

The Influence of Principal Leadership and Teachers' Job Satisfaction on Teachers' Performance at State Elementary School

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Abstract: This study aims to determine the influence of principal leadership and teacher job satisfaction on teacher performance in public elementary schools within the Kalidoni sub-district of Palembang. A quantitative approach was employed, with data collected through questionnaire distribution to respondents across 7 public elementary schools. The sample comprised 104 teachers, determined using Slovin's formula. Data were analyzed using multiple regression analysis, incorporating t-tests, F-tests, and coefficient of determination. The findings reveal that: (1) principal leadership has a significant partial influence on teacher performance; (2) teacher job satisfaction has a significant partial influence on teacher performance; and (3) both principal leadership and teacher job satisfaction simultaneously exert a significant influence on teacher performance, confirming that these two variables jointly predict performance outcomes. This study provides empirical evidence from an urban sub-district context in Palembang, demonstrating the combined predictive power of leadership and job satisfaction on teacher performance in a multi-school setting, an area relatively underexplored in local educational research. Findings underscore the necessity for school principals and district policymakers to simultaneously prioritize leadership development and teacher welfare programs to sustain and enhance performance. This research contributes actionable insights for educational administrators, affirming that teacher performance is optimized when strong leadership is complemented by high job satisfaction, offering a foundational reference for performance improvement strategies in urban elementary school contexts.

Keywords: Job Satisfaction, Principal Leadership, Teachers' Performance

A. Introduction

Elementary school education is the most crucial phase in a child's intellectual journey because it is during this period that a child's framework of thought and basic values begins to form. The success of elementary education institutions depends heavily on the quality of teacher performance as the primary driver of the learning process. The crucial role of the principal in improving teacher performance because they directly contribute to strategies to improve the quality of classroom learning (Bada et al., 2024; Ningsih & Muhroji, 2022). Zeng (2020) and Tabroni et al. (2022) definitively states that

teacher performance is not merely an outcome but also a learning process, namely, the effort to develop educational activities for the better. Legally, this performance standard has been updated through Decree of the Minister of Elementary and Secondary Education Number 271/O/2025, which emphasizes that teacher effectiveness is no longer measured solely by administrative fulfillment but rather by the quality of learning practices and reflective skills in the classroom.

Teacher performance is the result of the interaction between organizational determinants and individual affective mechanisms (Van Waeyenberg et al., 2022). Gibson (2020) emphasized that three factors influence performance: individual factors, psychological factors encompassing attitude, personality, motivation, and job satisfaction, and organizational factors encompassing leadership, organizational structure, and reward systems. Similarly, Wahyudi et al. (2024) found that principal leadership and work motivation jointly significantly influence elementary school teacher performance. Principal leadership is a determining factor in igniting or stifling a teacher's creative potential. Karim et al. (2025) explain that principal leadership means the ability to persuade, influence, mobilize, guide, and direct those involved in education to achieve common goals. Mulyasa (2021) defines the principal's function through the acronym EMASLIME, which stands for Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator, and Entrepreneur, which integratively encompasses all dimensions of educational leadership.

Hanafiah et al. (2023) found that a principal's adaptive leadership style has a positive and significant impact on elementary school teacher performance because it can encourage creativity and teaching motivation. However, initial observation data at the research site showed that the principal allocated more than 60% of his work time to bureaucratic matters, thus neglecting the function of instructional leadership, as emphasized by Schnell & Gerard (2023), who stated that true leadership is the ability to direct and empower human resources, not merely fulfill bureaucratic obligations. On the other hand, teacher job satisfaction is an affective factor that directly influences performance quality. Diener et al. (2020) defines job satisfaction as an emotional attitude of enjoyment and love for one's work, reflected in work morale, discipline, and work performance. Alahiane et al. (2023) states that professional recognition is one of the most significant determinants of job satisfaction.

