

ANALYSIS OF COMPETENCE AND INTEGRITY ON TEACHER PERFORMANCE WITH JOB SATISFACTION AS AN INTERVENING VARIABLE AT SMA NEGERI 1 ELEPHANT TIMANG, BENER MERIAH REGENCY

M. Thaib¹, Sri Rahayu², Kiki Farida Ferine³

¹Mahasiswa Magister Manajemen Universitas Pembangunan Panca Budi

^{2,3}Magister Manajemen Universitas Pembangunan Panca Budi

Correspondence Author: sriahayu@dosen.pancabudi.ac.id

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Abstract

This study aims to analyze the influence of competence and integrity on teacher performance with job satisfaction as an intervening variable at SMA Negeri 1 Timang Gajah, Bener Meriah Regency. The background of this study is based on the important role of teachers in improving the quality of education, where teacher performance is influenced by internal factors such as competence and integrity, as well as external factors such as job satisfaction. This study used a quantitative approach with a population of 77 teachers, all of whom were sampled using a saturated sampling technique. Data collection was carried out by distributing questionnaires and processed using the Partial Least Square (PLS) method. The results showed that competence had a positive and significant effect on teacher performance and job satisfaction. Integrity had a positive and significant effect on job satisfaction, but a positive but not significant direct effect on teacher performance. Job satisfaction was proven to have a positive and significant effect on teacher performance and was an intervening variable in the relationship between competence and integrity on teacher performance. These findings indicate that efforts to improve teacher performance need to be focused on strengthening competence, upholding integrity, and creating a work environment that supports job satisfaction. The results of the study are expected to be a reference for schools in formulating policies for sustainable teacher professional development.

Keywords: *competence, integrity, job satisfaction, teacher performance*

INTRODUCTION

Education is the primary foundation for producing a high-quality and highly competitive generation. In the context of formal education, teachers are the primary actors in determining the quality of the teaching and learning process. Therefore, improving teacher performance is crucial to ensuring the achievement of national education goals. Optimal teacher performance is heavily influenced by various factors, including competence, integrity, and job satisfaction. According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, teacher competencies include pedagogical, personality, social, and professional competencies, all of which are prerequisites for carrying out duties professionally. High competency enables teachers to design and implement effective learning and conduct objective evaluations. Integrity, on the other hand, is a moral and ethical quality reflected in a teacher's honesty, responsibility, and consistency in their actions. According to Robbins and Judge (2019), integrity is a crucial component of organizational behavior that determines the extent to which an individual is trusted and respected in the workplace. In a school context, teachers with high integrity will be more consistent in carrying out their duties, honest in their assessments, and serve as role models for their students. Research by Siregar and Harefa (2022) found that competence and integrity have a positive and significant influence on teacher performance in secondary schools. They concluded that improving teacher competence and integrity can lead to improvements in the overall quality of education. However, teacher performance is not only determined by internal factors such as competence and integrity, but also influenced by job satisfaction. Teachers who are satisfied with their work tend to be highly motivated, enthusiastic about teaching, and willing to make continuous improvements in the teaching and learning process. Herzberg (in Kreitner & Kinicki, 2020) explains that job satisfaction is closely related

to intrinsic factors such as achievement, recognition, and responsibility in the job. In research conducted by Hasibuan and Lubis (2021), it was found that job satisfaction acts as an intervening variable, strengthening the influence of competence on teacher performance. Similarly, Zulfikar and Mulyati (2023) found that job satisfaction can act as a bridge, strengthening the relationship between integrity and teacher performance in public schools in Aceh. Given the importance of competence, integrity, and job satisfaction in shaping teacher performance, this research is relevant to be conducted at SMA Negeri 1 Timang Gajah, Bener Meriah Regency, one of the public senior high schools in Aceh Province. This study aims to analyze the extent to which competence and integrity influence teacher performance, both directly and through job satisfaction as an intervening variable. The results of this study are expected to contribute to school policy making, particularly in improving teacher professionalism and creating a work environment that supports optimal satisfaction and performance.

LITERATURE REVIEW

Theoretical Framework

Teacher Performance

Understanding Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of success of teachers in achieving learning objectives, carrying out administrative duties, and fostering social relationships within the school environment. Teacher performance is the actual ability demonstrated in carrying out all responsibilities, including teaching, mentoring, and social roles (Sutrisno, 2020).

