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# THE EFFECT OF WORK ENVIRONMENT, TRANSFORMATIONAL LEADERSHIP STYLE, AND PRINCIPAL MANAGEMENT SKILL TOWARDS TEACHER PERFORMANCE: THE ROLE OF TEACHER COMPETENCY AS A MEDIATION VARIABLE

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**Abstract.** This study aims to examine the effect of the work environment, transformational leadership style, and managerial skills of principals on teacher performance: the role of teacher competence as a mediating variable. This study uses a quantitative approach. This type of research is explanatory research that seeks to determine the causal relationship between variables. The data collection method in this study uses survey method with the sample used is total sampling because the total population is < 100 respondents. The data analysis technique in this study uses path analysis assisted by Smart PLS application. Based on the test results, it is known that work environment and managerial skills of the principal have a positive and significant effect on teacher performance and competence. Meanwhile, the transformational leadership style has not been able to influence competence and performance. In addition, it is known that teacher competence is able to mediate the relationship between the work environment, transformational leadership style, and managerial skills of principals on teacher performance. The findings in this study can be used as a basis for educational supervision to find solutions in an effort to improve the quality of education and can provide awareness for leaders in educational institutions, namely schools that their role in managing an institution will affect the performance of employees, especially teachers.

**Keywords:** Work Environment; Transformational Leadership Style; Managerial Skill; Teacher Performance

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## I. INTRODUCTION

The role of human resources becomes increasingly important when associated with global developments filled with competitive competition among school organizations (Akilah, 2018). One way that organizations do in dealing with competition is by empowering and exploring all the potential of its human resources to the fullest (Utamy et al., 2020). In line with this, a school organization needs to increase its attention to the quality of its teachers, both in terms of the quality of knowledge and skills as well as careers to improve teacher achievement and motivation towards all abilities in

achieving the goals of the school organization by students (Arifa & Prayitno, 2019).

SMA 3 Muaro Jambi is known as a school that has proud achievements both at the Muaro Jambi district and Jambi province levels. One of the achievements obtained by SMA 3 Muaro Jambi comes from Paskibra extracurricular members who often appear in national events on a regional scale as well as at the provincial level. Paskibra SMA Negeri 3 Muaro Jambi is trusted to always fill activities at the district level and at the provincial level (Wartanews, 2020). The achievements of SMA Negeri 3 Muaro Jambi are one of the fruits of good performance from educators and education staff. Performance becomes an important aspect in SMA 2 Muaro Jambi when it

is associated with the activities it does. According to Ria (2020), it is seen the results of the work carried out by employees can be maximized through performance. Sinambela (2012) stated that disclosing employee performance is necessary because with this performance will be known how far the teachers' ability to carry out the tasks assigned. The success and progress of the school is determined by every teacher who is there to work together to achieve goals.

One of the factors that affect teacher performance is the work environment in which the employee works, as expressed by (Robbins & Judge, 2008) that "job satisfaction is one of them determined by supportive working conditions". In addition, a supportive work environment will make employees feel comfortable and enthusiastic in carrying out their obligations; on the other hand, a non-supportive work environment will make employees not excited and feel uncomfortable that leads to have a direct effect on employee work motivation. It can be concluded that a good work environment will affect the enthusiasm and morale of employees at work.

Poor working conditions have the potential to cause teachers to get sick easily, get stressed easily, find it difficult to concentrate and decrease work productivity. This can be a detrimental factor for educational institutions if the teaching staff has decreased productivity, which will then result in student achievement. If the work space is uncomfortable, hot, air circulation is inadequate, the work space is too crowded, the work environment is not clean, of course it will have a big impact on the comfort of school residents and can reduce teacher productivity.

In addition to the work environment, the role of the principal is one of the most important factors in supporting teacher performance. The principal as a leader must apply a leadership style to manage school stakeholders, because the leadership style will greatly affect the success of the school in achieving its vision and mission. Transformational leadership is a leadership model for a leader who tends to motivate subordinates to work better and put more emphasis on behavior to help the transformation between individuals and organization. This model is also excessively helpful for organizations from leaders to subordinates so that they can achieve organizational goals and can keep making improvements.