Hernawati et al. (2020) empirically demonstrated a positive influence of job satisfaction on the performance of public elementary school teachers, with emotionally satisfied teachers tending to demonstrate higher commitment and teaching quality. Basalamah & As'ad (2021) asserted that individuals with high levels of job satisfaction exhibit a positive attitude toward their work and tend to make a more optimal contribution. Widayati et al. (2020) provided empirical evidence that job satisfaction contributed 53% to teacher performance in South Sumatra, demonstrating the dominant role of psychological factors. Based on the results of a pre-research survey of 20 teachers at a public elementary school in Kalidoni Village, Palembang, it

was found that 12 teachers (60%) stated that overlapping administrative burdens had triggered mental fatigue and decreased job satisfaction, while 8 other teachers (40%) revealed that they rarely received recognition or appreciation for achievements in the classroom. This condition is in line with the findings of Nwoko et al. (2023), who stated that welfare and work climate are important factors influencing teacher performance. Forson et al. (2021) also found that job satisfaction has a positive and significant effect on teacher performance, with a significant contribution to the formation of a performance culture in educational units. Although several similar studies have been conducted in South Sumatra, such as in Kertapati District (Ardianti et al., 2024), no study has specifically dissected the interaction of these variables in the public elementary school environment in Kalidoni Village, so this study is presented to fill this gap.

Leadership effectiveness and job satisfaction are two mutually reinforcing pillars in building optimal teacher performance. Siregar et al. (2023) demonstrated that principal leadership has a 56.7% influence on teacher performance, and when combined with job satisfaction, the two variables explain 77.3% of the variation in performance. Ardianti et al. (2024) even found a very strong correlation of 0.861, meaning these two variables simultaneously explain 86.4% of the variation in teacher performance. Haryani et al. (2022) added that selecting the right leadership style by a principal has been shown to lead a school towards continuous improvement in the quality of learning services. Based on all the phenomena, legal basis, and empirical data support above, the researchers are interested in examining this further through a study entitled "The Influence of Principal Leadership and Teacher Job Satisfaction on Teacher Performance at State Elementary School".

B. Methods

This research was conducted at Kalidoni Village Public Elementary School, Palembang. The study period was from December 2025 to March 2026. The research implementation was divided into several stages: preparation, data collection, data analysis, and reporting of research results. This type of research was quantitative, employing partial and multiple correlation methods. Partial correlation is used for analysis or hypothesis testing when researchers want to determine the influence or relationship between independent and dependent variables, where one of the independent variables is held constant (Sugiyono, 2022). Furthermore, multiple correlation is used to determine the joint influence of both independent variables on the dependent variable. To clarify the direction of the relationship between the variables to be tested in this study, the research design is visualized in the following figure:

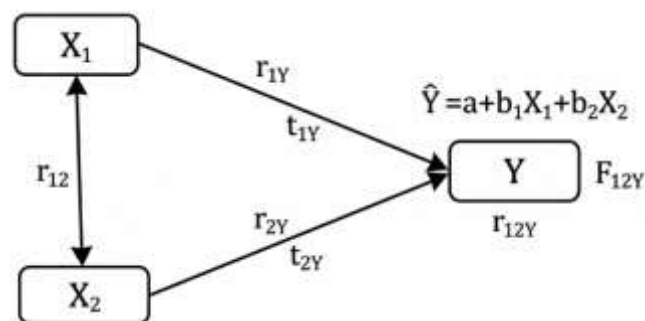


Figure 1. Research Design

Based on the research design diagram above, the direction of the relationship and statistical testing between variables can be explained as follows:

1. The r_{1Y} and t_{1Y} lines indicate the direction of the relationship and partial hypothesis testing (t-test) for the variable principal leadership (X_1) on teacher performance (Y).
2. The r_{2Y} and t_{2Y} lines indicate the direction of the relationship and partial hypothesis testing (t-test) for the variable Teacher Job Satisfaction (X_2) on Teacher Performance (Y).
3. The symbols r_{12Y} and F_{12Y} indicate the direction of the relationship and simultaneous hypothesis testing (F-test) of principal leadership (X_1) and teacher job satisfaction (X_2) on teacher performance (Y).
4. The r_{12} line indicates the direction of the correlation (multicollinearity) between the variables Principal Leadership (X_1) and Teacher Job Satisfaction (X_2).
5. The equation $Y = a + b_1X_1 + b_2X_2$ is a multiple linear regression model used to predict teacher performance (Y).

