

# THE INFLUENCE OF THE PRINCIPAL'S LEADERSHIP STYLE AND INTRINSIC MOTIVATION ON TEACHER PERFORMANCE WITH JOB SATISFACTION AS INTERVENING IN PUBLIC ELEMENTARY SCHOOLS IN CILEGON CITY

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## Abstract

The success of quality education depends on optimizing efforts to improve the professionalism of educators, which is called optimizing teacher performance. Teacher performance is one of the main factors that determine the success of the education process in schools, this is because the performance of a teacher will affect students' interest in learning which has an impact on student achievement and a decrease in the quality of education quality in schools. This study aims to analyze the effect of the relationship between teacher performance and the principal's leadership style, intrinsic motivation, and job satisfaction. The method used in this research is path analysis method with quantitative approach and using SmartPLS 4.0 for data processing. The results state that the principal's leadership style, intrinsic motivation, and job satisfaction affect teacher performance by 85.7%, meaning that as much as 85.7% of teacher performance is influenced by the three variables above and only 14.3% is influenced by other variables outside the study. In addition, leadership style and intrinsic motivation also affect job satisfaction by 52.7% and only 47.3% is influenced by variables outside this study. Based on the results of the study, it is concluded that the variables of principal leadership style, intrinsic motivation and job satisfaction have a positive and significant effect on teacher performance. Then the principal's leadership style and intrinsic motivation also have a positive and significant effect on job satisfaction.

Keywords: *Intrinsic Motivation, Path Analysis, Principal Leadership Style, Quantitative Approach, Teacher Performance.*

## INTRODUCTION

The progress of a nation depends on how the nation explores, appreciates and utilizes human resources, which in this case is closely related to the quality of education provided to community members, especially to students. Education plays a very important and strategic role in building a knowledgeable society. Therefore, the quality of education must be maintained so that it is delivered properly to students. The quality of education is the result and process that is passed to produce students who excel and produce the best graduates can improve the quality of education determined from the implementation of education in schools (Lalupanda, 2019). The success of quality education depends on optimizing efforts to improve the professionalism of educators, which is often referred to as optimizing teacher performance. Of course, by not ruling out other factors. In schools, teachers are one of the elements that greatly influence the achievement of educational goals, in addition to the elements of students and other facilities. The success of education is largely determined by the performance of teachers in preparing students through a series of learning activities in the teaching and learning process.

Teacher performance is the ability of teachers in the teaching and learning process including their activities in planning, implementing or carrying out, and assessing student learning outcomes (Lalupanda, 2019). Teachers who have high performance mean that they have quality, quantity, and reliability in carrying out their duties so as to improve the quality of education. Therefore, human resource management in schools must motivate institutions, which in this case are teachers, to carry out the tasks assigned to them professionally, work hard, be disciplined, honest, loyal, and highly dedicated in order to improve teacher performance. A teacher's performance is basically the work he or she does while carrying out his or her duties as a teacher. Since teachers have the most direct interaction with learners during the teaching and learning process in educational institutions, their performance will

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significantly impact the quality of educational outcomes. Teacher performance is also referred to as one of the main factors that determine the success of the education process in schools, this is because the performance of a teacher will affect students' interest in learning which has an impact on student achievement and a decrease in the quality of education quality in schools. Therefore, it can be said that the low level of quality of education in a country is determined by the performance of teachers (Lalupanda, 2019).

Various studies have shown that teacher performance has a significant effect on students' interest in learning and the quality of education (Khadijah et al., 2022; Turisia et al., 2021). However, challenges still exist, such as low mastery of the latest learning methods and media and teacher-centered learning (Faizah, 2019). Some teachers have also not met the national standards of education (Mila et al., 2022). In addition, the low quality of education in Indonesia is influenced by suboptimal leadership styles and teacher quality (Shaturaev, 2021). Factors that reduce teacher performance include lack of variety in learning methods, lack of training, low intrinsic motivation, and uneven supervision (Fatimah et al., 2022). In general, teacher performance is influenced by internal factors, such as motivation and discipline, as well as external factors, such as leadership and work environment (Sancoko & Sugiarti, 2022).

The results of PISA 2022 organized by the OECD show that Indonesia ranks 68th with low scores in math (379), science (398) and reading (371). These scores are on par with the 2003 results for reading and math and 2006 for science, showing no significant improvement since Indonesia first participated in 2000. These low scores reflect deep challenges in Indonesia's education system. The Education Report Card 2024 shows that the performance of public primary school teachers in Cilegon City is still sub-optimal, with only three indicators rated good. Improvements are needed from the individual teacher level, the school environment, to the policies of the principal and education office.

Research by Barat et al. (2021) and Zulkifli (2022) shows that job satisfaction has a significant effect on teacher performance. High job satisfaction increases enthusiasm, motivation, and a sense of being recognized, which has an impact on the quality, quantity, and responsibility of work. The principal's leadership style has a strong correlation with educational success and teacher performance (Widarko & Anwarodin, 2022). Effective leadership creates a work environment that is orderly, comfortable and in line with school goals. Principals must be able to inspire, motivate, and be a role model for all stakeholders in achieving educational goals (Setyaningsih & Suchyadi, 2021). Leadership effectiveness will be critical to an organization's ability to achieve its goals (Alrowwad et al., 2020). Several studies have found that leadership style can affect teacher performance, including research conducted by Nur & Widhi (2019), Pratiwi et al. (2019) and Fadhilah & Yuniarti (2023). Similar to other types of leadership, the principal's leadership pattern or style will have a significant impact on the direction and policies of education developed.