In addition to leadership style, another important aspect that should be considered in supporting teacher performance is the managerial skills of the principal. Managerial ability is important in efforts to achieve organizational goals by empowering various organizational resources through the influencing process. The principal is a resource or teacher

who is given the task of leading a school who has certain competencies and can carry out his duties and roles as a leader or principal. The principal in carrying out his performance must have innovation and strategy in carrying out his duties and roles and must be responsible for his leadership. In school development, the principal has a very large role and task in order to advance the school.

This manuscript is intended for readers involved in the field of education, specifically school principals, teachers, education staff, and policymakers in schools. The research is conducted to highlight the importance of human resources in enhancing school performance amid the increasingly competitive global landscape. The focus of this study is on SMA Negeri 3 Muaro Jambi, a school with proud achievements at the district and provincial levels.

The novelty and relevance of this manuscript lie in emphasizing the significance of a supportive work environment in improving teacher performance. This theme is highly pertinent to current challenges in the education sector, where both academic and non-academic achievements of schools are often influenced by teacher performance. The research also delves into the role of school principals in creating a supportive work environment and the importance of managerial skills in achieving school organizational goals. Moreover, the emphasis on teacher competence as a determinant of teaching quality provides critical insights to readers about the aspects that need attention in developing human resources in education.

By exploring concepts such as transformational leadership, a supportive work environment, and managerial skills of school principals, this manuscript paints a clear picture of how these elements can influence teacher performance. Through in-depth analysis, this manuscript provides a comprehensive understanding of the importance of these factors in achieving educational goals. Thus, this manuscript offers valuable insights to education practitioners and policymakers for improving the quality of education in their respective schools.

The competence possessed by each teacher will show the quality of the teacher in teaching. These competencies will be manifested in pedagogic competence, social competence, personality competence, and professional competence in carrying out their functions as teachers. This means that teachers not only have to be smart, but also have to be good at transferring their knowledge to students.

## II. LITERATURE REVIEW

### Work Environment

Work environment is the overall tools and materials encountered, the surrounding environment in which how a person works, work methods, and work arrangements both as

individuals and as groups. According to Bambang, work environment is one of the factors that affect the performance of an employee. An employee who works in a work environment that supports them to work optimally will produce good performance; on the contrary, an employee who works in an inadequate and unsupportive work environment to work optimally will make employee concerned become lazy, and easily tired so that the employee's performance will be low. A centralized work environment for its employees can increase work productivity. On the other hand, an inadequate work environment will reduce performance and ultimately reduce employee motivation so that they cannot carry out their duties properly. Work environment is seen from indicators by relationships between others at work and all matters concerning and influencing a person in carrying out their work. In addition, work environment indicators by (Nitisemito, 2012) are (1) work atmosphere, (2) relations with colleagues, and (3) availability of work facilities.

### **Transformational Leadership Style**

Transformational leadership is defined as leadership that involves change within the organization (as opposed to leadership designed to maintain the status quo). This leadership is also defined as leadership that requires motivating subordinates to be willing to work for "high-level" goals that are considered to be beyond their personal interests at the time. In line with this opinion, Bass and Aviola in Raihani add, that transformational leadership is a process where leaders take actions to increase the awareness of their colleagues about what is right and what is important, to increase the motivational maturity of their colleagues, and encourage them to go beyond their interests. themselves for the benefit of the group, organization or society. There are several indicators of transformational leadership style according to (Kharis, 2015): 1) Charisma; 2) Inspirational Motivation; 3) Intellectual Stimulation; 4) Individualized Attention

### **Managerial Skills**

Managerial skills are the ability of a manager to carry out tasks based on job competencies and the results can be observed. The point is that a manager must be able to apply managerial concepts in leading and directing all members or employees to work so that organizational goals are achieved properly. Principal managerial skills are the ability of the Principal to run as a manager who carries out management functions, such as (a) ability to plan with indicators including being able to formulate and implement strategies and be able to make planning effective, (b) ability to organize with indicators capable of departmentalizing, divide responsibility,

and manage personnel, (c) ability in implementation with indicators, including being able to make decisions and establish communication, (d) ability to conduct supervision with indicators capable of managing, control operations, carry out its role as manager in order to achieve the organizational goals set. The managerial ability according to Mulyasa can be measured by the following indicators.