In this study, the population is all elementary school teachers in the Kalidoni sub-district of Palembang, totaling 140 people. The sample taken must be representative and can describe the actual population through certain traits and characteristics. To determine the number of samples from the population in this study is based on calculations using the Slovin formula. Based on data obtained as of January 2, 2026, the number of teachers from public elementary schools in Palembang was 140 people. With a tolerable sampling error of 5%, the number of respondents obtained was 104. The data collection technique in this study used a questionnaire. The validity of the instrument in this study was measured using the Pearson Product Moment formula. If $r\text{-count} > r\text{-table}$, then the instrument is categorized as valid. But conversely, when the $r\text{-count} < r\text{-table}$, then the instrument is categorized as invalid and unsuitable for data collection. The validity test in this study was analyzed with the help of SPSS version 21 software on 30 trial samples outside the research sample. In this study, the Cronbach alpha coefficient technique was used for reliability testing. A variable is said to be reliable if the result $\alpha > 0.70$ and if the result $\alpha \leq 0.70$, meaning it is not reliable. Data analysis techniques use descriptive statistics, inferential statistics, and multiple

linear regression analysis. The t-test is used to test the hypothesis partially to show the effect of each independent variable individually on the variable. The F test shows whether all variables used in the model have a joint effect on the dependent variable. If $F\text{-count} > F\text{-table}$, then H_0 is rejected; conversely, if $F\text{-count} \leq F\text{-table}$, H_0 is accepted.

C. Results and Discussion

Teacher performance is the actual work results and behaviors achieved by a teacher in carrying out their primary duties, which include planning, implementing, and evaluating learning in accordance with competency standards. According to Matete (2021), teacher performance is a condition that demonstrates a teacher's ability to carry out teaching tasks at school and be responsible for the students under their guidance to improve their learning achievement. The realization of excellent schools in the Kalidoni Village area of Palembang is inseparable from the effective performance of teachers, who are the primary drivers in transforming the curriculum into meaningful learning experiences. From an organizational perspective, teacher performance is essentially the result of the interaction between organizational determinants, such as leadership, and individual affective mechanisms, such as job satisfaction. Gibson (2020) state that there are three factors that influence performance: individual factors (abilities and skills), psychological factors (attitude, motivation, and job satisfaction), and organizational factors (leadership and reward systems).

Specifically, teacher performance is now no longer solely measured by administrative fulfillment but rather by the quality of teaching practices and reflective skills in the classroom, as mandated by the Decree of the Minister of Primary and Secondary Education Number 271/O/2025. Based on research results, teachers at Kalidoni Village Public Elementary School have demonstrated excellent performance, with an average score of 4.72. However, previous pre-survey results revealed challenges in the form of overlapping administrative burdens and minimal professional appreciation. This suggests that improving teacher performance still requires intervention through effective principal leadership and job satisfaction to sustainably maintain educational quality standards. This study analyzes teacher performance through two main variables deemed to have strong explanatory power: Principal Leadership (X_1) and Teacher Job Satisfaction (X_2). The following discussion outlines these findings partially and simultaneously, based on statistical testing results and their relationship to theory and previous research.

The Influence of Principal Leadership on Teacher Performance

The results of the partial t-test indicate that the principal leadership variable (X_1) has a significant effect on teacher performance (Y) at Kalidoni Public Elementary School, Palembang. This is evidenced by the calculated t-value of 6.283, which is greater than the t-table value of 1.98374 ($6.283 > 1.98374$), with a significance value of 0.000, which is much lower than the 0.05 probability level. The regression coefficient for the

principal leadership variable is positive at 0.268, meaning that every one-unit increase in principal leadership quality will be followed by a 0.268-unit increase in teacher performance, assuming other variables remain constant. Descriptively, teachers' perceptions of principal leadership are in the very good category. The EMASLIME function sub variable obtained an average score of 4.73, the interpersonal quality sub variable 4.72, and the instructional effectiveness sub variable 4.76.

The highest score for the Instructional Effectiveness sub variable was achieved by the statement "The principal encourages harmonious cooperation among all members of the school community," with a score of 4.84. This indicates that the principal has successfully established a collaborative work climate, which directly contributes to improved teacher performance. Meanwhile, the transparency aspect of financial administration management received the lowest score (4.62), indicating that financial accountability needs greater attention to continue to increase teacher trust in leadership. This finding aligns with UNESCO's perspective, which places principal leadership as the second strongest factor in educational success after the quality of classroom teaching and even as the factor with the greatest impact on schools most in need of improvement. An effective principal is not simply a bureaucratic administrator, but rather an instructional leader capable of creating a conducive learning environment through constructive supervision, open communication, and optimal teacher empowerment.