Teacher Performance Indicators

Sutrisno (2020) explains that According to Sutrisno, teacher performance indicators can be grouped into the following aspects:

- 1) Quantity of Work
Describes the amount of work completed in a given time.
Examples for teachers: number of lesson plans prepared, number of teaching hours fulfilled.
- 2) Quality of Work
Refers to the quality of work results and compliance with specified standards.
- 3) Punctuality
Assess how quickly work is completed according to the predetermined schedule.
- 4) Attendance
Frequency of attendance and discipline in carrying out duties.
- 5) Cooperation Ability
Ability to collaborate with colleagues, principals, and other relevant parties.

Job satisfaction

Understanding Job Satisfaction

Handoko (2020) defines job satisfaction as the extent to which an employee enjoys or dislikes their job; this sentiment is demonstrated by the employee's conscientious attitude toward their work and everything they encounter in the workplace.

Job Satisfaction Indicators

According to Handoko (2020), job satisfaction indicators can include:

- 1) Salary and Benefits: The appropriateness of compensation received to the workload and responsibilities carried out.
- 2) Career Development: Opportunities to advance in your career through training, promotion, and skills development.
- 3) Awards and Recognition: Appreciation for work achievements, whether in the form of praise, incentives, or formal awards.
- 4) Work Environment: The physical and psychological conditions of the workplace that support comfort and productivity.
- 5) Relationships with Coworkers and Superiors: Harmonious social interactions and support from superiors and coworkers.

Integrity

Understanding Integrity

Gultom & Marbun (2021) integrity is the unity between words and actions based on the values of honesty, responsibility, and consistency in carrying out the duties and authority given.

Integrity Indicators

Integrity Indicators according to Gultom & Marbun (2021):

- 1) Honesty in Action
Teachers are able to be honest in conveying information, assess students objectively, and not manipulate data.
- 2) Responsibility for Tasks
Carry out duties and obligations in accordance with applicable regulations and work standards, without ignoring professional commitments.
- 3) Consistency between Words and Actions
Demonstrate harmony between what is said and what is done, especially in implementing educational and moral values.
- 4) Upholding Professional Ethics and Norms
Act in accordance with the teacher's code of ethics and do not commit disciplinary violations or behavioral deviations.
- 5) Exemplary Behavior in Daily Life
Be an example for students and colleagues in terms of discipline, responsibility, and positive attitude in the school environment.

Competence

Understanding Competence

Spencer & Spencer (2020) Competence is a person's deep characteristics that are related to effective or superior performance in a particular job or situation, which include knowledge, skills, motivation, values, and behavioral patterns.

Competency Indicators

Competency indicators according to Spencer & Spencer (2020) that can be used to measure a person's competence in a work context:

- 1) Motivation
 - The desire to achieve the best results
 - The drive to continue learning and growing
 - Initiative in taking responsibility
- 2) Values and Attitudes
 - Have high integrity and work ethics
 - Positive attitude towards work and coworkers
 - Ability to adapt to change
- 3) Knowledge
 - In-depth understanding of the field of work
 - Ability to apply relevant theory and information
 - Awareness of work standards and procedures
- 4) Skills
 - Adequate technical skills to perform the task
 - Ability to use work-related tools and technology
 - Effective communication skills in the work environment
- 5) Personal Characteristics
 - Ability to manage emotions and stress
 - Ability to work in a team
 - Leadership and decision-making skills

Conceptual Framework

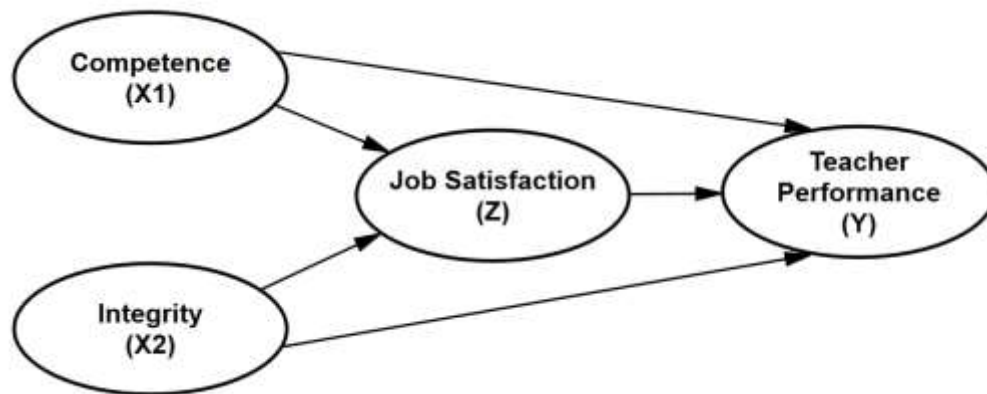


Figure 1. Conceptual Framework

Research Hypothesis

- H1: Competence has a positive and significant influence on teacher performance at State Senior High School 1 Timang Gajah, Bener Meriah Regency..
- H2: Competence has a positive and significant effect on job satisfaction at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
- H3: Integrity has a positive and significant influence on teacher performance at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
- H4: Integrity has a positive and significant effect on job satisfaction at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
- H5: Job satisfaction has a positive and significant effect on teacher performance at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
- H6: Competence has a positive and significant effect on teacher performance through job satisfaction at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
- H7: Integrity has a positive and significant effect on teacher performance through job satisfaction at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.