- a. Humanist
  - 1) Ability to work together
  - 2) Understanding others
  - 3) Motivating
- b. Conceptual
  - 1) Making decisions
  - 2) Formulating concepts
- c. Technical
  - 1) Mastering knowledge of methods, processes, procedures for carrying out special activities
  - 2) Ability to utilize facilities and equipment needed to support activities

### **Teacher Competence**

Competence is defined as knowledge, skills, and abilities that are mastered by someone who has become part of him, so that he can perform cognitive, affective, and psychomotor behaviors as well as possible. Teacher competence is very important in relation to teaching and learning activities and student learning outcomes because teaching and learning and learning outcomes obtained by students are not only determined by the competence of teachers who teach in guiding students. In other words, competence does not only contain knowledge, skills and attitudes, but what is important is the application of the required knowledge, skills, and attitudes in work. competencies that must be possessed by teachers based on Law Number 14 of 2005 concerning Teachers and Lecturers in chapter IV article 10 (paragraph 91), which states that "teacher competencies include: pedagogic competence, personality competence, social competence and professional competence obtained through professional education. The indicators of teacher competence are written in the following.

- a. Pedagogic competence
  - 1) Able to understand the individual characteristics of students
  - 2) Implementing educational learning
  - 3) Good use of learning technology
- b. Personality competence
  - 1) Believing in TME
  - 2) Able to noble
  - 3) Authoritative

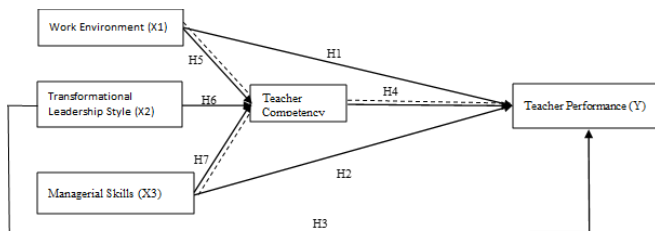
- c. Professional competence
  - 1) Mastery of learning materials
  - 2) Mastery of scientific discipline concepts and methods
- d. Social competence
  - 1) Able to communicate well
  - 2) Using communication and information technology functionally
  - 3) Mingle effectively

**Teacher Performance**

Teacher performance is the result achieved by teachers in carrying out the tasks assigned based on skills, experience, sincerity, and time with the resulting output is well reflected. Teacher performance is the ability shown by the teacher in carrying out tasks or his job. Performance is said to be good and satisfying if the goals achieved are in accordance with predetermined standards. Teacher performance is related to the quality of teachers in carrying out their duties such as working with students individually, preparation and planning of learning, utilization of learning media, involving students in various learning experiences, and active leadership from teachers. In measuring teacher performance, the indicators used according to Hamzah B. Uno & Lamatenggo, (2011) are (1) quality of work, (2) speed / accuracy of work, (3) initiative at work, (4) work ability, and (5) communication.

**III. METHODS**

The research approach used in this research is a quantitative approach. Quantitative research methods aim to test the established hypotheses. The framework of the hypothesis in this study is as follows.



This type of research is causal effect research. Causal effect research is research that aims to determine the relationship or influence between two or more variables. The quantitative method is in the form of numbers derived from measurements using a scale on the variables in the study. The scale in this study uses the Likert scale (5-4-3-2-1). The population in this study is all teachers of SMA Muaro Jambi. The sample in this study is selected using total sampling technique involving all teachers at SMA Muaro Jambi. The

data in this study are obtained by distributing questionnaires given to the teacher's WhatsApp group. Data analysis used the structural approach of the Equation Model (SEM) assisted by the smart PLS application (Civelek, 2018).