Mulyasa (2021) conceptualizes this role through the acronym EMASLIME (Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator, and Entrepreneur), which comprehensively encompasses all dimensions of leadership required in managing educational units. Principal leadership is interpersonal influence exercised in specific situations and directed through communication toward specific goals. In this context, the quality of communication and openness of leadership are key to creating a productive work environment. Principal leadership is the ability or intelligence to motivate a group of people to act together in carrying out actions aimed at achieving common goals, which includes the ability to persuade, influence, mobilize, guide, and direct the entire school community.

Theoretically, the positive influence of leadership on teacher performance can be explained through path-goal theory. Effective leaders help subordinates identify and achieve their work goals by removing obstacles, providing support, and clarifying performance expectations. Several criteria for an effective principal, including the ability to empower teachers to implement a good, smooth, and productive learning process; establish harmonious relationships with the community; and productively realize school goals in accordance with regulations. This is reflected in the questionnaire statement that received the highest score, namely the principal's ability to effectively manage facilities and infrastructure (score 4.80) and encourage harmonious cooperation among school personnel (score 4.84), which directly facilitates teachers in carrying out their instructional duties more optimally.

From the perspective of effective leadership characteristics, Robinson proposed five specific characteristics relevant to the findings of this study: mental agility (curiosity and openness to new experiences), emotional stability, surgency (openness and courage in making decisions), conscientiousness (prudence, responsibility, and integrity), and agreeableness (cooperative and friendly) (Fadillah, 2022). These characteristics are reflected in high scores on the Interpersonal Quality subvariable, particularly in statements regarding the principal's friendliness (score 4.77) and honesty in building working relationships (score 4.75). The findings of this study support and strengthen the results of previous relevant studies. Ardianti et al. (2024) found a positive and significant influence of principal leadership on teacher performance at a public elementary school in Kertapati District, Palembang, with an R^2 of 86.4%. Similarly, Yuniarti & Fitriani (2023) reported that principal leadership significantly influenced teacher performance by 50.6% at an elementary school in the Sosoh Buay Rayap District.

Qomusuddin & Bunyamin (2020) found an influence of principal leadership on teacher performance by 18.2% at a public elementary school in Gugus 1, Rancakalong District, Sumedang, and, simultaneously, on teacher competence by 22.3%. Siregar et al. (2023) also proved the contribution of leadership to performance by 56.7% at a public elementary school in the Samosir region, while also proving a direct link between principal leadership and increased teacher job satisfaction. Principals acting as motivators, supervisors, and facilitators have been shown to create a conducive work climate that enhances teacher enthusiasm and competence through open communication, rewards, and training. Internationally, Wulaningrum et al. (2025), through a systematic literature review of 15 articles on elementary education (2021-2025), concluded that instructional and transformational leadership positively influence teacher motivation, satisfaction, and effectiveness.

Yumei & Yee (2025), who synthesized 44 global empirical studies (2021-2025), also confirmed that transformational and instructional leadership consistently positively influence teacher performance at various educational levels. Johnson (2025), who studied 80 teachers in the United States post-COVID-19, found that leadership style explained 23.7% of the variance in teacher job satisfaction, which in turn impacted teacher performance and retention. Based on the above explanation, it can be concluded that the quality of principal leadership is a crucial determinant in improving teacher performance. Principals who actively carry out EMASLIME functions, possess high interpersonal qualities, and are effective in instructional aspects will create a school ecosystem that encourages teachers to deliver their best performance. Therefore, the first hypothesis of this study (Ha1), which states that there is a significant influence of principal leadership on teacher performance at Kalidoni Public Elementary School, Palembang, is accepted.

The Effect of Teacher Job Satisfaction on Teacher Performance

The results of the partial test (t-test) indicate that Teacher Job Satisfaction (X_2) has a significant influence on Teacher Performance (Y) at Kalidoni Public Elementary School, Palembang. This is evidenced by the calculated t-value of 5.733, which is greater than the t-table value of 1.98374 ($5.733 > 1.98374$), with a significance value of 0.000, which is much lower than the probability level of 0.05. The regression coefficient for the Teacher Job Satisfaction variable is positive at 0.313, indicating that every one-unit increase in teacher job satisfaction leads to a 0.313-unit increase in teacher performance. This coefficient is even higher than the principal leadership coefficient (0.268), indicating that, in the context of this study, teacher job satisfaction has a slightly more dominant direct contribution to teacher performance.