To achieve these goals, the principal must be able to mobilize and mobilize all the potential of the organization related to the implementation of various programs, processes, evaluations, curriculum development, in-school learning, extracurricular activities, curriculum management, in-school learning, extracurricular activities, management of teaching staff, facilities and infrastructure, services to students and parents of students, and relations with the community. Because of the great responsibility of being an educational leader, a principal must have adequate mental and psychological readiness to carry out his or her duties, especially when dealing with the difficulties and hardships that arise when trying to create and offer comfort for teachers and learners at school.

Principal leadership effectiveness plays an important role in improving teacher performance and the learning process (Sun & Henderson, 2017). The right leadership style creates a positive and productive work environment (Jamali et al., 2022). An authoritative, assertive and fair principal can improve teacher discipline and motivation, while weak leadership has a negative impact on teacher performance and the school atmosphere. Research shows that the principal's leadership style, work motivation, and job satisfaction have a significant effect on teacher performance (Nasution et al., 2024). However, another study found that principal leadership does not always have a direct impact on teacher performance (Ratnasari et al., 2022), so further research is needed.

Besides leadership, motivation is also a major factor in improving teacher performance. Motivated teachers are more creative and have a positive impact on learner achievement (Ananta, 2020; Nur & Widhi, 2019). Teacher performance is influenced by intrinsic motivation, job satisfaction, work environment, and competence. Teachers with high motivation tend to be more creative and innovative in learning, but many teachers in the field are still not optimal in preparing teaching plans and interesting learning methods. Some only download materials without customization, resulting in low learning quality.

Research shows that job satisfaction affects attitude towards work (A. Pratiwi et al., 2019). Teacher competencies, which include pedagogic, personality, social and professional aspects, have a close relationship with

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teacher performance (Mukhtar & Luqman, 2020), but in the field there are still many teachers who do not understand the characteristics of students and apply boring learning methods. Previous research also shows that job satisfaction can mediate the effect of principal leadership and intrinsic motivation on teacher performance (Nur & Widhi, 2019). Based on these factors, this study combines the variables of principal leadership style, intrinsic motivation, and job satisfaction as intervening variables to analyze their influence on teacher performance in public elementary schools in Cilegon City, Banten.

This research will be conducted in public elementary schools in Cilegon City, Banten Province. The primary school level is used as the focus by researchers because the performance of teachers in primary schools is one of the determinants of the quality of education that is fundamental to students who are useful for their lives and education later. In addition, researchers are also part of educators who are assigned to one of the public elementary schools in Cilegon City, making it easier for researchers to conduct research. This study aims to analyze the effect of the relationship between teacher performance and the principal's leadership style, intrinsic motivation, and job satisfaction.

## LITERATURE REVIEW

### Framework and Hypothesis

The framework used in this research is the path analysis model using survey methods and quantitative approaches. The variables in this path analysis are exogenous variables and endogenous variables.

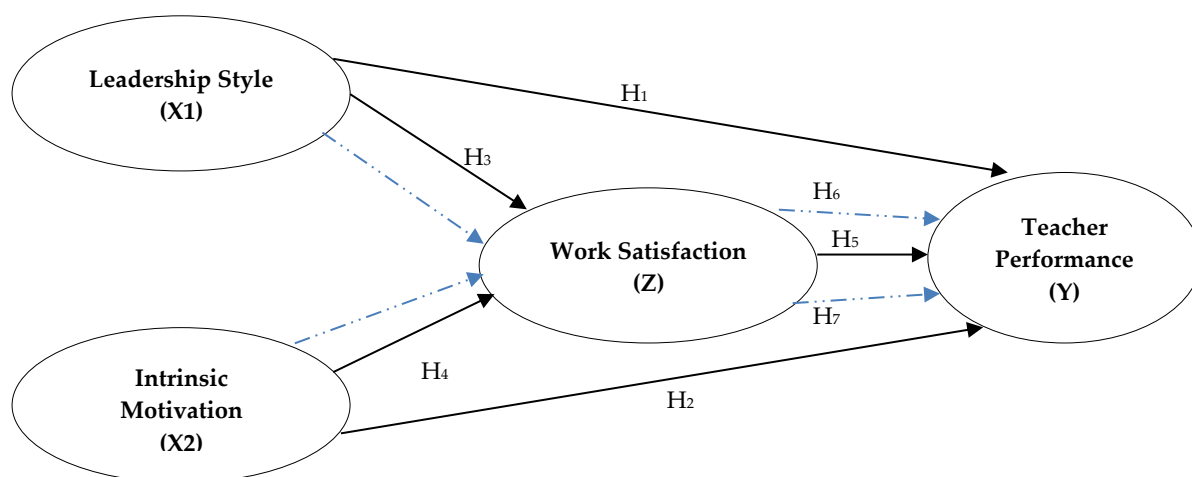


Figure 1. Research Framework

### 1. Influence of Principal Leadership Style and Teacher Performance Variables

Leadership style is a leader's behavior pattern in influencing subordinates to carry out tasks happily to achieve common goals. In a school environment, principal leadership plays an important role in improving teacher performance and professionalism. A harmonious relationship between principals and teachers will encourage motivation and work productivity. Various studies support that the principal's leadership style has a positive and significant effect on teacher performance. Studies by Sulfemi (2020), Hartinah et al. (2020), Saifullah (2020), Hendrawijaya TA et al. (2020), and Johanes et al. (2022) show that good leadership can significantly improve teacher performance. Based on the results of these studies, the hypothesis of this study is:

*H1: Principal leadership style has a positive and significant effect on teacher performance.*

### 2. Effect of Intrinsic Motivation and Teacher Performance Variables

Intrinsic motivation is the drive from within an individual to do something without the need for external rewards. According to Maslow, this motivation arises after basic needs are met, encouraging individuals to achieve self-actualization. In the context of education, teachers' intrinsic motivation plays an important role in improving school performance and quality. Teachers who have high motivation will be more persistent and enthusiastic in carrying out their duties, while low motivation can have an impact on suboptimal performance. Various studies, such as those conducted by Hartinah et al. (Hartinah et al., 2020), Wiryawan et al. (2020), Prasetyaningsih (2020), and Djazilan & Darmawan (2022), show that intrinsic motivation has a positive and significant effect on employee performance, including teachers.

### **3. Effect of Principal Leadership Style and Job Satisfaction Variables**

Job satisfaction is a condition in which teachers feel happy with their work without feeling forced, which arises from fulfilling work needs. The principal's leadership style plays an important role in creating a conducive work atmosphere, where good leadership will increase teacher job satisfaction, while less receptive leadership can reduce job satisfaction. A number of studies, such as those conducted by Hendrawijaya et al. (2020), Pancasila et al. (2020), Riyadi (2020), Suriyana (2021), and Putra et al. (2022), show that leadership style has a positive and significant influence on job satisfaction.

*H3: Principal's Leadership Style has a positive and significant effect on job satisfaction.*

### **4. Effect of Intrinsic Motivation and Job Satisfaction Variables**

Intrinsic motivation, such as interest and curiosity, encourages individuals to be more enthusiastic, engaged, and enjoy their work, which ultimately increases job satisfaction. This satisfaction arises when individual expectations are aligned with reality, such as rewards, work situations, recognition, coworker support, and promotion opportunities (Luthans, 2011). A number of studies by Kurniawati et al. (2019), Yuliantini & Santoso (2020), Arifin & Irfan (2021), Paais & Pattiruhu (2020), and Bayad Jamal Ali et al. (2021), prove that intrinsic motivation has a positive and significant effect on job satisfaction.

*H4 : Intrinsic motivation has a significant effect on job satisfaction*

### **5. Effect of Job Satisfaction and Teacher Performance Variables**

Job satisfaction is a condition in which teachers feel happy with their work, which has a positive impact on performance. Teachers with high job satisfaction will show a positive attitude and work more optimally, while dissatisfaction can reduce performance (Robbins & Judge, 2016). Research by Hendrawijaya et al. (2020), Suriyana (2021), Pebrianti et al. (2022), Murwaningsih (2022), and Hidayatullah (2023) prove that job satisfaction has a positive and significant effect on teacher performance.

*H5 : Job satisfaction has a significant effect on performance*

## **METHOD**

This research uses a quantitative descriptive method with the aim of explaining the relationship between variables that affect each other. Data collection was done through questionnaires, observation, and documentation, then analyzed quantitatively. The type of questionnaire used is a closed questionnaire, where respondents only need to choose the answers that have been provided (Sugiyono, 2019). This research is explanatory research, namely research that aims to explain the relationship between the variables of principal leadership style and intrinsic motivation to teacher performance, with job satisfaction as an intervening variable. The results of this study are expected to be the basis for generalizing the teacher performance model in schools and further research.

The population in this study were all public elementary school teachers in Cilegon City, with a total of 2,520 people. Sampling was done with simple random sampling technique, using probability sampling approach. The sample was determined using the Slovin formula (Kriyantono, 2009), with a certain level of error tolerance, so that a sample size of 155 teachers was obtained. Data analysis in this study was carried out by statistical methods using the Smart PLS tool. The analysis techniques used include descriptive statistical analysis to configure data characteristics, as well as inferential statistical analysis to test hypotheses and see the relationship between the variables studied.