**Outer Model Analysis**

1. Validity and Reliability Test

Validity and reliability tests are carried out to ensure that the measurement used is feasible to be used as a measurement (valid and reliable). Testing the validity and reliability can be explained as follows.

- a. Convergent Validity is an indicator that is assessed based on the correlation between the item score/component score and the construct score, which can be seen from the standardized loading factor which describes the magnitude of the correlation between each measurement item (indicator) and its construct. Individual reflexive measures are said to be high if the correlation is > 0.7.
- b. Discriminant Validity is a measurement model with a reflexive indicator assessed based on crossloading measurements with constructs. discriminant validity, namely comparing the value of the squareroot of average variance extracted (AVE), the instrument is declared valid if it has an AVE score > 0.5
- c. Composite reliability is an indicator to measure a construct that can be seen in the view of latent variable coefficients. In this measurement, if the value achieved is > 0.70, it can be said that the construct has high reliability.
- d. Cronbach's Alpha is a reliability test conducted to strengthen the results of composite reliability. A variable can be declared reliable if it has Cronbach's alpha value > 0.7.

Tabel 1. Instrument Testing

Instrument Test	Test used
1. Validity test	1. Convergent Validity 2. AVE
2. Reliability Test	Cronbach Alpha Composite Reliability

2. R Square Test

R-square for the dependent construct is used to assess the effect of certain independent latent variables on the dependent latent variable which shows the presentation of the magnitude of the effect.

### Inner Model Analysis

The Inner Model Analysis or commonly called the Structural Model is used to predict the causal relationship between the variables tested in the model. The analysis of the inner model in testing using Smart PLS is done by testing the hypothesis. In testing the hypothesis, it can be seen from the t-statistical value and probability value. To test the hypothesis by using statistical values, the alpha 5% of the t-statistic value used is 1.96, while the beta score is used to determine the direction of the influence of the relationship between variables. The criteria for acceptance/rejection of the hypothesis are in the following.

Ha = t-statistic > 1.67 with a score of p-values <0.05.

H0= t-statistic <1.67 with p-values>0.05

## IV. RESULTS

### Validity test

Validity means how much accuracy and accuracy a measuring instrument performs in carrying out its measuring function. In other words, a test or measuring instrument can be said to have high validity if the tool performs its measuring function or provides measurement results in accordance with the purpose of the measurement. The validity test was carried out to see which questions were appropriate (representative) to be used to represent the independent variables in the study. The test is carried out using confirmatory factor analysis on each latent variable. If the loading factor value on the indicator is greater than 0.50 ( $\lambda > 0.50$ ); then, the indicator can be used to measure variables or constructs (Ferdinand, 2014). The following table presents the results of the calculation of the validity test in this study.

Tabel 2. Validity Test Result

Item	AVE	Teacher Performance (Y)	Result
X1.1	0.599	0.802	Valid
X1.2		0.790	Valid
X1.3		0.794	Valid
X1.4		0.705	Valid
X2.1	0.596	0.838	Valid
X2.2		0.760	Valid
X2.3		0.809	Valid
X2.4		0.670	Valid
X3.1	0.624	0.739	Valid
X3.2		0.777	Valid
X3.3		0.831	Valid

X3.4	0.588	0.858	Valid
X3.5		0.806	Valid
X3.6		0.812	Valid
X3.7		0.692	Valid
Y.1		0.791	Valid
Y.2		0.742	Valid
Y.3		0.781	Valid
Y.4		0.714	Valid
Y.5	0.805	Valid	
Z.1	0.521	0.574	Invalid
Z.10		0.611	Valid
Z.11		0.659	Valid
Z.12		0.668	Valid
Z.13		0.715	Valid
Z.2		0.705	Valid
Z.3		0.826	Valid
Z.4		0.814	Valid
Z.5		0.738	Valid
Z.6		0.817	Valid
Z.7	0.767	Valid	
Z.8	0.722	Valid	

### Reliability Test

In addition to being valid, the instrument must also be reliable. The reliability test is intended to measure the level of consistency of the instruments used. Thus, this instrument can be used safely because it can work well at different times under different conditions. Thus, reliability shows how much the measurement can give relatively no different results when repeated measurements are made on the same subject. Construct reliability is assessed by calculating the reliability index of the instrument used from the analyzed SEM model.