Descriptively, teacher job satisfaction is categorized as Very Good across all measured sub variables. The Emotional Attitude sub variable received the highest average score of 4.84, followed by the Equity sub variable at 4.78, and the Work Aspects sub variable at 4.73. The highest score of all job satisfaction indicators was achieved by the statement "I feel proud to be part of the teaching profession," with a score of 4.89. Pride and love for the profession are powerful psychological assets in shaping teachers' dedication and work ethic. However, the transparency indicator for the honorarium or additional income system obtained a relatively lower score (4.62), which is consistent with the pre-survey results, which revealed that 60% of teachers felt the administrative burden was a trigger for dissatisfaction.

This finding aligns with the theory of job satisfaction proposed by Diener et al. (2020), who defines job satisfaction as a pleasant emotional attitude and love for work, reflected through work morale, discipline, and work performance. Teachers who feel emotionally satisfied will work with joy, which automatically translates to the quality of interactions with students and increases the effectiveness of learning. Robbins & Coulter (2012) supports this argument by stating that individuals with high levels of job satisfaction exhibit a positive attitude towards their work, while those who are dissatisfied will exhibit a negative attitude that impacts the quality of their performance. Workers with high levels of job satisfaction experience positive feelings when they think about their obligations or participate in their task activities, thus encouraging optimal engagement. Global job satisfaction can be obtained by summing overall levels of satisfaction with various aspects of the job, including salary, promotions, supervision, recognition, work procedures, coworkers, type of work, and communication. These nine aspects interact to shape teachers' holistic perceptions of job satisfaction.

Stafford & Kuiper (2021) explain that people will always tend to compare the input they provide to their work with the results (rewards) they receive. Job satisfaction is formed when teachers perceive fairness between their contributions and the rewards they receive. This is reflected in the Equity sub variable, which received the highest

score for the statement “I am willing to give my best effort to maintain the school’s reputation in the eyes of the community” (score 4.85), reflecting teachers’ high affective commitment stemming from this perception of fairness. Herzberg’s Two-Factor Theory is also relevant in explaining these findings. This theory distinguishes between hygiene factors (maintaining factors such as salary, working conditions, and interpersonal relationships) that prevent dissatisfaction and motivating factors (push factors such as recognition, achievement, and responsibility) that actively foster satisfaction and drive high performance (Michael Galanakis & Giannis Peramatzis, 2022).

The high score on the emotional attitude sub variable (4.84), which measures pride and love for the profession, reflects the positive functioning of motivator factors, while the lower score on the honorarium aspect (4.62) illustrates areas of improvement in hygiene factors. According to Fadillah (2022), factors influencing job satisfaction include promotion, salary, the work itself, supervision, coworkers, job security, working conditions, communication, responsibility, recognition, work performance, and opportunities for development. In this study, the aspect with the highest score was the school’s provision of extensive opportunities for self-development training (a score of 4.81 in the Work Aspect sub variable), indicating that the dimensions of opportunities for development and professional recognition are the strongest satisfaction factors driving teacher performance at a public elementary school in Kalidoni Village. This study supports the findings of Widayati et al. (2020), who reported that job satisfaction contributed 53% to teacher performance at a public junior high school in Sekayu District, South Sumatra.

This figure demonstrates that psychological factors and feelings of appreciation play an even more dominant role than technical skills. Similarly, Fauzi et al. (2020) also demonstrated the significant influence of job satisfaction on teacher performance at Muhammadiyah senior high schools/vocational high schools in Palembang City, confirming the consistency of these findings in the educational context of South Sumatra. Meanwhile, Juniarti et al. (2020) demonstrated the positive joint influence of leadership and job satisfaction on teacher performance, reinforcing job satisfaction as a strategic variable that must be managed in conjunction with leadership quality. Furthermore, Minister of Elementary and Secondary Education Decree No. 271/O/2025 implicitly recognizes the role of job satisfaction in improving the quality of education. By simplifying the teacher performance appraisal system into eight contextual performance practice indicators based on classroom impact, this regulation reduces the administrative burden that has historically been a major driver of teacher dissatisfaction.

This more transparent and relevant assessment system to teachers’ primary duties is expected to increase job satisfaction while encouraging continuous improvement in the quality of learning services. Based on the overall analysis above, it can be concluded that teacher job satisfaction is a psychological variable that has a significant

and positive influence on teacher performance. Teachers who feel emotionally satisfied, are treated fairly, receive quality guidance from their leaders, and have harmonious working relationships with their colleagues will demonstrate more optimal instructional performance and work behavior. Thus, the second hypothesis of this study (Ha2), which states that there is a significant influence of teacher job satisfaction on teacher performance at Kalidoni Subdistrict Public Elementary School, Palembang, is declared accepted.

