Batam City State High School. The work environment is the totality of tools and materials encountered, the surrounding environment in which a person works, their work methods, and their work organizers both as individuals and as a group. The work environment is an important factor in creating employee performance (Adha et al., 2019). When research shows that the work environment has no effect on teacher performance through job satisfaction as an intervening variable, there are several reasons that might be explained, namely the teacher's work environment may be influenced by external factors that are beyond their control. For example, changes in school policies, pressure from authorities, or structural problems in the education system. These factors can hinder the ability of the work environment to influence teacher performance through job satisfaction.

Every teacher has different preferences and tolerances for their work environment. Some teachers may be able to perform well in less than ideal environments, while others may be more influenced by a good work environment. This creates variation in how the work environment influences teacher job satisfaction and performance. Teacher job satisfaction may not be a strong mediator between work environment and performance. It is possible that other factors outside job satisfaction, such as motivation, skills, and commitment, have more influence on teacher performance. Measuring job satisfaction and the work environment can be complicated and subjective. Results obtained from inaccurate or less valid measurement instruments can result in relationships that actually exist but are not visible in the data. Research results showing that the

work environment does not mediate the relationship between job satisfaction and teacher performance remind us of the complexity of factors that influence performance in the educational context. This also suggests the need to look at other factors that may influence teacher performance outside the work environment and job satisfaction.

c) R-Square Value

The purpose of R-Square analysis is to evaluate the prediction accuracy of a model. In other words, it considers how variations in the value of the endogenous/dependent variable are influenced by variations in the value of the exogenous/independent variable in a path model. The higher the R-Square value, the better an exogenous variable will explain endogenous variables. An R-Square value of 0.75 indicates a robust PLS model, an R-Square of 0.50 indicates a moderate PLS model, and an R-Square of 0.55 indicates a weak PLS model (Ghozali, 2016 in Rumengan Jemmy, et .al, 2019 :177). The R-Square value can be seen in the table below:

| | R Square | R Square Adjusted |
|---------------------|-----------------|--------------------------|
| JOB SATISFACTION | 0.916 | 0.913 |
| TEACHER PERFORMANCE | 0.842 | 0.835 |

Table .4. R-Square Value

In table 4.11 above, the magnitude of the influence of the principal's leadership (X1), training (X2), work environment (X3) on job satisfaction is 91.6%, while the magnitude of the influence of the principal's leadership (X1), training (X2) on the work environment (X3) on teacher performance is 84.2%. is moderate.

4. CONCLUSION

1) Conclusion

The results of the findings of data analysis in discussion and hypothesis testing can be concluded as follows:

- a) The principal's leadership has an insignificant influence on the job satisfaction of civil servant teachers at Batam City State High School.
- b) Training has a significant positive influence on the job satisfaction of civil servant teachers at SMA Negeri 20 Batam City.
- c) The work environment has an insignificant influence on the job satisfaction of civil servant teachers at SMA Negeri 20 Batam City.
- d) The principal's leadership has a significant positive influence on the performance of civil servant teachers at Batam City State High School.
- e) Training has an insignificant influence on the performance of civil servant teachers at SMA Negeri Batam City.
- f) The work environment has an insignificant influence on the performance of civil servant teachers at Batam City State High School.
- g) Job satisfaction has an insignificant influence on the performance of civil servant teachers at Batam City State High School.
- h) There is an insignificant influence between the principal's leadership on the performance of civil servant teachers at Batam City State High School through job satisfaction as an intervening variable.
- i) There is an insignificant influence between training on the performance of civil servant teachers at SMA Negeri Batam City through job satisfaction as an intervening variable.
- j) There is an insignificant influence between the work environment on the performance of civil servant teachers at SMA Negeri Batam City through job satisfaction as an intervening variable.

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2) Suggestions

Based on the conclusions from the results of data analysis, there are several suggestions that can be taken related to the performance of PNS teachers at Batam City State High School as follows:

1. Attention to Principal Leadership: Although this research did not find a significant influence between principal leadership and teacher job satisfaction, it is important to remember that principals have an important role in managing schools. It is recommended that school principals continue to act as effective leaders and ensure good communication with teaching staff. They must inspire and provide clear direction.
2. Strengthen Training Programs: Research results show that training has a significant positive effect on teacher job satisfaction. Therefore, it is important to strengthen training programs that are relevant and useful. Ensure that training programs are designed to improve teachers' skills and knowledge, so that they feel more competent in carrying out their duties.
3. Evaluation of Work Environment: Even though the work environment does not have a significant influence on job satisfaction, it is important to continue to monitor and assess the conditions of the work environment at SMA Negeri Batam City. This can help identify potential problems and areas of improvement needed to create a more conducive environment.
4. Development of Intervening Variables: Job satisfaction does not have a significant influence on teacher performance. Therefore, you may wish to consider the development or further investigation of other intervening variables that may better explain the relationships between the factors under study.
5. Further Research: The results of this research can be the basis for further, more in-depth research. Further research could examine other factors that might influence teacher performance in different educational settings or with different populations.

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