Tabel 3. Reliability Test Result

Variable	Cronbach's Alpha	Composite Reliability	Result
Transformational Leadership Style (X2)	0.772	0.854	Reliable
Principal Managerial Skills (X3)	0.900	0.920	Reliable
Teacher Performance (Y)	0.826	0.877	Reliable

Teacher Competency (Z)	0.915	0.928	Reliable
Work Environment (X1)	0.776	0.856	Reliable

Teacher Performance (Y)	0.926	0.920
Teacher Competency (Z)	0.819	0.807

**Coefficient of determination test results R2**

The R-Square test is chosen in this study to measure the extent to which endogenous variables have the influence of variable other. Based on data analysis using the smartPLS program, the R-Square values are obtained as follows.

Tabel 4.  
R-Square test results

Variable	R Square	R Square Adjusted
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Based on the test results, obtained a score of R2 for teacher performance is 0.926, which means that teacher performance is influenced by the work environment, transformational leadership style, principal managerial skills and teacher competence by 92.6% and 7.4 others are influenced by variables that have not been explained in this study. As the Score R2 for teacher competence is 81.9%, it means that the work environment, transformational leadership style, and managerial skills of principals affect teacher competence 81.9% and others are influenced by variables that have not been explained in this study.

**Inner Model Analysis**

Table 5.  
Hypothesis Test Result

Hypothesis	Original Sample (O)	T Statistics ((O/STDEV))	P Values	Result
Work Environment (X1) on Teacher Performance (Y)	0.878	5,314	0.000	Significant Positive
Principal Managerial Skills (X3) on Teacher Performance (Y)	0.463	4,736	0.003	Significant Positive
Transformational Leadership Style (X2) on Teacher Performance (Y)	0.074	0.419	0.675	Not Significant
Teacher Competence (Z) on Teacher Performance (Y)	0.198	2,255	0.025	Significant Positive
Work Environment (X1) on Teacher Competence (Z)	0.336	2,394	0.017	Significant Positive
Principal Managerial Skills (X3) on Teacher Competence (Z)	0.479	4,842	0.000	Significant Positive
Transformational Leadership Style (X2) on Teacher Competence (Z)	0.211	0.767	0.078	Not Significant

Hypothesis	Original Sample (O)	T Statistics ((O/STDEV))	P Values	Information
Transformational Leadership Style (X2) on Teacher Competence (Z) on Teacher Performance (Y)	0.842	2,321	0.018	Significant Positive
Principal Managerial Skills (X3) on Teacher Competence (Z) on Teacher Performance (Y)	0.095	2,318	0.021	Significant Positive
Work Environment (X1) on Teacher Competence (Z) on Teacher Performance (Y)	0.090	2,215	0.016	Significant Positive

## V. DISCUSSION

### **Effect of Work Environment on Teacher Performance**

Based on the results testing, it is known that the p value is 0.000 ( $p < 0.05$ ) and the t count  $>$  t table ( $5,314 > 1.675$ ) with a positive beta ( $p=0.878$ ); thus, it can be concluded that work environment has a significant positive effect on teacher performance; it means that the better the work environment, the better the teacher's performance. The work environment that occurs in schools can support the learning process, which includes school leadership, organizational climate, work space, air circulation, room models, room contrasts, lighting, door and window positions, placement of work facilities, blackboards and teacher desks, accessories, the placement of chairs, the arrangement of learning media, the availability of books that have the potential to support the continuity of the teacher's work. The work environment can create a binding working relationship between the people in it. The work environment in an organization has an important meaning for individuals who work in it, because the environment will affect individual satisfaction at work. The results of this study, in accordance with the findings of (Narasuci et al., 2018) where the physical work environment and good working relationships between co-workers and superiors can improve lecturer performance either directly or indirectly. A good work environment will encourage work motivation for lecturers to work. Work Motivation can then encourage Lecturer Performance. The results of this study are also in line with the findings of Elok Mahmud Putri, Warosatul Hayani, Richard William Kaope where the work environment has a significant positive effect on employee performance.