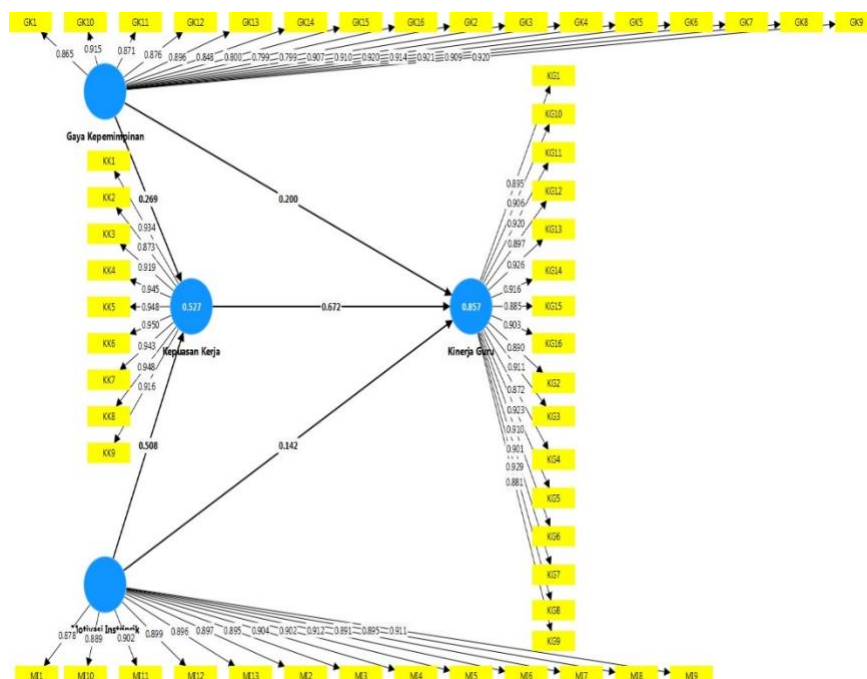
## **RESULTS AND DISCUSSION**

### **Outer Model Analysis Results**

Figure 2 shows the loading factor value obtained by each indicator, both dependent variables, independent variables and intervening variables where all indicators have a loading factor value greater than 0.7, which means that each indicator has good validity in measuring their respective latent variables.

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**Figure 2. Model Analysis with Loading Factors**  
Source: Results of PLS SEM Data Processing (2024)

## 1. Composite Reliability (CR) Analysis Results

The results on the reliability composite can be used in testing the reliability value of each indicator on a variable. A construct can be said to have a high reliability value if the reliability composite value is  $> 0.70$ . The results of each latent variable composite reliability are shown in table 1 below:

**Table 1. Composite Reliability (CR) Analysis Result**

| Variable             | Composite Reliability |
|----------------------|-----------------------|
| Work Satisfaction    | 0,981                 |
| Performance          | 0,982                 |
| Intrinsic Motivation | 0,985                 |
| Leadership Style     | 0,980                 |

Source: Results of PLS SEM Data Processing (2024)

The test results show a composite reliability value above 0.70 which indicates that the indicators of each latent variable have very good consistency in measuring the latent variable.

## 2. Cronbach's Alpha Analysis Results

The reliability test in this study was carried out by looking at the Cronbach's Alpha value. A research instrument is said to be reliable if the Cronbach's Alpha value is  $> 0.60$  (Ghozali, 2016). From the results of the reliability test of each latent variable, it is reinforced by the analysis value of Cronbach's Alpha as shown in table 2 below:

**Table 2. Cronbach's Alpha Parameter Analysis Results**

| Variabel             | Cronbach's Alpha |
|----------------------|------------------|
| Work Satisfaction    | 0,980            |
| Performance          | 0,981            |
| Intrinsic Motivation | 0,985            |
| Leadership Style     | 0,980            |

Source: Results of PLS SEM Data Processing (2024)

Research from each variable produces a Cronbach's Alpha value greater than 0.60 and states that each indicator of the latent variable has reliable consistency.



## Inner Model Analysis Result

### 1. Results of Path Coefficient Analysis

In this analysis, the path coefficient can be seen which configures the strength of the relationship between constructs. The sign or direction in the path coefficient must be in accordance with the hypothesized theory. The results of the Bootstrapping analysis obtained the path coefficient value for each relationship, the results of the path coefficient are summarized in table 3 below:

**Table 3.** Path Coefficient Parameter Analysis Results

| Path                                        | Original Sample (O) |
|---------------------------------------------|---------------------|
| Leadership Style -> Work Satisfaction       | 0,269               |
| Leadership Style -> Teacher Performance     | 0,200               |
| Work Satisfaction -> Teacher Performance    | 0,672               |
| Intrinsic Motivation -> Work Satisfaction   | 0,508               |
| Intrinsic Motivation -> Teacher Performance | 0,142               |

Source: Results of PLS SEM Data Processing (2024)

The form of the first structural equation that connects the three predictor variables (X1, X2 and Z) to the Teacher Performance variable (Y) is as follows:

$$Y = aX_1 + bX_2 + cZ$$

Where:

Y = Equation for Teacher Performance (Y)

a = Regression coefficient for Leadership Style (X1)

b = Regression coefficient for Intrinsic Motivation (X2)

c = Regression coefficient for Job Satisfaction (Z)

So that the structural equation for the job satisfaction variable is obtained as follows:

$$Y = 0,200 X_1 + 0,142 X_2 + 0,672 Z$$

Based on the results of the path coefficient, it can be concluded as follows:

- The coefficient value of Leadership Style is 0.200, in this case it means that the Leadership Style has a positive impact on performance, assuming that the Leadership Style has increased by one unit, it will have an impact on teacher performance by 0.200.
- The coefficient value of Intrinsic Motivation is 0.142, in this case it means that intrinsic motivation has a positive impact on performance, assuming that Intrinsic Motivation has increased by one unit, it will have an impact on improving teacher performance by 0.142.
- The coefficient value of Job Satisfaction is 0.672, in this case it means that Job Satisfaction has a positive impact on performance, assuming that Job Satisfaction has increased by one unit, it will have an impact on improving teacher performance by 0.672.

The form of the second structural equation that connects the predictor variables (X1, X2) to the Job Satisfaction variable (Z) is as follows:

$$Z = aX_1 + bX_2$$

Z = Equation for Job Satisfaction variable (Z)

a = regression coefficient of Leadership Style variable (X1)

b = regression coefficient of Intrinsic Motivation variable (X2)

So that the equation for the Teacher Performance variable is obtained as follows:

$$Z = 0,508 X_1 + 0,269 X_2$$

The coefficient value of Leadership Style is 0.508, in this case it means that Leadership Style has a positive impact on Job Satisfaction, assuming that Leadership Style has increased by one unit, it will have an impact on increasing Job Satisfaction by 0.508.