RESEARCH METHOD

Types of research

The type of research the researcher used was quantitative research. This type of quantitative research was conducted to conduct research aimed at adapting a research and analyzing it. competence and integrity on teacher performance with job satisfaction as an intervening variable at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.

Research Location and Research Time

The research location was conducted at State Senior High School 1 Timang Gajah, located in Umah Besi, Gajah Putih District, Bener Meriah Regency, Aceh. The research was conducted over three months, from April to June 2025.

Population and Sample

In this study, the population was 77 people, consisting of 69 ASN teachers and 8 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample. because the number is relatively small and allows for research as a whole.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis musePLS Algorithm, produce:

Validity Test

Table 1. ValuesOuter Loadings

	Competence	Integrity	Job satisfaction	Teacher Performance
X1.1	0.920			
X1.2	0.924			
X1.3	0.954			
X1.4	0.929			
X1.5	0.936			
X2.1		0.953		
X2.2		0.945		
X2.3		0.937		
X2.4		0.948		
X2.5		0.949		
Y.1				0.849
Y.2				0.914
Y.3				0.908
Y.4				0.933
Y.5				0.948
Z.1			0.907	
Z.2			0.957	
Z.3			0.943	
Z.4			0.942	
Z.5			0.957	

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Based on outer loadings, all indicators in each variable have a loading value of ≥ 0.70 . This indicates that each indicator is able to represent the construct being measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the convergent validity criteria and can be used in further analysis. For more details on the above values, see the following figure.

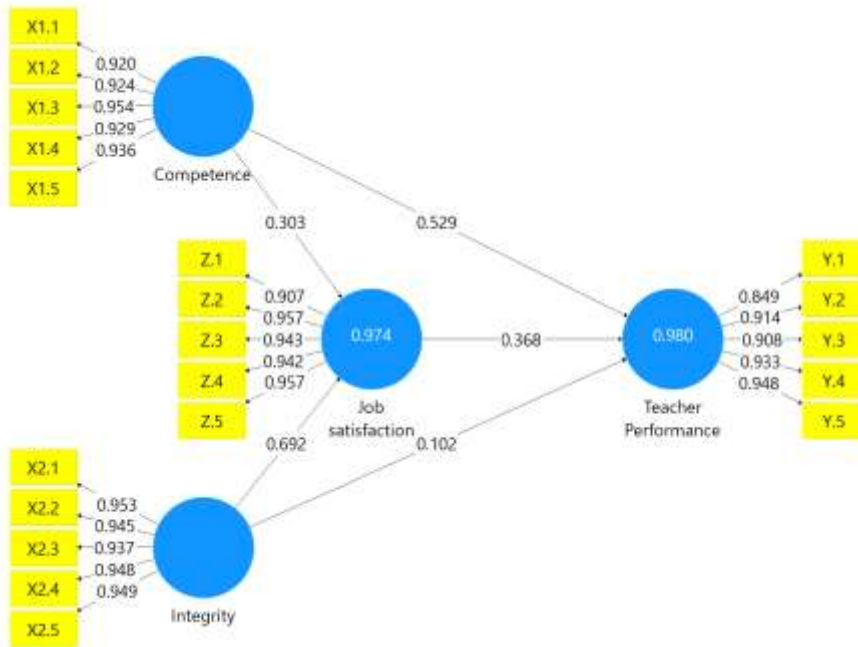


Figure 1. Outer Loading

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.303 X_1 + 0.692 X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.529 X_1 + 0.102 X_2 + 0.368 Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Competence	0.963	0.963	0.971	0.870
Integrity	0.971	0.971	0.977	0.895
Job satisfaction	0.968	0.968	0.975	0.886
Teacher Performance	0.948	0.950	0.961	0.830

Source: Smart PLS Output, 2025

Table 2 above shows that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Job satisfaction	0.974	0.973
Teacher Performance	0.980	0.980