### **Effect of Managerial Skills on Teacher Performance**

Based on the test results, it is known that the p-value is 0.003 ( $p < 0.05$ ) and the t count  $>$  t table ( $4,736 > 1.675$ ) with positive beta ( $p=0.463$ ); thus, it can be concluded that managerial skills have a significant positive effect on teacher performance. As an education manager, the principal is responsible for planning, organizing, implementing, leading and controlling all school activities and utilizing all resources (human and material) in particular school to achieve educational goals. The skills and abilities of managers in carrying out these managerial functions will have an impact on the effectiveness of organization work (school). The principal's leadership is one of the factors that determine the movement of the school's life to realize the vision into action, so that the goals and objectives of the school can be achieved through the planning of various previously planned programs. An effective and efficient school management system tends to improve the quality of education, and vice versa. The results of this study also support the findings by (Roemintoyo

et al., 2021; Sari et al., 2020; Wenno, 2017), stated that the principal's managerial skills have a high correlation with teacher performance.

### **Effect of Transformational Leadership Style on Teacher Performance**

Based on the test results, it is known that the p-value is 0.675 ( $p > 0.000$ ) and the t-score  $<$  t-table ( $0.419 < 1.675$ ) with positive beta (0.878); thus, it can be concluded that the transformational leadership style has no effect on teacher performance. The transformational leadership style is characterized by leaders who stimulate and inspire (transform) their followers for extraordinary things. Transformational leadership inspires their followers not only to believe in themselves personally, but also to believe in their own potential to envision and create a better future for the organization. Good performance essentially arises from the encouragement of the teacher himself. The image that arises from the figure of the school leader has not been able to influence the performance of teachers at Muro Jambi High School. The results of this study are in accordance with the findings.

### **The Effect of Teacher Competence on Teacher Performance**

Based on the test results, it is known that the p value is 0.025 ( $p < 0.05$ ) and t arithmetic score  $>$  t table ( $2.321 > 1.675$ ) with positive beta (0.074); thus, it can be concluded that teacher competence has a significant positive effect on teacher performance. In realizing good learning, competent teachers are needed. The competencies that must be mastered by a teacher are pedagogic competence, social competence, professional competence, and personality competencies. Competent teachers will carry out teaching and learning tasks in class full of enthusiasm, fun, and meaning; in addition, students always get new things every time they come to class to learn. Students will never be bored to learn in class because the teacher is competent. In the end, competent teachers will produce students who study hard because they love the learning process and understand the importance of learning for the future (Jejen, 2011). Teacher competence in the learning process greatly determines the academic and non-academic progress of students. Good output is one concrete evidence of good teacher performance. The findings of this study are in accordance with the research findings by (Haryono et al., 2020; Zubaidah et al., 2021)

### **Effect of Work Environment on Teacher Competence**

Based on the resultstesting, it is known that the p value is 0.017 ( $p < 0.05$ ) and t-count scores  $>$  t-table ( $2,394 > 1.675$ )

with beta ( $p=0.336$ ); thus, it can be concluded that work environment has a significant positive effect on teacher performance. Work environment is excessively influential on the performance of teachers, with a good work environment teachers will be able to carry out their duties well. The work environment can also create a binding work effect between the people in it, because the environment will affect individual satisfaction at work. To create a conducive work environment, at least two aspects are needed, which are the teacher and good influence between the teacher and students' parents and surrounding community. A conducive work environment will be able to affect the continuity of the learning process carried out by the teacher. The work environment can affect the performance of teachers in carrying out their duties. Starting from the physical environment of the teacher, such as the room where the teacher works to the non-physical environment of the teacher at work, namely the teacher's co-workers. If the relationship between the teacher and co-workers is good, the teacher supports each other in delivering education to students. On the other hand, if the relationship between teachers is problematic, the performance of the teachers will decrease due to an uncomfortable work environment. The results of this study are in accordance with the findings of (Baharuddin, 2021). (Wahyudi et al., 2022) also stated where the work environment has a significant positive effect on teacher competence.