The Simultaneous Effect of Principal Leadership and Teacher Job Satisfaction on Teacher Performance

The results of the simultaneous test (F test) indicate that Principal Leadership (X_1) and Teacher Job Satisfaction (X_2) simultaneously have a significant effect on Teacher Performance (Y) at Kalidoni Public Elementary School, Palembang. This is evidenced by the calculated F-value of 191.273, which is significantly greater than the F-table value of 3.09 ($191.273 > 3.09$) with a significance value of 0.000 (< 0.05). This very high F-value indicates that the regression model used meets the goodness of fit criteria and that the independent variables in this study have very strong explanatory power on teacher performance. The resulting multiple linear regression equation model is: $Y = 70.657 + 0.268X_1 + 0.313X_2$. This equation explains that the constant value of 70.657 indicates teacher baseline performance when both independent variables remain constant. The positive coefficients of X_1 (0.268) and X_2 (0.313) confirm that simultaneous improvements in principal leadership quality and teacher job satisfaction will have a greater cumulative impact on teacher performance than if the two variables operated separately.

The R-squared value of 0.791 indicates that 79.1% of the variation in teacher performance can be explained by a model that simultaneously integrates principal leadership and teacher job satisfaction. This determination value is considered high and indicates the model's very adequate predictive power. This also confirms that these two variables are not independent predictors operating in a vacuum but rather two elements that complement and reinforce each other in creating a work environment conducive to improved teacher performance. Theoretically, the synergy between principal leadership and teacher job satisfaction in influencing performance can be explained through the organizational behavior theory proposed by Robbins (2009:91). Performance is the result of the interaction between individual characteristics (including motivation and job satisfaction), group characteristics, and organizational characteristics (including leadership and organizational culture).

Mulyasa (2021) also emphasized that factors influencing performance include mental attitudes in the form of motivation and work ethics, management, industrial relations, income levels, and the work environment and atmosphere. Effective leadership acts as a catalyst that indirectly improves performance by increasing job satisfaction, which in turn will encourage teachers to give their best performance. Thus, job

satisfaction can function as a mediating variable that bridges the influence of leadership on performance, although formal testing of the mediating effect is beyond the scope of this study. Kilag et al. (2023), in their study of factors influencing teacher performance, stated that a harmonious and conducive work climate between principals and teachers is a key prerequisite for achieving educational and teaching goals. Performance is a function of ability factors supported by strong motivation, and this high motivation can only thrive in a conducive work environment under adaptive leadership.

These two perspectives consistently emphasize that leadership and job satisfaction do not exist in isolation but interact synergistically to shape teacher performance. These findings consistently support the results of previous studies that examined the simultaneous influence of these two variables. Ardianti et al. (2024) found a joint effect of leadership and job satisfaction on teacher performance in Kertapati District, Palembang, with an R^2 of 86.4%. Yuniarti & Fitriani (2023) reported a simultaneous effect of 79.3% in Sosoh Buay Rayap District. Siregar et al. (2023) found a simultaneous effect of 77.3% in the Samosir region, while Fauzi et al. (2020) demonstrated a significant simultaneous effect in Muhammadiyah senior high schools/vocational high schools in Palembang City. The findings of this study, with an R^2 of 79.1%, are consistent with those of these studies, strengthening the generalizability of the relationship between principal leadership, job satisfaction, and teacher performance in the elementary school context.

Susila (2025) concluded through a meta-analysis of 15 scientific articles published between 2021 and 2024 that school leadership has a positive and significant impact on teacher performance and job satisfaction, with supporting variables such as work motivation and organizational climate strengthening this relationship. Sunari (2025) in a systematic literature review of 25 relevant articles, also revealed that principal leadership has a significant influence through the creation of a supportive work environment, competency development, and an adaptive-collaborative leadership style. These two studies reinforce the position of leadership and job satisfaction as two key variables that must be managed simultaneously in efforts to improve teacher performance.