The coefficient value of Intrinsic Motivation is 0.269, in this case it means that Intrinsic Motivation has a positive impact on Job Satisfaction, assuming that Intrinsic Motivation has increased by one unit, it will have an impact on increasing Job Satisfaction by 0.269.

## 2. Results of R Square Analysis

The results of PLS Bootstrapping obtained the R Square value for each job satisfaction variable of 0.527 and teacher performance of 0.857 as shown in the following table:

**Table 4.** R Square Analysis Results

| Variable          | R Square |
|-------------------|----------|
| Work Satisfaction | 0,527    |
| Performance       | 0,857    |
| Average           | 0,692    |

Source: Results of PLS SEM Data Processing (2024)

From the above results, the R Square value for the Job Satisfaction variable is 0.527 where this value configures the quality of the model or goodness of fit is good and this value configures Job Satisfaction is influenced by Leadership Style and Intrinsic Motivation by 52.7%. While the R-square value of the Teacher Performance variable is 0.857 where this value configures Teacher Performance is influenced by Leadership Style, Intrinsic Motivation and Job Satisfaction by 85.7%.

## 3. Stone Geiser Value (Q Square) Analysis Results

The results of the Blindfolding analysis of Q Square predictive relevance obtained for each endogenous latent variable are  $> 0$  which indicates that the model has a good predictive relevance value. The results of the Q2 analysis for each variable can be seen below:

$$Q^2 = 1 - (1 - R_1^2) (1 - R_2^2) \dots (1 - R_p^2) \dots$$

$$Q^2 = 1 - (1 - 0,527) (1 - 0,857)$$

$$Q^2 = 1 - (0,473) (0,143)$$

$$Q^2 = 1 - 0,068$$

$$Q^2 = 0,93$$

The results of the Q-Square calculation in this study amounted to 0.93 or 93%, thus it can be concluded that the model in this study has a very relevant predictive value, where the model used can explain the information in the research data by 93%.

## 4. Goodness of Fit Index (GoF Index) Analysis Result

**Table 5.** Fit Model

|            | Saturated model |
|------------|-----------------|
| SRMR       | 0,046           |
| d_ULS      | 3,091           |
| d_G        | 10,315          |
| Chi-square | 5565,326        |
| NFI        | 0,676           |

Source: Results of PLS SEM Data Processing (2024)

Based on the results of the fit model in Table 4.18, it can be interpreted that the Standardized Root Mean Square Residua (SRMR) value of 0.046  $< 0.1$  can be said that the model has good GoF, as for the results of the Normed Fit Index (NFI) value of 0.676  $< 0.90$ , it can be said that the model in this study has not met the criteria for a good fit model. However, from the NFI value of 0.676 if it is percented, the Fit model in this study is only 67.6% categorized as strong.

## 5. Effect Size Analysis Results (F-square)

Effect size is used to configure the magnitude of the partial effect of exogenous latent variables on endogenous variables in the structural order. The magnitude of the effect size is measured using f Square where in calculating the f Square value, the R Square value of the model as a whole (R Square included) and R Square excluded or R Square when the latent variables measured are not included. The results of f Square for each variable are as follows:

**Table 5.** Parameter Analysis Results Effect Size (F Square)

|                      | <b>Work Satisfaction</b> | <b>Performance</b> |
|----------------------|--------------------------|--------------------|
| Leadership Style     | 0,074                    | 0,126              |
| Work Satisfaction    |                          | 0,497              |
| Teacher Performance  |                          |                    |
| Intrinsic Motivation | 0,264                    | 0,054              |

Source: Results of PLS SEM Data Processing (2024)

Based on the effect size results in the table above, it can be interpreted as follows: the effect of the Leadership Style variable on Job Satisfaction is 0.074 which means that the Leadership Style has a small impact on Job Satisfaction while the Leadership Style on Teacher Performance has an f Square value of 0.126 which means that the impact of the Leadership Style on the Performance of Public Elementary School Teachers in Cilegon City is strong.

The f Square result for the Intrinsic Motivation variable on Job Satisfaction is 0.264, which means that Intrinsic Motivation has a moderate or moderate impact on Job Satisfaction. Meanwhile, the f Square result for the Intrinsic Motivation variable on Teacher Performance is 0.054, which means that Intrinsic Motivation has a small impact on Performance in Public Elementary School Teachers in Cilegon City. The f Square result for the Job Satisfaction variable on Performance is 0.497, which means that Job Satisfaction has a strong or strong impact on Performance.

### Hypothesis Testing

The results of the significance test/hypothesis test analysis contained in table 6 obtained a model that empirically shows the seven influences between the variables estimated. Of the seven relationships between variables that are reflected in the full model analysis, the results show that five hypotheses have a significant effect so that the hypothesis built in the study can be accepted while two hypotheses do not have a significant effect so that the hypothesis is rejected as summarized in the following table:

**Table 6.** Significance Test Results

|            | <b>Original sampel</b> | <b>T Statistics<br/>( O/STDEV )</b> | <b>P Values</b> |
|------------|------------------------|-------------------------------------|-----------------|
| X1 → Y     | 0,200                  | 3,846                               | 0,000           |
| X2 → Z     | 0,269                  | 3,245                               | 0,001           |
| Y → Z      | 0,672                  | 10,586                              | 0,000           |
| X2 → Y     | 0,142                  | 2,532                               | 0,011           |
| X2 → Z     | 0,508                  | 6,273                               | 0,000           |
| X1 → Z → Y | 0,181                  | 3,412                               | 0,001           |
| X2 → Z → Y | 0,342                  | 5,516                               | 0,000           |

Source: Results of PLS SEM Data Processing (2024)

Based on the hypothesis test results above, it can be interpreted as follows.