### **Effect of Principal Managerial Skills on Teacher Competence**

Based on the test results, it is known that the p value is 0.000 ( $p<0.05$ ) and t-score  $>$  t-table ( $2.321 > 1.675$ ) with positive beta ( $p=0.479$ ); thus, it can be concluded that managerial skill has a significant positive effect on teacher competence. The principal works on the basis of the working principle of management by utilizing all school resources including human and other resources. The head of the school maximizes their skills to be able to achieve quality educational goals. The principal's managerial skills have an important role in school management, including the principal's policy regarding teacher competency development. The principal not only orders the teachers or education personnel in the school, but the principal is also able to provide assistance related to the problems faced by teachers and education personnel in carrying out their duties. As a manager, it is the principal who is responsible for utilizing all school resources to achieve goals, especially the resources of educators/teachers. As a supervisor, the principal is responsible for improving and determining the quality of teacher learning. Principals who can play their strategic

positions can improve education through competency development activities provided to teachers.

### **Effect of Transformational Leadership Style on Teacher Competence**

Based on the test results, it is known that the p value is 0.078 ( $p>0.000$ ) and the t-score  $<$  t-table ( $0.419<1.675$ ) with a positive beta (0.878); thus, it can be concluded that the transformational leadership style has no effect on teacher competence. In addition, (Sutrisno, 2012) states that competence always involves an intentional that encourages a number of personal motives or characters to take an action towards the formation of an outcome. Intentions in educators arise from their willingness to develop competence. Either pedagogic, social, professional, or personality competencies cannot be monitored intensely by the school, so that good teacher competence is purely from the teacher's willingness to carry out his main duties properly. The results of this research rejects the findings by (Heryana, 2015; Rahawarin & Arikunto, 2015).

### **Effect of Transformational Leadership Style on Teacher Performance Mediated by Teacher Competence**

Based on the test results, it is known that the p value is 0.018 ( $p<0.05$ ) and t-score  $>$  t-table ( $2.321 > 1.675$ ) with positive beta ( $p=0.842$ ); thus, it can be concluded that teacher competence is able to mediate the relationship of transformational leadership to teacher performance. The transformational leadership style will be able to bring awareness to followers by bringing up productive ideas, synergistic relationships, and realizing the goals of the organization that have been set. Transformational leadership is a charismatic leader and has a central and strategic role in bringing the organization to achieve its goals. Transformational leaders must also have the ability to match the vision of the future with their subordinates, and accommodate the needs of subordinates at a higher level than what they need. Principal leadership can be done by implementing management functions in planning, organizing, and evaluating the vision, mission, and school goals that have been set together. The existence of harmony carried out can then make many educators understand their main duties and responsibilities to achieve the school's vision and mission. The success of the principal's leadership in leading a school is shown by the increasing awareness of teachers to improve their performance as a factor of work ethic, increasing teacher skills in carrying out, learning tasks, increasing teacher achievement professionally, and increasing student learning achievement. The understanding and direction given will then have an impact on the performance of educators. The results



of this study are in accordance with the findings of (Ismuzaroh et al., 2018; Yuvitasari, 2018) where teacher competence is able to act as a mediating variable in the relationship between transformational leadership style and teacher performance.