Source: Smart PLS, 2025

In table 3 there is an R square value for both dependent variables for the job satisfaction variable there is an R square value of 0.974 meaning that the influence of competence and integrity is 0.974 or 97.4% of the remainder is on other variables outside the model. The R square value of teacher performance is 0.980 meaning that competence, integrity and job satisfaction are 0.980 or 98% of the remainder is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Competence -> Teacher Performance	0.529	4,414	0,000	Accepted
Competence -> Job satisfaction	0.303	3,628	0,000	Accepted
Integrity -> Teacher Performance	0.102	0.739	0.460	Rejected
Integrity -> Job satisfaction	0.692	8,201	0,000	Accepted
Job satisfaction -> Teacher Performance	0.368	2,787	0.006	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4, there are direct influence values as follows:

1. Competence has a positive and significant influence on teacher performance with a t-statistic value of 4.414 above 1.96 and a significance of 0.000 below 0.05, meaning that competence has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in line with the results of previous research, namely that competence has a positive and significant effect on teacher performance at Madrasah Tsanawiyah and Aliyah Alwasliyah in Binjai City (Supriadi & Mesra, 2023).
2. Competence has a positive and significant effect on job satisfaction with a t-statistic value of 3.628, above 1.96, and a significance level of 0.000 below 0.05, indicating that competence has a positive and significant effect on job satisfaction, as the significance value is above 0.05. This research aligns with research that states that competence has a positive and significant effect on job satisfaction (Hajiali, 2022).
3. Integrity has a positive but not significant effect on teacher performance with a t-statistic value of 0.739 below 1.96 and a significance of 0.460 above 0.05 means that integrity has a positive but insignificant effect on teacher performance because the significance value is above 0.05. The results of this study contradict previous research, which found that integrity has a positive and significant effect on performance (Dumopoy, 2025).
4. Integrity has a positive and significant effect on job satisfaction with a t-statistic value of 8.201 above 1.96 and a significance level of 0.000 below 0.05, meaning integrity has a positive and significant effect on job satisfaction because the significance value is below 0.05. The results of this study also align with research conducted by Konadu et al. (2023) which states that communication has a positive and significant effect on training.
5. Job satisfaction has a positive and significant effect on teacher performance with a t-statistic value of 2.787 above 1.96 and a significance of 0.006 below 0.05, meaning that job satisfaction has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in accordance with the results of previous research, namely that job satisfaction has a positive and significant effect on teacher performance (Sahito & Vaisanen, 2020).

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Competence -> Job satisfaction -> Teacher Performance	0.112	2,440	0.015	Accepted
Integrity -> Job satisfaction -> Teacher Performance	0.255	2,407	0.016	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

1. Competence has a positive and significant influence on teacher performance through job satisfaction with a t-statistic value of 2.440 below 1.96 and a significance value of 0.015 above 0.05 means that job satisfaction acts as an intervening variable between competence and teacher performance.
2. Integrity has a positive and significant influence on teacher performance through job satisfaction with a t-statistic value of 2.407 above 1.96 and a significance value of 0.016 above 0.05 means that job satisfaction acts as an intervening variable between integrity and teacher performance.

CONCLUSION

1. Competence has a positive and significant influence on teacher performance at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
2. Competence has a positive and significant effect on job satisfaction at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
3. Integrity has a positive but not significant effect on teacher performance at State Senior High School 1 Timang Gajah, Bener Meriah Regency.
4. Integrity has a positive and significant effect on job satisfaction at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
5. Job satisfaction has a positive and significant effect on teacher performance at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
6. Competence has a positive and significant effect on teacher performance through job satisfaction at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.
7. Integrity has a positive and significant effect on teacher performance through job satisfaction at SMA Negeri 1 Timang Gajah, Bener Meriah Regency.

SUGGESTION

1. For the competency variable, the indicator with the lowest score was the statement, "I am highly motivated to continuously improve my performance." Schools need to design consistent reward and recognition programs to increase teacher motivation and encourage them to continuously improve their performance.
2. Integrity with the statement "I am always consistent between what I say and what I do." Schools need to instill the value of integrity through regular coaching and role models from leaders so that teachers can be more consistent between words and actions.
3. Job satisfaction is measured by the statement "I am satisfied with the salary and benefits I currently receive." Schools and local governments need to reevaluate teacher welfare policies, particularly those related to salary and benefits, to improve job satisfaction.
4. Teacher performance is reflected in the statement, "I am able to complete many tasks within the allotted time (quantity of work)." Schools need to adjust their workloads and provide time management support so teachers can increase their workload to meet established targets.

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