- The results of the analysis of the first hypothesis suspected that the Principal's Leadership Style (X1) has a positive and significant effect on Teacher Performance (Y) obtained an original sample of 0.200 which is positive and a P-value of 0.000, where the value is smaller than 0.05 and a T-Statistic value of 3.846 which is greater than 1.96 so it can be concluded that Ho is rejected and Ha is accepted, which means that the Principal's Leadership Style (X1) has a positive and significant effect on Teacher Performance (Y) at Public Elementary Schools in Cilegon City. 2.
- The results of the analysis of the second hypothesis suspected that Intrinsic Motivation (X2) has a positive and significant effect on Teacher Performance (Y), obtained an original sample of 0.142 which is positive and a P-value of 0.011, where the value is smaller than 0.05 and a T-Statistic value of 2.532 which is greater than 1.96



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so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that Intrinsic Motivation ( $X_2$ ) has a positive and significant effect on Teacher Performance ( $Y$ ) at Public Elementary Schools in Cilegon City.

- c. The results of the analysis of the third hypothesis where it is suspected that Job Satisfaction ( $Z$ ) has a positive and significant effect on Teacher Performance ( $Y$ ) in Public Elementary School Teachers in Cilegon City, obtained an original sample of 0.672 which has a positive sign and a P-value of 0.000, where this value is smaller than 0.05 and a T-Statistic value of 10.586 which is greater than 1.96 so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that Job Satisfaction ( $Z$ ) has a positive and significant effect on Teacher Performance ( $Y$ ) in Public Elementary Schools in Cilegon City.
- d. The results of the analysis of the fourth hypothesis, it is suspected that the Principal's Leadership Style ( $X_1$ ) has a positive and significant effect on Job Satisfaction ( $Z$ ) of Public Elementary School Teachers in Cilegon City, obtained an original sample of 0.269 which has a positive sign and a P-value of 0.001, where this value is smaller than 0.05 and a T-Statistic value of 3.24 which is greater than 1.96 so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that the Principal's Leadership Style ( $X_1$ ) has a positive and significant effect on Job Satisfaction ( $Z$ ) of Public Elementary School Teachers in Cilegon City.
- e. The results of the analysis of the fifth hypothesis are suspected that Intrinsic Motivation ( $X_2$ ) has a positive and significant effect on Job Satisfaction ( $Z$ ) of Public Elementary School Teachers in Cilegon City, and the original sample value is 0.508 which is positive and the P-value is 0.000, where the value is smaller than 0.05 and the T-Statistic value is 6.273 which is greater than 1.96 so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that Intrinsic Motivation ( $X_2$ ) has a positive and significant effect on Job Satisfaction ( $Z$ ) of Public Elementary School Teachers in Cilegon City. 6.
- f. The results of the sixth hypothesis analysis which is an indirect effect, it is suspected that the Principal's Leadership Style ( $X_1$ ) has a positive and significant effect on Teacher Performance ( $Y$ ) through Job Satisfaction ( $Z$ ), and the original sample is obtained at 0.181 which is positive and the P-value is 0.001 where the value is smaller than 0, 05 and T-statistics of 3.412 where the value is greater than 1.98 so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that the Principal's Leadership Style ( $X_1$ ) has a positive and significant effect on Teacher Performance ( $Y$ ) through Job Satisfaction ( $Z$ ) on Public Elementary School Teachers in Cilegon City. Or it can also be concluded that Job Satisfaction of Public Elementary School Teachers in Cilegon City is able to mediate the effect of Leadership Style ( $X_1$ ) on Teacher Performance ( $Y$ ) of Public Elementary School Teachers in Cilegon City ( $Y$ ).
- g. The results of the seventh hypothesis analysis are also an indirect effect, it is suspected that Intrinsic Motivation ( $X_2$ ) has a positive and significant effect on Teacher Performance ( $Y$ ) through Job Satisfaction ( $Z$ ), the original sample value is 0.342 which is positive and the P-Values value is 0.000 where the value is smaller than 0.05 and the T-Statistic is 5.516 where the value is greater than 1.98 so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that Intrinsic Motivation ( $X_2$ ) has a positive and significant effect on Teacher Performance ( $Y$ ) through Job Satisfaction ( $Z$ ) on Public Elementary School Teachers in Cilegon City. Or it can also be concluded that Job Satisfaction of Public Elementary School Teachers in Cilegon City is able to mediate the effect of Intrinsic Motivation ( $X_2$ ) on Teacher Performance of Public Elementary School Teachers in Cilegon City ( $Z$ ).