### **Effect of Principal Managerial Skills on Teacher Performance Mediated by Teacher Competence**

Based on the test results, it is known that the p value is 0.021 ( $p < 0.05$ ) and t-score  $>$  t-table ( $2.318 > 1.675$ ) with positive beta ( $\beta = 0.095$ ); thus, it can be concluded that teacher competence is able to mediate the relationship of principal managerial skills to teacher performance. Many school failures and successes are determined by the principal because the principal is the controller and determinant of the direction the school wants to take and its goals. As managers in schools, principals have a legal role to develop staff, curriculum, and implementation of education in their schools. The effectiveness of principals' management depends on their ability to work closely with teachers and staff, as well as their ability to control budget management, staff development, curriculum development, pedagogy, and assessment. Principals as managers of educational institutions have a big role in creating a conducive atmosphere in their work environment. This conducive atmosphere is an important factor in creating outstanding teachers. Teachers as educators have a very important role in the progress of schools and the nation. In addition to the role of the principal, the impact of good managerial skills on teacher performance will be stronger when the teacher has good competence. The teacher does not only convey teaching material but also relates to the community environment, understanding of students, personality, and duties as educators. By mastering pedagogical, personal, social and professional competencies, teachers can implement interesting activities needed by students. The teacher does not only convey teaching material but also relates to the community environment, understanding of students, personality, and duties as educators. The results of this study are in accordance with the findings of (Ismuzaroh et al., 2018; Yuvitasari, 2018) where teacher competence is able to play a role as a mediating variable in the relationship of principal managerial skills to teacher performance.

### **Effect of Work Environment on Teacher Performance Mediated by Teacher Competence**

Based on the test results, it is known that the p value is 0.016 ( $p < 0.05$ ) and t-count scores  $>$  t-table ( $2.215 > 1.675$ ) with positive beta ( $\beta = 0.095$ ); thus, it can be concluded that teacher competence is able to mediate the relationship between work environment and teacher performance. Work environment can affect employees' emotions, and if the employee likes the

work environment, the employee will feel at home so that work time is used effectively, efficiently, and optimistically, which leads to high employee performance. The work environment includes working relationships formed between fellow employees and working relationships between subordinates and superiors as well as the physical environment where employees work. A healthy work environment will create teachers' passion to work well; if teachers can carry out their duties happily, passionately, and sincerely, they will get job satisfaction and work productivity which in turn in achieving teacher performance as expected. Mastery of competence is important for teachers; with competence, teachers will be able to carry out their duties as educators and learning agents professionally. Teachers or educators are expected to be able to have abilities in the form of understanding students, planning, implementing learning, evaluating learning outcomes, and being able to develop skills or potential possessed by students. Therefore, teacher competence is important in order to achieve success in learning. The results of this study are in accordance with the findings of (Patience, 2020) where teacher competence is able to play a role as a mediating variable in the relationship between the work environment and teacher performance.

## **VI. CONCLUSIONS**

Based on the research findings, the conclusion that can be drawn is that a good work environment has a significant positive impact on teacher performance. Factors such as school leadership, organizational climate, workspace, and positive relationships among teachers play a crucial role in enhancing teacher productivity. Additionally, the managerial skills of school principals have a significant influence on the quality of teaching. In this context, strengthening training and development programs aimed at improving the skills of school principals is essential.

However, the research findings indicate that the transformational leadership style does not have a direct impact on teacher performance. What is intriguing, though, is that teacher competence emerges as a vital mediator between this leadership style and teacher performance. Therefore, a more focused approach on developing teacher competence could be an effective strategy to enhance their performance. Certainly, this study has its limitations, including sample size restrictions and the exclusion of certain variables such as individual motivation and parental support, which might influence teacher performance. Hence, future research could explore these additional factors.

In terms of implications, these findings offer valuable insights for education practitioners and policymakers. Education practitioners can utilize these results to improve

school management and support teachers in enhancing their competencies. Meanwhile, policymakers should recognize the need for continuous training and development for school principals and teachers as part of a strategy to enhance the overall quality of national education. Subsequent research is also expected to involve additional variables, thereby enriching our understanding of the factors that influence teacher performance comprehensively and deeply.

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