In the macro context of education policy, Minister of Elementary and Secondary Education Decree No. 271/O/2025 reinforces the argument for the importance of synergy between leadership and job satisfaction. This regulation explicitly positions the principal as a facilitator who provides instructional feedback through transparent and supportive performance dialogues. In this regulation, teacher performance is defined as the result of improving the quality of learning services, measured through eight performance practice indicators: orderly classroom atmosphere, positive discipline, constructive feedback, attention and concern, expectations for students, adaptive instruction, learning instruction, and interactive activities. This assessment system, which is more relevant to classroom practice, is expected to not only improve

the quality of teacher instructional performance but also increase job satisfaction because teachers feel recognized and supported in their professional development.

An important implication of these findings is that investing in the quality of principal leadership is also indirectly an investment in teacher job satisfaction. Siregar et al. (2023) empirically demonstrated a direct link between principal leadership and increased teacher job satisfaction, which in turn impacted performance. This synergy is further strengthened by the findings of Juniarti et al. (2020) regarding the positive joint influence of leadership and job satisfaction on teacher performance, as well as research by Ardianti et al. (2024), which bolstered this argument with a very strong correlation of 0.861 in Kertapati District, Palembang. Overall, this research demonstrates that optimal teacher performance cannot be achieved through interventions on a single variable. Effective principal leadership and high teacher job satisfaction must be pursued simultaneously and synergistically as two key pillars of educational human resource management. Thus, the third hypothesis of this study (Ha3), which states that there is a significant influence of principal leadership and teacher job satisfaction together on teacher performance at Kalidoni Subdistrict Public Elementary School, Palembang, is declared accepted.

Research Limitations

This study has several limitations that should be noted for readers and future researchers. In terms of scope, this study was limited to teachers at a public elementary school in Kalidoni Village, Palembang, with a sample size of 104 respondents. Given that the study only encompassed one village, the generalizability of the results may be limited to environments with similar social and managerial characteristics. Furthermore, this study only examined the influence of principal leadership and teacher job satisfaction on teacher performance. Considering that the coefficient of determination analysis indicates a residual influence of 20.9% originating from factors outside this model, future research is expected to explore additional variables such as pedagogical competence, organizational culture, or infrastructure, as suggested by Gibson (2020) within a more comprehensive three-factor framework of performance determinants, encompassing individual, psychological, and organizational dimensions.

D. Conclusions

Based on the research findings from Kalidoni Village Public Elementary School, Palembang, this study conclusively establishes that both principal leadership and teacher job satisfaction exert positive and significant influences on teacher performance, both partially and simultaneously. Individually, principal leadership demonstrates a significant positive effect, with a significance value of 0.000 ($p < 0.05$) and a calculated t-value of 6.283 exceeding the t-table of 1.98374, confirming that effective leadership practices directly enhance teacher performance. Similarly, teacher

job satisfaction shows a significant positive influence, with a significance value of 0.000 and a t-value of 5.733 surpassing the t-table, indicating that teachers who experience higher job satisfaction stemming from factors such as work environment, recognition, professional growth, and interpersonal relationships—tend to demonstrate superior performance. Crucially, their simultaneous influence is strongly significant, with an F-count of 191.273 far exceeding the F-table of 3.09 and a significance value of 0.000, confirming that teacher performance is optimally enhanced when strong principal leadership and high teacher job satisfaction are developed together. These results underscore that leadership practices and satisfaction are not isolated factors but complementary forces that collectively drive professional effectiveness. Practically, these findings mandate that school principals prioritize leadership approaches that foster teacher well-being, recognition, and professional growth alongside instructional guidance. Principals should implement transparent reward systems, provide regular constructive feedback, create supportive work environments, and actively involve teachers in decision-making processes to boost job satisfaction. Simultaneously, education authorities should invest in leadership development programs that emphasize emotional intelligence, communication skills, and motivational strategies, while also addressing systemic factors that affect teacher satisfaction, such as workload, compensation, and career advancement opportunities. For future research, it is recommended to investigate mediating variables—such as teacher motivation, organizational commitment, or school culture—that may explain the mechanisms linking leadership and satisfaction to performance. Comparative studies across different school levels and districts would enhance generalizability and reveal contextual variations. Mixed-method approaches combining quantitative surveys with qualitative interviews could provide deeper insights into teachers' lived experiences and specific satisfaction drivers. Longitudinal designs would track how changes in leadership and satisfaction over time dynamically affect teacher performance, informing sustainable policy interventions for educational improvement.

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