## Discussion

### 1. Respondent Profile

This research test was conducted on 155 samples, which were tested using descriptive tests including gender parameters, age parameters, last education parameters and tenure parameters. The results of testing the teacher performance variable consisting of 16 indicators obtained an average index value of 117.9 which is included in the high criteria in accordance with the range and criteria that have been determined. This explains that teacher performance in public elementary schools in Cilegon City is in the high category. Then the principal's leadership style variable obtained an average index value of 119.0 which is included in the high criteria, after being adjusted to the range and criteria determined. These results indicate that the leadership style of principals in public elementary schools in Cilegon City is very good.

Intrinsic motivation obtained an average index value of 119.6 and is included in the high criteria. These results indicate that the intrinsic motivation of teachers in public elementary schools in Cilegon City is very good. Job satisfaction obtained an average index value of 119.7 and is included in the high criteria. These results indicate that teachers' job satisfaction in public primary schools in Cilegon City reaches a very satisfied level.

## **2. Effect of Principal Leadership Style on Teacher Performance**

The results of testing the first hypothesis show that the Principal's Leadership Style has a significant effect on Teacher Performance (Y) on Public Elementary School Teachers in Cilegon City. The Leadership Style has a positive impact on performance with the assumption that the Leadership Style has increased, it will have an impact on teacher performance. These results are relevant to the results of previous studies, including the results of research by Hartinah et al. (2020) and Saifullah (2020) where Leadership Style has a significant effect on teacher performance.

This mindset is based on the assumption that optimal teacher performance contributes directly to improving the quality of education. Good teacher performance is inseparable from a conducive educational environment, where the environment is the result of an effective principal's Leadership Style. Principals who are able to create a positive working atmosphere will support teachers in achieving their best performance. The most effective way for principals to influence teachers is by setting a good example. In addition, principals must also have adaptive abilities in dealing with various situations, demands, and other factors that develop. Thus, the right Leadership Style not only improves Teacher Performance but also strengthens the overall education ecosystem.

## **3. Effect of Intrinsic Motivation on Teacher Performance**

The results of testing the second hypothesis show that intrinsic motivation (X2) has a significant effect on teacher performance (Y) in public elementary school teachers in Cilegon City, while intrinsic motivation has a positive impact on performance, assuming that intrinsic motivation has increased by one unit, it will have an impact on improving employee performance. This result is in line with the results of previous studies which state that intrinsic motivation has a positive and significant effect on teacher performance including Kartini & Kristiawan (2019), Ali & Anwar (2021), Damayani et al. (2020), Aziz & Putra (2022), Salwa (2019), and Ratnasari et al. (2022).

Teacher intrinsic motivation is the drive that comes from within and influences teachers to carry out a series of learning activities in meeting school goals. High intrinsic motivation will result in good performance and have an impact on improving school quality. Meanwhile, low motivation will certainly have an impact on school quality. Meanwhile, low motivation will certainly have an impact on low teacher performance as well.

The existence of a positive and significant influence between intrinsic motivation and teacher performance, when referring to Maslow's hierarchy of needs theory, intrinsic motivation arises when basic human needs such as physiological needs and security needs are met. When these basic needs have been met, individuals will then be motivated to meet higher needs, such as social needs, self-esteem needs, and self-actualization needs.

## **4. Effect of Job Satisfaction on Teacher Performance**

The results of testing the third hypothesis show that there is a significant effect of Job Satisfaction (Y) on Teacher Performance (Z) on Public Elementary School Teachers in Cilegon City, while Job Satisfaction has a positive impact on performance with the assumption that Job Satisfaction has increased, it will have an impact on improving teacher performance. This result is in line with the results of previous relevant research such as the results of research Hendrawijaya et al. (2020), Murwaningsih (2022), Pebrianti et al. (2022), Edeline Ersanko Pratiwi (2019) and Baluyos et al. (2019) that job satisfaction has a significant effect on teacher performance.

The existence of a significant influence between job satisfaction and teacher performance, shows that someone with a high level of job satisfaction will show a positive attitude towards his job, so that it will improve his performance. Likewise, someone who is not satisfied with their job will show a negative attitude towards the job which makes their performance decrease.

## **5. The Effect of Principal Leadership Style on Job Satisfaction**

The results of testing the fifth hypothesis show that there is a significant effect of Leadership Style (X1) on Job Satisfaction (Z) on Public Elementary School Teachers in Cilegon City, while Leadership Style has a positive impact on Job Satisfaction with the assumption that Leadership Style has increased, it will have an impact on increasing Job Satisfaction. This result is relevant to the results of previous studies such as Maryati et al. (2019), Putra et al. (2022), Taufan et al. (2022), Zulfah (2023) and Sumantri et al. (2022) that leadership style has a positive and significant effect on job satisfaction.

The positive and significant results produced by leadership style on job satisfaction, it can be said that with the right principal's leadership style will increase job satisfaction among teachers. The principal's leadership style is one form of creating an organizational atmosphere. If the organizational atmosphere created comes from a leadership style that is not receptive and responsive, then job dissatisfaction is inevitable.

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## 6. Effect of Intrinsic Motivation on Job Satisfaction

The results of testing the seventh hypothesis show that Intrinsic Motivation (Y) has a significant effect on Job Satisfaction (Z) of Public Elementary School Teachers in Cilegon City, while Intrinsic Motivation has a positive impact on Job Satisfaction with the assumption that Intrinsic Motivation has increased, it will have an impact on increasing Job Satisfaction. This result is in line with the results of previous relevant research such as the results of research by Pancasila et al. (2020), Siregar (2022), Dandy Aswara (2023), Regiasa (2023), and Satriyo (2019) that motivation has a significant effect on teacher job satisfaction.

The positive and significant effect produced by intrinsic motivation on job satisfaction, it can be concluded that with encouragement from within the individual himself, be it in the form of interest, or curiosity, will foster intrinsic motivation that makes individuals more enthusiastic, more involved in an activity and learn more because it is fun and satisfying for them. This will have an impact on obtaining job satisfaction because there is a match between what is expected and what is obtained, with indicators of rewards obtained, work situations, recognition from superiors, attitudes towards work conditions, a sense of pleasure from the support of coworkers and promotions.

## 7. The Effect of Principal Leadership Style on Teacher Performance with Job Satisfaction as Intervening

Based on the results of the eighth hypothesis test, there is a significant effect of Leadership Style (X1) on Teacher Performance (Y) through Job Satisfaction (Z) on Public Elementary School Teachers in Cilegon City. This illustrates that Job Satisfaction is able to mediate the effect of Leadership Style on Teacher Performance. When looking at the results individually that the Leadership Style is able to influence teacher performance directly, while teacher job satisfaction is able to influence teacher performance and Leadership Style has a significant effect on job satisfaction. So it can be concluded that the leadership style and job satisfaction variables are partial mediation, which means that by involving mediator variables, the independent variable directly or indirectly affects the dependent variable.

This is relevant to previous research which states that the principal's leadership style affects performance with job satisfaction as an intervening Zahirah (2023), Astuti R. (2021), Limbu et al. (2022), Maryati et al. (2019), dan Sari & Fuadati (2022). Based on this, the leadership style and job satisfaction in Public Elementary Schools in Cilegon City are able to have an effective impact on current teacher performance, leadership style is an attitude possessed by a leader, in this case the principal, which can have a direct impact on teacher performance. Likewise, the job satisfaction of public elementary school teachers in Cilegon City is as expected, where the results of this study indicate that job satisfaction is able to have an effect on improving teacher performance.

## 8. The Effect of Intrinsic Motivation on Teacher Performance with Job Satisfaction as Intervening

Based on the results of the ninth hypothesis test, there is no significant effect of Intrinsic Motivation (X2) on Teacher Performance (Y) through Job Satisfaction (Z) on Public Elementary School Teachers in Cilegon City. This illustrates that Job Satisfaction is able to mediate the effect of intrinsic motivation on Teacher Performance. When looking at the results directly that Intrinsic Motivation is able to affect Teacher Performance and job satisfaction is able to affect the level of teacher satisfaction. So this can be concluded that the variables of intrinsic motivation and job satisfaction are partial mediation, which means that by involving mediator variables, directly or indirectly the independent variable affects the dependent variable.

This is relevant to previous research which states that intrinsic motivation affects performance with job satisfaction as intervening Garaika (2020), Taymiyyah (2024), Ichlasurohmah, (2023), Ardi (2021) dan Barat et al. (2021). The results of this study provide evidence that intrinsic motivation and job satisfaction in public elementary school teachers in Cilegon City can have a positive and significant impact on teacher performance. Therefore, an encouragement carried out by school management is able to provide satisfaction to current teachers who are ultimately able to provide excellent performance.

## Research Limitations

Although this research has been attempted and carried out as much as possible in accordance with established scientific procedures. However, this research still has many limitations. First, the number of respondents, which is only 155 people, may still be insufficient to describe the real conditions in a wider population, so the generalization of the results of this study needs to be done carefully. Second, the use of questionnaires as a data collection instrument has its own limitations, where respondents' answers sometimes do not fully reflect their original opinions due to differences in understanding, interpretation, and honesty factors in filling out answers.

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In addition, this study was also limited by the time, cost, energy, and thought limitations of the researcher, which potentially made this study not achieve optimal results. Another limitation faced is the lack of relevant previous research literature, so there are still weaknesses both in terms of research results and analysis. Finally, this study only examines two independent variables that affect teacher performance, whereas there are many other variables that may also have an influence, such as motivation, work environment, and management support. These limitations are expected to be taken into consideration for further research to produce a more comprehensive and in-depth study.

## CONCLUSION

Based on the results of the study, it can be concluded that the principal's leadership style, intrinsic motivation, and job satisfaction have a positive and significant influence on teacher performance in public elementary schools in Cilegon City. Principal leadership style and intrinsic motivation also have a positive influence on job satisfaction, and job satisfaction is able to mediate the influence of principal leadership style and intrinsic motivation on teacher performance. The implications of this study include theoretical and managerial aspects. Theoretically, this study supports the concept that leadership style, intrinsic motivation, and job satisfaction can directly affect teacher performance. Managerial implications indicate that teacher performance can be improved through improving the principal's leadership style, for example by paying attention to teachers' needs, providing responsible freedom in carrying out tasks, establishing good communication, and rewarding outstanding teachers. In addition, intrinsic motivation can be improved by providing support to teachers, improving their competencies and involving them in school decision-making. Job satisfaction can also be improved by improving compensation, improving work facilities, and creating comfortable and conducive working conditions.

Based on the results of this study, public elementary schools in Cilegon City are expected to pay more attention to teachers' needs, improve leadership style, motivation, and job satisfaction to achieve more optimal teacher performance. For academics, this research can be a reference for further research with similar themes, or by examining other relevant components, using different dimensions and indicators, and supported by the latest theories or research.

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